

# EQ in the Workplace

*A review of how EQ is developed, the implications for focused adult EQ fitness training and the bottom-line impact in the workplace.*

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Emotional Intelligence has been widely reported and debated in leadership literature and seminars for almost a decade now. It gained great momentum with Daniel Goleman's, Working with Emotional Intelligence, where he built a powerful business case by documenting the relationship between well-developed emotional intelligence and performance. We have recently heard a few refer to EQ as last year's "flavor of the month" and/or question whether emotional intelligence is a unique, new field. In contrast, we believe we are in a time of deepening and expanding our knowledge about emotional intelligence regardless of the term that is used. 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 the quality of life and bottom-line organizational performance. Thus, the 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.

This article gives a brief overview of the business case for emotional intelligence with published ROI data, a review of the key theoretical and research findings that provide the knowledge to guide our actions, a discussion of workplace behaviors, and critical areas of focus in building emotional intelligence for individuals and work groups. Our goal is to provide a simple, coherent useful frame of understanding that leads to methods and simple practices that can make a difference for organizations, workgroups and for one's own development.

### ***With today's workplace demands, why bother? Does it make a REAL financial difference?***

The pressure on organizations is greater than ever. Demands are real and resources are tight. The question above is a fair one and deserves a clear response, which I will address here. For more information refer to the sources listed.

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 EQ was the only "advantage" at the highest levels of leadership. More recently, Gary Cherniss, Ph.D., summarized a host of published studies. (*Cherniss, 2002*) Highlights include:

- ***The US Air Force found 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 a saving of \$3 million annually.
- Experienced partners in a multinational consulting firm were assessed on EI competencies. ***Partners who scored above the median on 9 or more of the 20 competencies assessed delivered \$1.2 million more profit from their accounts than did other partners, a 139% incremental gain.***
- ***An analysis of more than 300 top-level executives from fifteen global companies showed that six emotional competencies distinguished stars from the average:*** Influence, Team Leadership, Organizational Awareness, Self-confidence, Achievement Drive, and Leadership.
- ***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.
- At L'Oreal, sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company's old selection procedure. **On an annual basis, salespeople selected on the basis of emotional competence sold \$91,370 more than other salespeople did, for a net revenue increase of \$2,558,360. Salespeople selected on the basis of emotional competence also had 63% less turnover.**
- **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 selected based on emotional competence were far more likely to perform in the top third, based on salary bonuses for performance of the divisions they led: 87% were in the top third.**
- **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 in 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 reps at a computer company, **those hired based on their emotional competence were 90% more likely to finish their training than those hired on other criteria.**
- At a national furniture retailer, **sales people hired based on emotional competence had half the dropout rate during their first year.**
- For 515 senior executives analyzed by the search firm Egon Zehnder International, those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ. EQ was a better predictor of success than either relevant previous experience or high IQ. **Executives high in emotional intelligence led 74% of successful operations and 24% of the failures.**
- **The most successful debt collectors averaged 163 percent higher collections than average collectors in a given time frame.** These high performers scored significantly higher in emotional intelligence competences of self-actualization, (awareness) independence, and optimism.

## ***Emotional Intelligence (EQ) -- What is it? How is it developed?***

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

Emotional intelligence tends to expand somewhat throughout our lives as part of a positive maturing process. The good news is that 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 slow 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. It would seem that 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 others with emotions serving as the primary driver of our lives! (Thomas, 2001) The magnitude of this truth is now widely known through multiple disciplines (developmental psychology, pediatrics, infant psychiatry, and developmental neuroscience) partnering to understand the power of early relationships and attachment in the development of the brain, development of the Self, and development of effective relationships throughout life.

Some key findings that underscore the value and power of EQ for parenting, education of our children, development of our leaders, and for organizations everywhere include:

- **We are created with "Social Brains" relying upon one another for life, stability, and growth.**

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". When a baby is born this continual process expands to caregiver relationships and to the infant's larger environment.

*"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)*

This social brain extends to relationships between the infant and caregiver through the limbic brain, which scientists describe as an "open-loop system." It is characterized by mutual and synchronistic relationship patterns that literally define the brain architecture in some vital ways (Ratey, 2002) and stabilizes 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)

An essential learning in childhood is the ability to self-soothe and gain strength in self-regulation. 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) This confirmation of the critical nature of relationships is at the core of creating emotional intelligence.

