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BASICS OF EMOTIONAL INTELLIGENCE (EI)

INFO LINE

TIPS, TOOLS, AND INTELLIGENCE FOR TRAINERS

ORGANIZATION
DEVELOPMENT

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Basics of Emotional Intelligence (EI)

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Organization Development

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What Is EI?

We all know a story about someone who was exceptionally intelligent, but who could not make big career strides because he or she lacked good “people skills.” We probably also know of someone who is not particularly intellectually gifted but who progressively rose to top-level positions. How do you explain one person’s failure and another’s success? IQ? Past experiences? Expertise? Perseverance? Political skills? Research from the last two decades suggests that the most successful performers in organizations are alike in one critical way—they all have *emotional intelligence (EI)*.

It is a commonly held belief that employees should leave their emotions outside the workplace. “Don’t be so emotional” and “Don’t take it personally” are phrases often used by bosses or colleagues with a co-worker who is visibly upset over a situation at work. However, in the last 20 years there has been much research to suggest that emotions are a natural part of the brain’s decision-making process and should not be disregarded.

In the early 1990s, psychologists Peter Salovey and Jack Mayer were the first to propose that individuals differ in their abilities to perceive, understand, and use their emotions. They labeled this ability *emotional intelligence*.

The concept of applying emotional intelligence in the workplace was later popularized by the work of Daniel Goleman in his books *Emotional Intelligence* (1995) and *Working with Emotional Intelligence* (1998). Goleman was interested in understanding the EI competencies that support superior work performance.

There continues to be some disagreement between academic researchers (such as John Mayer and Peter Salovey) and practitioners (such as Daniel Goleman and Reuven Bar-On) about what competencies should be included in a definition of emotional intelligence. This *Infoline* does not focus on any one person’s definition of emotional intelligence; rather it uses an amalgam of thoughts and ideas.

While there are varying emotional intelligence definitions and models that have been developed over the years, we are defining it as: *Our capacity to recognize our own feelings and those of others and to manage emotions in ourselves and others.*

Emotional intelligence competencies include

- self-awareness
- self-regulation
- motivation
- social awareness
- social skills.

For more detailed descriptions of the competencies, see the sidebar *Emotional Intelligence Competency Definitions*.

This *Infoline* is designed for anyone looking to understand the basics of emotional intelligence with an eye toward improving their abilities. It is also useful for a trainer or coach who wants to develop the emotional intelligence of others. You will learn how

- emotional intelligence is related to work performance
- our brains govern emotional intelligence
- to assess your own and others’ emotional intelligence
- to develop emotional intelligence competencies
- to assess and develop a team’s emotional intelligence.

The Value of Emotional Intelligence

Many people believe emotional intelligence simply means “being nice” or employing “touchy-feely” management. This is a narrow view. Emotional intelligence is really about understanding yourself and relating to others.

Anyone who wants to ascend the ranks in their organization will have to deal with more and more people. When moving into a leadership position, managing relationships with others is easily as important as planning a budget. Emotional intelligence contributes to other managerial talents such as managing conflict and negotiating.

Even if you do not want to take on a managerial position, research from the last two decades suggests possessing and applying emotional intelligence competencies has a positive impact on job performance. Who doesn't want to work better with their colleagues?

Important EI Findings

Daniel Goleman and countless other researchers have analyzed data from hundreds of organizations across a range of job positions. Here are some of the important findings:

- Emotional competencies are much more important in contributing to work excellence than pure intellect and expertise.
- Emotional intelligence competencies provide a competitive edge for those who want to climb the organizational ladder because they contribute 80 to 90 percent of the competencies that distinguish outstanding leaders from average ones.
- The most successful global companies are run by leaders who display attitudes that include self-confidence, self-control, achievement-orientation, empathy, and teamwork—all components of emotional intelligence.

- Higher degrees of emotional intelligence contribute to the “bottom-line,” whether you are a partner in a multinational consulting firm or a cosmetics sales agent.
- Executives who “derail” are often seen as lacking *emotional strength*. They were unwilling to hear and see the reality of a situation and then move to constructively deal with it.
- When it comes to emotional intelligence, both genders appear to have it in relatively equal measurements, although women seem to have significantly stronger interpersonal skills and men appear to have a stronger sense of self.

