

Understanding Emotional Intelligence

People Skills

Team FME

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Preface

This eBook explains why managers across the globe have embraced emotionally intelligent leadership, an idea that is now used routinely in almost all businesses and professional training programs. Successful management is all about getting work done through other people, some of whom you have no direct authority over. This is directly correlated to your success in self-awareness, self-management, and social awareness, all of which are essential elements of emotional intelligence.

You will learn to:

- Understand the emotional intelligence model and its core competencies
- Discover the benefits of emotional intelligence for yourself, your team, and organization
- Identify strategies and opportunities to apply emotional intelligence in your role
- Choose perceptions and behaviors that will lead to positive outcomes

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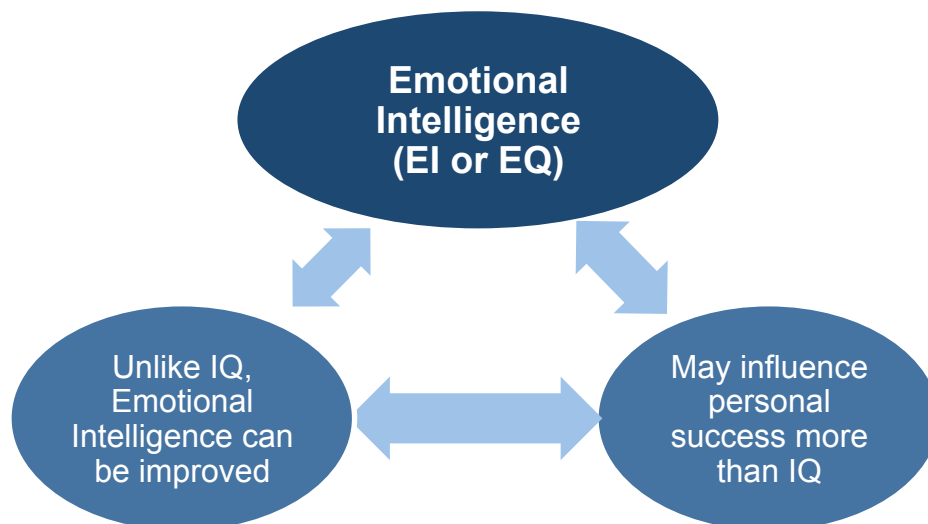
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Introduction

Over the last two decades organizations have seen a fundamental shift in management style. Roles have become more customer orientated and knowledge based with the need to work as a team. This has resulted in individuals having more overall autonomy, even at fairly low levels within organizations.

This has created organizational cultures that are less autocratic with only a few levels of management. The very nature of such organizations has allowed those with highly developed social skills to be as successful as those who excel academically. The historical timeline of 'social or emotional intelligence' shows this is not a new concept, but one that over time has gained general agreement as a key element of workplace success. Emotional intelligence can be abbreviated to (EI), and can also be referred to as Emotional Quotient (EQ).



The psychologists Salovey and Mayer originally coined the term 'emotional intelligence' in 1990. However, Daniel Goleman popularized it in 1995 in the title of his bestselling book, *Emotional Intelligence: Why it can Matter More than IQ*. Goleman defined emotional intelligence as:

'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.'

What made this book so popular were two claims:

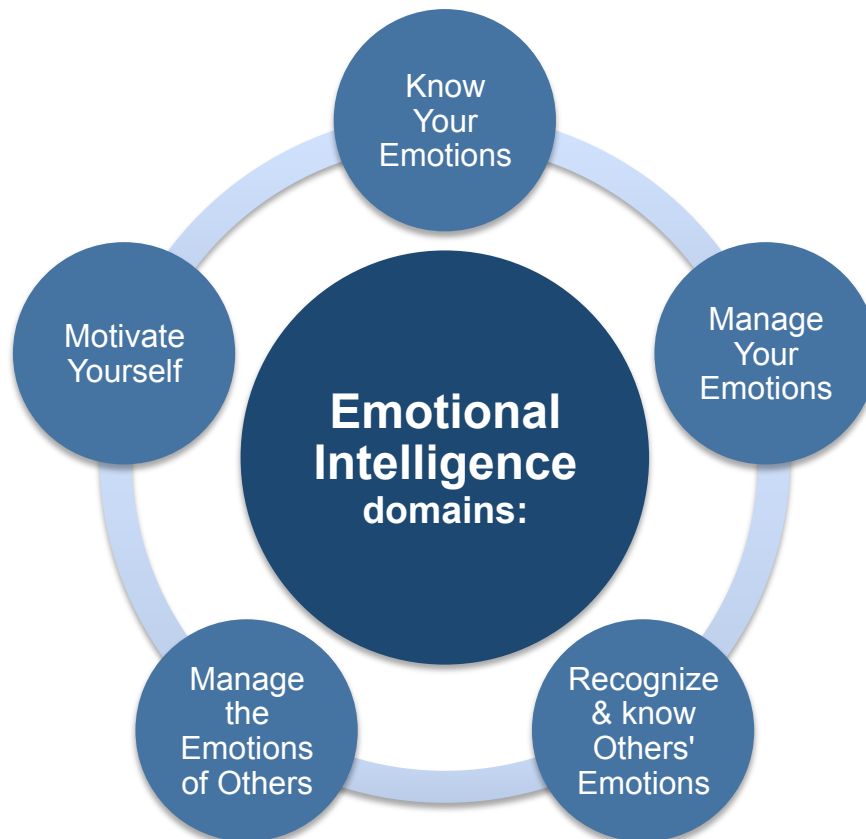
Firstly,

Emotional intelligence may be more important for personal success than IQ.

Secondly,

Unlike IQ emotional intelligence can be improved.

These two claims resonated with people and made the idea of emotional intelligence a hot topic for anyone involved with personal development.



Whilst Goleman's first book made a compelling case for the importance of emotional intelligence theory (EQ – Emotional Quotient), there was no practical means of applying it to management situations. In this book he identified the five 'domains' of EQ:

- Knowing your emotions

- Managing your own emotions
- Motivating yourself
- Recognizing and understanding other people's emotions
- Managing relationships (i.e. managing the emotions of others)

In *Working with Emotional Intelligence*, his second book, he explored how our performance at work related to how we dealt with others and conducted ourselves.

Since 1995 numerous business books have been written on emotional intelligence in the workplace and most authors have used Goleman's model. Whilst there is some common agreement between Goleman and other authors and researchers that:

- Emotional intelligence exists
- It is a factor in personal and professional success
- It can be improved

there are also some quite fundamental disagreements. This is not surprising in a relatively immature area of psychology that has a great deal of prestige and financial rewards associated with it. For academic researchers this prestige takes the form of professional recognition and associated funds for research. For commercial organizations it is the financial rewards gained from creating and selling a proprietary method for staff selection or professional development.

