

Improving Emotional Intelligence with learning

Emotional intelligence (EQ) is a different type of intelligence. It's not rocket science, and it doesn't have to elude you anymore. As much as most of our success in life and at work depends on emotional intelligence--also known as horse sense, street smarts or good gut--and it can be learned and mastered.

Emotional intelligence helps you build strong relationships, succeed at work, and achieve your goals.

What is emotional intelligence (EQ)?

EQ - is a measure of your emotional intelligence, or your ability to use both your emotions and cognitive skills in your life. *It's about recognizing your own emotional state and the emotional states of others. Emotional intelligence is also about engaging with others in ways that draw people to you.* According to Brenda Smith, EQ translates into business results: High EQ salespeople generate 37% more in sales; Partners in professional service firms generate 125% more income than their high IQ partners, and more executive level managers are promoted from within based on empathy and self management than any other trait. There's evidence that high EQ results in better health, smart financial decisions and more solid partnerships.

Why EQ is better than IQ?

IQ can measure concepts like logical reasoning, word knowledge and math skills, many feel -it is not adequate in measuring creative abilities or emotional abilities. Traditionally, an individual's smartness or success is measured in terms of his or her IQ. We almost immediately assume that experts and professionals have a high IQ. However, IQ serves as only an index of numerical or analytical ability. In fact, some with high IQs do not seem to be particularly adept at maintaining relationships or seem socially awkward at best. Studies have shown that people who are intellectually the brightest are not often most successful, either in business or in their personal lives. It has little or no significance with success in professionals or personal life. So, the question is, "What is the component that makes Jack Welch, Bill Gates, Gandhi, and Einstein better leaders, experts or professional in their field?" It has been suggested by experts like Goleman that it is not IQ but *Emotional Intelligence* (EI) that makes these individuals pioneer in their respective fields. So without the guidance of emotions, reasoning has neither principles nor Power (Robert C. Solomon).

Emotional competency framework:

Emotional competency is a learned capability based on emotional intelligence that results in outstanding performance as work. Our emotional intelligence determines our potential for learning the practical skills that are based on its five elements: self-awareness, motivation, self regulation, empathy, social skills. Table shows the relationship between the five dimension of emotional intelligence and the twenty five emotional competencies. None of us is perfect on this scale; we inevitably have a profile of strengths and limits. But, as shall see, the ingredients for outstanding performance require only that we have strengths in a given number of these competencies, typically, at least six or so, and that the strength be spread across all five area of emotional intelligence.

Personal Competence		
These competencies determine how we manage ourselves		
Self-Awareness	<i>Knowing one's internal states, preferences, resources, and intuitions</i>	
	Emotional awareness	<p>Recognizing one's emotions and their effects. People with this competence:</p> <ul style="list-style-type: none"> • 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.
	Accurate self-assessment	<p>Knowing sense one's self worth and limits. People with this competence are:</p> <ul style="list-style-type: none"> • Aware of their strengths and weaknesses • Reflective, learning from experience • Open to candid feedback, new perspectives, continuous learning, and self development • Able to show a sense of humor and perspective about themselves.
	Self-confidence	<p>A strong sense of one's self-worth and capabilities. People with this competence:</p> <ul style="list-style-type: none"> • Present themselves with self-assurance; have "presence". • Can voice views that are unpopular and go out on a limb for what is right. • Are decisive, able to make sound decisions despite uncertainties and pressures.
Self-Regulation	Managing one's internal states impulses and resources	
	Self-Control	<p>Keeping disruptive emotions and impulses in check. People with this competence:</p> <ul style="list-style-type: none"> • 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	<p>Maintaining standards of honesty and integrity. People with this competence:</p> <ul style="list-style-type: none"> • 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	<p>Taking responsibility for personal performance. People with this competence:</p> <ul style="list-style-type: none"> • Meet commitments and keep promises. • Hold themselves accountable for meeting their objectives.

		<ul style="list-style-type: none"> • Are organized and careful in their work.
	Adaptability	<p>Flexibility in handling change. People with this competence:</p> <ul style="list-style-type: none"> • 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.
	Innovation	<p>Being comfortable with novel ideas, approaches, and new information. People with this competence:</p> <ul style="list-style-type: none"> • 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
Motivation	<i>Emotional tendencies that guide or facilitate reaching goals.</i>	
	Achievement drive	<p>Striving to improve or meet a standard of excellence. People with this competence:</p> <ul style="list-style-type: none"> • Are results-oriented, with a high drive to meet their objectives and standards. • Set challenging goals and take calculated risks • Pursue information to reduce uncertainty and find ways to do better. • Learn how to improve their performance.
	Commitment	<p>Aligning with the goals of the group or organization. People with this competence:</p> <ul style="list-style-type: none"> • Readily make personal or group sacrifices to meet a larger organizational goal. • Find a sense of purpose in the larger mission • Use the group's core values in making decisions and clarifying choices. • Actively seek out opportunities to fulfill the group's mission.
	Initiative	<p>Readiness to act on opportunities. People with this competence:</p> <ul style="list-style-type: none"> • Are ready to seize opportunities • Pursue goals beyond what's required or expected of them • Cut through red tape and bend the rules when necessary to get the job done • Mobilize others through unusual, enterprising efforts
	Optimism	<p>Persistence in pursuing goals despite obstacles and setbacks. People with this competence:</p> <ul style="list-style-type: none"> • Persist in seeking goals despite obstacles and setbacks. • Operate from hope of success rather than fear of failure. • See setbacks as due to manageable circumstance rather than a personal flaw.

