Put EMOTIONAL INTELLIGENCE to Work
Put Emotional Intelligence to Work

EQuip Yourself for Success

JEFF FELDMAN
AND
KARL MULLE

ASTD PRESS
Alexandria, Virginia
## Contents

Preface \hspace{2cm} v

Chapter 1. Emotional Intelligence: The New Science of Success \hspace{2cm} 1

Chapter 2. Emotional Self-Awareness \hspace{2cm} 13

Chapter 3. Confidence, Self-Esteem, and Peak Performance \hspace{2cm} 25

Chapter 4. Anatomy of an Emotion \hspace{2cm} 35

Chapter 5. Cognitive and Behavioral Strategies for Managing Your Emotions \hspace{2cm} 51

Chapter 6. Achieving Goals and Overcoming Adversity \hspace{2cm} 71

Chapter 7. Social Awareness \hspace{2cm} 81

Chapter 8. EI and Workplace Issues \hspace{2cm} 101
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
Preface

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 Salovoy 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
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
任何人想要理解情绪智力的各项成分如何协同工作以形成一个全面有效的生活模型
任何人想要将当前EI研究转化为实用和相关应用
教师和学校教师，他们希望将情绪智力概念整合到他们的教学材料中。

CHAPTER-BY-CHAPTER HIGHLIGHTS

作为训练者，我们寻求在培训教室中创造机会，让参与者体验我们正在一起探索的内容。我们努力将像EI这样的理论以活动和练习的方式带入生活。通过这些努力，我们希望既能让培训参与者更深入地参与内容，又能帮助他们建立这些理论与真实生活之间的相关性。

现在，当我们试图以书本的形式表达EI时，我们发现自己又远离了真正将内容带入生活并帮助读者将其连接起来的程度。为了解决这个问题，我们在书籍中不时地回顾我们在EI培训教室中的一些经验。在每一章中，您可能会看到“教室一瞥”这样的段落，其中我们会讲述我们在培训课程中探索一项EI内容的故事。我们通过这些小片段帮助您“体验”我们通常在培训课程中呈现的EI，让您通过教室教学经验的亲身体验。我们希望您发现这些瞥见既有趣又有帮助。

我们对情感智力的探索始于自我意识。研究支持，自我意识是自我管理和社交意识的基础。自我管理和社交意识进而决定了人际关系的有效性。每一章的概要内容如下。我们从自我意识开始，然后转移到自我管理，再考虑社交意识，以及人际关系管理。

Preface
Preface

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.
Preface

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
Put Emotional Intelligence to Work

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
Emotional Intelligence: Science of Success

- 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
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.
Put Emotional Intelligence to Work

“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
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 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

Guiding Principle

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

**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

<table>
<thead>
<tr>
<th>EI</th>
<th>Personal Competence (Self)</th>
<th>Social Competence (Others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>Self-Awareness</td>
<td>Social Awareness</td>
</tr>
<tr>
<td></td>
<td>• Emotional Self-Awareness</td>
<td>• Empathy</td>
</tr>
<tr>
<td></td>
<td>• Accurate Self-Assessment</td>
<td>• Organizational Awareness</td>
</tr>
<tr>
<td></td>
<td>• Self-Confidence</td>
<td>• Service Orientation</td>
</tr>
<tr>
<td>Regulation</td>
<td>Self-Management</td>
<td>Relationship Management</td>
</tr>
<tr>
<td></td>
<td>• Emotional Self-Control</td>
<td>• Developing Others</td>
</tr>
<tr>
<td></td>
<td>• Transparency</td>
<td>• Inspirational Leadership</td>
</tr>
<tr>
<td></td>
<td>• Adaptability</td>
<td>• Influence</td>
</tr>
<tr>
<td></td>
<td>• Achievement</td>
<td>• Change Catalyst</td>
</tr>
<tr>
<td></td>
<td>• Initiative</td>
<td>• Conflict Management</td>
</tr>
<tr>
<td></td>
<td>• Optimism</td>
<td>• Teamwork &amp; Collaboration</td>
</tr>
</tbody>
</table>

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 EQuip 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.