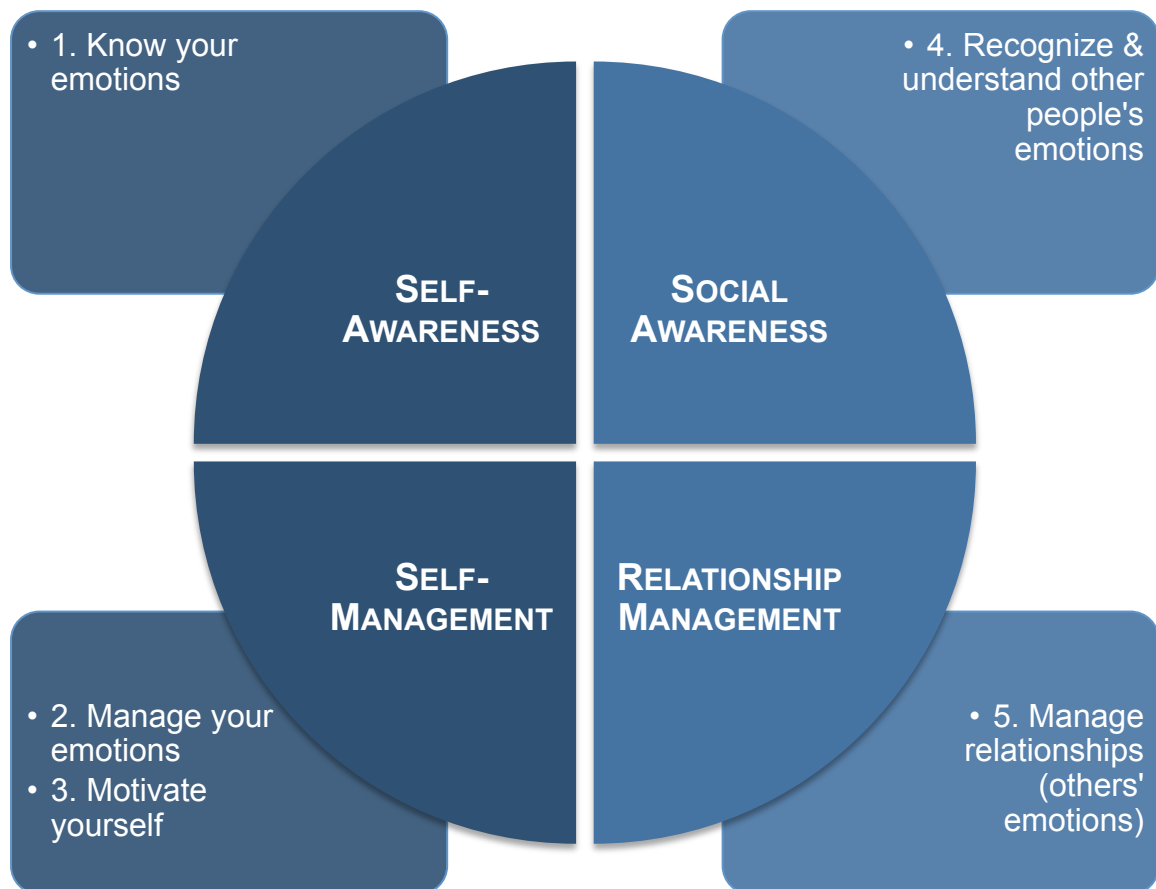
The job of a manager is to achieve business and personal objectives through the use of other people. These include the manager's own team and other managers within the organization, as well as customers and suppliers. To be a successful manager you need to have a good understanding of emotional intelligence, how well developed your own EI, is and how to use it to achieve your objectives.

Key Points

- Daniel Goleman popularized the term 'Emotional Intelligence' in 1995 in the title of his bestselling book, *Emotional Intelligence: Why it can Matter More than IQ*.
- Emotional intelligence can be defined as 'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.'
- Not everyone agrees with Goleman's model of emotional intelligence, but there is general agreement that emotional intelligence exists, that it is a factor in personal and professional success, and that it can be improved.

What is Emotional Intelligence (EQ)

The five domains of Goleman's EQ model have become the de facto standard as far as applying emotional intelligence in the workplace is concerned. Many business-orientated models represent these five domains in four quadrants: two represent personal competence and two represent social competence.



Personal Competence

This area of competence is concerned with three of the five 'domains' Goleman referred to and is split into two quadrants: self-awareness and self-management.

Self-awareness – means that you understand how you feel and can accurately assess your own emotional state.

There are three components to this quadrant: self-awareness, accurate self-assessment, and self-confidence. Self-assessment includes understanding your own strengths and weaknesses. It is also about being willing to explore them both, either by thinking about them yourself or by discussing them with others. Self-confidence is the ability to ground oneself so that you are secure and self-assured in whatever situation you may find yourself.

Self-management – builds on the understanding that you gained with self-awareness and involves controlling your emotions so that they don't control you. This could equally be called self-control – in other words how you regulate to maintain your equilibrium in the face of any problem or provocation you may face. It looks into how trustworthy and conscientious you are, as well as how you motivate yourself to achieve, taking into account your level of commitment and optimism.

Social Competence

This area of competence is concerned with Goleman's remaining two 'domains': social awareness and social skills. These skills look at how well you manage your relationships with others, including their emotions.

Social awareness – involves expanding your awareness to include the emotions of those people around you. It includes being able to empathize with others and being aware of how the organization that you are working in affects them. This covers your ability to read the emotional environment and power relationships you encounter in your role.



Relationship management – means using an awareness of your own emotions and those of others to build strong relationships. It includes the identification, analysis, and management of relationships with people inside and outside of your team as well as their development through feedback and coaching. It also incorporates your ability to communicate, persuade, and lead others, whilst being direct and honest without alienating people.

Before exploring the different models used to measure your EQ it is worth knowing more about the origins and limitations of this area of psychology, as it is still very much a ‘work in progress.’

Key Points

- Goleman’s model is the most widely used when discussing EQ in the context of the workplace.
- This model describes EQ in terms of five domains that are split into four quadrants.
- Two of the domains are related to personal competence and two are related to social competence.

Emotional Intelligence (EQ) and IQ

When psychologists first began to write and think about intelligence, they focused on cognitive aspects such as memory and problem solving for the simple reason that they are easy to measure. This became known as Intelligence Quotient, or IQ. However, there were researchers who recognized early on that the non-cognitive aspects were also important.

