

DECEMBER 2016
ISSUE 1612

atd
at work

TIPS, TOOLS & INTELLIGENCE
FOR DEVELOPING TALENT



USING EMOTIONAL INTELLIGENCE IN THE WORKPLACE

atd

CAREER DEVELOPMENT

Meloney Sallie-Dosunmu

USING EMOTIONAL INTELLIGENCE IN THE WORKPLACE



AUTHORS

Meloney Sallie-Dosunmu

Meloney Sallie-Dosunmu (meldosunmu@precisiontalentinc.com) is founder and president of Precision Talent International. Her experience includes leadership development, coaching, workshops, and organization development projects for executives, middle managers, technical experts, and frontline leaders and employees.

Community Manager, Career Development

Susan Kaiden

Editor, *TD at Work*

Patty Gaul

Managing Editor

Teresa Preston

Production Design

Iris Sanchez

EMOTIONAL INTELLIGENCE COMPETENCIES 1

DEVELOPING EMOTIONAL INTELLIGENCE..... 4

MEASURING EMOTIONAL INTELLIGENCE..... 8

EMOTIONAL INTELLIGENCE AT WORK 9

EMOTIONAL INTELLIGENCE AND WORKPLACE TRENDS 13

CONCLUSION 16

REFERENCES & RESOURCES 17

JOB AID

Emotional intelligence Personal Development Plan 19

Need a trainer's lifeline? Visit td.org/tdatwork.

Printed in the United States of America.

For help or inquiries about your subscription, please contact Customer Care at 1.800.628.2783/1.703.683.8100 (international).

Have you ever worked for a leader with whom you seemed to have a real connection? Do you remember a leader who inspired you to go above and beyond what was required? If so, chances are you were working with someone who had a handle on emotional intelligence (EQ).

Emotional intelligence is not a new concept. In the early 1990s, psychologists Peter Salovey and Jack Mayer proposed that individuals differ in their abilities to perceive, understand, and use their emotions. They labeled this ability *emotional intelligence*. The concept became more popular in the workplace when Daniel Goleman wrote *Emotional Intelligence: Why It Can Matter More Than IQ* in 1995 and *Working With Emotional Intelligence* in 1998. Goleman was particularly interested in understanding the EQ competencies that support superior work performance (McDermott 2008).

Since the 1990s, many definitions have evolved for emotional intelligence. Daniel Goleman, for example, defines it as skill in five competencies:

- self-awareness
- self-regulation
- motivation
- empathy
- social skills.

And *Psychology Today* defines EQ as “the ability to identify your own emotions and those of others.” Regardless of which definition you prefer, EQ includes elements of understanding and regulating one’s own emotions and of understanding and managing situations relative to others’ emotions.

This *TD at Work* is designed to:

- provide a basic overview of emotional intelligence and its competencies
- demonstrate how to develop and measure emotional intelligence
- offer guidance on how to use EQ to excel in the workplace
- show how EQ is related to contemporary workplace issues.

EMOTIONAL INTELLIGENCE COMPETENCIES

There are several models for understanding emotional intelligence. Each offers its own set of competencies and behaviors, however, they are all similar in nature.

According to the 2008 ATD *Infoline* titled “Basics of Emotional Intelligence” being emotionally intelligent involves two sets of competencies: personal and social. Each of these competencies has its own sets of skills and behaviors. Knowing these competencies is crucial to understanding and building emotional intelligence. See the sidebar, Components of Emotional Intelligence, for a description of the competencies.

Personal Competence

The personal competence skills—self-awareness, self-regulation, and motivation—are focused on you and how well you know yourself.

Self-Awareness

Self-awareness entails knowing your own internal states, preferences, resources, and intuitions. Those who are strong in self-awareness are able to monitor their emotional state and realize what they are feeling and why.

These qualities are some of the signs of high self-awareness:

- *emotional awareness*: recognition of one’s emotions and their effects
- *accurate self-assessment*: knowledge of one’s own strengths and limitations
- *self-confidence*: a strong sense of one’s self-worth and capabilities
- *self-actualization*: willingness and ability to improve oneself by pursuing meaningful and life-enriching objectives
- *recognizing patterns*: ability to notice recurring behaviors and reactions.

