GROWING EMOTIONAL INTELLIGENCE IS A LIFELONG JOURNEY.
EQ In The Workplace provides a thorough overview of Emotional Intelligence for leaders and practitioners. This overview is grounded in theory that is relevant to the development of EQ. It focuses on what underdeveloped vs. highly developed Emotional Intelligence in the workplace looks like, and on the essential EQ qualities that underpin successful leadership.
ABOUT US

WHAT WE DO

We are dedicated to changing the world by training and educating emotional intelligence (EQ) experts who seek to help, heal, balance and support others in their journey toward greater happiness and personal success.

We offer two-day trainings, virtual trainings, assessment tools, and master classes designed around our EQ Profile assessment --the only EQ simulation assessment currently in existence.

Learning In Action trains and equips individuals, teams, and organizations with effective tools and methods for enhancing Emotional Intelligence in relationships in real-time. We serve primarily leadership development consultants, executive and life coaches, trainers, educators, and leaders who understand that a key role they play is in developing individuals and teams to be their best.

Our assessment tools, publications, and consulting/training programs are used throughout the world by practitioners in their coaching, consulting, and team development work as well as in leadership development programs and graduate education in leadership and management.

WHAT WE VALUE

Empathy. Courage.
Attunement. Self-Responsibility.
Continuous Improvement. Connection.
EXECUTIVE SUMMARY

EQ In The Workplace provides a thorough overview of Emotional Intelligence (EQ) for leaders and practitioners. This overview is grounded in theory that is relevant to the development of EQ. It focuses on what underdeveloped vs. highly developed Emotional Intelligence in the workplace looks like, and on the essential EQ qualities that underpin successful leadership.

EQ & SUCCESS

Emotional Intelligence (EQ) is now widely accepted by private and public organizations as vital in coaching and training leaders for success. This article references a handful of research studies from the past decade that demonstrate the impact Emotional Intelligence has on organizations’ bottom-lines.

EQ DIMENSIONS

We must understand how EQ is developed at a very early age and how it can be developed as adults. The neuroplasticity of our brains allows for radical change with focused intentional practice.

Practices for developing each foundational dimension of Emotional Intelligence are listed in this article. These foundations include the capacity for 1) self-reflection/self-awareness, 2) self-regulation/self-management, and 3) empathy.

EQ & CONSCIOUSNESS

At its core, Emotional Intelligence is the capacity to 1) be aware of our emotions and consciously use them, 2) be aware of others’ emotions, and 3) manage ourselves effectively in relationships.

So, how do we build awareness? How do we build our capacity for working and playing with others in a way that supports performance and quality of life?
OVERVIEW

The relationship between Emotional Intelligence (EQ) and leadership success has been widely reported and discussed in leadership literature and seminars for several decades.

PURPOSE

This article gives a brief overview of the business case for Emotional Intelligence. Published ROI data, and key theoretical and research findings all support the conclusion that EQ is needed in the workplace.

Our goal is to help organizations, workgroups and individuals develop and implement EQ practices.

Daniel Goleman’s *Working with Emotional Intelligence* helped establish the positive correlation between EQ and leadership ability. He documented the relationship between well-developed Emotional Intelligence and performance.

The understanding and implementation of Emotional Intelligence has grown dramatically over the past decade. We are in a time of deepening and expanding knowledge about Emotional Intelligence.

A host of scholars, researchers, consultants, coaches, neurobiologists, developmental physiologists, and psychologists continue to contribute to the theory, research, and workplace applications that make a difference to quality of life in the workplace and bottom-line organizational performance.

Second-generation knowledge and tools are emerging. It is an exciting time to explore and build upon the extensive work that has contributed to Emotional Intelligence.
Emotional Intelligence: Organizational & Financial Performance

The pressure on organizations is greater than ever. Demands are real and resources are scarce.

**EQ: THE ONLY ADVANTAGE**

Goleman’s initial published research stated that 67% of all competencies deemed essential for high performance were related to EQ, that EQ mattered twice as much as IQ and technical knowledge to high performance, and that EQ was the only advantage at the highest levels of leadership (Daniel Goleman, 1998). More recently, Gary Cherniss, Ph.D., summarized a host of published studies. (Cherniss, 2002) The following highlights included in Cherniss’ work provide empirical evidence to support the link between EQ and successful financial performance.