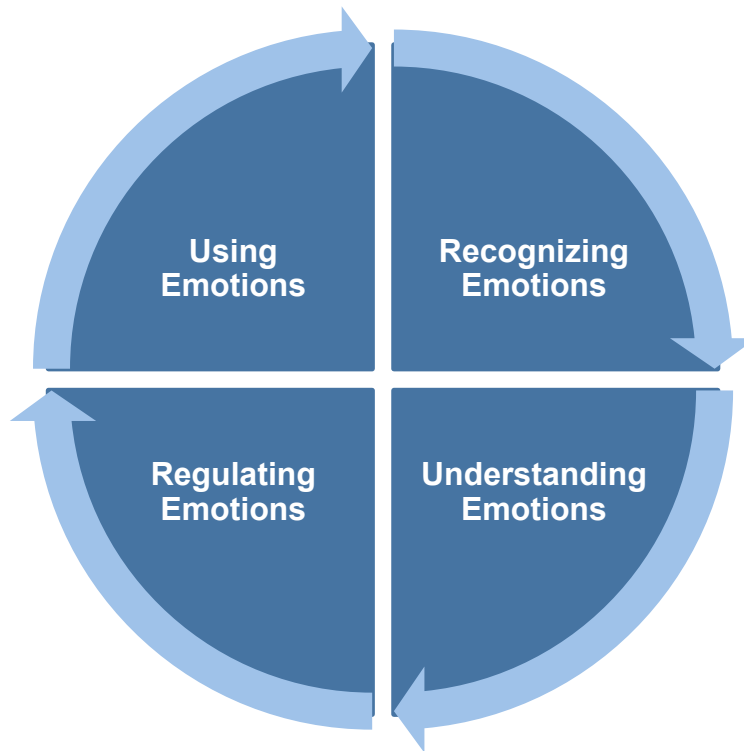
As early as the 1940s psychologists were referring to 'non-intellective' as well as 'intellective' elements of intelligence, by which they meant personal and social factors. Furthermore, they proposed that these non-intellective abilities are essential for predicting someone's ability to succeed at work and in life.

These theories were given support by the Ohio State Leadership Studies (1940s) which found that leaders who are able to establish '*mutual trust, respect, and a certain warmth and rapport*' with members of their group will be more effective. In addition, the US Office of Strategic Services developed a process of assessment that included the evaluation of non-intellective abilities.

This evolved into the 'assessment center,' which was first used in the private sector at AT&T in the mid-1950s. Many of the personal attributes measured in assessment centers involve social and emotional factors such as initiative, sensitivity, and interpersonal skills.

The psychologists Salovey and Mayer first used the term 'emotional intelligence' in 1990. They defined it as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.'

Salovey and Mayer began a research program to develop valid measures of emotional intelligence and to explore its significance. Underlying Salovey and Mayer's approach was the belief that there are a small number of specific skills all of which have to do with either accuracy or effectiveness.



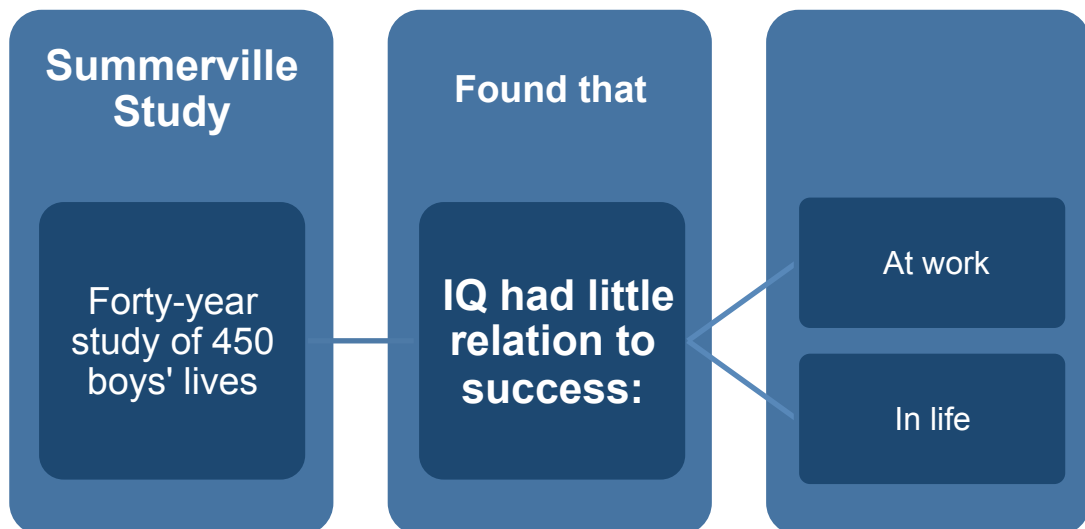
These could be summarized as an accuracy at perceiving and understanding emotional state in the self and in others, and effectiveness of regulating, controlling, and using these emotions in order to achieve one's goals. They proposed that there are four fundamental aspects to emotional intelligence:

- Recognizing emotions
- Understanding emotions
- Regulating emotions
- Using emotions

The whole idea of emotional intelligence as something worth serious study appealed to a growing group of researchers who were becoming concerned with how poorly traditional IQ tests predict an individual's future success. A

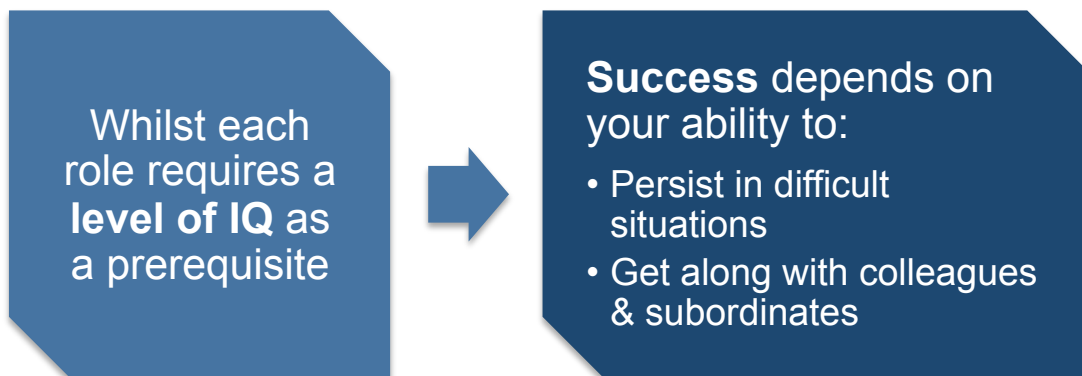
number of scientific studies have rated IQ as accounting for between 4% and 25% of the variance in job performance, which is far lower than one might initially expect.

