



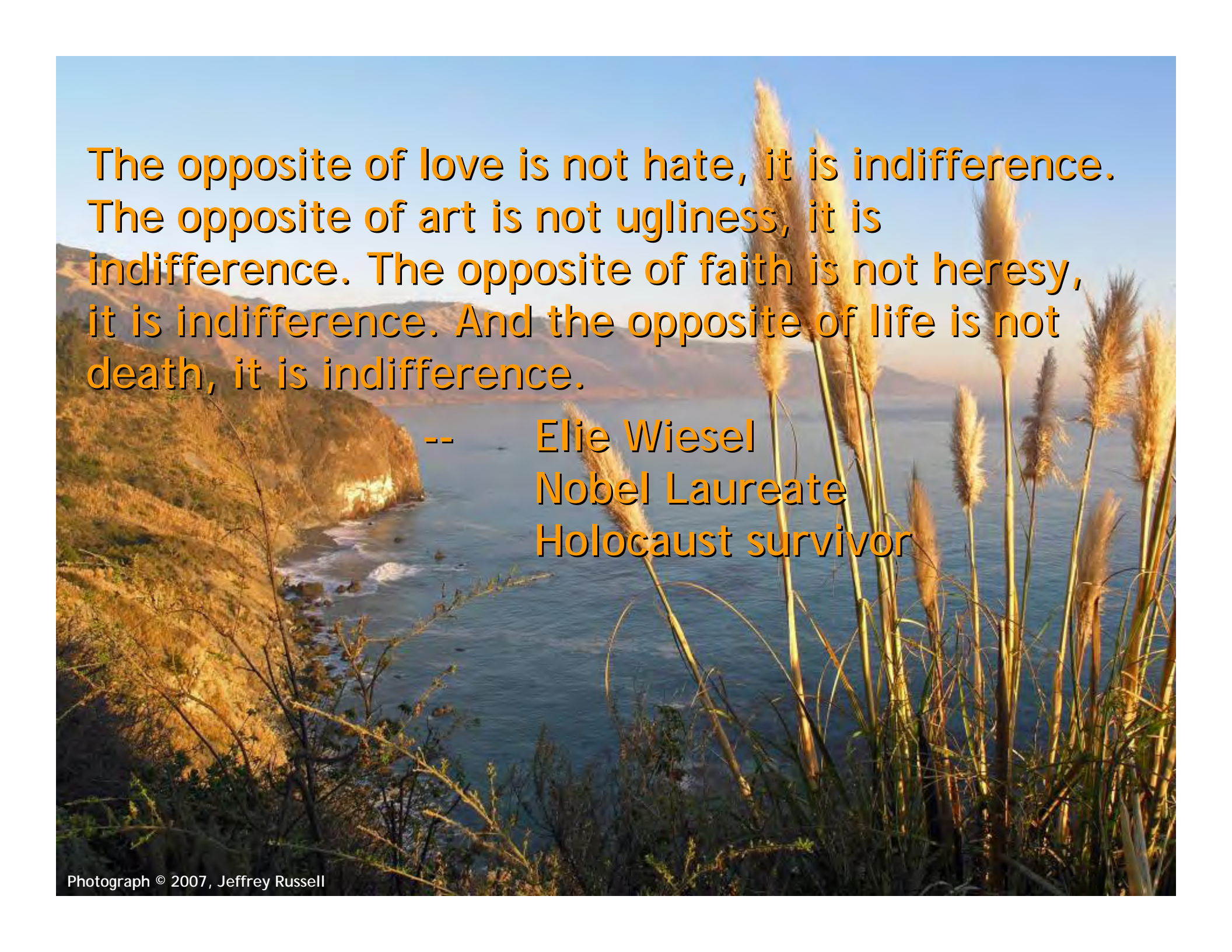
Wisconsin Association of Equal Opportunity
2008 Annual Conference

Emotional Intelligence in the Workplace

Competencies for Enhancing Your
Effectiveness by Building Healthy and
Productive Relationships at Work

With Jeff Russell
Russell Consulting, Inc.



A scenic photograph of a coastline. In the foreground, several tall, thin stalks of grass with feathery, golden-brown seed heads stand prominently. The background shows a blue body of water meeting a rugged, rocky cliffside on the left. The sky is a clear, pale blue. The overall lighting suggests a bright, sunny day.

The opposite of love is not hate, it is indifference.
The opposite of art is not ugliness, it is
indifference. The opposite of faith is not heresy,
it is indifference. And the opposite of life is not
death, it is indifference.

