What is emotional and social intelligence?

In today’s working environment a good level of technical knowledge and intellectual ability is taken for granted. But it doesn’t help you stand out from the crowd. Emotional Intelligence (EI) is becoming the differentiator: the way in which great leaders and professionals can stand out.

Emotional and social intelligence is our ability to:
- recognize our own feelings and those of others
- motivate ourselves
- manage emotions effectively in ourselves and others

So what does EI mean for you?

You already do lots of things that are emotionally intelligent. But do you always do them at the right time? Or in the right situation? Do you ever look back with that “if only…” feeling and realize you could have reacted differently, to better effect?

Have you ever:
- found it hard to make a difficult decision, or regret the decision you made?
- ended up in conflict with someone?
- felt overwhelmed with stress?
- realized you could have reacted differently, to better effect?
- been surprised by someone’s reaction to you?
- felt that you just don’t understand someone you work with?
- felt overwhelmed with stress?
- been surprised by the strength of your reaction?
- been surprised by the strength of your reaction?

These are all issues that, no matter how bright we are, we find ourselves grappling with. And that’s because they demand more than intelligence. They demand emotional and social intelligence.

This workbook is designed to help you work on the important building blocks of EI – the emotional and social competencies. It takes you through each competency in detail, giving you tips along the way.

And it offers exercises: activities that you can try out – on your own and with others – so that you can find your own ways to tackle the challenges of everyday life.

What does this workbook cover?

Section 1 – What is EI?
- The Emotional and Social Intelligence Model
- What are you working on?

Section 2 – Developing your EI
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Section 3 – EI in real life
- Emotional Intelligence: It’s all about you!
- EI in action

The Emotional and Social Intelligence Model

The Emotional and Social Intelligence Model contains 12 competencies organized into four quadrants.

Self-Awareness
- Emotional Self-Awareness
- Exercise 1: Being mindful

Self-Management
- Emotional Self-Control
- Achievement Orientation
- Positive Outlook
- Adaptability
- Exercise 2: Controlling the triggers

Social Awareness
- Emotional Clarity
- Organizational Awareness
- Influence
- Confl ict Management
- Exercise 3: Tuning in

Relationship Management
- Emotional Intelligence: It’s all about you!
- EI in action
- Exercise 4: Working through others

Making sense of what makes people tick

Emotional and social intelligence competencies are the result of the work of Daniel Goleman and Richard Boyatzis, spanning 35 years.

A number of signifi cant developments have turned the concept of EI into practical tools to help leaders and professionals:
1. David McClelland’s 1973 landmark article “Testing for competence rather than intelligence” highlighted the importance of measuring behavior, not IQ, when predicting performance.
2. Using criterion groups to differentiate between average performers and outstanding performers allowed McClelland to identify group behaviors that resulted in increased performance.
3. Behavioral research could then be carried out in different organizations to identify the competencies that make a difference in specific roles.
4. Goleman’s review of McClelland’s work cast a new light on a number of emotional intelligence competencies – behaviors which have the greatest application across a wide number of roles.
What are you working on?

Why are you reading this workbook?
What has prompted you to pick up this workbook? What issues are you dealing with in your life right now? What’s on your mind?

How can this workbook help?
What do you do – in times of stress or when you feel emotional – that you end up regretting? What do you want to do differently? Write down whatever comes to mind for you...

And what do you want to do about it?
Do you want to start setting goals or take some time to think about what you want to change? What can you start to work on straight away and what is going to take more time?

Now go one step further...
Think about the person you want to be – the person you’re trying to be – your ‘ideal self’. Now picture yourself as that person and start to describe yourself. What is it like to ‘be’ that person? What are you doing? What are you thinking? What are you feeling?

Section 2

Emotional Self-Awareness

This is the ability to understand your own emotions and their effects. It is being able to recognize how you react to cues in the environment and how your emotions affect your performance. It’s about knowing your inner resources, abilities and limits.

It is based on the desire to receive feedback and new perspectives about yourself, and to be motivated by continuous learning and self-development. It enables us to sustain our emotionally and socially intelligent behavior over time, despite setbacks.

When you demonstrate Emotional Self-Awareness you:
• are aware of your own feelings
• know why these feelings occur
• understand the implications of your emotions
• are aware of your strengths and limitations
• are open to feedback

When you struggle with Emotional Self-Awareness:
• you may find you get easily irritated with others
• you may treat people in an abrasive way without realizing the impact you are having
• you can feel imbalance in your work life, health and family concerns
• it can be hard to align work with your personal values and goals
• you rarely seek out feedback and find it hard to accept, especially self-criticism and criticism
• unexplained aches and pains may be your body trying to tell you something

“ There are three things extremely hard: steel, a diamond, and to know oneself. ”

– Benjamin Franklin
Developing Emotional Self-Awareness

- Pay attention to situations that bring out a physical reaction in you. For example, blushing when embarrassed; heart racing when excited or frightened; sweaty palms when nervous or stressed. Are you aware of what triggers these reactions in you? Do you know why?

Take note of the links between the physical signs, how you choose to react to them and how you are left feeling in the situation. Maybe even keep a diary where you write down your responses to events in terms of feelings and physical changes. Look for links between your behaviors, situations and feelings.

- Make a list of your strengths and relative weaknesses across all aspects of your life. Think of examples of your behavior that demonstrate that your list is a realistic assessment.