<table>
<thead>
<tr>
<th>EI</th>
<th>Personal Competence (Self)</th>
<th>Social Competence (Others)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>Self-Awareness</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>Chapter 2: Emotional Self-Awareness</td>
<td>Chapter 7: Social Awareness and Empathy</td>
<td></td>
</tr>
<tr>
<td>Chapter 3: Confidence, Self-Esteem, and Peak Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulation</td>
<td>Self-Management</td>
<td>Relationship Management</td>
</tr>
<tr>
<td>Chapter 4: Anatomy of an Emotion</td>
<td>Chapter 8: Workplace Issues</td>
<td></td>
</tr>
<tr>
<td>Chapter 5: Managing Your Emotions</td>
<td>Chapter 9: Influence and Leadership</td>
<td></td>
</tr>
<tr>
<td>Chapter 6: Achieving Goals and Overcoming Adversity</td>
<td>Chapter 10: Action Planning</td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2

Emotional Self-Awareness

In this chapter, you will learn

- how self-awareness forms the foundation of emotional intelligence
- a definition of emotional self-awareness
- how to move from self-awareness to self-management
- first steps toward enhancing your emotional self-awareness
- how to EQuip Yourself for self-awareness.

Self-awareness is the foundational skill of emotional intelligence. It is the base from which all other EI competencies arise. Self-awareness means tuning in to what’s going on with you emotionally: recognizing and acknowledging your emotional state. Without an awareness of your emotions, you cannot begin to harness their power toward your hoped-for outcome in any situation. Without an awareness of your emotions, your EI is nonexistent.

As mentioned in the Preface, throughout this text, occasionally we are going to be inviting you into our classroom experience as trainers of EI,
Guiding Principle

Self-awareness is the foundational skill of emotional intelligence. Without an awareness of your emotions, your EI is nonexistent.

allowing you to live vicariously through those who have joined us for training in this content. Imagine yourself sitting there with us, exploring this material with a group of other interested participants and consider how the discussion of these EI discoveries unfolds.

A Glimpse into the Classroom: Self-Awareness

“So, how are you feeling today?” We ask this of the group of participants gathered in the classroom. A simple question and yet they stare back at us blankly. They’re not used to this question, often posed so superficially, being asked with the expectation of an actual thoughtful response. We anticipated this and have come prepared. We refer them to a chart of funny faces, each expressing a different emotion. “Find the face that best captures your emotional state at this moment and put a circle around it.” With some reluctance, the group gets busy tuning in to their emotional self-awareness.

Two or so minutes tick by and the participants are starting to share their responses. Marjorie says that she feels hopeful. “Great! What are you hopeful about?” She’s hopeful that this course will offer some meaning and value to her, that it will help her assess her EI skills. Bill shares that he’s feeling a little anxious today. “Anxious, huh? How come?” He paints a picture of the pile of work he needs to get done in preparation for an important presentation at the end of the week. James raises a somewhat reluctant hand and tells us all that he’s feeling a little suspicious this morning. “Suspicious?” we respond. “That’s an interesting one. Tell us more.” He talks about the email he received last week from his boss telling him, without further explanation, that he had been registered for this course. He says he’s not sure why he’s here. Perhaps a little more work in self-awareness will help James connect with why his boss wanted him to attend our course.
Emotional Self-Awareness

So how are you feeling?

Go on, answer the question for yourself right now. How are you feeling at this moment as you sit with your nose in this book? What emotional state would you describe for yourself?

Notice that in the Glimpse into the Classroom exercise on self-awareness, we asked not only what people were feeling but also why they were feeling it. The second part of this question is very important. It’s not enough to simply label your emotional state and then go about your business. Recognizing what you feel is just the starting point of self-awareness. This recognition is only useful when you take it to deeper levels where you are

♦ seeking to understand your emotions
♦ identifying where your emotions are coming from
♦ uncovering the drivers of your emotions
♦ recognizing the effect your emotions are having on your performance.

For some people, self-awareness comes easily. There are those who just seem to have a natural connection with their emotional selves and are tuned in to the ever-shifting emotional currents that run through their bodies. Then there are those who truly struggle to connect with their emotional states. They have to focus significant energy to uncover the emotions that lie within. Which way does it tend to be for you?