-- Elie Wiesel
Nobel Laureate
Holocaust survivor

Emotional Intelligence

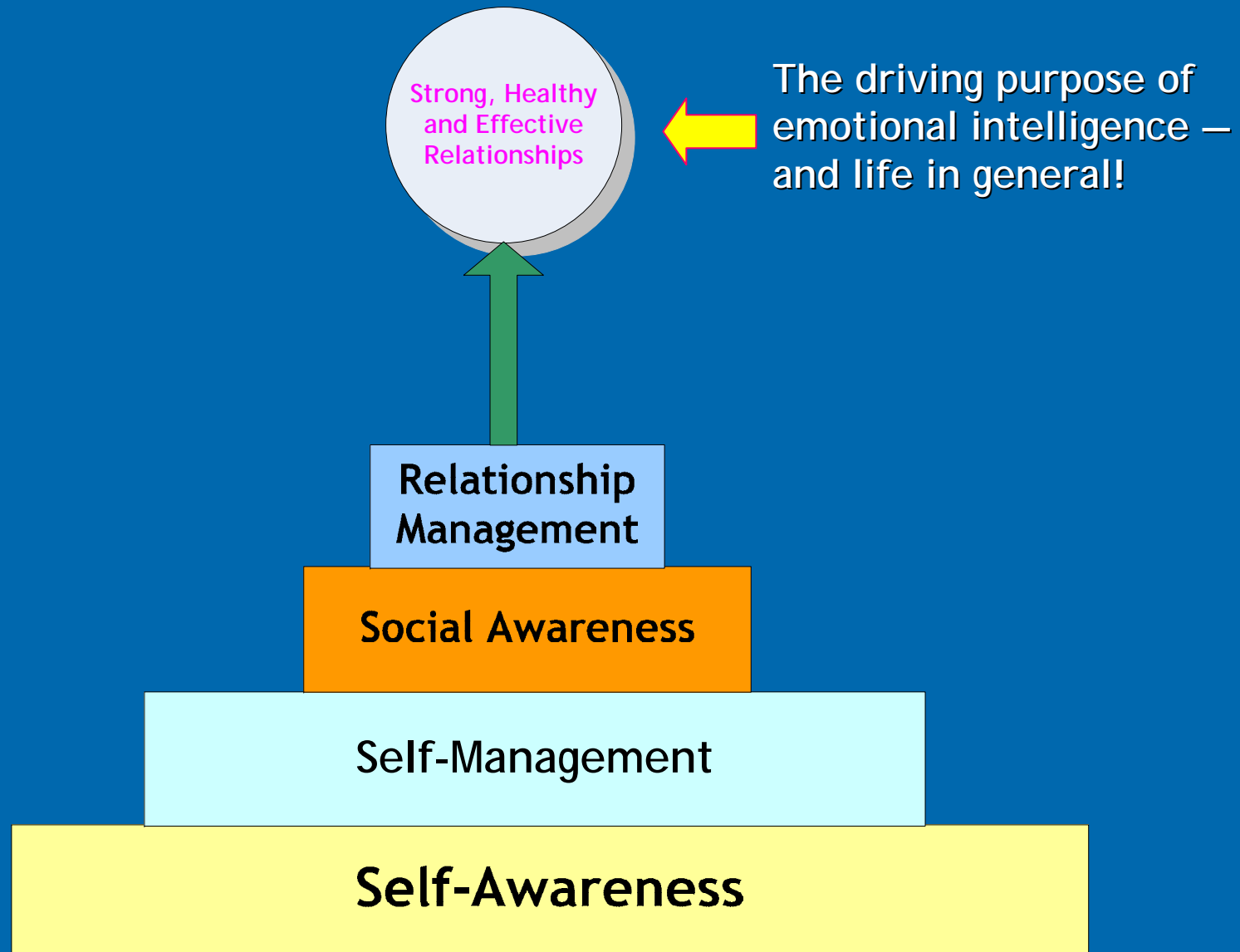
Emotional intelligence is the ability to **understand** one's **emotional make-up** and the emotional make-up of **others** and to use insight from this knowledge to effectively **manage** and **regulate** one's own emotions to make good decisions and to act effectively.

Why It Matters . . .

- Technical proficiency and intellectual ability contribute little to working productively with others
- EI twice as important as technical skills
- Leadership failure due to inflexibility and inability to manage relationships with others
- 90% of difference between “Star” and average performers due to emotional intelligence
- 50-70% of an organization’s climate due to leader’s influence – and climate accounts for 20-30% of organization’s performance
- Effective CEOs . . . EI behaviors 2 to 7 times more often than those passed over . . .



The Four EI Dimensions



Self-Awareness

Knowing your internal emotional/cognitive state, preferences, resources, and intuitions

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

Self-Management Dimension

Managing your internal emotional/cognitive states, impulses, and resources to reach goals

- Self-control
- Transparency
- Adaptability
- Achievement
- Initiative
- Optimism



What Are Emotions?

What are the core emotions that people experience?

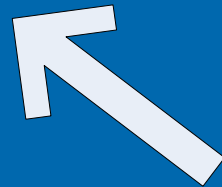
- Happiness
- Sadness
- Surprise
- Disgust
- Anger
- Fear
- Ecstasy
- Despair
- Terror
- Love
- Anxiety
- Longing
- Self-worth

“There are many more emotions that we feel than we can label. Emotions are fundamentally not cognitive/verbal, so, as soon as we try to name them, we begin to be cognitive instead.”

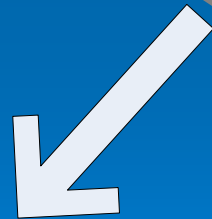
— Maurice Elias, Ph.D, co-author
Emotionally Intelligent Parenting

Emotional *Power!*

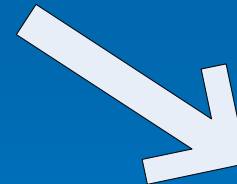
How I feel!



Emotions!