**EQ & RECRUITING**

US Air Force findings show that the most successful recruiters scored significantly higher in the Emotional Intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self-Awareness. They also found that by using Emotional Intelligence to select recruiters, they increased their ability to predict successful recruiters by nearly three-fold. The immediate gain was an annual savings of $3 million.

**EQ & EXECUTIVE LEADERSHIP**

 Experienced partners in a multinational consulting firm were assessed on EQ competencies. Partners who scored above the median on 9 or more of the 20 competencies assessed delivered a 139% incremental gain of $1.2 million more profit from their accounts than did other partners.

An analysis of more than 300 top-level executives from fifteen global companies showed that six EQ competencies distinguished stars from the average: Influence, Team Leadership, Organizational Awareness, Self-Confidence, Achievement Drive, and Leadership.
Emotional Intelligence: What is it? How is it Developed?

Definitions of EQ abound, yet all are based upon the same core elements: the ability to 1) be aware of, name, and manage one’s own emotions, 2) be aware of, name, and understand others’ emotions, and 3) relate to others in effective ways, both personally and professionally, in a wide range of contexts and roles.

Developing Emotional Intelligence

EQ tends to expand at least somewhat throughout our lives as part of a positive maturing process.

Furthermore, we now know EQ fitness can be intentionally developed into our later lives, just as we can develop and maintain physical fitness.

Our brain processes more slowly with age, yet our biology remains the same. Our brain retains plasticity and allocates its resources according to demand. (Ratey, 2002)

Understanding how emotional intelligence develops and then giving these key brain processes a disciplined, focused EQ workout can make a real difference. The better we target our efforts, the greater the return on our investment.

As humans, we come into the world as fully wired social beings. (Brazelton, 2000, Ratey, 2002) We are then developed and sustained in relationship, with emotions serving as the primary driver of our lives! (Thomas, 2001)

The magnitude of this truth is now widely known. Developmental psychology, pediatrics, infant psychiatry, and developmental neuroscience have increased our understanding of the impact of early attachment relationships on the development of the brain, Self, and effective relationships throughout life.
In jobs of medium complexity (sales clerks, mechanics), a top performer is 12 times more productive than those at the bottom and 85% more productive than an average performer. In the most complex jobs (insurance salespeople, account managers), a top performer is 127% more productive than an average performer.

Competency research in over 200 companies and organizations worldwide suggests that about one-third of this difference is due to technical skill and cognitive ability, while two-thirds is due to emotional competence. In top leadership positions, over four-fifths of the difference is due to emotional competence.

Insurance sales agents who were weak in emotional competencies such as self-confidence, initiative, and empathy, sold policies with an average premium of one-half the value of agents who were very strong in at least 5 of the 8 key emotional competencies.

In a large beverage firm, executives who were selected based on emotional competence were far more likely to perform in the top third of all executives. 87% of these leaders were in the top third for performance bonus awards.

The primary causes of derailment in executives involve deficits in emotional competence, primarily: 1) difficulty in handling change, 2) not being able to work well on a team, and 3) poor interpersonal relations.

A study of 130 executives found that how well people handled their own emotions determined how much people around them preferred to deal with them.

For sales representatives at a computer company, those hired based on their emotional competence were 90% more likely to finish their training than those hired based on other criteria.

At a national furniture retailer, sales people hired based on emotional competence had half the drop-out rate during their first year.

Egon Zehnder International analyzed 515 senior executives. Those who were strong primarily in Emotional Intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ.

Executives high in emotional intelligence led 74% of successful operations and only 24% of the failures.

The most successful debt collectors averaged 163% higher collections than average collectors within the studied time frame. These high performers scored significantly higher in EQ competences of Self-Actualization, Independence, and Optimism.
SOCIAL BRAINS

From the beginnings of its development, “the brain is a social brain, the neurons making connections with their neighbors or dying for lack of contact” (Ratey). When a baby is born, this continual process expands to caregiver relationships and to the infant’s larger environment. Ratey asserts that:

“When a baby is born, it has millions of good connections waiting for a specific assignment. As the world makes demands, many of the connections are enlisted for specific jobs: seeing, babbling, remembering, and throwing a ball. Connections that aren’t used are eventually pruned. In the absence of the proper stimulation, a brain cell will die, but offer it a diet of enriched experiences and its neural synapses sprout new branches and connection” (Ratey, 2002).

