

**APPLY THE PRINCIPLES AND CONCEPTS OF EMOTIONAL INTELLIGENCE
TO THE MANAGEMENT OF SELF AND OTHERS**

US 252031

NQF LEVEL: 5

CREDITS: 4

NOTIONAL HOURS: 40

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project

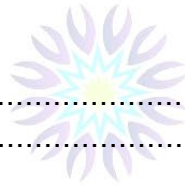
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LEARNER GUIDE

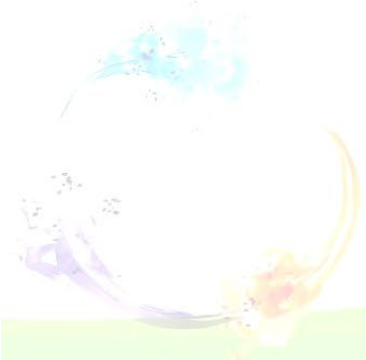
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HOW TO USE THIS GUIDE

This workbook belongs to you. It is designed to serve as a guide for the duration of your training programme and as a resource for after the time. It contains readings, activities, and application aids that will assist you in developing the knowledge and skills stipulated in the specific outcomes and assessment criteria. Follow along in the guide as the facilitator takes you through the material, and feel free to make notes and diagrams that will help you to clarify or retain information. Jot down things that work well or ideas that come from the group. Also, note any points you would like to explore further. Participate actively in the skill practice activities, as they will give you an opportunity to gain insights from other people's experiences and to practice the skills. Do not forget to share your own experiences so that others can learn from you too.

ICONS

For ease of reference, an icon will indicate different activities. The following icons indicate different activities in the manual.



Outcomes



Learning Activities



Assessment Criteria

Take note

Note!



Stop and Think!



Course Material



Reflection



Notes (Blank)



References



Definition



Summaries



Example

PROGRAMME OVERVIEW

PURPOSE

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.

At the end of this training session you will be capable of:

- Demonstrating knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.
- Analyzing the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.
- Analyzing the impact of emotional intelligence on life and work interactions.
- Evaluating own level of emotional intelligence in order to determine development areas.

LEARNING ASSUMPTIONS

It is assumed that learners are competent in:

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4

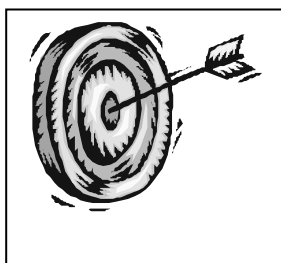
HOW YOU WILL LEARN

The programme methodology includes facilitator presentations, readings, individual activities, group discussions, and skill application exercises.

HOW YOU WILL BE ASSESSED

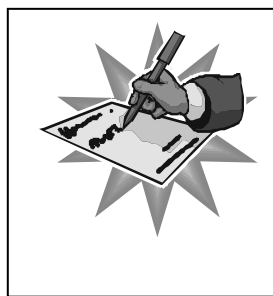
This programme has been aligned to registered unit standards. You will be assessed against the outcomes of the unit standards by completing a knowledge assignment that covers the essential embedded knowledge stipulated in the unit standards. When you are assessed as competent against the unit standards, you will receive a certificate of competence and be awarded 4 credits towards a National Qualification.

SECTION 1: DEMONSTRATE KNOWLEDGE AND UNDERSTANDING OF THE PRINCIPLES AND CONCEPTS OF EMOTIONAL INTELLIGENCE IN RESPECT OF LIFE AND WORK RELATIONS



Specific Outcome

On completion of this section you will be able to demonstrate knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.



Assessment Criteria

- ❖ The principles of emotional intelligence are explained with reference to examples from life and work situations. (SO 1, AC 1)
- ❖ The concepts of emotional intelligence are described with reference to examples. (SO 1, AC 2)

1. PRINCIPLES AND CONCEPTS OF EMOTIONAL INTELLIGENCE



1.1 INTRODUCTION

Today's fast pace and high rate of change requires different skills for survival and success. Higher stress levels require better handling abilities. Mentoring relationships are particularly essential in times like these. Expertise in a particular field plays a lesser role, while internal qualities like resilience, initiative, optimism, and adaptability are taking on new value. The purpose of this course is to acquaint the participants with the principles of emotional intelligence, help them to assess their own abilities, and guide them to heightened awareness of ways to grow in these abilities. The rules are changing. Success used to be measured by what we knew, or how smart we were. But today it's how we handle ourselves and our relationships. These are the thoughts of Daniel Goleman, Harvard researcher and author of the best-selling book, *Emotional Intelligence*, published by Bantam in the late 90's. Contrasted with the traditional Intelligence Quotient (IQ) emotional intelligence is largely learned and continues to develop as we go through life, learning from our experiences.

1.1.1 Definition of key terms

- I. **Emotion:** is a complex psycho-physiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviours, and conscious experience." Emotion is associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behaviour, while emotions provide the affective component to motivation, positive or negative.

- II. **Intelligence:** can be broadly defined as the capacity for goal-oriented adaptive behaviour; emotional intelligence focuses on the aspects of intelligence that govern self-knowledge and social adaptation. Simply put, intelligence is the ability to learn about, learn from, understand, and interact with one's environment. This general ability consists of a number of specific abilities, which include these specific abilities:
 - Adaptability to a new environment or to changes in the current environment
 - Capacity for knowledge and the ability to acquire it
 - Capacity for reason and abstract thought
 - Ability to comprehend relationships

- Ability to evaluate and judge
- Capacity for original and productive thought

III. Emotional intelligence: emotional intelligence (EI) is the area of cognitive ability involving traits and social skills that facilitate interpersonal behaviour. In simple terms, emotional intelligence describes the ability to understand one's own feelings, and that of groups, and how these emotions can influence motivation and behaviour or knowing and managing our own emotions and those of others for improved performance.

IV. Principles: are fundamental norms, rules, or values that represent what is desirable and positive for a person, group, organization, or community, and help it in determining the rightfulness or wrongfulness of its actions. Principles are more basic than policy and objectives, and are meant to govern both. Examples of principles:

- a descriptive comprehensive and fundamental law, doctrine, or assumption
- a normative rule or code of conduct,
- A law or fact of nature underlying the working of an artificial device.

V. Management: is the organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of defined objectives. Management is often included as a factor of production along with machines, materials, and money. According to the management guru Peter Drucker (1909-2005), the basic task of a management is twofold: marketing and innovation. Practice of modern management owes its origin to the 16th century enquiry into low-efficiency and failures of certain enterprises, conducted by the English statesman Sir Thomas More (1478-1535). As a discipline, management consists of the interlocking functions of formulating corporate policy and organizing, planning, controlling, and directing an organization's resources to achieve the policy's objectives.

Reflection

Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centered on whether the construct is a real intelligence and whether it has incremental validity over IQ and the Big Five personality dimensions. The earliest roots of emotional intelligence can be traced to Charles

Darwin's work on the importance of emotional expression for survival and adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we could adequately describe these factors. In 1983, Howard Gardner's *Frames of Mind: The Theory of Multiple Intelligences* introduced the idea of multiple intelligences which included both interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence were lacking in ability to fully explain performance outcomes.

1.1.2 THE FOUR BRANCHES OF EMOTIONAL INTELLIGENCE

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence:

- The perception of emotion
- The ability reason using emotions
- The ability to understand emotion and
- The ability to manage emotions.

1. **Perceiving Emotions:** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
2. **Reasoning with Emotions:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and

what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he has been fighting with his wife.

- 4. Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

Take note



Emotional intelligence - the five domains

Goleman identified the five 'domains' of EQ as:

- 1. Knowing your emotions.*
- 2. Managing your own emotions.*
- 3. Motivating self.*
- 4. Recognizing and understanding other people's emotions.*
- 5. Managing relationships, i.e., managing the emotions of others.*

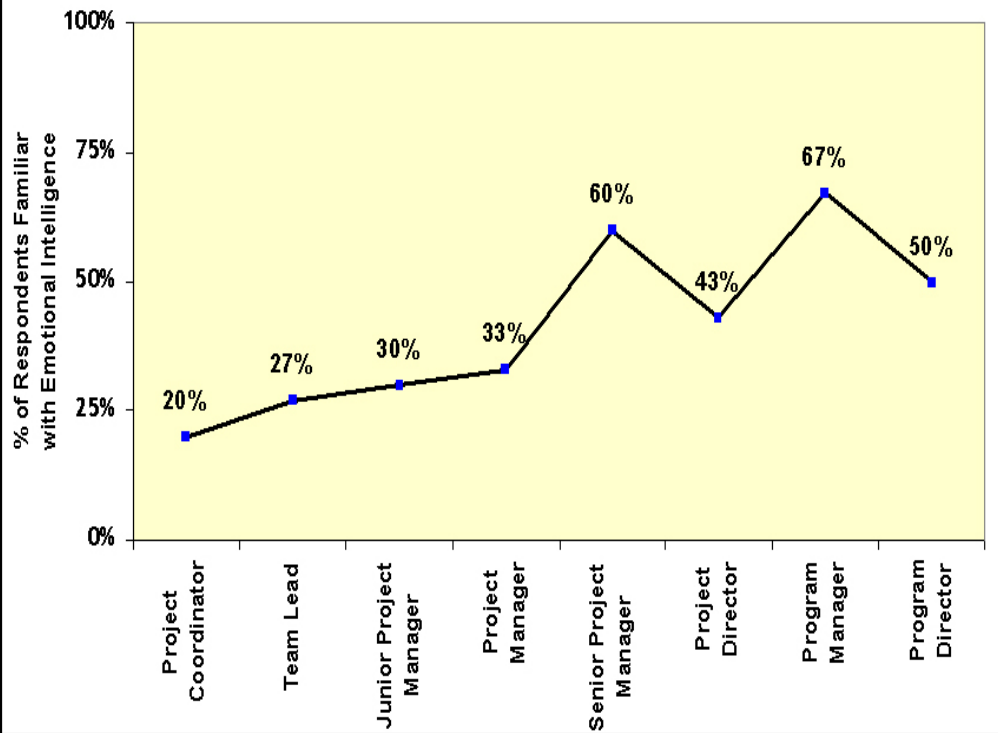
1.1.3 THE PRINCIPLES OF EMOTIONAL INTELLIGENCE

As already highlighted, emotional intelligence is the ability to recognize and regulate emotions in ourselves and in others. For example, in a survey that was done with 109 Project managers the results were as follows:

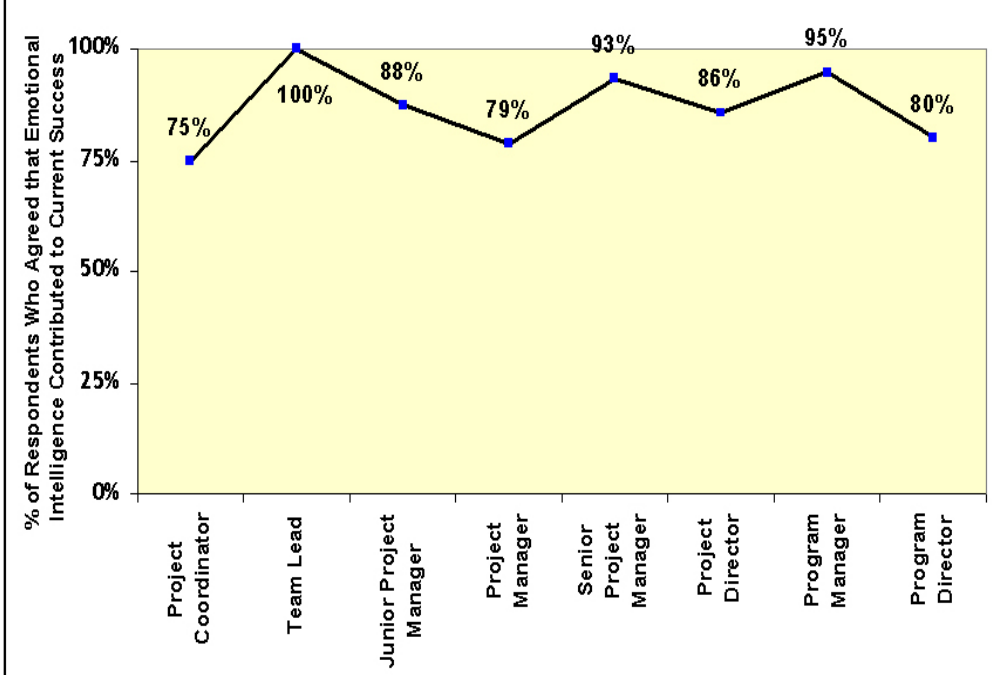
- Result 1: emotions play a direct role in our success as project managers and leaders (Only 10% of managers surveyed were very familiar with EI).
- Result 2: Most project managers don't know very much about emotional intelligence.(88% wanted to know more about EI).
- But 44% say they has contributed to their success and 49% believe it will contribute to their success in the future.