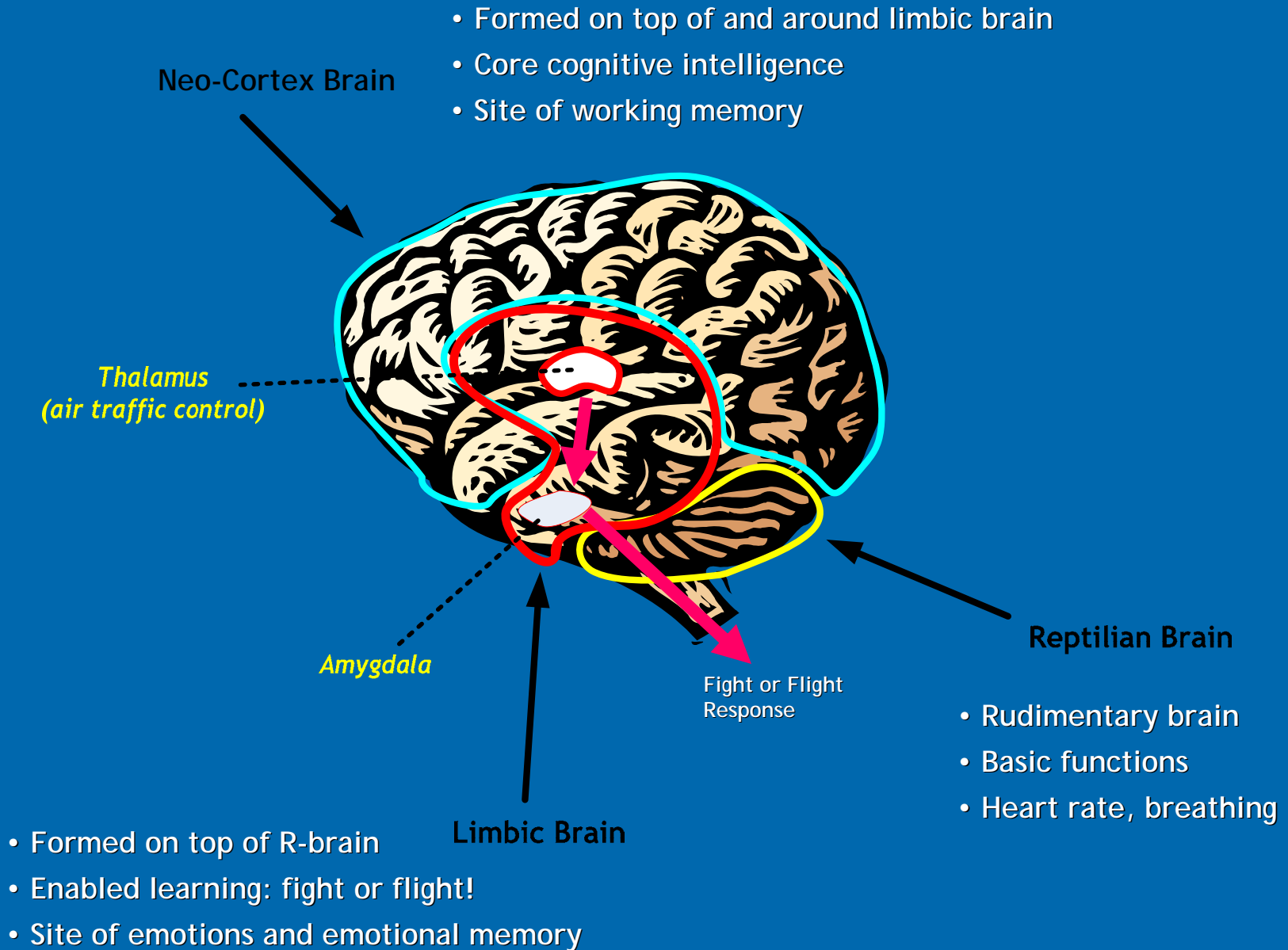


What I do!



How I think!

Our Three Brains . . .



An Amygdala Hijack!!

You know that you've been hijacked when . . .

- Emotions overwhelm your thinking and actions
- You are thinking and acting *against your own will!*
- You are unable to accurately read others' emotions
- You can't find the right words . . . (stumbling, stuttering when you try to speak)
- You are unable to focus your thinking or actions
- Your "fight or flight" response kicks in . . . heart races, blood pressure increases, sweating profusely, uneasy feeling in the "gut," clenched jaw, twitching, tapping foot, cold extremities as the brain rushes blood to muscles needed for fighting or fleeing . . .

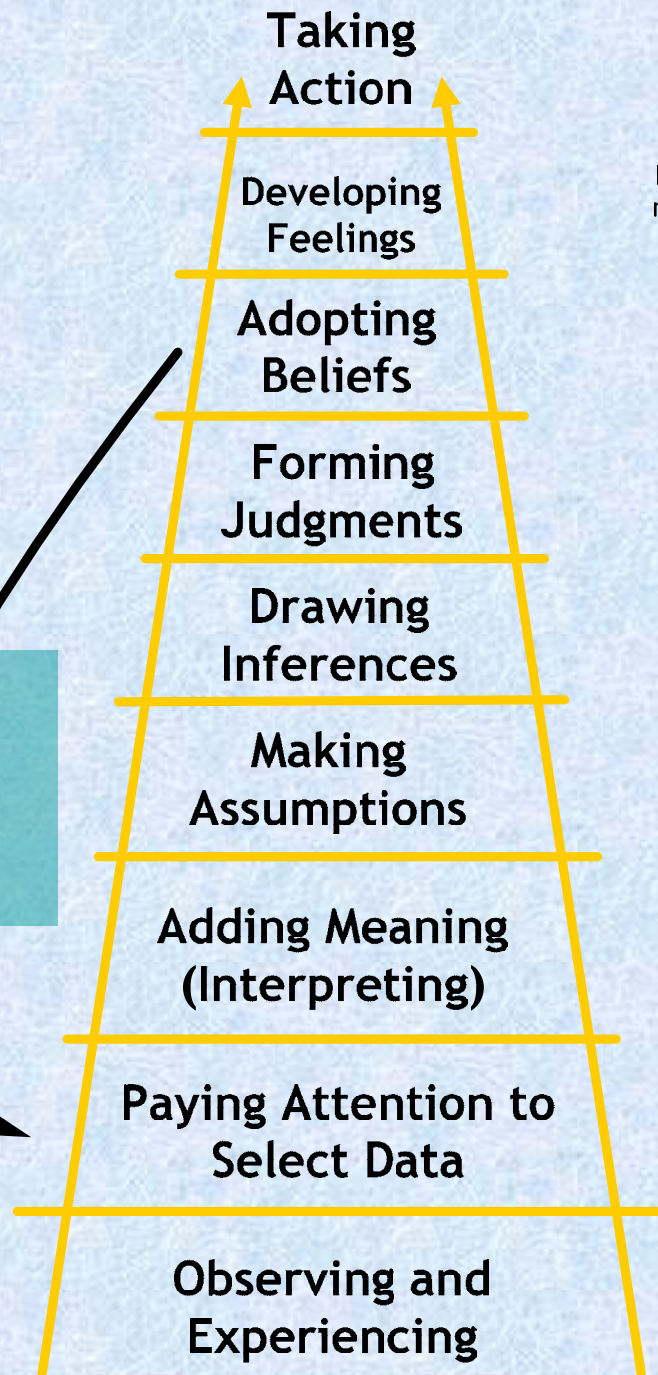
Implications?

