Emotional and Social Intelligence and Success

Outcomes

Understand basic concepts of Emotional and Social Intelligence

Understand how ESI may be linked to your success

Take a brief assessment—and learn about other assessments

Learn several tools to enhance ESI

Most Likely to Succeed...

What is Success in the workplace?

- For the individual?
- For the team?
- For the organization?

Increase the Likelihood of Your Success

1. Align your Values with your Vision of Success

2. Demonstrate and enhance Emotional and Social Intelligence to achieve Success at work
   - As an Individual
   - As a Team Member
   - As an Employee of the Organization

3. Create an Action Plan for your Success

A Successful Individual...Team...Organization

1. Aligns Values and Vision
   - Has a clear purpose (mission)
   - Is clear about their values
   - Has a clear idea of where they want to go (vision)
Skagit Valley College: Vision

We will be the community's college, respected by our diverse population for open access, a welcoming climate, excellent teaching and support services, successful student learning, and for our contribution to economic development, cultural enrichment, environmental awareness, and social justice.

Skagit Valley College - Values

- Learning
- Excellence
- Student Success
- Employees
- Diversity and Global Multiculturalism
- Civic Responsibility
- Sustainability
- Communication

A Successful Individual . . . Team . . . Organization

2. Demonstrates Emotional and Social Intelligence
   - Builds on strengths but works to improve weaknesses
   - Is aware of and responds to changes in the environment(s)
   - Respects and supports the success of other individuals
   - Leads and manages with high Emotional/Social Intelligence

A Successful Individual . . . Team . . . Organization

3. Creates and Implements Action Plans
   - Creates and implements realistic action plans to get from "here" to "there"
   - Specifies goals, strategies and methods of assessment
   - Reflects on experience in order to learn

Increase the Likelihood of Your Success

1. Align your Values and Vision

2. Demonstrate and enhance Emotional and Social Intelligence

3. Create an Action Plan for your Success

It's All Connected!
**Individual Life Web**

How satisfied are you with each of these areas of your life?

- Strengths
- Morally Righteousness
- Health and Fitness
- Income and Financial Security
- Success and Achievements
- Professional Development and Learning
- Creativity and Innovation
- Personal Relationships and Community
- Workplace and Organization

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**Step 1**

**Align Vision and Values**

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**Instructions for Creating Your Success Formula**

*Refer to "What Does Success Mean to You?" Worksheet*

**Values for the Next Chapter**

Identify the core or underlying values that will be important to you for the "next chapter" of your life.

**What I Want in My Work**

Identify the core or underlying values that would make you feel successful at work. Then distribute 100 points among the six success categories to create your own success formula.
SUCCESS in the Workplace

- Creativity and Innovation: 25%
- Customer and Financial Profitability: 20%
- Learning and Development: 10%
- Environmental and Organizational Citizenship: 10%

Emotional and Social Intelligence

- WHAT?
- SO WHAT?
- NOW WHAT?

Expanding Interest in ESI

Goleman, Daniel (1995). Emotional Intelligence
- New York Times bestseller list for over a year
- "International phenomenon"
- 5 million sold worldwide

Step 2

Demonstrate and Enhance Emotional and Social Intelligence

SO WHAT? WHAT? NOW WHAT?

Why do the concepts of Emotional and social Intelligence matter to you?
Emotional/Social Intelligence and Health

- Relationships can buffer or intensify illness
- Studies of emotional support and heart disease

Relationship Illness?

"Toxic relationships are as major a risk factor for disease and death as are:
- smoking,
- high blood pressure or cholesterol,
- obesity, and physical inactivity."
Daniel Goleman (2006)

Business and Professional Success

- Worldwide research
  - Variety of organizations
- Positive results for:
  - Productivity and profits
  - Leadership success
  - Department/team success
  - Employee success
  - Life success

Retaining Good Employees

"Companies typically hire individuals for their IQ and experience.
They fire them for a lack of emotional intelligence (EQ)."
- Phil Johnson (author of The Servant Warrior Leader)

Impact on Work and Family

- Work behaviors:
  - Morale, job satisfaction, commitment, retention
  - Work/family harmony
  - Customer relations, customer satisfaction
  - Co-worker relationships, processes, teams
  - Collaborative solutions, negotiation

- (reviewed in Matthews et al. Science of ET, 2007)

Leadership and Job Performance

- 1998 EQ article in Harvard Business Review
  "What Makes a Leader?"
- TalentSmart® studies
  - EQ alone explains 58% of a leader's job performance
  - 50% of top performers are high in EQ
  - Just 20% of low performers are high in EQ
  - EQ is linked to job performance for employees at all levels, in virtually every industry
**Leadership and "The Resonant Leader"**

"Quite simply, in any human group the leader has maximal power to sway everyone’s emotions."