- Ask for feedback from people you feel comfortable with. Ask them to tell you about times when they observed your emotions having an impact on your behavior. Seek feedback on your strengths and weaknesses and compare their views with your.

Self-Awareness spot check

How self-aware do I think I am? What examples can I give to back that up?

What would those closest to me say about my self-awareness? When did I last ask them? Do I pay attention to how they respond to me?

How might things be different for me if I raised my self-awareness?

With whom do I feel comfortable to ask for help with this competency?

Exercise 1: Being mindful

Purpose
Developing Self-Awareness is difficult. It can be hard to focus on yourself and how you are feeling. We all have a tendency to focus on others and what everyone else is doing.

But if you are aware of your emotions, you can start to handle what you feel. You can exercise Self-Management when you need to. You can be more effective, with more people, in more situations.

Self-Awareness is the cornerstone of emotional and social intelligence so it’s really important to give this exercise a try. It might sound straightforward – but in reality it can be hard to find the time to understand what is going on for you below the surface. This exercise will encourage you to do that.

Method
This activity is about reaching a state where you pay attention only to yourself. Take 10 minutes at the end of your day. Read the instructions in the ‘What are you feeling’ box carefully – you’ll need to remember them with your eyes closed!

Timescale
This is more difficult than it sounds! Try to run this exercise for 4 days.

Mindfulness means using all the clues available – our emotions, thoughts, physical sensations, in-the-moment reactions, and sense of right, wrong, justice, and injustice.

Subtle, fleeting emotions as well as small, seemingly unimportant ideas are often terribly important, as is listening to our bodies.

Developing your EI: Self-Awareness

Day one

Day two

Day three

Day four

Being mindful: your notes

Emotional Self-Control

This is the ability to keep impulsive feelings and emotions under control. It is being able to restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure.

When you demonstrate Emotional Self-Control you:
- deal calmly with stress
- display restraint and control your impulses
- stay poised and positive, even in difficult moments
- are able to get the job done despite feeling negative emotions

When you struggle with Emotional Self-Control you:
- react impulsively in stressful situations
- get involved in inappropriate situations because you can’t resist the temptation
- may respond to problems in a negative way, especially when under stress
- are likely to become depressed if isolated when faced with conflicts and stressors within the organization
- may say things you will regret later and say something like, “I couldn’t help myself – I lost it!”

Emotional Self-Control helps you put the brakes on and avoid that feeling of regret following your reaction to an event, individual or situation.

Section 2

The Amygdala Hijack

The Amygdala, the brain’s emotional control center – it’s what your ancestors from a dangerous world, anticipating threats and flooding the body with the hormones needed to prepare for fight or flight. The amygdala reacts so fast – much faster than the parts of the brain where we process information and make rational, informed decisions. And although we are developed way beyond our primitive ancestors, the amygdala can still hijack our thinking brain – acting in before we’ve been able to work out whether our reaction is reasonable or appropriate.

When we practice emotional self-control, we restrain the impulses caused by the emotional brain in order to give the rational brain a chance to deal with the situation and make more effective decisions.

This is not easy, but by developing your emotional self-awareness you will gain an understanding of what might trigger your emotional reactions – and therefore be able to spot those situations where you may need to use your emotional self-control.
Developing Emotional Self-Control

- Develop strategies to help you keep control in difficult situations. It can be difficult but if you work on your self-awareness you should be able to start spotting those things that make you lose your cool. When you feel it starting to slip try:
  - breaking the tension by physically changing your surroundings. This helps you take a break from the situation or person that’s making you lose control. Maybe suggest a coffee or a breath of fresh air – even moving rooms. Anything to help you get a grip on the situation.
  - interrupting your automatic response by doing something incompatible with that response (for example, if you feel angry think of something funny or silly, or sing a song in your head).
  - to buy yourself some time – give your rational brain a chance to kick in! The best way to do this is the classic ‘count to ten’, take deep breaths. Or stop yourself saying something rash in response to someone by nodding and looking thoughtful while you analyze your response.
- Think about how stressed you are in your everyday life. Stress and fatigue can make it harder to remain self-controlled. Find ways to combat this – like exercise, taking time to relax, yoga and meditation, or identify the pressures that you can minimize by planning your work differently or delegating to others.
- Remember that stress is a serious issue in today’s working environment. If you are really struggling with your self-control and feel it is impacting on your work, you want to consider discussing it with your manager, your coach or even your doctor.

The impact of losing control

Think about a time when you saw someone really lose their self-control. What happened?

What impact did it have on you?

What impact did it have on others?

What impact did it have on the outcome of the situation?

Achievement Orientation

This is a concern for working towards a standard of excellence. This standard can be a personal need to improve your performance or to outperform others. Achievement Orientation is about seeking out opportunities and taking action on them. It involves striving to do better, looking for new challenges, and choosing to be held accountable for your actions and ideas.

When you demonstrate Achievement Orientation you:

- anticipate obstacles to a goal
- set measurable goals
- act rather than wait
- seek information in novel and unusual ways
- cut through red tape and bend the rules when necessary
- When you struggle with Achievement Orientation you:
  - are content to simply complete a task
  - have no concern for improving processes or outcomes
  - do not set stretching goals for yourself
  - are not aware of how you compare to others
  - wait to be told to do something

Achievement Orientation encourages you to take the initiative and seek out new opportunities for yourself. Do they feel stretching enough? Are they realistic? Could they be stretching more? Do I really want to achieve?

