Emotional Intelligence Matrix Capacities -- Competencies--Skills-Workplace Behaviors

Capacities Competencies3kms-workplace Benaviors		
Capacities	Competencies*	EXAMPLES OF DEMONSTRATED SKILLS BEHAVIOR IN THE WORKPLACE
	Emotional Self	Takes responsibility for my own feelings, thoughts, wants, and actions
SELF	Awareness	Can quickly and easily access and describe thoughts, wants, & feelings under stress
REFLECTION	Assumpts Oalf	Aware of the level of intensity of my feelings with ability to separate past intensity from present
	Accurate Self Assessment	 Able to observe myself in situations, particularly difficult or stressful situations and make choices in the moment
SELF		Able to access and use my feelings (anger, anxiety, fear, jealousy, sexual attraction, excitement, sadness, shame, joy,
AWARENESS		disappointment, etc) in an appropriate manner in any context to facilitate learning and achieving goals
		Able to observe myself, and use that information in the moment to change my course when appropriate
		 Able to focus on self & the other, moving between self and other with ease
		Values, honors, and trusts my own experience
		Deals with difficult issues in a straight forward, direct, non-blaming manner
	Self control	 Able to take difficult news or negative feedback, staying present and listening without blame or defending
	Innovativeness	Ability to monitor the intensity of responses in a manner that is appropriate for the context
SELF	Adontability	 Has the competence to use his/her own skills and those within the organization to lead innovative programs that may be challenged by others
REGULATION	Adaptability Resilience	 Can soothe oneself and separate self from other when being dismissed, diminished, challenged, ignored etc, retaining the ability to let in information and make informed, non-reactive choices
or	Trustworthiness	 Can manage oneself during times of real adversity, retaining the ability to make informed choices and serve as a positive balance for others
SELF	Conscientiousness	Fosters open communication and stay receptive to bad news as well as good
SOOTHING		Takes responsibility for one's own actions
		Can be counted on by others for honesty, trustworthiness in decisions, work, and communication
	Leadership	 Able to soothe one's own emotions sufficiently to remain concerned about others and remain committed and conscientious in getting the job done
		 Can cope with the unexpected, chaos, and the predictable high anxiety that results within the organization.
		 Able to maintain a "low anxious" presence under pressure which is a primary factor in helping others cope
		Able to manage one's emotions sufficiently to allow for & invite different opinions in the midst of chaos
		Is attentive to emotional cues and listens well
	Developing Others	Acknowledges and rewards peoples strengths and accomplishments
		Offers useful feedback and identifies peoples need for future growth
		Mentoring-gives timely coaching, and offers assignments that challenge and foster a person's ability
		Understands the power structure within an organization and uses it well
		Showa sensitivity and understanding of the other's perspective with valuing others perceptions
EMPATHY		Helps out based on understanding of other peoples' needs and feelings
	Political	Respect and relate well to people from varied backgrounds and different perspectives
	Awareness	Values and uses diversity
		Understands diverse worldviews with sensitivity and appreciation for group differences
		Challenges bias and intolerance
	Conflict	 Values, respects, and supports individual team members and protects the groups boundaries to ensure getting the job done
	management	Cultivates and maintains extensive information networks
	Building team	Seeks out relationships that are mutually beneficial
	bonds	Builds rapport and keep others in the loop
		Makes and maintains personal friendships among work associates
	Leadership	Articulates and arouses enthusiasm for a shared vision and mission
		Able to step forward to lead as needed, regardless of the position
	*Competence list from Goleman, 1998	Guides the performance of others while holding them accountable