Social Competence:
 These competencies determine how we handle relationships

Empathy	<i>Awareness of others' feelings, needs, and concerns</i>	
	Understanding others	<p>Sensing others feelings and perspectives, and taking an active interest in their concerns. People with this competence:</p> <ul style="list-style-type: none"> • Are attentive to emotional cues and listen well • Show sensitivity and understand others. perspectives • Help out based on understanding other people.s needs and feelings
	Developing others	<p>Sensing others' development needs and bolstering their abilities. People with this competence:</p> <ul style="list-style-type: none"> • Acknowledge and reward people's strengths, accomplishments, and development. • Offer useful feedback and identify people's needs for development. • Mentor, give timely coaching, and offer assignments that challenge and grow a Person's skills.
	Service orientation	<p>Anticipating, recognizing and meeting customers' needs. People with this competence:</p> <ul style="list-style-type: none"> • Understand customers' needs and match them to services or products. • Seek ways to increase customer's satisfaction and loyalty. • Gladly offer appropriate assistance. • Grasp a customer's perspective, acting as a trusted advisor.
	Leveraging diversity	<p>Cultivating opportunities through different kinds of people. People with this competence:</p> <ul style="list-style-type: none"> • Respect and relate well to people from varied backgrounds. • Understand diverse worldviews and are sensitive to group differences. • See diversity as opportunity, creating an environment where diverse people can thrive. • Challenge bias and intolerance.
	Political awareness	<p>Reading a group's emotional currents and power relationships. People with this competence:</p> <ul style="list-style-type: none"> • Accurately read key power relationships. • Detect crucial social networks. • Understand the forces that shape views and actions of clients, customers, or competitors. • Accurately read situations and organizational and external realities.
	Social Skills	<i>Adeptness at inducing desirable responses in others</i>
Influence		<p>Wielding effective tactics for persuasion. People with this competence:</p> <ul style="list-style-type: none"> • Are skilled at persuasion. • Fine-tune presentations to appeal to the listener. • Use complex strategies like indirect influence to build

		<p>consensus and support.</p> <ul style="list-style-type: none"> Orchestrate dramatic events to effectively make a point.
	Communication	<p>Listening openly and sending convincing messages. People with this competence:</p> <ul style="list-style-type: none"> Are effective in give-and-take, registering emotional cues in attuning their message. Deal with difficult issues straightforwardly. Listen well, seek mutual understanding, and welcome sharing of information fully. Foster open communication and stay receptive to bad news as well as good.
	Conflict management	<p>Negotiating and resolving disagreements. People with this competence:</p> <ul style="list-style-type: none"> Handle difficult people and tense situations with diplomacy and tact. Spot potential conflict, brings disagreements into the open, and helps deescalate. Encourage debate and open discussion. Orchestrate win-win solutions.
	Leadership	<p>Inspiring and guiding individuals and groups. People with this competence:</p> <ul style="list-style-type: none"> Articulate and arouse enthusiasm for a shared vision and mission. Step forward to lead as needed, regardless of position. Guide the performance of others while holding them accountable. Lead by example.
	Change catalyst	<p>Initiating or managing change. People with this competence:</p> <ul style="list-style-type: none"> Recognize the need for change and remove barriers Challenge the status quo to acknowledge the need for change Champion the change and enlist others in its pursuit Model the change expected of others.
	Building bonds	<p>Nurturing instrumental relationships. People with this competence:</p> <ul style="list-style-type: none"> Cultivate and maintain extensive informal networks. Seek out relationships that are mutually beneficial. Build rapport and keep others in the loop. Make and maintain personal friendships among work associates.
	Collaboration and cooperation	<p>Working with others toward shared goals. People with this competence:</p> <ul style="list-style-type: none"> Balance a focus on task with attention to relationships Collaborate, sharing plans, information, and resources. Promote a friendly, cooperative climate. Spot and nurture opportunities for collaboration.
	Team capabilities	<p>Creating group synergy in pursuing collective goals.</p>

		<p>People with this competence:</p> <ul style="list-style-type: none"> • Model team qualities like respect, helpfulness, and cooperation. • Draw all members into active and enthusiastic participation. • Build team identity, esprit de corps, and commitment.
--	--	---

Our emotional competency shows how much of that potential we have translated into on-the-job capabilities. For example being good on serving customers is an emotional competence based on empathy. Likewise, trustworthiness is a competence based on self regulation, or handling impulses and emotions well. Both customer service and trustworthiness are competencies that can make people outstanding in their work.

