



# Put EMOTIONAL INTELLIGENCE to Work

EQuip  
Yourself  
for Success



JEFF FELDMAN  
KARL MULLE

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**EQuip Yourself for Success**

JEFF FELDMAN

AND

KARL MULLE



**P R E S S**

Alexandria, Virginia

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# Preface

Thirty-five people gathered in Room 10 that morning. The classroom was designed to hold only 30 comfortably. We were at 3M, our largest corporate client at the time, one we had been serving for the past several years with a training curriculum called Personal Leadership. We were launching a new course in the PL series and apparently it addressed a topic that was generating quite a bit of interest.

This occurred in 1996, a year after Daniel Goleman had published his now landmark book, *Emotional Intelligence: Why It Can Matter More than IQ*. The book created a tremendous buzz in the business world; organizations everywhere were clamoring for more insight into this thing called emotional intelligence.

From our first EI course that day at 3M through the work we've done presenting this topic to Johnson & Johnson, General Electric, the U.S. government, and a host of other organizations large and small, the interest in and perceived value of emotional intelligence has not waned. Research in the field has grown tremendously, various models have been developed, new questions have been raised, lines of thinking have diverged, and we all still have a lot to learn.

Daniel Goleman didn't invent emotional intelligence; rather, he very nicely packaged and built on some work done by others in the field. Psychologists Peter Salovey and John Mayer are often credited as having coined the term "emotional intelligence" in an article by the same name they co-authored in 1990. Five years before that though, Reuven Bar-On, a psychologist at Haifa University in Israel, was seeking to isolate and identify the factors that determine one's ability to be effective in

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life. Based on his research findings, Bar-On introduced something he called the emotional quotient or EQ. This abbreviation, of course, was a pushback against the long-running notion that a high IQ was a predictor of success in life. Bar-On and many who have researched, written about, and taught the concepts of emotional intelligence after him believe that although intellect is certainly important, intellectual capacity alone is not enough. Other critical factors need to be considered. These factors, an interrelated group of competencies, are collectively known as emotional intelligence.

Definitions and models for framing EI continue to be refined by both the pioneers of the field and those who have followed in their footsteps. There are several different versions, and each camp likes to put on its own spin. For our purposes here, we choose to apply a fairly general definition to the term:

*Emotional intelligence is using your emotions intelligently to gain the performance you wish to see within yourself and to achieve interpersonal effectiveness with others.*

Our placement of the emotional intelligence competencies as a component of overall performance aligns us most closely with Daniel Goleman's framework for EI. Goleman's model consists of four major EI domains:

- ◆ Self-Awareness
- ◆ Self-Management
- ◆ Social Awareness
- ◆ Relational Skills.

Within each of these domains, Goleman describes related competencies. You'll find these domains and many of the competencies within each described in detail in the pages ahead.

## **WHY WE WROTE THIS BOOK**

A number of important questions need to be asked about emotional intelligence. Primary among them is: Can the competencies of emotional intelligence be developed? IQ is often thought of as being static—you

score what you score on the IQ test and that's about where it stays throughout your life. So what about growth opportunities for one's EQ?

Most researchers and practitioners in the field believe that emotional intelligence is something that can be developed. We agree of course, thus we offer this book on the topic. Granted, some people may be more naturally gifted at certain EI competencies than others, but competencies consist of behaviors that can be developmentally scaled. This means that with training and practice we can all become *more* competent over time. Therefore, we believe that all people have EI within them and can develop their EI abilities more fully if desired.

A second important question then follows—can EI be measured? Again, many of those in the field believe that it can be. Goleman, Bar-On, and Salovy and Mayer along with their colleague David Caruso have all developed EI (or EQ in the case of Bar-On) assessment instruments. Some of these are self-scoring instruments requiring a high degree of self-insight and honesty, whereas others are 360-feedback designs inviting input from those with whom you work or otherwise interact. See the Resources section of the book for an overview of some of the various EI assessment instruments.