Whether you are someone who struggles with tuning in to your own emotional state or someone who does so naturally and finds it difficult to understand why everyone around you seems so disconnected, bear in mind that true self-awareness is not an easy thing to pull off. We live in a culture that values outward action (often in the form of reaction) but places little emphasis on the reflection required for self-attunement. The speed of our lives rarely allows for introspection. Even when we happen on quiet moments, we are often too exhausted from maintaining our frenetic pace to put them to good, self-reflective use.
Consider This

Jeff’s father-in-law, who serves as an executive in a large federal agency, seems to carve out some self-reflective time while mowing circles on his riding lawnmower. For years his family has encouraged him to let the grass grow into a meadow to save all the time associated with mowing. His reluctance to do so seems to stem less from his love of a finely manicured lawn than from the value he derives from some time to simply be inside his own head. Where are the self-reflective opportunities in your life? Perhaps you think in the shower, while driving, during your fitness routine, while drinking your early-morning coffee. How do you make these times sacred and maximize the introspective opportunity they present?

DEFINING SELF-AWARENESS

Psychologists John Mayer and Peter Salovey are often credited with coining the term “emotional intelligence” (Salovey & Mayer, 1990). In a series of articles written in the early 1990s, Mayer and Salovey defined self-awareness as an understanding of both your moods and your thoughts about your moods. In addition, they emphasized that this awareness contributes not only to better decision making but also relates to your ability to understand and interact effectively with others.

Mayer and Salovey’s work was built on and popularized by Daniel Goleman in his book Emotional Intelligence: Why It Can Matter More Than IQ (1995). Goleman supports Mayer and Salovey’s core definition of self-awareness, but he also broadens the definition to include accurate self-assessment and self-confidence. Goleman’s definition of self-awareness therefore includes three basic competencies:

1. Emotional self-awareness: Reading one’s own emotions and recognizing the potential impact of those emotions upon individual performance.
2. **Accurate self-assessment:** Knowing one’s individual strengths and limits.

3. **Self-confidence:** A sound sense of one’s self-worth and capabilities.

In the next chapter, where we explore self-esteem and confidence, we will highlight those aspects of self-awareness that connect with Goleman’s competencies of accurate self-assessment and self-confidence. But for our purposes here, we are defining self-awareness in its simplest form, remaining true to the core of self-awareness as defined by Mayer and Salovey, Goleman, and others.

**Emotional Self-Awareness**

Emotional self-awareness requires that you recognize and tune in to your emotional state and go beyond mere recognition of your emotions to a deeper exploration of why you are experiencing that emotion.

**FROM SELF-AWARENESS TO SELF-MANAGEMENT**

This definition of self-awareness clarifies the importance of going beyond mere recognition of your emotions to a deeper exploration of why the emotion is present. It is this analysis that offers the true value of being self-aware. Recognition coupled with understanding leads to choice. You cannot manage emotions you are not aware of or do not fully understand. When you understand your emotions, a pathway begins to develop that leads from self-awareness to self-management. There are four stepping-stones along this pathway: attunement, understanding, acceptance, and attending.

**Attunement:** Your ability to tune in to your emotional state at any given moment. This would be like having a Doppler radar view of your inner weather systems.

**Understanding:** Your ability to unearth the root of a recognized emotional state, to come to know objectively why you are feeling the way you are.
Put Emotional Intelligence to Work

Acceptance: Your willingness to accept whatever emotions—good, bad, or ugly—you discover within yourself. These emotions arose for one reason or another; denying or repressing them is not going to serve you.

Attending: Your ability and willingness to give your emotions a voice, to express them in an appropriate way. This ability falls under the realm of emotional self-management, which we will explore in greater depth a bit later.

SELF-AWARENESS AND PERFORMANCE

American Express Financial Advisors is often touted as one of the early adopters of emotional intelligence training as a performance tool. In the early 1990s, just as researchers were beginning to look into and publish articles about EI, AmEx discovered that they had a problem getting their financial advisors to sell life insurance policies successfully, even to those clients whose financial plans clearly called for it. Now, life insurance is one of those issues fraught with emotion to begin with, but AmEx’s challenge lay not in overcoming the emotions expressed by their clients, but rather with the emotions the AmEx financial advisors were experiencing themselves.