The bad news is that our own current state of emotional intelligence has been hard-wired as a result of our brain's development and socialization. The good news is that emotional competencies can be developed.

Why We Get Emotional

Our emotional intelligence is a function of the interconnections between the neural systems that are responsible for the intellect and those that are responsible for the emotions. Our emotional brain circuitry runs from the prefrontal area to the amygdala, located on either side of the mid-brain. This limbic area of the brain, in moments of high emotion such as anxiety, frustration, or fear is actually stronger than the rest of the brain and can, in fact, “hijack” our ability to reason and problem-solve.

While the amygdala is watching out for signs of danger, the prefrontal lobes have the ability to keep the amygdala's urges restrained so that our response in potentially threatening situations is more measured and skillful. The challenge is to “catch” the amygdala before it overrides the prefrontal lobes.

Emotional Intelligence Competency Definitions

Being emotionally intelligent involves two sets of competencies: personal and social. Each competency has its own skills and behaviors. Knowing these competencies is crucial to understanding and building emotional intelligence.

Personal Competence (Self)

These skills are focused on you and how well you know yourself.

■ *Self-Awareness*

Knowing one's internal states, preferences, resources, and intuitions. This is the foundational skill of emotional intelligence.

- Emotional Awareness: Recognizing one's emotions and their effects.
- Accurate Self-Assessment: Knowing one's strengths and limits.
- Self-Confidence: Having a strong sense of one's self-worth and capabilities.

■ *Self-Regulation*

Managing one's internal states, impulses, and resources.

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

■ *Motivation*

Understanding emotional tendencies that guide or facilitate reaching goals.

- Achievement Drive: Striving to improve or meet a standard of excellence.
- Commitment: Aligning with the goals of the group or organization.
- Initiative: Being ready to act on opportunities.
- Optimism: Having persistence in pursuing goals despite obstacles and setbacks.

Social Competence (Others)

These skills are focused on how well you interact with and understand other people.

■ *Social Awareness*

Being aware of others' feelings, needs, and concerns.

- Empathy: Having an active interest in others and demonstrating that you care.
- Understanding Others: Sensing others' feelings, perspectives, and concerns.
- Developing Others: Sensing others' development needs and bolstering their abilities.
- Service Orientation: Anticipating, recognizing, and meeting customers' needs.
- Leveraging Diversity: Cultivating opportunities through different kinds of people.
- Political Awareness: Reading a group's emotional currents and power relationships.

■ *Social Skills*

Being looked upon favorably by others.

- Influence: Wielding effective tactics for persuasion.
- Communication: Listening openly and sending convincing messages.
- Conflict Management: Negotiating and resolving disagreements.
- Leadership: Inspiring and guiding individuals or groups.
- Change Catalyst: Initiating or managing change.
- Building Bonds: Nurturing instrumental relationships.
- Collaboration and Cooperation: Working with others toward shared goals.
- Team Capabilities: Creating group synergy.

Bruce's Emotional Outburst

Let's look at an example of how our emotions can overtake our brain and cause us to act irrationally.

Meet Bruce, a mid-level manager at a software company. Bruce was furious. His boss caught him off-guard in a meeting with high-level executives by questioning a decision about the product launch that was made several years earlier, when Bruce was a newly appointed team leader. His boss had not been with the company at that time.

Bruce's immediate reaction was to verbally "attack" his boss by angrily replying: "It's easy for people who weren't around then to second-guess things today. You don't have a clue about what the competition was doing to us back then." The rest of the people attending the meeting were shocked by Bruce's outburst.

Bruce was surprised by his boss's question and angry that he hadn't been asked about the product's history earlier instead of getting put on the spot. Bruce felt threatened by his boss's question, and his emotional brain undermined the workings of his intellectual brain. Bruce's amygdala, a limbic brain structure that is on constant alert for danger, commandeered the other parts of Bruce's brain, including rational centers in the neocortex, for an immediate reaction to the perceived threat.

In essence Bruce's amygdala "hijacked" the rest of his brain and caused him to "snap" instead of allowing the prefrontal area to veto his emotional impulse and respond more effectively.

If Bruce had a more well-developed capacity for self-control under stressful situations, he might have taken the spotlight off of himself and calmed down by asking his boss a question. For example, what part of the product launch decision was his boss most interested in hearing about. Then Bruce would have been able to more effectively respond to his boss's specific question with the facts and not with his emotions.

