L08: Enhancing Council Effectiveness: Part I- Understanding and Enhancing Emotional Intelligence

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Communication Styles and Dealing With Differences at Work

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To enhance “emotional intelligence” through self-awareness and self-management

- To understand/use 3 concepts: style strength, style shift, and style excess
- To appreciate people have different styles and are all “winners” with gifts to share
- To gain some self-management strategies to “bring out the best” in self and others
Emotional Intelligence Competency Framework

Personal Competence

- **Self Awareness** (understanding ourselves)
  - Emotional self-awareness
  - Accurate Self-Assessment
  - Self-Confidence

- **Self-Management** (managing ourselves)
  - Self-Control
  - Trustworthiness
  - Conscientiousness
  - Adaptability
  - Achievement Orientation
  - Initiative
  - Willingness to exceed expectations
  - Motivation

Social Competence

- **Empathy** (awareness of other’s needs)
  - Understanding others
  - Organizational Awareness
  - Service Orientation
  - Developing others
  - Leveraging Diversity
  - Political Awareness

- **Social Skills** (Managing Relationships)
  - Developing Others
  - Leadership
  - Conflict Management
  - Change Catalyst
  - Teamwork and Collaboration
  - Communication and Influence
Research supports this

ECI research has found that if people lack Self-Awareness, their chances of having Self-Management and Social Awareness are much reduced.
## Johari Window

<table>
<thead>
<tr>
<th>Known to Self</th>
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<td><strong>Known to Others</strong></td>
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[Luft and Ingham]
Johari Window

Developmental Process

Known To Others

Not Known To Others

Self-Disclosure

Feedback

Open Area

Blind Area

Hidden Area

Unknown Area
“The ability to give self disclosure and receive feedback is critical in expanding the open area and continuing the learning process”
Style Profile For Communication At Work

* Tool to assist in understanding yourself and others, and be more effective in work settings
* Strategies to “bring out the best in ourselves and others”
* Insights to better anticipate and cope with interpersonal challenges
Style

* Identifiable ways of thinking, feeling and acting

* A natural, automatic, spontaneous way a person approaches people and tasks

* Characteristics and enduring patterns

* Coping mechanisms and perceptual habits
Comparisons of Style

* Decisive and quick vs. deliberate and slow
* Emotionally intense vs. emotionally reserved
* Proactive vs. reactive
* Take risks easily vs. play it safe
* Confront conflict vs. avoid conflict
* Like constant change vs. little change
* Quick to compromise vs. slow to compromise
Uniqueness of This Survey

- Focuses communication at work
- Profile in CALM and STORM conditions
- Prescriptive as well as descriptive
- Emphasis on diversity and gifts to share
Two Sets Of Scores

* Calm Conditions
  - When work world is characterized by everyday occurrences and flow of ordinary stress

* Storm Conditions
  - When work world is characterized by troubled waters that signal distress
Survey and Scoring

* Read instructions and example on page 2 of **insert**
* Fill out survey on pages 3-7. Remember to score from 4 to 1 (“most like you” to “least like you”) 
* Fill out scoring sheet on page 8. Be careful that you are placing numbers in the right space 
* Prepare to identify totals on bottom of page 8
Three Major Concepts

- Style Strength
- Stress Shift
- Style “In Excess”
Review Style Strengths

* Find your highest score style in “calm” conditions and review style description on page 9 and the comparison of styles on p. 10
* Discuss if the descriptions seem to “fit”.
* Share some personal and/or career examples as evidence that these are your style strengths
* Have your group make a case to others why your style should be valued more in workplace
Stress Shifts

- Change as one moves from calm to storm conditions
- Goals to understand shifts, why they occur and significance
- Realize they are recognizable to others
Where do you have a stress shift (3 or more points) as you move from calm to storm?

Which style do you move toward? Which style do you move away from?

Consider the implications: These stress shifts are more recognizable to others than they are to you.

If increase in storm, review ppgs. 18 or 19
Typical Stress Shifts

* Increase in Accommodating / Harmonizing
  - to reduce level of emotion
  - to relax and enjoy one another
  - to negotiate, compromise and collaborate as ways of coping with storm
Typical Stress Shifts (cont.)

