



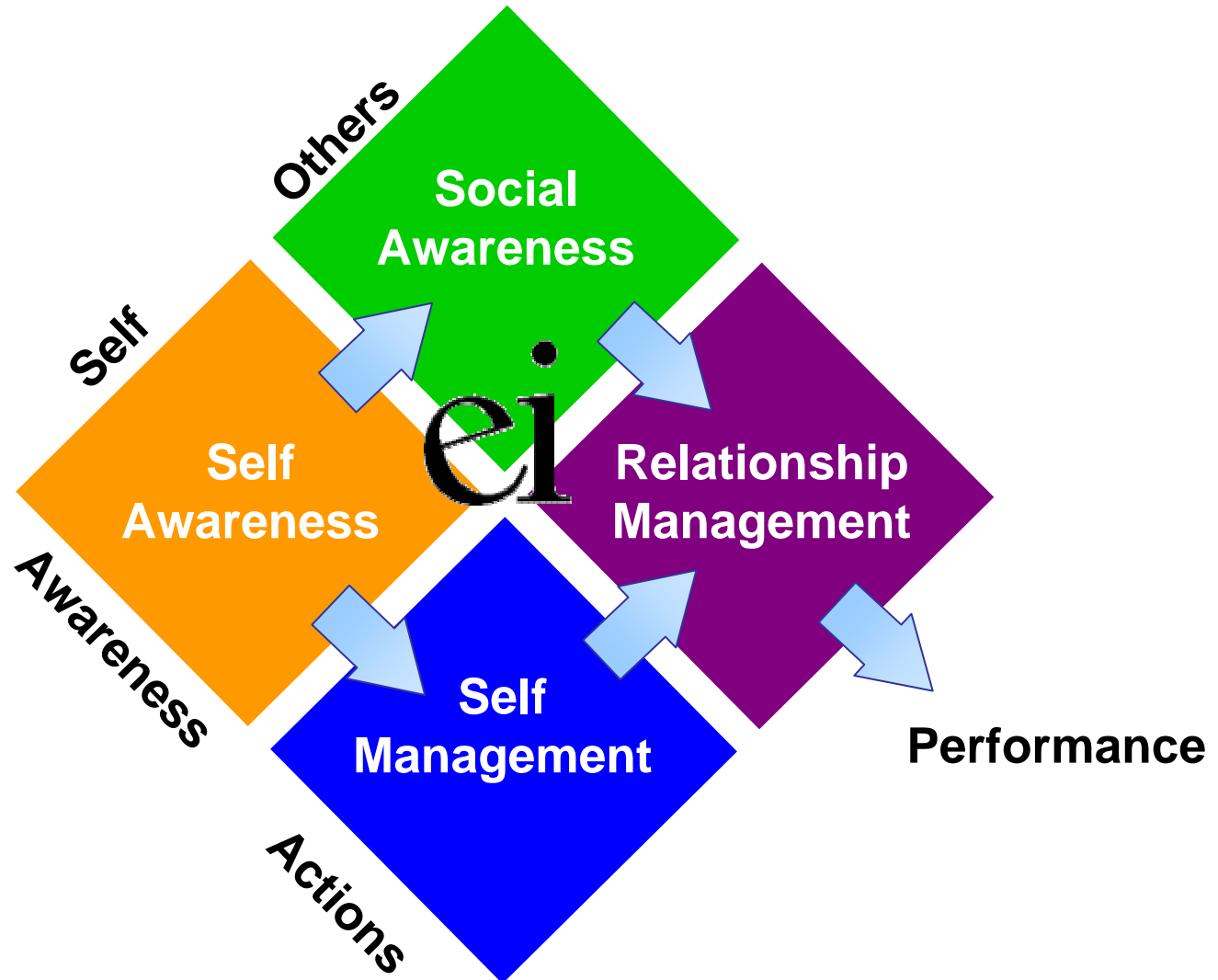
Emotional Competence

Presented

by

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The EI Framework



About Competencies...

- Competencies consist of behaviours that are developmentally scaled.
- For each competency, there is a target level of behaviour that when met or exceeded positively impacts performance.
- You do not need to master every competency to be successful.

Competencies Consist of 2 Parts: Definition & Behavioural Scale

1. Definition:

- Explains the overall behaviour in action.

