

Emotional Intelligence



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Learning Objectives

The participants will be able to:

- **Recognize and discuss** the four foundational areas of emotional intelligence
- **Explain** the personal and professional benefits of emotional intelligence
- **Discover** areas of opportunity for growth in emotional intelligence



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Anyone can get angry — that is easy. But to do this to the right person, to the right extent, at the right time, with the right motive, and in the right way, that is not for everyone, nor is it easy. (II.1109a27)

Definitions:

1. **“Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationships”** (Bradberry & Greaves, 2009).
2. “Emotional Intelligence refers to 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, 1998).
3. “Being able to monitor and regulate one’s own and others’ feelings, and to use feelings to guide thought and action” (Salovey & Mayer, 1990).

Why Should I Care About EI?

Business Case:

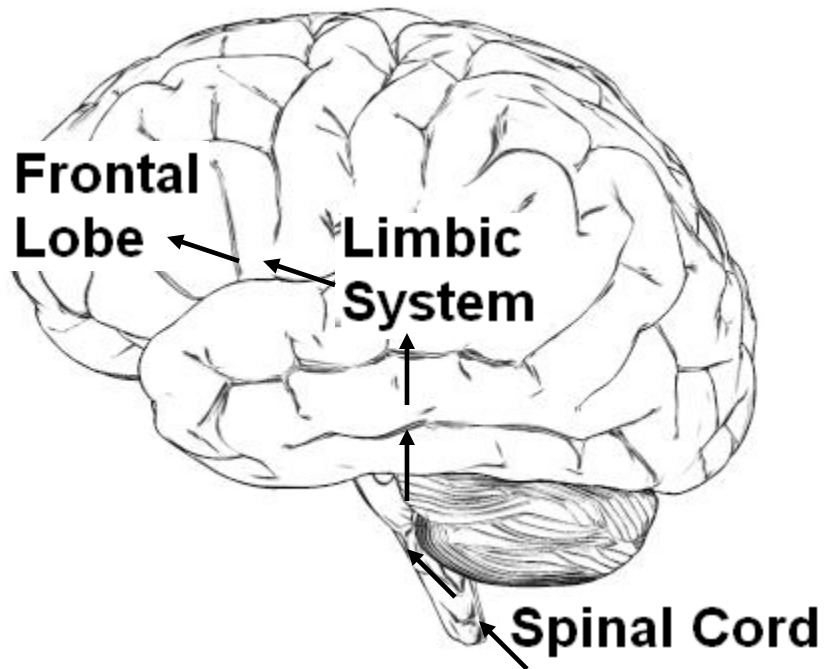
- Job success
- Increased productivity
- Lowers turnover
- Reduction in grievances
- Reduction in time-loss accidents

Personal Case

- In one study, only 36% of people could accurately identify their emotions as they happen
- EQ accounts for 58% of performance in all types of jobs.
- Single biggest predictor of performance in the workplace
- Strongest driver of leadership and personal excellence
- People with high EQ’s make more money - \$29,000 a year

Let's not forget that the little emotions are the great captains of our lives and we obey them without realizing it.

What is Emotional Intelligence?



Notes: _____

Emotional intelligence will help you be more successful at:

- Managing behavior
- Navigating change, new trends, and social complexities
- Developing many skills associated with high performers
- Making personal decisions
- Achieving positive results and increasing productivity

Four Areas of Emotional Intelligence

| | Internal or Recognition | External or Regulation |
|---------------------|---|---|
| Personal Competence | <p>Self-Awareness: ability to accurately perceive your own emotions in the moment and understand your tendencies across situations (Bradberry & Greaves, p. 24).</p> | <p>Self-Management: ability to use your awareness of your emotions to stay flexible and direct your behavior positively (Bradberry & Greaves, p. 32).</p> |
| Social Competence | <p>Social Awareness: ability to accurately pick up on emotions in other people and understand what is really going on with them (Bradberry & Greaves, p. 38).</p> | <p>Relationship Management: ability to use your awareness of your own emotions and those of others to manage interactions successfully (Bradberry & Greaves, p. 44).</p> |

*"It is better to sleep on things beforehand than lie awake about them afterwards."
 - Baltasar Gracián, Spanish philosopher*

Emotional Bank Account and Hijacking

Emotional Bank Account (EBA):

Coined by Dr. Stephen Covey, EBA is a metaphor to describe the amount of trust that has been built in a relationship.