Even if the 25% figure were accepted, this would mean that three quarters of the variability that we see in job performance is not the result of IQ and must be due to something else.



An example of the research on the limits of IQ as a predictor is the Somerville study, a 40-year investigation of 450 boys who grew up in Somerville, Massachusetts. The study found that IQ had little relation to how well they did at work or in the rest of their lives. What made the biggest difference were childhood abilities such as being able to control emotions and get along with other people.

The impression has sometimes been given that high emotional intelligence might somehow compensate for a low IQ. This has given the false impression that IQ doesn't matter very much. This ignores the fact that in certain jobs the ability to pass examinations is a prerequisite and this may demand a high IQ.



However, once you are established in that particular job, success is more likely to depend on your ability to persist in the face of difficulty and to get along well with colleagues and subordinates than it is on having an extra ten points of IQ.

So, what is the evidence that emotional intelligence is important in business? The work of Salovey and Mayer would almost certainly never have become known outside of academic psychology except for one key event. The year 1995 saw the publication of the bestselling book *Emotional Intelligence* by Dr. Daniel Goleman, followed three years later by *Working with Emotional Intelligence* by the same author.



Both of these books were enormously influential and marked the beginning of emotional intelligence as something that was recognized by mainstream business theorists and writers.

Dr. Goleman asserted, 'The criteria for success at work are changing. We are being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who passed over and who promoted...'

As we have seen, Goleman's definition of emotional intelligence proposes four broad domains of EQ. These consist of 19 competencies:

Self-Awareness

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

Self-Management

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

Social Awareness

10. Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
11. Organizational awareness: Reading the currents, decision networks, and politics at the organizational level

12. Service: Recognizing and meeting follower, client, or customer needs



Relationship Management

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

Key Points

- Most of the early research on intelligence focused on problem solving and other things that were easy to measure.

- However, it has long been accepted that other factors are essential for predicting someone's ability to succeed at work and in life.
- Salovey and Mayer defined these as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.'
- They proposed that an individual's ability to recognize, understand, regulate, and use emotions were things that could be studied and measured.
- The publication of Goleman's book *Emotional Intelligence* in 1995 marked the beginning of emotional intelligence as something that was recognized by mainstream business theorists and writers.

EQ Timeline

To develop your own EQ it is important to understand the evolution of the concept of social or emotional intelligence. This knowledge must then be applied to suit the environment in which you work.

| Emotional Quotient Timeline | | |
|-----------------------------|--|--|
| Date | Author | Description |
| 1930s | Edward Thorndike | Social intelligence – the ability to get along with other people. |
| 1940s | David Wechsler | Suggests that affective components of intelligence may be essential to success in life. |
| 1950s | Humanistic psychologists (e.g. Abraham Maslow) | Describe how people can build emotional strength. |
| 1975 | Howard Gardner | Introduces the concept of multiple intelligences in his book <i>The Shattered Mind</i> . |
| 1985 | Wayne Payne | Introduces the term ‘emotional intelligence’ in his doctoral dissertation entitled ‘A Study of Emotion: Developing Emotional Intelligence; Self-integration; Relating to Fear, Pain and Desire.’ |
| 1987 | Keith Beasley & Reuven Bar-On | Use the term ‘emotional quotient (EQ)’ – Beasley in a Mensa Magazine article and Bar-On in the unpublished version of his graduate thesis. |
| 1990 | Peter Salovey & John Mayer | Publish their landmark article, ‘Emotional Intelligence’, in the journal <i>Imagination, Cognition and Personality</i> . |
| 1995 | Daniel Goleman | Popularizes the concept of emotional intelligence in his book <i>Emotional Intelligence: Why It Can Matter More Than IQ</i> . |
| 1996 | Consortium for Research on Emotional Intelligence in Organizations | Conduct research to identify emotional and social factors that are important in job success. |

The work of the Consortium for Research on Emotional Intelligence (EI) in Organizations has identified five key research studies that support the importance of an individual’s emotional and social skills as important for

success at work. An overview provided by the Consortium is shown below for each of these research studies.

Study 1 – Experienced partners in a multinational consulting firm were assessed on the EI competencies plus three others (Boyatzis, 1999).

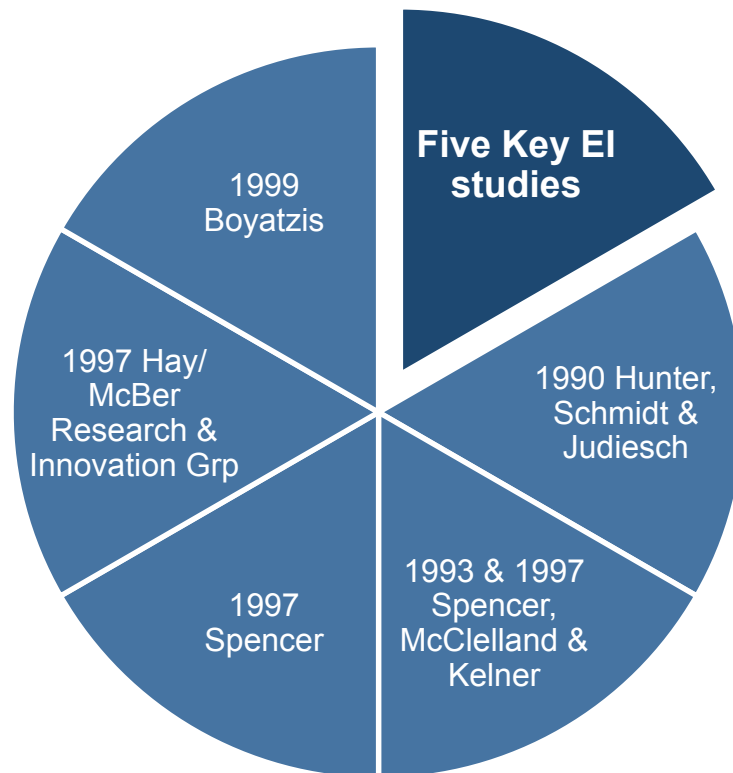
Findings:

- Partners who scored above the median on nine or more of the 20 competencies delivered \$1.2 million more profit from their accounts than did other partners.
- 139% incremental gain.

Study 2 – An analysis of more than 300 top-level executives from 15 global companies showed that six emotional competencies distinguished stars from the average (Spencer, 1997).