Control Your Emotions

Learning to control our emotions at work or at home is important because:

- Negative emotions—especially chronic anger or deep-seated frustration erode your mental abilities and confidence.
- Emotional distress not only impedes work performance, but also interferes with your ability to read others' emotions accurately, and negatively influences your interpersonal and social skills.

Therefore, one of the first steps in building your overall EI competence is to become more aware of your emotions—being able to describe them at any point in time and to understand their source.

The next step is to move beyond understanding to being able to execute self-control in order to modify your responses to situations so they are more appropriate and effective.

For more information, see the sidebar *Manage Your Emotions*.

Manage Your Emotions

Learning to properly manage your emotions is one of the first steps to improving your emotional intelligence. Anger and anxiety are two of the most common emotions. Authors Jeff Feldman and Karl Mulle offer the following advice to cope with these powerful feelings.

Manage Anger

- **Practice postponing your anger response for small increments of time**—Eventually, you will be able to postpone indefinitely and choose your response.
- **Find the triggers**—Identify the situations and circumstances that tend to trigger your anger response and manage those situations.
- **Mix pleasantness with anger**—Just as oil doesn't mix with water, anger doesn't mix with feelings of pleasantness. This is a behavioral strategy. To manage your anger, do something that makes you feel good.
- **Reframe your anger**—Anger is often a signal to ask yourself the question: What is actually beneath my anger? The primary emotions that tend to drive anger are fear, deep concern, worry, guilt, and hurt. When you use your self-awareness to connect with your primary emotions, you are actually managing your anger by *reframing* it as one of these primary emotions.
- **Choose your battles carefully**—There are things in life that are worth spending your anger energy on, but you have to separate them from the things that are trivial. When you feel angry, your amygdala is not always drawing a clear distinction between a real injustice and a trivial offense.

Manage Anxiety

- **Ask anxiety inventory questions**—Anxiety is an emotion that will tend to narrow your field of perception by making it difficult for you to see what is going on and what your choices are. We often get paralyzed by anxiety because we can't come up with a good answer to a question like, "What do I do?" Instead, we can ask:
 - What is going on here?
 - What's the worst thing that could happen?
 - How likely is it?
 - Is it in or out of my control?
 - Is there anything I can do?
- **Recognize the irrationality of worry**—Much of the time we spend worrying is unproductive, because worry does not actually accomplish anything. It has been estimated that only 10 percent of what we spend our energy worrying about is actually within our control. Focus your worry energy on the things that you can control that are important.
- **Resist using worry as a tool to manipulate others**—Worry can be used as a way to get other people to do what you want them to do. Parents do this all the time with children. A child is expected not to climb a tree because the parent is worried about the potential for an injury. The child complies, not because of understanding the safety issues, but because the child does not want the parent to worry. The parent is unwittingly teaching the child to be manipulated by emotion instead of teaching the child to think about what is or isn't responsible behavior.

From Jeff Feldman and Karl Mulle's, Put Emotional Intelligence to Work, ASTD Press, 2007.

Assess Emotional Intelligence

If possessing highly developed emotional intelligence has been shown to determine outstanding job performance in many occupations, including management and professional jobs, wouldn't individuals and organizations want to ensure the development and continuous improvement of EI competencies?

Of course! But this obvious answer is counterbalanced with the following skepticism as to

- whether EI competencies can be measured objectively (as compared with a standardized IQ test)
- whether one can be trained or coached to become more empathetic, more self-confident, more self-aware, and so on.

Rest assured that over the years there has been much progress in the measurement of emotional intelligence. Academics and practitioners may differ on what truly constitutes the components of emotional intelligence, but there is consensus that it can be measured.

Emotional intelligence assessments directly measure your emotional understanding of yourself (insight) and your ability to manage emotional issues effectively. They also measure your facility with interpersonal relationships, such as “reading” people and working with them to achieve a desirable outcome. Knowing where your EI strengths and weaknesses lie shows you where you need improvement and builds your self-awareness.

EI Assessment Methods

If you are planning on having a coach or professional assess your EI competencies, you should be aware of the possible methods that they could utilize. You may also use the list below if you are planning on becoming someone else's EI coach.