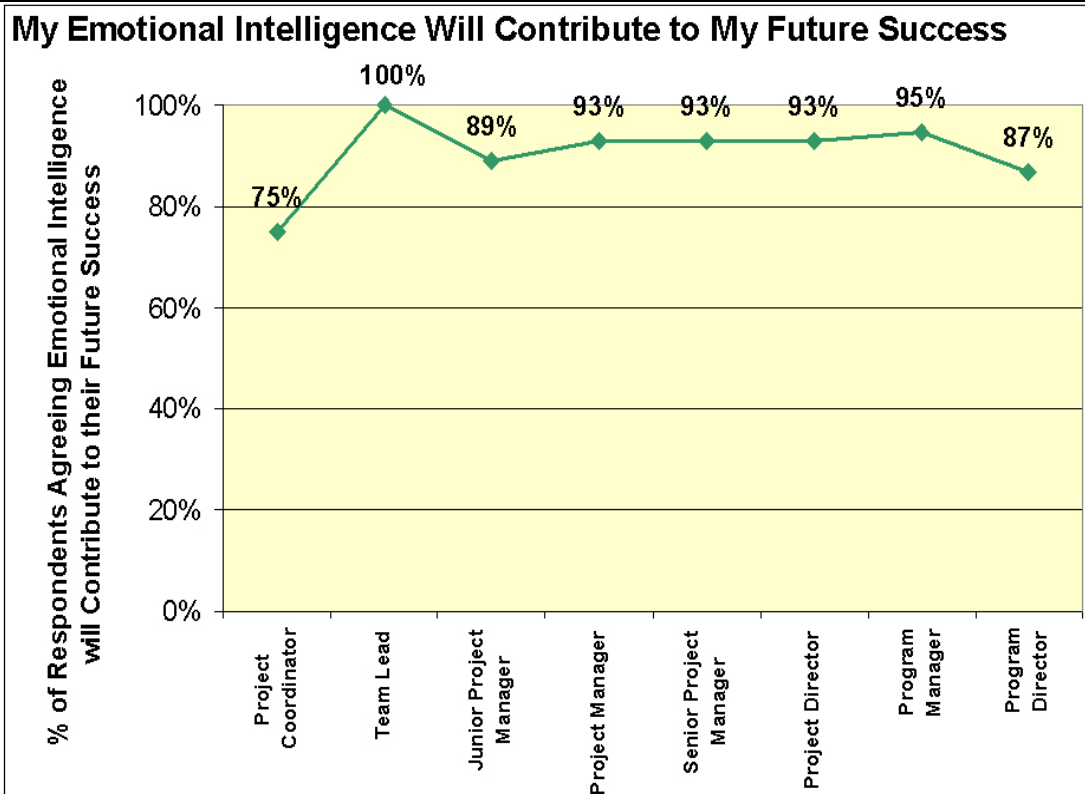
As a manager you must be very familiar with this concept and apply it to the management of self and others. The diagrams below will help you to evaluate yourself.

9. How would you rate your understanding of Emotional Intelligence?



My Emotional Intelligence Contributed to my Current Success - By Level





Emotional intelligence - two aspects

This is the essential premise of EQ: 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, behaviour and all.
- Understanding others, and their feelings.

Emotional intelligence (EQ) often plays a primary role in the level of success an individual achieves in his or her career. Howard Gardner, a Harvard theorist, states: "Your EQ is the level of your ability to understand other people, what motivates them and how to work cooperatively with them." These factors are vital in the workplace, especially as today's businesses expand globally and a higher emphasis is often placed on teamwork. Many of today's careers are not designed around solitary conditions. Intelligence quotient (IQ) is important, but while acquired knowledge is valuable, the emotional maturity an individual possesses is also essential in the workplace.

Emotional intelligence can be defined as an individual possessing the ability to utilize emotions to guide thinking and behavior. Two components of EQ are intrapersonal and interpersonal EQ.

- Intrapersonal EQ is the way a person develops and uses individual emotional intelligence whereas;
- Interpersonal EQ is the way an individual enhances relationships with others, growing stronger communication skills and external awareness.

Role of emotions in the workplace

Emotions play a primary role in both conscious and unconscious decisions. It is often easy to be reactive instead of proactive, and in the workplace, if the wrong choice is made, this can quickly lead into a danger zone. An inability to keep emotions in check can result in problematic issues that can either harm the individual's career or tarnish the reputation of an organization.



Examples of situations where emotions can come into effect are conflict management, colleague tension, dealing with irate customers, organizational power struggles, negotiations, competition, organizational resistance to change and even coping with managers who bully.

Value of emotional intelligence

In order to attain EQ, self-awareness, self-regulation, self-motivation, stress management and self-monitoring of behavior has to be present. Developing these qualities helps individuals become more effective and productive. In today's workplaces, colleagues frequently have to work closely together, and individuals who do not have mature EQ may have difficulty achieving both productivity and effectiveness in the workplace. This is especially true as technology becomes more integrated into the workday and individuals must often rely on electronic communications. Electronic communications require special skills when working with others because misunderstandings easily arise and those with a healthy level of EQ can more easily navigate the consequences and avoid problematic issues in the workplace.

According to Hendries Weisinger, Ph.D., "Individuals with highly developed EQ have learned how to manage these situations in a way that maintains personal health and respects others. The key word here is *learned*. It is believed that EQ skills can be developed long into adulthood." Steve Bressert, Ph.D., states: "As individuals, our success and the success of the profession today depend on our ability to read other people's signals and react appropriately to them."

Whatever the role, be it worker, assistant or manager, emotions will come into play and have a direct impact on colleagues and customers or help shape organizational culture. Members who are able to attain strong levels of emotional intelligence will be able to contribute to success. But, those who cannot reach solid EQ levels may find themselves unable to understand, empathize and negotiate with others. This can have negative effects, especially with such high global interaction in today's world. Today's employers no longer look at just a person's experience or educational background. Employers also seek to hire individuals who are emotionally able to withstand pressures of the job and high levels of personal interaction.

Take note



- *The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment.*
- *Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it.*
- *Empathy is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying others' emotions were more successful in their work as well as in their social lives. More recently, a survey of retail sales buyers found that apparel sales reps were valued primarily for their empathy. The buyers reported that they wanted reps that could listen well and really understand what they wanted and what their concerns were.*

"Emotional intelligence" is important for success in work and in life. However, this notion actually is somewhat simplistic and misleading. Goleman and Mayer, Salovey, & Caruso have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are. Goleman has tried to represent this idea by making a distinction between emotional intelligence and emotional competence.



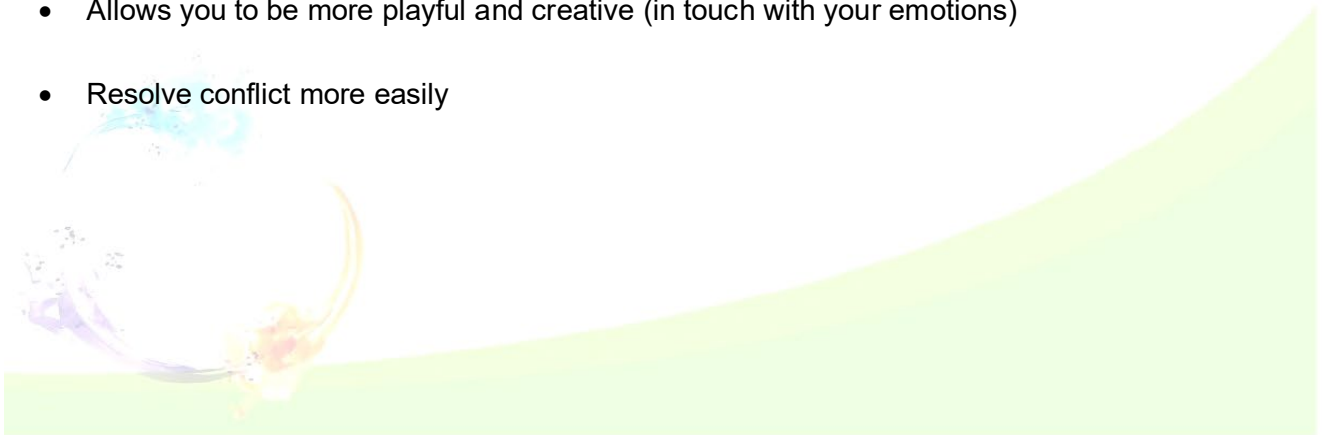
Emotional competence refers to the personal and social skills that lead to superior performance in the world of work.

The emotional competencies are linked to and based on emotional intelligence. A certain level of emotional intelligence is necessary to learn the emotional competencies. For instance, the ability to recognize accurately what another person is feeling enables one to develop a specific competency such as Influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as Initiative or Achievement drive. Ultimately it is these social and emotional competencies that we need to identify and measure if we want to be able to predict performance.

The importance of emotional intelligence

While the definitions of emotional intelligence vary in scope and depth, many believe that it is at least as important as traditional IQ which is why many companies now use EI testing to hire new staff. Here are some ways in which a high EI quotient is beneficial:

- Helps you relate well and cooperate with others in the workplace (understanding other people's emotions and motives)
- Helps you achieve your goals (cooperation with others, emotion management, maturity)
- Maintain satisfying personal relationships (by managing and balancing your emotions)
- Live a more balanced lifestyle (personal and emotion management)
- Respond to others with empathy and compassion
- Allows you to be more playful and creative (in touch with your emotions)
- Resolve conflict more easily





Activity 1

1. In your own words define the following terms with examples;

- Emotions
- Intelligence
- Emotional intelligence
- Management
- Principles

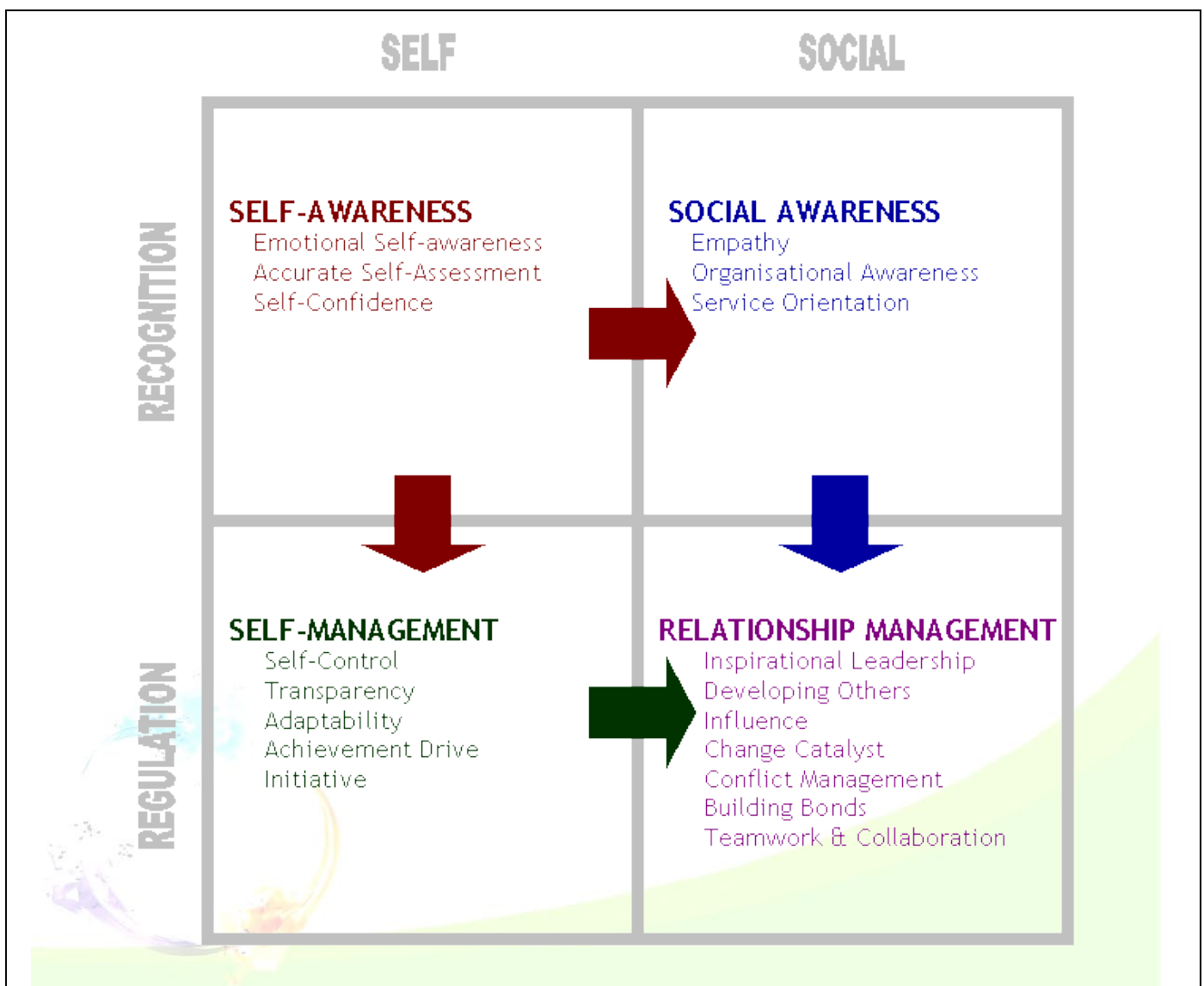
2. Explain the principles of emotional intelligence with reference to examples from life and work situations.

1.2 THE CONCEPTS OF EMOTIONAL INTELLIGENCE

Although "regular" intelligence is important to success in life, emotional intelligence is key to relating well to others and achieving your goals. Many people believe that emotional intelligence is at least as important as regular intelligence, and many companies now use EI testing to hire new staff. Emotional intelligence is an awareness of your actions and feelings – and how they affect those around you. It also means that you value others, listen to their wants and needs, and are able to empathize or identify with them on many different levels.

