

About Emotional Intelligence

You will hear us mention some aspects of Emotional Intelligence (EQ) in the webinar.

Most leaders on our leadership development programmes and our MBA will self-assess on Emotional Intelligences and work to developing those where they have some limitations.

One on one coaching is often best for this over a period of a month or two as old habits are broken and new capabilities established.

What is Emotional Intelligence?

- The key factors that are related to success in life and work
- It helps us understand why some people do well in life while others fail
- Different from IQ (Cognitive Intelligence)

What are the characteristics of an emotionally intelligent person?

- They can monitor their own and other's feelings and emotions, they can tell the difference between them, and use this information to guide their thinking and action.

What are the key features of Emotional Intelligence?

1. Awareness of your own emotions
 - Having well-developed emotional vocabulary and the ability to name feelings as they are experienced.
2. Managing your own emotions
 - Knowing how to handle anger, sadness, hurt, rejection, boredom, anxiety and other negative emotions without resorting to behavior that is harmful to you or others; being able to create and maintain positive emotions in yourself.
3. Motivating yourself
 - Being able to set goals, delay gratification, and persevere to accomplish what you want; learning to identify what you do best and challenge yourself to do better.
4. Recognizing emotions in others
 - Seeing a situation from another person's perspective and recognising their feelings.
5. Handling relationships effectively
 - Creating positive interactions with others and managing conflict well.

What can I do about my own Emotional Intelligence?

- Emotional intelligence can be learned and developed. There are now a variety of different ways to teach and learn about emotional intelligence Whatever your current level of emotional intelligence, with the right support, activities and commitment, you can improve it
- Unlike your cognitive intelligence (or IQ), which peaks around the age of seventeen and stays constant throughout most of your life until it declines in old age, your emotional intelligence can be improved at any age in life.

We have listed the factors that the candidates were assessed on below. Have a look at these and try to decide how much and to what level you are using these.

I've included a very short list of development exercises at then end of this section. If you need to know more ask using the webcast.

Emotional Intelligence (EQi) Factors

INTRAPERSONAL SKILLS

Intrapersonal capacity describes the inner self. The factors included in this domain are *self-regard*, *emotional self-awareness*, *assertiveness*, *independence*, and *self-actualisation*. Enhanced intrapersonal capacity indicate individuals who know themselves, feel good about themselves, are in touch with their feelings, and feel positive about what they are doing in their lives. These people are able to express their feelings, and they are independent, strong, and confident in conveying their feelings, ideas, and beliefs.

SELF-REGARD

Self-regard is the ability to respect and accept oneself as basically good. Respecting oneself is essentially liking the way one is. Self-acceptance is the ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence, and feelings of self-adequacy. Feeling sure of oneself is dependent upon self-respect and self-esteem, which are based on a fairly well-developed sense of identity. A person with good self-regard feels fulfilled and satisfied with himself/herself. At the opposite end of the continuum are feelings of personal inadequacy and inferiority.

EMOTIONAL SELF-AWARENESS

Emotional self-awareness is the ability to recognise one's feelings. It is not only the ability to be aware of one's feelings and emotions, but also to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Serious deficiencies in this area are found in the inability to express feelings verbally.

ASSERTIVENESS

Assertiveness is the ability to express feelings, beliefs, and thoughts and defend one's rights in a non-destructive manner. Assertiveness is composed of three basic components: (1) the ability to express feelings (e.g., to accept and express anger, warmth, and sexual feelings), (2) the ability to express beliefs and thoughts openly (i.e., being able to voice opinions, disagree, and to take a definite stand, even if it is emotionally difficult to do and even if one has something to lose by doing so), and (3) the ability to stand up for personal rights (i.e., not allowing others to bother you or take advantage of you). Assertive people are not over-controlled or shy—they are able to outwardly express their feelings (often directly), without being aggressive or abusive.

INDEPENDENCE

Independence is the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency. Independent people are self-reliant in planning and making important decisions. They may, however, seek and consider other people's opinions before making the right decision for themselves in the end; consulting others is not necessarily a sign of dependency. Independence is essentially the ability to function autonomously versus needing protection and support—-independent people avoid clinging to others in order to satisfy their

emotional needs. The ability to be independent rests on one's degree of self-confidence, inner strength, and desire to meet expectations and obligations, without becoming a slave to them.

SELF-ACTUALIZATION

Self-actualisation is the ability to realise one's potential capacities. This component of emotional intelligence is manifested by becoming involved in pursuits that lead to a meaningful, rich, and full life. Striving to actualise one's potential involves developing enjoyable and meaningful activities and can mean a lifelong effort and an enthusiastic commitment to long-term goals. Self-actualisation is an ongoing dynamic process of striving toward maximum development of one's abilities, capacities, and talents. This factor is associated with persistently trying to do one's best and trying to improve oneself in general. Excitement about one's interests energises and motivates him/her to continue these interests. Self-actualisation is affiliated with feelings of self-satisfaction.

INTERPERSONAL SKILLS

Interpersonal skills include *empathy*, *social responsibility*, and *interpersonal relationship*. People with well-developed skills in this area are often described as responsible and dependable individuals—they understand, interact, and relate well with others. These people function well in positions that require teamwork and interacting with others.