- **Emotions are the very root of everything we do...the origin of every act more complicated than reflex.**

"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!*

This "open-loop design" makes emotions and moods contagious. They leap between two individual brains, workgroups, and larger gatherings of people. We all have 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, the group mentality takes over. That is the limbic brain in action.

To some degree this "open-loop design" provides insight into the question of why do we continue patterns of interaction and behavior long after they have served their usefulness, and 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, defines the development of the brain itself. (Schore, 2001)

The transactional patterns of early relationships create a deeply imbedded 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)

*"Psychobiological research on mother-infant affiliative processes, (Kalin, Shelton, and Lynn) describes the long-enduring effects of such transactions (1995, pp. 740-741): The quality of early attachment is known to affect social relationships later in life. Therefore, it is conceivable that the level of opiate activity in a mother and her infant may not only affect behaviors during infancy, but may also affect the development of an individual's style of engaging and seeking out supportive relationships later in life. (Schore, 2001)*

- **Understanding the process for 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. These common threads (See Appendix A for Relational Model) are described again and again as key elements for healthy brain development, for developing healthy attachment strategies, a secure sense of self, and effective relationships.

***The 4 fundamental Relational Components include:***

- **Acknowledgement** of self and other with recognition of the self as separate from the other and honoring an individual's right to be and right to have his/her own experience. Acknowledgement is the foundation for Self-Reflection and differentiation, first acknowledging one's self and then the other. (*Winnocott, Fonagy, Masterson, Shore*)
- **Mirroring** the other's experience, which expands and deepens acknowledgement. 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** is the self-soothing behavior provided by the caregiver to re-establish an infant/child's equilibrium. We learn to modulate our own experience and can powerfully help modulate other's experience (an individual, group, or nation), 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 high 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 exploring and learning. Adults arrive at this place with lowered anxiety, owning and using their own voice without blame, accepting and hearing others and 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. I believe 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*)
- **Emotional Intelligence is a lifetime journey.** 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 development into throughout life. That means with disciplined, conscious practice, we can build new brain pathways, just like we can build our bodies. "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 and Making a difference NOW**

***The core capacities of EQ are Self Reflection, Self Soothing, & Empathy.***

Emotional capacities are much like physical capacities. We all possess them in 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 quality of the relationships make a far greater contribution.

The three emotional capacities, Self Reflection, Self Soothing and Empathy form the foundation for all competencies and skills. They provide the abilities to adjust to change, maintain commitments to people, find satisfaction in relationships, and create a balance in our emotional life.

### **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, while you are actually doing it.

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.

- ***Self Reflection in the Workplace***

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 myself from the other or the object. It assumes I can observe myself separate from the other and watch/observe myself interacting with the world around me. Acknowledging my own personal power and how I create my 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 Missing***

- Individuals have difficulty learning from their experience, particularly during conflict and when they feel at risk.
- Blaming others is typical behavior.
- "Victim" based statements are common. They often begin like: "IF only they, IF only s/he".
- Reactionary behavior of any type is common, ranging from intense volatile anger to withdrawal.

- Individuals have great difficulty understanding they choose their response to any situation.
  - Informed problem solving is difficult.
  - Honest, open, direct debriefing of a situation or project outcome is difficult because individuals have difficulty reflecting on how they co-created the outcome.
  - There is limited or no ability to self-correct in the middle of a stressful, unexpected, and/or difficult situation. This is often pronounced under stress and can place the organization at greater risk.
- ***When Self Reflection Is Highly Developed, Individuals:***
    - Can focus on and observe themselves in the midst of the fray of business life today. They are able to say to themselves, “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.” These are all comments of self reflection.
    - Can adjust their behavior in midcourse. Unlike the rocket that is aimed initially at its target without an adjustment device, these individuals have adjustment devices. They can change direction in midcourse because they can continually assess themselves and observe themselves in mid flight.

- ***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 become 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 reestablish 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 individuals in management.

- ***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 are:

- 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 healthy and unhealthy relationship strategies that reduce trust?
- When do I use healthy and unhealthy alone strategies to soothe myself (i.e. exercising, reading, overeating, drinking, etc)?