When the issue of sluggish sales of life insurance policies reached the desk of a high-level executive at American Express’s insurance arm, he commissioned a team to look into the root cause. It turns out that client emotions did play a role in the sluggish sale of life insurance policies, but not in the way one might think. This was a classic case of Freudian countertransference! Heightened client emotions caused by the thought of purchasing life insurance policies transferred to sympathetic emotional responses among American Express’s financial advisors. These emotional responses in turn made it difficult for advisors to sell policies. Advisors reported feeling shameful, guilty, untruthful, and at times, unethical when they encouraged clients to purchase policies from them. These emotions, often lurking beneath the surface during client interactions, compromised the financial advisors’ effectiveness in selling life insurance.
But not all financial advisors at AmEx were experiencing difficulties in selling life insurance. A small cadre of advisors seemed to be consistently successful in closing sales. Why were these financial advisors effective when so many of their colleagues were not? In the end, it all came down to self-awareness. Interviews with these successful advisors revealed that they had developed strategies for being aware of and managing the potentially derailing internal emotions that may emerge during a client interaction. Armed with this insight, AmEx launched a series of experimental training, some of the first corporate training targeting the development of emotional competencies. This training focused primarily on competencies related to self-awareness and self-management skills. At the end of the first round of training, 90 percent of the participants reported a significant improvement in sales performance.

Consider This

Both authors are fans of the popular 1990s sitcom *Seinfeld*. If you’re familiar with the show, you’ll recall that the character named George is something of a loser. A self-described short, stocky, bald man who is often unemployed and lives with his parents, things just never quite go his way. In one episode, George comes to the realization that every decision he has made has been wrong, every instinct he has leads to failure. In this depressing but shining moment of self-awareness, George commits to doing the opposite of whatever it is he would normally do. Suddenly things begin to turn around for George—he gets a pretty girl, he lands his dream job with the New York Yankees, he finds a plum apartment. His new-found success is the direct result of having tuned in to his self-awareness, recognizing a behavioral pattern that was getting in his way (in his case, following his own self-defeating instincts), and committing to make a change. If it can work for George, it can work for you as well. What behavioral pattern do you need to become more aware of and perhaps seek to change?
Guiding Principle

Building self-awareness begins with the commitment to do so.

First Steps Toward Self-Awareness

Think of all that you do that is affected by your emotional state: your decision-making, your actions, and your interactions. Indeed, as pointed out with the AmEx experience, your overall performance and often your very success are outcomes of your emotional responses and your ability to manage them effectively. This, of course, highlights the point we’re trying to make here: Emotional self-awareness is critical to your capacity for seeking successful, joyful, fulfilled lives.

So what do you do if you come to realize that you’re not very good at this self-awareness thing? If you recognize that self-awareness is an area in which you need to grow, a skill you need to develop more fully, how exactly do you do that?

The first step to building self-awareness, as is the case with any challenging journey, is to make a commitment. Understand that self-awareness is not easy. Taking a good, hard, honest look inside can be scary and sometimes downright painful. There may be a lot of self-denial to overcome, a lot of excuses to wade through, before you reach your true, rock-bottom self. And of course, once there, when in touch with your unfiltered self, if you find something you know needs to change, well, then there’s only more hard work ahead. We believe it’s an important and worthwhile journey despite these challenges. Ultimately, the decision to make this effort rests with you, and the commitment to doing so is yours alone to make.

Consider This

I have two lights in my bathroom at home. One is a vanity light—a row of bright bulbs located directly above the mirror over the sink. The other, dimmer and a bit amber from the tint of the glass in the fixture, is positioned on the ceiling more toward the middle of the room. When I evaluate
Emotional Self-Awareness

People in our courses often suggest that there is no time for self-awareness in their lives. They say they’d like to do it and they understand the importance of it, but they just can’t fit it in. That’s a bit of a cop out, especially given that self-awareness doesn’t really require all that much time. No one spends hours sitting around being self-aware. It’s one of those things that can be built into the small, spare moments of your busy day.

EQuip Yourself with Self-Awareness

If you are committed to deepening your self-awareness, here are some techniques to try.

Set an awareness trigger.

♦ Set a watch alarm or use your email program to send yourself a note a handful of times through the day. When the
alarm goes off, or when the email chimes in your in-box, it’s time to check in with your self-awareness.

♦ Ask yourself two simple questions: How am I feeling? Why am I feeling it?
♦ Tune in to your emotion in the moment and decide if it’s serving you well. Choose what to do with it, if anything.
♦ Build awareness into the free moments in your day, between the day’s events. Use the time you spend commuting. Take a quick stroll following lunch. (One of the authors has a coaching client who has created some self-reflective time by spending an extra minute or two sitting in the stall after using the bathroom. At least it’s relatively safe from interruption!)

Reflect on behaviors instead of emotions.