How I take the initiative to reach these goals? Could I do more?

SAMPLE

Section 2

Developing Achievement Orientation

- Regularly review the feedback you receive from your manager. Are you consistently achieving high standards? If necessary, change your approach to your work to raise your standards. Seek help and advice from colleagues and from other people on how you can improve.
- Choose a project or area of work that is important to you. At the end of each week review how well you anticipated obstacles, took risks or progressed towards your personal or professional goals.
- Set yourself clear, well-formed goals. Will they challenge and stretch you and help you reach your full potential? Are you aiming high enough? If not, re-think your goals.
- Think about any problems or obstacles that have arisen for you in the last few weeks, and are getting in the way of your goals. Now consider what you did when faced with these problems. Did you wait in the hope that they would just go away? Did you take action to overcome or side step them? Did you see opportunities to do something differently, or better, when faced with these problems?

Regularly review the feedback you receive from your manager. Are you consistently achieving high standards? If necessary, change your approach to your work to raise your standards. Seek help and advice from colleagues and from other people on how you can improve.
Positive Outlook

This competency is about seeing the world as a glass that is ‘half-full’ rather than ‘half-empty’. This is the ability to see good in others and excitement in new and challenging situations. Threats are viewed as opportunities to do things differently or to secure better outcomes.

Seeing problems for what they really are is a key part of a positive outlook. To some degree we’re all prone to overreacting, jumping to conclusions, looking for someone else to blame, or blaming ourselves. If only we could put our problems in perspective – to see them for what they really are. Then they might not be problems any more.

Having a positive outlook helps you cope with juggling multiple projects, demands and responsibilities. Dealing with all our daily challenges can easily seem too much. Trying to stay positive helps us remain focused and calm instead of being overwhelmed by emotion or stress.

When you demonstrate Positive Outlook you:

- see opportunities rather than threats
- have mainly positive expectations about others
- have positive expectations for the future
- believe the future will be better than the past
- see the positive side of difficult situations.

When you struggle with Positive Outlook you:

- have difficulty overcoming obstacles or problems
- find it hard to maintain a positive attitude
- give up easily in the face of difficulty or failure
- express a lack of confidence, or a feeling of powerlessness or helplessness.

We have all worked with someone who was constantly negative or pessimistic. And they are exhausting to deal with! If you approach things with a more positive attitude it will impact positively on others.

Developing a Positive Outlook

- Think back on a situation in which you felt anxious, afraid, cynical or angry. How did other people respond to the same situation? Now think of an alternative, more positive response that you could make to a similar situation in the future. Keep a note of the consequences of your responses, both negative and positive. When your responses involve anxiety, fear, cynicism or anger, what do you feel able to do? How does this compare with what you feel able to do when your responses are more positive?
- When you find yourself feeling worried, afraid, anxious or angry, ask yourself honestly, “What’s really the worst that could happen?” Then ask yourself, “What is the best that could happen? What if it all goes well?” And ask yourself how the outcome will look if it all goes well. Then focus your energy and enthusiasm on making it go that way.
- Write down an upcoming event that has you worried. This can be in your work or personal life. Make a list of the things that concern you. Then rewrite that list with a positive spin. For example...

When you demonstrate Adaptability you:

- juggle multiple demands smoothly
- handle shifting priorities and rapidly changing environments
- adapt plans, behavior or approach to major changes in situations
- apply standard procedures flexibly
- adapt ideas based on new information.

When you struggle with Adaptability you:

- find it hard to handle multiple demands
- prefer to work alone at a time
- get frustrated by change – even when it’s in a positive direction
- find multiple or changing priorities stressful
- struggle to see things from other people’s perspectives.

Adaptability

This is the ability to be flexible and work effectively within a variety of changing situations and with different individuals and groups. People with this competency are willing to change their own ideas or perceptions on the basis of new information or evidence. They are able to alter standard procedures when necessary and juggle multiple demands as required.

Developing adaptability helps you deal more positively with change. Unexpected change happens to us all, and has a tendency to be out of our control – but we can control our reactions to it. Being able to accept the change, be flexible and adapt to it is a real skill.

When you demonstrate Adaptability you:

- make sure you are open to new ideas. When faced with a decision to make, projects to plan or preparations to make, get into the habit of asking yourself these questions:
  - Is there a different way I could do this?
  - What else could I try?
  - Is there a better way to approach this?
- When your current strategy is not working, stop what you are doing and think through the changes you can make to your plans, activities, objectives or behaviors. Be ready and willing to make adjustments that can help you in the long run.

When you demonstrate Adaptability you:

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When you struggle with Adaptability you:

- find it hard to handle multiple demands
- prefer to work alone at a time
- get frustrated by change – even when it’s in a positive direction
- find multiple or changing priorities stressful
- struggle to see things from other people’s perspectives.

You must see a presentation at the next department meeting. You hate public speaking. Your list might include...