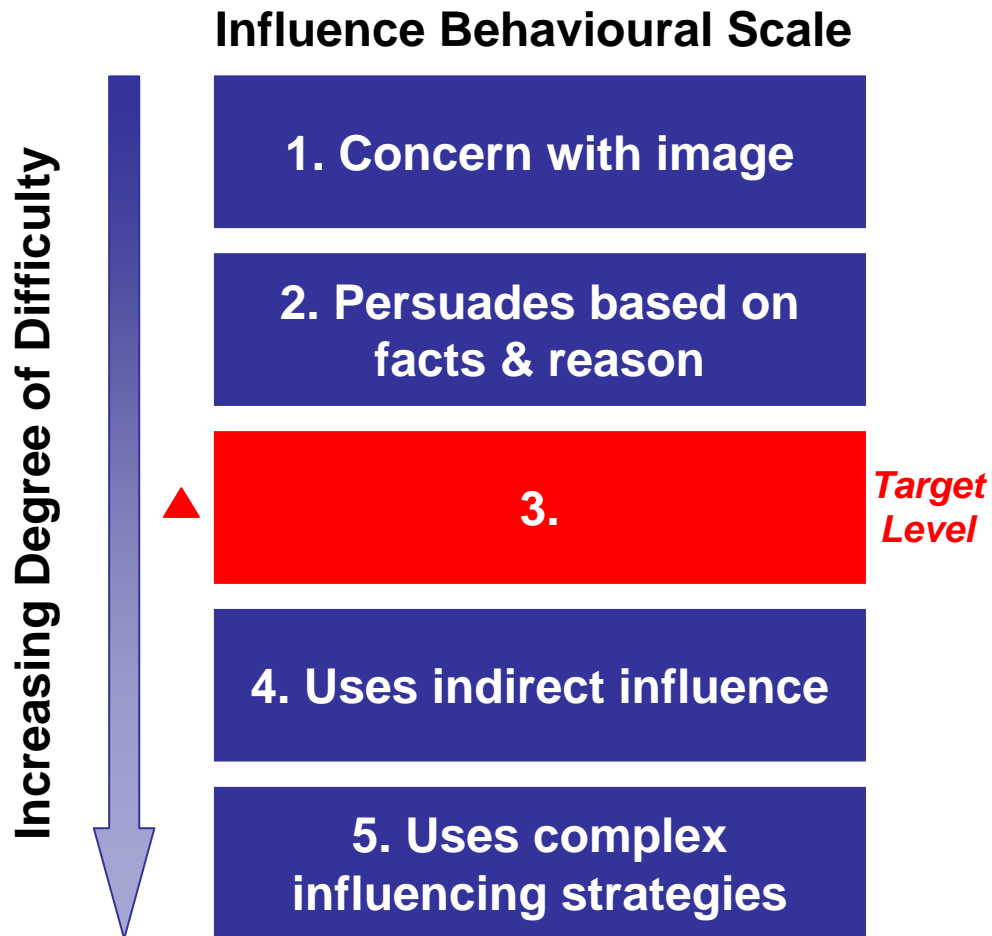
2. Behavioural Scale

- A 'just-a-noticeable-difference scale' which is hierarchical (showing a clear progression from less to more sophisticated behaviour).
- A typical scale will increase in one or more of the following dimensions:
 - **Intensity**
 - **complexity**
 - **time horizon**
 - **size of impact**

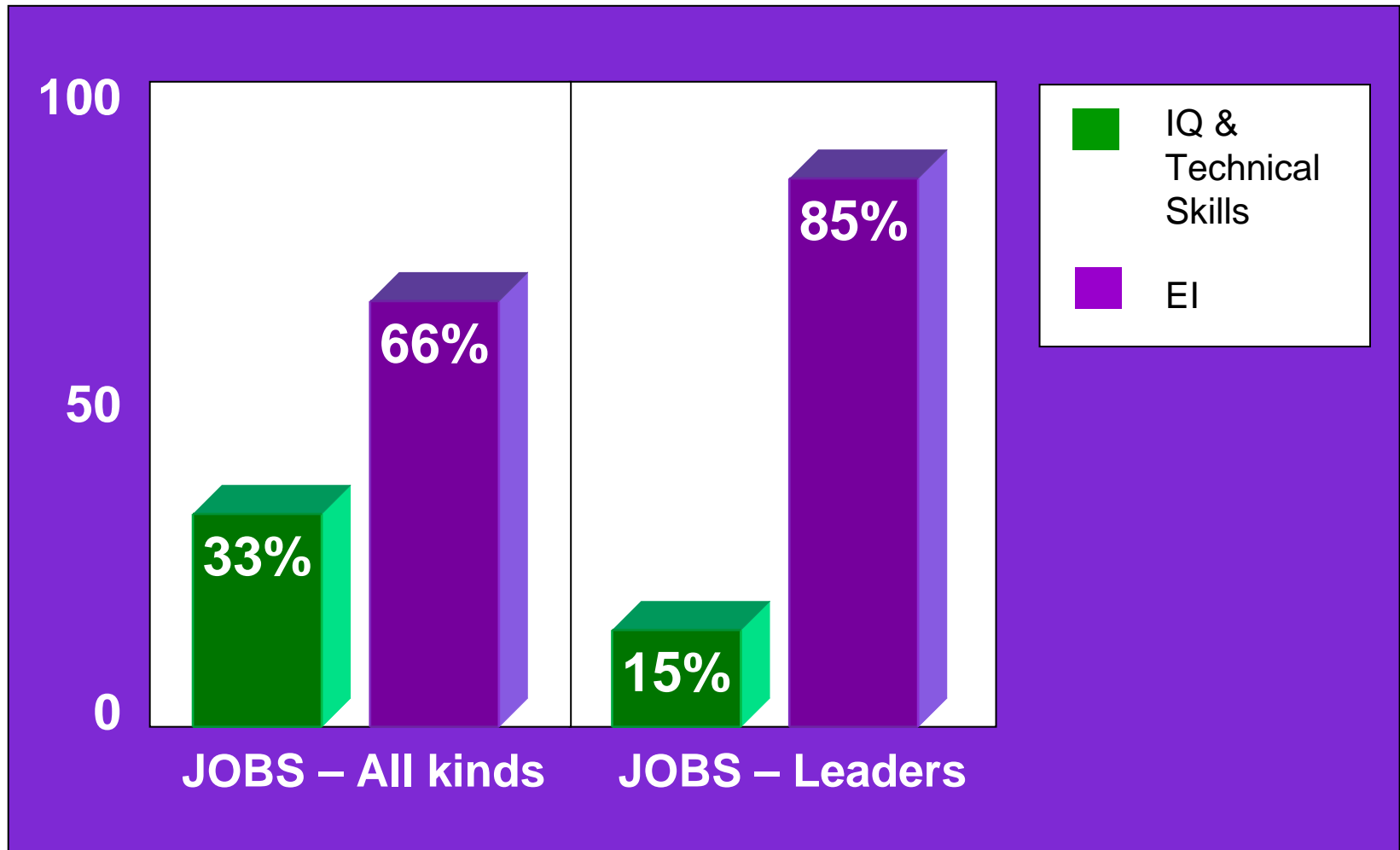
Example: Definition, Behavioural Scale & Target Levels (Influence)

- **Definition:** influence is the ability to persuade, convince, and impress others. It involves planning how to win support, gain co-operation, or overcome objections or barriers.

At the highest level this includes the ability to build and execute complex, tailored influencing strategies that make use of established internal and external networks or power coalitions.