Goleman's definition of emotional intelligence proposes four broad domains of EQ which consist of 19 competencies (as illustrated in the diagram below):

COMPONENTS OF EMOTIONAL INTELLIGENCE



Note!

Self-Awareness

- Emotional self-awareness: Reading one's own emotions and recognizing their impact
- Accurate self-assessment; knowing one's strengths and limits
- Self-confidence; a sound sense of one's self-worth and capabilities

Self-Management

- Emotional self-control: Keeping disruptive emotions and impulses under control
- Transparency: Displaying honesty and integrity; trustworthiness
- Adaptability: Flexibility in adapting to changing situations or overcoming obstacles
- Achievement: The drive to improve performance to meet inner standards of excellence
- Initiative: Readiness to act and seize opportunities
- Optimism: Seeing the upside in events

Social Awareness

- Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
- Organizational awareness: Reading the currents, decision networks, and politics at the organizational level
- Service: Recognizing and meeting follower, client, or customer needs

Relationship Management

- Inspirational leadership: Guiding and motivating with a compelling vision
- Influence: Wielding a range of tactics for persuasion
- Developing others: Bolstering others' abilities through feedback and guidance
- Change catalyst: Initiating, managing, and leading in a new direction
- Conflict management: Resolving disagreements
- Building bonds: Cultivating and maintaining a web of relationships
- Teamwork and collaboration: Cooperation and team building

These components will now be discussed in detail.

Self-awareness

Is the ability to recognize and understand personal moods and emotions and drives, as well as their effect on those around. Hallmarks of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humor. Self-awareness depends on one's ability to monitor one's own emotion state and to correctly identify and name one's emotions.



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A hallmark is a sure sign: since self-awareness is necessary for, say, realistic self-assessment, that is, without self-awareness no realistic self-assessment, the presence of realistic self-assessment is a sure sign (sufficient to conclude that there is) self-awareness.

Self-regulation

Is the ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. Hallmarks include trustworthiness and integrity; comfort with ambiguity; and openness to change.

Internal motivation

A passion to work for internal reasons that go beyond money and status -which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity. It is a propensity to pursue goals with energy and persistence. Hallmarks include a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

Empathy

It is the ability to understand the emotional makeup of other people. It's a skill in treating people according to their emotional reactions. Hallmarks include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. (In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.)

Take note



It is important to note that empathy does not necessarily imply compassion. Empathy can be 'used' for compassionate or cruel behavior. Serial killers who marry and kill many partners in a row tend to have great emphatic skills!

Social skills

This is proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Hallmarks of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.



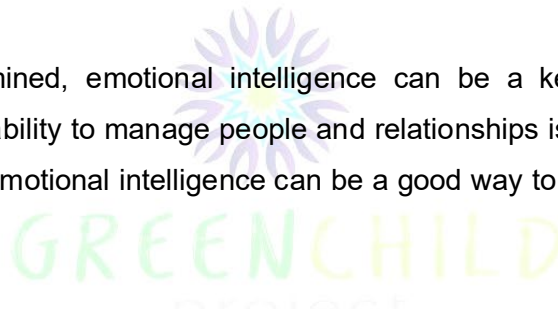
1.2.1 CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

- **Self-Awareness** – People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They are confident – because they trust their intuition and don't let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.
- **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
- **Motivation** – People with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus

on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

As you have probably determined, emotional intelligence can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you.



Reflection

- We probably all know people, either at work or in our personal lives, who are really good listeners. No matter what kind of situation we're in, they always seem to know just what to say – and how to say it – so that we're not offended or upset. They are caring and considerate, and even if we don't find a solution to our problem, we usually leave feeling more hopeful and optimistic.
- We probably also know people who are masters at managing their emotions. They don't get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They are excellent decision makers, and they know when to trust their intuition. Regardless of their strengths, however, they are usually willing to look at themselves honestly. They take criticism well, and they know when to use it to improve their performance.
- People like this have a high degree of emotional intelligence, or EI. They know themselves very well, and they are also able to sense the emotional needs of others.

Would you like to be more like this?

- As more and more people accept that emotional intelligence is just as important to professional success as technical ability, organizations are increasingly using EI when they hire and promote. For example, one large cosmetics company recently revised their hiring process for salespeople to choose candidates based on emotional intelligence. The result? Salespeople hired with the new system have sold, on average, R910, 000 more than salespeople selected under the old system. There has also been significantly lower staff turnover among the group chosen for their emotional intelligence.

So, what exactly is emotional intelligence, and what can you do to improve yours?

- We all have different personalities, different wants and needs, and different ways of showing our

emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important.

- Emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.
- People with high emotional intelligence are usually successful in most things they do. Why? Because they are the ones that others want on their team. When people with high EI send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset.

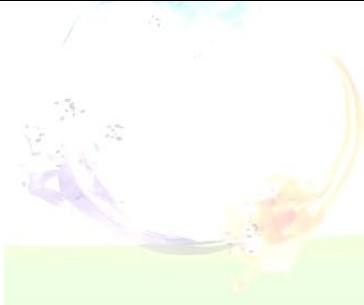


Activity 2

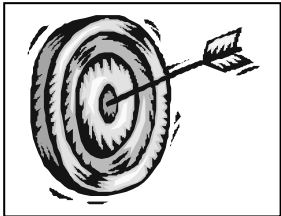
1. Define the following terms with examples;

- Self-awareness
- Self-confidence
- Empathy
- Relationship management

2. Describe the concepts of emotional intelligence with reference to examples.

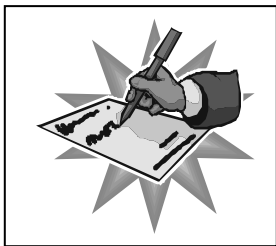


SECTION 2: ANALYSE THE ROLE OF EMOTIONAL INTELLIGENCE IN INTERPERSONAL AND INTRAPERSONAL RELATIONSHIPS IN LIFE AND WORK SITUATIONS



Specific Outcome

On completion of this section you will be able to analyse the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.



Assessment Criteria

- ❖ The importance of personal and interpersonal competencies is explained in relation to interactions in life and work situations. (SO 2, AC 1)
- ❖ Techniques for giving and receiving feedback are analyzed to identify practices reflecting emotional intelligence. (SO 2, AC 2)

2. THE ROLE OF EMOTIONAL INTELLIGENCE IN INTERPERSONAL AND INTRAPERSONAL RELATIONSHIPS

According to Bar-On (2002), emotional intelligence is "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14). Broadly defined, emotional intelligence "addresses the emotional, personal, social, and survival dimensions of intelligence" (p.1). Emotional intelligence and emotional skills develop over time, change throughout life, and relate to one's potential for performance, are process-oriented, and can be improved through training. Dr. Reuven Bar-On developed the EQ-i: Bar-On Emotional Quotient Inventory, which measures 5 components and 15 subcomponents. These include:

- Intrapersonal--assertiveness, self regard, self actualization, independence, and emotional self-awareness
- Interpersonal--interpersonal relationships, social responsibility, and empathy
- Adaptability--problem solving, reality testing, and flexibility
- Stress Management--impulse control and stress tolerance
- General Mood--happiness and optimism

2.1 VALUE OF EMOTIONAL INTELLIGENCE AT WORK AND AT HOME

Emotional intelligence helps to predict success because it reflects how a person applies knowledge to the immediate situation. EQ measures your "common sense" and the ability to get along in the world. EQ training is used in corporations, employee development, leadership programs, and in education settings. According to Bar-On (2002), when companies or organizations invest in the development of their employees, productivity and the bottom line increases, and EQ provides you with a valuable return for your business. From a leadership development perspective, participants enhance their leadership capacities, improve communication, decrease workplace conflict, and improve problem-solving skills. As a personal benefit, individuals are who motivated and inspired to achieve their life goals, have greater career success, build stronger personal relationships, increase their optimism, and are healthier.

These beliefs of emotional intelligence include the following.

- Emotional intelligence is the most important factor in achieving success.

- High levels of achievement, success, and happiness are self-defined and directed.
- The effects of negative and unchecked emotional stress, ineffective and poor relationships, and personal stagnation are financially costly.
- A personal and emotional accountability system is essential for positive human development.
- Honest self-assessment is requisite to positive and intentional personal change.
- People develop and change themselves.
- Learners learn best and teachers teach best in environments that are physically and emotionally safe.
- Personal meaning is more relevant and powerful than external meaning.
- Education and learning require the perspective of balance between academic achievement and becoming emotionally intelligent.
- Healthy and effective relationships, personal leadership, self-management, intrapersonal growth and development, and recognition of potential problems are essential elements for creating a positive and healthy learning climate.

2.1.1 THE IMPORTANCE OF PERSONAL AND INTERPERSONAL COMPETENCES

A solid emotional foundation helps to build long lasting relationships. These skills assist individuals in having the patience and understanding to deal with life's difficulties as they greatly influence the success of the relationship. Emotional intelligence helps in understanding personal motivations, feelings and needs which helps in understanding how to communicate effectively to a partner. The ability to accurately read others, refute arguments and repair ill feelings are all components in this skill set.

Emotional intelligence plays a significant role in interpersonal relationships. This is because it goes a long way in defining the relationship. A very good example is a relationship between two lovers. Emotional intelligence is going to help such a relationship in time of dispute, as both parties must be able to perceive and be on top of his emotion for the relationship to grow and wax stronger.

Emotional intelligence provides a person with the ability to understand the difference between damaging and effective communication. It also makes room for opportunities to transform conflict into an opportunity for building relationship.

Emotional intelligence helps to build interpersonal and intrapersonal skills.



What are interpersonal skills?

“Inter” means between. For example if you see an inter-city train it is a train that goes between cities. So interpersonal skills are “*skills between persons*” (that’s people to you and me).

What are intrapersonal skills?

“Intra” means within. So just like an organizations’ intranet is a network within the organization, so intrapersonal skills are the skills of *going within ourselves*. They are the skills we use in self-reflection and they involve our ability to look within and explore our own judgments, thinking patterns, reactions and responses to develop deeper insight and self-awareness.

Take note



We use interpersonal and intrapersonal skills, to varying degrees, in all our relationships. This includes relationships with loved ones, our significant other, our friends, our family, our colleagues, when we meet strangers or new people, and people we work with and see every day. They are the vital skills of how we are with, and relate to, other people.

Interpersonal and intrapersonal skills involve complex sets of skills which weave together into a coherent whole style of relating so that we are largely unaware of the skills that we use every day. They include communication skills and other skills such as:

- being able to sense what other people are feeling
- knowing what we are thinking and feeling and how this makes us behave – we call this being aware of ourselves in the relationship – or being ‘self-aware’
- being able to express our own feelings
- being able to handle our feelings in ways that are safe and respectful to ourselves and other people
- understanding the effects of our feelings and behavior on other people
- being able to support other people through emotional difficulties

Although we use these skills in our relationships every day, we can always improve them. As we improve our emotional intelligence and relating skills all our relationships can get better. Improving our interpersonal skills helps us to enrich relationships with friends, family and loved ones. It helps us to cope better at work, and in social situations and especially when we come across situations and people who are difficult or challenging for us.



Reflection

Personal and Interpersonal Competencies

Personal Competencies

Demonstrating Adaptability

Maintaining effectiveness when experiencing major changes in work tasks, the work environment, or conditions affecting the organization (for example, economic, political, cultural, or technological); remaining open to new people, thoughts, and approaches; adjusting effectively to work within new work structures, processes, requirements, or cultures.

Key Actions

- Seeks to understand changes
- Approaches change positively
- Remains open to different ideas and approaches
- Adjusts behavior
- Adapts to handle implementation challenges

Modeling Personal Development

Actively identifying new areas for one's own personal learning; regularly creating and taking advantage of learning opportunities; applying newly gained knowledge and skill on the job.

Key Actions

- Models self-mastery in learning
- Seeks learning activities
- Takes risks in learning
- Maximizes learning opportunities
- Applies new knowledge or skill
- Maintains professional knowledge

Interpersonal Competencies

Building Trust

Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

Key Actions

Operates with integrity

Discloses position

Maintains confidentiality

Leads by example

Treats people fairly

Ensures compliance with legal, ethical, and regulatory requirements

Communicating Effectively

Expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner in both individual and group situations; actively listening to others; adjusting style to capture the attention of the audience; developing and deploying targeted communication strategies that inform and build support.

Key Actions

Develops and deploys effective communication strategies

Delivers clear messages

Presents with impact

Adjusts message content and delivery

Demonstrates active listening

Invites dialogue

Creates clear written communication

Masters multiple communication methods

Influencing Stakeholders

Selling the value of learning or the recommended solution as a way of improving organizational performance; gaining commitment to solutions that will improve individual, team, and organizational performance.

Key Actions

Analyzes stakeholder perspectives

Establishes a marketing strategy
Communicates a strong value proposition
Builds energy and support
Gains commitment to the solution

Leveraging Diversity

Appreciating and leveraging the capabilities, insights, and ideas of all individuals; working effectively with individuals having diverse styles, abilities, motivations, and backgrounds (including cultural differences).

