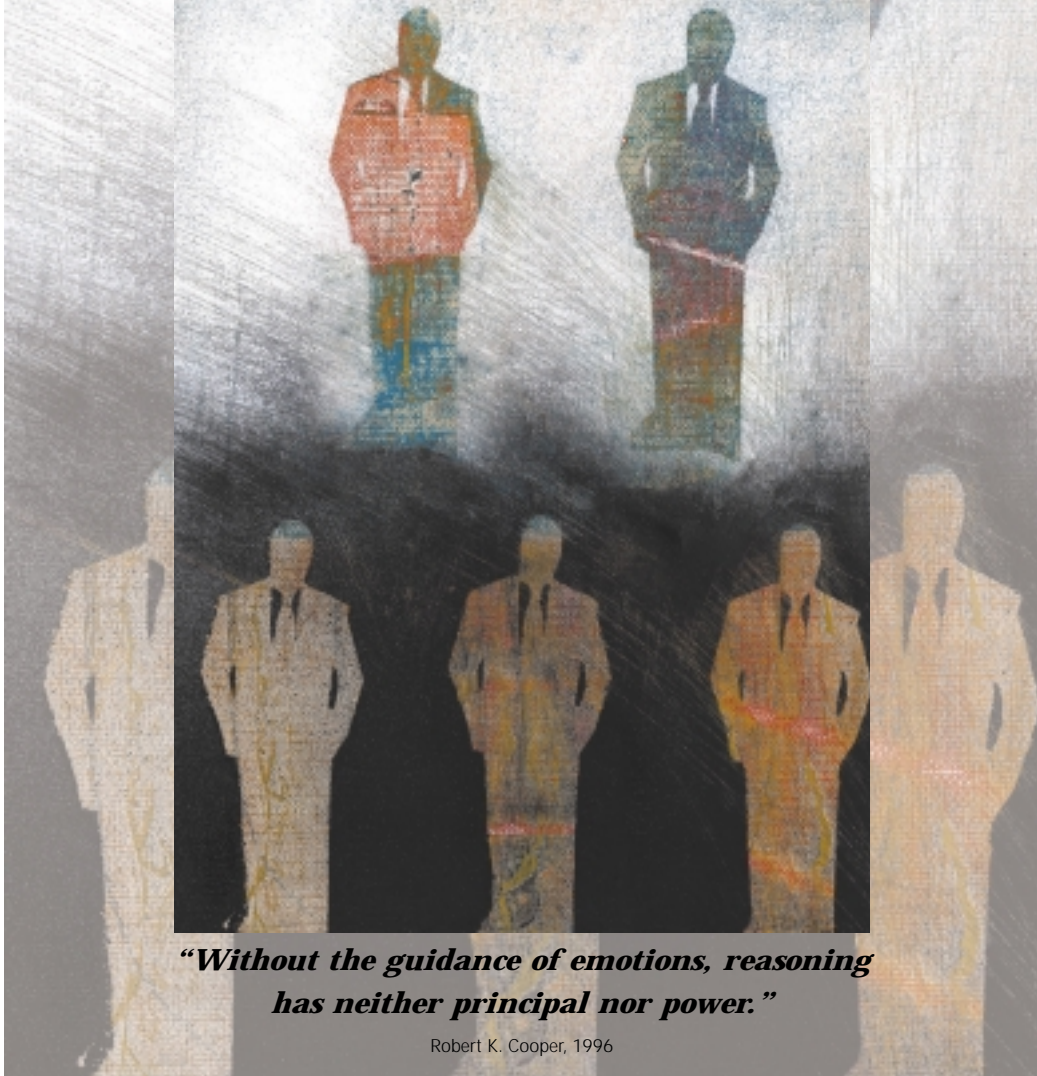


Developing Emotional Intelligence

By Laurie Hillis



***“Without the guidance of emotions, reasoning
has neither principal nor power.”***

Robert K. Cooper, 1996

Picture this:

You are standing in line at the airport check-in. You seem to be doing a lot of standing in line these days. Airport travel has become much more challenging in recent months. You are trying your best to be patient while you fumble in your briefcase for your photo identification, your electronic confirmation of reservation, etc.

