



**Leadership Essentials: Leading with Emotional Intelligence**

**Presentation & Facilitation Guide**

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## Introduction and Ground Rules

- Presenter: [enter name of presenter or facilitator].
- Target audience: Individuals, supervisors, managers, and directors. The course would also be suitable for those executives wishing to refresh their leadership skills.
- Goal: To improve competencies in key areas of emotional intelligence.
- Ground rules:
  - List ground rules here.

Presenter: Placeholder for facilitator, instructor, presenter info.

Target audience: The target audience from the source course is included; feel free to revise to better fit the profile of the invited participants.

Goal: The goal from the source course; feel free to revise if appropriate to more specifically match your intended learning outcomes.

Tip: This is also a good place to establish ground rules such as "everyone participates," "no electronic devices, including smartphones," etc.

## Agenda

- Course Overview.
- Topic 1: Introduction to Emotional Intelligence.
- Topic 2: Improving Perception Competencies.
- Topic 3: Using Self-management and Social Skills.

Tip: The PowerPoint slides are aligned with the topics in the source course. This slide lists the titles of those topics. Modify as necessary.

## Course Overview

- Your IQ alone does not make you smart.
  - IQ helps you in school.
  - EQ helps you in life.
- EQ enables you to assess and manage your emotions and those of others.
- A high EQ means you recognize and understand emotions.
- It is vital for leaders to manage and control emotions.
- Success is linked to social abilities.
- Managers with a high EQ have employees who are less likely to leave.

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Most people have heard of IQ, the intelligence quotient. It's a number that's thought to express the relative intelligence of a person. But have you ever met people with high IQs who couldn't talk to people, who seemed arrogant, or who irritated everyone around them? People like that don't seem so smart after all, do they?

IQ may help get you through school. But something more is needed to get you through life. Emotional intelligence, also known as the emotional quotient, or EQ, enables you to identify, assess, and manage your own emotions and those of others. Having a high EQ means you recognize and understand emotions, and use this information to guide your thinking and actions.

Kathy is an example of someone with a high IQ. She graduated with honors, yet after just a few months as a hospital manager, the board was ready to fire her. What happened? Her IQ is fine, but her EQ didn't fit the job. She was indecisive, too tolerant, and a poor communicator. Doctors started ordering more, and sometimes unnecessary, expensive tests, and profitability went down. Kathy analyzed her EQ and discovered what traits were getting in her way. She soon turned things around and became successful.

Emotions are contagious. Intense people can spread their emotions to others, which is why it's so vital for leaders to manage and control emotions. EQ expert Daniel Goleman did a study that found the top 10 to 15% of leaders who stood out as exceptional were those who had high EQ. Their success was due just as much to their social abilities – such as networking and collaboration skills – as their intelligence.

In addition, a Gallup Organization study of 2 million employees at 700 companies found that employee turnover and productivity at a company are largely determined by the workers' supervisors. Employees who had managers with high EQ were four times less likely to leave than those who had managers with low EQ.

## Topic 1: Introduction to Emotional Intelligence

- Recognize why emotional intelligence is important in the workplace.
- Match emotional intelligence competencies to their associated domains.

These are the objectives from the first topic in the source course.

## Being an Effective Leader

- Effectiveness is not only about intelligence.
- Emotion also plays a strong role.



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Consider two very different leaders. One has a mind like a steel trap, a high IQ, and a great analytical focus. He troubleshoots better than anyone. But he gets impatient when people don't understand him immediately, and he loses his temper. The other is new to the job and slower to catch on. But he's great with people. He controls his emotions and understands what matters to his workers. Who do you think is more effective in his workplace?

The second manager is more effective. Even though the first manager has a higher IQ, the one who controls his emotions and understands what matters to his workers is the type of leader that can influence and motivate people. He knows what's important and is an excellent communicator. His emotional stability makes him flexible and creative when challenged, and his workers like and respect him.

So effectiveness as a leader isn't only about intelligence. In fact, intelligence, or the capacity to reason validly about information, is really a "given" among desirable qualities. After all, leaders are expected to be knowledgeable. Emotion, which is the state of feeling that conveys information about relationships, also plays a strong role in the workplace.

Tip: Ask participants to think of colleagues in their own workplace who are good leaders. What qualities do they display that enable them to be effective and to influence people?

## What is Emotional Intelligence?



Emotional Intelligence (EQ):

- Requires reasoning about emotions.
- Impacts intuition, integrity, and motivation.
- Includes communication and relationship skills.

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Emotional intelligence – known as EQ, the emotional intelligence quotient – comprises the ability to monitor, perceive, recognize, reason about, and understand emotions, and to use emotions to guide actions, solve problems, enhance thought, and promote growth.

EQ requires reasoning about emotions and understanding how they enhance thinking. This impacts intuition, integrity, and motivation, both of yourself and of others.

EQ also includes communication and relationship skills, since it impacts the perception and recognition of emotions. A high EQ helps you monitor your emotions and use them so you can enhance emotional and intellectual growth.

**Reflect**

Do you think there could be a biological component to EQ?

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Pose this question to participants and call on individuals to share their thoughts with the rest of the group.

After discussing a few opinions, you can provide the following feedback:

While the neural systems for intelligence and emotions are distinct, they share some connections.

The prefrontal cortex is where emotions are reasoned and processed. It interacts with the limbic system, which is the emotional center that provokes the fight-or-flight response in emergencies. The trigger point is the amygdala, which can take over other parts of the brain, including the rational centers, for immediate action.

Complex social realities can trigger the same pathways in the brain as physical emergencies. Feelings of anxiety or anger that are useful for handling bodily threats can be out of place in an office. But emotional impulses pass through other parts of the brain, which can veto inappropriate responses.

EQ competencies are based on the smooth operation of the dialogue between neurons in the emotional center and the prefrontal cortex. This means that leadership with high EQ interweaves intellect and emotions.

## Using Emotional Intelligence

- Balancing emotions with intelligence is important.
- EQ involves:
  - Taking into account how things get done.
  - Paying attention to motives, behaviors, interactions.
- How results are obtained matters as much as results themselves.



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So the biological basis for emotional intelligence emphasizes the strength of emotions and the need for intellect to analyze those emotions, particularly in situations where they're not appropriate. This balancing of emotions with intelligence is important for everyone, from employees to managers to executives.

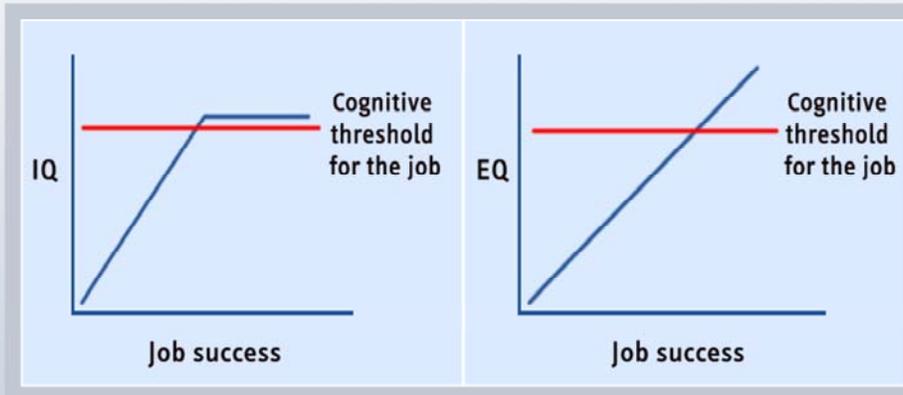
And it's vitally important for you as a leader in a tough business world because EQ is fundamental to your interactions with others.

EQ takes into account how things get done, not just the results themselves. While "the end justifies the means" is a nice quote, it's possible to achieve good results and still produce failures through rude or divisive means.

For example, you may have known someone trying to meet a deadline or hit a sales target and alienating people or making enemies along the way. Paying attention to motives, behaviors, and interactions is important to your success as a leader and for your organization's success too. Remember, how results are obtained can be just as significant to an organization as the results themselves.

## The Benefits of Emotional Intelligence

- Emotions and social skills are important to business.
- EQ competencies account for job success.