My concerns:

- Making a fool of myself
- Forgetting my lines
- Feeling sick

The positives:

- I will gain visibility within the organization
- I will enjoy the adrenaline rush
- I will gain confidence

How do I handle change? Is it on course for me? How do I respond to ideas that are different to my own?
Exercise 2: Handling the tricky times

Purpose
This activity will help you to handle difficult situations more effectively. It draws on all the Self-Management competencies as well as your Emotional Self-Awareness. In any situation – no matter how difficult – you have three opportunities to improve the outcome:

1. Encountering the situation: by recognizing the kinds of situations that cause you stress and by trying either to avoid them or to ensure that you deal with them when you're at your best.
2. Perceiving the situation: by careful assessment of the situation, the individual(s) involved and yourself.
3. Reacting to the situation: by recognizing your feelings and reactions and by using techniques for staying calm.

Method
Think about a time in the recent past when you feel you could have handled things better. A time that left you feeling some regret at the approach you took. Think through the questions on the right and make some notes in the spaces provided.

Timescales
This is worth repeating over a period of time – perhaps once a week for several weeks. And you can use this exercise in different settings: at work and at home.

Think of a recent situation when you feel you could have handled things better:

Could I have changed the situation? Could I have seen it coming? Could I have avoided putting myself in the situation in the first place?

Could I have changed the way I saw the situation? Could I have chosen a different perspective? Could I have interpreted things more positively?

Could I have changed my reaction to the situation? How aware was I of the strength of my feelings? Did I anticipate the impact of my feelings on myself and others?

We've all experienced that feeling of regret when we wish we'd handled things differently. It's a powerful feeling. Next time you feel you might be getting into a difficult situation you can avoid that feeling of regret by drawing on your EI competencies:

- Your self-awareness will help you anticipate situations which are going to put a reaction in you. Your self-awareness will allow you to anticipate situations which are going to put a reaction in you.
- Your self-awareness will allow you to anticipate situations which are going to put a reaction in you. Your self-awareness will allow you to anticipate situations which are going to put a reaction in you.
- Your ability to adapt will help you deal with the unexpected and handle any change in a situation.

Empathy

This competency is about understanding other people. It is the ability to hear and understand others’ thoughts, feelings and concerns, even when partly expressed or unspoken. People with empathy are able to pick up on emotional cues. They can appreciate not only what people are saying, but also why they are saying it.

We can’t assume that everybody does things or values things in the same way. We can learn about these differences by noticing when others have a different reaction than ourselves, and by asking questions. Empathy depends on being open to others’ opinions and viewpoints.

When you demonstrate Empathy you:
- read people’s moods or non-verbal cues accurately
- respect and relate well to people of diverse backgrounds
- listen attentively to others
- understand others’ perspectives when they are different from your own
- understand the reasons for another’s actions

When you struggle with Empathy you:
- assume you know how the other person feels
- believe everyone thinks like you
- spend time planning your response rather than listening
- are frequently surprised by what someone has said or done

We all have moments where people don’t seem to understand us. ‘I can’t understand why they say that…’

Who was the last person I felt really understood me? How did I know? What did they say and do?

Developing Empathy

Over the next few weeks think carefully about your interactions with others. Ask yourself these questions:

- Do I always really pay attention to what the other person is saying? Do I lose concentration? Do I think about what I can say next? Am I looking at them or still typing and pretending to listen?
- Do I notice non-verbal cues (tone of voice, speed, loudness, nature of language) such as changes in direction of eye gaze, leaning forward or backward? Do I listen carefully to what they are saying?
- Do I pay attention to both verbal cues (tone of voice, speed, loudness, nature of language) and non-verbal cues (hand gestures, head gestures) and try and identify what is really being said?
- Do I ‘mind-read’ and make assumptions (correct or incorrect)? Do I ask questions to understand what the other person is really saying, feeling or needing?
- Do I provide feedback – verbal or non-verbal – so that others know that I am listening and interested, for example, nodding, asking questions, clarifying what I’ve heard?
Organizational Awareness

This is the ability to understand the ‘power’ relationships in your organization. This includes the ability to identify the real decision-makers and who can influence them. It is also about recognizing the values and cultures within organizations and how these affect the way people think and act.

When you demonstrate Organizational Awareness you:
- understand the political forces at work in your organization
- accurately read key power relationships among the people you work with
- understand the values and culture of your organization
- understand the informal process by which work gets done in your organization
- understand what is rewarded, and what is not rewarded, in your organization

When you struggle with Organizational Awareness you:
- have little idea who does what within your organization
- find it hard to identify or approach key decision-makers
- are not sure of the most effective ways to get things done
- usually have to manage to get things done on your own
- embarrass yourself by saying the wrong thing to the wrong person

Developing Organizational Awareness

- How ‘tuned in’ are you to the unwritten rules that operate within your organization? How aware are you of the culture that exists in the power relationships? Consider:
  - Who are the people with influence?
  - Do I really know what expectations other people have of me?
  - What behaviors are (and are not) acceptable within my circle of influence?
  - What behaviors are (and are not) acceptable to or from employees? How does this affect how people think and act?
  - At what specific behaviors do these people demonstrate?

- Add your analysis a step further by identifying the implications for your organization. Consider what you do well, and what constraints you create, because of your culture, values and power relationships?

- Make time to network. Try to get to know people across the organization – and key clients. Develop these relationships slowly and with sincerity. How do their experiences of the organization compare with yours?

- Find out more about the history of your organization or department. What and who has been influential?

