

WK14 - Resources, Handouts and Overheads

OH EQ FACT SHEET

OH2 – HO1 Components of Emotional Intelligence

OH3 Situation for Discussion

HO2 Starting Point for Change Handout

HO3 Challenges to Deciding to Change

OH6 Some EQ Strategies

OH7 Study findings

Additional Overheads

OH4 – Action and Job Performance

OH5 – Change and Learning

OH EQ FACT SHEET

Why is EQ important? Some interesting facts:

- IQ has only been around since about 1904
- EQ gained prominence in the late 1980s.
- IQ is about 24 points higher now than in 1918 – due to better nutrition, more school, smaller family size, etc. However, EQ is down compared to the last generation.
- Predicting job performance is a favourite pastime in business and psychology. When job performance is comprehensively measured according to superiors, peers and subordinates, EQ predicts higher performance three times better than IQ (this has been confirmed in close to 500 corporations, government agencies and non-profit organizations worldwide).
- Emotional intelligence assessments have been useful in predicting success and failure in corporate settings, small business and the trades. They have also predicted academic dropout, ability to cope with severe medical conditions, aggression in the workplace and the ability to recover from mental illness.
- Leadership is largely an emotional intelligence. Some estimates put it as high as 90%. Leadership encompasses influence, achievement drive, self-confidence, team skills and political awareness. Failed leaders were too critical, moody, angry, defensive and lacked empathy.
- All interaction can be gauged along a continuum from emotionally toxic to nourishing.
- Two-thirds of workers say communication problems are the leading cause preventing them from doing their best work.
- Some states have incorporated an emotional intelligence curriculum for the schools, hospitals, prisons, government employees, etc.
- High EQ youth are able to regulate their emotional states, have fewer illnesses, are better at focusing their attention, better at understanding people and have higher academic achievement.

OH2 – HO1 Components of Emotional Intelligence

There are 15 components to EQ. These fall into five different categories listed and defined below.

Intrapersonal

Component	Description
Emotional self-awareness	The ability to recognize one's own feelings and be able to differentiate between them and why you are feeling them.
Assertiveness	The ability to express feelings, beliefs and thoughts and defend one's rights in a non-destructive manner.
Self-regard	The ability to respect and accept oneself as basically good, to like yourself for who you are.
Self-actualization	The ability to realize one's potential capacities – to participate in pursuits that lead to the achievement of satisfaction in life.
Independence	The ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency. That is you are able to make decisions and do things because they are the right things, rather than because others want you to or you need the approval of others.

Interpersonal

Component	Description
Empathy	The ability to be aware of, to understand and to appreciate the feelings of others. How they feel, why they feel, and to show interest in them.
Interpersonal Relationship	The ability to establish and maintain mutually satisfying relationships.
Social Responsibility	The ability to demonstrate oneself as a cooperative, contributing and constructive member of one's social groups.

Adaptability

	Component	Description
	Problem-solving	The ability to identify and define problems as well as to generate and implement potentially effective solutions.
	Reality-testing	The ability to assess the correspondence between what is experienced and what objectively exists. It involved keeping perspective and the ability to cope with situations.
	Flexibility	The ability to adjust one's emotions, thoughts and behaviour to changing situations and conditions without rigidity.

Stress Management

	Component	Description
	Stress Tolerance	The ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress. To be able to weather difficult situations without getting too overwhelmed.
	Impulse Control	The ability to resist or delay an impulse, drive or temptation to act. This can also be called self-regulation or delaying gratification. You don't need to do it or say it right now to be satisfied.

General Mood

	Component	Description
	Happiness	The ability to feel satisfied with one's life and environment. To have fun and enjoy others, as well as experiences.
	Optimism	The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. This is a positive approach to life, situations and experiences.

Sources: Daniel Goleman (1998) *Working with Emotional Intelligence* and John Gottman (1997) *Raising an Emotionally Intelligent Child*

OH3 Situation for Discussion

Mike just found out he didn't make the basketball team. As he walked away from the gym where the list was posted he was shocked at first, and then started to feel angry. He felt it was unfair that other people who couldn't shoot or move as well as he does made the team when he didn't. As he walked around the corner he ran into a few friends who were talking. When Azim saw Mike he said "hey Mike you look down, what's up?" Mike was angry and embarrassed, he didn't want to talk about being cut, so he said "its none of your business!" Then he left.