- What are the implications for being hijacking by our Amygdalla?
- What can we do about it?



The Ladder of Inference

Our beliefs and feelings affect what we pay attention to



Avoid working with him at all cost. Use other analysts who are more reliable. Talk to management about my concerns.

Resentment. Dismissed. Miffed. Angry at promises made but not kept. Tired of having to cover for him.

Self-interest drives every aspect of Dennis' work. Lower status projects don't even appear on his radar. While he might say "yes" to a project, if it's not one that features his work, he won't come through on the project.

Dennis is unreliable and undependable — except when it's a high status project where he gets top billing. For him, it's all about self-promotion.

Dennis can't bother himself to work on projects where his talents aren't showcased.

Dennis obviously has other priorities—which usually involve projects that raise his status here. He works on projects that he wants to and avoids those that don't promote his talents

Dennis doesn't consider my project a high status project. He prefers projects where he gets to shine. He doesn't respect me enough to even let me know that he wouldn't make the due date.

Dennis promised to complete his data analysis for the Miller Project by the 15th. He missed this deadline. I haven't heard a word from him.

Dennis is always on the run. His analysis is thoughtful and insightful. He is never at this desk. He seems to enjoy the limelight. He missed a key deadline on one of my projects.

Your Path to Action

Implications of the Ladder?

- Each of us creates a “**story**” to help us fill in the details of missing information
- Our stories are informed by history, culture, misunderstandings, perceived and real “wrongs” (or “rights”), and both within and outside of our awareness.
- The stories we tell chart our *Path to Action* – the route we follow from observed events to the actions we take (which may or may not be grounded in reality)
- We take these “flights” up the Ladder because of our *fundamental attribution error* – we tend to view others’ behaviors as due to their disposition rather than their environment




Impulse Control . . . The Famous Marshmallow Test



- In 1960, Psychologist Walter Mischel conducted research on impulse control in 4 year olds.
- A marshmallow was placed in front of each child. The child was told that he/she could either have the one marshmallow now or – if he/she waited 10-15 minutes – he/she could have TWO marshmallows later. The researcher then left the room.
- Some of the children – **the grabbers** – couldn't wait and ate the marshmallow almost as soon as the researcher left the room.
- Other children – **the waiters** – were able to wait. They covered their eyes, rested their heads on their arms, talked/sang to themselves, and made up games . . . Until the researcher returned and they got TWO marshmallows!