Today many individuals and organizations are doing good work in the field of emotional intelligence research, promotion, and education. We feel that these efforts have significant value both for enhancing the lives of individuals and for contributing to organizational effectiveness. We applaud the work being done and are proud to be a small part of it. We offer this book to you as a launching-off point. Allow *Put Emotional Intelligence to Work* to serve as your introduction to and overview of the concept of emotional intelligence. We hope it provides valuable insight, presents pathways for growth, and provokes you to further exploration both within yourself and ever deeper into the realm of emotional intelligence.

## **HOW THIS BOOK WILL HELP YOU**

The question: “*What is emotional intelligence?*” does not necessarily have a basic answer. We have suggested a simple definition, but in reality

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emotional intelligence works more like a construct, a comprehensive model that is used to understand how cognition and emotion affect both personal and interpersonal behaviors. *Put Emotional Intelligence to Work* therefore offers these tools:

- ◆ It concisely explains the EI model.
- ◆ It translates the current EI research into practical, relevant understanding.
- ◆ It focuses on the relevance of EI for personal and interpersonal success.
- ◆ It offers practical application exercises.
- ◆ It teaches the reader how to manage impulsive, unpleasant, and disruptive emotions that often lead to unwanted behaviors.
- ◆ It teaches the reader how to tap into self-motivating emotions like confidence, passion, enthusiasm, desire, happiness, and anticipation.
- ◆ It demonstrates how emotional intelligence learning applies to influencing people, managing change, dealing with conflict, building teams, and developing others.
- ◆ It provides insight into what it means to be an emotionally intelligent leader.

## WHO SHOULD READ THIS BOOK?

We have written this book for people who want to develop their own emotional competency and for training, learning, and development professionals who are committed to building emotionally intelligent organizations. This group might include:

- ◆ trainers who want to learn more about how to apply emotional intelligence research to practical learning
- ◆ organization development professionals
- ◆ human resource professionals
- ◆ managers who need emotional intelligence training to enhance leadership and coaching skills

- ◆ anyone who wants to understand how the various components of emotional intelligence work together to form a comprehensive model of effective living
- ◆ anyone who wants to translate the current EI research into practical and relevant applications
- ◆ faculty members and school teachers who want to integrate emotional intelligence concepts into their teaching materials.

## CHAPTER-BY-CHAPTER HIGHLIGHTS

As trainers, we seek to create opportunities in the training classroom for participants to experience the content we are exploring together. We work hard to take the theories of something like EI and bring them to life through activities and exercises. Through these efforts, we seek to both engage our training participants more deeply in the content as well as to help them to build a bridge of relevancy between these theories and their real lives.

Here now, as we seek to express EI in book form, we find ourselves another step removed from being able to truly bring this content to life and help you, the reader, make a connection to it. To resolve this, at points throughout the book, we lean back on our EI-training-classroom experiences. Every so often in a chapter, you'll come across something called "A Glimpse into the Classroom" in which we tell the story of how we explore one aspect of EI in a training session. We include these little vignettes as a way of helping you "experience" EI as we often present it in the training sessions, allowing you to live vicariously through the classroom-based experience of our training participants. We hope you find these glimpses both interesting and helpful.

Our exploration of emotional intelligence begins with self-awareness. Research supports that self-awareness is foundational to both self-management and social awareness. Self-management and social awareness then determine relationship effectiveness. A summary of the chapter-by-chapter content follows. We begin with self-awareness, move on to self-management, then consider social awareness, and relationship management.

### ***Chapter 1. Emotional Intelligence: The New Science of Success***

This chapter introduces the concept of emotional intelligence, examines why it is important to success, and explores EI basics.

### ***Chapter 2. Emotional Self-Awareness***

This chapter defines self-awareness as an effortful activity that includes not only recognition of emotional states, but also an awareness of why the emotion is present and an acceptance of the emotion as a source of helpful feedback.