- **Observation:** Noting an individual's behavior and its impact on others in a work or social setting.
- **Behavioral event interviews:** A specially designed interview that asks an individual to describe in their own words what they said, thought, felt, and did in specific situations.
- **Simulation feedback:** Individuals participating in case-like situations are given feedback on their roles and behavior.
- **Surveys:** Paper or online questionnaires that evaluate a person's competency and describe the action he or she would take in specific situations. Many of the more sophisticated assessments require accreditation for their use by internal or external trainers and coaches.

A more formal assessment feedback tool, the Hay/McBer Emotional Competence Inventory (ECI), is accompanied by a booklet entitled *The Development Advisor* that provides development materials (books, articles, and films) and suggests on-the-job development activities that may be used to improve each of the EI competencies that are measured.

Another useful tool is the *Emotional Intelligence Quick Book* by Travis Bradberry and Jean Greaves. This book offers a link to an online assessment that is quick, informal, and cost-effective. This can be a good starting point before turning to one of the more sophisticated assessment instruments.

For more information on emotional intelligence assessment tools, see the sidebar *EI Assessment Instruments*.

Use Multi-Rater Assessments

Assessments, based on a specific EI competency model, provide precise and focused feedback on your emotional intelligence strengths and limitations. Most of the assessments provide for both a self-assessment and multi-rater assessments (360-degree from bosses, direct reports, peers, and others).

It's always a good idea to use a multi-rater assessment when measuring EI competencies for the following reasons:

- You may not be very aware of your strengths and limitations or have difficulty objectively and accurately evaluating your EI competencies.
- Even if you are skilled at realistically assessing yourself, others may have a different view of your behavior.

The 360-degree view offers a composite profile of your EI competencies, assuming that evaluations are done by people who interact with you on a regular basis. Whatever methodology you select, it is vital that you be clear on what you are intending to measure.

Robert Kabacoff of the Management Research Group, an assessment company, comments on the measurement of emotional intelligence and leadership practices:

“Emotional intelligence measures can help us to gauge an individual’s ability to understand and manage their internal emotional life and to understand the emotions of others and thus produce desirable interpersonal outcomes. However, emotional intelligence does not directly assess the leadership practices that are important for organizational effectiveness, such as strategic visioning, effective delegation, and managerial follow-through.”

EI Assessment Instruments

There are many organizations that offer assessment instruments for measuring emotional intelligence. Here we highlight three that have been developed by prominent researchers in the field.

EQ-I (Emotional Quotient Inventory). Developed by Reuven Bar-On, this is a self-report instrument in which the score is an outcome of how you respond to the 133 questions that make up the instrument. This assessment measures skills concerning intrapersonal and interpersonal abilities, as well as adaptability, stress management, and general mood areas such as optimism and happiness. The EQ-I is well regarded for selection purposes and career development.

ESCI (Emotional & Social Competence Inventory). Developed by Daniel Goleman and Richard Boyatzis in partnership with the Hay Group, this is a 360-degree assessment instrument compiling responses from a group you invite to offer performance feedback with regard to your degree of emotional intelligence. This instrument aligns with the Goleman model of emotional intelligence and is designed to assess competencies from the four quadrants of self-awareness, self-management, social awareness, and social skills. The ESCI is well suited to individual and organizational development.

MSCEIT. The name of this instrument is taken from its developers, John Mayer, Peter Salovey, and David Caruso (Mayer, Salovey, Caruso Emotional Intelligence Test). Slightly different from an assessment, this instrument is actually a test, with your score being determined by your choosing the best response to each question. The test measures your abilities in perceiving emotions, applying emotions for facilitating thought, understanding emotions, and managing emotions. The MSCEIT is especially useful in understanding your ability or lack of ability in recognizing emotions in others.

From Jeff Feldman and Karl Mulle’s, Put Emotional Intelligence to Work, ASTD Press, 2007.

Kabacoff recommends performing a combination of assessments on an individual to gauge emotional intelligence, leadership practices, and motivations to get a full picture of a person's abilities.

EI Feedback Process

The feedback reports from these EI assessments indicate the specific emotional competencies that are strengths, and which ones may need development.

For example, you may find that you are perceived to be very skilled in the area of “empathy,” but seen as lacking in “self-confidence.” You may also discover that you are not seen in the same way by different observer groups or that how you perceive yourself is different from how others see your behavior.