EMPATHY

Empathy is the ability to be aware of, to understand, and to appreciate the feelings of others. It is “tuning in” (being sensitive) to what, how, and why people feel the way they do. Being empathetic means being able to “emotionally read” other people. Empathetic people care about others and show interest in and concern for others.

SOCIAL RESPONSIBILITY

Social responsibility is the ability to demonstrate oneself as a co-operative, contributing, and constructive member of one’s social group. This ability involves acting in a responsible manner, even though one may not benefit personally. Socially responsible people have social consciousness and a basic concern for others, which is manifested by being able to take on community-oriented responsibilities. This component relates to the ability to do things for and with others, accepting others, acting in accordance with one’s conscience, and upholding social rules. These people possess interpersonal sensitivity and are able to accept others and use their talents for the good of the collective, not just the self. People who are deficient in this ability may entertain antisocial attitudes, act abusively towards others, and take advantage of others.

INTERPERSONAL RELATIONSHIP

Interpersonal relationship skills involve the ability to establish and maintain mutually satisfying relationships that are characterised by intimacy and by giving and receiving affection. Mutual satisfaction includes meaningful social interchanges that are potentially rewarding and enjoyable. Positive interpersonal relationship skill is characterised by the ability to give and receive warmth and affection and to convey intimacy to another human being. This component is not only associated with the desirability of cultivating friendly relations with others, but with the ability to feel at ease and comfortable in such relations and to possess positive expectations concerning social intercourse. This emotional skill generally requires sensitivity towards others, a desire to establish relations, and feeling satisfied with relationships.

ADAPTABILITY SKILLS

Adaptability comprises a combination of *reality testing*, *flexibility*, and *problem solving*. One's general level of adaptability reveals how successfully one is able to cope with environmental demands by effectively "sizing up" and flexibly dealing with problematic situations. Being able to efficiently cope with organisational change requires adaptability. High levels of adaptability identify people who are realistic and effective in understanding problems, flexible, and competent at arriving at adequate solutions. Enhanced levels of adaptability indicate people who can easily find good ways of dealing with everyday difficulties. Not only is adaptability a valuable attribute in and of itself for daily living and normal functioning, but people who possess high levels of this attribute can make a substantial contribution in the workplace.

REALITY TESTING

Reality testing is the ability to assess the correspondence between what is experienced and what objectively exists. Testing the degree of correspondence between what one experiences and what actually exists involves a search for objective evidence to confirm, justify, and support feelings, perceptions, and thoughts. Reality testing involves "tuning in" to the immediate situation, attempting to keep things in the correct perspective, and experiencing things as they really are, without excessively fantasising or daydreaming about them. The emphasis is on pragmatism, objectivity, the adequacy of one's perception, and authenticating one's ideas and thoughts. An important aspect of this factor is the degree of perceptual clarity evident when trying to assess and cope with situations; it involves the ability to concentrate and focus when examining ways of coping with situations that arise. Reality testing is associated with a lack of withdrawal from the outside world, a tuning in to the immediate situation, and lucidity and clarity in perception and thought process. In simple terms, reality testing is the ability to accurately "size up" the immediate situation.

FLEXIBILITY

Flexibility is the ability to adjust one's emotions, thoughts, and behaviour to changing situations and conditions. This component of emotional intelligence refers to one's overall ability to adapt to unfamiliar, unpredictable, and dynamic circumstances. Flexible people are agile, synergistic, and capable of reacting to change, without rigidity. These people are able to change their minds when evidence suggests that they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways, and practices.

PROBLEM SOLVING

Problem solving aptitude is the ability to identify and define problems as well as to generate and implement potentially effective solutions. Problem solving is multiphasic in nature and includes the ability to go through a process of 1) sensing a problem and feeling confident and motivated to deal with it effectively, 2) defining and formulating the problem as clearly as possible (e.g., gathering relevant information), 3) generating as many solutions as possible (e.g., brainstorming), and 4) making a decision to implement one of the solutions (e.g., weighing the pros and cons of each possible solution and choosing the best course of action). Problem solving is associated with being conscientious, disciplined, methodical, and systematic in persevering and approaching problems. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them.

STRESS MANAGEMENT SKILLS

Stress management comprises *stress tolerance* and *impulse control*. Individuals with high levels of stress management are able to withstand stress without falling apart or losing control. They are generally calm, rarely impulsive, and work well under pressure. The ability to manage internal states, to regulate one's emotions, and to control one's impulses is important in conflict management at work. As such, these skills are very important managerial competencies. People who possess high levels of this attribute can handle tasks that are stressful or anxiety-provoking or even involve an element of danger.