* Increase in Analyzing / Preserving
  - to reduce level of emotion to get “back on track” (task focus)
  - to “hole-up” and hide feelings
  - to withdraw and take independent action
 Increase in Achieving / Directing

➢ To accelerate pace and push for action

➢ To move to unilateral action to excel and “win”
Typical Stress Shifts (cont.)

* Increase in Affiliating / Perfecting
  - to focus on own feelings and opinions of others
  - to look for approval of authority figures
  - to work with at least one other individual to “make it right”
“Going into excess”

- Behaviors that were strengths in moderation become liabilities when those style behaviors are too frequent and/or intense
- If left unchecked, style strengths can become excessive and lead to trouble
- Different circumstances and situations push us and others into excess
Review Concept of Style in Excess

- Identify highest score in “Storm” conditions and review appropriate material on pages 21-24
- Entertain the thought that what you perceive as “style strength” could be seen by others as “style in excess”
- In groups discuss “what excesses so you want to manage better?” and “what would you want others to know about your style and intentions?”
Factors Precipitating Excess

* Review material on page 25 of factors precipitating excess
* What other factors precipitate excess for you?
* How might awareness of these factors help you stay in style strength?
* What can you do to combat these factors?
Accommodators/Harmonizers
- Initiate personal friendly exchange before task/work
- Be careful with critique/negative evaluations and separate person from problem
- Ask for their ideas and thoughts
- Use light humor appropriately
- Help them give you clear, accurate and complete messages
* Analyzers/Preservers

- Try to avoid surprising, hurrying and pressuring
- Provide accurate, relevant and complete information if you want support for ideas
- Focus on completing tasks/not emotion
- Hear their questioning as data gathering rather than disapproval or disdain
Positive Impact Strategies (cont.)

* Achievers/Directors
  - Be clear and forceful about needs
  - Use active listening and summary statements
  - Be assertive in getting them to listen to you
  - Stand your ground and move to constructive collaboration
Positive Impact Strategies (cont.)

* Affiliators/Perfecters
  - Affirm their interaction and concern
  - Acknowledge genuine shortcomings or flaws in own performance
  - Realize strong, highly principled people are capable of feeling overwhelmed, inadequate and confused
Catalyst be more understanding and appreciative of self and others

Tool to recognize own preferences and avoid rigidly imposing them on others

Realization that have enormous impact on others (can drive to excess or stay in strength)
General Insights (cont.)

* Skills allow you to maximize your strengths, minimize your excesses

* Successful & enduring organizations protect & appreciate diversity for strength and flexibility

* Style knowledge gives us shared language of comparison of similarities/differences, an alert system, and an explanation for volatility
Emotional Intelligence

National League of Cities

March 10, 2013

Dr. Neil Katz

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Emotional Intelligence

* Ability to understand self, work with others and be effective in leading change
* Researched by Daniel Goleman and his associates at Rutgers since early 1990’s
* Built upon work of David McClelland, Howard Gardner, Reuven Bar-On & others
* Author of several popular books and articles on Emotional Intelligence and effect on leaders and organizations
“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Daniel Goleman
Widespread Misunderstanding of E.I.

* NOT merely “being nice”
* NOT giving fee rein to feelings
* IS about being “heart smart” not just “book smart”
* IS the ability to manage feelings so they are expressed appropriately and effectively, enabling people to work together toward common goals
Examined “Capabilities” that drove outstanding work performance

Explored 3 categories

- Technical skills (planning, writing, speaking)
- Cognitive abilities (analytical/conceptual reasoning)
- Emotional Intelligence (managing self & others)
Research Results

* Emotional Intelligence proved to be twice as important as the others for performance success at all levels
* At senior levels, nearly 90% of difference in profiles between average and star performers were attributed to E.I. Factors
* Other factors (I.Q. and technical skills) were “threshold capabilities,” not performance enhancers
Self Assessment Exercise

Complete the self-assessment exercise that is provided to you and wait for instructions for scoring.
What is a Competency?

- Any measurable characteristic of a person that differentiates level of performance in a given job, role, organization.

Social Role, Values
Self-Image
Trait
Motive

Skill
Knowledge

Necessary for top performance but not sufficient

Characteristics that lead to longer-term success
The Conceptual Model

Awareness
Self
- Self-Awareness
- Social Awareness
Others
- Relationship Management

Actions
Self-Management

Positive impact on others
Research Supports This

Is Self-Awareness really at the heart of the model?