When the EI assessment feedback process is poorly managed, it can lead to resistance to learning and change. Emotional intelligence competencies are closely linked to one's self-esteem; so if the feedback process is not handled with sensitivity and skill, individuals may become defensive and resistant to learning.

In the most effective development processes, participants work with a trained coach or facilitator to help interpret the feedback ratings and identify the focus of any training or development efforts.

Develop EI Competencies

It's true that some people are just born with more emotional intelligence than others. But everyone can build their EI competencies. In fact, there are some data that show emotional intelligence actually improves as we age—it's called *maturity*. But people often resist hearing that they may need to develop more emotional intelligence because emotional intelligence is linked so closely to identity. No one wants to be told that his or her behavior is wrong.

Don't Take It Personally

The interactive habits we have developed over time have contributed to our own perceptions of our success, and we may expect others to just “live with it.” When someone suggests that we need to learn to control our temper or to be less blunt in our feedback to others, they are calling into question habits and behaviors that not only define part of who we are, but also what others have come to expect from interacting with us.

To really improve emotional intelligence, you must first learn to not take feedback personally. No matter how exceptional someone's emotional intelligence, we all have faults that can be worked on.

Find Motivation to Improve

Finding the proper motivation helps drive the desire to improve emotional intelligence. Your motivation may be to

- increase your effectiveness in working with others
- increase your potential for promotion
- achieve more fulfilling personal relationships
- improve a bad performance review.

If someone has been scalded by feedback from a boss or significant other or is motivated by threats or a fear of loss, the motivation to change will probably not be sustainable.

The key to motivation is appealing to a person's “hot buttons.” The four primary motivators for change are

- money
- power
- status
- popularity.

What motivates you?

If you are looking to drive change in a group of others, find out what motivates each individual. Change motivated by what someone will gain has a much higher chance of being sustained.

Rehearse Your Reactions

One important EI development strategy for overcoming old behavioral habits is to engage in mental rehearsals. This is a process imagining a better way of acting in real-life settings. By cueing up the situation and imagining behaving in a different and more productive way, the prefrontal cortex of the brain becomes acutely focused on these new patterns. Without that practiced new response, a person will act out old and potentially unproductive routines.

For example, before a meeting with colleagues or more senior executives, Bruce (the team leader who had a confrontation with his boss) could imagine someone saying something that might call into question his capabilities, which would lead to him feel upset. By mentally rehearsing for a confrontation, Bruce prepares himself to deliver a more measured response.

Rehearse your own reactions, and take the following steps when faced with a confrontation:

- Use active listening in order to understand the true nature of the statement or question being asked.
- Ask clarifying questions.
- Don't interrupt while the other person is talking.
- Try to be objective and not defensive by trying to understand the other person's point of view.

Positive Visioning

Thinking through how to handle situations that have been problematic in the past greatly improves your ability to learn new skills. For years, sports coaches have used this strategy of "positive visioning" with athletes to help them imagine competing successfully. The brain cells used to mentally practice something are the same brain cells that are used during an actual situation, so the mental practice serves to strengthen the brain connections.

Enlist a Buddy

You may enlist a coach or "buddy" at work to observe your behavior and provide real-time feedback. Regardless of the type of activity, if you are committing to experimentation with new behaviors, you need to find a way to get feedback from others about the progress you are making.

Your EI buddy doesn't have to be a friend. In fact, it is often better to have a buddy that you are not connected to emotionally. If you are too friendly with your chosen "coach," he or she may be reluctant to give constructive feedback and may just tell you what you want to hear. You should look for someone with whom you interact on a daily basis and whom you trust to give you honest, direct, and timely feedback.

Overcome Relapses

Remember, working on your emotional intelligence is particularly difficult because it involves modifying your ingrained behaviors. Having a relapse is common. It's important to not get discouraged and to remain focused on your goals. Keep trying, and you will continually improve as relapses grow less and less common.

See the sidebar, *An EI Success Story*, which describes one woman's journey to improve her emotional intelligence.

An EI Success Story

While attending an off-site leadership development program, Barbara received feedback from an EI coach that indicated that there was a significant “gap” between how she saw herself and how others perceived her behavior at work. More specifically, others saw her as “too opinionated” and “not a good listener.” She was also seen as extremely competitive with her co-workers.