IN RELATIONSHIP
This social brain extends to relationships between infant and caregiver through the limbic brain, which scientists describe as an ‘open-loop system.’ This system is characterized by mutual and synchronistic relationship patterns that define brain architecture in vital ways (Ratey, 2002) and that stabilize our physiology (blood pressure, immune system, sleep patterns, etc).

A baby comes into the world with a maximally open-loop brain without limbic regulation. “Without limbic regulation his vital rhythms collapse and he dies” (Thomas, 2001).

In childhood, we must all learn to self-soothe and self-regulate. Yet, “even after a peak parenting experience, children never transition to a fully self-tuning physiology. Adults...continue to require a source of stabilization outside themselves. That open-loop design means that in some important ways, people cannot be stable on their own---not should or shouldn’t be, but can’t be” (Thomas, 2000).
EMOTIONS ARE THE VERY ROOT OF EVERYTHING WE DO

“The limbic brain...is the center of advanced emotionality” (Thomas, 2001). Its primary purpose is “to monitor the external world and the internal bodily environment, and to orchestrate the coordination between the two. It does this by being the primary recipient of external sensory data and internal body data (temperature, blood pressure, etc). It takes in data, evaluates the other’s intentions (individual, group, greater environment), arrives at a conclusion (based upon genetics and past experience) and then sends commands to the reptilian and neocortex brain on how to respond...and what to think.” (Thomas, 2001)

That means our emotions are in charge!

THE ‘OPEN-LOOP DESIGN’

This ‘open-loop design’ makes emotions and moods contagious. They leap between two individual brains, workgroups, and larger gatherings of people. We have all seen the best of teams or groups working together or a sports team that seems to be in the “zone” and unstoppable. The same phenomenon creates violence in many forms that a single person would never do alone -- but in a group, group mentality takes over. This is the limbic brain in action.

To some degree this ‘open-loop design’ also provides insight into the question of why we continue patterns of interaction and behavior long after they have served their usefulness, and also how powerful leaders can impact the behavior of whole nations in life-changing ways --consider Nelson Mandela, Mahatma Gandhi, Martin Luther King, and Adolph Hitler.

EARLY RELATIONSHIPS DEVELOP THE BRAIN AND SET THE STAGE FOR LIFE

Emotional intelligence develops out of the relationship between an infant/child and his/her caregiver. The transactional patterns of these early relationships shape a child’s understanding and definition of his/her self and of the other (Fonagy, Brazelton, Bowlby) and, in part, define the development of the brain itself (Schore, 2001).

The transactional patterns of early relationships create a deeply embedded neural network in the brain, which is later easily accessed in times of intense stress and conflict, particularly when one experiences a level of dependency and risk. At these times, the present is easily blurred with the past. This is always true to a degree because “what we have seen dictates what we can see” (Thomas, 2001).
HOW RELATIONSHIPS DEVELOP THE BRAIN GUIDES OUR EMOTIONAL INTELLIGENCE DEVELOPMENT STRATEGIES THROUGHOUT LIFE

In reviewing the literature from the host of developmental and relational theorists who have contributed to this pool of knowledge over time, several common threads emerge as key elements for healthy brain development; and for developing healthy attachment strategies, a secure sense of self, and effective relationships.

The four fundamental Relational Components

**Acknowledgement** of Self and Other with recognition of the Self as separate from the Other and honoring each individual's right to have his/her own experience. Acknowledgement -- first of one's Self and then of the Other -- is the foundation for self-reflection and differentiation (Winnicott, Fonagy, Masterson, Shore).

**Mirroring** the Other's experience. This mirroring expands and deepens acknowledgement of the Other's experience. Recent research studies claim that mirroring is perhaps the most powerful form of empathy. “Even if someone has suppressed most of their ability to empathize, anyone can become more empathetic ... If you want to become more empathetic, you have to try to look at how people act and move their bodies and their face. Try to mimic it a little bit, and you will feel internally what other people feel,” Iacoboni says (Doheny, 2003).

**Modulation.** Self-soothing behavior is originally provided by the caregiver to re-establish an infant/child's equilibrium. We then learn to modulate our own experience and can powerfully help modulate the Other's (an individual, group, or nation) experience, which helps reduce the Other's anxiety or distress to a manageable level so that they are able to regain their equilibrium, access their own strength, and function at a higher level. Allan Schore describes this process as 'injury and repair,' where the infant experiences distress (injury) and then repair (acknowledgement, mirroring, modulating, and creating) by the caregiver. This powerful process of learning develops the brain itself (Fonagy, Schore).