### ***Chapter 3. Confidence, Self-Esteem, and Peak Performance***

A component of self-awareness includes an awareness of one's personal strengths, self-worth, capabilities, and even purpose in life. This chapter shows how your confidence and self-esteem are developed through a healthy and accurate assessment of your true giftedness.

If self-awareness provides us with accurate feedback, then self-management is our response to that feedback. Chapters 4, 5, and 6 focus on self-management.

### ***Chapter 4. The Anatomy of an Emotion***

The first step to managing your emotions is to understand why emotions can often be so impulsive, reactive, and disruptive. This chapter explains how the brain processes emotions and that you have the ability to use your unique human intelligence to manage disruptive emotions proactively.

### ***Chapter 5. Cognitive and Behavioral Strategies for Managing Your Emotions***

This chapter explores both cognitive and behavioral strategies for managing disruptive emotions.

### ***Chapter 6. Achieving Goals and Overcoming Adversity***

Part of managing emotions includes learning how to tap into emotional energy and employ it in the direction of achieving goals. This chapter

discusses the kind of emotional energy that we all want to leverage—enthusiasm, motivation, passion, desire, and optimism.

Chapters 7 to 10 move us from the personal competencies of self-awareness and self-management to the social competencies of social awareness and relationship management.

### ***Chapter 7. Social Awareness***

Perhaps the most important skill to developing effective interpersonal relationships is empathy. This chapter explains why empathy is so important, how to do it well, and how to avoid some common pitfalls surrounding it.

### ***Chapter 8. EI and Workplace Issues***

Relationship management is where your self-awareness, self-management, and social awareness get put to the test. This chapter explains how emotional intelligence helps you deal with the potentially more emotional challenges of work life—navigating change, resolving conflict, and interacting with teams.

### ***Chapter 9. Emotional Intelligence and Influence***

Influence is the result of a kind of emotional energy that occurs between two or more people who resonate with one another. This chapter explores the concept of resonant leadership and how to create resonance in your interpersonal relationships.

### ***Chapter 10. Putting It All Together—Your EI Plan of Action***

This chapter provides a framework for clarifying your intentions concerning growth and development of your emotional intelligence and offers a structure for creating an action plan for implementing your development goals.

In addition, the book includes an Additional Resources section that lists many sources to support your further exploration and continued growth and development of your emotional intelligence.

## **HOW THIS BOOK CAN HELP YOU TO *EQUIP YOURSELF* FOR SUCCESS**

Emotional intelligence is something we all have within us. We have no doubt that you are already strong in certain aspects of EI. We also have no doubt that there are elements of emotional intelligence that you need to be reminded of and in which you could focus some energy toward becoming more secure. That's what your journey through this book and this work is all about. Our challenge to you as you turn these pages and engage this exploration is this:

- ◆ Recognize, acknowledge, and celebrate your strengths with regard to EI. Leverage these gifts to their fullest potential.
- ◆ Identify areas of EI in which you need to grow. Focus some energy on this by putting in place an action plan for development in these areas.

We need to add the disclaimer that when you've turned the last page of this text and set this book aside fully read, you will not necessarily be more emotionally intelligent than you were when you began reading. Sorry, it just doesn't work that way! Leveraging, honing, and improving the skills of EI requires practice and focused effort. It requires real-world application and cannot be gained by simply reading "How to . . ."

We can promise that when you finish this book, you'll know what EI looks like, you'll understand why it's critical to your success in life. You will have some foundation for applying and growing it as needed. At that point, we'll have done our job; the rest is up to you.

## **ACKNOWLEDGMENTS**

We dedicate this book to our spouses, Kristin Alexander, and Jessica Mulle. Their support and encouragement gave us the emotional nourishment we needed to complete this book even when we both had too many irons in the fire. We also thank our colleague and friend, Bruce Christopher, who was in Room 10 with us when we first started this journey.

# Chapter 1

## Emotional Intelligence: The New Science of Success

..... **In this chapter, you will learn** .....

- ◆ why emotional intelligence is so important for success
- ◆ the definition and components of emotional intelligence
- ◆ the basic framework for discussing emotional intelligence in this book
- ◆ how this book can help you *EQuip Yourself* for success.