Findings:

- Distinguishing Emotional Competencies:
 - Influence
 - Team Leadership
 - Organizational Awareness, Self-confidence,
 - Achievement Drive
 - and Leadership



Study 3 – looked into the productivity of ‘top performers’ in jobs of medium complexity (e.g. sales clerks, mechanics) and the most complex jobs (e.g. insurance salespeople, account managers) (Hunter, Schmidt, & Judiesch, 1990).

Findings:

- Top performers in medium complexity jobs were:
 - 12 times more productive than those at the bottom.
 - 85% more productive than an average performer.
- Top performers in the most complex jobs were:
 - 127% more productive than an average performer

Competency research in over 200 companies and organizations worldwide into top performers suggests that (Goleman, 1998):

- one-third of this difference is due to technical skill and cognitive ability.

- two-thirds is due to emotional competence
- In top leadership positions, over four-fifths of the difference is due to emotional competence.

Study 4 – At L’Oreal, research (Spencer & Spencer, 1993; Spencer, McClelland & Kelner, 1997) showed that sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company’s old selection procedure.

Findings:

- On an annual basis, salespeople selected on the basis of emotional competence sold \$91,370 more than other salespeople did, for a net revenue increase of \$2,558,360.
- Salespeople selected on the basis of emotional competence also had 63% less turnover during the first year than those selected in the typical way.

Study 5 – in a national insurance company research showed the difference in policy premium sold (Hay/McBer Research and Innovation Group, 1997).

Findings:

- Insurance sales agents who were weak in emotional competencies (i.e. self-confidence, initiative, and empathy) sold policies with an average premium of \$54,000.
- Insurance sales agents who were very strong in at least five of eight key emotional competencies sold policies worth \$114,000.

If you want to find out more details on each of these five studies or to read the full paper written by Cary Cherniss, Ph.D. (Graduate School of Applied and Professional Psychology, Rutgers University) click on the URL of the Consortium for Research on Emotional Intelligence in Organizations (referred to within the eBook as ‘Consortium’) – www.eiconsortium.org

Key Points

- The work of the Consortium for Research on Emotional Intelligence (EI) in Organizations has identified five key research studies that support the importance of an individual's emotional and social skills as important for success at work.

Can EQ be Developed?

Probably the biggest factor contributing to the popularity of emotional intelligence theories is the assumption that, unlike IQ, emotional intelligence (emotional quotient) can be developed. There has been some degree of skepticism on this point.

For example, one eminent psychologist recently commented,

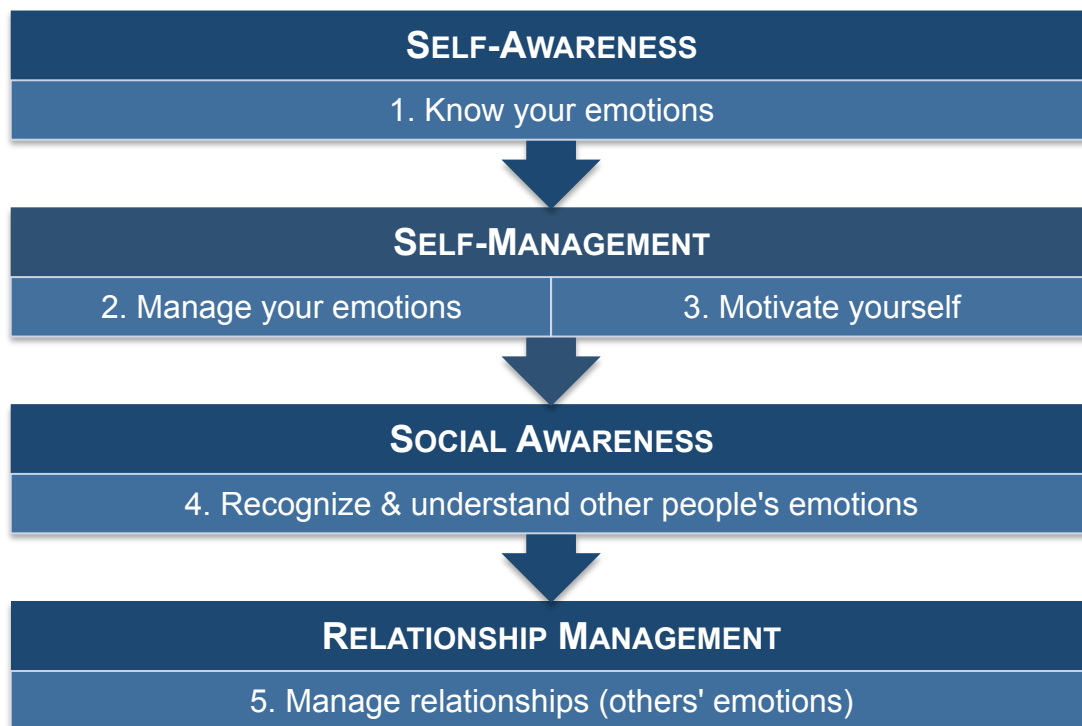
'We know a great deal about the origins of personality traits. Traits from all five factors are strongly influenced by genes and are extraordinarily persistent in adulthood. This is likely to be unwelcome news to proponents of emotional intelligence, who have sometimes contrasted a supposed malleability of emotional intelligence with the relative fixity of traditional IQ.'

However, despite this skepticism, there is some evidence that people can improve on emotional intelligence competencies. One study conducted at the Weatherhead School of Management at Case Western Reserve University allowed students to assess their emotional intelligence competencies in addition to cognitive ones, select the specific competencies they would target for development, and develop and implement an individualized learning plan to strengthen those competencies.

Objective assessment of students at the beginning of the program, upon graduation, and again years later on-the-job provided a unique opportunity to help address the issue of whether emotional intelligence competencies can be developed. The results of this research showed that emotional intelligence competencies can be significantly improved, and, moreover, that these improvements are sustainable over time.

This has seen the development of a variety of different models that can measure EI through self-reporting, formal assessment, by testing or using

your abilities to identify emotions, within groups and for self-development.



It is the findings of the Weatherhead School of Management research program that have encouraged organizations to invest in developing the four quadrants of EQ that were popularized by Goleman. They have become the de facto standard as far as applying emotional intelligence in the workplace is concerned as shown in the diagram above.

Key Points

- The theory of emotional intelligence is popular because it implies that EQ can be developed.
- This is not universally accepted, but research has supported the idea that emotional intelligence competencies can be significantly improved over time.