Key Actions

Conveys respect for different perspectives
Expands own awareness
Adapts behavior to accommodate others
Champions diversity
Leverages diverse contributions
Accommodates global differences

Networking and Partnering

Developing and using a network of collaborative relationships with internal and external contacts to leverage the workplace learning and performance strategy in a way that facilitates the accomplishment of business results.

Key Actions

Networks with others
Benchmarks and shares best practices
Establishes common goals
Develops partnering relationships



Activity 3

Explain the importance of personal and interpersonal competencies in relation to interactions in life and work situations.

2.2 TECHNIQUES FOR GIVING AND RECEIVING FEEDBACK

Feedback is about engaging in honest and open conversations to leverage strengths and take development actions towards personal, leadership and organisational goals. Feedback has the greatest impact when it is received and accepted. Feedback is more likely to be received and acted upon if the relationship between the giver and receiver is founded on trust and mutual respect. Self-awareness on the giver's part is integral to providing high-quality feedback. Conversely, the receiver needs to be open to feedback, which helps one to act on the feedback while strengthening the relationship. It allows you to see yourself as others see you and supports the exploration of potential growth areas. Also, it is essential to remember that feedback should be balanced. This means that it is equally important to acknowledge strengths and things gone right, as well as growth areas and things gone wrong.

2.2.1 IMPROVING COMMUNICATION SKILLS IN BUSINESS AND RELATIONSHIPS

Effective communication helps us better understand a person or situation, enables us to resolve differences, build trust and respect, and create environments where creative ideas, problem solving, affection, and caring can flourish. As simple as communication seems, many of us experience difficulties connecting successfully with others. Much of what we try to communicate—and others try to communicate to us—gets overlooked or misunderstood, which can cause conflict and frustration in both personal and professional relationships. Fortunately, effective communication skills can be learned. Whether you are trying to improve communication with your spouse, kids, boss, or co-workers, it's important to listen well, recognize nonverbal communication signals, manage stress, and stay connected to your emotions.

What is effective communication?

In the information age, we have to send, receive, and process huge numbers of messages every day. But effective communication is about more than just exchanging information. Effective communication requires you to also understand the emotion behind the information. It can improve relationships at home, work, and in social situations by deepening your connections to others and improving teamwork, decision-making, caring, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust. Effective communication combines a set of skills including nonverbal communication, attentive listening, the ability to manage stress in the moment, and the capacity to recognize and understand your own emotions and those of the person you are communicating with.

While effective communication is a learned skill, it is more effective when it's spontaneous rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

Effective communication skills #1: Listening

Listening is one of the most important aspects of effective communication. Successful listening means not just understanding the words or the information being communicated, but also understanding how the speaker feels about what they are communicating.

Effective listening can:

- **Make the speaker feel heard and understood** which can help build a stronger, deeper connection between you.
- **Create an environment where everyone feels safe** to express ideas, opinions, and feelings, or plan and problem solve in creative ways.
- **Save time** by helping clarify information, and avoid conflicts and misunderstandings.
- **Diffuse negative emotions.** When emotions are running high, if the speaker feels that he or she has been truly heard, it can help to calm them down, diffuse negative feelings, and allow for real understanding or problem solving to begin.

Tips for effective listening

If your goal is to fully understand and connect with the other person, listening effectively will often come naturally. If it doesn't, you can remember the following tips. The more you practice them, the more satisfying and rewarding your interactions with others will become.

- **Focus fully on the speaker**, his or her body language, and other nonverbal cues. If you are daydreaming, checking text messages, or doodling, you are almost certain to miss nonverbal cues in the conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.
- **Avoid interrupting** or trying to redirect the conversation to your concerns, by saying something like, "If you think that's bad, let me tell you what happened to me." Listening is not the same as waiting for your turn to talk. You can't concentrate on what someone's saying if you are forming what you are

going to say next. Often, the speaker can read your facial expressions and know that your mind's elsewhere.

- **Avoid seeming judgmental.** In order to communicate effectively with someone, you don't have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand a person. The most difficult communication, when successfully executed, can lead to the most unlikely and profound connection with someone.
- **Show your interest** in what's being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like "yes" or "uh huh."

Effective communication skills #2: Nonverbal communication

When we communicate things that we care about, we do so mainly using nonverbal signals. Wordless communication, or body language, includes facial expressions, body movement and gestures, eye contact, posture, the tone of your voice, and even your muscle tension and breathing. The way you look, listen, move, and react to another person tells them more about how you are feeling than words alone ever can. Developing the ability to understand and use nonverbal communication can help you connect with others, express what you really mean, navigate challenging situations, and build better relationships at home and work.

- You can enhance effective communication by using open body language—arms uncrossed, standing with an open stance or sitting on the edge of your seat, and maintaining eye contact with the person you are talking to.
- You can also use body language to emphasize or enhance your verbal message—patting a friend on the back while complimenting him on his success, for example, or pounding your fists to underline your message.

Tips for improving how you read nonverbal communication

- **Practice observing people** in public places, such as a shopping mall, bus, train, café, restaurant, or even on a television chat show with the sound muted. Observing how others use body language can teach you how to better receive and use nonverbal signals when conversing with others. Notice how people act and react to each other. Try to guess what their relationship is, what they are talking about, and how each feels about what is being said.

- **Be aware of individual differences.** People from different countries and cultures tend to use different nonverbal communication gestures, so it's important to take age, culture, religion, gender, and emotional state into account when reading body language signals. An American teen, a grieving widow, and an Asian businessman, for example, are likely to use nonverbal signals differently.
- **Look at nonverbal communication signals as a group.** Don't read too much into a single gesture or nonverbal cue. Consider all of the nonverbal signals you receive, from eye contact to tone of voice and body language. Anyone can slip up occasionally and let eye contact slip, for example, or briefly cross their arms without meaning to. Consider the signals as a whole to get a better "read" on a person.

Tips for improving nonverbal communication

- **Use nonverbal signals that match up with your words.** Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you are being dishonest. For example, you can't say "yes" while shaking your head no.
- **Adjust your nonverbal signals according to the context.** The tone of your voice, for example, should be different when you are addressing a child than when you are addressing a group of adults. Similarly, take into account the emotional state and cultural background of the person you are interacting with.
- **Use body language to convey positive feelings** even when you are not actually experiencing them. If you are nervous about a situation—a job interview, important presentation, or first date, for example—you can use positive body language to signal confidence, even though you are not feeling it. Instead of tentatively entering a room with your head down, eyes averted, and sliding into a chair, try standing tall with your shoulders back, smiling and maintaining eye contact, and delivering a firm handshake. It will make you feel more self-confident and help to put the other person at ease.

Effective communication skills #3: Managing stress

In small doses, stress can help you perform under pressure. However, when stress becomes constant and overwhelming, it can hamper effective communication by disrupting your capacity to think clearly and creatively, and act appropriately. When you are stressed, you are more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behaviour.

How many times have you felt stressed during a disagreement with your spouse, kids, boss, friends, or co-workers and then said or done something you later regretted? If you can quickly relieve stress and return to a calm state, you will not only avoid such regrets, but in many cases you will also help to calm the other person as well. It's only when you are in a calm, relaxed state that you will be able to know whether the situation requires a response, or whether the other person's signals indicate it would be better to remain silent.

Quick stress relief for effective communication

When stress strikes, you can't always temper it by taking time out to meditate or go for a run, especially if you are in the middle of a meeting with your boss or an argument with your spouse, for example. By learning to quickly reduce stress in the moment, though, you can safely face any strong emotions you are experiencing, regulate your feelings, and behave appropriately. When you know how to maintain a relaxed, energized state of awareness—even when something upsetting happens—you can remain emotionally available and engaged.

To deal with stress during communication:

- **Recognize when you are becoming stressed.** Your body will let you know if you are stressed as you communicate. Are your muscles or your stomach tight and/or sore? Are your hands clenched? Is your breath shallow? Are you "forgetting" to breathe?
- **Take a moment to calm down** before deciding to continue a conversation or postpone it.
- **Bring your senses to the rescue** and quickly manage stress by taking a few deep breaths, clenching and relaxing muscles, or recalling a soothing, sensory-rich image, for example. The best way to rapidly and reliably relieve stress is through the senses: sight, sound, touch, taste, and smell. But each person responds differently to sensory input, so you need to find things that are soothing to you.
- **Look for humour in the situation.** When used appropriately, humour is a great way to diffuse stress when communicating. When you or those around you start taking things too seriously, find a way to lighten the mood by sharing a joke or amusing story.
- **Be willing to compromise.** Sometimes, if you can both bend a little, you will be able to find a happy middle ground that reduces the stress levels for everyone concerned. If you realize that the other person cares much more about something than you do, compromise may be easier for you and a good investment in the future of the relationship.

- **Agree to disagree**, if necessary, and take time away so everyone can calm down. Take a quick break and move away from the situation. Take a stroll outside if possible, or spend a few minutes meditating. Physical movement or finding a quiet place to regain your balance can quickly reduce stress.

Effective communication skills #4: Emotional awareness

Emotions play an important role in the way we communicate at home and work. It's the way you feel, more than the way you think, that motivates you to communicate or to make decisions. The way you react to emotionally-driven, nonverbal cues affects both how you understand other people and how they understand you. If you are out of touch with your feelings, and don't understand how you feel or why you feel that way, you will have a hard time communicating your feelings and needs to others. This can result in frustration, misunderstandings, and conflict. When you don't address what's really bothering you, you often become embroiled in petty squabbles instead—arguing with your spouse about how the towels should be hung, for example, or with a co-worker about whose turn it is to restock the copier.

Emotional awareness provides you the tools for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings. If you are afraid of strong emotions or if you insist on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone.

How emotional awareness can improve effective communication

Emotional awareness—consciousness of your *moment-to-moment* emotional experience—and the ability to manage all of your feelings appropriately is the basis for effective communication.

Emotional awareness helps you:

- Understand and empathize with what is really troubling other people.
- Understand yourself, including what's really troubling you and what you really want.
- Stay motivated to understand and empathize with the person you are interacting with, even if you don't like them or their message.
- Communicate clearly and effectively, even when delivering negative messages.
- Build strong, trusting, and rewarding relationships, think creatively, solve problems, and resolve conflicts.

Effective communication relies on our Emotional Intelligence (EI). By organising our thoughts and messages in a way which persuades and stimulates our audience we create optimal impact and influence. An integral part of success in business is the ability to enlighten and create interest when speaking in public.

Key messages from an Emotional Intelligence point of view:

The objectives in giving feedback are to:

- Maintain high performance by highlighting what a colleague is doing well: e.g. "your work is accurate, effective and on time." As opposed to praise which is: "You were great, well done!"
- Improve performance by identifying what is not working so well: "Your work is accurate and effective but it was delivered late."
- Deliver effective feedback designed to encourage personal and professional development: "What can we do to ensure you meet the deadline in future?"
- Demonstrate how to receive feedback constructively.

It has been shown that, along with a lack of skills and a lack of performance expectations, a lack of feedback is one of the biggest barriers to effective work performance (Lapid-Bogda, 2004). To improve performance we all need an accurate reflection of our strengths (so that we can build on these) and our areas of needed improvement (so that we will know what to change). If accurate and effective feedback is so important to individual and organizational success, why are so many employees and managers often unenthusiastic about the feedback process?

Surely if we can share information that will enhance performance and workplace relations we should relish the opportunity to give and receive feedback! The truth is that feedback, especially around performance and organizational functioning, is an emotion-filled endeavour that, if done badly, can lead to conflict, disengagement and defensiveness. At play in the interface between *feedback giver* and *feedback receiver* is a complex set of personality style factors that can become a barrier to the feedback conversation and ultimately to the change process.

But knowledge and understanding of these very same personality style factors can greatly enhance the 'emotion management' and effectiveness of the feedback loop. What is required is an emotionally intelligent feedback process based on a sound assessment and understanding of employee personality style.