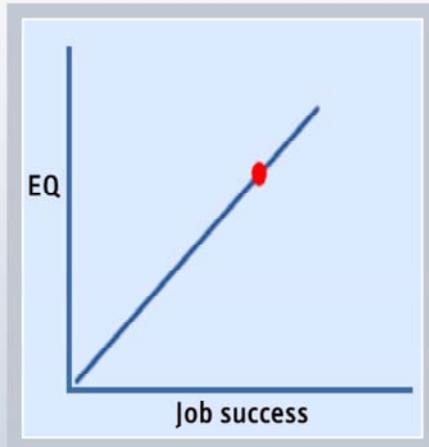
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In fact, your emotions and social skills are as important to business success as facts, figures, and processes. You need to be cognitively able to handle the complexity of a given role or job. But after reaching that threshold of "knowledgeable enough," intellect makes little difference.

Research shows that when people have basically equivalent education and technical competencies, it's their EQ competencies that account for job success.

## The Benefits of Emotional Intelligence



- EQ is a good predictor of success in the workplace.
- You should know how to motivate each person.
- Managing emotions obtains results.
- Appeal to both reason and emotions.

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There's such a robust connection between EQ and job success that a strong EQ is in fact a good predictor of success in the workplace. EQ contributes to success by helping you know how to motivate your employees individually.

With EQ, you can manage emotions to obtain the results you need. You do this by appealing to both reason and emotions, instead of trying to convince someone by facts alone.

Tip: Ask participants to consider how – and if – they use EQ in their daily work. Call on individuals to give examples.

## Practice

Based on what you've learned so far, consider this situation. For an editorial job opening, applicants are judged on a written aptitude test that assesses technical proficiency in rewriting for style and content.

Is this hiring practice judging EQ or IQ, or both?

- A. EQ.
- B. IQ.
- C. Both.

Tip: You can call on individual participants for a response, or use show of hands to get group response, or ask participants to jot down their answers on a piece of paper and discuss with a partner or in a small group. This tip applies to all practice questions in this blended learning resource PowerPoint file. In all cases, make sure correct answers are made known and all answers are debriefed to the degree necessary before moving on.

- A. This is an incorrect option. (This aptitude test is not judging the candidates' EQ or social abilities; their IQ or intellect is only being tested.)
- B. This option is correct. (Applicants are being judged only on a test emphasizing intellect (IQ), without any account of their EQ or social abilities. This type of practice is still very common in the business world.)
- C. This is an incorrect option. (Only one type of competency, IQ, is being judged in this situation.)

## The Benefits of Emotional Intelligence

- EQ competencies may account for larger portion of job success than technical competencies.
- Leaders with high EQ:
  - Are often top performers.
  - Create a motivating, optimistic atmosphere.



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By measuring only the IQ of applicants, an organization may overlook the best person for the job. Regardless of their IQ, training, or experience, leaders with competencies associated with high EQ are often top performers. In some cases, EQ competencies account for a larger portion of job success than technical competencies.

The converse is true too. In one study by Leadership IQ, only 11% of all new hires who failed at their jobs did so because of a lack of technical competence.

The remaining employees failed because of EQ-type issues. These included alienating coworkers, being unable to accept feedback, not managing emotions, lacking motivation or drive, and having poor interpersonal skills.

High EQ leaders benefit the organization. They create a motivating, optimistic atmosphere. As a leader, your mood often sets the tone for the organization, and leaders with high EQ are tuned in to people's feelings and can move them in a positive direction.

The positive climate that EQ creates enhances productivity and adaptability. People feel a mutual level of comfort, sharing ideas, learning from each other, and making collaborative decisions. They get things done.

## Activity

### Using Emotional Intelligence – Assessment Activity

Use this activity to assess how well you use emotional intelligence to enhance your job performance and to identify ways you could increase your EQ to become a better leader.

Activity Title: Using Emotional Intelligence – Assessment Activity

Filename: blllead\_05\_a04\_bs\_enus001.doc

Tip: Have handouts copied and/or prepared for electronic distribution in advance of the session. This activity can be completed or assigned here as part of the regular flow of the content, or saved until later and given as a follow-on or home work assignment. Either works fine. If you want to delay the activity until the end of the session, just move the slide to the proper place in the slide sequence.

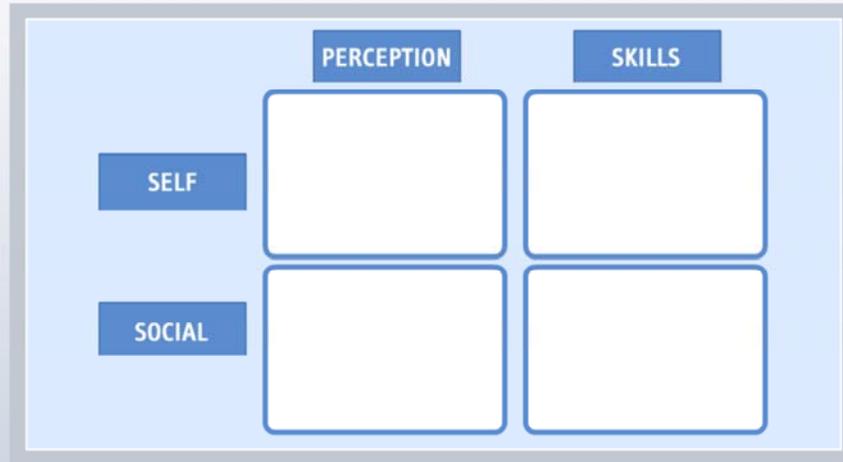
## Practice

Emotional intelligence is important to an organization for several reasons. Which statements reflect these reasons?

- A. Leaders with high EQ can turn a company's finances around.
- B. How results are obtained can be as important to a company's well-being as the results themselves.
- C. EQ is a good predictor of success in the workplace.
- D. EQ is a predictor of technical excellence.
- E. Leaders with high EQ enhance motivation and optimism in the workplace.
- F. EQ can bring about a positive climate that enhances productivity and adaptability.

- A. This is an incorrect option. (Leaders with high EQ can enhance motivation and optimism, but EQ alone isn't enough to turn a company's finances around.)
- B. This is a correct option. (For long-term success, how results are obtained can be just as important to an organization as the results themselves. If you don't pay attention to motives, behaviors, and interactions, and other elements related to EQ, you could alienate your workforce and decrease motivation.)
- C. This is a correct option. (Emotional intelligence is a good predictor of job success; people with high levels of EQ are often top performers.)
- D. This is an incorrect option. (EQ is a predictor of overall job success, which is very different from simple technical excellence.)
- E. This is a correct option. (High-EQ leaders enhance motivation and create a positive atmosphere by demonstrating an understanding of their employees.)
- F. This is a correct option. (EQ can bring about a positive climate that enhances productivity and adaptability. A leader with high EQ can create an atmosphere of mutual trust, respect, and cooperation by understanding and responding appropriately and positively to the emotions of employees.)

## The Four Domains of EQ



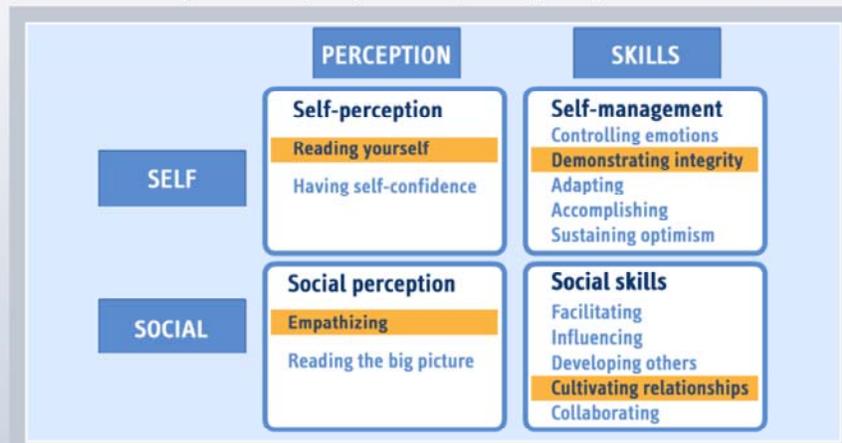
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There are several theories and conceptualizations of emotional intelligence. Daniel Goleman is the psychologist and author who did much of the influential pioneer work on EQ in the mid-1990s. The four domains of EQ covered in this topic are based roughly on his four categories. Goleman believes that outstanding leadership requires a combination of self-mastery and social intelligence, which have two competency areas: perception and skills.

## Fundamental Competencies

- Effective leaders exhibit competencies from each domain.
- The more competencies you possess, the higher your EQ.