Personal Competence

The development of your emotional intelligence can be divided into personal and social competencies.

- *Personal Competence – self-awareness and self-management*
- *Social Competence – social awareness and relationship management*

Before you can begin to plan ways to improve your EQ competencies you need to identify your current level within each competency and then decide the best way you can achieve a 'high' level in each.

As with all areas of management you will need to adapt or add to the 'high level' descriptions used in this eBook to take into account the unique attributes of your role and organization.



Your level of personal competence is one half of how to develop your emotional intelligence (EQ). It consists of two key attributes:

- **Self-Awareness**

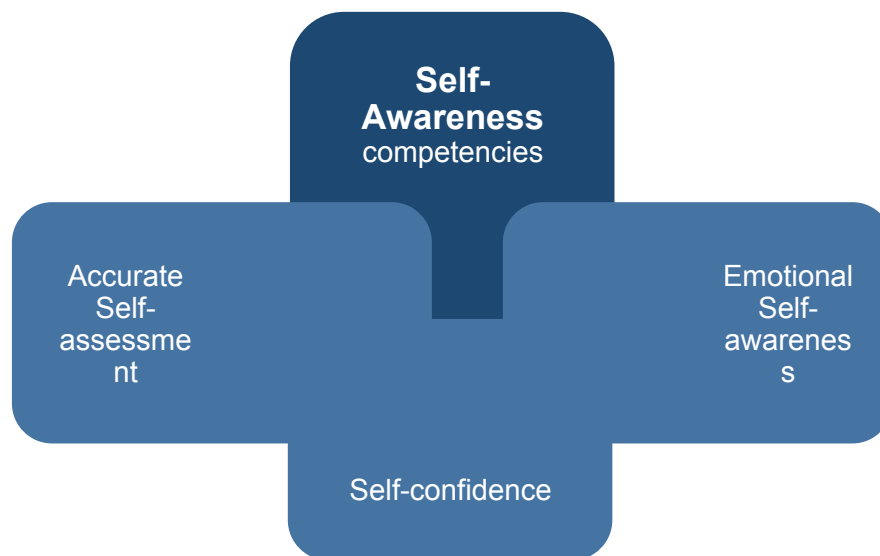
This is your ability to recognize your own emotions and their effects on your self and other people. It represents the foundation of EQ because without being aware of and understanding your own emotions it is impossible to move into the other EQ competencies like self-management and social awareness.

- **Self-Management**

Builds on your self-awareness, using your own self-control to ensure your emotions don't control you regardless of the situation. It involves using what you know about your emotions to both manage these emotions and motivate yourself.

Self-awareness means that you understand how you feel and can accurately assess your own emotional state. To do this you need the following competencies:

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence



In order for a person to become emotionally self-aware they may need to accept that they have an inbuilt reluctance to admit to certain negative feelings. This can be overcome by being aware of the behaviors that result from these negative emotions, rather than necessarily having to admit to the underlying negative emotions.

You can recognize an individual who has a high level of emotional self-awareness because they will:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

- Adopt behaviors that minimize the effects of their own emotions on a situation.

Once you are able to identify your own emotions and how they can impact situations you are able to accurately assess yourself. This enables you to understand and explore your own strengths and weaknesses, as well as being willing to explore them with others.

Daniel Goleman describes accurate self-assessment in terms of people who are:

- Aware of their strengths and weaknesses
- Reflective and capable of learning from experience
- Open to candid feedback and new perspectives
- Interested in continuous learning and self-development
- Able to show a sense of humor and perspective about themselves.

Self-assessment involves honestly investigating and acknowledging your emotional strengths and weaknesses. Reflecting on your experiences and defining key actions required to address any shortfall could help you achieve this.

Developing a strong capability for self-assessment will help you to learn from new experiences because it will highlight those areas that offer opportunities for self-improvement and development.

The final competency of self-awareness is that of self-confidence. This is your ability to ground yourself so that you are secure and self-assured in whatever situation you may find yourself. Daniel Goleman describes self-confidence as:

‘A strong sense of one’s self-worth and capabilities.’

You will recognize individuals with a high level of self-confidence because

their behavior and communications show that they have a:

- Certainty about their own value and capabilities
- Strong presence
- High level of self-assurance
- Willingness to express an unpopular opinion or stand up for something that is right if it is what they truly believe
- Ability to make quick decisions even in uncertain and pressurized circumstances
- Belief that they can control the direction of their lives – and they do.

People who are self-confident understand that they have a great deal of control over what happens in their lives. This means that the more self-confident you can become, the more you will find that you are able to influence your future.

Once you are aware of how your emotions affect your behavior and attitude towards situations you will be able to self-manage. To achieve this you use your self-control to manage your emotions whatever your circumstances and motivate yourself to succeed.

By understanding and being able to control your emotions you are able to manage them in such a way as to generate positive interactions with those you come into contact with. The competency of self-management has six different skill attributes:

- **Self-control** – the ability to remain composed whatever state your emotions are in. People with this competence:
 - Manage their impulsive feelings and distressing emotions well
 - Stay composed, positive, and unflappable even in trying moments

- Think clearly and stay focused under pressure



- **Trustworthiness** – means that you will do what you say, when you say you’ll do it. People with this competence:
 - Act ethically and are above reproach
 - Build trust through their reliability and authenticity
 - Admit their own mistakes and confront unethical actions in others
 - Take tough, principled stands even if they are unpopular
- **Conscientiousness** – involves an individual being thorough, careful or vigilant and implies a desire to perform a task well. People with this competence:
 - Meet commitments and keep promises
 - Hold themselves accountable for meeting their objectives
 - Are organized and careful in their work
- **Adaptability** – the ability to change something, or oneself, to fit occurring changes. People with this competence:
 - Smoothly handle multiple demands, shifting priorities, and rapid change
 - Adapt their responses and tactics to fit fluid circumstances

- Are flexible in how they see events
- **Achievement orientation** – requires an individual to show concern for working toward a self-imposed and defined standard of excellence. People with this competence:
 - Set themselves challenging goals
 - Measure their own performance against those goals
 - Actively seek out information to get the job done
 - Use their time efficiently
- **Initiative** – means taking the lead in problem-solving and conflict resolution as well as taking action to prevent problems from occurring in the first place. People with this competence:
 - Seek out fresh ideas from a wide variety of sources
 - Entertain original solutions to problems
 - Generate new ideas
 - Take fresh perspectives and risks in their thinking

Self-management is critical for a manager because no one wants to work for someone who is not in control of themselves and whose reactions depend on their prevailing mood.