Quality Feedback Elements

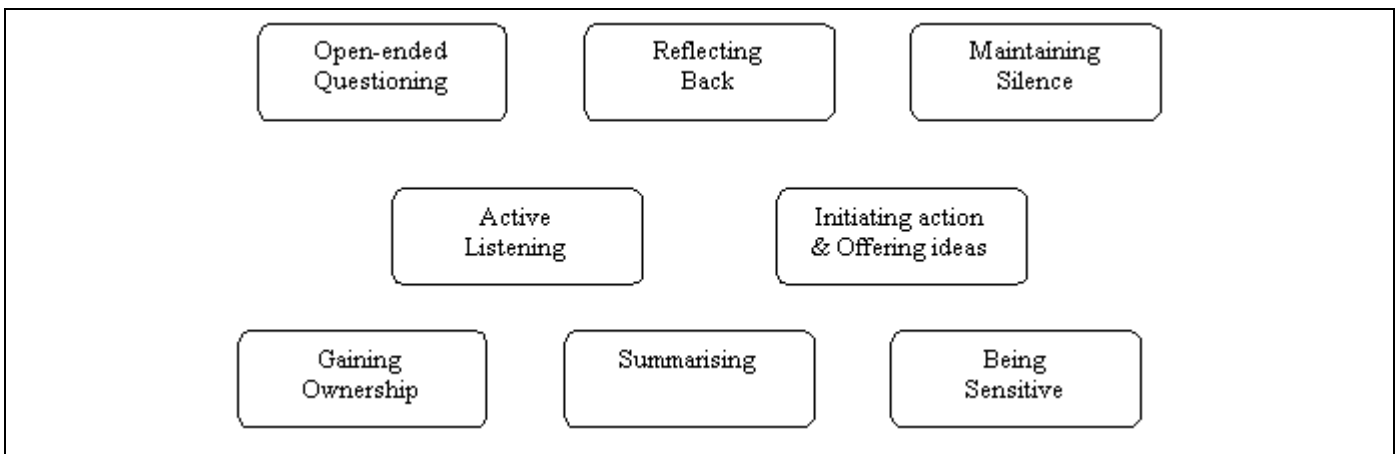
- Provide timely feedback
- The other person will be more open to receiving and acting on feedback that has a constructive

focus or provided with the intent to support growth and development

- Be specific rather than general
- Focus on behaviour not the person
- Strive for a face-to-face meeting. Avoid giving significant feedback via e-mail or through a third party
- Do not presume to know (or to state) someone else's feelings or motives. Assumptions may be incorrect and create anger or defensiveness in the other person
- Pause to allow time for the recipient to reflect and respond to your comments

2.2.1 USEFUL TECHNIQUES TO USE WHEN GIVING FEEDBACK

Now that we have highlighted the main principles of giving feedback, let's look at some useful techniques we can use in feedback sessions:



Open-ended questioning

Use open-ended questions to allow and encourage the person to give more detail and elaborate. Use words like:

- What?
- How?
- Who?
- Tell me?

Avoid closed questions when you are trying to get more information from someone. Avoid words like:

- Do you?
- Did you?

- Have you?

Also be careful when you use the word "Why". The person may think that you are blaming them or being critical if you use it. They may think that you disagree with them if you use this word.

Reflecting Back

This is about putting what the other person has said in your own words and reflecting it back. This is called paraphrasing and by doing this it shows that you are listening and more importantly that you are listening and understanding! For example:

- Individual - "I always seem to get the rough end of the stick - no-one listens to me at all....."
- You - "You seem concerned that no-one listens to you and that you seem to be getting a dumb deal"

Maintaining Silence

- Encourage the person to take their time.
- Always give the other person time to think through their reply to a challenging answer.
- Do not feel uncomfortable about silences but do be wary that silence can make people feel very uncomfortable.
- Maintain eye contact and demonstrate an interest.

Summarizing

- Summarise the output of the meeting and action plan to ensure that you have heard correctly and understood from his/her perspective.
- Restate the key aspects of the feedback discussion.
- Conclude the discussion and focus on planning for the future.
- Example: "The three major issues you raised were....."
" To summarize then....."

Being Sensitive

- Acting sensitive to the needs of the person is important as they may reject the feedback initially.
- Give the person space to think in his/her time. This may help the person to absorb the feedback.

Initiating Action and Offering Ideas

Example: "Can you think of an action that would help build on your skills in this area?" Offer ideas without forcing your personal opinion.

"One thing you might do is...."

"Have you thought about....."

"Your options include....."

"What can I do to help?"



Gaining Ownership

- Help the person to integrate the feedback into their own experience and view of themselves.
- Link the feedback as much as possible to business results and objectives - this will help increase ownership.
- Any change in behaviour will only occur through acceptance and ownership of then feedback by that person.

Receiving Feedback

As long as feedback is given in a non-judgmental and appropriate way, it is a valuable piece of information for learning and for our continued development as a person. Constructive feedback is critical for self-development and growth; here are some points to bear in mind when you receive feedback.

1. Don't shy away from constructive feedback, welcome it
2. Accept feedback of any sort for what it is – information
3. Evaluate the feedback before responding
4. Make your own choice about what you intend to do with the information

The feedback emotional rollercoaster

Whether you are giving or receiving feedback it is useful to bear in mind the following model (DAWA) when it comes to people who receive feedback.

- **Denial:** when people first receive feedback, they have a tendency to deny it. Please avoid immediate defensiveness - arguing, denying and justifying. This just gets in the way of your appreciation of the information you are being given.
- **Anger:** after the denial stage comes anger! So you have been told that your work is not as good as what it ought to be. You have said, "It's as good as always" so you are denying it then you become angry as it stews in your mind and body. The immediate reaction is to fume!
- **Withdrawal:** after the anger has calmed down, the person has had time to reflect and ponder on the feedback. "Well, i have been making more mistakes then normal" this is when time is taken out to mull over the feedback and think about what it actually means.

- **Acceptance:** the final part of this model is finally accepting the feedback, assessing its value and the consequences of ignoring it, or using it. "i have been making mistakes".

CASE STUDY

The Need for Emotionally Intelligent Feedback – Xolani and Dudu

Xolani walks into his line manager Dudu's office to discuss the recent review of his performance in the accounts department. Dudu is already nervous because Xolani does not respond well to any kind of criticism or negative feedback from superiors. He tends to kick against authority and often distrusts his colleagues' motives. Dudu doesn't enjoy conflict and tense conversations and just wants to get it over and done with.

As Xolani sits down his arms are folded, his eyes are darting nervously around the room, and in Dudu's gut she can sense that this is not going to be an amiable conversation. Still she tries her best to be tactful and constructive in the way she describes some of the concerns raised about Xolani's recent standard of work and punctuality:

Dudu: *"Xolani, thank you for coming in this morning. As you know we conducted a 360 performance review in the accounts department last month, which has raised certain concerns about some individuals' work. I'm sorry but would you be ok if we talk about a few things...um... in your situation that... um I'd like to look together at some issues that some of your colleagues have said you may need to work on..."*

However before Dudu can finish, Xolani has leaned back in his chair and mumbles something under his breath while looking out the window.

Xolani: *"I know exactly where this is coming from. The person who complained has got something major against me and she's the one who needs to work on her issues. What is her problem with me? If this is about what happened with the building project then I can tell you exactly what happened. And it wasn't my fault!"*

Dudu feels the tension rise in her shoulders and she's tempted to greatly minimize the problems raised about Xolani's performance to avoid a big blow up. Somehow she has to get through this.

How is she going to make this feedback conversation end well!?

Feedback and why it requires Emotional Intelligence?

Before we help Dudu manage Xolani's feedback more constructively let's define what feedback actually consists of. Feedback can be defined as the **direct, objective, simple, and respectful observations** that one person makes about another person's behaviour (Lapid-Bogda, 2004). That definition in itself reveals why feedback is a skill that must be practiced and developed. We need a good level of emotional intelligence to manage the interpersonal and intrapersonal dynamics that can make direct, objective, simple and respectful observations tricky. Nevertheless, **emotionally intelligent feedback skills** are within the reach of anybody who is willing to expand their usual ways of perceiving and communicating to consider how their own and others personality styles affect the feedback conversation.

A good starting point to developing emotionally intelligent feedback skills is a feedback formula to guide the general process of giving feedback. Within the structure of this formula we can then begin to consider how the specific personality styles of people influence how feedback should be given in order to maximize its effectiveness.

The Emotionally Intelligent Feedback Formula (Adapted from Lapid-Bogda 2004)

The emotionally intelligent feedback formula consists of three components:

1. **Describe the observable behaviour:** Present a factual description of the person's observable behaviour – including concrete examples that the person can concur with. Returning to Xolani and Dudu...

Dudu: Xolani, I'd like to spend some time on discussing two issues. The one is punctuality and the other is accuracy. Can we start with punctuality?

Xolani: Ok, what's the problem?

Dudu: Over the past two weeks, according to the time sheet, you have reported 20 to 30 minutes late for work five times. Is this an accurate statement?

Xolani: Yes, but I've had car problems!

2. **Describe the impact of the behaviour:** Tell the person why this information is important to him or her, to the organization and to you.

Dudu: The regularity of your late arrival at work has created an impression amongst your colleagues that

you are not reliable and motivated. This may not be true but it is causing some negative vibes in the office towards you. Have you noticed this?

Xolani: Yes, people are really out to get me in that damn office!

Dudu: Furthermore, the team cannot perform at their peak when you aren't available for the early morning meeting where the day's tasks are outlined. I'm also concerned about your own productivity and work satisfaction when you don't get the day off to a good start.

3. Suggest and discuss the preferred behaviour: Provide suggestions for alternative actions and enlist the person in coming up with strategies for change they may not have considered.

Dudu: It would greatly improve the team atmosphere if you could arrive at work on time. I understand that you have had car trouble and I could help you with the number for a good mechanic. Are there other things that are making you late that could be addressed? How can I be of assistance?

The feedback formula provides the outline for managing many of the emotions and uncertainties inherent to a typical feedback conversation. However, we also need more **in-depth guidance** and awareness of the personality factors that can derail or enhance the feedback loop.



Activity 4

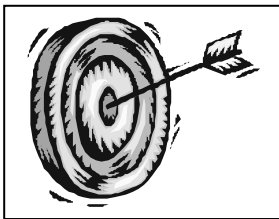
Analyse the techniques for giving and receiving feedback in order to identify practices reflecting emotional intelligence.



SECTION 3: ANALYSE THE IMPACT OF EMOTIONAL INTELLIGENCE ON LIFE AND WORK INTERACTIONS

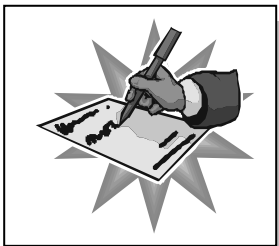


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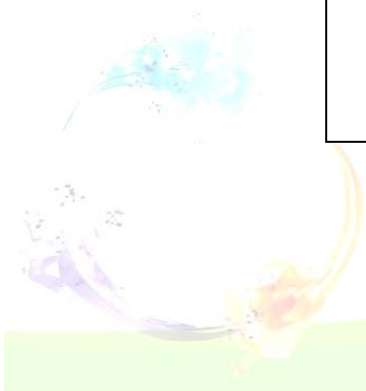
Specific Outcome

On completion of this section you will be able to analyse the impact of emotional intelligence on life and work interactions



Assessment Criteria

- ❖ The positive and negative impact of emotional intelligence is motivated through examples on intrapersonal and interpersonal level. (SO 3, AC 1)
- ❖ The consequences of applying emotional intelligence are explained with reference to examples from life and work situations. (SO 3, AC 2)



3.THE IMPACT OF EMOTIONAL INTELLIGENCE ON LIFE AND WORK INTERACTIONS

The core assets of the modern business enterprise lie not in buildings, machinery, and real estate, but in the intelligence, understanding, skills, and experience of employees. Harnessing the capabilities and commitment of knowledge workers is - it may be argued the central managerial challenge of modern time (Manville and Ober 2003:48). The challenge of managing the most intangible asset – managing what cannot be seen – the manager’s ability to influence employees’ attitudes and emotions is a certain question that managers need to wrestle with. The manner in which they respond to these questions goes a long way toward determining the organisation’s enthusiasm, commitment and ultimate performance (Manville and Ober, 2003: 48).

The effective management of people in teams can produce greater performance levels and greater organisational effectiveness (Potgieter, 2003:97). Increasing emotional intelligence can give valuable information about oneself, other people and situations. By tapping in to the information that emotions provide, individuals are able to alter their behaviour and thinking in such a way that they can turn a situation around. Emotions play an important role in the workplace. The key is to use emotions intelligently, which is exactly what is meant by emotional intelligence.

3.1 THE POSITIVE AND NEGATIVE IMPACT OF EMOTIONAL INTELLIGENCE

Rapid technological change, an increasingly diverse workforce and global markets also contribute to a growing need for emotional intelligence. Change within business, organisations and within our personal lives has become an inevitable reality and a way of life in recent years. The advancement in technology, the pace of competition, globalization and the need to control cost and increase efficiency; coupled with increasing customer expectations, require an organisation to evolve and regenerate in order to survive. Cooper and Sawaf (1997) are of the view that emotional intelligence is one of the most indispensable elements not only in creating a profitable business but also in leading a successful life.

Emotional intelligence at workplace

Emotions in the workplace play a large role in how an entire organization communicates within itself and to the outside world. “Events at work have real emotional impact on participants. The consequences of emotional states in the workplace, both behavioral and attitudinal, have substantial significance for individuals, groups, and society”. “Positive emotions in the workplace help employees obtain favorable outcomes including achievement, job enrichment and higher quality social context”. “Negative emotions,

such as fear, anger, stress, hostility, sadness, and guilt, however increase the predictability of workplace deviance,” and how the outside world views the organization.

“Emotions normally are associated with specific events or occurrences and are intense enough to disrupt thought processes.” Moods on the other hand, are more “generalized feelings or states that are not typically identified with a particular stimulus and not sufficiently intense to interrupt ongoing thought processes”. There can be many consequences for allowing negative emotions to affect your general attitude or mood at work. “Emotions and emotion management are a prominent feature of organizational life. It is crucial “to create a publicly observable and desirable emotional display as a part of a job role.

Positive emotions

Positive emotions at work such as high achievement and excitement have “desirable effect independent of a person's relationships with others, including greater task activity, persistence and enhanced cognitive function.” “Strong positive emotions of emotionally intelligent people include optimism, positive mood, self-efficacy, and emotional resilience to persevere under adverse circumstances. “. Optimism rests on the premise that failure is not inherent in the individual; it may be attributed to circumstances that may be changed with a refocusing of effort.