"The emotional task of the leader is primal—that is, first—in two senses: It is both the original and the most important act of leadership."

*From Leadership: Realizing the Power of Emotional Intelligence, Social Science, Richard Boyatzis, and Ann变更 the text here.*

**Emotional/Social Intelligence and Leadership**

![Image of dissonance and resonance]

**Who is the Resonant Leader?**

- Personal Competence
  - Awareness of the Self
  - Actions of the Self
- Social Competence
  - Awareness of Others
  - Interaction with Others
- Resilience
  - Optimism
  - Flexibility

**Do Leaders Need ESI?**

- Who are the most exceptional leaders you have ever known?
- What are some of their characteristics?

**Resonant Leadership in Action**

*West Wing—"Enemies"*

1. How might the President’s behavior in the Cabinet meeting effect:
   - the Vice President?
   - Cabinet members?
   - Admin assistant?
2. How does each of the above feel? (What emotion(s) may each be feeling?)
3. How would you rate the President’s "resonance" or "dissonance" at this meeting?

1. What would a resonant institution of higher learning be like?
2. What would a dissonant institution be like?
Resonance in Institutions of Higher Education

- Good retention and development of executive staff
- Faculty are trusted and valued partners in institutional planning and decision making
- Comprehensive strategic plan tied to budget and assessment processes
- Clear channels of communication (rumor mill at a minimum)
- Climate of optimism, well-being, respect among all staff
- Vision is widely known, embraced, and all know their part in implementing clear action steps
- Fertile climate for innovation and creativity - risk taking is encouraged

Dissonance

- Constant turnover in staff
- Complaints, resentment from faculty
- Chaotic or absent strategic planning
- Budget process and allocation not widely known or understood
- Executive team is at odds with each other
- Decision making processes are perceived as not inclusive or collaborative
- Active rumor mill — low morale
- Climate of resentment (no credit for work)
- Leadership is isolated; little honest feedback
- Difficult to introduce or bring about change

Personal Outcomes and Organizational Implications

![Diagram of Personal Outcomes and Organizational Implications](image)

Resources for Organizational Success

- Consortium for Research on Emotional Intelligence in Organizations (Rutgers)
  - www.eiconsortium.org
  - Higher Education Symposium on Emotional Intelligence at Georgetown University (October 2008)
    - Highlighting EI strategies and initiatives, from model programs to incorporating EI into the curriculum and classroom instruction
    - Exploring the impact of Emotional Intelligence on student, program, and institutional outcomes
  - Implementing the role of EI in counseling and advising students, faculty, and staff in both undergraduate and professional school settings

Wider Implications...

"Sharpening our emotional abilities will not only enrich our lives, but hold a key to a better world for ourselves and for future generations."

![Image of Emotional Awareness Center](image)

Steps to greater mastery of our emotional life:

- Increasing the gap between our impulses and our actions
- Making anger constructive
- Reading another person's emotions
- Detecting lies
- Increasing self-awareness
- Increasing empathy (cognitive, emotional, compassionate)
**SO WHAT? WHAT? NOW WHAT?**

What is Emotional and Social Intelligence?

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**Historical Context**

- IQ tests
  - "Intelligence Quotient"
- Two kinds of intelligence
  - Verbal
  - Math

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**Emotional Intelligence - What is it?**

- Robert Thurstone
- David Wechsler
- Howard Gardner
- Jan Malouf
- Howard Gardner

**Eight Intelligences**

- Linguistic
- Logical/math
- Visual/spatial
- Musical
- Kinesthetic
- Naturalistic

*Article:
"Emotional Intelligence: What it is and Why it Matters"
by Cary Cooper (2000)"

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**Emotional and Social Intelligence**

- Blends two of the multiple intelligences
  - Intercultural: Reflective skills
  - Intercultural: Social skills

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**One Definition of EI**

- "The capacity for recognizing our own feelings
  - and those of others,
  - for motivating ourselves, and
  - for managing emotions well in ourselves
  - and in our relationships."
  - (Goleman 1995)

- http://www.danielgoleman.info/blog/
Another Definition
Six Seconds Model
- Know Yourself
- Choose Yourself
- Give Yourself
- [www.faseconds.org](http://www.faseconds.org)
- Josh Freedman

Human Energy . . .
"Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence."

Executive EQ - Robert Cooper & Arman Saeed

2,050,000+ Web Pages . . .
"There is an intelligence based on emotion, and people who have this capacity are less depressed, healthier, more employable, stronger leaders, better decision-makers, and have better relationships."