.....

Jimmy's mom glanced at his report card and frowned. "Look at these grades! Do you realize that this is going into your permanent school record?" The dreaded parental warning played over and over again in Jimmy's 10-year-old mind. "Have I really just blown my opportunity to be successful in life?" he wondered.

Do you recall your school report cards? If you attended grammar school before the 1980s you likely would not have received quarterly progress updates via the electronic, computer-generated version so familiar today. Certainly grades for each course were issued, but they were handwritten in black, blue, or red ink. The long journey home from school even found

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some youngsters frantically trying to find the right color ink, so that the C in Social Studies could be converted into a B, or possibly even an A. Of course the hope was to avoid whatever the inevitable punishment was going to be for achieving grades lower than expected. Unfortunately, these report cards contained something much more difficult for these children to deal with, something that no one could change or avoid—the teacher’s comments scrawled in the margins of the report.

Who knew then, that the most important predictor of young Jimmy’s success had little to do with the grade itself, but was more a factor of those handwritten notes in the margin?

Jimmy plays well with all the students and is the most popular boy in school. He is a natural leader. Unfortunately, he is using his popularity to influence other children to stay late on the playground during lunch, instead of coming to math class on time. His grade in math has slipped to a “C.”

If Jimmy was slightly more precocious and allowed to get away with it, he could turn to his parents and say, “Did you know that getting along well with others is a component of emotional intelligence, which research shows is more important for success than my 4th grade math scores?”

Unfortunately, Jimmy can’t quite pull that off, and his low grade in math may lead him to be grounded from playing with his friends for a few days. The truth is that the life skills Jimmy learns on the playground are just as important as his academic training in helping him to successfully achieve his goals and get what he wants out of life. When Jimmy is older and enters the workforce, he will discover that a basic level of technical skill and academic achievement are necessary to get his “foot in the door.” He will realize that in some ways school never ends. *All* employees are expected to develop expertise by learning and improving on the job. But beyond these basic, *threshold* requirements, the crucial skills that are necessary for his achievement and success are all related to *emotional intelligence* (Goleman, 1998):

- ◆ listening and oral communication
- ◆ adaptability and creative responses to setbacks and obstacles

- ◆ personal management, confidence, motivation to work toward goals, a sense of wanting to develop one's career and take pride in accomplishments
- ◆ group and interpersonal effectiveness, cooperation, and teamwork; ability to negotiate disagreements
- ◆ effectiveness in the organization, wanting to make a contribution, leadership potential.

Daniel Goleman (1998), who has conducted studies in over 200 large companies, says: "The research shows that for jobs of all kinds, *emotional intelligence is twice as important* an ingredient of outstanding performance as ability and technical skill combined. The higher you go in the organization, the more important these qualities are for success. When it comes to leadership, they are almost everything."

Emotional intelligence then, is the *x-factor* that separates average performers from outstanding performers. It separates those who know themselves well and take personal responsibility for their actions from those who lack self-awareness and repeat the same mistakes over and over. It separates those who can manage their emotions and motivate themselves from those who are overwhelmed by their emotions and let their emotional impulses control their behaviors. It separates those who are good at connecting with others and creating positive relationships from those who seem insensitive and uncaring. It separates those who build rapport, have influence, and collaborate effectively with others from those who are demanding, lack empathy, and are therefore difficult to work with. Above all, emotional intelligence separates those who are successful at managing their emotional energy and navigating through life from those who find themselves in emotional wreckage, derailed, and sometimes even disqualified from the path to success.

## **EMOTIONAL INTELLIGENCE: THE DIFFERENCE BETWEEN SUCCESS AND DERAILMENT**

Two stories will be presented. One ends successfully; the other does not. Both of these stories represent emotionally charged situations in which

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the primary difference between one's success and the other's derailment is *emotional intelligence*. In each situation, emotional arousal offers two possible outcomes:

**Success** = Being aware of your emotions and managing them so your behaviors are intelligently and proactively driven, resulting in intentional and successful outcomes.