Those who express positive emotions in the workplace are better equipped to influence their coworkers favorably. They are also more likable, and a halo effect may occur when warm or satisfied employees are rated favorably on other desirable attributes. It is likely that these people will inspire cooperation in others to carry out a task. It is said that, employees experience fewer positive emotions when interacting with their supervisors as compared with interactions with coworkers and customers. Specific workers such as service providers are expected to react to aggressive behaviors directed toward them with nonaggressive and even courteous behavior...also to engage in what has been termed emotional labor by demonstrating polite and pleasant manners regardless of the customer's behavior.

Negative Emotions

Negative emotions at work can be formed by work overload, lack of rewards, and social relations which appear to be the most stressful work-related factors. Cynicism is a negative affective reaction to the organization. Cynics feel contempt, distress, shame, and even disgust when they reflect upon their organizations (Abraham, 1999). Negative emotions are caused by “a range of workplace issues, including aggression, verbal abuse, sexual harassment, computer flaming, blogging, assertiveness training, grapevines, and non verbal behavior”. Stress is the problem of each person feeling it. Negative emotions

can be caused by “poor leadership, lack of guidance, lack of support and backup. Employee’s lack of confidence in their abilities to deal with work demands... and their lack of confidence in coworkers... can also create prolonged negative stress. Showing stress reveals weakness, therefore, employees suppress their negative emotions at work and home. People who continually inhibit their emotions have been found to be more prone to disease than those who are emotionally expressive.

Consequences

- **Psychological and Emotional-** Individuals experiencing job insecurity have an increased risk for anxiety, depression, substance abuse, and somatic complaints.
- **Marital and Family-** Spouses and children can feel the crossover effects of burnout brought home from the workplace. In addition, depleted levels of energy which effect home management is another consequence.
- **Organizational-** Negative feelings at work effect employee morale, turnover rate, commitment to the organization

Women’s Emotions at Work

Women’s emotional reactions are often contributed to internal characteristics and men’s emotional reactions are attributed to external circumstances. Professional women who express anger may experience a decrease rather than an increase in their status. Women are expected to be kinder and more modest than men, and they evoke negative responses from other people if they fail to conform to this prescriptive stereotype. As the number of women entering the workforce has increased and more women have advanced to higher positions with greater responsibility, accountability, and prestige, gender issues have become increasingly salient in both the workplace and academia... Women’s advancement is often accompanied by feelings of conflict or ambivalence.

The ability to effectively deal with emotions and emotional information in the workplace assists employees in managing occupational stress and maintaining psychological well-being. This indicates that stress reduction and health protection could be achieved not only by decreasing work demands (stressors), but also by increasing the personal resources of employees, including emotional intelligence. The increasing of EI skills (empathy, impulse control) necessary for successful job performance can help workers to deal more effectively with their feelings, and thus directly decrease the level of job stress and indirectly protect their health.

Conflict within the Workplace

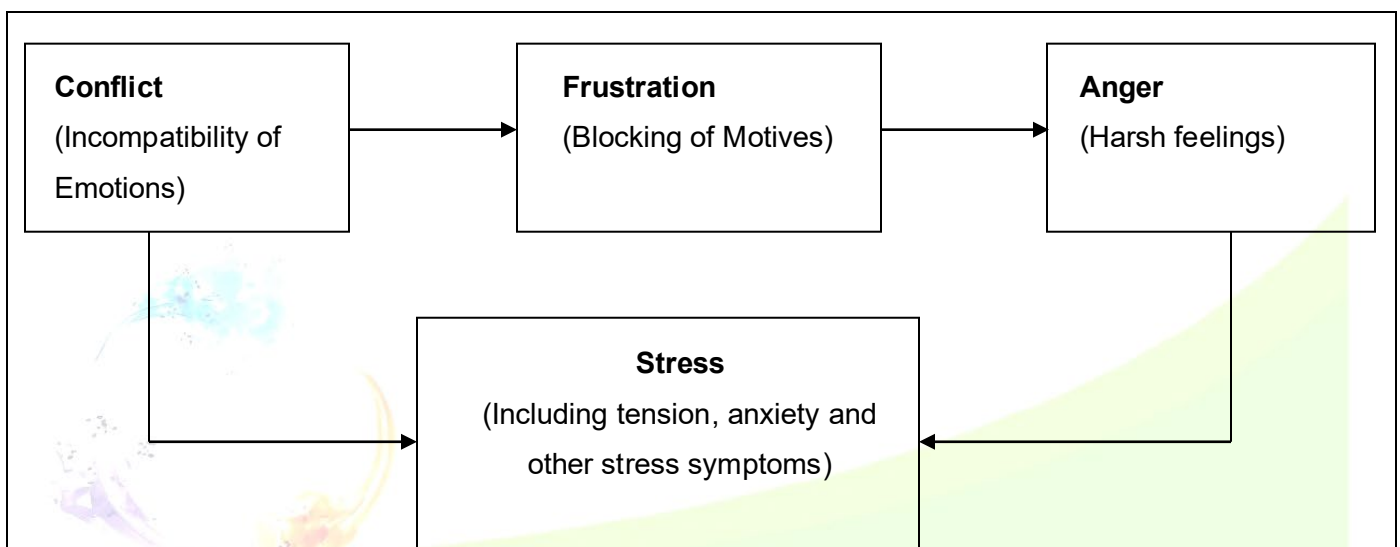
Anderson and Kyprianou (1994:122) describe conflict as the presence of incompatible goals, thoughts or emotions within or between individuals or groups that lead to confrontation. Conflict may therefore be the result of incongruent or incompatible relationships between people. The traditional perspective of conflict is negative – this implies that the presence of conflict is an indication that something is wrong and should therefore be eliminated. The contemporary perspective describes conflict as neither inherently good nor bad but as inevitable. Evidence suggests that conflict can improve the quality of decision making in organisations. Thus the crucial issue is not conflict itself but how it is managed.

Conflict can therefore be defined as functional or dysfunctional in terms of the effect that it has on the organisation. Anderson and Kyprianou (1994: 122) warn that dysfunctional conflict can have serious consequences for the organisation's ability to achieve its goals; however functional conflict may enhance organisational innovation, creativity management and adaptation.

Conflict Management

According to Du Brin (2000: 210) almost any job that includes contact with people inevitably leads to conflict, such as dealing with an angry customer or coworker. Supervisors responsible for managing people would have greater need of such skills. Du Brin (2000:211) points out that conflict does not happen in isolation but that it is interrelated with three other emotions. Du Brin (2000:211) proposes that, in order to understand and better manage conflict, an individual would need to understand the relationship between conflict frustration, anger and stress (this is illustrated in the diagram below).

THE INTERRELATIONSHIP OF CONFLICT, FRUSTRATION, ANGER AND STRESS



Conflict Management Techniques:

Techniques that can be used to deal with conflict between two or more individuals range from the use of force by a manager or a trade union to a problem-solving approach. Anderson and Kyprianou (1994: 129) propose the following ways of handling conflict, namely:

- Force – demand acceptance of a certain situation;
- Withdrawal – withdraw or avoid the person with whom the conflict exists.
- The conflict may be reduced but the original cause remains;
- Smoothing – manager or subordinate attempts to provide an image of cooperation;
- Compromise – neither party gets all it wants, but an agreement is reached;
- Conciliation, mediation and arbitration – outside, neutral parties enter the situation to assist in resolving the conflict;
- Problem solving – characterized by an open and trusting exchange of views. By engaging in joint decision – making process, the sting may be taken out of the relationship conflicts.

Cook and others (2004:160) argue that everyone could benefit from a better understanding of conflict resolution techniques, particularly service employees, who work in environments where they need to manage angry or complaining customers, either inside or outside the organisation. They offer the following tips to manage conflict.

- Know yourself – understand how you typically respond to conflict. Practice being more flexible by putting yourself in the other person's shoes;
- Listen – listen carefully to words and feelings;
- Summarise – reflect on what someone said or felt will build greater respect and shared understanding;
- Avoid tunnel vision – be clear on your case but do not become too fixated on your point of view;
- Negotiate – be prepared to negotiate to reach an acceptable agreement;
- Consider the effects on people - review the implications on major decisions on other people: it is easy to lose other people's involvement and commitment as you drive ahead;
- Communicate - communicate regularly and build relationships, even (and especially) when damage has been caused.

Anger relates to conflict and stress in the workplace and requires to be dealt with proactively in order to reduce its impact on organisations.

Managing Anger

Du Brin, A. J (2000; 230) states that the ability to manage your anger, and the anger of others is an important interpersonal skill now considered to be part of emotional intelligence. He further states that a person who cannot manage anger well cannot take good advantage of his or her intellectual intelligence. The focal point of managing anger effectively is developing the ability to manage personal anger and anger within others effectively. Du Brin offers some basic guidelines in managing your personal anger.

Managing your own anger

Expressing your anger before it reaches a high intensity;

- Anger can be an energizing force – instead of letting it be destructive, individuals need to channel their anger into exceptional performance;
- When an individual is about to express anger, he or she should slowdown. (The old technique of counting to 10 is still effective). Slowing down, as suggested by Du Brin (2000: 230), gives an individual the opportunity to express his/her anger in a way that does not damage relationships with others.

Managing anger in other people

Dealing constructively with the anger of others can be as challenging as dealing with personal anger. A good starting point for dealing with another person's intense anger is to let the other person simmer down (Du Brin, 2000:231). According to Carey Cherniss (April 15, 2000), emotional intelligence has as much to do with knowing when and how to express emotions as it has to do with controlling it. Hence, emotional intelligence requires that we learn to acknowledge and understand feelings in others and ourselves.

Job Conflict

Job conflict is almost inevitable because so many different factors breed conflict. Du Brin (2000, 232) identifies eight major reasons for, or sources of, job conflict.

- Competition for limited resources;
- Building of stone walls;
- Differences in goals and objectives;
- The generation gap and personality clashes;

- Gender differences;
- Competing work and family demands;
- Employee abuse and sexual harassment.

Du Brin (2000,201) suggests that managers can play an active role in preventing and reducing stress and conflict by providing emotional support to employees and by empowering them. Several studies have found that social support may reduce both stress and strain (Du Brin, 2000, 201).

Components of Emotional Intelligence

Supportive behaviour that helps employees feel more effective includes the following (Du Brin, 2000, 201):

- Keep communication channels open. Managers can help ward off major stressors by encouraging group members to talk about real or imagined problems.
- Provide the right kind of backup. Different workers may require different kinds of help, such as a day off to recover from stress, or additional training.
- Act as a catalyst. Helping the employee solve the problem improves the employee’s effectiveness more than solving the problem for the employee.
- Hold back on disseminating stressful information. Although being open with group members is usually beneficial, burdening the already stressed employee with additional stressful information may be overwhelming.

Stop and Think!



Stress or mood swings rock everyone's balance from time to time. However, too much stress, anxiety, depression, or worry can make you feel overwhelmed and act inappropriately. When moods and emotions get the better of you—when they begin to interfere with your career or personal relationships—it's time to make a change. No matter how stressful your job, close relationships, or current life situation; you can learn to harness your emotions and bring your life into balance.

How do you deal with stress in your everyday life?



3.2 THE CONSEQUENCES OF APPLYING EMOTIONAL INTELLIGENCE

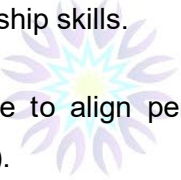
When EM is applied in life and work situations a lot result from the acts. There are a number of benefits to the application of EM. Studies carried out have reached the conclusion that increasing one's emotional intelligence at work presents many benefits. Among these advantages, one could count the abilities to:

- better manage stress at work;
- be a better manager or team leader;
- improve the relationships you have with your colleagues of work;
- increase productivity;
- better collaborate with others;
- deal more efficiently with your supervisor;
- better manage your priorities.

More positive impacts of EM

- **Self-awareness-** The ability to recognize a feeling as it is happening is fundamental to emotional intelligence. If we are unable to notice our emotions, we can be overwhelmed and can flounder at the mercy of these strong feelings.
- **Managing emotions-** The ability to maintain an even keel or bounce back quickly from life's upsets builds on the preceding skill. We want to have a sense of control over our emotions so that we can deal with them appropriately.
- **Self-motivation-** Underlying the accomplishment of any sort of goal is the ability to marshal our emotions in pursuit of that end. For creative tasks, focus and mastery (learning to delay gratification and stifle inappropriate desires) are important skills, and emotional control is essential.
- **Recognizing the emotions of others-** "People" skills are based on a capacity for empathy and the ability to stay tuned to the emotions of others. Empathy kindles altruism and lies at the basis of professions that deal with caring for others, such as teaching, management, and the healing arts.

- **Handling relationships-** Interpersonal effectiveness is dependent on our ability to manage the emotions of others. Brilliant projects and innovative insights are often never realized because of a lack of social competence and leadership skills.



A leader has to have emotional intelligence to align personal and subordinate goals to accomplish company goals (as shown in the table below).