IQ Today

What EQ is Not

What EQ is Not

Intellectual Framework for What You Know Intuitively

ESI - an inner GPS
- Know where you are
- Know where you are going
- Assists with dealing with obstacles and changes in the environment
- Suggests alternative paths to goal
- Completes new decisions as conditions and/or your position changes
EQ-I: Emotional Quotient Inventory

- EQ is: Made up of short-term, tactical, dynamic skills that can be
  - Reliably measured
  - Improved by training, coaching, experience

Bar-On EQ-I: An Assessment

- Intra-Personal
  - Self-Regard
  - Emotional Self-Awareness
  - Awareness
  - Independence
  - Self-Esteem
- Extra-Personal
  - General Mood
  - Optimism
  - Happiness

EQ and EQ

- Predicts 1 to 20% (average 6%) success in a given job
- Peeks in late teens
- Not fixed, increases with age—and with training, coaching, experience
- Culture-bound
- Cuts across cultures
- “Smart”

EQ and Work Success

From: "EQ: The Emotional Intelligence Advantage: A New East at the Top," by Daniel Goleman

Five most important factors for Education Workers (Administrative)
- Interpersonal Relationships
- Reality Testing
- Optimism
- Happiness
- Self-Regard

New Areas of Research

Social Intelligence

The Brain: Basis of EQ

- fMRI studies
- Studies the “social brain”
- Widely dispersed neural circuitry
**“Social Superhighway”**
- Operates automatically as we interact
- Orbitofrontal cortex and amygdala

**“Brain Looping”**
“Whenever we connect face to face or voice to voice or skin to skin our social brains interlock.”

**“Neural WiFi”**
- “Wired to connect”
- “Emotional contagion”

**Neuroplasticity**
- Social interactions shape/reshape our brain
- Relationships have subtle, lifelong impact
- Reparative possibilities

**What is Your Emotional Intelligence?**

**One Model of ESI: Five Dimensions**
- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience
**Awareness of Self**

- The ability to identify emotions in yourself and to perceive the impact you have on others.

**Actions of the Self**

- Ability to manage your emotions.
- Ability to express a range of feelings appropriately.
- Ability to plan how to manage strong emotions in a given situation.
- Ability to cope with emotions and thus maintain your equilibrium even under stress.

**Awareness of Others**

- Ability to identify and understand what others are feeling as expressed through their words, actions, facial expressions, and body language.

**Interaction with Others**

- Ability to utilize the awareness of others' emotions to build strong relationships, teams, and support networks.
- Capable of empathy and compassion.

**Resilience**

- Optimism
- Flexibility
- Ability to learn from mistakes
- Ability to recover from setbacks
- Ability to maintain equilibrium despite inevitable changes in life

**So What? What? Now What?**

How can I enhance my EQ?
Increasing Your Emotional/Social Intelligence

- Education/Training
- Coaching
- Life Experience

One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience

Awareness of Self

"He who knows the universe and does not know himself knows nothing."

- Jean de la Fontaine

Emotions I Have Felt This Week

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- Keep going . . .

Improving Awareness of the Self

1. Ask yourself questions:
   What am I feeling?
   How am I acting?
   What sensations am I having?
   What assumptions am I making?

2. Self-Coaching approaches:
   What is the positive outcome I want?
   What are one or two practical steps I will take to achieve that outcome?

Improving Awareness of the Self

3. Intentionally seek out feedback
4. Utilize a 360 degree feedback instrument
5. Shadow Coaching
6. Journaling
7. Check-In: Focus, Openness, Energy
8. Meditation
One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience

Actions of the Self

"The event is not important, but the response to the event is everything."

-- I Ching

Actions of the Self

Emotional Intelligence provides a way to cope with your environment:

- A capacity for choosing courses of action for dealing with stress
- Optimistic towards change and new experiences and your own ability to resolve the problem at hand
- A feeling that you can control or influence the situation by remaining calm and maintaining control

Improving Actions of the Self

1. Remain inside your "envelope of competence"
2. Keep a sense of perspective
3. Three-port formula
   1. Plan a course of positive action
   2. Maintain optimistic attitude
   3. Develop capacity to feel that you have control or influence over stress-inducing event

Improving Actions of the Self

4. (from EAS - WA State Dept of Personnel): a) improve sleep management b) reconsider diet and nutrition c) begin or increase exercise d) talk about stress with others e) detach from source of stress, if only temporarily
5. Journal
6. Become aware of how you respond to stress. What's best for you?

Improving Actions of the Self

7. Diaphragmatic "belly" breathing
8. Progressive Relaxation
9. Purposeful distraction (use imagination)
10. Plan a "worry break" - 3 minutes!
Actions of the Self

"There's two types of people: those that fix the blame, and those that fix the problem."
--Unknown

Problem Solving

Definition:
The ability to identify and define problems as well as to generate and implement potentially effective solutions.