- When major decisions are made or change initiatives are started in your organization, attempt to learn all you can about the reasons behind them, and the key stakeholders involved.

Exercise 3: Tuning in

Purpose

This is about tuning in to another person – learning from their experiences, reactions and interpretations.

Method

Choose someone you are curious about. Someone you think you can learn from, or who is good at something you want to be better at.

Find a suitable time and space for you and your interviewee to meet. Be clear about what you want to find out from them. Perhaps you have seen them say or do something that puzzled you. Or you want to find out if they approached a situation in a particular way. Or how they were feeling in a particular situation.

Timescales

The more you do this the more you’ll be able to tune in to others. So we recommend that you choose at least three people to work with. Try and choose very different people, with different experiences and views.

Important preparation

If you are feeling hesitant about doing this, ask yourself why? What gets in the way of you asking these kinds of questions:
- A fear of embarrassing someone?
- A fear of embarrassing yourself?
- A fear of knowing what someone is really feeling – and why they’re feeling it?

Understanding the fear behind your hesitancy can help you get over it. And, remember, people usually love being asked about themselves!

Just ask...

Write notes on what they tell you, so that you can look back at them later.

The leading questions may be useful:
- What happened – in a situation that you both remember well?
- What outcome did they want from the situation?
- What did they do, say, think, feel?
- What were they concerned about?
- What were they thinking about?
- What – or who – did they focus on?
- What assumptions did they make about other people’s behavior?
- What interpretations did they make of other people’s reactions?
- What choices did they make – and why – in dealing with the situation?
- What decisions did they make – and why?
- In hindsight, did they react in the way they wanted to?
- What would they do differently? What would they do the same?

You can use the notes page opposite to help you plan your sessions.
Developing your EI – Social Awareness

Section 2

Influence

This is the ability to have a positive impact on others. It involves persuading or convincing others in order to get them to support your ideas and suggestions. This is about grabbing someone’s attention and getting others to listen.

When you demonstrate Influence you:
- build consensus and support for ideas and suggestions
- convince others by appealing to their self-interest
- anticipate how people will respond to an argument and adapt your approach accordingly
- convince others by engaging them in discussion
- persuade others by getting support from key people

When you struggle with Influence you:
- take no notice of the audience’s needs or interests
- deliver the same argument or presentation regardless of the audience
- rely simply on your position of authority
- find it hard to communicate a common vision or direction that can involve others

Section 2

Developing Influencing Skills

- Identify a role model who is successful in gaining support for their ideas or suggestions. Analyze how they achieve their influence over others. Do they use different strategies with different people, and in different situations? If possible, talk to the person you identified as a role model and ask for their advice and useful tips.

Think about the whole range of influencing strategies that you can use:
- demonstrating empathy
- using your organizational awareness
- building relationships
- making others feel valued and empowered
- bargaining and letting others know ‘what’s in it’ for them
- providing facts, evidence and logic to support your argument
- having a dramatic impact

Which of these strategies feels more natural to you? These are ways in which you can have ‘quick wins’ in your influencing. Which of them feel more alien to you? These are areas in which you can develop your influence.

- Take part in a committee or group dealing with an important organizational or departmental problem. Identify the outcome you believe the group should achieve, and decide the strategies you will use to influence this outcome.

Interested in learning more about influence strategies?
See page 33
Influencing others can be so important – but sometimes we don’t take time to plan our approach. We just rush in—
and then regret how we handled the situation. Think about what is coming up for you, at work or at home, over the
next few months. Is there a situation where you need to influence a person or group? Use the questions below to help
you plan your influencing strategy effectively.

What is the situation? Who am I trying to influence? Is it a group or individual? Do I know them well? What’s important to them?

What outcome do I want? How will I know whether I have been successful?

What do I plan to do? Which influencing strategies do I plan to use? What feels natural to me?

What alternative approaches could I take? How might they affect the outcome?

Coach and Mentor

This competency is the ability to foster the long term learning or development of others. Its focus is on the
behaviors involved in developing others, rather than on the formal role of teaching or training. Those who do this
well spend time helping people find their own way to excellence by giving feedback on their current performance.

When you demonstrate Coach and Mentor you:

• offer feedback to improve another person’s performance
• recognize the specific strengths of others
• provide on-going coaching and mentoring
• encourage others to pursue their dreams, goals or passions
• care about others and their development

When you struggle with Coach and Mentor you:

• simply tell someone what to do, without explaining how or why
• provide specific instructions but no background information about the purpose or desired outcome
• seldom follow up to check on progress
• care only that the job gets done
• remember that giving feedback is a sensitive business. You’ll need plenty of Empathy when you use Coach and Mentor. People can be very sensitive about receiving feedback – and may find it just as difficult to accept the positive as the negative.

Developing Coach and Mentor

• Act as an informal mentor to a new employee. Join a volunteer mentoring program if there is one in your organization
• Offer constructive feedback to peers and colleagues. Make time for appropriate time and place to offer feedback first. Help
• Take time to talk to others about their aspirations, the things they want to do better, the things they would like to try out, the things they want feedback on.
• Spot development opportunities for colleagues or team members – let others know about projects or contacts that you think they can learn from.
• Resist the temptation to solve colleagues’ problems. Instead, ask them questions to get them thinking about different approaches they can take.
Conflict Management

This is the ability to help others through emotional or tense situations with diplomacy and tact. This involves coming face-to-face with the conflict rather than trying to avoid it.