MANAGER VERSUS LEADER GREENCHILD

A manager	A leader
Administers	Innovates
Is a copy	Is an original
Maintains	Develops
Focuses on systems and structure	Focuses on people
Relies on control	Inspires trust
Has a short-range view	Has a long-range perspective
Asks how and when	Asks what and why
Has his eye on the bottom line	Has his eye on the horizon
Imitates	Originates
Accepts the status quo	Challenges it
Is the classic good soldier	Is his own person
Does things right	Does the right thing

The difference between the manager and leader, as described by Bennis, is the same as described by Patricia Pitcher's differences between the technocrat (manager) and the artist (leader). The description of the leader or artist uses characteristics of emotional intelligence. James A. Belasco and Ralph C Stayer (1993) suggest four responsibilities a leader must implement at all levels of an organization.

- First, transfer ownership for work to the people who do the work.
- Second, create the environment where the transfer of ownership can take place, where each person wants to be responsible for his or her own performance. This entails painting a clear picture of what the company believes great performance is, for the company and each person; focusing individuals on the few great performance factors; developing in each person the desire to be responsible for his or her performance; aligning organization systems and structures to send a clear message as to what is necessary for great performance; engaging each individual's heart, mind and hands in the business of the business; and energizing people around the business focus.

- Third, develop individual capability and competence.
- Fourth, create conditions in the organization that challenge every person to continually learn, including him or herself.



These four principles align personal and company goals through emotional intelligence.

3.2.1 THE CONNECTION OF EI TO EFFECTIVE LEADERSHIP AND ORGANIZATIONAL SUCCESS

We all know that organizations today are facing enormous challenges related to the downturn in the economic environment. Today, it is recognized that leadership skills are the most important asset of managers. At the heart of great leadership skills is the ability to develop and maintain interpersonal relationships. These skills include:

- Communication
- Active listening
- Managing conflict
- Inspiring and motivating individuals and groups
- Initiating and managing change
- Collaborating and cooperating with other to reach shared goals

The above skills are all traits that are shared by leaders with high EI. This then is the link that connects leaders with EI. Evidence is beginning to emerge that leaders with high Emotional Intelligence tend to demonstrate an open-mindedness that creates generous, people-oriented attributes, helping them to attract and keep great colleagues and employees. A leader with high EI is more likely to have the ability to align personal and subordinate goals to accomplish company goals. In their book, “The Flight of the Buffalo” (1993), James A. Belasco and Ralph C. Stayer cite four responsibilities that a leader must implement at all levels of an organization:

- Transfer ownership for work to the people who do the work.
- Create an environment that is conducive to the transfer of ownership, a place where each person wants to be responsible for his or her own performance. This means that the leader must paint a clear picture of what great performance looks like for the company and the individual, focusing on performance factors; aligning organization systems, processes and structure to enable successful performance; engaging each individual’s heart, mind and hands in the business of the business; and energizing, motivating and inspiring people around the business focus.
- Develop individual capability and competence.

- Create conditions in the organization that challenge every person to continually learn and grow in skills and knowledge.

These four principles of leadership responsibility align personal and company goals through Emotional Intelligence. A study that shows a direct correlation between high EI within leadership ranks and bottom-line profitability was conducted by Harvard psychologist David McClelland in 1996. He studied a large global food and beverage company and found that division leaders with high EI outperformed yearly earnings by 20 percent, and those without high EI underperformed by the same amount.

Danger to leaders of emotional incompetence

Developing Emotional Intelligence means acknowledging that emotions are always present in the workplace and then consciously doing something intelligent with the emotions. People tend to vary dramatically in the skills to which they use their own emotions and react to the emotions of others. This can be the difference between good leaders and bad leaders. The behaviors related to low or no EI can be devastating to the overall health of an organization. In 2002, *Fortune* magazine ran a series of articles on why companies fail. In one such article titled, “Fearing the Boss More than the Competition”, the following was stated: “Sometimes CEOs don’t get the information they need to make informed decisions. The main reason, says Daniel Goleman, a psychologist and author of the book ‘Primal Leadership’, is that subordinates are afraid to tell them the truth. Even when a boss doesn’t intend to quash dissent, subtle signals – a sour expression, a curt response – can broadcast the message that bad news is not welcome. That’s why, according to a study by Goleman and two associates, higher-ranking executives are less likely to have an accurate assessment of their own performance.”

The role of Emotional Intelligence today

The best leaders employ many tools and have the ability to be flexible in their leadership style, demonstrating situational leadership. There is no question that effective leadership determines the success of an organization. Organizations that place a strong focus on leaders who demonstrate high EI are able to see the results of high-impact leadership behaviors. High-impact leadership can instill trust and passionate commitment to the organization’s goals, mission and vision, especially during today’s turbulent times. It is this commitment that drives success and profitability.

CASE STUDY

Stephan Cote and his partners at the Rotman Business School, University of Toronto, have conducted some research within several companies and drew the conclusion that individuals who have high

emotional intelligence are more adaptable and in a better correlation with the people and situations in the workplace. A direct consequence is of a material nature because it turned out that they have benefited from greater pay raises.



Reflection

Employees who are able to use their emotions intelligently can contribute meaningfully towards building an emotionally intelligent organisation, one in which everyone take responsibility for increasing his or her own emotional intelligence, for using it in relations with others, and for applying the skills of emotional intelligence to the organisation as a whole. The lack of emotional intelligence, however, undermines both an individual's and a company's growth and success.

Intrapersonal capabilities

These capabilities refer to the inner-intellect that individuals require for knowing, understanding and motivating themselves. Within the five-step model, self-awareness, emotional management and self-motivation are grouped together as the core components of intrapersonal intelligence that being the inner intelligence used by individuals to know, understand and motivate themselves.

Interpersonal Capabilities

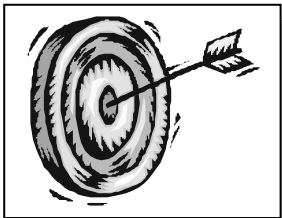
The second main capability towards becoming emotionally intelligent is the interpersonal capability which refers to the outer intelligence required to read, sense, understand and manage relationships with other people. This forms part of the final steps towards emotional intelligence and includes managing relations and emotional coaching.



Activity 5

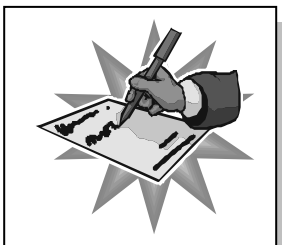
1. Motivate the positive and negative impact of emotional intelligence through examples on intrapersonal and interpersonal level.
2. Explain the consequences of applying emotional intelligence with reference to examples from life and work situations. (Note, examples could include, but are not limited to self-esteem, motivation, interpersonal conflict, positive work environment, managing stress and improved productivity).

SECTION 4: EVALUATE OWN LEVEL OF EMOTIONAL INTELLIGENCE IN ORDER TO DETERMINE DEVELOPMENT AREAS



Specific Outcome

On completion of this section you will be able to evaluate own level of emotional intelligence in order to determine development areas.



Assessment Criteria

- ❖ Own responses to life and work situations are analyzed in terms of the principles and concepts of emotional intelligence. (SO 4, AC 1)
- ❖ Strengths and weaknesses are analyzed with reference to the concepts and principles of emotional intelligence in order to identify development areas. (SO 4, AC 2)
- ❖ Techniques for improving own emotional intelligence are described in relation to development areas identified. (SO 4, AC 3)

4. EMOTIONAL LEVEL EVALUATION

Emotional Intelligence and leadership is important. If you have followers and if you influence people, you have emotional intelligence and will inspire people as a leader. 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 organizations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony.

4.1 ANALYSING OWN RESPONSES TO LIFE AND WORK SITUATIONS

Measuring Emotional Intelligence

Can we measure "people skills"?

Can we measure emotional abilities?

Emotional intelligence is a set of abilities which can be measured. The approach is ability-based and customized. Emotional intelligence can be measured with the - MSCEIT and customize recommendations to meet individual and organization needs.

Different Methods of Measuring Emotional Intelligence

Measures of emotional intelligence are available to help one better understand self, organizational members or clients' emotional strengths and weaknesses. To evaluate emotional intelligence tests, one needs to know two things:

1. How does the test define emotional intelligence; (how do the authors of the test define emotional intelligence?" Do the test authors view emotional intelligence as a collection of personality traits? As a set of unrelated competencies? Or, as a unique set of mental abilities?)
2. How does it test it? (How is the test constructed?)

Self Report

Some tests use a self-report method. Self-report is the most common way to measure things such as personality traits. Personality traits include warmth, empathy, anxiety and so on. Here is an example of a self-report test of personality:

- I often worry for no reason at all.
- It's hard to fall asleep at night.
- I feel down and blue a lot.

Self-report tests have been around for decades and they serve a very useful purpose. As a way to measure emotional intelligence abilities, they have some drawbacks. For instance, this approach is akin to asking you a series of questions about your intelligence:

- I am very smart.
- I am good at solving problems.
- I have a large vocabulary.

This would be a great test of what you thought of your intelligence, and could be a measure of your self-image, but it is not the way to measure skills? Does this mean that self-report measures of emotional intelligence should not be used? If trying to measure emotional intelligence as a set of abilities, skills or emotional competencies, and then self-report may not be the best method to use. On the other hand if interested in people's self-perceptions then this may be the preferred approach. The best test to measure emotional and social competencies may be the BarOn EQi.

Other Report

If emotional intelligence is all about "people skills", why not ask other people what they think about an individual's abilities? On the face of it, this seems to be a legitimate means of testing emotional intelligence. But let's take a closer look at this method, called Observer Ratings, and in human resources, 360-Degree Assessment.

Observers, let's say team members, are given a form to complete about you. Here are some examples of questions that they may be asked:

- Is able to read people well.
- Manages emotions effectively.
- Understands my emotions.

But these ratings of behavior are based upon people's observations, as well as their own biases. Some observers may have an axe to grind, and give uniformly low ratings. Or, if the observers work for the researcher, they may not tell, even anonymously, that they think the researcher's leadership style is atrocious.

More importantly, would we ask a group of people to measure our intelligence? Probably not. Recent research indicates that raters are least accurate at judging other people's mental abilities. That makes sense, because mental abilities are often private and unobservable. Moreover, a very intelligent strategy may sometimes look as if it lacks street smarts to people who just aren't able to fully comprehend it. 360-Degree assessments always have an appeal an interest to those who are being assessed, but they are not the best way to assess emotional intelligence abilities.

Ability Tests

How you determine whether you are or are not emotionally intelligent is by testing your directly testing your skills! If one wants to know how fast they can type on a computer keyboard; they have to type. The Typing – speed test does not ask friends or colleagues for their opinions, the test just give results of what has been done.

The Mayer-Salovey ability model of emotional intelligence defines emotional intelligence as a set of skills or abilities. These skills can be measured just like other skills or other abilities. An emotional intelligence ability test may have questions such as this:

- A manager gives an employee unexpected negative feedback in front of other team members. How is the employee likely to feel?

Angry

Sad

Accepting

Happy

what is the correct answer? Is there a correct answer? There are three ways we have found to score such ability tests: expert, target and consensus.

- Expert scoring employs the answers of emotional experts. They simply define the "correct" answer, based upon their analysis of the test items and answers.
- Target scoring asks the person experiencing a situation how they are feeling. For example, in an ability test consisting of facial expressions, the test developer would take a person's picture and then ask them how they were feeling at the time the picture is taken (using a detailed emotion rating scale).

- The third method to score ability-based measures of emotional intelligence is to use what is called the consensus method. If people recognize a facial expression as indicating fear, then that qualifies as expressing fear. Consensus works because emotions convey important information, information that even has a survival value. As Darwin's research indicated, there is even consensus of emotional expression across different species, allowing us to correctly recognize anger in a cat, a dog, and in humans.

Take note



One of our research findings (Mayer, Caruso, & Salovey, 1999) is that these three methods - expert, target, and consensus - generally agree with one another. This means that there are answers which are more correct than others in such ability tests.

Ability tests of emotional intelligence are new. They yield important information about skills which have not previously been defined or measured.

Learning Activities

EMOTIONAL INTELLIGENCE SELF-EVALUATION

The purpose of this self-evaluation is to measure one's tendencies and abilities within various areas of emotional intelligence. The Emotional Intelligence Self-Evaluation measures five areas of emotional intelligence including:

- Emotional Awareness
- Managing One's Emotions
- Self-Motivation
- Empathy
- Coaching Others' Emotions

Directions for Completing the Emotional Intelligence Self-Evaluation

Part I: Rating

Part II: Scoring

Part III: Interpreting Own Scores

Begin with Part I: Rating and proceed sequentially through each of the other parts.

Part I: Rating. In the space provided next to each of the following statements, please write in the number which best describes your agreement with the item, using the scale immediately below.

1 = Disagree Very Much 3 = Disagree Slightly 5 = Agree Moderately

2 = Disagree Moderately 4 = Agree Slightly 6 = Agree Very Much

ITEMS	CRITERIA	SCORE
1.	I use both negative and positive emotions as a source of wisdom about how to navigate my life.	
2.	Negative feelings help me to address what I need to change in my life.	
3.	I am calm under pressure.	
4.	I have the ability to monitor my feelings from moment to moment.	
5.	When challenged, I am good at getting calm and focused to flow with life's demands.	
6.	When challenged, I am able to summon a wide range of positive emotions such as fun, joy, fighting spirit, and humor.	
7.	I am in charge of how I feel.	
8.	After something has upset me, I find it easy to regain my composure.	
9.	I am effective at listening to other people's problems.	
10.	I do not recycle and dwell on negative emotions.	
11.	I am sensitive to the emotional needs of others.	
12.	I have a calming influence on other people.	
13.	I am able to motivate myself to try and try again in the face of setbacks.	
14.	I try to be creative with life's challenges.	
15.	I respond appropriately to other people's moods, motivations, and desires.	
16.	I can easily enter into a "zone" state, or a state characterized by calmness, alertness, and focus.	
17.	When the time is right, I face my negative feelings and work through what the issue is.	
18.	I am capable of soothing myself after an upsetting event.	
19.	Knowing my true feelings is crucial to my well-being.	

