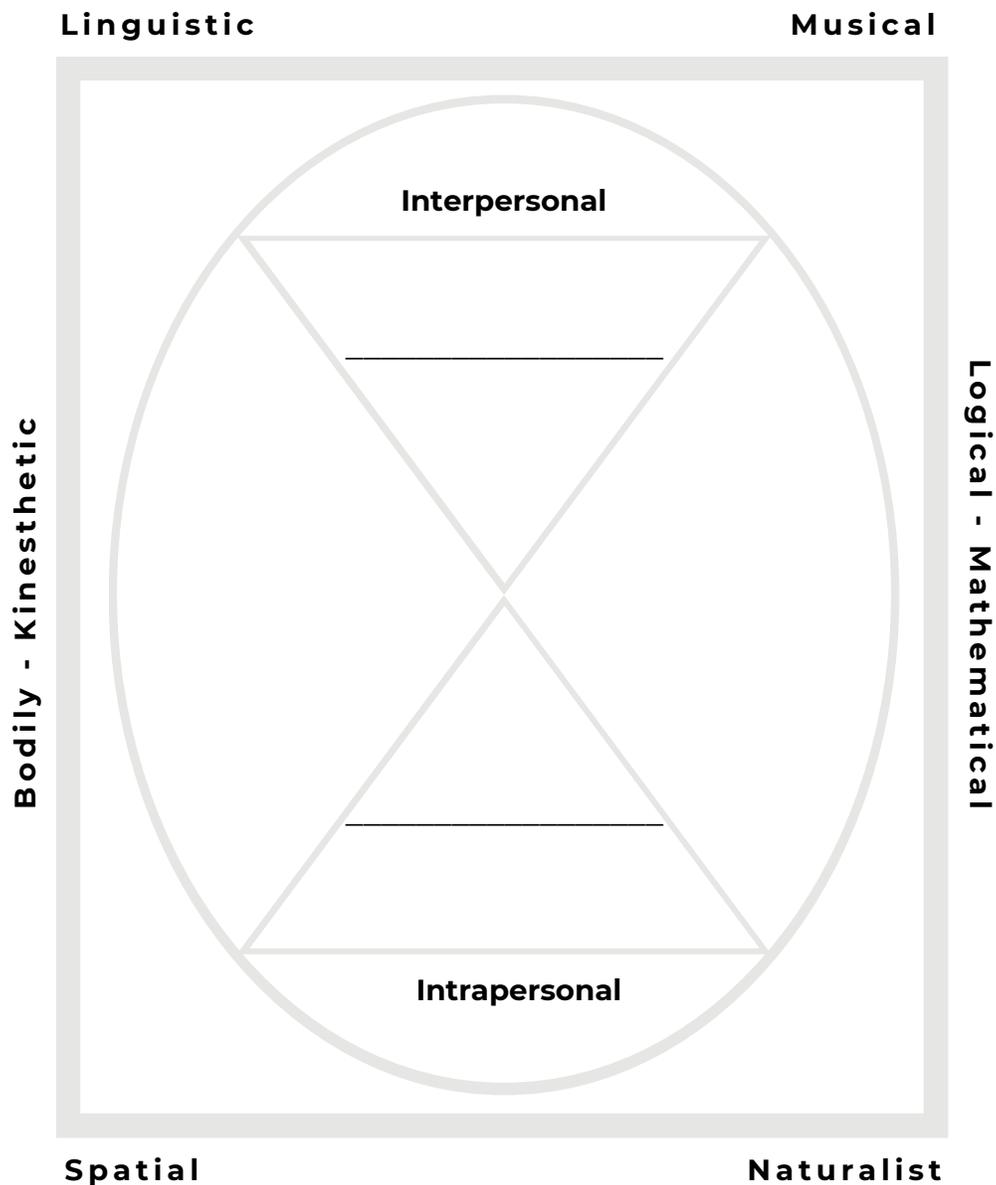# EMOTIONAL INTELLIGENCE

Emotional Intelligence

Abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope.

(Goleman, Emotional Intelligence, 1998)

A set of emotional and social skills that influence:

- How we perceive and express ourselves
- How we develop and maintain relationships
- Our capacity and confidence to make decisions
- How we cope with stress and challenges

EQi 2.0

Linguistic   **Musical**

Interpersonal

_____

Bodily - Kinesthetic   **Logical - Mathematical**

_____

Intrapersonal

Spatial   **Naturalist**

Emotional Intelligence

Intrapersonal Intelligence (Managing Self)

Directions: Rate each statement by considering how frequently you display the behavior.