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Effective leaders should generally exhibit one or more competencies from each domain. The more of these competencies you possess and use, the higher your EQ typically is.

Different researchers and thinkers include different competencies under the various domains. But in each of the skills domains, one of the competencies is usually considered the most fundamental, acting as the foundation for the others.

Tip: Ask participants to consider colleagues in their own work environment who display these characteristics, and how they impact on business, productivity, and the working environment.

## Discussion

Think of an effective leader within your organization. Do they possess and use competencies from each of the four emotional intelligence domains? How does this help make them a better leader?



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Pose this question to participants and call on individuals to share their thoughts with the rest of the group.

You might want to pose these additional questions to facilitate the discussion:

- What self-perception skills does this person display? How does this help them lead others?
- Which characteristics from the self-management domain does this person have? How do these characteristics make them a better leader?
- What social perception skills does this person display? How does this help them interact better with others?
- Which social skills does this person have? How do other people react to this person?

## Self-perception

- Recognize a feeling while it happens.

	PERCEPTION	SKILLS
SELF	<b>Self-perception</b> Reading yourself Having self-confidence	<b>Self-management</b>
SOCIAL	<b>Social perception</b>	<b>Social skills</b>

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On the matrix, the intersection of the self target and the perception competency area is the self-perception domain. This domain is vital to mastery of emotions. Self-perception allows you to recognize a feeling while it happens. The key competencies under self-perception are reading yourself and having self-confidence.

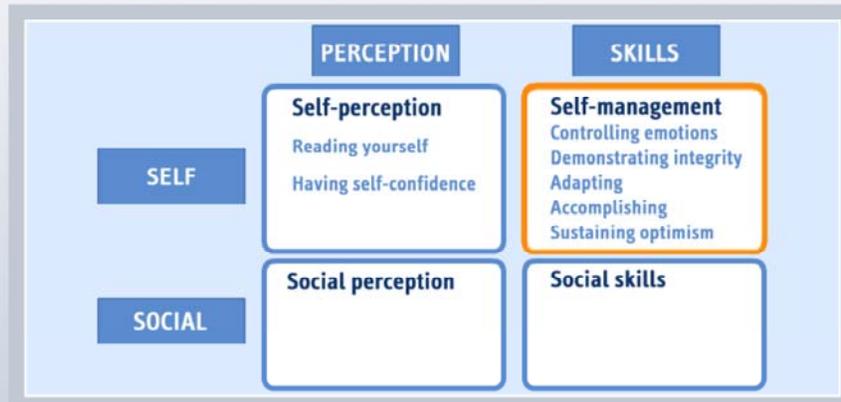
The key competencies in the self-perception domain are reading yourself and having self-confidence.

**Reading yourself:** Accurately reading your own emotions is a basic aspect of emotional intelligence and helps guide your decision-making process. It underlies all other processing of emotional information. Your own emotions include areas of beliefs and core values, as well as preferences, goals, strengths, weaknesses, and intuition.

**Having self-confidence:** Self-confidence comes from an accurate sense of your worth and abilities. This leads to a belief in yourself and the ability to be a better decision maker.

## Self-management

- Keep negative feelings under control.
- Deal with stress.
- Channel emotions productively.



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While self-perception enables you to recognize your emotions, the self-management domain gives you the control to master them. Controlling emotions is the fundamental competency in this domain. The ability to manage your emotions allows you to keep negative feelings and disruptive impulses under control, deal with stress, and channel positive and negative emotions productively.

Other self-management competencies are also important:

- Demonstrating integrity is a way to align actions with goals through honesty and dependability.
- Adapting allows you to be flexible in changing situations or overcoming obstacles.
- Accomplishing is a competency that provides motivation for continually improving performances and helps you proactively meet opportunities and personal standards.
- Sustaining optimism allows you to see the positive side of things. Optimism helps keep you motivated and cheerful about the future and your goals.

## Practice

Match the competencies to the emotional intelligence domains related to the self. Each domain may receive more than one match.

### Competencies

- A. Reading yourself.
- B. Sustaining optimism.
- C. Having self-confidence.
- D. Controlling emotions.
- E. Demonstrating integrity.

### Emotional intelligence domains

- \_\_\_ Self-perception.
- \_\_\_ Self-management.

Tip: Ask participants to read through each competency and find the emotional intelligence domain that best matches it. Participants can write their answers down and compare them with those of another participant, or discuss the matches in groups. Mention that each domain will match to more than one competency.

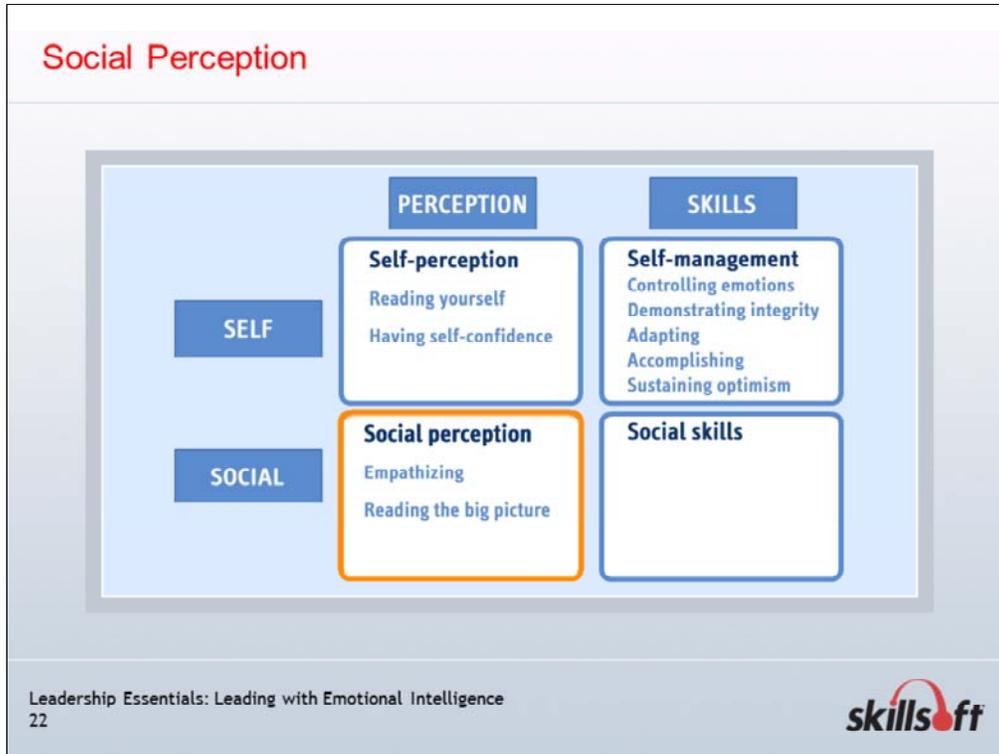
Use this answer key to fully debrief the correct answers with participants:

A, C

Self-perception. (The perception competencies in the EQ domain relating to the self include the ability to read your own emotions and knowing your core values, preferences, goals, strengths, weaknesses, and intuition. They also involve having a sense of your own self-worth and abilities.)

B, D, E

Self-management. (The management competencies in the EQ domain relating to the self include being able to control emotions, demonstrate integrity, and sustain optimism. All of these abilities help you manage emotions.)



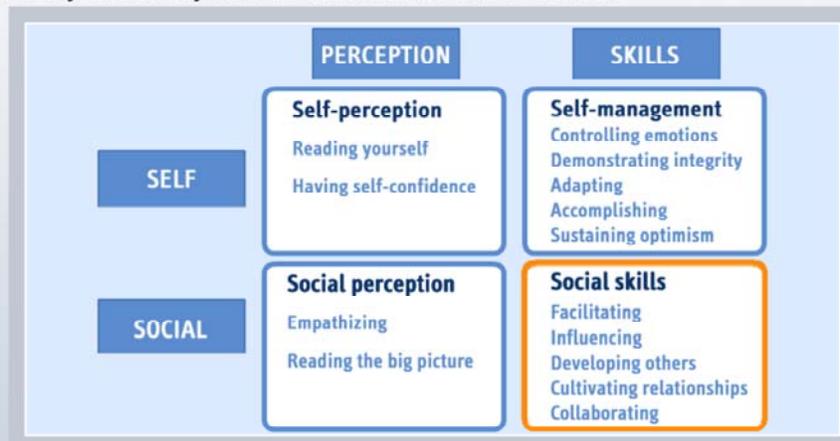
For true effectiveness in leadership, personal awareness and control aren't enough; you need to look outside of yourself as well. On the matrix, the domain found at the intersection of the social and perception competency areas is the social perception domain. This domain is also essential for leaders, and it includes the key competencies of empathizing and reading the big picture.