In front of you in the line-up stands a well-dressed, professionally groomed woman. She too has been quietly waiting in the line-up. It's her turn at the counter. She advances to the ticket agent and an amazing thing happens... this unassuming, quiet traveller turns into a screaming, volatile individual, berating the ticket agent, the airline, the line-up, and the world in general.

What happened?

Emotional Intelligence – or rather the lack of understanding and using EI – is what happened.

What is Emotional Intelligence – Differing Viewpoints

Much has been written in recent years about Emotional Intelligence or EQ. Popularized by the work of Daniel Goleman, EI or EQ has its roots in the work of Peter Salovey and John Mayer from the late 1980s.

Salovey's and Mayer's original definition of Emotional Intelligence follows:

"...the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions."

Their original framework included three processes within EI:

- Appraisal and expression of emotion,
- Regulation of emotion, and
- Use of emotion.

Daniel Goleman's (2002) four domain framework differs slightly from Salovey's and Mayer's, suggesting the following processes:

- Self-awareness,
- Self-management,
- Social awareness, and
- Relationship management.

One of the lesser known, but in this author's opinion, more holistic approaches to EI comes from the work of Esther Orioli, author of the "EQ Map", working in collaboration with Robert Cooper. Their definition of Emotional Intelligence includes the important element of application, as follows:

"...the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity, and influence."

It is their systems approach to EI that appeals to those working in the field of leadership development – now that we know it, what do we do with the knowing? The "EQ Map" integrates more than 90 distinct bodies of research on emotional intelligence. Divided into five parts with 20 scales, the "EQ Map" focuses on:

- **Current Environment (life pressures and life satisfactions);**
- **EQ Awareness (emotional self-awareness, emotional expression, and emotional awareness of others);**
- **EQ Competencies (intentionality, creativity, resilience, interpersonal connections, and constructive discontent);**
- **EQ Values/Beliefs (outlook, compassion, intuition, trust radius, personal power, and integrated self); and**
- **Life Outcomes (general health, quality of life, relationship quotient, and optimal performance).**

Orioli's and Cooper's research demonstrates that competencies alone are not enough in looking at the complex field of EI. Additional components such as the impact of the current environment and an individual's values and beliefs are critically important. Translating this rich information into four outcome scales helps people measure the impact that emotional intelligence is currently having on their lives – physically, psychologically, and with respect to emotional health.

In chapter five of *The Emotionally Intelligent Workplace*, author Marilyn Gowing explores the measures of emotional intelligence and competence currently available. Analyzing the reliability and validity of popular instruments, she notes the following:

"... Orioli and Cooper go beyond competencies through their attempts to incorporate environmental and outcome variables into their measure, the 'EQ Map'."

(N.B. The scope of this article does not cover the fascinating neuroscience of emotional intelligence. For those interested in the scientific underpinnings, much has been written and further reading can be found in the references at the end of this article.)

The bottom line of EI: when the sometimes ignored dimension of emotion is combined with cognition (heart and head), leadership at all levels soars, awakening intuition, creativity, and enhancing intellectual performance – for individuals, teams, and organizations.

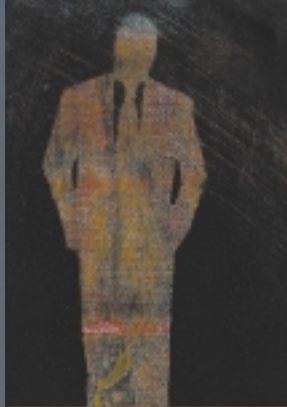
Individual Leadership

Emotional intelligence tools and processes began in the domain of individual leader development. Increasingly in our complex world, we have come to recognize that the realm of facts, data, and intellect is only one part of a leader's role.