STRESS TOLERANCE

Stress tolerance is the ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress. It is the ability to weather difficult situations without getting too overwhelmed. This ability is based on 1) a capacity to choose courses of action for coping with stress (i.e., being resourceful and effective, being able to come up with suitable methods, and knowing what to do and how to do it), 2) an optimistic disposition toward new experiences and change in general and towards one's ability to successfully overcome the specific problem at hand (i.e., a belief in one's ability to face and handle these situations), and 3) a feeling that one can control or influence the stressful situation (i.e., keeping calm and maintaining control). This component of emotional intelligence is very similar to what has been referred to as "ego strength" and "positive coping." Stress tolerance includes having a repertoire of suitable responses to stressful situations. Stress tolerance is associated with the capacity to be relaxed and composed and to calmly face difficulties, without getting carried away by strong emotions:

People who have good stress tolerance tend to face crises and problems, rather than surrendering to feelings of helplessness and hopelessness. Anxiety often results when this component of emotional intelligence is not functioning adequately, which has an ill effect on general performance because of poor concentration, difficulty in making decisions, and somatic problems like sleep disturbance.

IMPULSE CONTROL

Impulse control is the ability to resist or delay an impulse, drive, or temptation to act. It entails a capacity for accepting one's aggressive impulses, being composed, and controlling aggression, hostility, and irresponsible behaviour. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger control problems, abusiveness, loss of self-control, and explosive and unpredictable behaviour.

GENERAL MOOD

General mood consists of two basic factors: *optimism* and *happiness*. This area taps one's general attitude and outlook on life as well as one's ability to enjoy life and overall feeling of contentment. When this area is elevated, it typically indicates optimistic, positive, hopeful, and cheerful individuals who know how to enjoy life. In addition to being an essential element in interacting with others, this general area plays a motivational role in problem solving and stress tolerance. Individuals who possess enhanced general mood help create an uplifting and positive atmosphere in their life and workplace.

OPTIMISM

Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is a positive approach to daily living. Optimism is the opposite of pessimism, which is a common symptom of depression

HAPPINESS

Happiness is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happiness combines self-satisfaction, general contentment, and the ability to enjoy life. This component of emotional intelligence involves the ability to enjoy various aspects of one's life and life in general. Happy people often feel good and at ease in both work and leisure; they are able to "let their hair down," and enjoy the opportunities for having fun. Happiness is associated with a general feeling of cheerfulness and enthusiasm. Happiness is a by-product and/or barometric indicator of one's overall degree of emotional intelligence and emotional functioning. A person who demonstrates a low degree of this factor may possess symptoms typical of depression, such as a tendency to worry, uncertainty about the future, social withdrawal, lack of drive, depressive thoughts, feelings of guilt, dissatisfaction with one's life.

Develop your Emotional Intelligence

Here is a short list of exercises to increase your EQ in all areas:

INTRAPERSONAL

Self regard

Take baby steps and set short-term achievable goals that will build your self-confidence. Make a list of your successes, accomplishments and awards and add to the list often. List your limitations, (these do not make you bad!) look for someone who shines at these and let them know that you value their capabilities.

Emotional self-awareness

Lie flat on your back. Tighten all your muscles for 30 seconds and then release them to get more in touch with body sensations. Nearly all of our emotions are initially felt in our bodies.

Assertiveness

Express your feelings and thoughts and stand up for your rights and the rights of others. Develop an ability to be contradicted without needing to win your point but simply for it to be heard. Create a personal mission statement.

Independence

Be firm in your thoughts and actions (don't worry away at past decisions), but still listen to other people's opinions. Also, reflect on your opinion and let others know what you believe in.

Self-actualisation

Know where you are going in life. List at least 25 goals you are aiming to achieve. Do something this week, month to move them all forward.

INTERPERSONAL

Empathy

When someone is talking to you, give him/her your full attention, focus more on their emotional message, reflect on what you have observed. List incidents where you did not show concern or understanding of others.

Social responsibility

Be responsible for your own actions instead of blaming others. List a few ways that you could be more co-operative at work/home.

Interpersonal relationships

Develop good icebreakers that you can rehearse and use when meeting new people. Write down a few names of people you never talk to but with whom you would like to initiate a conversation. Find out as much about them as you can when you next meet.

ADAPTABILITY

Reality testing

Pay attention to the smallest details in the environment. List experiences where you had a misunderstanding or argument with someone and evaluate why the other person behaved as they did.

Flexibility

Look for the positive in change. Make minor changes in daily routines. Give some books away. Ask the opinion of different people from your usual advisors. Be an advocate of change and tell others of the changes you are making in your life.

Problem solving

The five steps to solving a problem include: defining the problem, defining who owns the problem, brainstorming solutions, choosing a solution and putting the solution into effect. If the problem is not solved, restart the process. Are you relying on using the same old solutions to problems that are new to you.

STRESS MANAGEMENT

Stress tolerance

Begin a regular exercise routine, eat healthily, get a good night's sleep, stay optimistic and take reflection time as a serious diary entry.

Impulse control

Reflect on your impulsive behaviours like having a drink to unwind, dumping on someone just to let off steam or engaging in other destructive habits. Wait at least one or two seconds before responding to any sudden temptation or event.

GENERAL MOOD

Optimism

Stop negative self-thought and develop higher self-regard by looking at your positive qualities and the explanatory style you use to examine set-backs. Your successes are personal, permanent and universal, your failings temporary, specific to the situation and have an external component that you may not have noticed.

Happiness

Remember that happiness comes from inside – it's an attitude. What makes you smile? Use that power more often.