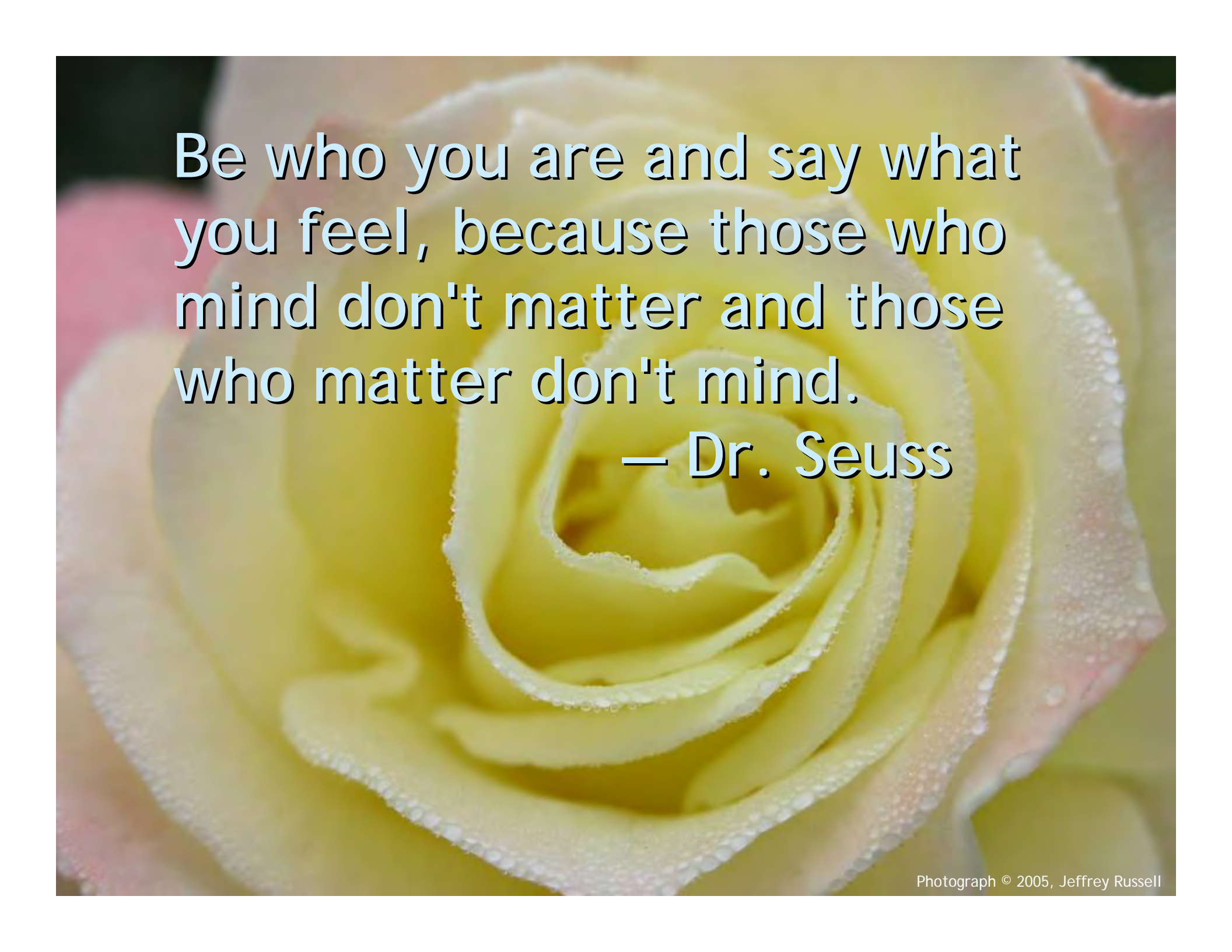
Most Interesting

Age	The Grabbers – The Impulsive Ones –	The Waiters – Gratification Delayers –
4	<ul style="list-style-type: none"> ➤ Exhibited decreased impulse control 	<ul style="list-style-type: none"> ➤ Exhibited increased impulse control
18	<ul style="list-style-type: none"> ➤ Seen by others as stubborn and over-reactive ➤ Prone to jealousy and envy ➤ Easily upset with frustrations ➤ Troubled with low self-esteem ➤ Picked more fights 	<ul style="list-style-type: none"> ➤ More socially competent ➤ More able to cope with frustrations/setbacks ➤ Scored 210 pts higher on SATs
28	<ul style="list-style-type: none"> ➤ More easily distracted under stress ➤ Difficulty delaying gratification ➤ Less cognitive ability ➤ Poor impulse control 	<ul style="list-style-type: none"> ➤ Better able to concentrate ➤ Able to form closer relationships ➤ Greater impulse control in the face of frustration



Success is not final. Failure is not fatal. It is the courage to continue that makes the difference.

— Winston Churchill

A close-up photograph of a yellow rose with water droplets on its petals. The rose is the central focus, with its petals tightly curled and showing a vibrant yellow color. Small, clear water droplets are scattered across the surface of the petals, particularly on the right side. The background is softly blurred, showing hints of other flowers in shades of pink and purple.

Be who you are and say what
you feel, because those who
mind don't matter and those
who matter don't mind.