Understandably, Barbara was devastated by the assessment and initially reacted defensively. However, working with the coach, she began to understand how she had developed this leadership profile over the years and, frankly, how it had helped her move up the career ladder in tough environments where that type of behavior was rewarded. What she came to understand, however, was that if she wanted to continue to advance she needed to develop her ability to empathize with others and develop her ability to influence and not just “command” others.

Barbara enlisted the help of her EI coach to develop a learning action plan to improve her skills. She knew she needed to practice paying attention to others’ feelings and needs. She also needed to watch the impact of her own behavior on those around her. She took the opportunity to learn more about different ways to influence others.

In her role, Barbara was in constant contact with direct reports, peers, and customers so that she had many opportunities to practice new behaviors and ways of interacting. She also enlisted the help of a trusted colleague whom she could bounce ideas off of and who would give her straight feedback on how she was progressing.

In a three-month period, the EI coach solicited feedback for Barbara from her direct reports and peers, who reported that they had seen a real effort on Barbara’s part to change her behavior—not, without “relapses.” They appreciated her commitment and expected to see her continued progress. After six months, her boss gave her a performance review that favorably reflected her sustained progress.

Barbara, herself, reported that her interactions at work were considerably less stressful and that she was getting more projects completed with more cooperation from others. The positive results she was getting were reinforcing her work effort at building her emotional intelligence.

Why Training Fails

Unfortunately for those of us in the training and development field, training programs designed to teach a broad array of EI skills have a minimum amount of long-term impact. Some of the reasons why these general, one-size-fits-all EI training programs don’t work are:

- The learners sent to these programs may not be motivated to learn and change.
- Most training programs appeal to the neocortex area of the brain, which is effective in learning technical or analytical skills or for comprehending concepts—not changing behavior.
- Emotional intelligence improvement requires reshaping behavioral habits learned early in one’s life that have grown in strength over time. It is not sufficient to teach the rational definitions of emotional intelligence in a one-day program or even to give examples of how others use emotional intelligence successfully at work. Optimizing the limbic areas of the brain requires thoughtfulness, practice, and continuous feedback.

So then, how do you train and coach for emotional intelligence? As we indicated earlier, you have to start with finding a motivated learner. The most effective training and coaching methodologies for developing EI competencies rely on

- individuals deciding what and how they will change
- experiential learning that comes through role play, group discussion, and simulation
- continuous practice in order to reprogram neural circuits that lead to sustainable changes in habitual patterns of thinking, feeling, and behaving (this is not unlike what it takes to unlearn specific elements of a bad golf swing and replace them with minor changes in stance or hand placement that can make a difference in several golf strokes).

See the job aid, *Emotional Intelligence Development Plan*, at the end of this *Infoline* for help designing an emotional intelligence learning plan for yourself or others.

EI As a Liability

Can you have too much emotional intelligence? Probably not. But there might be a danger in overdoing an EI asset to the point that it stops being an asset and becomes a liability.

For example, if you are too empathetic you may be hesitant to fire anyone. If you are too achievement focused you may constantly change strategies to beat the competition and lose focus. And interestingly enough, although self-awareness is seen as the foundation for emotional intelligence, an overly critical focus on one's self can lead to reduced self-esteem.

Emotionally Intelligent Teams

In the last few decades organizations have placed a greater emphasis on creating teams to make decisions and collaborate on work projects. The assumption is that group synergy creates better decisions and work products than any one talented individual. However, this assumes that the team is truly able to elicit the best ideas of its members and coalesce around decisions and deliverables.

There is evidence throughout the workplace that some groups never achieve this vision of high performance because they cannot manage the dynamics of unproductive arguing, interpersonal competition, and power politics. Essentially, a team of people performs better than individuals only when they exhibit what we have come to define as *emotionally intelligent team behavior*.

While there has been extensive research on how emotional intelligence is directly critical to an individual's effectiveness at work, there has been less research on how the collective emotional intelligence of people who work together can actually improve team performance. We cannot assume that a collection of highly emotionally intelligent people will, by definition, become a highly effective team. Team dynamics, themselves, create an identity for a team that is unique and requires its own type of self-awareness and self-management.