**Empathizing:** Awareness of social surroundings can be built through empathizing, which is sensing and taking an interest in other people's emotions and perceptions. Empathy has components that are both cognitive and emotional. It allows you to understand others' core values and points of view while remaining independent.

**Reading the big picture:** Being able to read the big picture facilitates an understanding of relationship networks, trends, and the politics of larger groups and organizations. A high-level view allows you to see the reality of things, not just how you'd like them to be.

## Social Skills

- Facilitating is a fundamental competency.
- Ability to identify how to meet the needs of others.



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While social perception allows you to recognize the emotions of others and identify with their viewpoints, other skills are needed to help you lead effectively. The social skills domain is at the intersection of the social and the skills competency areas. Facilitating is the fundamental competency in this domain. Facilitating is the ability to identify how to meet the needs of others, and to meet those needs.

While this is not an exhaustive list, other competencies in the social skills domain include the following:

- Influencing others to inspire or motivate them through your actions and words, and leading through the use of tactics of persuasion.
- Developing others to bolster their abilities through the use of feedback, mentoring, and guidance.
- Cultivating relationships to allow you to confront and resolve disruptive or divisive emotions or issues. When you can genuinely express feelings, you can build rapport and maintain equitable and respectful relationships.
- Collaborating skills to allow you to get people to cooperate in an equitable way. In this way, you can progress toward mutual goals.

## Practice

Match the competencies to the social emotional intelligence domains. Each domain may receive more than one match.

Competencies	Emotional intelligence domains
A. Facilitating.	___ Social perception.
B. Empathizing.	___ Social skills.
C. Developing others.	
D. Collaborating.	
E. Reading the big picture.	

Tip: Ask participants to read through each competency and find the emotional intelligence domain that best matches it. Participants can write their answers down and compare them with those of another participant, or discuss the matches in groups. Mention that each domain will match to more than one competency.

Use this answer key to fully debrief the correct answers with participants:

B, E Social perception. (The competencies in the social perception domain are having the ability to read the big picture and to empathize. These abilities allow you to better perceive the emotions of others and to understand the relationship networks of the larger group and organization.)

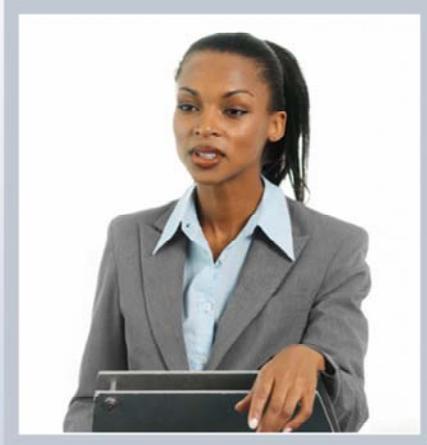
A, C, D Social skills. (Competencies in the social skills domain are facilitating, collaborating, and developing others. These skills help you lead others in an effective and positive way.)

## Topic 2: Improving Perception Competencies

Recognize which perception competencies need improvement and recommend techniques for cultivating them, in a given scenario.

This is the objective from the second topic in the source course.

## Improving Perception Competencies



- Tune in to what employees feel.
- Use techniques to improve your competencies in:
  - Self-perception.
  - Social perception.

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Have you ever went to work and found an upset, angry, or worried employee? Did you know what to do or say? Perceptive leaders can tune in to what employees feel and help them regain self-control when personal problems come into the workplace.

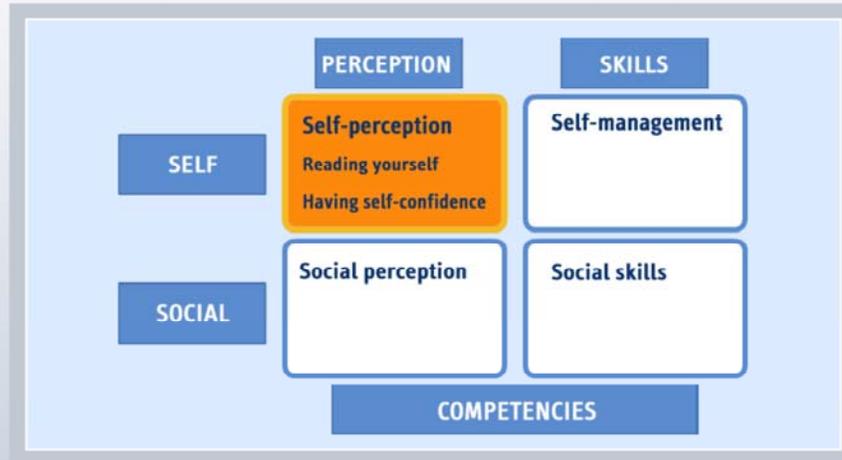
Would you like to be that kind of perceptive leader?

In this topic, you'll learn positive techniques to help improve the emotional intelligence - or EQ - you require as a leader. This topic covers the two EQ domains associated with perception. It includes the techniques needed to improve your competencies in self-perception and social perception.

Tip: Ask participants to consider the types of problems that exist in their own workplace, and how they think perception influences these problems.

## Having Self-perception

- Know what you do well.



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Having self-perception means you can read yourself, and you have self-confidence. It means you're aware of your emotions and capabilities.

When you can read yourself, you know what you do well and what your limits are. You're open to what your feelings are trying to tell you.

## Characteristics of Poor Self-awareness

- **Projecting emotions.**
- **Associating emotions.**
- **Believing you should feel a different way.**
- **Refusing to acknowledge feelings.**
- **Blaming others for your feelings.**

Certain characteristics and behaviors are indicators of poor self-awareness:

- Projecting emotions is a defense mechanism. Unacceptable thoughts or feelings are repressed and then attributed to someone else, like when someone in denial about their own anger feels that he encounters a lot of "angry" people.
- Associating emotions with memories or other unpleasant emotions can occur if someone's behavior subconsciously reminds you of something else. For example, a coworker's tone of voice may trigger a childhood memory of parental punishment.
- Believing you should feel a different way than you do can trigger difficult emotions. Sometimes people think they're "bad" for feeling emotions they've been brought up to believe are wrong.
- Refusing to acknowledge feelings – or denying them – happens when certain feelings are thought to be unacceptable and simply not acknowledged. For example, a CEO in a family business may refuse to acknowledge that the firm's financial troubles are due to his son's inability to control the budget.
- Blaming others for your feelings can occur when you don't take responsibility for your own emotions and actions. For instance, someone might make an excuse for a project's failure by blaming the economy and not accepting the impact of her own decisions.

Characteristics and behaviors may be indicators of poor self-awareness, but the converse is also true. When you have good self-awareness and can read yourself, you know that your emotions can affect your work and those you work with. For example, if you're tense, your coworkers and your customers pick up on it. Knowing this, you can project a positive attitude, which is always contagious.

## Discussion

How aware are you of your emotions? How can you improve your own self-awareness?



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Pose this question to participants and call on individuals to share their thoughts with the rest of the group.

You might want to pose these additional questions to facilitate the discussion:

- Do you often project emotions? How?
- Do you commonly associate emotions with memories? Why?
- Do you sometimes believe you should feel a different way? In what situations does this tend to happen?
- Do you refuse to acknowledge your feelings? Why do you think you do this?
- Do you blame others for your feelings? What is the consequence of this?

## Practice

A company is in an industry that's rapidly conglomerating. The owner, who is distrustful of conglomerates, says he doesn't want to sell his business because he wants his son to succeed him. He uses this reason to justify his past decisions to avoid growing larger through acquisitions.

Is the business owner showing strong self-awareness?

- A. Yes, because he's reading himself.
- B. No, because he believes he should feel a different way.
- C. No, because he's refusing to acknowledge his feelings.

- A. This option is incorrect. (The owner isn't showing strong self-awareness because he's not reading his emotions to discover the real reason he's avoiding selling the business in a climate that's perfect for it.)
- B. This option is incorrect. (The owner isn't showing strong self-awareness, but it's not because he believes he should feel a different way. He's refusing to acknowledge his true feelings about why he doesn't want to sell.)
- C. This is the correct option. (The owner is showing poor self-awareness because he's blinding himself as to why he wants the business to stay in the family. He's not acknowledging that his feelings about not selling are linked with his distrust of conglomerates.)