Goleman's current work, *Primal Leadership* (2002), suggests that the most effective leader uses a combination of six distinct approaches to leadership, all rooted in EI competencies. The first four styles of those listed below are shown to be the most successful:

1. **Visionary: articulating where the group is going**
2. **Coaching: developing people through the art of one-on-one**
3. **Affiliative: promoting collaboration and harmony**
4. **Democratic: listening and using empathy**
5. **Pacesetter: doing things better and faster (to be used sparingly)**
6. **Controlling: requiring immediate compliance (to be used in genuine emergencies only)**

The good news is that EI can be learned at almost any age. The key to developing emotionally intelligent leaders is to hook into the limbic part of the brain, where our ingrained



habits reside. Through motivation, extended practice, and feedback, leadership skills can be improved.

The "EQ Map" includes an innovative process to ensure the crucial practice of repetition occurs, by use of the 21-Day Rule of Behaviour Change Program. Recognizing that changing one's behavior is complex, author Esther Orioli has developed a successful method for making lasting change based on research. Behaviour change, in order to become automatic, must be done daily over a period of twenty-one consecutive days. This model of self-change is a powerful tool for creating optimal health, resiliency, and increased emotional awareness.

Individual leaders need to develop a strong image of their ideal self and understand an accurate picture of their current self. Developing a learning agenda that builds on personal strengths, supported by the practice of new thoughts, behaviours and feelings, will help ensure change.

Team Leadership

If you've ever returned from a powerful learning event where you were the only one in your organization who attended, you'll know that being a single leader, trying to effect change without team support, is a tough job. We know that groups generally make more creative decisions than do individuals. However, effective groups need to use emotional intelligence in order to soar and become high-performing. Developing a critical mass of team EI is mandatory for successful, sustainable change.

Raising a team's awareness of its habitual behaviour patterns, norms, decision-making processes, and communication patterns are all important steps required in order to increase emotional intelligence. Each member of a team must be committed to making individual change in order for the group to change. The openness required for teams to raise their EI is not easy because it requires a different way of operating. It requires honest dialogue about what's working and what's not. It requires discussing some known "undiscussables", such as "Joe's" habit-

"Out-of-control emotions can make smart people stupid."

Goleman, 1998

ual belittling of team members' suggestions during weekly meetings.

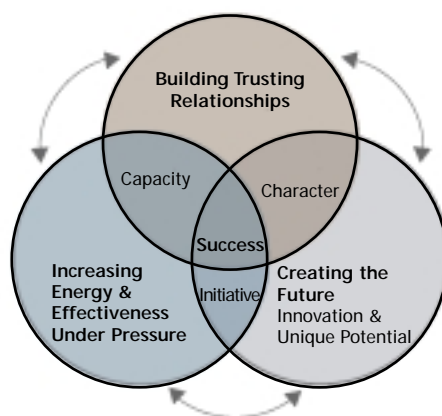
These conversations are much more challenging than the more frequent discussion of financial results, goal setting and market conditions. And the very act of holding these open discussions begins the development of new habits, increased truth around risk taking, and promotion of new team norms.

Organizational Leadership

Cooper's and Orioli's work in the field of organizational leadership shows powerful linkages between EQ-related competencies and three driving forces of competitive advantage, namely the ability to:

- Deliver superior products and services,
- Attract and retain the best people, and
- Create opportunities for growth and innovation to take individuals and organizations into the future.

Their model translates the 20 EQ scales into three categories that relate to specific performance capacities:



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Organizations that are EQ/EI healthy use different ways to discover their emotional reality, such as awareness, dialogue, appreciative inquiry, and cultural analysis to ensure their norms and underlying belief structures support their espoused values. Developing an organization that is emotionally intelligent is similar to the process used to develop individual and team behaviours: visualizing and developing the ideal, discovering the current state of emotional reality, and closing the gap by creating systems and actions that turn vision into day-to-day reality.

To sum up, leadership development at all levels must include components of Emotional Intelligence development. Ronald Heifetz, director of the leadership program at Harvard's Kennedy School of Government, suggests that learning the most effective way to influence others without having to exercise control over them is one of the principal organizational challenges of the decade – particularly with the adaptive challenges individuals, teams and organizations face today.

Long before Emotional Intelligence gained popularity, Mahatma Gandhi captured its essence when he said, "You must be the change you wish to see in the world." Leadership starts from within.

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