**Derailment** = Losing control of your emotions so your behaviors are impulsively and reactively driven, resulting in unintended and potentially costly outcomes.

### ***A Success Story***

Sarah was 22 years old and had somewhat limited business experience. She was now living on her own, so finding a job (and a source of income) was very important to her. After a series of four interviews for an inside sales and customer service position with a new company, she finally got the call that offered her the position. In her own words she describes the experience:

"I was very excited! This was a new industry in an area of computer technology I was unfamiliar with. It would be an exciting new challenge. Five days before my official start date, I unexpectedly received a plane ticket in the mail from the CEO of the company. I contacted him and asked what it was regarding and was told he would like me to go to Washington, D.C., and assist him with selling the company's computer software at a major tradeshow.

"Initially, I was taken aback with the proposition. I had never met the CEO. I hadn't yet set foot in the office to do even a minute of training. I had no idea how to sell software I had never seen . . . much less fly to D.C. and sell it there!

"I was nervous. My emotions were telling me to figure out some way to avoid this trip. My gut feeling, however, told me that my decision to go on this trip as requested would set the tone for the rest of my career with this company. It would also establish the CEO's perception of me. Despite

feeling scared and quite unprepared for this role, I determined to make the best of it and told the CEO I would be happy to assist him.

“I only had four days to get ready and did not even own a decent business suit. I was on a very limited budget, so I went to a thrift shop to look for an appropriate business outfit. I found the perfect suit. Then I went to the dollar store and found some fake jewelry that looked real enough. I put it all together and managed to look very professional for less than \$15.

“When the big day arrived, I flew to D.C. Taking my first taxi ever, I headed downtown to one of the most upscale hotels in Washington. Feeling way out of my league, I checked in and called the CEO to let him know I had arrived. We met at a restaurant in the lobby of the hotel. He was tall and dressed perfectly. My impression was that he set high standards for how he expected others to look. He was professional, friendly, and extremely intelligent. I could tell immediately that he had a low tolerance for incompetence.

“We had a nice dinner meeting, but he offered little in the way of training or information about what I was expected to do. As our dinner ended, he handed me a folder that contained information about the products I would be selling the next morning. It was 11 p.m. I was exhausted and had to go right to bed without time to look over the materials.

“The show started at 7:30 a.m. and I was up at 5 a.m. to give myself enough time to get ready. With little time to spare, I propped up the papers he gave me in front of the bathroom mirror and managed to study the materials while blow-drying my hair! I did the best I could to learn about the software and its features, compatibility issues, technical support solutions, and other details. I relieved some of my nervousness by reminding myself that the CEO would be there to work with me.

“When we met in the tradeshow hall, there were several thousand professionals ready to ask us questions. As it turned out, there would be no “us.” The CEO said I would have to run the show on my own because he had to attend meetings all day. In that moment, I actually wanted to cry! I had no idea what I was doing, and these people all wanted answers.

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“By about mid-morning, I began to feel more confident. My crash course with hairdryer in hand turned out to be very helpful. Most of the tradeshow attendees showed understanding if I didn’t have an exact answer to their questions, and accepted my offer to follow-up with them later.

“At the end of the day when my new boss came back, I was full of smiles. I was proud of myself for all of the accomplishments—arriving, quickly learning the job, and actually selling some software! He inquired, “How did it go?” “Excellent,” I replied. “I did great and we made a lot of money!” His face lit up and he was eager to hear the details. I told him that I sold a \$200 piece of software. His face formed a funny smile, the way a parent smiles when a child does something wrong but is too cute to reprimand.

“Now, 10 years later with the same company, I know that \$200 for a day is a terrible show. The goal is about \$5,000 a day. But in my blissfully ignorant excitement, the CEO was too nice to burst my bubble. It was the foundation for a wonderful 10 years at his company. I am now Director of Operations and oversee a multimillion-dollar business.