♦ Connect with your emotions through the back door of your external behaviors. Some people really struggle to connect with what’s going on with them emotionally, so digging around inside of themselves may not work so well at first. Because behaviors are driven by emotions, you can practice connecting with your emotions by reflecting on your behaviors.
♦ Imagine being followed around by someone with a video camera who is capturing on tape all of your actions and interactions through the day. Now imagine that at the end of each day, you get to sit and watch the tape. You’d be observing your own behaviors through the course of the day’s events, and in the viewing, you’d be able to reconnect with the emotion you were experiencing at each point along the way.
♦ Rewind the mental video you have of yourself and your interactions through the day and reflect on that. Use your calendar and computer to remind you of the meetings you had, the phone calls you made, the emails you sent.
♦ Notice emotional patterns or identify events or people that trigger certain emotional responses in you. Even the simple
act of connecting to your emotions, albeit in the past tense, provides you practice in doing so, practice that eventually will allow you to become more emotionally self-aware in the moment.

**Keep a self-awareness log.**

- Chart your emotions using a notebook, your computer, or perhaps on a large, wall-mounted calendar. Not only does this technique push you to tune in and connect with your emotions at least once a day, but it also provides you with a map or historical reference of your emotional journeys, a record that could offer interesting insight over time.
- Ask yourself: What mood do you awake with? How does it change through the day? What causes it to change?

**Go to the balcony.**

- See yourself as if looking down from a balcony over a stage. From this vantage point, you are able to be a momentary observer of what is happening both around you and within you.
- Use a few quick questions to help you connect, tune in, and choose appropriate action: “What’s the situation down there?” “What am I feeling about that situation?” “How are those feelings supporting or getting in the way of what I want in this situation?”

**Develop your feeling vocabulary.**

- Use the list of feelings in Table 2-1 to help you identify and describe what you are feeling.
- Rate the intensity of your feeling. The feeling words on the table are ordered in intensity from lowest to highest.
- Exercise precision in describing your emotional state to help fine-tune your emotional self-awareness.
Table 2-1. Words that Express Feelings