- What are the types of upsets that make it very hard to hold on to healthy strategies?

- ***Self Soothing In The Workplace***

***When Self Soothing Is Missing Individuals:***

- Cannot hear or accept information that is negative or makes them feel uncomfortable about themselves. They will deny it is true, discount or blame others, etc.
- Will get upset with others and act it out in a variety of ways that are harmful to the relationship and often sabotage the outcomes they are striving for.
- Will put pressure on getting others to change as a method to reduce their feelings of discomfort.
- Will 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, Individuals:***

- Can listen to a customer who is blaming or attacking and be able to manage themselves sufficiently to continue relating to the customer and working to resolve the problem.
- Welcome all news, without censorship. This helps surface negative or disturbing information that is important to the success of the business or relationship.
- Allow others to freely be and to be valued for whom they are.
- Enjoy positive support from others, while 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 provides team members, managers, and leaders the ability 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 other's emotional experiences from their words, facial expressions, and 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 understand what might be going on in that person's head without needing them to change.

- ***When empathy is missing in the workplace:***
  - 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 also become disconnected from their team members.
  - 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 hope of using the intelligence of the whole is lost.
  - Seeking input from others is typically done more as a strategic move to gain position or power rather than from genuinely valuing other's thoughts and ideas.
  - Training others and maintaining a high level of customer service because it is not consistent with reality.
  - People do not feel acknowledged or honored
  - People believe that they do not count and often feel used.
  - A culture of "we" and "them" is created with lack of respect and trust.
  
- ***Individuals with highly developed empathy:***
  - 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 their own.
  - Value differences and seek to learn from others, which helps to unleash the intelligence of the whole.
  - Can listen carefully to complaining customers or others and express a level of understanding with words, and then offer alternatives or ideas.
  - Often take the initiative to contact and hear others during times of stress and conflict.
  - 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.
  - Are able to listen without interrupting, without giving advice, and/or arguing to change the other's experience or position.
  - Can be open, direct, and hold others accountable, while honoring the other's experience.

### **Targeting development efforts to achieve the greatest results**

Many of 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 it 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 will 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: *It's all about awareness and choice***

- 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.
- Notice your judgments about yourself and your judgments about others. Know that your judgments are your interpretation and may be very different from others. Practice suspending your judgments and just appreciating the life within and around you. This will become easier with practice.
- Practice noticing and naming your experience. Notice and name your feelings, your wants, and your thoughts. Notice and name your feelings. How easy or difficult is it to access a full range of emotions? Accessing and naming a full array of feelings gives important information for making wise decisions.
- Focus on what you want, not what you don't want.
- Notice other people as mirrors of yourself. Our experience, attitudes and feelings are contagious.
- Practice awareness of the "stories" that you are creating, which are your interpretation of any situation. It is 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 our 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.
- 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.
- 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. Or it is easy to feel anger, blame, and 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.

### **Self Soothing -- Daily Practices to build high trust, positive relationships**

Earlier we asked you to think about what you do in stressful situations. Do you move towards others in confident, positive ways or in negative ways that are hurtful to the other and/or to you? Or do you tend to withdraw? Do you have positive self soothing strategies like taking care of your body with exercise, good nutrition, and rest or negative soothing strategies that feel good, but are destructive like overeating, drugs, alcohol, etc.?

The strategies below are focused on building high trust in one's self, which is critical for effective relationships and building trust in the other, which is also critical for effective 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)

- **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.
- **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.
- **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 another choice.
- **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.
- **Notice the degree you trust yourself in important relationships.** Make a list of individual 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. Be aware and make wise choices.
- **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.
- **Get to know the people who are important to you.**
- **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.
- **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.
- **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.