“I learned many lessons from that experience in Washington, D.C. Perhaps the most important being that no matter who you are, stretching outside your comfort zone is a formula for success and confidence. Even if I had failed (which in terms of sales numbers I did), I would always be proud that I got on the plane and with a positive, optimistic attitude tried my best! Doing so then and since has ultimately led to a level of achievement I had only imagined.”

### ***A Derailment Story***

Ron Artest Jr. was born and raised in the largest public housing development in the United States, the Queensbridge Projects of Long Island City, New York. His success in basketball provided him with his ticket out of the projects. After becoming an NCAA All-American in 1999, he joined the professional ranks, and by 2004, was considered one of the best defensive players in the National Basketball Association. In fact, he

was voted the NBA's Defensive Player of the Year for the 2003-2004 basketball season. Unfortunately for Artest, his on-court success has often been overshadowed by his reputation for having a short fuse.

On November 19, 2004, Artest took center stage in arguably the most infamous brawl in professional sports history. With less than a minute left in the game, Artest's Indianapolis Pacers were well on their way to victory with an insurmountable 97-82 lead over the Detroit Pistons. The brawl began when Artest fouled Piston's Ben Wallace. A frustrated Wallace, upset at being fouled so hard when the game was effectively over, responded by shoving Artest hard with both hands, accidentally hitting him in the nose. A number of Pacers and Pistons squared off, but Artest actually walked away from the fracas and lay on the scorer's table in order to calm himself down. At this point *cooler heads could have prevailed*, but Wallace continued to instigate. He walked over to the scorer's table and threw his armband at Artest. One of the Piston's fans followed suit by throwing a cup full of ice and liquid that hit Artest on the chest and in the face.

One could argue that Artest was *provoked*. In his own words, Artest said: "I . . . was lying down when I got hit with a liquid, ice and glass container on my chest and on my face. After that it was self defense." In self-defense mode, Artest snapped to attention and jumped into the front-row seats, confronting the man he believed to be responsible. But in the chaos of the moment, he actually confronted the wrong man. The situation quickly erupted into a brawl between Piston's fans and several of the Indiana Pacer players. Artest returned to the basketball court, where he managed to deck a Piston's fan, who apparently was taunting him. The mayhem ended with Detroit fans throwing chairs, food, and other debris at the Indianapolis players while they walked back to their locker room.

In the aftermath, each participant could easily replay the blow-by-blow details that explained and even provoked each successive act of aggression. A flagrant foul provoked a push, a soda-and-ice shower, and some name-calling. A push, a soda-and-ice shower, and some name-calling provoked

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a brawl in the stands and a fan getting punched. Maybe on some level of playground justice, everybody got what he deserved; perhaps all of the impulsive, uncontrolled emotional behaviors should cancel each other out. After all, it is much easier to critique the actions of others than it is to actually do the right thing in the heat of battle. In moments of honesty we all must admit times when our emotions have unraveled us. It hardly seems fair to single out one player or fan's lack of self-control as being more egregious than the next.

The NBA, however, has rules, and the brawl became a classic case of *two wrongs do not make a right*. Players are expected to use emotional self-control and rational behavior to maintain the immutable boundary that separates the fans from the court. Given this expectation, the list of guilty participants was indeed extensive. But when the penalties were finally doled out, Artest's penalty was the most severe because of his past history of losing control. He was suspended for 73 games plus playoff appearances, the longest nondrug- or gambling-related suspension in NBA history. NBA Commissioner, David Stern, administered the penalty, stating: "I did not strike from my mind the fact that Ron Artest had been suspended on previous conditions for loss of self-control."

Regardless of how harsh or unfair this penalty may seem, it serves as a poignant reminder to those who are interested in the field of emotional intelligence. Unmanaged emotional behaviors can be very costly and can derail you from fulfilling your true intentions.