1. _____

	Almost Never	Occasionally	Frequently	Almost Always
I know when I experience mood shifts.	1	2	3	4
I know when I become defensive.	1	2	3	4
I know the impact my behavior has on others.	1	2	3	4
I keep situations and events in perspective and do not overreact.	1	2	3	4
I identify changes in my physical state or condition.	1	2	3	4

Become a student of you. Dedicate a week to observe (without judgement) what you are feeling, what triggered that feeling, and how that feeling impacts others.

When an event or circumstance happens, question the meaning you give it. Observe how assigning a meaning impacts your feelings, your actions, and the outcome.

Shift from asking WHY questions to WHAT questions. For example, instead of asking, "Why is that person so rude?" ask, "What did this interaction teach me?"

2. _____

	Almost Never	Occasionally	Frequently	Almost Always
I ask for help.	1	2	3	4
I seek out constructive feedback.	1	2	3	4
I appropriately share my personal struggles, limitations, and failures.	1	2	3	4
I am equally confident in my strengths and weaknesses.	1	2	3	4
I demonstrate an attitude of unselfish concern.	1	2	3	4

What does 'asking for help' mean to you?

When an event or circumstance happens, do you immediately blame or criticize? Instead, reflect on your role in the event. What is and is not for you to own?

Ask a few trusted, honest people in your life the following questions. What strengths do you see in me? How do you see me limiting myself?

Emotional Intelligence

Intrapersonal Intelligence (Managing Self)

3. _____

	Almost Never	Occasionally	Frequently	Almost Always
I manage distractions.	1	2	3	4
I cope well with stress and pressure.	1	2	3	4
I set my own limits and manage impulses.	1	2	3	4
I control my anger and other disruptive feelings.	1	2	3	4
I do not judge hastily.	1	2	3	4

Set 'non-negotiable' habits that ensure you are in the driver's seat of your day. For example, meditation, prayer, movement, gratitude, journaling, food choices, etc.

Identify specific actions you can take to manage distractions and interruptions.

Shift your thinking when faced with a problem, remembering that the problem deserves your attention and the solution deserves your energy.

4. _____

	Almost Never	Occasionally	Frequently	Almost Always
I do not get upset when plans change.	1	2	3	4
I seek better ways of doing things.	1	2	3	4
I have a high tolerance for uncertainty.	1	2	3	4
I see situations from multiple perspectives.	1	2	3	4
I look for the good in changes.	1	2	3	4
I respect the decisions of my authorities.	1	2	3	4

Identify an opportunity for improvement and ask, "even better if…" Innovation happens most often in the small nudges or slight alterations.

When feeling overwhelm with change or uncertainty, ask, "Where do I need clarity?" and go get it.

Listen to learn. Listening to learn is remembering that the goal is not to agree or disagree with someone but to better understand the world through the lens of another. Review levels of listening and generative questions.

Emotional Intelligence

Intrapersonal Intelligence (Managing Self)

5. _____

	Almost Never	Occasionally	Frequently	Almost Always
I set meaningful goals.	1	2	3	4
I look for solutions when faced with a problem.	1	2	3	4
I proactively stop ineffective behaviors.	1	2	3	4
I create opportunities rather than waiting on them.	1	2	3	4
I face problems head on.	1	2	3	4

If you are at the end of this year and reflecting back, what will have to have happened for you to feel good about your progress?

Where have you been waiting to be discovered? How might you go create the opportunity rather than wait on the opportunity?

Identify any ineffective behaviors you have that you want to stop. The likelihood of success increases to 95% if you have a specific plan and an accountability partner.
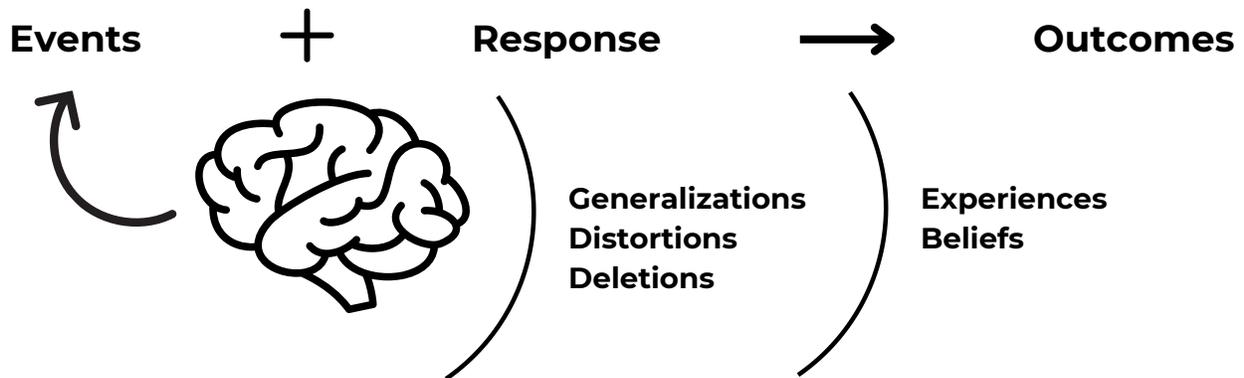
6. _____