**Creating or Co-creating.** For infants and children, caregivers provide an alternative activity to help them move forward with exploring and learning. Adults can arrive at this same place with lowered anxiety, owning and using their own voice without blame, accepting and hearing others, and being ready to affirm the relationship or situation as it exists or ready to co-create something new together. This is the place where limbic brains dance together to create new life. Organizations, made up of people, cannot effectively co-create without attending to the first steps in this process. Without coming together with reduced anxiety, trust, commitment, and each person’s voice, it won’t happen (Fonagy).
While the foundation is laid down in the first four years of life, with intentional focus and participation in positive relationships, the plasticity of the brain supports continuing emotional development throughout life. This means that with disciplined, conscious practice, we can build new brain pathways, just like we can build our bodies. As Thomas notes: “Emotional learning happens implicitly (implicit memory). In later life, the explicit memory (remembering discrete facts) slowly degenerates, while the implicit system retains its youthful robustness” (Thomas, 2000).

**UNDERSTANDING EQ IN ADULTS & MAKING A DIFFERENCE NOW**

The Core Capacities of EQ: Self-Reflection, Self-Soothing and Empathy

Emotional capacities are much like physical capacities. We all possess them to varying degrees. A few of us have a vertical leap of 42 inches, and some of us have a vertical leap of 6 inches. With practice, our vertical leap will improve. But a person who can jump 6 inches could practice forever and never reach 42 inches. Being able to jump 42 inches is genetically determined to some degree. Certainly there is a genetic component to the development of emotional capacities, but as described earlier, the existence and quality of relationships make a far greater contribution.

The three emotional capacities of Self-Reflection, Self-Soothing and Empathy form the foundation for all EQ competencies and skills. They provide the abilities to adjust to change, maintain commitments to people, find satisfaction in relationships, and create balance in our emotional lives. The presence or absence of these capacities can have a profound effect on the workplace.
SELF-AWARENESS AND SELF-REFLECTION

Self-reflection is the ability to identify feelings, sensations, thoughts, values, motivations, pleasures, discomforts, and wants and put them into words. It is the ability to observe one’s self while functioning. It is the capacity to think about one’s thinking. It is the capacity to be aware of what you are feeling or wanting or experiencing in the moment. This capacity is critical for discernment and for making informed choices. The sequence is: 1) awareness of one’s self in the moment, 2) reflecting on one’s self, tolerating whatever one is experiencing, and reflecting on the implications and possibly the source of one’s reactions, and 3) moving to informed choice. When a person can reflect with self-awareness, it opens the possibility of informed or conscious choice.

The ability to observe one’s self, reflect on one’s self, and make conscious choices is the core foundation for all emotional competencies. This capacity goes hand-in-hand with differentiating one’s Self from the Other or from an object. It assumes one can observe one’s Self as separate from the Other and watch/observe one’s self interacting with one’s environment. Acknowledging one’s own personal power and that one creates one’s world is dependent upon this capacity. Without it, individuals have difficulty realizing they have any choice in their actions or believing it is possible to make a different choice.
WHEN SELF-REFLECTION IS LACKING:

» We have difficulty learning from our experience, particularly during conflict and when we feel at risk.
» We blame others.
» We commonly make ‘victim’-based statements that often begin with “if only s/he ...”.
» Reactionary behavior is common, ranging from withdrawal to intense volatile anger.
» We have great difficulty understanding that we choose our response to any situation.
» Informed problem solving is difficult.
» Honest, open, direct debriefing of a situation or project outcome is difficult because we have difficulty reflecting on how we co-created the outcome.
» There is limited or no ability to self-correct in the middle of a stressful, unexpected, and/or difficult situation, which can place the organization at greater risk.

WHEN SELF-REFLECTION IS HIGHLY DEVELOPED:

» We can focus on and observe ourselves in the midst of the fray of business life as it occurs. We are able to say to ourselves, “I’m anxious about this meeting”, “I’m being defensive right now. I need to listen to what this person is saying” or “I’m angry, so I need to be careful about how I initiate this conversation.”