This competency focuses on the issues rather than the people and working to de-escalate negative feelings.

When you demonstrate Conflict Management you:
- bring disagreement out in the open
- help de-escalate conflicts
- communicate the positions of those involved in a conflict to all concerned
- try to resolve conflict by finding a position everyone can accept

When you struggle with Conflict Management you:
- may avoid conflict (pretend to yourself there isn’t any)
- try to appease everyone – tell people what they want to hear
- tend to believe that problems are caused by others, and therefore remain closed to other points of view
- see disagreements as personal, rather than about issues or situations that can be addressed

Developing Conflict Management

- If you sense trouble brewing with someone you work with, take steps to bring the disagreement or issue out into the open before it turns into a conflict situation.
- If you are with people who are in conflict with each other or with you, don’t be afraid to ask them what they feel the real issues are. The issues behind the conflict may be less difficult to resolve than you think, and others may respond positively if being able to air their views. By reflecting on other people’s perspectives, you can understand their views and needs.
- If you find yourself in heated discussion, focus on the issues and don’t get personal. Sum your observations at behaviours, not individuals. If things remain heated, suggest you write down ideas that allow everyone to calm down and gather their thoughts.
- How can you stay impartial and manage conflict without becoming involved in it yourself? Ask yourself:
  - Can Organizational Awareness and Adaptability help me to find a solution?
  - Can I use my Self-Awareness to monitor my own feelings?
  - Can I keep my Self-Control so I don’t make the situation worse?
  - Can I use my Empathy to understand what others are feeling?

Inspirational Leadership

This is the ability to lead and inspire in a group or team. It implies a desire to lead others. Leadership need not come from a position of formal authority – this competency is about the behaviors of leadership, not about being in a formal leadership role. People with this competency work to bring people together to get the job done. They are able to build a strong sense of belonging within the group, leading others to feel that they are part of something bigger than themselves.

When you demonstrate Inspirational Leadership you:
- make activities or projects engaging
- inspire others by articulating a vision or goal
- motivate others by generating emotional reactions
- build pride in the group
- lead by bringing out the best in people

When you struggle with Inspirational Leadership you:
- lead simply from a position of authority
- don’t involve the people you lead
- give left time or interest in creating a team identity
- ignore the need to source support
- let projects, or even an entire area, without consulting each other

Great leaders know exactly what their role is in the team. They read the situation and understand what is needed from them and then create a great atmosphere to work in.

Developing Inspirational Leadership

- When working with colleagues on a project:
  - try to convey a sense of purpose and care about the group’s goals
  - show and share your enthusiasm for the project
  - share your inspiration. For example, your excitement about the outcome if all goes well encourages a can-do attitude in others.

- Take responsibility – your job is to persuade and motivate others to do their best, it’s not about doing all the work yourself.
- Solicit input – ask others for their ideas, thoughts, feelings and concerns about anything related to the project’s goals and how the group is working.

Think of a great leader you admire and respect. What behaviors do they demonstrate?

How do they get the best out of people?
And what impact do they have on you?
Teammwork

This competency is about working as part of a team – as opposed to working separately or competitively. Teamwork is about enjoying shared responsibility and rewards for accomplishments. It involves participating actively and building the capability of the team.

When you demonstrate Teamwork you:
- maintain co-operative working relationships
- build team spirit and identity
- promote a friendly, co-operative climate in groups or organizations
- solicit others’ input and participation
- work well in teams by being respectful of others

When you struggle with Teamwork you:
- prefer to work alone
- compete more than co-operate
- are concerned only with your own performance, goals and rewards
- don’t recognize the contributions of others
- dominate team interactions by not sharing leadership with the group
- ignore team potential by not taking advantage of the skills, ideas, opinions and abilities of other team members

Developing Teamwork
- When you are given a team assignment:
  - encourage the team to get to know each other; for example, suggest you all meet for coffee
  - avoid taking immediate control of the assignment
  - encourage a supportive climate where individuals can speak up in confidence; for example, by asking others for their views and thanking them for their contribution.
- Show a positive belief in the team’s ability; for example, talk to other groups about what you are achieving together as a team.
- Create a symbol for your group, team or department to rally around, or get together to celebrate the team’s success.

Richard Beckhard, a pioneer in the field of organizational development, recognized the idea of purposeful relationships in his classic model of team effectiveness. He clarified the reasons why colleagues meet, in the order of their importance to an effective team.

Environmental Influences: To understand the impact of influences outside the team or organization
Goal: To establish what needs to be accomplished – what is the team trying to achieve?
Roles: To decide who will do what – what roles will team members take? Who will take the lead?
Processes: To agree how work will get done – how will team members work together?
Relationships: To consider how team members need to interact – how will the relationships work best?

Exercise 4: Working through others

Purpose
This is about getting something done. Something you can’t do on your own. Something that you can only do with the help of others. This exercise will help you practice all the competencies in the Relationship Management quadrant and strengthen the other competencies that support them.

Method
Choose a project or initiative that you’re facing right now. It can be something in your work or home life – anything that involves others. Choose something that’s important and valuable to get done. Now work through the questions on the right. This will help you plan your approach and make the most of your relationships.

Timescales
There’s no time like the present! Carry out this exercise now and you’ll be practicing the competencies that will stand you in good stead in all your future projects.