Ingredients of Star Performance



Source: Goleman (1998)

The Making of a Leader

EI Competencies	Frequency Shown*
Self-Confidence	2X
Self-Control	3X
Achievement Orientation	7X
Empathy	2X
Teamwork	2.5X

** Number of times those who made director demonstrated competency compared to those passed over*

The Making of a Leader

Cognitive Competencies	Frequency Shown*
Analytical Thinking	1.2X
Conceptual Thinking	1.5X

** Although those who made director demonstrated the cognitive competencies more frequently than those who were passed over, the difference was not significant.*

EI Competencies & Profit at a Global Consultancy

A Critical Mass of Strengths in this EI Cluster Added this Incremental Profit	
	Per Year	Per Partner
Self-Awareness	78% more	(\$762K)
Self-Management	390% more	(\$1,465K)
Relationship Skills (includes empathy)	110% more	(\$931K)
Analytical Reasoning	50% more	(\$510K)

The 18 EI Competencies

- Influence
- Developing others
- Inspirational Leadership
- Change Catalyst
- Conflict Management
- Teamwork and Collaboration

- Empathy
- Organisational Awareness
- Service Orientation

Self Awareness

Social Awareness

Relationship Management

Self Management

- Emotional Self-Control
- Transparency
- Adaptability
- Achievement Orientation
- Initiative
- Optimism

- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence

There Are Many Ways to Success

- One size does not fit all
- One competency may compensate for another
- Certain combinations of competencies may contribute to outstanding performance
- Some competencies are more critical than others

The Algorithm

Self-Awareness

- 3 {
- **Emotional Self-Awareness**
 - **Accurate Self-Assessment**
 - **Self-Confidence**

Social Awareness

- 1 {
- **Empathy**
- 1 {
- **Organisational Awareness**
 - **Service Orientation**

Self-Management

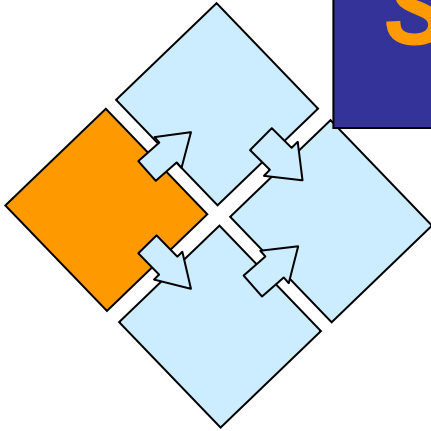
- 1 {
- **Emotional Self-Control**
- 1 {
- **Transparency**
- 1 {
- **Adaptability**
- 1 {
- **Achievement Orientation**
 - **Initiative**
 - **Optimism**

Relationship Management

- 1 {
- **Developing Others**
 - **Inspirational Leadership**
- 1 {
- **Influence**
- 1 {
- **Change Catalyst**
 - **Conflict Management**
 - **Teamwork & Collaboration**

(Red = Critical)

Self-Awareness Competencies



Critical Competencies

- **EMOTIONAL SELF-AWARENESS**

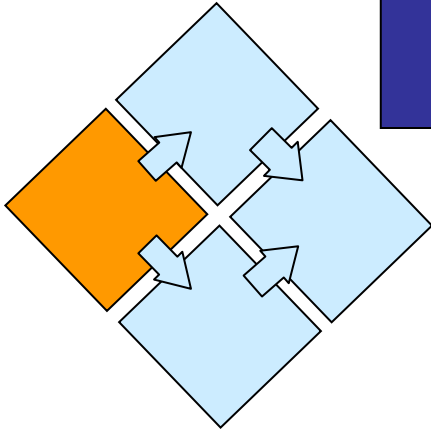
AND

- **ACCURATE SELF-ASSESSMENT**

AND

- **SELF-CONFIDENCE**

Self-Awareness



- Recognise how my feelings affect me
- Understand my own strengths, weaknesses, needs and drives
- Be open to feedback for development
- Have confidence based on understanding of my real strengths

***Neurophysiology
and
Self-Management***

Recent Brain Research

Recent Advances in the Field of Neuroscience

Joseph LeDoux's research*, a neuroscientist at NYU, has fundamentally changed our understanding of:

- How the brain processes information from the environment
- How emotions can impact behaviour

** Joseph LeDoux (1998). **The Emotional Brain.***

The Human Brain

- Thinking/Analytical skills
- Executive area
- IQ

• Information

- Stored emotions
- Trigger point for emotional response
- Survival, primitive response
- Child-like behaviour