» Individuals can adjust their behavior midcourse because they can continually assess and observe themselves.
SELF-REGULATION/SELF-SOOTHING

Self-soothing is the ability to soothe painful feelings. A wider definition is the ability to self-regulate, which includes both positive and negative feelings. Human interactions inevitably involve uncomfortable feelings. When a person relates to their family or colleagues, painful feelings can be triggered. One might feel hurt, angry, disappointed, embarrassed, humiliated, anxious, fearful, distrustful, or rage. These feelings are disquieting. They take a person out of their comfort zone and into a state of disequilibrium. In order to think clearly during these moments, a person needs to regulate or soothe their difficult feelings and find a way to calm the waters so that they can re-establish a sense of equilibrium.

People who can handle high stress, complexity, and conflict and who can remain in positive relationships have a well-developed capacity for self-soothing. They regulate themselves so that their own disequilibrium doesn’t poison their ability to function, think, or work with other people. The ability to invite differences, particularly seeking both the good news and the bad news, is essential for leaders.

METHODS OF SELF-SOOTHING

We all self-soothe in healthy or unhealthy ways. These strategies can be activities alone or with others. Key questions to ask yourself include:

» Do I tend to go towards others and be with others to self-soothe or do I retreat and want to be alone?
» When do I use unhealthy relationship strategies that reduce trust?
» When do I use healthy vs. unhealthy alone strategies to soothe myself (i.e. exercising or reading vs. overeating, excessively drinking, etc.)?
» What are the types of upsets that make it very hard for me to hold on to healthy strategies?
SELF-SOOTHING IN THE WORKPLACE

WHEN SELF SOOTHING IS LACKING:

» We cannot hear or accept information that is negative or makes us feel uncomfortable about ourselves. We deny it is true, discount or blame others, etc.

» We get upset with others and act it out in a variety of ways that are harmful to the relationship and often sabotage the outcomes we are striving for.

» We put pressure on getting others to change as a method to reduce our feelings of discomfort.

» We impact others in a way that leaves them feeling undervalued, dismissed, and/or not heard. Others learn not to be the bearer of bad news. This results in isolation of the person without this capacity, and when the person is in a leadership or management role, it places the entire organization at risk.

WHEN SELF-SOOTHING IS HIGHLY DEVELOPED:

» We can listen to a customer who is blaming or attacking us, yet are able to manage ourselves sufficiently in order to continue relating to the customer and to work to resolve the problem.

» We welcome all news without censorship. This helps us recognize and reflect on negative or disturbing information that is important to the success of the business or relationship.

» We allow others to freely be and to be valued for who they are.

» We enjoy positive support from others, while still in the process of getting more accurate information.
EMPATHY

Empathy is the ability to identify and understand another person’s emotional experience or state. It means one can understand another person and appreciate their position. It does not imply that we change another person’s experience or actions. It is a differentiated state of being. Empathy is an important capacity in the workplace, particularly when managing people or working in a highly interdependent environment. Empathy enables team members, managers, and leaders to understand one another and to allow themselves to be impacted by what others are experiencing.

MEASURES OF EMPATHY

» The degree to which one can read others’ emotional experiences from their words, facial expressions, and other non-verbal cues.
» The ability to understand what another person is experiencing.
» The ability to understand and appreciate someone who is different from one’s self.
» The ability to listen to another person share what he or she is thinking, feeling, and/or wanting in order to simply understand what might be going on in that person’s head without thinking about how they’d like the other person to change.
EMPATHY IN THE WORKPLACE

WHEN EMPATHY IS LACKING:

» Leaders don’t listen. They can become isolated and out of touch with the people who are following them. Team members don’t listen and become disconnected from their leaders.

» Individual experience is not recognized or appreciated.

» Differences are dismissed as having no value.

» A gap grows between “the party line” and what is real for people.

» Diversity of opinion is not sought out or valued. The benefit of using the intelligence of the whole is lost.

» Seeking input from others is typically a strategic move to gain position or power rather than motivated by a genuine desire to value others’ thoughts and ideas.

» We do not feel acknowledged or honored.

» We believe that we do not count and often feel used.

WHEN EMPATHY IS HIGHLY DEVELOPED:

» We can relate to people who are similar and different, including team members, vendors, customers and bosses who may have different motivations, values, ethnic heritages, and perspectives from our own.