## Improving Your Ability to Read Yourself



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Although some emotions hinder self-awareness, you can use many techniques to improve your ability to read yourself. You can learn to solicit feedback from multiple sources; identify your strengths, weaknesses, and emotional triggers; interpret your goals and feelings; self-observe, as if you were viewing another person's emotions; and record your reactions and thoughts.

**Solicit feedback:** Ask for feedback from people in your life. The 360-degree feedback technique in many companies makes use of this idea. Customers, peers, subordinates, and supervisors can all provide valuable feedback. Getting multiple views gives you a more complete picture. For example, you could do regular "lessons learned" post-mortems on every project, and solicit feedback from all the project's stakeholders. Be sure to listen without getting defensive.

**Identify strengths, weaknesses, triggers:** Only when you identify your strengths and weaknesses will you be able to take stock of your real self. A personal balance sheet, for example, can help you inventory your talents and passions. Then you can examine your strengths and gaps. You also need to identify your emotional triggers, which are situations or personalities that provoke an intense emotional response. For instance, if micromanagement makes you angry, you should investigate it. Once you identify why it's a trigger, you can stop responding emotionally and instead respond with intelligence and rationality.

## Improving Your Ability to Read Yourself



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**Interpret goals and feelings:** It's not enough to just identify your emotions; you must also interpret them and your goals. For instance, you could visualize where you'll be in ten years, and interpret this by determining what it says about what's important to you. When you experience emotions, ask "What is this feeling trying to tell me?" For example, an HR manager faced with a big hiring challenge worried about it for months beforehand. After he interpreted the worry as fear for his own job, he was able to estimate the probability of his fears coming true and start focusing on his realistic options.

**Self-observe:** Self-observation is enhanced by visualizing yourself as if you were observing someone else. Self-observation and self-curiosity will allow you to tune into yourself and identify even your more subtle moods. For instance, a supervisor observes herself and learns she always reacts poorly to people she perceives as being arrogant. She can then design a plan to improve in that area instead of being emotionally hijacked each time she has to deal with that type of person.

**Record reactions and thoughts:** Recording your reactions and thoughts in an emotional journal gives you detachment. Just a few minutes a day can help you understand what makes you incompatible with certain people or jobs, and learn ways to deal with it. Understanding the true meaning in your writing may take several weeks. For example, a manager didn't organize his writing, but let the words flow. At the end of a month, he looked back at his journal and clearly identified the specific feelings that caused him stress. He then learned ways to counteract them.

## Practice

Which are examples of techniques for developing competencies in self-awareness?

- A. Asking what this fear of discussing John's review with him is trying to tell me.
- B. Discovering that office gossip sets off feelings of frustration.
- C. Asking myself why I don't have good networking contacts.
- D. Working to gain awareness of organizational trends and climates.
- E. Asking my supervisor to schedule a 360-degree evaluation.
- F. Spending time viewing my emotions as though they belong to someone else.
- G. Using a journal to write down feelings I experience.

- A. This is a correct option. (By asking why you feel the way you do, you interpret your feelings and thereby improve your self-awareness. Once you understand the basis of the fear, you can start dealing with it constructively.)
- B. This is a correct option. (Successful identification of an emotional trigger, such as gossip, is a technique to develop self-awareness.)
- C. This option is incorrect. (Asking yourself why you don't have good networking contacts is not a technique for self-awareness, but rather a career development idea.)
- D. This option is incorrect. (Gaining awareness of organizational trends and climates is a technique to develop social awareness, not self-awareness.)
- E. This is a correct option. (Soliciting feedback from multiple sources, such as asking for an all-points review, is a technique to develop self-awareness.)
- F. This is a correct option. (One technique to develop self-awareness is observing yourself as if you were viewing another person's emotions.)
- G. This is a correct option. (Writing down your feelings is a way of recording your reactions and thoughts, which will help develop self-awareness.)

## Becoming Socially Perceptive

- Understand what motivates others.
- To empathize, ask yourself:
  - What's this person dealing with now?
  - What do they want from this interaction?
  - What are they feeling?



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Once you have the ability to read yourself, what's next? Well, you also need to become socially perceptive. Then you can understand and empathize with others and their emotions, and accurately read even potentially volatile situations and people.

The first competency in the social perception domain is empathizing. Without empathy, you expect others to act and perceive as you do. But everyone sees the world in different ways, and people act based on this personal "map." If you assume everyone has the same map as you, their actions might not make sense. But if you empathize, you can find a road to travel together.

Empathizing with others helps you understand what motivates them so that you can better align their goals with organizational goals, provide constructive feedback, and help solve problems.

Whenever you deal with another person, ask yourself "What's this person dealing with right now? What do they want or need from this interaction? What are they feeling?" Asking these questions will help you empathize.

**Reflect**

How do you think strong empathy skills might help you in a business situation?

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Pose this question to participants and then call on individuals to share their thoughts with the rest of the group.

Then provide the following feedback:

Having strong empathy skills can help you sense others' emotions, understand their perspective, and take an interest in them. Empathy can help in the workplace by giving you the ability to:

- Perceive the spoken and unspoken thoughts and feelings of others.
- Appreciate thoughts and emotions of others and the reasons for them.
- Respect and value people from diverse backgrounds and cultures.

## Impact of Not Having Empathy - Example

- Production numbers in utility company decline.
- Executive:
  - Displays anger and shouts at individuals.
  - Didn't put himself in shoes of others.
  - Wasn't aware of others' perspectives.
  - Failed to express his frustration constructively.



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The following example illustrates what can happen when a leader doesn't have empathy. Whenever production numbers declined in a utility company, one executive routinely snapped pencils in half and shouted at individuals in production meetings. He was angry and frustrated, but he didn't stop to put himself in the shoes of the other team members. With each of his outbursts, the room fell into silence. Employees called the meeting room "the torture chamber."

If the utility company executive had shown an appropriate awareness of the others' perspectives, he might have been able to express his frustration constructively.

His emotional energy could have sparked a creative brainstorming and troubleshooting session, instead of shutting the whole conversation down.

Tip: Ask participants to consider colleagues and leaders in their own workplace who are empathetic, and how they behave.

## Practice

Sometimes, awareness of another's perspective can help you find areas where you agree with that person.

What do you think is the relationship between empathy and agreement?

- A. You have to agree with someone to empathize with them.
- B. You don't have to agree with someone to have empathy for them.
- C. If you disagree with someone, you can never feel empathy for them.

The correct option is B. (In the process of empathizing with someone, you might find that you agree with that person on certain points, but empathy isn't the same as agreement. You can comprehend someone's feelings, perceptions, or intentions without thinking they're accurate or appropriate.)

## Improving Your Empathy

- Listen first.
- Stand in their shoes.
- Find common ground.



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Techniques that can improve your skills at feeling empathy for other people are to listen first, stand in their shoes, and find common ground.

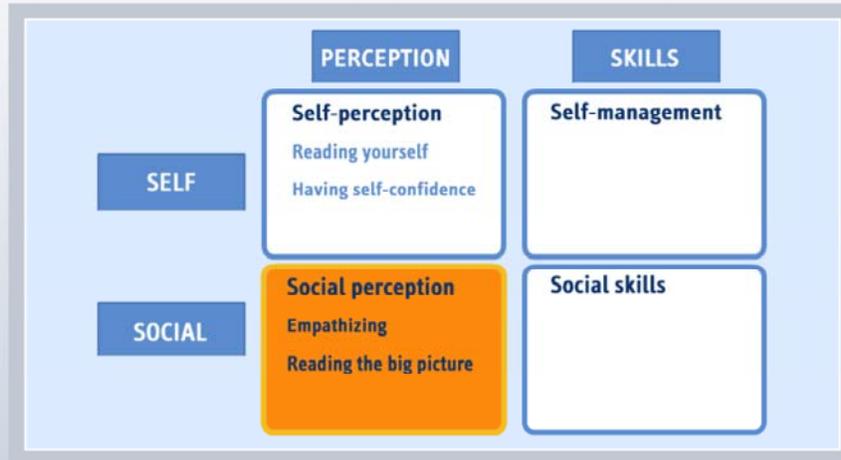
**Listen first:** A real conversation doesn't consist of just taking turns talking. For empathic listening, you need to hear the other person's side of the story first, and really listen, without interrupting or getting defensive. Focus on the words and body language without judging the person. Every now and then, take the opportunity to summarize what the person thinks, feels, and needs. This will demonstrate you've really heard him.