Emotional Competencies: Guidelines for learning

One question that often comes up is whether people are born with high EQ, or whether it can be learned. We all know people who seem to be naturally gifted in how well they work with others. They intuitively understand how to put people at ease and, if they're leaders, how to motivate their people and keep them actively engaged in their work. The truth is that some people will be more naturally gifted than others, but the good news is that EQ skills can be learned. There's been some clear research on this. Consortium for Research on emotional intelligence in Organizations, a coalition of researchers and practitioners has searched the scientific findings on behavior change and studied exemplary training program, to create basic guidelines for the best practices in teaching competencies based on emotional intelligence.

1. Assess the job: Training should focus on the competencies needed most for excellence in a given job or role.

Caveat: Training for irrelevant competencies is pointless.

Best Practice: Design training based on a systematic needs assessment

2. Assess the individual: The individual's profile of strengths and limitations should be assessed to identify what needs improving.

Caveat: There's no point in sending people for training in competencies they already have or do not need.

Best Practice: Tailor training to the individual's needs.

3. Deliver assessments with care. Feedback on a person's strengths and weaknesses carries an emotional charge.

Caveat: Inept feedback can be upsetting; skillful feedback is motivating.

Best practice: Use emotional intelligence in delivering initial evaluations of a person's emotional competence.

4. Gauge readiness. People are at differing levels of readiness.

Caveat: When people lack readiness, training is more likely to be wasted.

Best Practice: Assess for readiness, and if someone is not yet ready, make cultivating readiness an initial focus

5. **Motivate.** People learn to the degree they are motivated - for example, by realizing that a competence is important to doing their job well-and making the competence a personal goal for change.
Caveat: If people are unmotivated, training will lack effectiveness.
Best Practice: Make clear how training will pay off on the job or for the individual's career, or be otherwise rewarding.
6. **Make change self-directed.** When people direct their learning program tailoring it to -their needs, circumstances, and motivation, learning is more effective.
Caveat: One-size-fits-all-training programs fit no one specifically.
Best practice: Have people choose their own goals for development and help them design their own plan for pursuing them.
7. **Focus on clear, manageable goals.** People need clarity on what the competence is and the steps needed to improve it.
Caveat: Poorly focused or unrealistic programs for change lead to fuzzy results or failure.
Best Practice: Spell out the specifics of the competence and offer a workable plan to get there.
8. **Prevent relapse.** Habits change slowly and relapses and slips need not signal defeat.
Caveat: People can become discouraged by the slowness of change and the inertia of old habits.
Best Practice: Help people use lapses and slip-up as lessons to prepare themselves better for the next time.
9. **Give performance feedback.** Ongoing feedback encourages and helps direct change.
Caveat: Fuzzy feedback can send the training off track.
Best Practice: Design into the change plan feedback from supervisors, peers, friends— anyone who can help coach, mentor, or give appropriate progress reviews.
10. **Encourage practice.** Lasting, change requires sustained practice both on and off the job.
Caveat: A single seminar-or workshop is a beginning, but not sufficient in itself.
Best Practice: Use naturally arising opportunities for practice at work and at home, and try the new behaviors repeatedly and consistently over a period of months.
11. **Arrange support.** Like- minded people, who are also trying to make similar changes can offer crucial ongoing support.
Caveat: Going it alone makes change tougher.
Best Practice: Build a network of support and encouragement. Even a single buddy or coach will help.
12. **Provide Models.** High-status, highly effective people who embody the competence can be models who inspire change.
Caveat: A do-what-I-say-not-what-I-do attitude in superiors undermines change.
Best practices: encourage supervisors to value and exhibit the competence, make sure trainers do, too.
13. **Encourage.** Change will be greater if the organization's environment supports the change, values the competence and Offers a safe atmosphere for experimentation.
Caveat: When there is no real support, particularly from bosses, the change effort will seem hollow-or too risky.

Best Practice: Encourage change that fits the values of the organization. Show that the competence matters for job placement, promotion, performance review, and the like.

14. Reinforce change. People need recognition- to feel their change efforts matter.

Caveat: A lack of reinforcement is discouraging.

Best Practice: Be sure the organization shows it values the change in a consequential way: praise, a raise, or expanded responsibility.

15. Evaluate. Establish ways to evaluate the development effort to see if it has lasting effects.

Caveat: Many or most development programs go unevaluated, and so mistakes or pointless programs go unchanged.

Best Practice: Find measures of the competence or skill as shown on the job, ideally before and after training and also several months (and if possible, a year or two) later.

In today's economy, organizations are looking for ways to improve their productivity. Emotional Intelligence has emerged as a resource to improve the performance of individuals and their organizations. EQ will allow us to constantly reinvent ourselves, to grow and to get over the hurdles as they present themselves. Further, there is evidence that EQ skills can be developed through training programs. Developing this expertise makes individuals and their organizations more productive and effective.