» We value differences and seek to learn from others, which helps to unleash the intelligence of the whole.

» We can listen carefully to complaining customers or others and express a level of understanding with words, and then offer alternatives or ideas to resolve conflicts or problems.

» We often take the initiative to contact and hear others during times of stress and conflict.

» We acknowledge others in positive, genuine, understanding ways, honoring them by acknowledging that their experience is real for them and okay --even when different and difficult.

» We are able to listen without interrupting, without giving advice, and/or without arguing to change the other’s experience or position.

» We can be open, direct, and hold others accountable, while honoring others’ experience.
TARGET DEVELOPMENT EFFORTS TO ACHIEVE THE GREATEST RESULTS.

Many powerful EQ fitness practices have been with us for centuries and are widely known. Today we benefit from the compelling evidence discussed in this paper that moves EQ from the “good”, “nice” and “soft” stuff to critical, compelling information that can be used with a highly targeted strategic focus. Like building a set of muscles, we can target our EQ development efforts with confidence derived from well-grounded theory, research, and monitoring brain activity.

Disciplined practice of the behaviors listed below can help build new neural patterns, re-allocating resources within the brain. The result is an increased ability to identify and use our emotions for making wise, informed decisions and creating effective relationships.
DAILY PRACTICES FOR SELF REFLECTION:

1. Practice being present NOW. Stop several times a day to be present in the moment. Notice your thoughts, feelings, and wants. Notice the sounds, smells, and touch of the world around you.

2. Notice your judgments about yourself and your judgments about others. Know that your judgments are your interpretation and may be very different from others. Work toward suspending your judgments and just appreciating the life within and around you.

3. Practice noticing and naming your experience. Notice and name your feelings, your wants, and your thoughts. Reflect on how easy or difficult is it to access your full range of emotions. Accessing and naming a full array of feelings gives important information for making wise decisions.

4. Focus on what you want, not what you don’t want.

5. Notice other people as mirrors of yourself. Our experience, attitudes and feelings are contagious.

6. Practice awareness of the “stories” that you are creating, which are your interpretation of any situation. They are unique to you. How you react and interact in any moment reflects the stories you have created. These stories grew out of your experience with your family, your community, your traditions, your culture and more. Without discovering the stories that you create and making space to create new ones, you are destined to repeat or recreate your past.

7. Practice “unbundling your feelings”. When our feelings are intense, we often bundle several of them together into one predominant feeling. This is particularly true for anger or fear, our oldest emotions. When you feel anger, notice the feelings below the anger and the origin of those feelings.

8. Notice the degree to which your emotions, thoughts, and wants are positive or negative. It is easy for many to get caught in a “victim” place and feel hopeless, helpless, and resentful. It is also easy to feel anger or blame, and be impatient or intolerant of others who we perceive as less capable, less important, less helpful, etc. Some of us have a habit of turning any moment of distress into an opportunity to beat up on ourselves. Others may choose to beat up on others in a variety of ways. The first important step is to notice how many times in a day you frame your experience positively and negatively and notice what triggers either reaction. This creates a new level of consciousness and provides the space for choice.

IT’S ALL ABOUT AWARENESS AND CHOICE.
DAILY PRACTICES FOR SELF SOOTHING:
BUILDING HIGH TRUST AND POSITIVE RELATIONSHIPS

PRACTICES FOR BUILDING TRUST IN SELF AND THE OTHER

“Knowing self trust is basic and essential if we are to believe anything at all.”
(Solomon & Flores, 2001)

1. Practice inviting feedback from others. The thought of getting feedback often conjures up fear and can quickly build a wall of defense to protect ourselves and avoid inquiring as a part of our daily living. A good practice is to initiate these conversations by just asking someone directly what the impact a situation and/or your comments had on them.

2. Practice mentoring others so that you can rely more on others for leadership and support. Mentoring others can be a good method for increasing your self awareness, your awareness and empathy for others and building solid, high trust work relationships.

3. Notice when you begin to beat up on yourself, take excessive responsibility and lose trust in yourself. What situations provoke this response in you? Practice identifying the origins of this response and separating your past from the present. Give yourself a pat on the back for noticing and making a different choice.

4. Identify pivotal people who shaped your view of yourself and your view of others. (Positive high trust and Negative low trust) Who contributed to developing trust in yourself? Who eroded trust in yourself? What were the messages you heard? How do these messages live with you today? Intentionally choose messages of high self trust.