ECI research has found that if people lack Self-Awareness, their chances of having Self-Management and Social Awareness are much reduced.
The Competency Framework

Self-Awareness
- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence

Social Awareness
- Empathy
- Organizational Awareness
- Service Orientation

Self-Management
- Emotional Self-Control
- Transparency
- Adaptability
- Achievement Orientation
- Initiative
- Optimism

Relationship Management
- Developing Others
- Inspirational Leadership
- Change Catalyst
- Influence
- Conflict Management
- Teamwork & Collaboration
Self-Awareness

* Your ability to accurately perceive your own emotions and stay aware of them as they happen. Includes awareness of how you tend to respond to specific situations and people.
Self-Awareness

- Awareness of one’s emotions, strengths, weaknesses, needs, drives, values, goals
- Cognizant of how feelings affect them, other people and their job performance
- Thirst for constructive criticism and constant strive for improvement
- Self-confident, yet self-deprecating sense of humor
Self-Management

- Your ability to use awareness of emotions to stay flexible and positively direct your behavior in situations and with people.
Self-Management

- Ability to control impulses and feelings and channel them in useful ways
- Reasonable behavior creates environment of trust and fairness
- Comfort with ambiguity and change
- Driven to exceed beyond expectations
- Propensity for reflection and learning
- Pride in work/commitment organization
Social Awareness

- Your ability to accurately pick up on emotions in others and what others are really thinking and feeling.
Ability to “walk in the other’s shoes” and convey understanding
* Considers people’s emotions when making decisions
* Deep understanding of importance of cultural and ethnic differences
* Knows nature of relationship key in coaching and mentoring
Your ability to utilize your awareness of emotions in self and others for interaction success including aspects of communication and conflict.
* Leader’s task is to get work done through other people
* Friendliness with a purpose: building rapport and influencing
* Importance of networking and building alliances (social capital)
* Comfort with negotiation, mediation, problem solving and conflict management
A continuous mode of intelligence that entails “the ability to monitor one’s own and other’s feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

4 skill areas: Perceiving emotions; using emotions to facilitate thoughts, understanding emotions, and managing emotions to enhance personal growth and social relations.

H. Gardner’s “Multiple Intelligences”

**Interpersonal** - “a person’s capacity to understand the intentions, motivations, and desires of others and work effectively with others”

**Intrapersonal** - “one’s capacity to understand oneself, have an effective working model of self including desires, fears and capacities-and to use information effectively in regulating one’s own life”

The Processing of emotional information requires higher order, controlled thinking, interrelated with cognitive skills and abilities.

Emotional intelligence a better predictor of achievements than one’s cognitive abilities.

Further Research (Continued)

- Tripartite Model of Emotional Intelligence—composed of knowledge, abilities and traits
- E.I. as both an ability and disposition

Acquisition of Emotional Intelligence

- Nature vs. Nurture argument—there is a genetic component and can be learned
- Increases with age and maturity
- Resides in brain’s “limbic system” which governs feelings, impulses, drives
- Develops best through motivation, accurate feedback and extended practice
Why Should YOU Care?

* Technical and cognitive abilities alone won’t necessarily be “competitive advantage” (top tier of I.Q.)
* Concept of Job being replaced by “portable skills.” (Eg. Initiative, C.R. empathy, adaptability, persuasiveness)
* With downsizing, you are more visible and accountable
Personal Assessment

Review the slides explaining the 4 components of Emotional Intelligence and their associated competencies.

What do you believe are your areas of strength? Your areas of vulnerability?
EMOTIONAL INTELLIGENCE QUIZ

The purpose of the following quiz is to provide you with an introduction to Emotional Intelligence (EI). The results you get from this quiz are NOT a comprehensive picture of your emotional intelligence.

1. You are on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?
   A. Continue to read your book or magazine, or watch the movie, trying to pay little attention to the turbulence.
   B. Become vigilant for an emergency, carefully monitoring the stewardesses and reading the emergency instructions card.
   C. A little of both A and B.
   D. Not sure - never noticed.