Discuss and give some answers for the following questions:

- 1) What was the cause or issue for the person in the story?
- 2) What impact did that have on others?
- 3) What impact does that have for him in the short term and long term?
- 4) What could he have done differently?
- 5) How can he improve the situation now?
- 6) What tools could he use to make sure it doesn't happen again?
- 7) What could Azim do next?

What areas of EQ does this situation touch upon?

HO2 Starting Point for Change Handout

To change you have to start somewhere, so remember these learning points:

- 1) Engage your passion and create your dreams; and**
- 2) Know thyself!**

To start learning and to achieve both of these points find and use multiple sources for feedback about your real and ideal self. The sources of insight into your real self can include systematically collecting information from others. Whether this consensus is an image of *the real you* is based on two assumptions:

1. That these others see, observe and interact with you; and
2. That you reveal yourself to them.

Other sources of insight into your real self may come from behavioral feedback through videotaped or audiotaped interactions, such as collected in assessment centers. Various psychological tests can also help you determine the inner aspects of your real self, such as values, philosophy, traits, motives and such.

Sources for insight into your ideal self are more personal and more elusive than those for the real self. Various exercises and tests can help by making explicit various dreams or aspirations you have for the future. Talking with close friends or mentors can help. Allowing yourself to think about your desired future, not merely your prediction of your most likely future, is going to be the biggest obstacle as Charles Handy outlined in his book. It is difficult to find one's ideal self and many would say it is a never-ending journey.

Exploration of yourself in the context of your environment (How am I fitting into this setting? How am I doing in the view of others? Am I part of this group or organization or family?) and examination of your Real Self in the context of your ideal self involve both comparative and evaluative judgments. In other words you will compare yourself to others and different situations and you will seek to obtain feedback and evaluation of how you are doing using a set of standards—your values, ethics, goals, experience and how you see yourself, as well as how you want to be seen.

The part of ourselves that we value, enjoy, want to keep is often built into a part of our identity, self-image (self-schema), persona, and possibly even our public image. It is, in this sense, the “present you.” The things that are consistent about us and our decisions tell us about our core. And it is realizing this core that allows us to take on change using a ruler to measure what is important to us in how we fit into, adapt or start to change.

We have to be able to see where we need to change, and we have to be willing to change. Change isn't easy, it often involves hearing things we don't want to hear, and being able to actively include those things into a positive and learning approach. So to succeed we have to:

1. *Identify or articulate both your strengths (those aspects of yourself you want to preserve); and*
2. *Identify your gaps or discrepancies between your real and ideal selves (those aspects of yourself you want to adapt or change); and*
3. *Keep your attention on both your ideal and real selves, considering your personal characteristics, values, relationships and other factors—don't let one become a preoccupation!*

HO3 Challenges to Deciding to Change

The one major thing that will be helpful in engaging the self-directed change and learning process is:

Create your own personal learning and personal development plan!

Others cannot tell you how you should change—they may try to but it most likely will not help you engage in the change process. Parents, teachers, spouses, bosses, and sometimes even your friends will try to impose goals for change or learning. People only learn what they want to learn!

How we plan is important to understand if we are going to be successful in making a learning plan. We all plan a bit differently and you need to use what works for you.

Rea McKee (1990) studied how MBA graduates planned personal improvement. She discovered four different styles of planning:

1) Objectives-oriented planning

This is where you have clear goals and things to achieve

2) Direction planning

This is where you have a direction or area you are working on but no specific focus, more of I am going to go that way approach.

3) Task- (or activity) oriented planning

This is where you will set a lot of tasks and activities to plan something out. This may include some goals but it is more specific and looking at the small things.

4) “Present-Oriented” planning

Which could be called the no-plan-planning take-it-as-it-comes approach.

Now all of these can work to some degree, but most often it takes a combination of approaches to succeed. We will review goal setting here but only as it relates to making changes in the way you approach relationships and interaction.