<table>
<thead>
<tr>
<th>Mad:</th>
<th>Sad:</th>
<th>Glad:</th>
<th>Afraid:</th>
<th>Confused:</th>
<th>Ashamed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bothered</td>
<td>Down</td>
<td>At ease</td>
<td>Uneasy</td>
<td>Curious</td>
<td>Uncomfortable</td>
</tr>
<tr>
<td>Ruffled</td>
<td>Blue</td>
<td>Secure</td>
<td>Apprehensive</td>
<td>Uncertain</td>
<td>Uncomfortable</td>
</tr>
<tr>
<td>Irritated</td>
<td>Somber</td>
<td>Comfortable</td>
<td>Careful</td>
<td>Ambivalent</td>
<td>Awkward</td>
</tr>
<tr>
<td>Displeased</td>
<td>Low</td>
<td>Relaxed</td>
<td>Cautious</td>
<td>Doubtful</td>
<td>Clumsy</td>
</tr>
<tr>
<td>Annoyed</td>
<td>Glum</td>
<td>Contented</td>
<td>Hesitant</td>
<td>Unsettled</td>
<td>Self-conscious</td>
</tr>
<tr>
<td>Steamed</td>
<td>Lonely</td>
<td>Optimistic</td>
<td>Tense</td>
<td>Hesitant</td>
<td>Disconcerted</td>
</tr>
<tr>
<td>Irked</td>
<td>Disappointed</td>
<td>Satisfied</td>
<td>Anxious</td>
<td>Perplexed</td>
<td>Chagrinned</td>
</tr>
<tr>
<td>Perturbed</td>
<td>Worn out</td>
<td>Refreshed</td>
<td>Nervous</td>
<td>Puzzled</td>
<td>Abashed</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Melancholy</td>
<td>Stimulated</td>
<td>Edgy</td>
<td>Muddled</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>Angry</td>
<td>Down-</td>
<td>Pleased</td>
<td>Distressed</td>
<td>Distracted</td>
<td>Flustered</td>
</tr>
<tr>
<td>Fed up</td>
<td>hearted</td>
<td>Warm</td>
<td>Scared</td>
<td>Flustered</td>
<td>Sorry</td>
</tr>
<tr>
<td>Disgusted</td>
<td>Unhappy</td>
<td>Snug</td>
<td>Frightened</td>
<td>Jumbled</td>
<td>Apologetic</td>
</tr>
<tr>
<td>Indignant</td>
<td>Dissatisfied</td>
<td>Happy</td>
<td>Repulsed</td>
<td>Unfocused</td>
<td>Ashamed</td>
</tr>
<tr>
<td>Ticked off</td>
<td>Gloomy</td>
<td>Encouraged</td>
<td>Agitated</td>
<td>Fragmented</td>
<td>Regretful</td>
</tr>
<tr>
<td>Bristling</td>
<td>Mournful</td>
<td>Tickled</td>
<td>Afraid</td>
<td>Dismayed</td>
<td>Remorseful</td>
</tr>
<tr>
<td>Fuming</td>
<td>Grieved</td>
<td>Proud</td>
<td>Shocked</td>
<td>Insecure</td>
<td>Guilty</td>
</tr>
<tr>
<td>Explosive</td>
<td>Depressed</td>
<td>Cheerful</td>
<td>Alarmed</td>
<td>Dazed</td>
<td>Disgusted</td>
</tr>
<tr>
<td>Enraged</td>
<td>Lousy</td>
<td>Thrilled</td>
<td>Overwhelmed</td>
<td>Bewildered</td>
<td>Belittled</td>
</tr>
<tr>
<td>Irate</td>
<td>Crushed</td>
<td>Delighted</td>
<td>Frantic</td>
<td>Lost</td>
<td>Humiliated</td>
</tr>
<tr>
<td>Incensed</td>
<td>Defeated</td>
<td>Joyful</td>
<td>Panic stricken</td>
<td>Stunned</td>
<td>Violated</td>
</tr>
<tr>
<td>Burned up</td>
<td>Dejected</td>
<td>Elated</td>
<td>Horrified</td>
<td>Chaotic</td>
<td>Dirty</td>
</tr>
<tr>
<td>Outraged</td>
<td>Empty</td>
<td>Exhilarated</td>
<td>Petrified</td>
<td>Torn</td>
<td>Mortified</td>
</tr>
<tr>
<td>Furious</td>
<td>Wretched</td>
<td>Overjoyed</td>
<td>Terrified</td>
<td>Baffled</td>
<td>Defiled</td>
</tr>
<tr>
<td>Blind rage</td>
<td>Despairing</td>
<td>Ecstatic</td>
<td>Numb</td>
<td>Dumb-found</td>
<td>Devastated</td>
</tr>
<tr>
<td></td>
<td>Devastated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 3

Confidence, Self-Esteem, and Peak Performance

In this chapter, you will learn

♦ how self-awareness relates to confidence and self-esteem
♦ how to live above and beyond your job description
♦ how to develop your self-awareness using the Johari Window
♦ the importance of feedback in developing your self-esteem
♦ how to EQuip Yourself to develop your confidence and self-esteem.

Last chapter's discussion on self-awareness focused on the importance of understanding your emotions and the impact that your emotions can have on your behaviors. There is, however, a deeper, existential level of self-awareness that has to do with the discovery of the very purpose, meaning, and value of your life. The emotions of confidence, self-esteem, capability, efficacy, and potentiality continually well up and flow from this deepest level of self-awareness. Let's begin our exploration into this level of self-awareness by visiting the classroom and answering a simple little riddle.
Put Emotional Intelligence to Work

________________________________________________________

A Glimpse into the Classroom: Confidence

What is it?
When it is present I tend to move forward.
When it is lacking I tend to move backward.
What is it?

The first slide in our PowerPoint presentation asks the audience for a one-word answer. Several participants respond with “desire,” “motivation,” “skills,” even “love.” All of these answers are possible, but we are looking for a different answer. Finally someone responds with the word we are fishing for: “Confidence.”

Confidence can be defined as an inner belief in one’s purpose, ability, and self-worth. People who are confident are convinced that their lives count for something and that they have something of tremendous value and significance to offer the world. Confidence is one of the most important benefits of self-awareness. The self-aware ask questions such as:

Who am I?
What are my gifts?
Why am I here?
Where am I going?
What gives my life purpose and significance?
What are my values?
What values and behaviors do I want to intentionally express in the world I live in?

Confidence is the by-product of discovering the answers to these questions. This is because confidence flows naturally through people who have
Confidence, Self-Esteem, Peak Performance

discovered that there is a reason for getting out of bed in the morning that goes above and beyond their job descriptions.