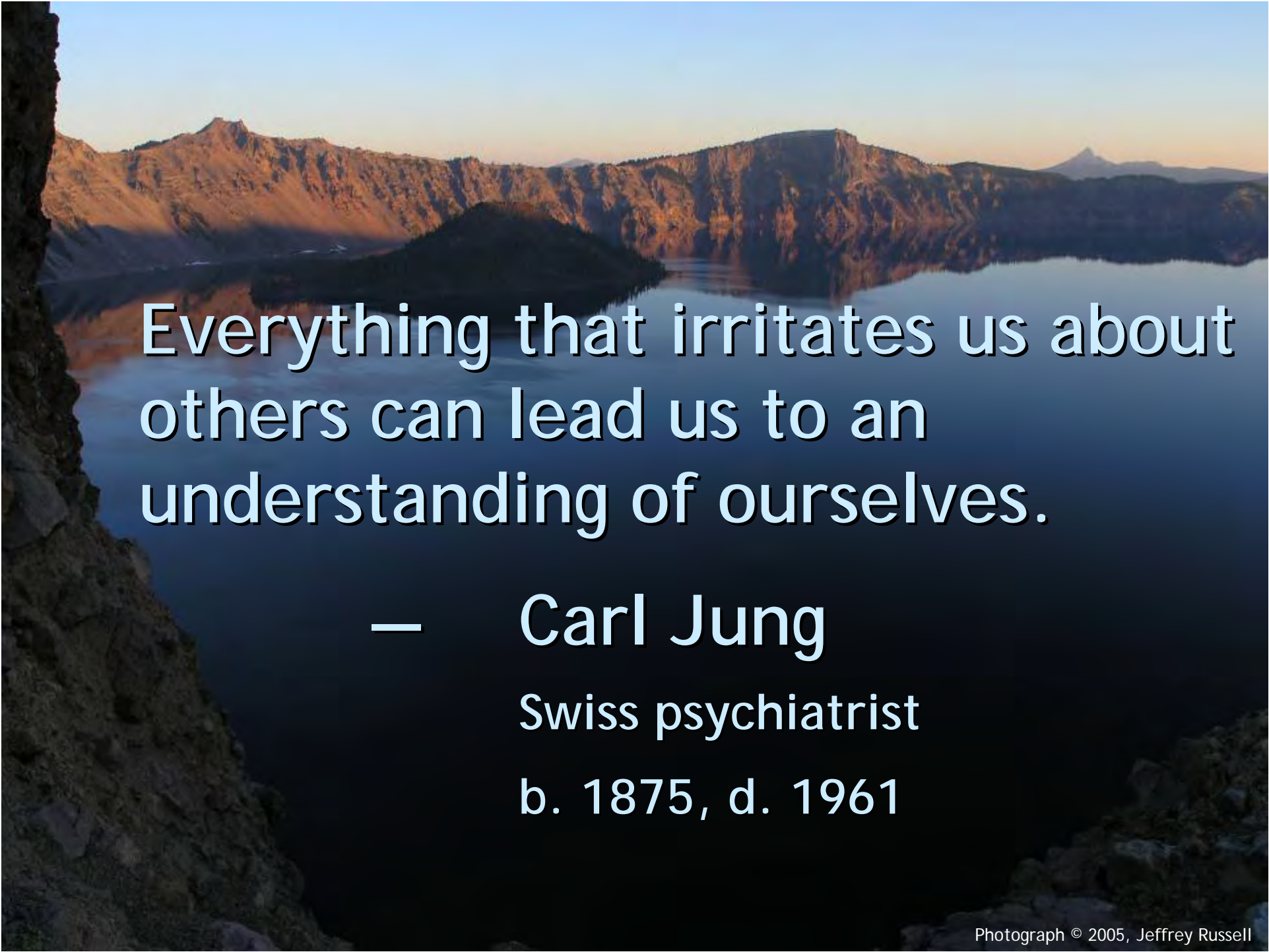
— Dr. Seuss

Social Awareness Dimension

Your awareness of others' feelings,
needs, and concerns

- Empathy
- Organizational awareness
- Service orientation





Everything that irritates us about
others can lead us to an
understanding of ourselves.

— Carl Jung
Swiss psychiatrist
b. 1875, d. 1961

Empathy

- The ability to “understand, be aware of, be sensitive to, and vicariously experience the feelings, thoughts, and experiences of another.”
- Demonstrating understanding of:
 - The *meaning* of what was said
 - The *feeling* that you sense that the person was experiencing

Developing Empathy

- What can we do to enhance our empathy for others?
- How can we feel empathy for people for whom we have no sympathy (people who, we believe, don't deserve our empathy)?
 - Is it possible to feel empathy for a racist?
 - For a child molester?
 - For a terrorist?

Developing Empathy

- **Put yourself in the other person's shoes** – try to see the world from his or her's perspective
- **Seek to understand the pressures, responsibilities, expectations, and demands placed upon the other person**