What is my project or initiative about?
What outcome am I working towards?
Who do I need to influence? And how?
What conflicts am I likely to encounter when trying to get this done? How can I avoid them – and if I can’t avoid them how can I resolve them?
Who will I need to coach and mentor?
What do I need to do to bring out the best in them?
How can I make my project engaging for others?
How can I secure their motivation and involvement?
How can I secure others’ participation and co-operation in my project? How can I make us all feel part of one team?
How will I know my actions are working?
How can I get everyone’s feedback?
Emotional and Social Intelligence: It’s all about you!

Section 2 has taken you through each of the 12 emotional and social competencies. The model below gives you a feel for how the four quadrants work together.

Who are you?

The idea of competencies, as developed by McClelland, Goleman and Boyatzis, goes beyond our skills and the things people see us do. It begins to explain more about who we are and why we do the things we do.

Think of yourself like an iceberg: visible behaviors above the waterline and ‘hidden depths’ below.

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You can use this model to reflect on which competencies matter most to you:

- Which competencies do you already demonstrate frequently and effectively? These are your strengths. Build on them.
- Which behaviors do you value? These represent competencies that you believe are important and worth developing.
- Which competencies do you find yourself using frequently? Which come most naturally to you?
- Which competencies are you using when you do something you really enjoy – something that gives you a buzz?
What’s expected of you?
Our roles in life – in our work, our communities, our families – make specific demands of us.
At times these demands fit well with who we are – we feel we can deliver our responsibilities with relative ease. Sometimes that’s not the case, and we feel the tension of trying to deliver something that doesn’t come naturally to us.
Think about the different roles in your life and how you spend your time, effort and enthusiasm:

What do you want to do differently?
As adults we put our effort into things that matter to us. We use our experience and discernment to learn what we need to, not what we’re told to.
Our criteria for choosing what we want to do are based on our understanding of ourselves and on the roles we choose to fulfill.
Our success as learners is based on our determination, our readiness to experiment and our openness to support and feedback.

Looking back at the competencies in this workbook, what do you need to:
- start doing?
- stop doing?
- do more of?
- stop doing?

To what extent do I work on activities and projects alone and which competencies do I use?

To what extent do I meet with and support others and which competencies do I use?

To what extent do I need to influence others or direct others’ activities? Which competencies do I use?

What do you want to practice and experiment with?

Who can help you? Who can provide support, ideas and encouragement? Who do you trust enough to learn from their feedback?

Section 3
Exercise 5: EI in action
Purpose
This exercise brings together what you have learnt about the 12 competencies and what they mean for you in everyday life. It helps you reflect on how you have handled recent situations and how this may be underpinned by your EI.

Method
Take some time to think of two situations you have experienced in the last year. These can be at home or at work but they need to be significant events for you.

The first situation is one where things went well, where you were proud of how you responded and dealt with others, something that really stands out for you as a personal success.

The second situation is one where you weren’t happy with the outcome, where you were left wishing you had handled things differently, and where you feel regret.

On the following pages work through the questions. Think through how EI was involved in these events, both yours and the EI of the other people involved. Use the model to try and consider all 12 competencies. This will help you get the most from the notes you make.

There are no right or wrong answers for this exercise. This is to help you see where your strengths and weaknesses lie.

Once you have completed both situations go back through the list of competencies and take a note of which competencies you used – or didn’t use – in each situation. Look for any patterns or differences.

Identify any competencies that you would like to improve upon and, again, go back through the workbook and use the development tips to help you.

Timescale
You need to take your time with this exercise. Give yourself an hour to really work through these situations.

Many people find, when they do this exercise, that they use more competencies when they’re at their best. The more you repeat this exercise, the more you’ll learn about your strengths. Try getting in the habit of doing this each time something’s gone well – or not so well – for you.
Situation 1 – your successful event

What was going on for you at the time? What led up to the situation? And what actually happened?

Who was involved? How well did you know them? What role did they have in relation to you?

What did you think about at the time? What were you feeling? What did you want to do?

What did you do and say? Which of the EI competencies did you use in this situation?

What was the outcome? Why was it successful?

How would your ‘ideal self’ have handled this situation? What were you most proud of? Was there anything you would have done differently?

Situation 2 – your frustrating event

What was going on for you at the time? What led up to the situation? And what actually happened?

Who was involved? How well did you know them? What role did they have in relation to you?

What did you think about at the time? What were you feeling? What did you want to do?

What did you do and say? Which of the EI competencies did you use in this situation? Which would have helped you more?

What was the outcome? Were you left feeling regret? What would have been a better outcome?

How would your ‘ideal self’ have handled this? What would you have done differently? What would you do the same?
Identifying your competencies

Once you have reflected on both situations work through the list of EI competencies below. Give a tick to those competencies that you definitely demonstrated in your situations and a cross to those that were missing. Look for patterns. Are there any differences in the competencies you were using in the two situations?

<table>
<thead>
<tr>
<th>Competency</th>
<th>Demonstrated in situation 1</th>
<th>Demonstrated in situation 2</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Emotional Self-Awareness</td>
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<tr>
<td>Emotional Self-Control</td>
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<td>Achievement Orientation</td>
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<td>Organizational Awareness</td>
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<td>Influence</td>
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<td>Coach and Mentor</td>
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<td>Conflict Management</td>
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<td>Inspirational Leadership</td>
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<tr>
<td>Teamwork</td>
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What does this tell you about the competencies you tend to use? What does it reveal about what happens for you in tricky situations? What can you learn about your behavior when you’re at your best?