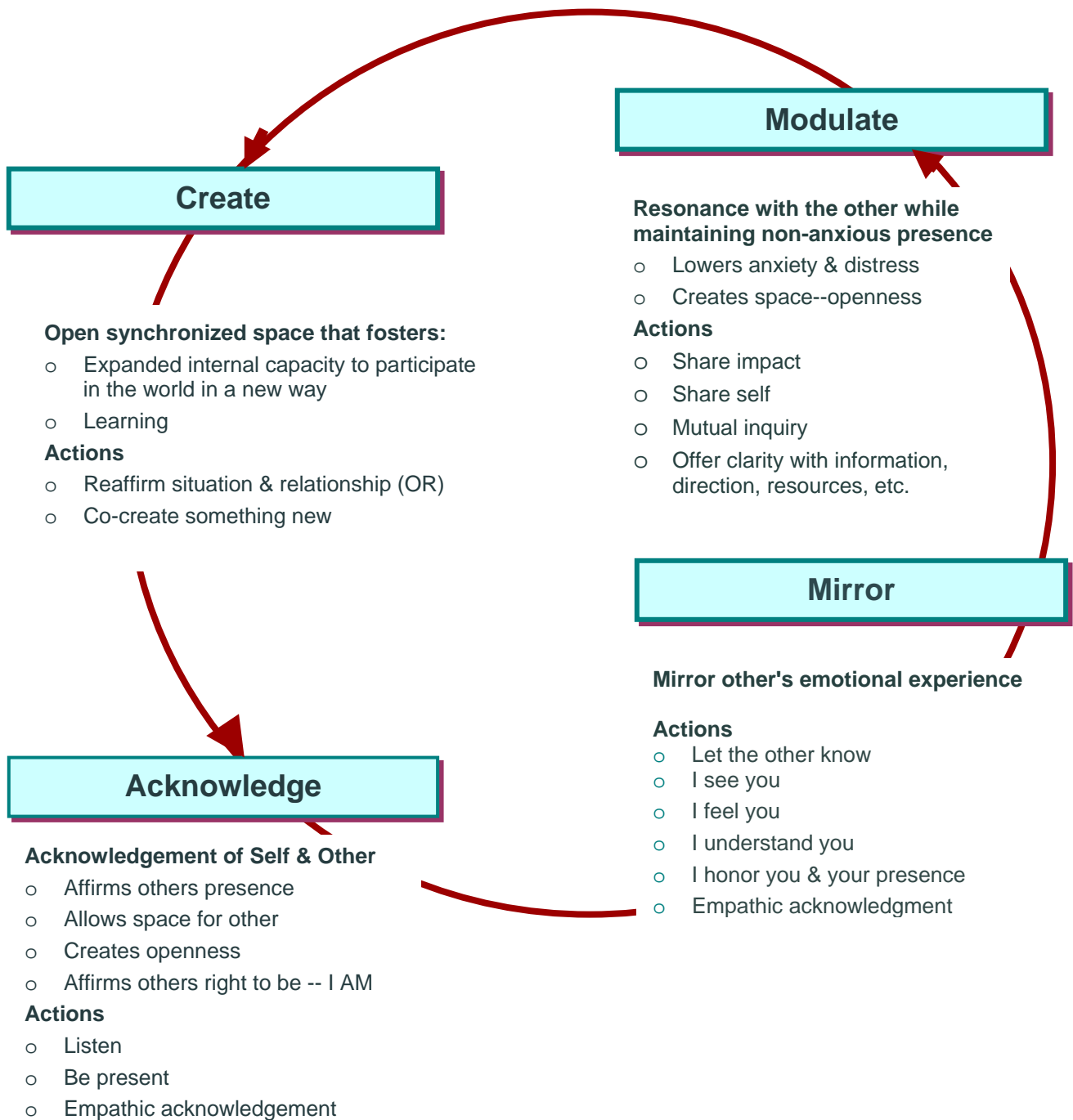
## Daily Practices to Increase Empathy

- ***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.
- ***Practice acknowledgement 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.
- ***Get to know your team members, your direct reports, and other key individuals in your work group.*** Show interest in them as persons. Ask yourself what you know about your team members, your boss or others important to you at work.
- ***Practice building your ability to accurately tune in to another.*** 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. It's a winner.
- ***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, Rosenberg)*
- ***Practice inquiry and initiate conversations at times of stress with the intention of listening and learning.***
- ***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.