	Almost Never	Occasionally	Frequently	Almost Always
I maintain a positive, glass half-full outlook.	1	2	3	4
I openly express gratitude and appreciation.	1	2	3	4
I can promptly shift from a negative to a positive mindset.	1	2	3	4
I see setbacks as learning opportunities.	1	2	3	4
I deal constructively with mistakes and disappointments.	1	2	3	4

Choose one of the following exercises and implement it for a minimum of 21 days:

- Journal about something positive that has happened in the last 24 hours
- Meditate/pray
- Send a text or email to someone in your circle thanking or encouraging them
- Start your day by writing down 3 things you are grateful for
- Exercise/move
- Guard your self-talk

Self Awareness and Your Brain

Events   **+**   **Response**   →   **Outcomes**

Generalizations
Distortions
Deletions

Experiences
Beliefs

Brain Facts:

- 90-95% of our brain's processing is unconscious
- Only 5-10% of our brain's processing is under our conscious control
- Our brains receive approximately 2 million bits of information per second (sights, sounds, smells, taste, touch, internal thoughts and feelings, etc.)
- Our brains can only process approximately 126 bits of information per second
- Our brains can only hold 7 objects (plus or minus two) in our working memory
- Our brains have selective attention
- Our attention acts as a gatekeeper of this bombardment of information
- Flow state (as described by Mihaly Csikszentmihalyi) is where attention is highly focused and distractions are minimized so that we can most efficiently use our cognitive resources
- Multi-tasking is an inefficient use of your cognitive resources. Your brain cannot give equal attention to two attention-rich tasks. At best, your attention is switching rapidly between tasks. In every study, errors and bias increase and performance and efficiency decrease
- To maximize efficiency, your brain is going to leverage old programming (well-established experiences, beliefs, and thought patterns)
- Our brains are ALWAYS distorting (repeat: our brains are ALWAYS distorting)
- Just because something 'feels' true doesn't necessarily make it so
- Our thoughts lie and we don't have to believe every one of them

Great news!

- We can increase our self-awareness if we are intentional about doing so
- We can rewire our brains
- We can choose a different response based on the outcomes we want to create

Common Filters: Generalizations, Distortions, Deletions

Generalizations	Challenge
• Management always ignores feedback	• Always? Can you think of a time when they did receive feedback from any source?
• No one ever listens to my ideas	• Ever? No one? How could you communicate differently?
• Every project around here is a clusterfuck	• Every? Can you or a trusted colleague think of a project that was organized?
• My team members don't care about quality	• None of them? Is there any team member in any area of their life who values quality?
• We are constantly revisiting the same problems	• Constantly? The same problems? Can you think of a time when a problem was resolved?

Distortions	Challenge
• My boss doesn't respect me	• What makes you believe your boss doesn't respect you? Can you give a specific example?
• If I ask for a help, they will think I'm incompetent	• What makes you sure that they'll think that? What evidence do you have for this belief?
• This project is impossible to complete	• What makes it feel impossible? What approaches might you consider?
• If I don't get this promotion, my career is over	• How does this promotion make or break your career? What else might be true?
• They are purposefully excluding me from meetings	• What evidence do you have that you are being excluded on purpose? What else could be true?

Deletions	Challenge
• That behavior is unacceptable	• What makes it unacceptable? In contrast, what would acceptable behavior look like?
• We need to improve our communication	• Specifically, what about the communication needs improving? What do you suggest?
• The meeting went well	• What specifically made the meeting go well?
• It's too much to ask	• What feels like too much? In contrast, what about the ask wouldn't be too much?
• We are behind schedule	• Which tasks are behind schedule? What would it look like to be on schedule?

Self-Awareness

The ability to recognize your feelings and how they affect your performance.

Leaders high in Self-Awareness:
- Are attuned to their inner signals and guiding values.
- Recognize how their feelings affect them, their performance, and those around them.
- Can often intuit the best course of action, seeing the big picture in a complex situation.
- Are candid and authentic, able to speak openly about their emotions and values.

Self-Awareness Development Tips:
- Become a student of YOU. Spend a week observing (without judgment) what you are feeling, what triggered that feeling, and how that feeling impacts your performance and others.
- Work with a coach and complete a 360 survey.
- When an event or circumstance happens, question the meaning you give it. Observe how the assigned meaning impacts your feelings, actions, and outcomes.
- Shift from asking WHY questions to WHAT questions. Ex: Instead of asking "Why is that person so rude?" ask "What did that interaction teach me?"

Self-Confidence

The ability to accurately know and admit your strengths and your weaknesses.