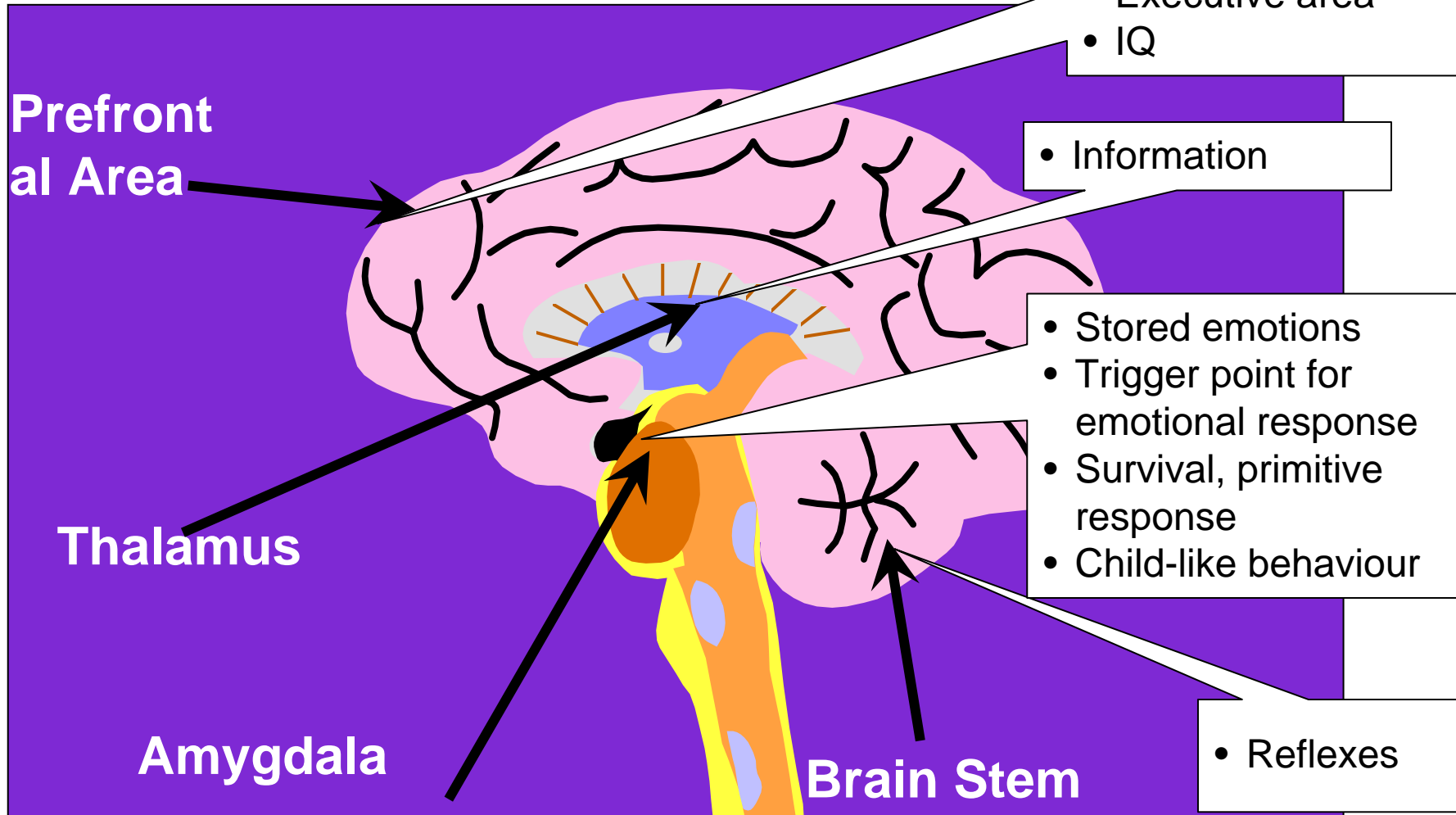
• Reflexes

Prefrontal Area

Thalamus

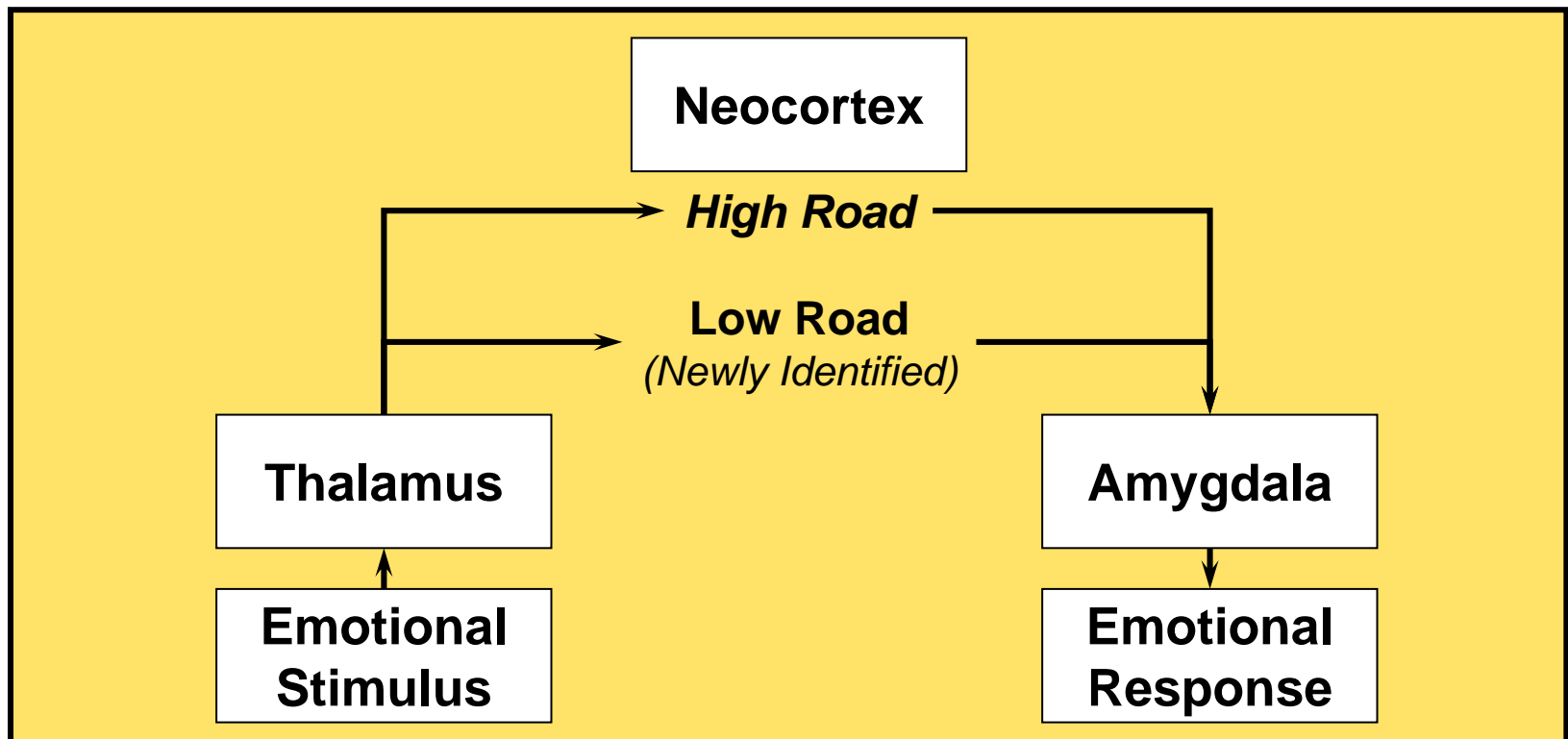
Amygdala

Brain Stem



LeDoux's Findings

- In certain situations people *feel* before they *think* and *act*
- In the brain this is accounted for via a newly identified neural link



What is an Amygdala “Hijack”?