Next steps: How people change

Making any kind of change in our lives involves breaking old habits that hold us back and forging new habits that serve us better. And sustaining our new habits over time. This is what successful learning is all about. This process of intentional change, developed by Richard Boyatzis, can be understood as five discoveries that we can choose to undertake:

Discovery 1 – What is my ideal self?
This is about who you really want to be. The desire to change comes from identifying who you want to become. Ask yourself:
- What do I want for my future?
- What kind of person do I want to be?
- What are my aspirations?

Discovery 2 – What is my real self?
When you have thought about who you want to be, you can then reflect on who you already are. This involves taking a realistic view, getting some feedback and doing some reality testing. Ask:
- Who am I? How do other people see me?
- What are my strengths? Where am I close to my ideal self?
- In what ways do I differ from my ideal self – what areas do I want to develop?

Discovery 3 – What is my learning agenda?
When you feel you know your ideal and real self you can begin to focus on how to close the gaps between the two. This involves deciding what changes you want to make. Ask:
- How can I get closer to my ideal self?
- What strengths can I build on? (You’ll have more energy for change if you start here!)
- Which habits do I need to tackle?
- What do the new behaviors I want to try look like for me?

Discovery 4 – How can I experiment and practice?
We are more likely to change if we have support. Asking people you trust for their help can really speed up the process. Ask yourself:
- Who can help me with my learning agenda?
- Who will provide help, support, ideas and encouragement?
- Are there different people who can help me in different ways?

Discovery 5 – Who can I trust to help me?
We know people are more likely to change if they have support. Asking people you trust for their help can really speed up the process. Ask yourself:
- How can I get closer to my ideal self?
- What strengths can I build on? (You’ll have more energy for change if you start here!)
- Which habits do I need to tackle?
- What do the new behaviors I want to try look like for me?

Invest some time
It takes time, energy and commitment to make changes to our behavior. We all develop habits – good and bad – over time and making changes can take a while. Don’t expect it to happen overnight. Give it time and a new pattern of behavior will become natural and consistent.

Get a reality-check...
The impact of our behavior on others can be far from what we intended. As you work on your EI competencies get feedback on how you are doing from people you spend time with. This will help you notice what’s working and do more of it!

...but stay idealistic
Sometimes others have a stronger picture of our ideal self than we do ourselves. Allow the support of your trusted friends and colleagues to sustain your hope and motivation. Listen to what your boss or mentor says about your potential.
Keep hold of your perception of your ideal self: the person you hope to be, the person you believe you can be. Use this to sustain your energy and desire for change. And enjoy what you discover!
Additional resources

What matters to you at work?
What do you place most value on?
Achievement – doing things well, efficient use of time and resources.
Affiliation – avoiding conflict, smoothing tension, maintaining good relationships.
Power – having an impact, making a difference, being in a position to influence.

The Personal Values Questionnaire can help you understand your values and how they compare to the requirements of your role.

Measure your climate
If you want to get a measure of the team climate you create, you can complete the Organisational Climate Exercise. This self-score resource, together with the Managerial Style Questionnaire, will give you a full picture of your approach and help you develop as a manager.

A quick view of style and climate
To see—at a glance—how managerial style affects organisational climate see the Managerial Style & Climate Reference Card. It provides a useful summary of each managerial style, and an overview of climate. And it gives the impact each managerial style has on the six dimensions of climate.

A practical exercise to bring styles to life
To enable team members to experience the impact of managerial style on their performance use the Tower Building Exercise. This engaging game uses building blocks and blindfolds to get the message across!

How do you influence others?
How do you impact the people you don’t manage, but whose support or agreement you need?
The Influence Strategies Exercise can help you understand a range of effective strategies.

How emotionally intelligent are you?
To understand how emotional intelligence (EI) underpins your leadership, read Leadership That Gets Results, by Daniel Goleman (Harvard Business Review, USA, Mar – Apr 2000, Vol 78, No 2).

How effective is your team?
In a high-performance team, team members work well together and the team’s output is greater than the sum of individual team member’s efforts. Based on Beckhard’s classic model of team effectiveness, Optimising Team Development is a simple exercise to help you and your team focus your efforts to improve team performance.

These are just a few useful books. Add yours to the list.

- Vital Little Simple Things: The Psychology of Self-Deception, Daniel Goleman
- Learned Optimism: How to Change Your Mind and Your Life, Martin E.P. Seligman
- Emotional Leadership: Realizing the Power of Emotional Intelligence, Daniel Goleman, Richard E. Boyatzis and Annie McKee
- The Seven Habits of Highly Effective People, Stephen R. Covey
- Feel the Fear and Do It Anyway, Susan Jeffers
- Servant Leadership, Richard E. Boyatzis and Annie McKee
- Becoming a Servant Leader, Annie McKee, Richard E. Boyatzis and Fran Johnston
- Coach Yourself: Anthony Grant and Jane Greene

All these resources will help you to increase your self-awareness and use your abilities more effectively. If you want to do more to understand your competencies contact the Hay Group or visit www.haygroup.com/tl