- You can deposit into someone’s EBA with positive behavior, such as:
 -
 -
 -
 -
- You can withdraw from someone’s EBA with negative behaviors that diminish trust and lead to a “bankrupt” or failed relationship
 -
 -
 -
 -

Emotional Hijacking:

Daniel Goleman describes Emotional Hijacking in his book ‘Emotional Intelligence: “Why it Matters More than IQ” as a state when our emotions control our behavior and we act without thinking. An overwhelming emotional response occurs with a later realization that the response was inappropriately strong given the trigger or situation. It is usually referred to in the context of aggression or fearfulness.

Stop, Challenge, & Choose Larry & Hersche Wilson in “Play to Win”

1. **Stop.** Do not act or react, just breathe, try and disconnect from the situation
2. **Challenge.** Challenge yourself, your assumptions and your emotions.
 - a. What are you making up?
 - b. Is there more to this situation than you know?
 - c. More information that you need?
3. **Choose.** Choose your response wisely, think it through and choose a response that does not cause undue hardship to the relationship.

| Emotional Competencies | | |
|-------------------------------|---|---|
| | Self (Personal Competence) | Other (Social Competence) |
| | Self-Awareness | Social Awareness |
| Recognition | <ul style="list-style-type: none"> • Emotional Self-Awareness • Accurate self-assessment • Self-confidence | <ul style="list-style-type: none"> • Empathy • Service orientation • Organizational awareness |
| | Self-Management | Relationship Management |
| Regulation | <ul style="list-style-type: none"> • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative | <ul style="list-style-type: none"> • Developing others • Influence • Communication • Conflict Management • Visionary Leadership • Catalyzing change • Building bonds • Teamwork & Collaboration |

Cherniss, Cary & Goleman, Daniel. (2001). *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. Jossey-Bass. San Francisco: CA.

Develop one goal or action you would like to put in place to further one of the competencies discussed:

Competency: _____

Goal/Action: _____

| Emotional Competencies Defined (Based on The Emotional Competence Inventory) | |
|--|--|
| Self-Awareness | Self-Management |
| Knowledge of self: Recognizing your emotions, values, and personality, and recognizing their impact | Emotional Self-Control: Managing impulsive or distressing feelings to limit the negative impact to others |
| Accurate Self-Assessment: Know your strengths and challenges. | Trustworthiness: Displays honesty and integrity. Taking responsibility for personal performance. |
| Self-Confidence: A strong sense of one's self-worth and capabilities. | Conscientiousness: Demonstrating responsibility in managing oneself. |
| | Adaptability: Flexibility in adapting to changing situations or obstacles. |
| | Achievement Drive: Drive to meet an internal standard of excellence. Set and achieve goals. Persistence and Sustainability. |
| | Initiative: Readiness to act. Identify solutions. |
| Boyatzis, Goleman, and Rhee. (2000). The Emotional Competence Inventory. | |

| Emotional Competencies Defined (Based on The Emotional Competence Inventory) | |
|--|---|
| Social Awareness | Relationship Management |
| Empathy: Having an awareness of and taking an active interest in others' needs, feelings, and concerns. | Developing Others: Identifying the developmental needs of others, and providing strategies, opportunities, and resources to build on their abilities. |
| Service Orientation: Anticipating, recognizing, and meeting the needs of customers | Influence: Utilizing influence strategies/tactics to have an effect on behavior or ideas. |
| Organizational Awareness: Recognizing the emotions, needs, and concerns of the organization. Understanding the power relationships. Taking an active interest in the organization. | Appreciating Diversity: Valuing the contributions of a wide range of people understanding the influences of identities including race, gender, economic background, nationality, etc. |
| | Communication: Actively listening and sending clear, persuasive messages. |
| | Conflict Management: Resolving disagreements. |
| | Visionary Leadership: "Inspiring and guiding groups of people." |
| | Catalyzing change: "Initiating and managing change." |
| | Building Bonds: Developing and maintaining key relationships. |
| | Teamwork & Collaboration: Creating a shared vision and facilitating a combined effort to achieve goals. |
| Boyatzis, Goleman, and Rhee. (2000). The Emotional Competence Inventory. Andreatta, Britt. (2013). Leading with Emotional Intelligence. | |

Improving Emotional Intelligence **Group Discussion**

Pick any of the 4 styles to work on during this session.

Selected Style: _____

Based on the information presented thus far, what ideas do you have for increasing your selected style?

Strategies for Other areas of Emotional Intelligence:



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