- Is what happens when people react to a situation via the low road instead of the high road
- They jump into action based on their feelings, and the action is often inappropriate because it is based on only ‘partial’ information
- They erupt, shut down, or withdraw before they’ve had a chance to think things through
- On reflection they find it hard to explain what they did and regret it
- The reaction has a strong impact on others and on performance

Some facts about Amygdala Hijacks

- A strong expression of emotion is not an Amygdala Hijack unless it is accompanied by feelings of regret or remorse
- Amygdala hijacks cover a range of reactions to emotion and are not restricted to angry, violent outbursts
- Shutting down or withdrawing can also constitute an inappropriate reaction in this context

When are Hijacks more likely to occur?

When we:

- Are feeling tired
- Have a build-up of stressors – ‘the last straw’
- Have invested significant effort into something
- Have been drinking alcohol
- Are involved in an activity that is closely related to our underlying motives and values

How Does Emotional Intelligence Work?

- EI is not 'rational' in the traditional sense
- Our behaviours are often significantly emotionally toned by the oldest parts of our brain, not the part that thinks (neocortex)
- In most situations we feel and think at the same time; however, in some situations we actually feel before we think
- EI is about becoming more aware of the impact of our feelings on our behaviour, and managing them to best effect

Learning to Manage the Amygdala

Is about:

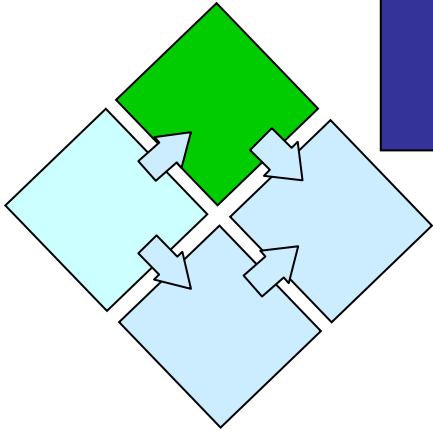
- Using our understanding of our own emotions to choose which emotions to express, when and how
- Managing our emotions and behaviours to have the impact we want to have
- Managing our emotions so that we can act according to the demands of the situations we encounter in a manner that we won't regret

Learning to Manage the Amygdala

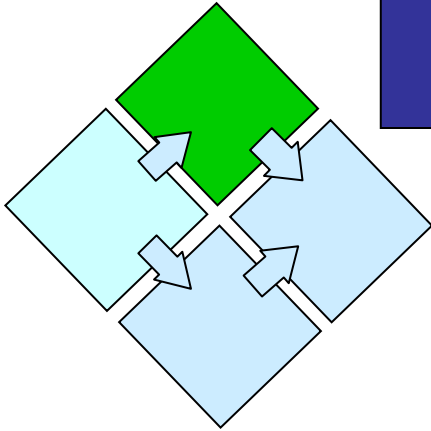
Is not about:

- Inhibiting passion or expression of emotion
- Getting everyone to behave in the same way – without emotion

Social Awareness

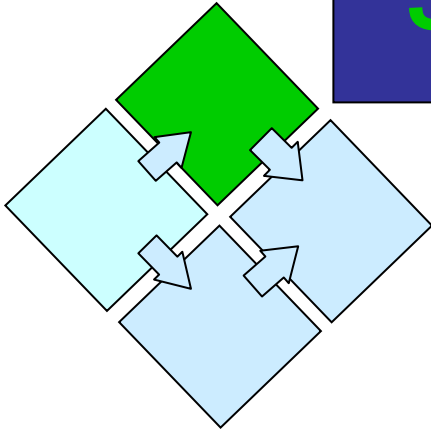


Social Awareness



- Listen to others
- Understand others' perspectives
- Sense how others are feeling
- Understand how the organisation works
- Committed to helping others (eg: clients/customers, team and organisational members)

Social Awareness Competencies

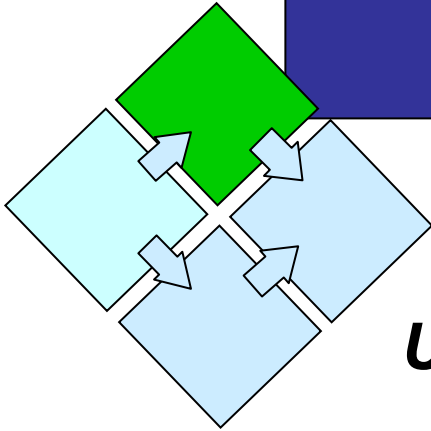


Critical Competency: EMPATHY

AND 1 of

- **Organisational Awareness OR**
- **Service Orientation**

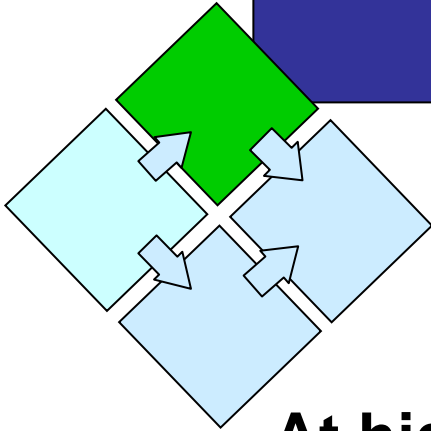
Empathy - Definition



Understanding others and taking an active interest in their concerns.

- Actively listening to others
- Accurately reading people's feelings and non-verbal cues
- Respecting people from diverse backgrounds
- Seeing things from other's perspectives
- Appreciating people's uniqueness

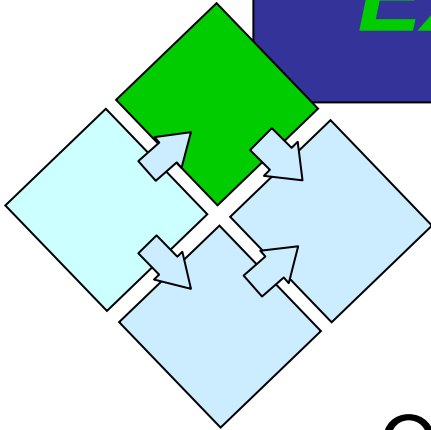
Empathy - Definition



At higher levels:

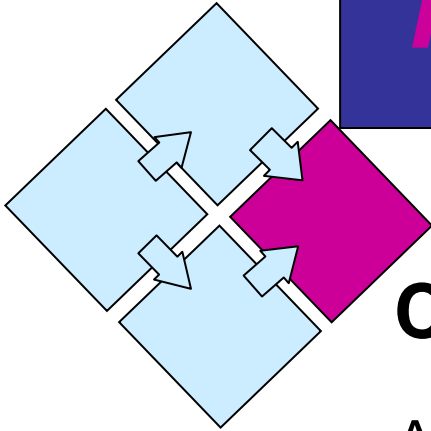
It involves understanding the underlying cause for others' feelings, behaviours or concerns

Expectations: Pygmalion Effect



- Our expectations of others often limit our ability to understand them
- Our expectations of others can lead us to act in ways that cause others to succeed or fail

Relationship Management



Critical Competency: INFLUENCE

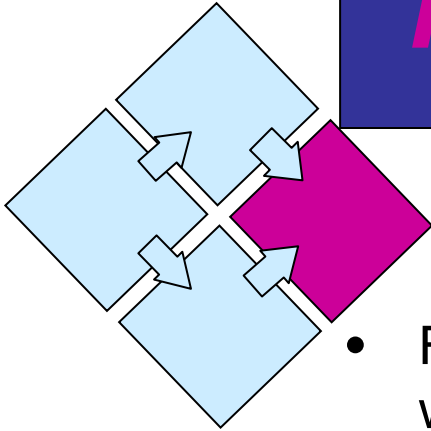
AND 1 of

- **Developing others OR**
- **Inspirational leadership OR**
- **Change catalyst**

AND 1 of

- **Conflict management**
- **Teamwork & collaboration**

Relationship Management



- Find a common ground with people of all kinds
- Build a strong network of relationships
- Bring conflict into the open and deal with it constructively
- Persuade others effectively
- Work with others toward shared goals
- Motivate others toward a common vision
- Identify others' development needs and bolster their abilities
- Initiate and manage change

The ECI

(Emotional Competence Inventory)



Design of the ECI

Richard Boyatzis
“Self-Assessment
Questionnaire”,
1991

**David McClelland
& Hay McBer**
Competency
Research

Daniel Goldman
“Working with
Emotional
Intelligence”, 1998

Item Design and Hypothesis generation

Hypothesis Testing: Administration of research version (over 500 people)

Revision of items and target levels

Administration
of ECI

Feedback
from users

Ongoing
research &
revision

2001:
Revision of
ECI: 4000+
in database

Interpreting the ECI Feedback

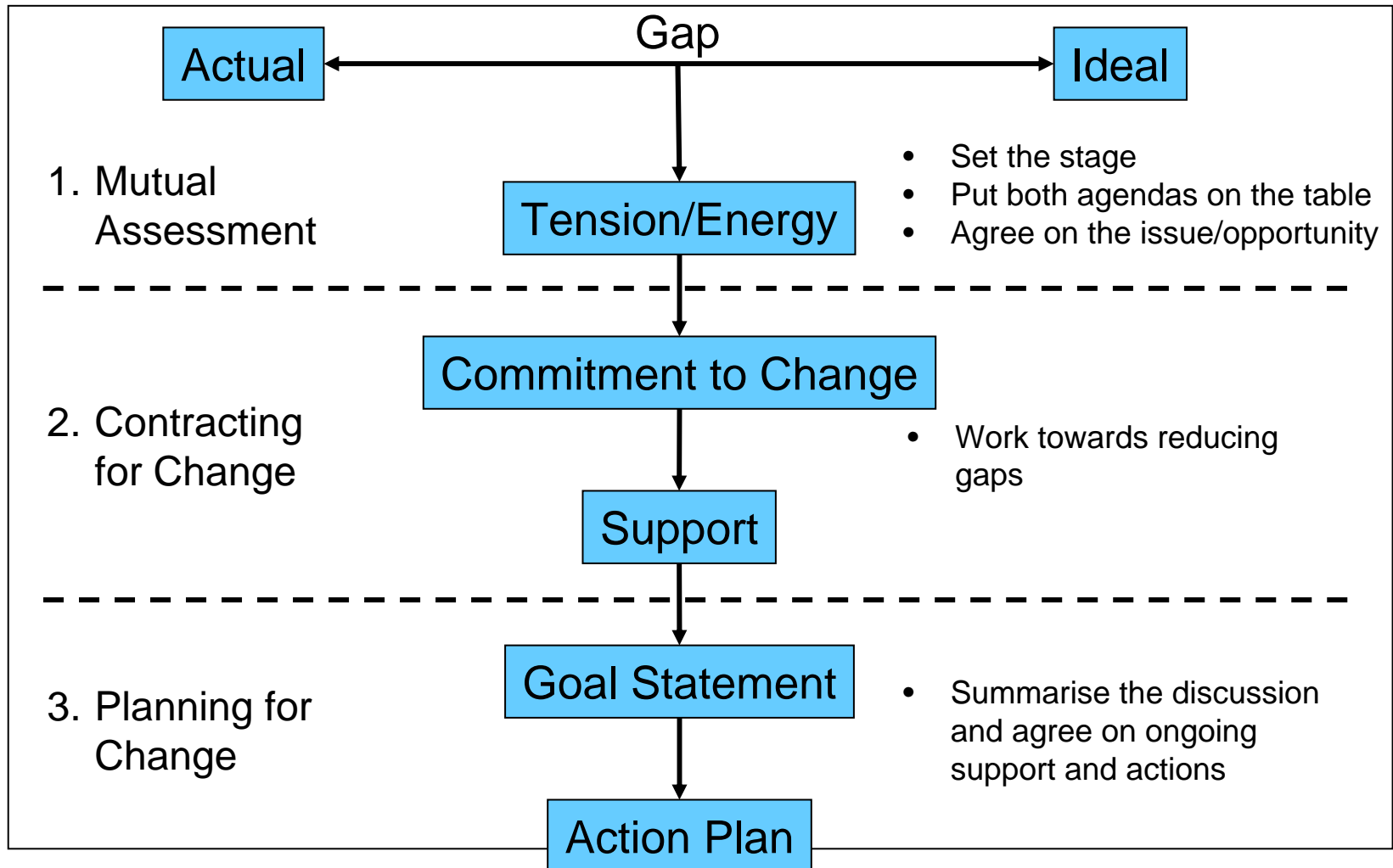
The ECI is organised into 5 major sections:

- 1) Emotional Intelligence Competence Model
- 2) Data Validity
- 3) Personal Summary (Cluster of Competence)
- 4) Competency Details
- 5) Frequency Distribution (Items)

The Coaching Model



Coaching Discussion Model



Mutual Assessment & Contracting for Change

- ✓ The coach should begin the session by clarifying expectations with the person and agreeing to the session's process & outcomes
- ✓ This should include clarification of roles
- ✓ The coach should help the person identify what his or her own aspirations are, not just in terms of vertical mobility, but long-term career development
- ✓ It is critical to flag those behaviours and characteristics of the person that would impact the achievement of those aspirations
- ✓ The coach should help the person to reconcile different views on the ECI competencies
- ✓ Are there consistencies between respondents?
- ✓ If there are differences the coach should help the person identify different causes of these discrepancies – until this happens it will be difficult to move on

Action Planning

- ✓ The coach and the person should then identify key development priorities
- ✓ At the same time it should be clear to both parties that a development priority does not allow for slippage in other areas
- ✓ The coach and the person should establish an agreement around what both parties can do to facilitate development
- ✓ The coach and the person should establish an action plan and a means of monitoring progress
- ✓ The coach should provide ongoing feedback to the person throughout the development process, so that the person can accurately gauge progress and make appropriate adjustments

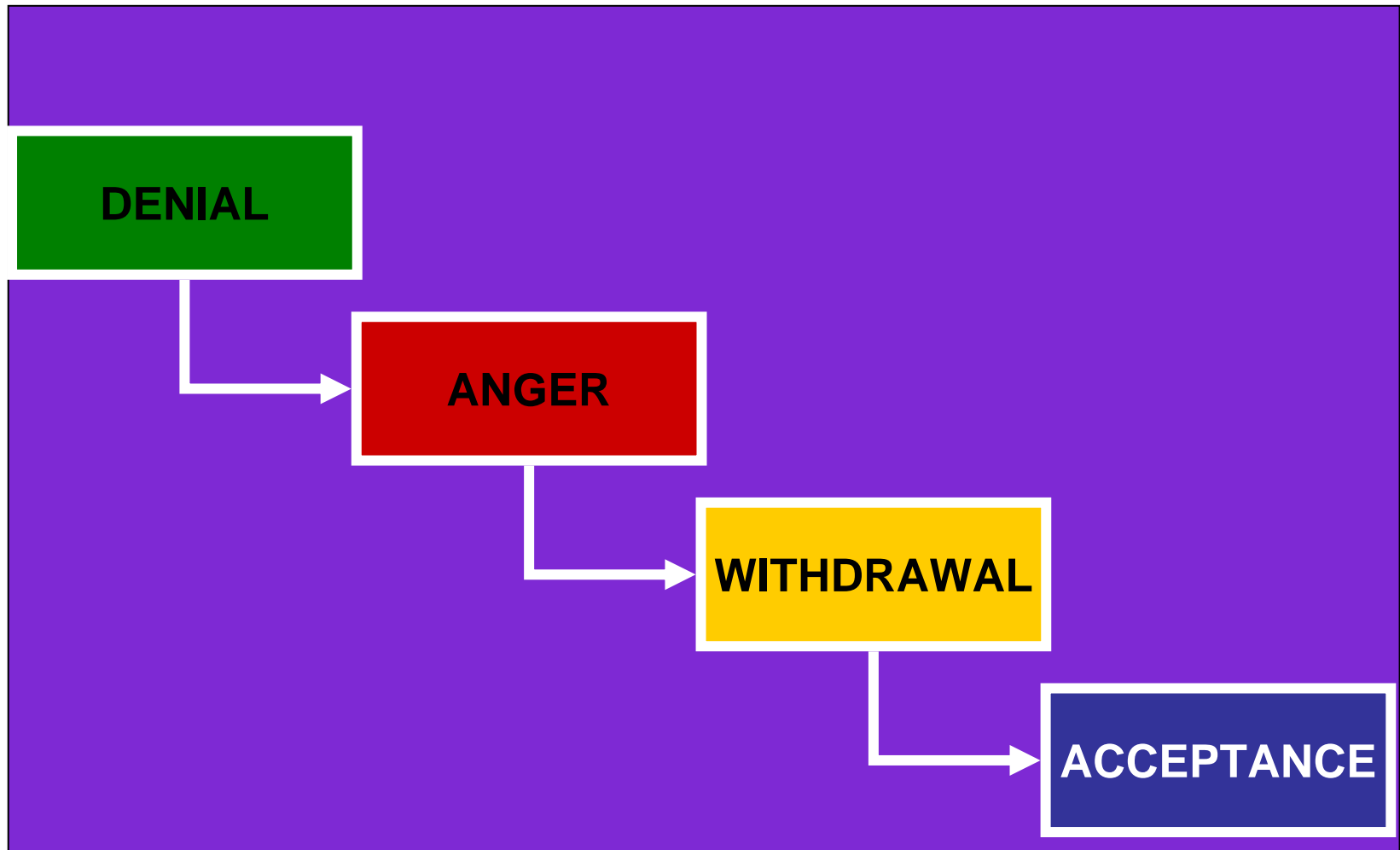
Guidelines for Assessing Coaching Effectiveness

- ✓ Did the coach effectively establish a contract with the other person?
- ✓ Did the coach explore the person's life and career aspirations?
- ✓ Did the coach help explore areas where there are gaps or disagreement in the data?
- ✓ Did the coach conduct an effective mutual assessment of the person's strengths and weaknesses?
- ✓ Did the coach help the person establish key development priorities?
- ✓ Did the coach reach agreement with the person around what each will do to help the person realise goals?
- ✓ Did the coach and the person establish an action plan and means for improvement?