Not only did Ron Artest confront the wrong guy, at the wrong time, and in the wrong way, but that one impulsive act turned out to be tremendously costly. Financially, the suspension cost him \$5 million in salary as well as potential endorsement earnings. Emotionally, the

### **Guiding Principle**

*Unmanaged emotional behaviors can be very costly and can derail you from fulfilling your true intentions.*

suspension cost him an opportunity to compete for a possible NBA championship with a team that might have made it to the finals.

In our success story, Sarah not only recognized the affect that her feelings of

anxiety, fear, and insecurity were having on her, but she also managed these emotions in a way that helped her to gain confidence as well as valuable experience in her new job. Had anxiety taken control, she might have missed her flight, offered excuses, pretended that there was a death in her family, or created any number of other reasons for avoiding the very thing that she needed to do in order to be successful.

In our derailment story, Ron Artest actually did recognize that he was agitated and tried to manage his emotions by resting on the scorer's table. This worked until a fan threw a drink on him. Artest defended his actions by claiming self-defense, but there is one significant flaw to this argument—*being hit in the face with a cold liquid is not really a severe threat*. In fact, many coaches can testify that they have safely survived being doused by an entire bucket of ice-cold liquid. There was actually a lesson to learn from this incident and a much more emotionally intelligent way for Artest to have handled this situation. He could have continued to manage his anger and then ask security personnel to escort the offender out of the stadium. Perhaps this alone would have been sufficient to satisfy his anger, but if his anger required even more justice, then he still had the option of pressing charges in a court of law.

There are at least two significant differences between these two stories. First, it is more difficult to manage your emotions when someone is deliberately hostile or offensive as opposed to when someone is simply challenging you to step outside of your comfort zone. Second, there will always be a healthy debate about how ethically right or wrong it is to lose control of your emotions in certain situations. In fact, there is often understanding, not punishment, when you lose control of your emotions because a projectile is thrown at you. At any rate, this book is not concerned with either difference. In other words, it makes sense to live your life in an emotionally intelligent way: *No matter how intensely difficult it may be to manage your emotions in certain*

#### **Guiding Principle**

*Out-of-control emotions can have a tremendous affect on your performance, on how others perceive you, and on how those in power ultimately judge you.*

*situations, and no matter how justified you believe it is to lose control of your emotions in certain situations.*

Out-of-control emotions can have a tremendous affect on your performance, on how others perceive you, and on how those in power ultimately judge you. The more successful outcome is accomplished when emotional intelligence is applied. This book, then, is all about understanding how to develop into a more fully emotionally intelligent person. In the coming chapters we will guide you through an exploration of the important competencies that are reflected in all emotionally intelligent behavior.

## COMPONENTS OF EMOTIONAL INTELLIGENCE

Describing an emotionally intelligent person is like describing a wonderful teacher, an effective counselor, or a successful politician. An entire range of qualities, skills, and behaviors need to be delineated to fully comprehend what the individual is really all about. After all, emotional intelligence, like teaching, politics, or counseling, is a *way of being*. Concise definitions are possible, but not adequate. We have concisely defined emotional intelligence as:

*Using your emotions intelligently to gain the performance you wish to see within yourself and to achieve interpersonal effectiveness with others.*

This definition is sufficient as a starting point for understanding EI, as long as one places special emphasis on each component of the definition. *Emotional intelligence* therefore is

- ◆ *Using your emotions*—implies both awareness of and the ability to manage your emotions.
- ◆ *Using your emotions intelligently*—implies that you can consciously reflect on your emotions and then choose appropriate responses.
- ◆ *To gain the performance you wish to see within yourself*—implies that our emotional energy can serve a special purpose in both motivating and helping us to achieve our goals.
- ◆ *To achieve interpersonal effectiveness with others*—implies that our intelligence and sensitivity about emotions can help us achieve better results when relating to others.

There is both a personal and interpersonal or social component to emotional intelligence. Daniel Goleman, Richard Boyatzis, and Annie McKee (2002) have introduced a model for understanding emotional intelligence that divides personal and social competence into four basic domains. The first two domains are *self-awareness* and *self-management*. These domains relate to personal competence. The second two domains are *social awareness* and *relationship management*. These domains relate to social competence. According to this model, each domain contains a set of behaviors that can be developed in order for one to become more emotionally intelligent (see Figure 1-1).