Key Points

- The development of your emotional intelligence can be divided into personal and social competencies.
- Personal competence is made up of self-awareness and self-management.
- Self-awareness is the ability to recognize your own emotions and

their effects on your self and other people.

- Self-management builds on your self-awareness, using your own self-control to ensure your emotions don't control you regardless of the situation.

Social Competence

The other half of your EQ is related to the 'social' competencies you show within your life or work role. This requires you to expand your awareness to include the emotions of those people around you. You will also need to develop your ability to read the emotional environment and power relationships you encounter in your role.



The ability to understand the emotions of others is part of your 'social awareness, to attain which you need to demonstrate the following competencies:

- **Empathy** – the ability to understand someone else's feelings and re-experience them. People with this competence:
 - Actively listen to what others say (both their words and non-verbal signals)
 - Show they understand and appreciate others' views or issues
 - Focus on attaining the goal or task without conflict
 - Understand where emotional boundaries start and end

- **Organizational awareness** – was defined by Goleman as ‘the ability to read the current of emotions and political realities in groups.’ People with this competence:
 - Understand the rationale behind their organization and its structure
 - Know how to get things done within the organization – formally and informally
 - Understand both client and vendor organizations
 - Act with the client’s best interest in mind
- **Service orientation** – builds on the empathy you have with others by helping you assist their personal development and satisfaction. People with this competence:
 - Are able through careful questioning to identify issues that are affecting an individual’s performance.
 - Identify or adapt situations so that they provide an opportunity to improve their productivity and satisfaction.



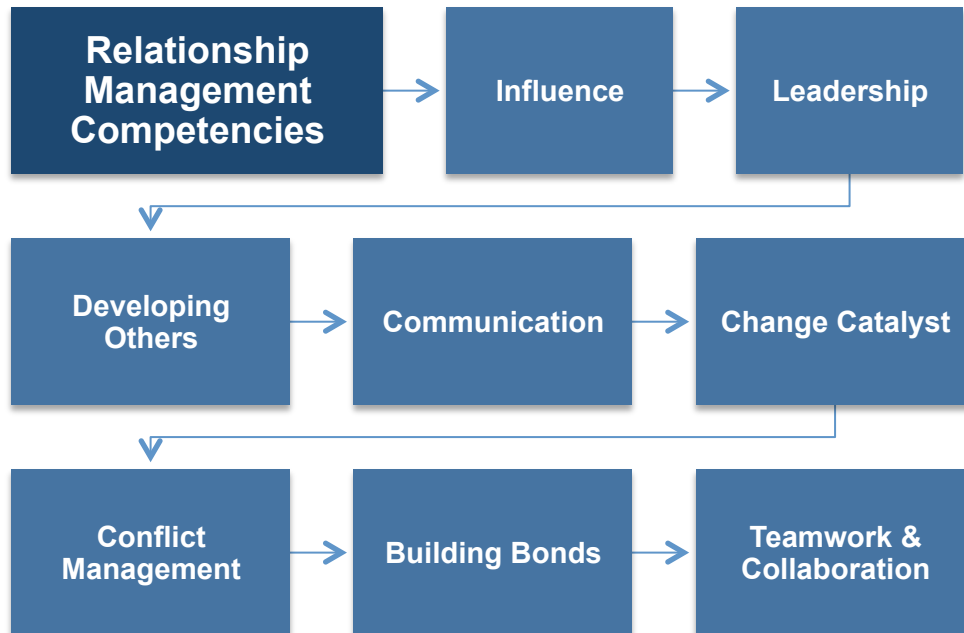
The other aspect of social competence is that of relationship management. This means you use your awareness of your own and others’ emotions to

build strong, effective and lasting relationships.

It is this part of your EQ that enables you to succeed in inspiring other people and helping them to reach their full potential. The competencies that Goleman identified for an individual to operate at a high level of relationship management are:

- **Influence** – is the extent you are able to win over and persuade others. People with this competence:
 - Build consensus through persuasion and clear presentation of case
 - Offer support to and gain support of others
 - Are trustworthy
- **Leadership** – your team is willing to follow your lead and wants to work with you to meet goals. People with this competence:
 - Lead by example
 - Inspire others to achieve goals or a vision
 - Truly delegate tasks and accountability
- **Developing others** – the ability to observe and provide opportunities to fully develop individual team members. People with this competence:
 - Recognize and reward accomplishments and strengths of individuals
 - Regularly challenge and offer new opportunities to team
 - Provide constructive feedback to aid development
- **Communication** – this means being persuasive, well presented, and objective. People with this competence:
 - Effortlessly adapt to the emotional context of the exchange
 - Focus on attaining the objective by acknowledging others' views

- Easily demonstrate empathy and appreciation of others' views or issues



- **Change catalyst** – someone who seeks out and initiates new ideas and approaches as part of attaining their objectives. People with this competence:
 - Do not hesitate to challenge the way things have always been done
 - Recognize barriers to change and seek resolutions to remove them
 - Acts as a champion for change
- **Conflict management** – the ability to recognize, prevent or manage areas of conflict to a positive resolution. People with this competence:
 - Meet potential or actual conflict from a point of knowledge and strength
 - Have the ability to read underlying emotions within groups
 - Are open-minded and willing to embrace different perspectives

- **Building bonds** – is the ability to build a wide variety of mutually beneficial relationships. People with this competence:
 - Are widely respected and liked
 - Cultivate a broad personal network that incorporates colleagues, professionals, contacts, and friends
 - Keep others informed appropriately
- **Teamwork and collaboration** – natural aptitude in creating a cohesive team. People with this competence:
 - Ensure the objective is defined and understood by all
 - Behave in a way that others adopt as their own
 - Demonstrate that they value all contributions.

Your ability to succeed in the competency of relationship management is directly correlated to your success in social awareness and your level of personal competency. This is because management is all about getting work done through other people, some of whom you have no direct authority over.

Key Points

- Social competence is made up of social awareness and relationship management.
- Social awareness competencies include empathy, organizational awareness, and service orientation.
- Relationship management competencies include influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Summary

Most of the early research on intelligence focused on problem solving and other things that were easy to measure. However, it has long been accepted that other factors are essential for predicting someone's ability to succeed at work and in life.

In the early 1990s the psychologists Salovey and Mayer defined these as 'a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action.' They proposed that an individual's ability to recognize, understand, regulate, and use emotions were things that could be studied and measured.

Emotional intelligence can be defined as 'Understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living.' Daniel Goleman popularized the term in the title of his bestselling book, *Emotional Intelligence: Why it can Matter More than IQ*.