2. You are in a meeting when a colleague takes credit for work that you have done. What do you do?
   A. Immediately and publicly confront the colleague over the ownership of your work.
   B. After the meeting, take the colleague aside and tell her that you would appreciate in the future that she credits you when speaking about your work.
   C. Nothing, it's not a good idea to embarrass colleagues in public.
   D. After the colleague speaks, publicly thank her for referencing your work and give the group more specific detail about what you were trying to accomplish.

3. You are a customer service representative and have just gotten an extremely angry client on the phone. What do you do?
   A. Hang-up. It doesn't pay to take abuse from anyone.
   B. Listen to the client and rephrase what you gather he is feeling.
   C. Explain to the client that he is being unfair, that you are only trying to do your job, and you would appreciate it if he wouldn't get in the way of this.
   D. Tell the client you understand how frustrating this must be for him, and offer a specific thing you can do to help him get his problem resolved.

4. You are a college student who had hoped to get an A in a course that was important for your future career aspirations. You have just found out you got a C- on the midterm. What do you do?
   A. Sketch out a specific plan for ways to improve your grade and resolve to follow through.
   B. Decide you do not have what it takes to make it in that career.
   C. Tell yourself it really doesn't matter how much you do in the course, concentrate instead
on other classes where your grades are higher.
D. Go see the professor and try to talk her into giving you a better grade.

5. You are a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?

A. Ignore it - the best way to deal with these things is not to react.
B. Call the person into your office and explain that their behavior is inappropriate and is grounds for disciplinary action if repeated.
C. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
D. Suggest to the person telling the joke he go through a diversity training program.

6. You are an insurance salesman calling on prospective clients. You have left the last 15 clients empty-handed. What do you do?

A. Call it a day and go home early to miss rush-hour traffic.
B. Try something new in the next call, and keep plugging away
C. List your strengths and weaknesses to identify what may be undermining your ability to sell.
D. Sharpen up your resume.

7. You are trying to calm down a colleague who has worked herself into a fury because the driver of another car has cut dangerously close in front of her. What do you do?

A. Tell her to forget about it-she's OK now and it is no big deal.
B. Put on one of her favorite tapes and try to distract her.
C. Join her in criticizing the other driver.
D. Tell her about a time something like this happened to you, and how angry you felt, until you saw the other driver was on the way to the hospital.

8. A discussion between you and your partner has escalated into a shouting match. You are both upset and in the heat of the argument, start making personal attacks which neither of you really mean. What is the best thing to do?

A. Agree to take a 20-minute break before continuing the discussion.
B. Go silent, regardless of what your partner says.
C. Say you are sorry, and ask your partner to apologize too.
D. Stop for a moment, collect your thoughts, then restate your side of the case as precisely as possible.

9. You have been given the task of managing a team that has been unable to come up with a creative solution to a work problem. What is the first thing that you do?

A. Draw up an agenda, call a meeting and allot a specific period of time to discuss each item.
B. Organize an off-site meeting aimed specifically at encouraging the team to get to know each other better.
C. Begin by asking each person individually for ideas about how to solve the problem.
D. Start out with a brainstorming session, encouraging each person to say whatever comes to mind, no matter how wild.

10. You have recently been assigned a young manager in your team, and have noticed that he appears to be unable to make the simplest of decisions without seeking advice from you. What do you do?

A. Accept that he "does not have what it take to succeed around here" and find others in your team to take on his tasks.
B. Get an HR manager to talk to him about where he sees his future in the organization.
C. Purposely give him lots of complex decisions to make so that he will become more confident in the role.
D. Engineer an ongoing series of challenging but manageable experiences for him, and make yourself available to act as his mentor.

My score is __________.

(100 is the highest score. Average score is 50.)

100 – MAXIMUM

50 - AVERAGE

0 - MINIMUM

Note: The purpose of the following quiz is to provide you with an introduction to Emotional Intelligence (EI). The results you get from this quiz are NOT a comprehensive picture of your EI and the quiz is NOT representative of Hay Group surveys. If you are interested in testing and developing your EI, you should contact us at 617 425 4500 for information on our Emotional Competence Inventory, a tool designed to be administered by accredited users only. http://ei.haygroup.com/resources/default_ieitest.htm.