**Stand in their shoes:** Create empathy and understanding by trying to stand in someone's shoes for a while. Write down what you know about a person's interests, background, and situation. Write in the first person, as though you are the person. After such an exercise, you'll have more understanding and empathy – and more positive interactions.

**Find common ground:** When you search for common ground, focus on the characteristics in someone that are the same as yours and that are positive. This helps raise your awareness of what the other person is feeling. You can turn it into a kind of game to always find something you and the other person share. You should be truthful, but agree with what the person says when you can. This will clearly demonstrate your common ground.

## Reading the Big Picture

- Lack of organizational awareness has consequences.



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The second competency in the social perception domain is reading the big picture. An accurate high-level view allows you, as a leader, to better address conflict and other problems among employees. It also helps you cultivate positive relationships and detect key power relationships and networks. Then you'll be able to understand the political forces, the guiding values, and the unspoken rules that operate in your organization.

A lack of organizational awareness has consequences, as one software company found. The production manager chose creative developers to work on a new software offering.

But the manager couldn't read the group's emotional currents and power relationships. As a result, subcommittees always became mired in squabbles and the project failed.

If the manager had been stronger in his organizational awareness, he could have used the competitiveness in the group to spur each subcommittee on.

## Practice

A manager in a publishing company remembers what it was like to work long hours to meet deadlines, so she sets up reasonable milestones for her employees. However, her teams delay their work and set up emergency situations. They then work weekends to meet deadlines. The company considers these efforts "heroic" and always rewards them. This has become an organizational norm, and team members know that to succeed you have to narrowly avoid a crisis. The manager is frustrated and tries to set up even more reasonable deadlines.

Which evaluation of this manager's social perception skills is most accurate?

- A. Strong in empathy and good at reading the big picture.
- B. Strong in empathy but poor at reading the big picture.
- C. Poor in empathy and poor at reading the big picture.
- D. Poor in empathy but good at reading the big picture.

- A. This option is incorrect. (The manager is strong in empathy, since she puts herself in her employees' shoes. But if she was truly good at reading the big picture, she'd be able to figure out the unspoken rule of the organization is that success lies in narrowly averting a crisis. This kind of behavior has become the norm in the organization because it's rewarded.)
- B. This is the correct option. (The manager is strong in empathy; she puts herself in her workers' shoes. But due to her poor reading of the big picture, her teams have learned to delay and set up emergency situations because this kind of behavior is rewarded. The rewards that follow make it clear that, in this company, to succeed means barely averting a crisis.)
- C. This option is incorrect. (The manager is not poor in empathy, since she does have the ability to find common ground with her employees and stand in their shoes. The manager is poor at reading the big picture, however. She doesn't see that the organizational norm is to work hard at the last minute and get rewarded for what seem like heroic efforts.)
- D. This option is incorrect. (The manager is not poor in empathy, since she finds common ground with her employees by understanding what it's like to work long hours. She's not good at reading the big picture, though, since her teams are following an organizational norm by stalling and setting up emergency situations to get rewarded.)

## Enhancing Your Awareness of the Big Picture

- Track emotions during meetings.
- Assess the organizational culture by:
  - Uncovering written and unwritten rules.
  - Determining which actions are rewarded.
  - Knowing who the key decision makers are.
  - Recognizing who influences whom.
  - Knowing who has worked together.



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Specific techniques for enhancing your awareness of the big picture include tracking emotions during meetings and analyzing the organizational culture.

To track emotions during meetings, check your understanding of what coworkers are communicating by stating in your own words what you think they're feeling when they make a statement. You might do this two or three times during each meeting.

To analyze the organizational culture, you uncover written and unwritten rules, as well as determine which actions are rewarded and how mistakes are handled. You must also ascertain goals and missions, and interpret benefits and other organizational gestures for the values they represent.

You can assess the company culture by asking yourself certain questions:

- Do I fully understand the organizational structure?
- Can I accomplish things both formally and informally?
- Do I know who the key decision makers are?
- Can I recognize who influences whom and who seeks advice from whom?
- Do I know who has worked together and for how long?

## Practice

Match examples of techniques you can use to enhance your social perception to the competencies they help develop. Each competency may receive more than one match.

### Techniques

- A. Let the other person talk first and listen nonjudgmentally.
- B. Every so often in meetings, restate what coworkers say to ensure you understand what they're feeling.
- C. Put yourself in other people's places and try and understand what's going on in their lives.
- D. Figure out what perceptions, thoughts, ideas, or background you may share with the other person.
- E. Make sure you know the company's social networks, including how long people have worked with each other.

### Competencies

- \_\_\_ Empathizing.
- \_\_\_ Reading the big picture.

Tip: Ask participants to read through each technique and find the competency that best matches it. Participants can write their answers down and compare them with those of another participant, or discuss the matches in groups. Mention that each competency will match to more than one technique.

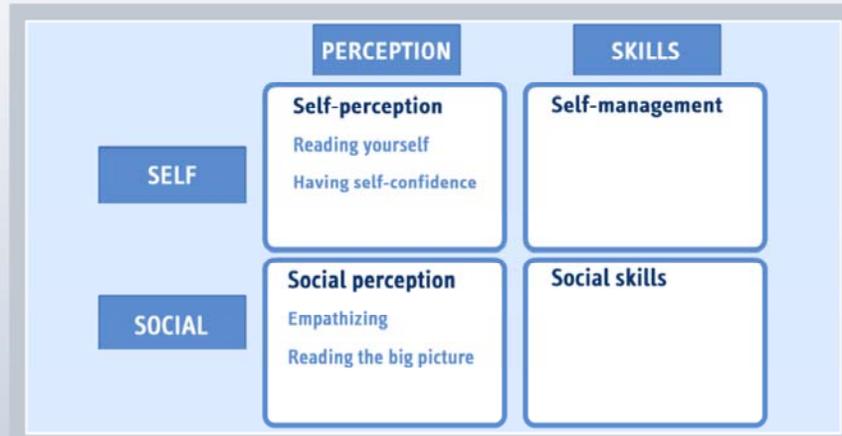
Use this answer key to fully debrief the correct answers with participants:

A, C, D Empathizing. (To enhance your empathy competencies, listen first, stand in other people's shoes, and search for common ground.)

B, E Reading the big picture. (To enhance your skills in reading the big picture, you can track emotions during meetings and analyze the organizational culture.)

## Sharing Techniques for Enhancing EQ

- Share techniques to improve EQ with your employees.
- Allows positive effects of high EQ to trickle down to front line.



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As a leader, you can share the techniques that improve your own EQ with your employees. Then, they can enhance their EQ too. This allows the positive effects of high EQ to trickle down from your level to the front line.

## Practice

A new manager tells everybody that he can handle the accounting for a project, but he soon realizes he doesn't have all the necessary skills required. In the meeting where he explains this, he notices Jane is irritated and has her voice her displeasure. He looks at the situation from her point of view and restates her comments to ensure he understands her feelings. This allows him to smooth things over with her.

Which techniques would best cultivate the perception competencies that the manager needs in this situation?

- A. He should improve his ability to read himself by creating a personal balance sheet.
- B. He should improve his ability to empathize by standing in Jane's shoes.
- C. He should improve his ability to read the big picture by tracking emotions during meetings.

- A. This is the correct option. (The manager failed to identify his strengths and weaknesses, particularly in his accounting skills. Creating a personal balance sheet would help him identify gaps in knowledge.)
- B. This option is incorrect. (The manager is empathizing by putting himself in Jane's shoes and looking at the situation from her point of view.)
- C. This option is incorrect. (The manager read the big picture by noticing Jane's irritation and restating her comments, thus tracking emotions.)

## Activity

### Improving Your Perception – Assessment Activity

This activity gives you an opportunity to assess your perception competencies and to identify ways you can improve your self-perception and social perception.