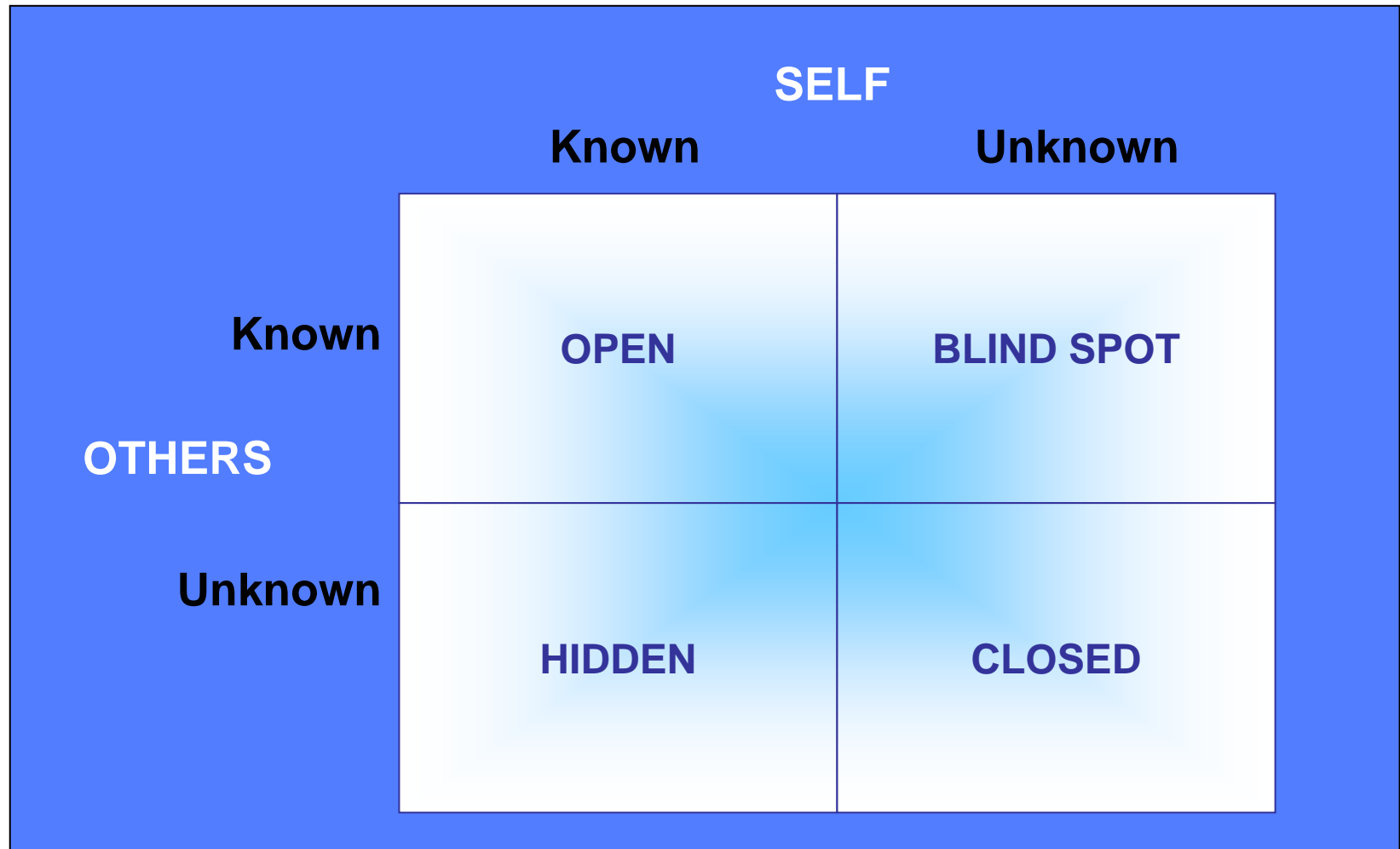
Processing the Feedback

- ✓ Identify three competency strengths
- ✓ Identify any 'surprises' in the feedback
 - Which respondent group (or respondent group) would be in the best position to observe the competency
 - Possible reasons for the surprise
- ✓ Identify three development needs
- ✓ What are the benefits of taking action?
- ✓ What are the consequences of no action?

Consider Likely Reactions to Feedback



Consider Likely Reactions to Feedback



El Consortium Guidelines

Paving the way

- ✓ Assess the job
- ✓ Assess the individual
- ✓ Deliver assessment with care
- ✓ Link learning goals to personal values
- ✓ Adjust expectations
- ✓ Gauge readiness
- ✓ Motivate

El Consortium Guidelines

Doing the Work of Change

- ✓ Foster a positive relationship between the coach & person
- ✓ Make change self-directed
- ✓ Focus on clear goals
- ✓ Break goals into manageable steps
- ✓ Provide opportunities to practice
- ✓ Give performance feedback
- ✓ Encourage practice

El Consortium Guidelines

Ensuring a Supportive Environment

- ✓ Arrange support
- ✓ Provide models
- ✓ Encourage progress
- ✓ Reinforce change
- ✓ Evaluate

Why is Emotional Intelligence important in the Workplace?

In most instances, people are terminated from their jobs not due to lack of competence, but as a result of lack of interpersonal skills and inability to manage strong emotions, such as anger.

Why is Emotional Intelligence important in the Workplace?

Unmanaged moods or emotions can have a detrimental effect on occupational health and safety issues.

Emotional Intelligence is a critical success factor in the following areas:

- ✓ Getting your ideas accepted
- ✓ Persuading others
- ✓ Negotiating effectively without damaging relationships
- ✓ Providing superior customer service
- ✓ Handling complaints effectively
- ✓ Getting along with team members
- ✓ Getting along with managers/subordinates
- ✓ Dealing with conflict
- ✓ Leading teams (boosting morale and managing negative emotions)

Emotional Intelligence is a critical success factor in the following areas:

- ✓ Moving up the organisational ladder (assuming that is what you want)
- ✓ Professional success
- ✓ Performance management (giving and receiving feedback)
- ✓ Managing change
- ✓ Being politically astute
- ✓ Being socially acceptable
- ✓ Effective networking
- ✓ Other.....