## UNDERSTANDING AND GROWING YOUR OWN EI

This four-domain model of understanding emotional intelligence will serve as a basic framework for how emotional intelligence is discussed in

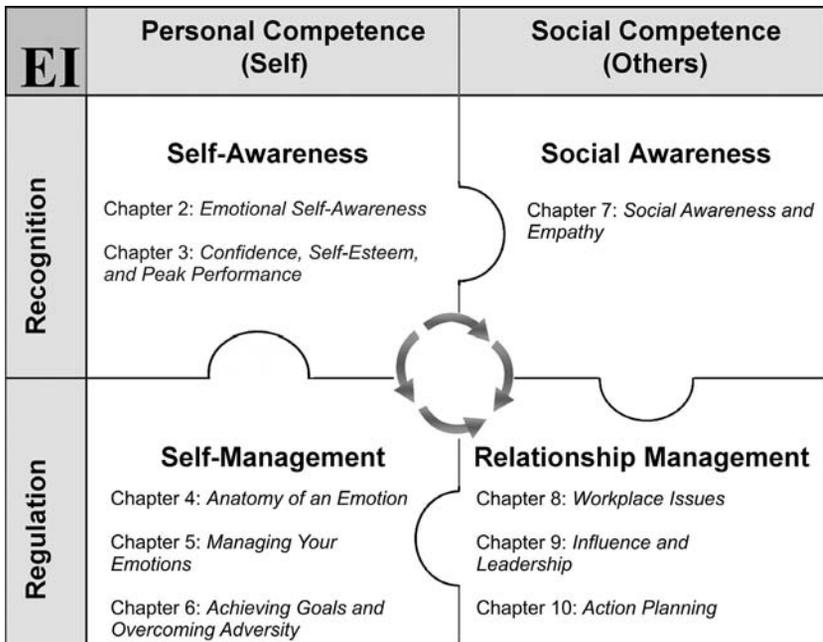
<b>EI</b>	<b>Personal Competence (Self)</b>	<b>Social Competence (Others)</b>
<b>Recognition</b>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>• Emotional Self-Awareness</li> <li>• Accurate Self-Assessment</li> <li>• Self-Confidence</li> </ul>	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Organizational Awareness</li> <li>• Service Orientation</li> </ul>
<b>Regulation</b>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>• Emotional Self-Control</li> <li>• Transparency</li> <li>• Adaptability</li> <li>• Achievement</li> <li>• Initiative</li> <li>• Optimism</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>• Developing Others</li> <li>• Inspirational Leadership</li> <li>• Influence</li> <li>• Change Catalyst</li> <li>• Conflict Management</li> <li>• Teamwork &amp; Collaboration</li> </ul>

Figure 1-1. Goleman, Boyatzis, and McKee’s four domains of emotional intelligence; each domain contains a set of emotional competencies.

## Put Emotional Intelligence to Work

this book. Each chapter provides a topic that aligns with one of these four domains. At the end of each chapter is a section entitled **E*quip Yourself***, which includes strategies, applications, and exercises designed to further your development and growth.

These four domains of emotional intelligence do not stand alone, independent of one another. Rather, they are interdependent, fitting together like puzzle pieces to present a complete portrait of what an emotionally intelligent person looks like. Emotional intelligence is therefore a comprehensive model that is used to understand how cognitions and emotions affect both personal and interpersonal behaviors. The development of emotional intelligence requires an integration of the competencies and behaviors that make up each domain of this model (see Figure 1-2). As you read this book, many of the examples and illustrations will demonstrate how the integration of all four domains is necessary to achieve an emotionally intelligent whole.



**Figure 1-2. The framework for understanding emotional intelligence.**

Self-awareness affects self-management and social awareness; self-management and social awareness affect relationship management.