5. Notice the degree to which you trust yourself in important relationships. Make a list of individuals who are important to you in achieving your life success.
Rate the degree to which you trust yourself in each relationship and the degree to which you trust the relationship. Then identify key messages that get triggered in this relationship that discount you.

6. Act as if you count. This is a simple and powerful lesson I learned years ago from Susan Jeffrey’s book, “Feel the Fear and Do It Anyway”. Try it. It is powerful.

7. Get to know the people who are important to you.

8. Notice your level of trust in relationships that are important to achieving your goals. Name the individuals, your level of trust in them, and then write your story about them. Initiate a conversation with these individuals to explore and learn, be prepared to be honest about your story and be available to listen to theirs.

9. When you are in a leadership position, practice delegating to others. Delegation without micromanaging takes trust in another person. Track your own experience in understanding your level of trust. Design a structure that supports success, gives you what you need, and allows the space for the other person to make it their own.

10. Practice assuming the other’s intention is positive. John Wallen wisely said, “We judge ourselves by our intention and others by their impact on us.” Coupling this awareness with a commitment to stay alert to our interpretations and story-making is a powerful step in opening ourselves to increasing trust in others and taking action to clarify our intentions.
DAILY PRACTICES TO INCREASE EMPATHY:

1. Practice acknowledgment of yourself. Greet yourself in the mirror each morning with honor and generosity of spirit. Genuinely express appreciation for your life and inquire about how you are this day.

2. Practice acknowledgment of others. Simple ways to acknowledge others range from saying “Good Morning,” to using their name and looking in their eyes to touch base with your team members each week. Or visiting those who work for you by dropping by their desks or workspace to say hello.

3. Get to know your team members, your direct reports, and other key individuals in your work group. Show interest in them as people. Ask yourself what you know about your team members, your boss, or others important to you at work.

4. Practice building your ability to accurately tune in to others. Identify what you believe another person is experiencing. Notice the other person. What do you see and hear? What do you think s/he is feeling, thinking and wanting? Initiate a conversation to check out how good you are at tuning into another person. Make it fun and light. You will exercise your empathy accuracy muscles and others will be delighted you attended to them.

5. Learn and practice the essential elements of “dialogue.” Three features of dialogue that distinguish it from a conversation include: 1) equality between the individuals at the moment with no coercive influences, 2) listening with empathy, seeking to understand the other, 3) bringing assumptions out into the open (Yankelovich 1999, Rosenberg 1999).

6. Practice inquiry and initiate conversations at times of stress with the intention of listening and learning.

7. Practice listening without interrupting. This sounds so easy, but research shows that the average person listens for less than 20 seconds without interrupting. For people in leadership situations or in professional service roles this is dramatically reduced. Being listened to is a gift. It takes practice to listen. Practice your listening by timing yourself.
Due to the increased knowledge of neuroplasticity of the brain, we are learning more about Emotional Intelligence every day and how to use this capacity to build Emotional Intelligence.

The exciting news is we have the capacity to enhance our Emotional Intelligence throughout our lives. Studies abound that demonstrate the capacity to make significant changes in our behavior and in reallocating resources in our brain.

Getting an understanding of Emotional Intelligence and the impact it has on our well-being and our professional success is the first step.
APPENDIX A
RELATIONAL MODEL
PATTERNS OF INTERACTION THAT DEVELOP THE BRAIN AND BUILD EMOTIONAL INTELLIGENCE

CREATE

Open synchronized space that fosters:
» Expanded internal capacity to participate in the world in a new way
» Learning

Actions
» Reaffirm situation & relationship (OR)
» Co-create something new

ACKNOWLEDGE

Acknowledgement of Self & Other
» Affirms others presence
» Allows space for other
» Creates openness
» Affirms others right to be -- I AM

Actions
» Listen
» Be present
» Empathic acknowledgement

MIRROR

Mirror other’s emotional experience

Actions
» Let the other know
» I see you
» I feel you
» I understand you
» I honor you & your presence
» Empathic acknowledgment

MODULATE

Resonance with the other while maintaining non-anxious presence

Actions
» Lowers anxiety & distress
» Creates space--openness

Create

Actions
» Share impact
» Share self
» Mutual inquiry
» Offer clarity with information, direction, resources, etc.
CAPACITIES

COMPETENCIES-SKILLS-WORKPLACE BEHAVIORS

The Emotional Intelligence matrix on the following page provides a map for understanding the relationship between capacities, competencies and workplace skills. Understanding the differences, their relationship, and the hierarchy of their development is helpful for interpreting behavior and targeting education or organization initiatives. Nonetheless, there is considerable overlap and interdependence in the development of capacities and competencies.