Self-Regulation

The capacity to self-regulate means being able to manage one's internal states, impulses, and resources. People who are strong in self-regulation, also called self-management, can control or redirect their impulses and moods in the moment. This involves the ability to suspend judgment and think before responding, even in tough situations.

These qualities are common in those with high self-regulation:

- *self-control*: keeping disruptive emotions and impulses in check
- *trustworthiness*: strong standards of honesty and integrity
- *conscientiousness*: a record of taking responsibility for personal performance
- *adaptability*: flexibility in handling change
- *open expression or transparency*: open expression of emotions and perspectives, both verbally and nonverbally
- *assertiveness*: the ability to communicate openly about emotions, ideas, and perceptions, even in conflict, in socially acceptable, non-offensive ways
- *innovation*: comfort with novel ideas, approaches, and new information
- *consequential thinking*: the ability to think through consequences before reacting to situations

- *exercising optimism*: a tendency to approach all matters from a perspective of positivity and hope.

Motivation

Motivation involves the ability to understand emotional tendencies that facilitate reaching goals. A person who is strong in motivation demonstrates an internal passion to achieve and pursues goals with energy and commitment.

Such a person will demonstrate qualities like these:

- *achievement drive*: striving to improve or meet a standard of excellence
- *commitment*: aligning with the goals of the group or organization
- *initiative*: being ready to act on opportunities
- *persistence*: pursuing goals despite obstacles and setbacks
- *pursuit of noble goals*: aligning daily choices with overall goals and objectives.

Social Competence

Travis Bradberry explains in *Forbes* that social competence is “your ability to understand other people’s moods, behavior, and motives in order to improve the quality of your relationships.”

COMPONENTS OF EMOTIONAL INTELLIGENCE

	Personal Competencies (Focused on Self)	Social Competencies (Focused on Others)
Awareness	Self-awareness is the extent to which a person is conscious of his or her own emotions.	Social awareness is the extent to which a person is conscious of the emotions and situations of others.
Management	Self-management is the extent to which a person is able to control his or her emotions, regardless of the situation.	Relationship management refers to a person's ability to respond appropriately and effectively to the emotions or concerns of others.

QUICK PERSONAL EQ ASSESSMENT

The following short assessment is not scientific in nature; rather, it is meant to serve as a simple gauge of your emotional intelligence. It'll bring your current self-awareness into play and open the door for you to improve your EQ.

Rate yourself, using the following scale, on the items below:

1. (Almost) never true about me.
2. Rarely true about me.
3. Sometimes true about me.
4. Often true about me.
5. (Almost) always true about me.

___ I recognize situations that arouse strong emotions in me, and I am aware of how these emotions affect my behaviors (emotional self-awareness).

___ I acknowledge both strengths and weaknesses about myself and do not get defensive when people offer me feedback about my behavior (accurate self-assessment).

___ I have a self-assured manner and a confident way of presenting myself to others (self-confidence).

___ I control my impulses and stay calm and composed even in stressful situations (emotional self-control).

___ I own my behaviors and willingly admit my mistakes to others (transparency).

___ I have a willingness to revise my strategies and goals in response to new demands and changing conditions (adaptability).

___ I set measurable goals and seek ways to improve myself (achievement orientation).

___ I look for opportunities and take action to create possibilities (initiative).

___ I learn from setbacks, obstacles, frustrations, and failures (optimism).

___ I value diversity and connect well with people who are different from me (empathy).

___ I genuinely care about the success of others and seek to provide them with helpful feedback (developing others).

___ I inspire others with my words, stories, or actions (inspirational leadership).

___ I take a leadership role in my organization when it comes to accepting and initiating change (change catalyst).

___ I understand how my words, tonality, and body language affect the people with whom I am communicating (influence).

___ I work cooperatively with other people's viewpoints and seek win-win outcomes (conflict management).

___ I encourage other people to express their viewpoints as much as I assert my own (teamwork and collaboration).

If you rated yourself a 4 or above on a statement, you can consider that an area of strength. Those rated 2 or below are areas where you may need development.

Source: Adapted from *Put Emotional Intelligence to Work: Equip Yourself for Success* by J. Feldman and K. Mulle. Alexandria, VA: ASTD Press.

[Buy This Issue](#)

[Subscribe to Monthly All-Access](#)