20.	I am good at understanding the emotions of other people, even when the emotions are not directly expressed.	
21.	I am adept at reading people's feelings by their facial expressions.	
22.	I can easily set negative feelings aside when called upon to perform.	
23.	I am aware of subtle social signals that indicate what others need.	
24.	People view me as an effective coach for others' emotions.	
25.	People who are aware of their true feelings are better pilots of their lives.	
26.	I am often able to improve the moods of others.	
27.	I am a good person to come to for advice about handling relationships.	
28.	I am strongly attuned to others' feelings.	
29.	I help others use their motivations to achieve their personal goals.	
30.	I can easily shake off negative feelings.	

Part II. Scoring Add your score for the various areas of emotional intelligence according to the instructions below.

Emotional Competency	Item Numbers	Own Score
Emotional Awareness	Items: 1 + 2 + 4 + 17 + 19 + 25	
Managing One's Emotions	Items: 3 + 7 + 8 + 10 + 18 + 30	
Self-Motivation	Items: 5 + 6 + 13 + 14 + 16 + 22	
Empathy	Items: 9 + 11 + 20 + 21 + 23 + 28	
Coaching Others' Emotions	Items: 12 + 15 + 24 + 26 + 27 + 29	

Part III. Interpreting Own Scores. Comparing your scores with the chart below will allow you to assess your current standing on the various emotional competencies relative to a cross-industry sampling of managers and other professionals.

Emotional Competency	Definite Strength	Needs Development	Some Needs Substantial Development
Emotional Awareness	31 or above	26 - 30	25 or below
Managing One's Emotions	32 or above	27 - 31	26 or below
Self-Motivation	31 or above	27 - 30	26 or below

Empathy		31 or above	26 - 30	25 or below
Coaching	Others'	30 or above	25 - 29	24 or below
Emotions				

Each of the above competencies are important for being able to perform well in most managerial and professional jobs and are important to leading a fulfilling life in general. Therefore, one should consider creating a plan of self-development for areas in which own scores fell into the “needs substantial development” or “needs some development” range. Many books and seminars are available on each of the above emotional competencies to aid one in own development.



Activity 6

Analyse own responses to life and work situations in terms of the principles and concepts of emotional intelligence.



4.2 STRENGTHS AND WEAKNESSES ANALYSIS

A person with High EQ:

- Expresses his feelings clearly and directly with three word sentences beginning with "I feel..."
- Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences.
- Is not afraid to express her feelings.
- Is not dominated by negative emotions such as: Fear, Worry, Guilt, Shame, Embarrassment, Obligation, Disappointment, Hopelessness, Powerlessness, Dependency, Victimization, Discouragement
- Is able to read non-verbal communication.
- Lets his feelings lead him to healthy choices and happiness.
- Balances feelings with reason, logic, and reality.
- Acts out of desire, not because of duty, guilt, force or obligation.
- Is independent, self-reliant and morally autonomous.
- Is intrinsically motivated.
- Is not motivated by power, wealth, status, fame, or approval.
- Is emotionally resilient.
- Tends to feel optimistic, but is also realistic, and can feel pessimistic at times.
- Does not internalize failure.
- Is interested in other people's feelings.
- Is comfortable talking about feelings.
- Is not immobilized by fear or worry.
- Is able to identify multiple concurrent feelings.

Signs of Low EQ - Or Unhealthy Development of Innate Emotional Intelligence

A person with Low EQ:

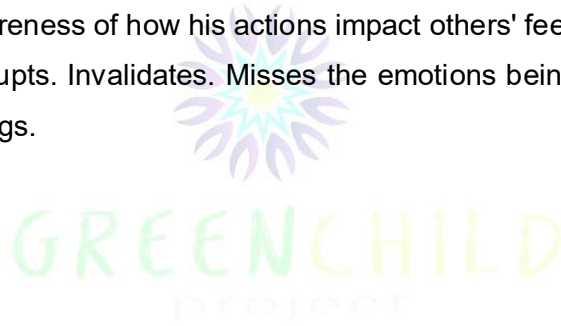
- Doesn't take responsibilities for his feelings; but blames you or others for them.
- Can't put together three word sentences starting with "I feel..."
- Can't tell you why she feels the way she does, or can't do it without blaming someone else.
- Attacks, blames, commands, interrupts, invalidates, lectures, criticizes advises and judges you and others.
- Tries to analyze you, for example when you express your feelings.
- Often begins sentences with "I think you..."



I think you need to..... I think you should...

- Sends "you messages" disguised as "I feel messages" For example, "I feel like you"
- Lays guilt trips on you.
- Withholds information about or lies about his feelings. (Emotional dishonesty)
- Exaggerates or minimizes her feelings.
- Lets things build up, then they blow up, or react strongly to something relatively minor.
- Lacks integrity and a sense of conscience.
- Carries grudges; is unforgiving.
- Doesn't tell you where you really stand with her.
- Is uncomfortable to be around.
- Acts out his feelings, rather than talking them out.
- Plays games; is indirect or evasive.
- Is insensitive to your feelings.
- Has no empathy, no compassion.
- Is rigid, inflexible; needs rules and structure to feel secure.
- Is not emotionally available; offers little chance of emotional intimacy.
- Does not consider your feelings before acting.
- Does not consider their own future feelings before acting.
- Is insecure and defensive and finds it hard to admit mistakes, express remorse, or apologize sincerely.
- Avoids responsibility by saying things like: "What was I supposed to do? I had no choice!"
- Holds many distorted and self-destructive beliefs which cause persistent negative emotions
- May be overly pessimistic; may invalidate others' joy.
- Or may be overly optimistic, to the point of being unrealistic and invalidating of others' legitimate fears.
- Frequently feels inadequate, disappointed, resentful, bitter or victimized.
- Locks himself into courses of action against common sense, or jumps ship at the first sight of trouble.
- Avoids connections with people and seeks substitute relationships with everything from pets and plants to imaginary beings.
- Rigidly clings to his beliefs because he is too insecure to be open to new facts.

- Can tell the details of an event, and what they think about it, but can't tell how they feel about it.
- Uses his intellect to judge and criticize others without realizing he is feeling superior, judgmental, critical, and without awareness of how his actions impact others' feelings.
- Is a poor listener. Interrupts. Invalidates. Misses the emotions being communicated. Focuses on "facts" rather than feelings.



Activity 7

1. Using the guidelines in this section, analyze strengths and weaknesses with reference to the concepts and principles of emotional intelligence in order to identify development areas.
2. Describe techniques for improving own emotional intelligence in relation to development areas identified.



4.3 TECHNIQUES FOR IMPROVING OWN EMOTIONAL INTELLIGENCE

When you become overwhelmed by stress, the emotional parts of your brain override the rational parts—hijacking your best-laid plans, intentions, and strategies. In order to permanently change behavior in ways that stand up under pressure, you need to learn how to take advantage of the powerful emotional parts of the brain that remain active and accessible even in times of stress. This means that you can't simply read about emotional intelligence in order to master it. You have to learn the skills on a deeper, emotional level—experiencing and practicing them in your everyday life.

Emotional intelligence (EQ) skill 1: Rapidly reduce stress

When human beings are under high levels of stress, rational thinking and decision making go out the window! Runaway stress overwhelms the mind and body, getting in the way of our ability to accurately “read” a situation, hear what someone else is saying, be aware of our own feelings and needs, and communicate clearly. The first key skill of emotional intelligence is the ability to quickly calm yourself down when you are feeling overwhelmed. Being able to manage stress in the moment is the key to resilience. This emotional intelligence skill helps you stay balanced focused, and in control—no matter what challenges you face.

Stress busting: functioning well in the heat of the moment

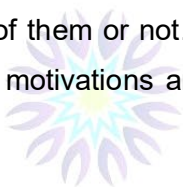
Develop your stress busting skills by working through the following three steps:

- **Realize when you are stressed** – The first step to reducing stress is recognizing what stress feels like. Many of us spend so much time in an unbalanced state that we have forgotten what it feels like to be calm and relaxed.
- **Identify your stress response** – Everyone reacts differently to stress. Do you tend to space out and get depressed? Become angry and agitated? Freeze with anxiety? The best way to quickly calm yourself depends on your specific stress response.
- **Discover the stress busting techniques that work for you** – The best way to reduce stress quickly is through the senses: through sight, sound, smell, taste, and touch. But each person responds differently to sensory input, so you need to find things that are soothing to you.

Emotional intelligence (EQ) skill 2: Connect to your emotions

The second key skill of emotional intelligence is having a moment-to-moment awareness of your emotions and how they influence your thoughts and actions. Emotional awareness is the key to understanding yourself and others.

Many people are disconnected from their emotions—especially strong core emotions such as anger, sadness, fear, and joy. But although we can distort, deny, or numb our feelings, we can't eliminate them. They are still there, whether we are aware of them or not. Unfortunately, without emotional awareness, we are unable to fully understand our own motivations and needs, or to communicate effectively with others.



What kind of a relationship do you have with your emotions?

- **Do you experience feelings that flow**, encountering one emotion after another as your experiences change from moment to moment?
- **Are your emotions accompanied by physical sensations that you experience** in places like your stomach or chest?
- **Do you experience discrete feelings and emotions**, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?
- **Can you experience intense feelings** that are strong enough to capture both your attention and that of others?
- **Do you pay attention to your emotions?** Do they factor into your decision making?

If any of these experiences are unfamiliar, your emotions may be turned down or turned off. In order to be emotionally healthy and emotionally intelligent, you must reconnect to your core emotions, accept them, and become comfortable with them.

Emotional intelligence skill (EQ) 3: Nonverbal communication

Being a good communicator requires more than just verbal skills. Oftentimes, *what* we say is less important than *how* we say it or the other nonverbal signals we send out. In order to hold the attention of others and build connection and trust, we need to be aware of and in control of our nonverbal cues. We also need to be able to accurately read and respond to the nonverbal cues that other people send us. Nonverbal communication is the third skill of emotional intelligence. This wordless form of communication is emotionally driven. It asks the questions: “Are you listening?” and “Do you understand and care?” Answers to these questions are expressed in the way we listen, look, move, and react. Our nonverbal messages will produce a sense of interest, trust, excitement, and desire for connection—or they will generate fear, confusion, distrust, and disinterest.

Part of improving nonverbal communication involves paying attention to:

- Eye contact
- Facial expression
- Tone of voice
- Posture and gesture
- Touch
- Timing and pace



Emotional intelligence (EQ) skill 4: Use humor and play to deal with challenges

Humor, laughter, and play are natural antidotes to life's difficulties. They lighten our burdens and help us keep things in perspective. A good hearty laugh reduces stress, elevates mood, and brings our nervous system back into balance. The ability to deal with challenges using humor and play is the fourth skill of emotional intelligence. Playful communication broadens our emotional intelligence and helps us:

- **Take hardships in stride.** By allowing us to view our frustrations and disappointments from new perspectives, laughter and play enable us to survive annoyances, hard times, and setbacks.
- **Smooth over differences.** Using gentle humor often helps us say things that might be otherwise difficult to express without creating a flap.
- **Simultaneously relax and energize ourselves.** Playful communication relieves fatigue and relaxes our bodies, which allows us to recharge and accomplish more.
- **Become more creative.** When we loosen up, we free ourselves of rigid ways of thinking and being, allowing us to get creative and see things in new ways.

Emotional intelligence (EQ) skill 5: Resolve conflict positively

Conflict and disagreements are inevitable in relationships. Two people can't possibly have the same needs, opinions, and expectations at all times. However, that needn't be a bad thing! Resolving conflict in healthy, constructive ways can strengthen trust between people. When conflict is not perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships. The ability to manage conflicts in a positive, trust-building way is the fifth key skill of emotional intelligence. Successfully resolving differences is supported by the previous four skills of emotional intelligence. Once you know how to manage stress, stay emotionally present and aware, communicate nonverbally, and use humor

and play, you will be better equipped to handle emotionally-charged situations and catch and defuse many issues before they escalate.



Reflection

How to Improve Your Emotional Intelligence

The good news is that emotional intelligence CAN be taught and developed. Many books and tests are available to help you determine your current EI, and identify where you may need to do some work. You can also use these tips:

- Observe how you react to people. Do you rush to judgment before you know all of the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs.
- Look at your work environment. Do you seek attention for your accomplishments? Humility can be a wonderful quality, and it doesn't mean that you are shy or lack self-confidence. When you practice humility, you say that you know what you did, and you can be quietly confident about it. Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself.
- Do a self-evaluation. What are your weaknesses? Are you willing to accept that you are not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life.
- Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it. Keep your emotions under control when things go wrong.
- Take responsibility for your actions. If you hurt someone's feelings, apologize directly – don't ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right.
- Examine how your actions will affect others – before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?