Historically organization development, leadership development, and staff development efforts have focused on unique skill development. This is appropriate and works efficiently in the technical learning arena. In contrast, organizational initiatives that impact people and how they work together to get the job done should focus on the capacities, competencies, and the resulting workplace behaviors. Our premise is that without attention given to strengthening the core capacities and building this into daily work life in simple but effective ways, the potential for long-term organizational change is greatly diminished.
<table>
<thead>
<tr>
<th>Capacities</th>
<th>Competencies*</th>
<th>Examples of Demonstrated Skills -- Behavior in the Workplace</th>
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<td><strong>SELF REFLECTION</strong></td>
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| Emotional Self Awareness |                                                                 | » Takes responsibility for one’s own feelings, thoughts, wants, and actions.  
» Can quickly and easily access and describe thoughts, wants, and feelings under stress.  
» Aware of the level of intensity of one’s feelings with ability to separate past intensity from present.  
» Able to observe one’s self in situations, particularly difficult or stressful situations and make choices in the moment.  
» Able to access and use one’s feelings (anger, anxiety, fear, jealousy, sexual attraction, excitement, sadness, shame, joy, disappointment, etc) in an appropriate manner in any context to facilitate learning and achieving goals.  
» Able to observe one’s self, and use that information in the moment to change course when appropriate.  
» Able to focus on self and the other, moving between self and other with ease  
» Values, honors, and trusts one’s own experience.                                                                                                                                                                                                 |
| Accurate Self-Assessment |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| **SELF REGULATION- SELF SOOTHING** |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Self control |                                                                 | » Deals with difficult issues in a straightforward, direct, non-blaming manner.  
» Able to take difficult news or negative feedback, staying present and listening without blame or defending.  
» Ability to monitor the intensity of responses in a manner that is appropriate for the context.  
» Has the competence to use his/her own skills and those within the organization to lead innovative programs that may be challenged by others.  
» Can soothe one’s self 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.  
» Can manage one’s self during times of real adversity, retaining the ability to make informed choices and serve as a positive balance for others.  
» Fosters open communication and stays receptive to bad news as well as good.  
» Takes responsibility for one’s own actions.  
» Can be counted on by others for honesty, trustworthiness in decisions, work, and communication.  
» 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 and invite different opinions in the midst of chaos.                                                                                                                                                                                                 |
| Innovativeness |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Adaptability |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Resilience |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Trustworthiness |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Conscientiousness |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Leadership |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Accurate Self-Assessment |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| **EMPATHY** |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Developing Others |                                                                 | » Is attentive to emotional cues and listens well.  
» 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.  
» Shows sensitivity and understanding of the other’s perspective with valuing other’s perceptions.  
» Helps out based on understanding of other peoples’ needs and feelings.  
» Respects and relates well to people from varied backgrounds and different perspectives.  
» Values and uses diversity.  
» Understands diverse worldviews with sensitivity and appreciation for group differences.  
» Challenges bias and intolerance.  
» Values, respects, and supports individual team members and protects the group’s boundaries to ensure getting the job done.  
» Cultivates and maintains extensive information networks.  
» Seeks out relationships that are mutually beneficial.  
» Builds rapport and keep others in the loop.  
» Makes and maintains personal friendships among work associates.  
» Articulates and arouses enthusiasm for a shared vision and mission.  
» Able to step forward to lead as needed, regardless of the position.  
» Guides the performance of others, while holding them accountable.                                                                                                                                                                                                 |
| Political Awareness |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Conflict Management |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Building Team bonds |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| Leadership |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
| * Listed by Goleman, 1998 |                                                                 |                                                                                                                                                                                                                                                                                                                                 |
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"If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far." - Daniel Goleman

"Seventy-five percent of careers are derailed for reasons related to emotional competencies, including inability to handle inter-personal problems; unsatisfactory team leadership during times of difficulty or conflict; or inability to adapt to change or elicit trust." - Center for Creative Leadership
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