Activity Title: Improving Your Perception – Assessment Activity

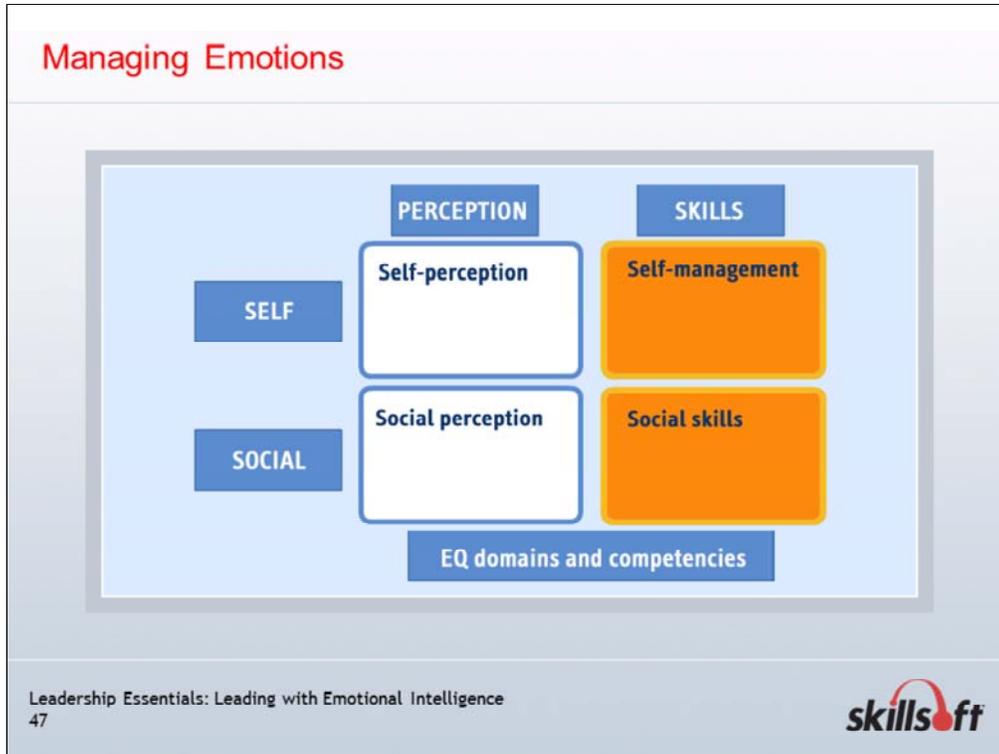
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### Topic 3: Using Self-management and Social Skills

- Choose actions that demonstrate emotional intelligence in controlling emotions.
- Recognize actions that demonstrate emotional intelligence in facilitating.

These are the objectives from the third topic in the source course.



Jack is a manager who tries hard to be a good boss. He's very intuitive about people and social systems, and he's remarkably self-aware. But despite all his competence in being perceptive, Jack still gets emotionally hijacked when his workers are upset. He responds emotionally, even when he knows it's because he's under pressure or feeling defensive. Then all the emotions in the room get magnified, and small, simple issues become big ones.

Jack has great perception, but he has no skills in managing his or other people's emotions. He has only half of the emotional intelligence – EQ – knowledge that he needs.

Jack could benefit from learning about the two EQ domains associated with skills. These include the techniques needed to improve competencies in self-management and in social skills.

## Reflect

Negative emotions – especially from a leader – can have a big impact in the workplace. In your work, what have you experienced as negative effects of not controlling emotions?

Pose this question to participants and call on individuals to share their thoughts with the rest of the group.

After discussing a few opinions, you can provide the following feedback:

Some of the negative effects of not controlling emotions include angry outbursts, slamming doors, e-mail venting, social withdrawal, grudges, unwarranted criticism, sarcasm or inappropriate humor, and playing the victim.

## Discussion

How do you think you can better control your emotions in the workplace? Are there any strategies or techniques you use to try to manage how you feel?



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Pose this question to participants and call on individuals to share their thoughts with the rest of the group.

You might want to pose these additional questions to facilitate the discussion:

- Which emotions do you often feel?
- How do your emotions affect you at work and at home?
- What do you usually do to try to manage your emotions? How effective is this?
- What new techniques do you think you could use to control your emotions?

Mention that some techniques will be covered on the next slide.

## Techniques for Controlling Your Emotions

- Interrupt negative patterns.
- Reduce stress.
- Talk things through.
- Write down your feelings.

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To avoid such negative effects, you need the skills of self-management. These skills include controlling feelings and impulses, and being able to adapt to changing circumstances. Controlling emotions is the fundamental competency in the self-management domain. This ability comes after you can identify your emotions – and the reasons for them, which are competencies in the self-perception domain.

To help control your emotions, you can use several techniques:

- You can interrupt negative patterns with logic by first identifying a pattern of anticipating the worst. Then you can stop it. You can run your fears past an objective observer, or say "there I go again" when you discover yourself thinking negatively.
- You can reduce stress through self-care – such as healthy eating, exercise, timeouts, and relaxation techniques – or through more extensive efforts such as getting a new job or leaving a bad relationship.
- You can talk through the problem with a third party, someone you trust. Emotional issues difficult to work out on your own can be clarified through discussions with a spouse, friend, coworker, or mentor.
- You can write a letter or e-mail you don't plan on sending. By expressing your emotions in writing, you can release the emotional charge. Just be sure you don't send it inadvertently.

## Techniques for Controlling Your Emotions - Example

- Big cross-functional project in a utility company.
- Deadlines looming, supervisors upset.
- Department manager having problems at home.
- To enhance self-control:
  - Mary recognizes her fears, realizes they're unlikely to come true.
  - Jake takes time out to relieve stress.
  - Amy talks about personal problems to coworker.
  - Bob writes down why micromanagement is an emotional trigger.

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Introduce this example of how to use the techniques for controlling emotions:

In a utility company, a big cross-functional project is underway. Deadlines are looming and supervisors are upset. One department manager is also having some problems at home.

Then mention these examples of how to enhance self-control in the utility company situation:

Interrupt negative patterns: Mary finds herself saying there's no way she can possibly meet her deadlines. Recognizing her own negative pattern, she remembers that she always says that, and yet always manages to meet the deadlines. She manages to almost laugh at her fears and realize they're not likely to come true.

Reduce stress: Jake is in charge of scheduling meetings and training. Juggling the schedules of five managers and the department head is stressful. He finds himself getting a headache, so he takes a timeout and leaves the building for a short walk in a nearby park.

Talk things through: Amy is having some personal problems at home, which she knows is making her more emotional than usual. So she invites a trusted coworker to lunch to talk things through. Amy asks her friend to hold her accountable to follow through on the changes they talked about.

Write down your feelings: Time after time, Bob's supervisor raises minor objections about his work. Bob knows that micromanagement is an emotional trigger for him, but he still gets furious. He controls himself when she does it again by having a plan to address his anger. He handwrites a letter that explains what he really thinks about the situation. Then he tears it up into tiny little pieces.

## Interpersonal Techniques for Controlling Emotions

- Letting other people explain themselves first.
- Honestly expressing emotions.
- Discussing the reasons for them.
- Searching for solutions.
- Taking responsibility for your actions and feelings.

Self-control techniques are only part of controlling emotions, however. As a leader, you don't have a solitary work life – you have to deal with other people every day. So you also need interpersonal techniques for controlling emotions. Interpersonal techniques include letting other people explain themselves first in a disagreement; honestly expressing emotions, discussing the reasons for them, and searching for solutions; and taking responsibility for your actions and feelings.

Tip: Ask participants whether they've ever used any of these techniques in their job. If so, how did using them help them to control their emotions and what was the outcome? If not, do any of their work colleagues use the techniques, and to what effect?

## Controlling Your Emotions - Example

Ann is a manager who has been informed of a dispute. A team member, Kelly, received an e-mail from her team lead that made her upset, so she brought it to Ann's attention. Follow along as Ann discusses the issue with the team lead, Tom.

**Ann:** Tom, why don't you tell me what's going on between you and Kelly?

**Tom:** Well, Kelly and I have had kind of an ongoing battle about how often she's traveling to the client's site. I guess I reached my breaking point one day when she sent me another travel request via e-mail.

**Ann:** How did you respond? What were you feeling?

**Tom:** I was furious about it. I was also stressed about some criticism I received from the client. Without thinking about my reaction or waiting to calm down, I replied to the e-mail in a terse and critical way.

Introduce this slide as an example of controlling emotions.

Read the dialog aloud to participants, allow them to read it quietly to themselves, or call on two people to read out the scenario.

## Controlling Your Emotions - Example

**Ann:** And that's where I came in, because Kelly got angry about your response and escalated it. I have to admit I was dismayed.