Leaders high in Self-Confidence:
- Know their limitations and strengths.
- Exhibit a sense of humor about themselves.
- Learn when they need to improve.
- Welcome constructive criticism and feedback.
- Know when and where to ask for help.

Self-Confidence Development Tips:
- Identify where you have an opportunity to ask for help. Reflect on any stories that come up within you about asking for help.
- When an event or circumstance happens, reflect on when you immediately move to blaming, criticizing, or condemning. Instead, reflect on your role in the event. Decide what is and what is not yours to own.
- Identify areas in your life where you tend to persecute others (feeling a sense of superiority) or tend to rush in and rescue others (feeling a sense of over-responsibility.)
- Complete a SWOT analysis on yourself where you identify your strengths, weaknesses, opportunities for improvement, and barriers that get in your way of improving.
- Ask a few trusted people in your life to complete a SWOT analysis on you.

Using Emotion
7

Section One: Managing Self
Practical Tips for Development

Self-Control

The ability to control distress and disruptive feelings.

Leaders high in Self-Control:
- Find ways to manage their disturbing emotions and impulses.
- Channel their emotions and impulses in useful ways.
- Stay calm and clear-headed under high stress or during a crisis.
- Remain unflappable even when confronted by a trying situation.

Self-Control Development Tips:
- When an event or circumstance happens, question the meaning you give it. Observe how assigning a meaning impacts your feelings, actions, and outcomes.
- When you are triggered by an event, stop, drop, and roll - take several deep breaths, get your body moving, and remove yourself from the situation until you have a thoughtful response.
- Pay attention to the language you use to describe a situation. Is it overwhelming? Or is it challenging? Are you truly overwhelmed and drowning? Or, are you exploring solutions?
- Have your three words visible. How do you respond in alignment with who you aspire to be?
- When an event happens, what changes are possible if you 'assume good intent'?

Adaptability

The ability to be open to new information, to let go of old assumptions, and to adapt how you operate.

Leaders high in Adaptability:
- Can juggle multiple demands without losing their focus or energy.
- Are comfortable with the inevitable ambiguities of organizational life.
- Are flexible in adapting to new challenges.
- Are nimble in adjusting to fluid change.
- Are limber in their thinking in the face of new data or realities.

Adaptability Development Tips:
- When you are triggered by a change, make a list of what is good in the change. What is there to be grateful for?
- Where is an area of your personal or professional life where you need to make improvements? Write down the outcome you really, really want. Write down where you are now. Brainstorm a list of how to close the gap.
- Reflect on what 'uncertainty' means to you. Where to you need to make friends with your doubt? If you did make friends with uncertainty and doubt, what might be possible?
- Remind yourself that there is no destination called perfect. It can be a moving target. Get clear on what winning looks like so you recognize it when you get there.
- Remind yourself that the earth is not flat. You are not going to fall off. Make a decision, learn, and make another decision.

Initiative

The ability to seize or create opportunities rather than simply waiting.

Leaders high in Initiative:
- Have a sense of responsibility.
- Are self-starters.
- Create opportunities rather than wait on them.
- Do not hesitate to cut through red tape, or even bend the rules when necessary, to create better possibilities for the future.

Initiative Development Tips:
- Write down the goals you want to achieve in the next 3,6,9, and 12 months.
- Shift your thinking when faced with a problem. Remind yourself that where a problem exists, the solution exists. Give the problem your attention...give the solution your energy.
- Remember life is not a game show where we wait patiently to be called down to play. Get clear on what you want and move into action to create that.
- Where have you been waiting to be discovered? How might you create the opportunity rather than wait on the opportunity?
- What do you need to stop? start? continue?

Optimism

The ability to continuously strive to improve performance, increase self and others, and create new possibilities..

Leaders high in Optimism:
- Can roll with the punches.
- See an opportunity, rather than a threat, in a setback.
- See others positively, expecting the best of them.
- Have a "glass half- full" outlook.
- Expect that changes in the future will be for the better.

Optimism Development Tips:
- Reframe threats into challenges.
- Journal about something positive that has happened in the last 24 hours so your brain can relive it.
- Meditate/pray.
- Exercise.
- Send a text or email to someone in your circle thanking or encouraging him/her.
- Start your day by writing down three things you are grateful for.
- When interacting with others, seek to encourage, inspire, and keep them above the line.

Section One: Manage Self

Create an action plan for improving in Intrapersonal Intelligence.

Competencies:
- Self-Awareness
- Self-Confidence
- Self-Control
- Adaptable
- Initiative
- Optimism

1. List <u>one</u> competency you commit to using more of over the next 30 days.
   Example: Self-Awareness

2. What specific action are you willing to take over the next 30 days to use this skill?
   Example: I will ask 10 people to share how they see me limiting myself.

3. How might increasing the use of this skill impact your relationships or results?
   Example: I will receive valuable feedback that will impact my results.