The publication of Goleman's book in 1995 marked the beginning of emotional intelligence as something that was recognized by mainstream business theorists and writers. Whilst not everyone agrees with Goleman's model of emotional intelligence, there is general agreement that emotional intelligence exists, and that it is a factor in personal and professional success.

Goleman's model describes EQ in terms of five domains that are split into four quadrants. Two of the domains are related to personal competence and two are related to social competence.

The theory of emotional intelligence is popular because it implies that EQ can be developed and improved. This is not universally accepted but

research has supported the idea that emotional intelligence competencies can be significantly improved over time.

This development can be divided into personal and social competencies. Personal competence is made up of self-awareness and self-management. Self-awareness is the ability to recognize your own emotions and their effects on your self and other people. Self-management builds on your self-awareness, using your own self-control to ensure your emotions don't control you.

Social competence is made up of social awareness and relationship management. Social awareness competencies include empathy, organizational awareness, and service orientation. Relationship management competencies include influence, leadership, developing others, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration.

Other Free Resources

The Free Management eBooks website offers you over 100 free resources for your own professional development. Our eBooks, Checklists, and Templates are designed to help you with the management issues you face every day. They can be downloaded in PDF, Kindle, ePub, or Doc formats for use on your iPhone, iPad, laptop, or desktop.

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Checklists – When you are working under pressure or doing a task for the first time, it is easy to overlook something or forget to ask a key question. These management checklists will help you to break down complex management tasks into small controllable steps.

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Appendix – Emotional Intelligence Framework

The following has been compiled from a variety of sources by Consortium for Research on Emotional Intelligence in Organizations '*EI Framework*' (www.eiconsortium.org).

This EI framework details the personal and social competencies.

SELF-AWARENESS

Emotional awareness: Recognizing one's emotions and their effects.

People with this competence:

1. Know which emotions they are feeling and why
2. Realize the links between their feelings and what they think, do, and say
3. Recognize how their feelings affect their performance
4. Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

5. Aware of their strengths and weaknesses
6. Reflective, learning from experience
7. Open to candid feedback, new perspectives, continuous learning, and self-development
8. Able to show a sense of humor and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities.

People with this competence:

9. Present themselves with self-assurance; have 'presence'
10. Can voice views that are unpopular, and go out on a limb for what is right

11. Are decisive, able to make sound decisions despite uncertainties and pressures

SELF-REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:

12. Manage their impulsive feelings and distressing emotions well
13. Stay composed, positive, and unflappable even in trying moments
14. Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

15. Act ethically and are above reproach
16. Build trust through their reliability and authenticity
17. Admit their own mistakes and confront unethical actions in others
18. Take tough, principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance.

People with this competence:

19. Meet commitments and keep promises
20. Hold themselves accountable for meeting their objectives
21. Are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

22. Smoothly handle multiple demands, shifting priorities, and rapid change
23. Adapt their responses and tactics to fit fluid circumstances
24. Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence:

25. Seek out fresh ideas from a wide variety of sources
26. Entertain original solutions to problems
27. Generate new ideas
28. Take fresh perspectives and risks in their thinking

SELF-MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence.

People with this competence:

29. Are results-oriented, with a high drive to meet their objectives and standards
30. Set challenging goals and take calculated risks
31. Pursue information to reduce uncertainty and find ways to do better
32. Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization.

People with this competence:

33. Readily make personal or group sacrifices to meet a larger organizational goal
34. Find a sense of purpose in the larger mission
35. Use the group's core values in making decisions and clarifying choices
36. Actively seek out opportunities to fulfill the group's mission

Initiative: Readiness to act on opportunities. People with this competence:

37. Are ready to seize opportunities
38. Pursue goals beyond what's required or expected of them
39. Cut through red tape and bend the rules when necessary to get the job done
40. Mobilize others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

41. Persist in seeking goals despite obstacles and setbacks
42. Operate from hope of success rather than fear of failure
43. See setbacks as due to manageable circumstance rather than a personal flaw

SOCIAL AWARENESS

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

44. Are attentive to emotional cues and listen well
45. Show sensitivity and understand others' perspectives
46. Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs. People with this competence:

47. Understand customers' needs and match them to services or products
48. Seek ways to increase customers' satisfaction and loyalty
49. Gladly offer appropriate assistance
50. Grasp a customer's perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

51. Acknowledge and reward people's strengths, accomplishments, and development
52. Offer useful feedback and identify people's needs for development
53. Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people.

People with this competence:

- 54. Respect and relate well to people from varied backgrounds
- 55. Understand diverse worldviews and are sensitive to group differences
- 56. See diversity as opportunity, creating an environment where diverse people can thrive
- 57. Challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships. People with this competence:

- 58. Accurately read key power relationships
- 59. Detect crucial social networks
- 60. Understand the forces that shape views and actions of clients, customers, or competitors
- 61. Accurately read situations and organizational and external realities

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:

- 62. Are skilled at persuasion
- 63. Fine-tune presentations to appeal to the listener
- 64. Use complex strategies like indirect influence to build consensus and support
- 65. Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

- 66. Are effective in give-and-take, registering emotional cues in attuning their message
- 67. Deal with difficult issues straightforwardly

- 68. Listen well, seek mutual understanding, and welcome sharing of information fully
- 69. Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

- 70. Articulate and arouse enthusiasm for a shared vision and mission
- 71. Step forward to lead as needed, regardless of position
- 72. Guide the performance of others while holding them accountable
- 73. Lead by example

Change catalyst: Initiating or managing change. People with this competence:

- 74. Recognize the need for change and remove barriers
- 75. Challenge the status quo to acknowledge the need for change
- 76. Champion the change and enlist others in its pursuit
- 77. Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

- 78. Handle difficult people and tense situations with diplomacy and tact
- 79. Spot potential conflict, bring disagreements into the open and help deescalate
- 80. Encourage debate and open discussion
- 81. Orchestrate win-win solutions

Building bonds: Nurturing instrumental relationships. People with this competence:

- 82. Cultivate and maintain extensive informal networks

- 83. Seek out relationships that are mutually beneficial
- 84. Build rapport and keep others in the loop
- 85. Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals.

People with this competence:

- 86. Balance a focus on task with attention to relationships
- 87. Collaborate, sharing plans, information, and resources
- 88. Promote a friendly, cooperative climate
- 89. Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals.

People with this competence:

- 90. Model team qualities like respect, helpfulness, and cooperation
- 91. Draw all members into active and enthusiastic participation
- 92. Build team identity, esprit de corps, and commitment
- 93. Protect the group and its reputation; share credit

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