**HOW TO LIVE ABOVE AND BEYOND YOUR JOB DESCRIPTION**

“What is your name and what is your role in the company?” The question that begins introductions for the seminar draws the usual responses: “I’m Joe. I’m a programmer with the ECLD department.” “I’m Tesa. I’m with R & D over in the DCP Division.” Of course we have no idea what they are talking about. We can only assume that this means something to all of the participants who by now have been thoroughly indoctrinated into the acronyms of their company. The truth is, none of this actually means anything, until it is Susan’s turn to share. “I’m Susan, and I sell hips for a living.” Happy that she was speaking our language (and perhaps lucky that she did not mean H.I.P.S.), one of us curiously replies: “You sell hips?”

“Yes.”

“So on Monday morning you wake up, come into work, call on some doctors and hospitals, and sell hips.”

“Yes.”

“And on Tuesday, you wake up come to work and sell hips again?”

“Yes.”

“And Wednesday?”

“Hips!” Susan replied amusingly, and then she added: “But that is not what I really do. What I really do is improve the quality of people’s lives, and make it possible for people to walk around the lake or enjoy a bike ride again. If it weren’t for people doing what I do, then people like Bo Jackson wouldn’t even be able to walk.”

Thoughts drift for a moment to Major League Baseball All-Star and former National Football League running-back sensation Bo Jackson. In 1991 he suffered a hip injury that not only ended the career of one of the youngest and most gifted athletes to ever play professional sports, but also would have left him crippled for life had he not been able to
receive hip-replacement surgery. It was a salient example of the significance of Susan’s work, but the lesson was not lost in it. Susan not only helps people to walk again, she has learned one of life’s very important secrets. She has developed a philosophy about her job, and this philosophy gives her an emotionally compelling reason to wake up every morning and go to work with joy, enthusiasm, and confidence.

People who live life with great emotional energy often do so because they are inspired. Their lives are characterized by a clear sense of meaning, direction, and significance. When they wake up in the morning they enter the new day purposefully, with an emotional drive that is called inspiration.

THE TOLL BOOTH STORY AND RELATIONAL THINKING

Dr. Charles Garfield (*Chicken Soup for the Soul*; Canfield and Hansen, 1993) tells a colorful story about a young man who managed to maintain a healthy level of confidence and self-esteem while working for eight hours a day in a toll booth. Most of us would not consider a toll booth the ideal place to develop inspiration and enthusiasm. In fact, most toll-booth operators have been replaced by machines.

What made things different for this young man was that he had discovered a way to relate the particulars of his job to those things that he valued the most, to those things that gave his life a sense of meaning, value, and purpose. Every day when he strolled into his toll booth, he mentally and physically filled it with music and dance. Physically, he actually practiced dancing, while fulfilling his responsibilities as gatekeeper on the Oakland–San Francisco Bay Bridge. Mentally, he developed a perspective that added several layers of meaning to an otherwise mundane job.

We call this aspect of self-awareness *relational thinking*. Relational thinking occurs whenever you relate the particulars of your job to something that gives you an ultimate sense of meaning and purpose. In comments to Dr. Garfield, this young man summarized his relational thoughts: “I don’t understand why anybody would think my job is boring. I have a corner office, glass on all sides. I can see the Golden Gate, San Francisco, the Berkeley hills; half the Western world vacations here . . . and I just stroll in every day and practice dancing.”
If emotional intelligence is all about learning how to use your emotions intelligently, then Susan and our toll-booth dancer are great examples of emotionally intelligent living. Both of them are using self-awareness to discover the true meaning of their lives and thereby tap into a supply of emotional energy that can only be described as inspiration.

**Consider This**

We are infusing daily activity with emotional energy whenever we are
- saving people’s lives
- providing for our loved ones
- making the world a better place
- making a difference in someone’s life
- living with integrity and in accordance with our values in everything we do
- saving the environment
- protecting animals
- inventing a solution to some problem or a cure to some disease
- spreading good cheer and smiles
- pursuing random acts of kindness
- spreading good news
- encouraging the faint-hearted
- believing in a team member
- making someone laugh.

Such energy is at the core of confidence and self-esteem. How does your job description read when you infuse it with meaning?