The research of Vanessa Urch Druskat and Steve Wolff has identified that three conditions are essential for a team's effectiveness:

- trust among team members
- a sense of team identity
- a sense of team efficacy.

A team can still function and achieve results if any one of these is missing, but it will not be as effective, and its members will not be as fully engaged or motivated to perform at their highest levels.

Emotional intelligence, as defined by Goleman and others, has primarily focused on personal and social competence. A team is more complex. For a team to demonstrate emotional intelligence, the team needs to be aware of and act upon

- the emotions of all of its members
- the team's own culture and climate
- the emotions toward the team coming from its stakeholders, i.e., those groups and individuals who influence the team's success.

Intelligent Teamwork

One high-performing team adopted these team norms in order to establish a team culture that was conducive to meet both the team and the team members' needs.

- Share information openly within the team and with all key stakeholders.
- When a conflict or disagreement emerges, look first for areas of agreement.
- Faced with challenges, be optimistic and proactive problem-solvers. Don't blame.
- Be advocates for the team and its goals within and outside of the team.
- Heed the maxim: If you're uncomfortable with something, speak up. If you don't agree, silence is not golden. Make proposals, if possible.
- Debate ideas. Don't attack one another.
- Listen actively and without interruption to the contributions of others.
- Have fun and celebrate success.
- When problem-solving or making decisions, respect differences in perspectives.
- Ask quieter team members to speak up and ask those more vocal to give others "air time."
- Deal directly with team members with whom you have a problem. Don't talk "behind their backs."
- Be sensitive to and supportive of one another's needs.
- Periodically assess and give feedback to the team and individuals regarding their effectiveness.
- Validate team members' contributions. Let members know they are valued.

Truly emotionally intelligent teams recognize that emotions are best not suppressed or avoided. They consciously seek out an assessment of the team's and its stakeholders' emotional perceptions and work at building effective relationships within and outside of the team.

Building Team EI

Emotionally intelligent teams take responsibility for defining what success looks like and for behaving in ways that will ensure their success. One way that teams can begin to build their emotional intelligence is by formally establishing team norms, which are explicit expectations of the team regarding the types of behaviors that they believe will create a high-performance team culture.

For some examples of emotionally intelligent team norms, see the sidebar *Intelligent Teamwork*.

Emotionally intelligent teams also continuously monitor individual and group behaviors, to ensure they continue to be in alignment with the norms, and confront the team and its members when they are not.

Highly emotionally intelligent teams also reach outside of the team to try to understand the concerns and needs of their stakeholders and the wider organizational culture and politics. They encourage cross-pollination of ideas with others and monitor whether they are meeting stakeholder expectations.

The team leader plays a critical role in setting the tone and culture for a team, but when a team establishes and holds itself accountable for this process of "self-management," it creates a shared leadership for the team's emotional intelligence. When these core values and norms are jointly owned by the team, the team leader does not even need to be present for these habits to be put into practice.

The EI Journey

Is emotional intelligence sufficient for leading a successful organization, creating a successful relationship, or leading a successful life?

No. It is just one component. Success is determined by the integration of all different types of intelligence: cognitive intelligence, emotional intelligence, and strategic intelligence. The most successful people have developed these capabilities to their fullest and are able to understand which EI competencies are required to be effective.

Still, emotional intelligence is unique because it directly affects how we see ourselves and how we interact with those around us. Understanding and building your emotional intelligence not only enriches your working life but your life outside of the office as well.

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Sue Ziegler, CPLP
Senior Training Specialist
U.S. Pharmacopeia

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Select Your EI Buddy

The journey to improving your emotional intelligence (EI) can be long and frustrating. It always helps to have an informal coach or buddy to help you through difficult moments and provide you with objective feedback and pointers. This job aid is designed to help you choose who is best suited to help you along the way.