**Tom:** Yes. I'm sorry about that. Of the many mistakes I made in this situation, the main one was that I responded inappropriately.

**Tom:** I should have calmly addressed the underlying relationship breakdown. I just lashed out, using emotions and without thinking.

**Ann:** You weren't managing your emotions.

**Tom:** No, I wasn't. I'll need to resolve the issue with Kelly in a more appropriate way.

This dialog continues from the previous slide.

## Discussion

How well do you think Ann managed to control her emotions?



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Pose this question to participants and call on individuals to share their thoughts with the rest of the group.

You should provide the following feedback during the discussion:

Ann provided good leadership to Tom, controlling her own emotions and helping Tom control his. Ann used the technique of letting him explain himself first, which allowed her to cultivate empathy and understand Tom's perspective before reacting. Ann also expressed her emotions and got Tom to do the same. They explored the underlying reasons and searched for solutions. After that, Tom clearly took responsibility for his actions and feelings.

## Activity

### Responding to Different Emotional States – Activity Guide

This activity gives you an opportunity to learn how to interpret the non-verbal behaviors associated with different emotional states to gain insight into how people are reacting to you and to what is being communicated. It also enables you to plan an appropriate response to use the next time you encounter each behavior.

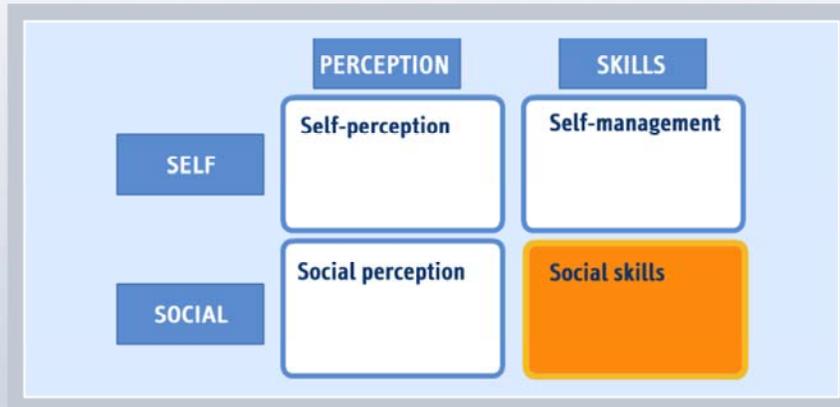
Activity Title: Responding to Different Emotional States – Activity Guide

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## Facilitating

- Recognizing how to meet the needs of others.
- Then meeting those needs.



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When you can understand and manage your own emotions, you can move on to mastering the fundamental skills in the social domain. Social skills are useful for your interactions as a leader, and they also help you increase the EQ of those you lead.

In the social skills domain, the fundamental competency is having the ability to facilitate. Facilitating refers to the skill of recognizing how to meet the needs of others and then meeting those needs.

## Facilitating Techniques

- **Use evocative comments.**
- **Let people express themselves and participate.**
- **Keep people informed.**

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Facilitating involves three main techniques. You use evocative comments, let people express themselves and participate in what's happening, and keep people informed.

Evocative comments focus on the "why" or "how" of behavior, not on the "what." These comments bring out the reasons behind behaviors and help people understand and deal directly with possible conflict. A leader can ask for observation without judgment. Posing evocative comments such as "What's really going on here?" or "How well are we working together on this?" can open dialog that helps people uncover unproductive behaviors.

A leader with high EQ will let people express themselves and participate in what's going on. Then your employees can move beyond anger and worry and work together. When there are problems, brainstorming and solving the problems as a group channels energy and facilitates buy-in. When you share information about why tough choices are needed, employees will cooperate and try to make changes work. Participation builds self-confidence, loyalty, and motivation by empowering people to be part of the solution.

The final technique for effective facilitating is to keep people informed about both good and bad news. In this way, you build trust and enhance motivation. Keep them in the loop about how their work fits with the organization's goals, about decisions made by upper management, and of course, about their personal progress. When providing such feedback, make sure it's accurate, positive, clear, and objective.

## Using Facilitating Techniques

Use evocative comments	Let people express themselves and participate	Keep people informed
<ul style="list-style-type: none"><li>• Focus attention on inconsistencies.</li><li>• Ideal in a review situation.</li><li>• Explore underlying reasons for behavior.</li></ul>	<ul style="list-style-type: none"><li>• Leader told to cut department expenses.</li><li>• Talks to employee honestly, asks for input.</li><li>• Employee less resistant, more motivated.</li></ul>	<ul style="list-style-type: none"><li>• Job review for employee whose work isn't good.</li><li>• Feedback needs to motivate and inspire.</li><li>• Leader is accurate, clear, non-judgmental.</li></ul>

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Here are some examples of how a leader might use facilitating techniques in a review context with an individual employee.

**Use evocative comments:** Evocative comments focus attention on inconsistencies, which can be ideal in a review situation. The leader tells the employee, "The team charter says the team is self-directed, but you're requiring my input into every decision" and "You don't seem to be fully invested in this task." The leader uses evocative comments to explore underlying reasons for behavior. He might ask the employee "Could your work delays be happening because you're upset about the layoffs?"

**Let people express themselves and participate:** The leader has been told to cut his department's expenses by 8%. In the review, he talks to the employee honestly, saying "This is the situation. What do you think we can do to decrease expenses?" While emotions and fear will no doubt come to the surface, the worker will be participating in shaping her future. As a result, she'll have less resistance to change, less anger, and more motivation.

**Keep people informed:** The employee's current work merits a less than stellar job review. He can't improve unless he knows what he's doing wrong. But the feedback needs to be given in a way that motivates and inspires, and doesn't discourage or anger him. The leader has made notes in advance of the meeting about what the employee does well, and compliments him on that. She's accurate, clear, and nonjudgmental when she says "This is what I need from you." She never uses phrases like "You're irresponsible." She only says "You're not meeting your commitments."

## Activity

### Preparing to Facilitate – Activity Guide

This activity gives you an opportunity to plan ways to use the facilitating techniques to improve your ability to recognize how to meet the needs of others and to then meet those needs.

Activity Title: Preparing to Facilitate – Activity Guide

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## Practice

You're a manager with a problem. The organization has just been downsized, and roles and responsibilities are shifting. Your project team is anxious and on edge, and two of the members are especially at odds and not as productive as usual.

Which responses show emotional intelligence in facilitating?

- A. "What's really going on here? You two seem to have had more problems since the downsizing was announced."
- B. "Although the changes will affect some of us more than others, I want to hear from each one of you."
- C. "I don't know any more than you do. Let's just keep quiet and see how things shake down."
- D. "I'm really getting frustrated with our productivity. I'm going to go take a walk and come back in ten minutes."
- E. "I have a meeting with senior management tomorrow. Let's schedule time right afterward so I can tell you what I find out."

- A. This is a correct option. (Evocative comments such as this will help you facilitate by discovering underlying reasons for problems. Perhaps the two team members are interested in the same position.)
- B. This is a correct option. (You're facilitating by letting everyone express themselves and participate, even if they're not all equally affected by the changes.)
- C. This option is incorrect. (Being unresponsive to people's fears and not allowing them to express themselves isn't meeting their needs, which is fundamental to facilitating.)
- D. This option is incorrect. (This statement is honest, but taking a walk or a timeout is an example of self-care for self-management of emotions, not an example of facilitating.)
- E. This is a correct option. (Keeping people informed and being honest is a great technique to use in facilitating social interactions. It decreases anxiety and increases buy-in.)

## Wrap-up / Q&A

- Topic 1: Introduction to Emotional Intelligence.
  - Recognize why emotional intelligence is important in the workplace.
  - Match emotional intelligence competencies to their associated domains.
- Topic 2: Improving Perception Competencies.
  - Recognize which perception competencies need improvement and recommend techniques for cultivating them, in a given scenario.
- Topic 3: Using Self-management and Social Skills.
  - Choose actions that demonstrate emotional intelligence in controlling emotions.
  - Recognize actions that demonstrate emotional intelligence in facilitating.

Quickly review the topics and objectives covered. Prompt for any specific questions about the content.

Tip: This is also a great place to add closing discussion questions, such as:

- What part of this content was the most interesting to you?
- Do you see opportunities for applying this content in the near future? If yes, ask where and when.
- Etc.

Tip: Add any additional closing comments or activities you may have in mind.