The Decision to ACT

“Remember practice makes perfect but practice where and when you feel safe and comfortable.”

To develop or learn new behaviour, the person must find ways to learn more from current or ongoing experiences. That is, the experimentation and practice does not always require attending "courses" or a new activity. It may involve trying something different in a current setting, reflecting on what occurs, and experimenting further in this setting. Sometimes, this part of the process requires finding and using opportunities to learn and change. People may not even think they have changed until they have tried new behaviour in a work or "real world" setting.

Rhee (1997) studied full-time MBA students in one of the Weatherhead cadres over a two-year period. He interviewed, tested and video and audiotaped them about every six to eight weeks. Even though he found evidence of significant improvements on numerous interpersonal abilities by the end of the second semester of their program, the MBA students did not perceive that they had changed or improved on these abilities until after they returned from their summer internships.

Dreyfus (1990) studied managers of scientists and engineers who were considered superior performers. Once she documented that they used considerably more of certain abilities than their less effective counterparts, she pursued how they developed some of those abilities. One of the distinguishing abilities was Group Management, also called Team Building. She found that many of these middle-aged managers had first experimented with team building skills in high school and college, in sports, clubs and living groups. Later, when they became "bench scientists and engineers" working on problems in relative isolation, they still pursued use and practicing of this ability in activities outside of work. They practiced team building and group management in social and community organizations, such as 4-H Clubs, and professional associations in planning conferences and such.

Challenges to the Decision to Act

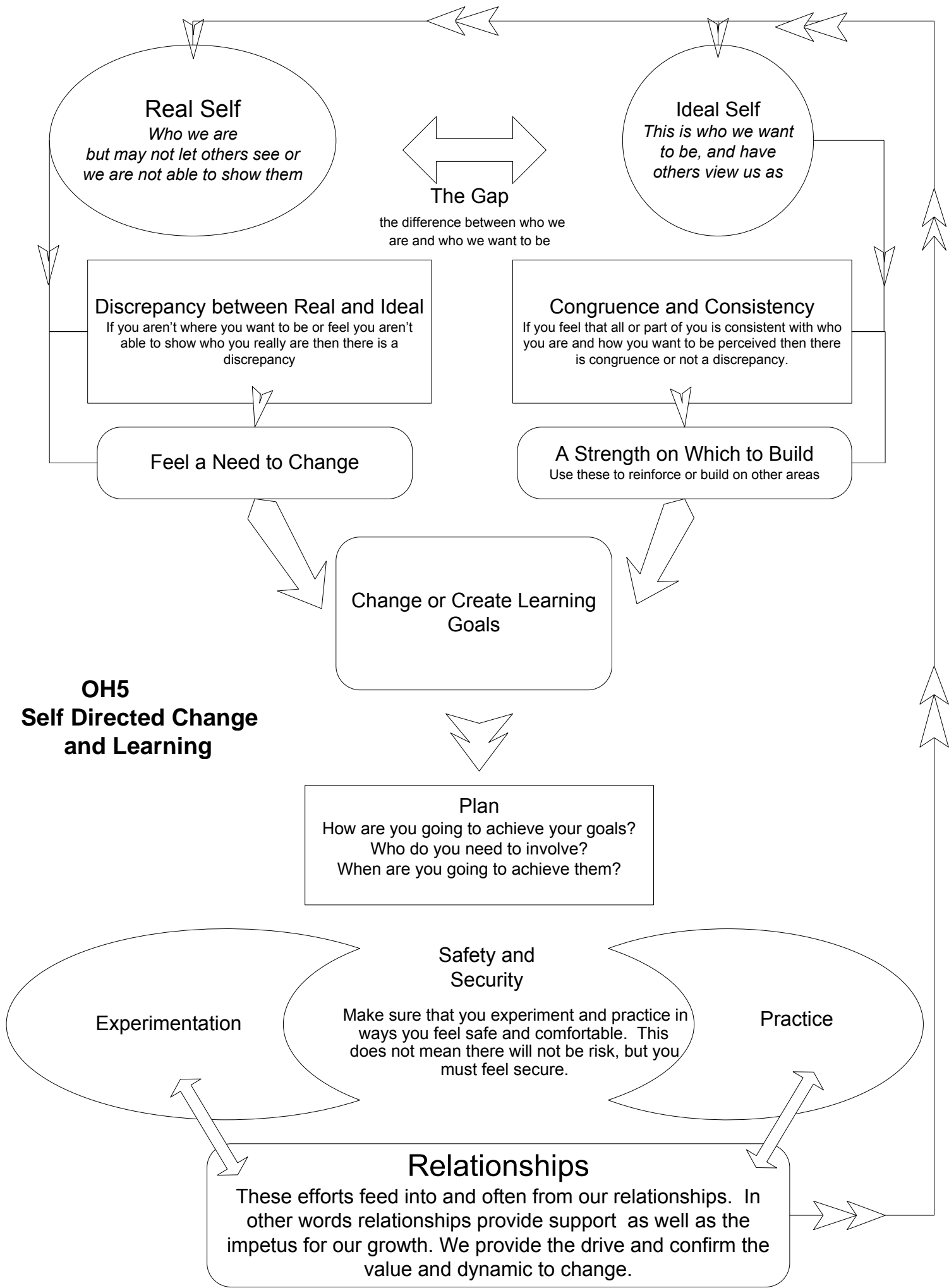
The major learning points from this section helpful in engaging the self-directed change and learning process are:

- (1) *Experiment and practice and try to learn more from your experiences!*
- (2) *Find settings in which you feel psychologically safe within which to experiment and practice!*
- (3) *Develop and use your relationships as part of your change and learning process!*

OH4-Theory of Action and Job Performance



Where our values, strengths, interests, intersect with tasks and activities in an environment that supports our goals and reinforces our style we have the maximum opportunity for stimulation, challenge and performance.



OH6 Some EQ Strategies

1. Self talk – this is where you internalize some of your thoughts and reinforce some of your goals in the interaction.
2. Count to five – sometimes we have to learn to really pause and take some time. If we count to five this will often give us some time to think about our response and the context.
3. Step out of ourselves – one of the hardest things to do is to take feedback on something we personalize. So stepping out of our attachment or ownership of an item, idea or thing is a good way to simply take the information or feedback in without reacting.
4. Set the stage – prepare, go over your goals and what you want to achieve in an interaction before a team meeting, an interview, prep some questions and key speaking points or responses.
5. Don't forget the small talk – too often we focus on getting things done when we should spend some time knowing who we are working with. People want to enjoy their environment and who they interact with. By simply spending some time to personalize the interaction you can really set a positive cooperative tone. This can really improve efficiency and success.
6. Put yourself in their shoes – if it is important to them and you were in their shoes how would you want the other person to act?
7. Don't sweat the small stuff – A problem is a problem, don't make it everyone's. Remember that bad things happen, our plans are not always smooth and easy. There are bumps and curves and derailments, that is part of life. When those things happen, decide if it is a big problem or if it is something you need to let go of and move past.
8. Take some time – when you can't simply move past something, don't be afraid to take some time. People often stick with something—a discussion, an argument—or participate when they are not able to do so successfully. Disclosing your need for some time will generally be appreciated and in the long run will be better for everyone.
9. Agree to disagree—not everything is a yes or no, a win or lose. Sometimes you just have to say hey we see things differently, however I see where you are coming from. Everyone's position has value as it is something that they believe in.
10. Hard on problems soft on people—too often we forget that people become attached to ideas, positions and in our interactions we can unintentionally hurt others in our feedback and criticisms. Staying solution-focused and providing feedback in a positive manner can really improve communication and solutions.

OH7 Study findings

Dreyfus (1990) studied managers of scientists and engineers who were considered superior performers. Once she documented that they used considerably more of certain abilities than their less effective counterparts, she pursued how they developed some of those abilities. One of the distinguishing abilities was Group Management, also called Team Building. She found that many of these middle-aged managers had first experimented with team building skills in high school and college, in sports, clubs and living groups. Later, when they became "bench scientists and engineers" working on problems in relative isolation, they still pursued use and practicing of this ability in activities outside of work. They practiced team building and group management in social and community organizations, such as 4-H Clubs, and professional associations in planning conferences and such.