Candidate 1: _____

1. Is this person willing to help me?

Yes No

2. Is this person familiar with emotional intelligence competencies?

Very Much Somewhat Not Much

3. Does this person have time to help me?

Very Much Somewhat Not Much

4. Does this person work closely with me on a daily basis?

Very Often Somewhat Not Often

5. Can this person be trusted to give me honest, candid feedback?

Very Much Somewhat Not Much

Additional Comments: _____

Candidate 2: _____

1. Is this person willing to help me?

Yes No

2. Is this person familiar with emotional intelligence competencies?

Very Much Somewhat Not Much

3. Does this person have time to help me?

Very Much Somewhat Not Much

4. Does this person work closely with me on a daily basis?

Very Often Somewhat Not Often

5. Can this person be trusted to give me honest, candid feedback?

Very Much Somewhat Not Much

Additional Comments: _____

Candidate 3: _____

1. Is this person willing to help me?

Yes No

2. Is this person familiar with emotional intelligence competencies?

Very Much Somewhat Not Much

3. Does this person have time to help me?

Very Much Somewhat Not Much

4. Does this person work closely with me on a daily basis?

Very Often Somewhat Not Often

5. Can this person be trusted to give me honest, candid feedback?

Very Much Somewhat Not Much

Additional Comments: _____

Review your choices carefully. Your ideal buddy is someone who is very familiar with emotional intelligence, works with you often and knows your behavior, has time to help, and will offer you objective feedback.

Job Aid

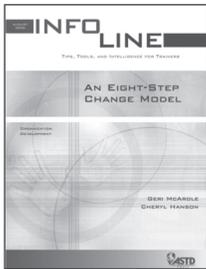
Emotional Intelligence Development Plan

This job aid outlines the steps you should take if you want to strengthen your emotional intelligence (EI). Because each individual is different, customize this plan to help you achieve your specific emotional intelligence goals. This job aid also can be used by an EI coach to help someone else develop their emotional intelligence competencies.

Step	Description	Action	Your Plan
Step 1	Assess your motive and values for change.	Identify the “what’s in it for me” motivator for you to commit to a change process that would improve your emotional intelligence, as well as your job performance or relationships with others.	
Step 2	Obtain EI feedback.	Through some form of EI assessment (such as interviews, observation, multi-rater surveys, and so on), objectively identify how you are viewed by others with whom you interact.	
Step 3	Balance goals of preservation and adaptation.	Identify your EI strengths and where the gaps are between how you would like to be perceived and how others observe you to be behaving today.	
Step 4	Develop an EI action learning plan.	For each EI competency to be developed, identify specific behavioral goals and strategies for improvement, such as reading, formal training, coaching, and so on.	
Step 5	Execute the plan.	Engage in learning and practicing activities to help you achieve your EI goals.	
Step 6	Seek feedback and positive reinforcement.	Enlist the support of people who will give you feedback on your progress.	

ORGANIZATION DEVELOPMENT

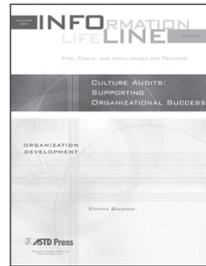
Optimize your organizational development capabilities by putting leading organizational theories and models into effect. *Infoline* makes it easy for you with case studies, instructions, strategies, and models you can use to develop a learning organization, reduce costs and improve performance, manage and implement change initiatives, and create a stronger organizational culture.



An Eight-Step Change Model

Apply this model and gain the advantage of proven processes, tools, and tactics that enable you to become a skilled and knowledgeable change agent.

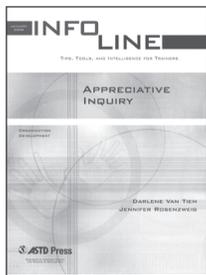
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Dig deep and find the roots of your organization's success or barriers to success. Often the answer lies in the organization's culture. Get top results in an audit through planning and selling a culture audit.

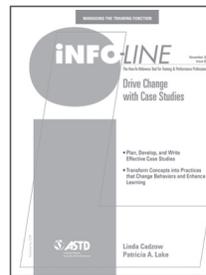
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Describing the principles of appreciative inquiry (AI), this issue explains how to use positive language and storytelling to effect change, as well as the 4-D model of discovery, dream, design, and destiny.

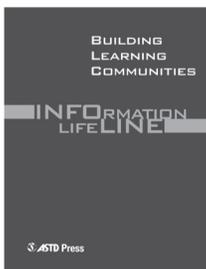
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Drive Change with Case Studies

Learn how to use case studies as a powerful tool in learning and implementing culture change. Flowcharts, checklists, and clearly defined rules for success are included.

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Building Learning Communities

Build and sustain an effective learning community and use communities to open up thinking, generate better decisions, and improve learning programs.

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