- **Inquire.** If the other person says something that sounds “off” or confusing, say “I'd like to know more about that.”
- **Explore his or her reasoning.** Behind every “position” and argument is a set of thoughts and feelings that are the underpinning of the position. By seeking to understand the other person's reasoning, it builds a bridge to understanding

Empathic Listening

- **Drawing Out** – discovering new information
- **Clarifying** – rooting out confusing, conflicting, or ambiguous data
- **Reflecting/Mirroring** – holding a mirror up to the other person (e.g., “*I sense that you’re pretty angry about this. Am I right?*”)
- **Paraphrasing** – repeating back what you heard – and asking “*Is this what you said? Did I get it right?*”

Follow the three "R's"

- Respect for self
- Respect for others
- Responsibility for all your actions
- Dalai Lama

Relationship Management Dimension

Adeptness at inducing desirable responses in others

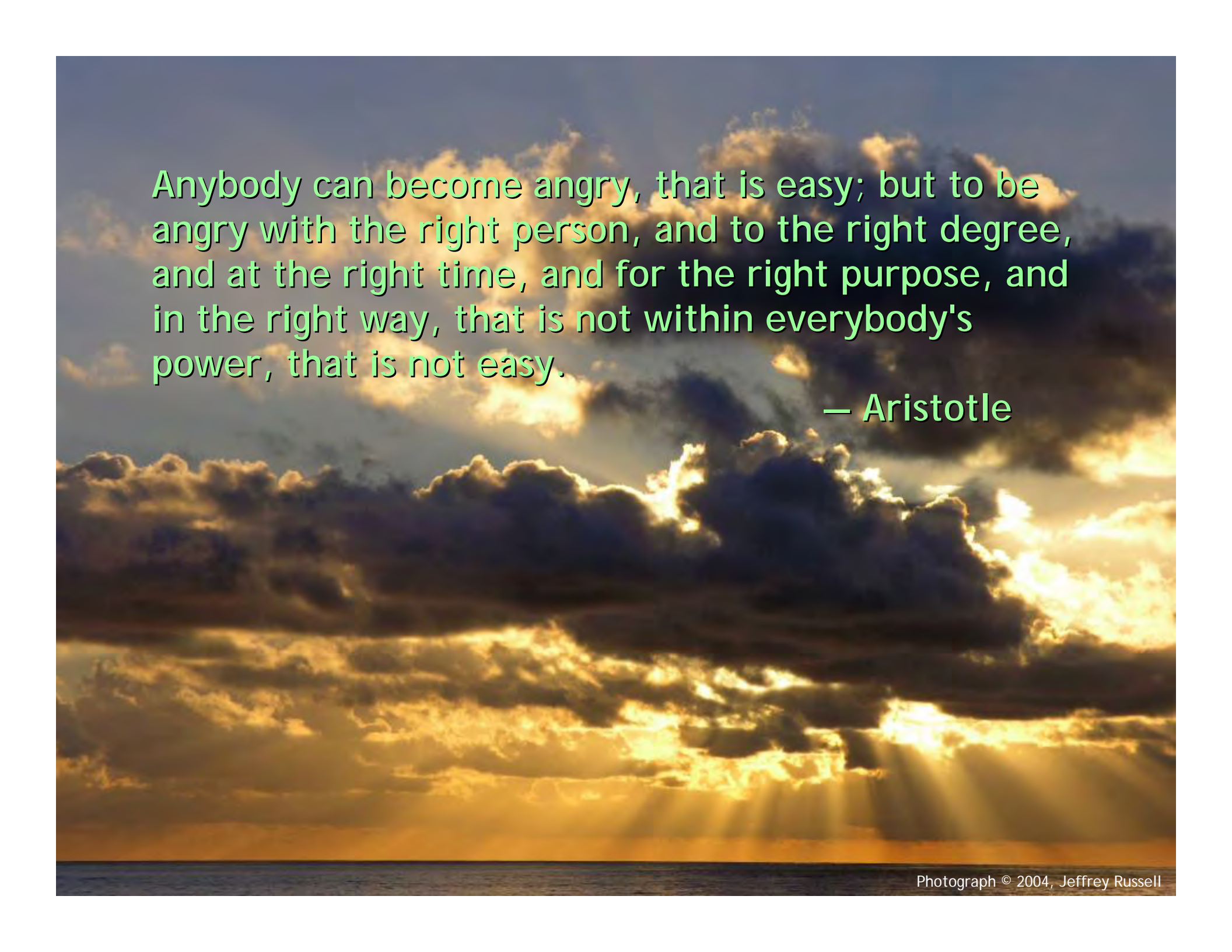
- Inspiration
- Influence
- Developing others
- Change catalyst
- Conflict management
- Teamwork and collaboration