# (Appendix A) Relational Model

## *Patterns of Interaction That Develop the Brain and Build Emotional Intelligence*

*This model is based upon the fact we as human beings are developed in relationship. The quality of interaction during our formative years actually develops the Neocortex of the brain. While this process slows in adulthood, it continues throughout our lives. The learning process, which lays the foundation for highly developed EQ, is mapped in this model. Implications of this are outlined on the following pages with simple specific actions that can be taken each of us to strengthen our own EQ and support development of others around us.*



## ***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 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.

EMOTIONAL INTELLIGENCE MATRIS --- Capacities -- Competencies -- Skills		
Capacities	Competencies*	EXAMPLES OF DEMONSTRATED SKILLS -- BEHAVIOR IN THE WORKPLACE
<p><b>SELF REFLECTION</b></p> <p><b>SELF AWARENESS</b></p>	<p><b>Emotional Self Awareness</b></p> <p><b>Accurate Self Assessment</b></p>	<ul style="list-style-type: none"> <li>Takes responsibility for one's own feelings, thoughts, wants, and actions</li> <li>Can quickly and easily access and describe thoughts, wants, and feelings under stress</li> <li>Aware of the level of intensity of one's feelings with ability to separate past intensity from present</li> <li>Able to observe one's self in situations, particularly difficult or stressful situations and make choices in the moment</li> <li>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</li> <li>Able to observe one's self, and use that information in the moment to change course when appropriate</li> <li>Able to focus on self and the other, moving between self and other with ease</li> <li>Values, honors, and trusts one's own experience</li> </ul>
<p><b>SELF REGULATION</b></p> <p>---</p> <p><b>SELF SOOTHING</b></p>	<p><b>Self control</b></p> <p><b>Innovativeness</b></p> <p><b>Adaptability</b></p> <p><b>Resilience</b></p> <p><b>Trustworthiness</b></p> <p><b>Conscientiousness</b></p> <p><b>Leadership</b></p>	<ul style="list-style-type: none"> <li>Deals with difficult issues in a straight forward, direct, non-blaming manner</li> <li>Able to take difficult news or negative feedback, staying present and listening without blame or defending</li> <li>Ability to monitor the intensity of responses in a manner that is appropriate for the context</li> <li>Has the competence to use his/her own skills and those within the organization to lead innovative programs that may be challenged by others</li> <li>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</li> <li>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</li> <li>Fosters open communication and stays receptive to bad news as well as good</li> <li>Takes responsibility for one's own actions</li> <li>Can be counted on by others for honesty, trustworthiness in decisions, work, and communication</li> <li>Able to soothe one's own emotions sufficiently to remain concerned about others and remain committed and conscientious in getting the job done</li> <li>Can cope with the unexpected, chaos, and the predictable high anxiety that results within the organization.</li> <li>Able to maintain a "low anxious" presence under pressure, which is a primary factor in helping others cope</li> <li>Able to manage one's emotions sufficiently to allow for and invite different opinions in the midst of chaos</li> </ul>
<p><b>EMPATHY</b></p>	<p><b>Developing Others</b></p> <p><b>Political Awareness</b></p> <p><b>Conflict management</b></p> <p><b>Building team bonds</b></p> <p><b>Leadership</b></p> <p><small>* Listed by Goleman, 1998</small></p>	<ul style="list-style-type: none"> <li>Is attentive to emotional cues and listens well</li> <li>Acknowledges and rewards peoples strengths and accomplishments</li> <li>Offers useful feedback and identifies peoples need for future growth</li> <li>Mentoring - gives timely coaching, and offers assignments that challenge and foster a person's ability</li> <li>Understands the power structure within an organization and uses it well</li> <li>Shows sensitivity and understanding of the other's perspective with valuing other's perceptions</li> <li>Helps out based on understanding of other peoples' needs and feelings</li> <li>Respects and relates well to people from varied backgrounds and different perspectives</li> <li>Values and uses diversity</li> <li>Understands diverse worldviews with sensitivity and appreciation for group differences</li> <li>Challenges bias and intolerance</li> <li>Values, respects, and supports individual team members and protects the group's boundaries to ensure getting the job done</li> <li>Cultivates and maintains extensive information networks</li> <li>Seeks out relationships that are mutually beneficial</li> <li>Builds rapport and keep others in the loop</li> <li>Makes and maintains personal friendships among work associates</li> <li>Articulates and arouses enthusiasm for a shared vision and mission</li> <li>Able to step forward to lead as needed, regardless of the position</li> <li>Guides the performance of others, while holding them accountable</li> </ul>

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