Improving Problem Solving

1. Develop a systematic method for problem solving and decision making.
2. Observe and analyze (technical or interpersonal or blend?)
3. Intuition—"gut level" inner arrangement of self awareness to sense that message
4. Innovation - Zen concept of thinking as a beginner: brainstorming: what-if

One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience
Awareness of and Interaction with Others

"Eighty percent of the people who fail at work do so for one reason: they do not relate well to other people."

-- Robert Bolton, People Skills

Improving Interpersonal Relationships

1. Self-Assessment: What do people generally like about you? What do they dislike?
   - Which of these activities makes me feel uncomfortable?
   - Meeting someone new
   - Going to a party
   - Speaking up in a group situation
   - Asking a stranger a question
   - Having a social conversation with someone
   - Learning to know someone better
   - Teaching someone close to you to do something new
   - Being instructive with someone
   Why? What are your feelings?

Improving Interpersonal Relationships

2. Be willing to try a 360 degree feedback instrument to gain insight into how you are perceived.

3. Observe a role model and experiment with his/her behaviors in your own relationships (skills: initiating a conversation, sustaining it, switching topics, finding a graceful exit.)

Improving Interpersonal Relationships

4. Develop empathy skills: reach out, note impact and how you feel.

5. Take an interest in others—ask personal questions.

6. Consciously build relationships by inviting others to activities.

7. Keep a list of relationships—reflect on satisfaction. What can you do?

8. Make the most of brief opportunities.

Increasing Empathy

Universal Expressions of Emotion?
One Model of ESI: Five Dimensions

- Awareness of Self
- Actions of the Self
- Awareness of Others
- Interactions With Others
- Resilience

Resilience

"Life inflicts the same setbacks and tragedies on the optimist as on the pessimist, but the optimist weathered them better."

-- Martin Seligman

Optimism

Definition:
The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Assumes a measure of hope in one's approach to life.

Optimism

- Not related to external circumstance - strictly an inner resource
- Not viewing life through "rose colored glasses"
- Not "rah, rah"
- Related to self-talk

Optimism

Martin Seligman: Author of Learned Optimism and Authentic Happiness
Three factors of "explanatory style"

1. Permanence: Temporary vs Permanent
2. Pervasiveness: Specific vs Universal
3. Personalization: Internalization vs External

Improving Optimism

1. Understand the "path of meaning" (from Path of Dialogue, Vitality Alliance)

They behave ➔
I observe ➔
I conclude ➔
I feel ➔
I behave

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Improving Optimism

Attribution Theory

- We judge ourselves by our intent
- We judge others by their behavior
- We make up stories about their intent
- Most of us tell negative stories
- We are the lead character in our stories, and the rest of the world are but "bit players"

Improving Optimism

2. Examine your negative self-talk
   (ABCDE)
   "Positive Psychology"
   - A=activating event
   - B=beliefs
   - C=consequences
   - D=disputation, defusing, discounting
   - E=energization

Improving Optimism

3. Other self-assessments to raise awareness (see Seligman’s Learned Optimism)
4. Journaling
5. Self-reflection and meditation
6. Exercise

Improving Optimism

Using Emotional Intelligence in the Workplace
- West Wing episodes
  "And It's Surely To Their Credit"
  "The State Dinner"

Create an Action Plan

Action Plans

- Create and implement realistic action plans to get from "here" to "there"
- Specify goals, strategies and methods of assessment
- Reflect on experience in order to learn
Coming Soon...
"Create A World of Emotional Intelligence"
by Barbara A. Kerr, Ph.D.
Published by HBSQ

What Would You Do?

You have the W of a student who is a political activist. He is always raising money for the student body and is always going on a hunger strike to get what he wants. He is a very articulate speaker and has been successful in getting his way in the past. You are concerned that the student is being too aggressive and that he is not being respectful to his peers.

A. Discuss the issues behind the student's actions and try to understand his perspective.
B. Ask the student to explain his actions and try to understand his perspective.
C. Talk to the student and try to understand his perspective.
D. Talk to the student and try to understand his perspective.

Results of Your Choice
A. Your feedback is respected, and the student is more respectful. The student is more respectful and the feedback is respected.
B. The student is more respectful, but the feedback is not respected. The student is more respectful, but the feedback is not respected.
C. The student is more respectful, but the feedback is not respected. The student is more respectful, but the feedback is not respected.
D. The student is more respectful, but the feedback is not respected. The student is more respectful, but the feedback is not respected.

What If...

"Sharpening our emotional abilities will not only enrich our lives, but holds a key to a better world for ourselves and for future generations."
--Paul Snow