You may be deceived if you
trust too much, but you will live
in torment if you do not trust
enough.

— Dr. Frank Crane



Anybody can become angry, that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way, that is not within everybody's power, that is not easy.

— Aristotle

Seven Simple & Powerful Tips

1. Take time every day to appreciate what is right in the world/your life
2. Increase your emotional word vocabulary
3. Be your own best friend
4. Listen with your heart
5. Talk back to yourself
6. Tune in to your body
7. Smile more!



EI and Leadership

The emotionally intelligent leader . . .

1. Commits to co-creating an organization in which individuals can be and do their best to achieve shared goals.
2. Shares authority and accountability with others.
3. Encourages people to work interdependently to achieve a shared goal.

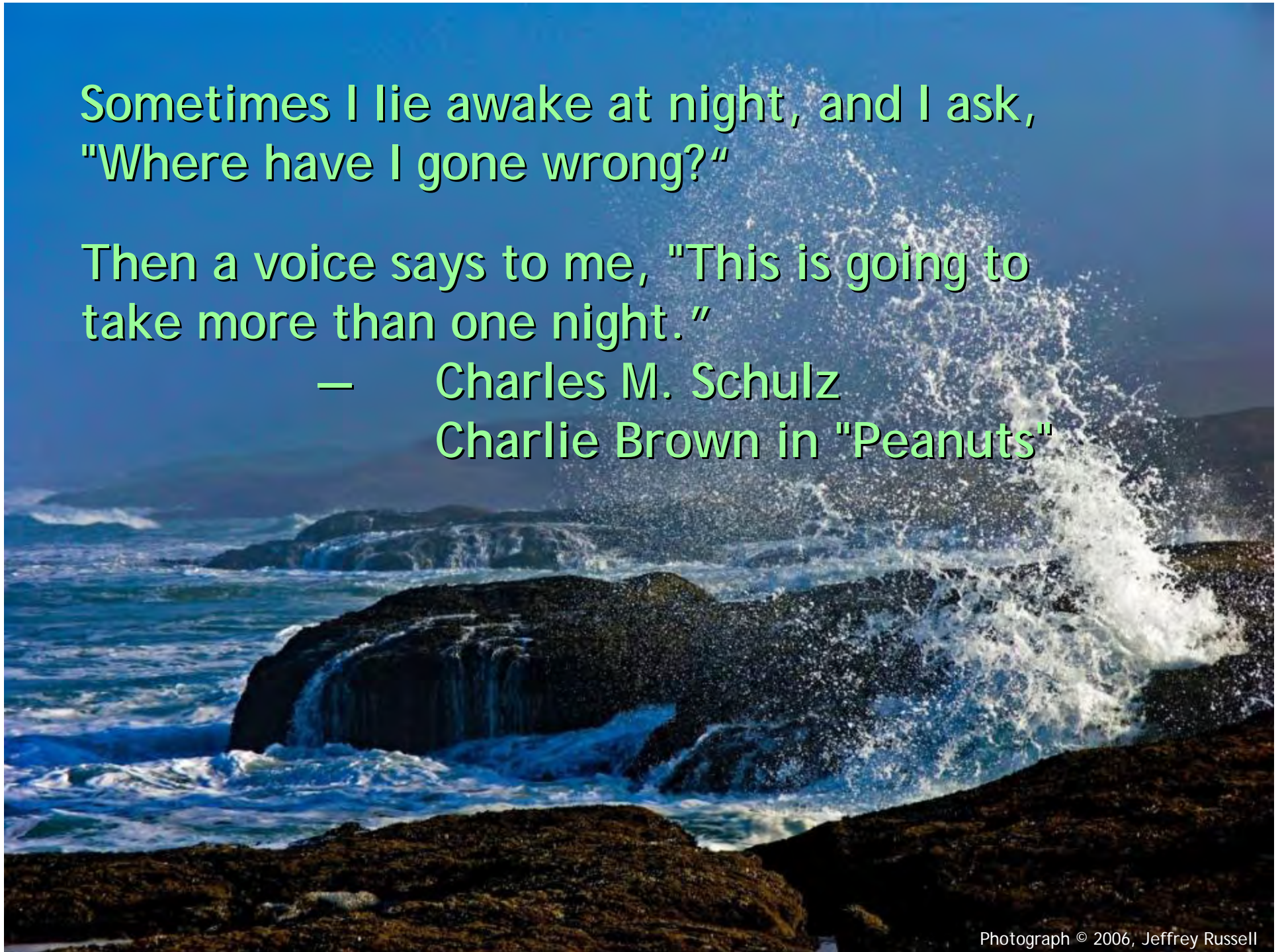
EI and Leadership

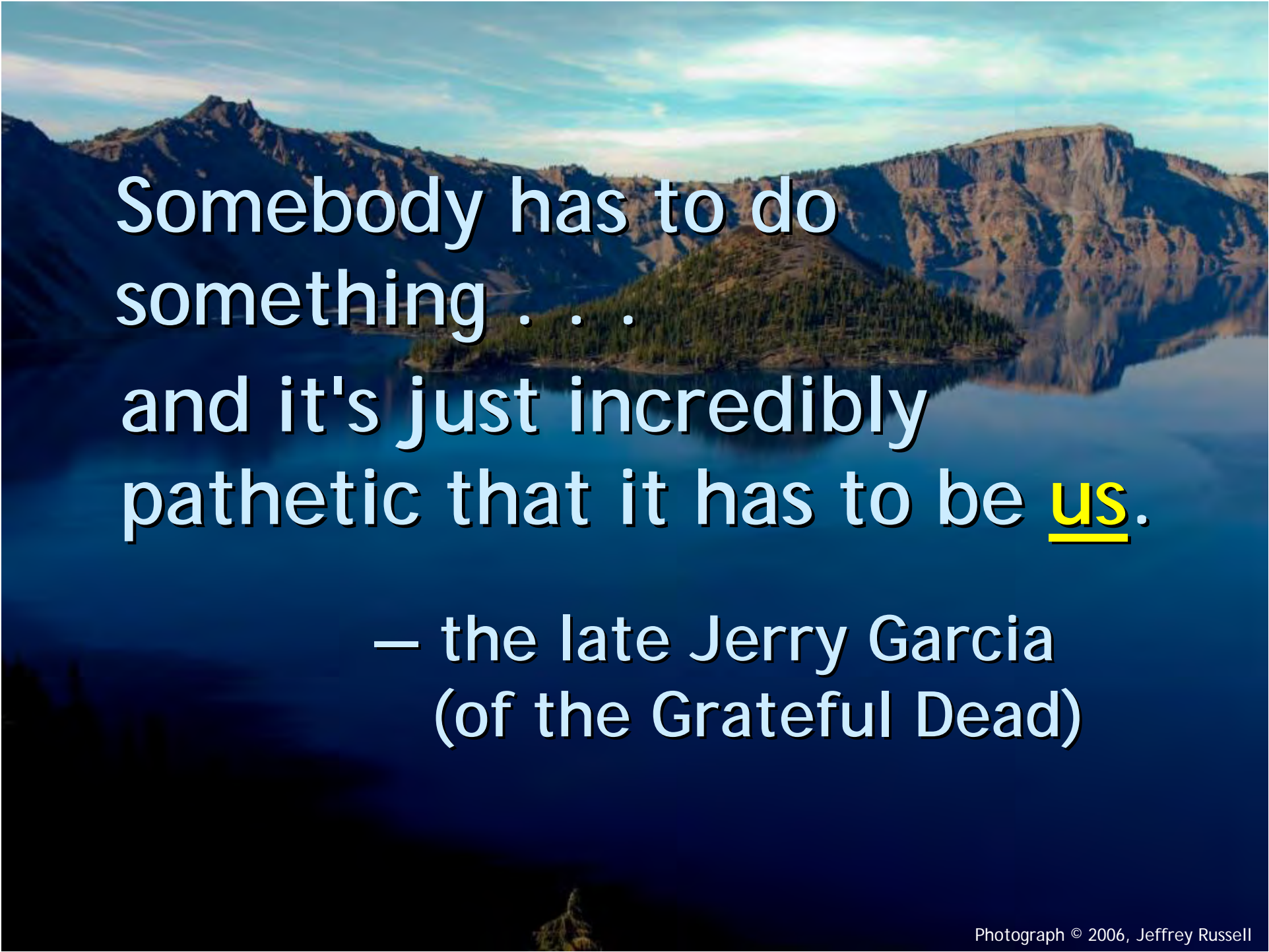
4. Creates a climate in which people respect each other, believe in their own self-worth, and value authenticity.
5. Creates mechanisms so that meaningful and whole-hearted participation can happen.
6. Exercises his/her *personal* power ensuring that the best decisions are made yet refusing to be treated as or to regard him/herself as a heroic leader.

Sometimes I lie awake at night, and I ask,
"Where have I gone wrong?"

Then a voice says to me, "This is going to
take more than one night."

— Charles M. Schulz
Charlie Brown in "Peanuts"





Somebody has to do
something . . .
and it's just incredibly
pathetic that it has to be us.

— the late Jerry Garcia
(of the Grateful Dead)

Thank You!

Good luck in developing and
strengthening your emotional
intelligence!

For a copy of today's
PowerPoint presentation, go to:

www.RussellConsultingInc.com