**DEVELOPING YOUR SELF-CONCEPT:**

**THE JOHARI WINDOW**

The big idea here is that few things help us through life and prepare us for its challenges like insight into who we are and what we can do. People
tend to suffer distress when they have no clear conception of who they are, why they are here, or where they are going. Conversely, a healthy self-concept produces confidence and self-esteem in all of us. So how do we develop this kind of insight? Psychologists Joseph Luft (Jo) and Harrington Ingham (Hari) have developed the Johari Window model to help us understand the importance of both self-disclosure and feedback in developing our self-concept.

The Johari Window is based on the idea that when it comes to self-knowledge there are four kinds of information:

Quadrant 1: There is information known to self that is known to others.
Quadrant 2: There is information known to self that is not known to others.
Quadrant 3: There is information known to others that is not known to self.
Quadrant 4: There is information that is not yet known to self or to others.

The Johari Window displays this information in a four-quadrant model (see Figure 3-1).

Figure 3-1. The Johari Window.
The area of openness in Quadrant 1 is very special. This is the area in which our awareness of our personal strengths and limitations is shared by others. Referring back to Daniel Goleman’s list of competencies under self-awareness, we might call this quadrant Accurate Self-Assessment. This area of openness is where we feel the most free to explore our human potential, because we are working from a foundation of acceptance and understanding.

As a simple example, consider a 10-month-old infant taking her first steps. Her concept of self that she can walk is actually better known to her parents than it is to her. They give her feedback in the form of encouragement: “You can do it!” She trusts them and takes her first steps. They provide the requisite celebration of her newfound skill, and “I can walk” soon becomes a permanent part of her self-concept. This experience as well as many others forms an area of openness between parent and child that becomes the foundation of all future growth.

The Johari Window reminds us that our self-esteem, confidence, and potential are maximized when we increase the area in Quadrant 1. This is where we discover our significance, our greatness, our challenges, and our limitations. This is where we learn to laugh at ourselves and at each other, because we realize that we are all works in progress. There are three ways to increase this area of openness:

1. **Through Self-Disclosure**: when we are willing to be vulnerable and share hidden aspects of ourselves with people, we are inviting them into our hidden world to encourage us, to coach us, to support us, and to help develop us into what we are capable of becoming.

2. **Through Feedback**: when we are open to feedback, other people can reveal blind spots to us that either reinforce strengths and abilities that we did not even know we had, or redirect us to work on areas of development.

3. **Through Discovery**: Emerson said: “Ideas are in the air.” Life is a journey, and discovery keeps us hopeful and excited about the future. Who knows what will be revealed to us in the future?
Put Emotional Intelligence to Work

Grandma Moses picked up a paintbrush and started painting when she was 76! We all have hidden talents that we are not aware of yet.

Notice that no one is perfect according to the Johari Window. Growth is possible only when we learn how to accept ourselves and each other with all of our strengths and limitations. According to this model, growth is hindered whenever we hide too much from others and thus deny them of an opportunity to offer support. Growth is also hindered when other people refuse to give us the kind of honest feedback that can help us to manage our lives more effectively. In the end our potential is unlocked by forming honest and trusting relationships with people who accept us enough that we can disclose our flaws, and care about us enough to give us the insight we need to be the best we can be.

---

EQuip Yourself
with Confidence and Self-Esteem

Approach people daily with a spirit of benevolence.

- When you are happy with yourself and have discovered what gives your life inspiration and significance, then you are free to approach other people in a spirit of good will, enthusiasm, and genuine interest in their well-being.
- The more you approach other people with a spirit of benevolence, the happier you will be with yourself, and the more you will discover what gives your life inspiration and significance.

Increase the feeling that you are making a difference by challenging yourself and seeking feedback.

- Seek out challenging opportunities that you know are critical for a project’s success.
- Occasionally ask team members, colleagues, customers, or supervisors to give you feedback about the importance
Confidence, Self-Esteem, Peak Performance

and significance of your contributions. Even open-ended questions like “What is it that you value the most about my contributions?” can yield encouraging and confidence-lifting results.

♦ Seek feedback from people who are positive and happy and know how to provide encouraging and constructive feedback.

♦ Avoid feedback from people who are unhappy and negative because such feedback is often counterproductive and can actually tear you down.

♦ Engender this constructive and positive feedback by providing it to others first. Make sure you let your team members know how important their work is to you and how your collaborative projects would not be successful without their inputs.

**Proactively and intentionally live out your values at work.**

♦ List some of the core values you recognize as being a part of how you define yourself.

♦ Reflect on how these values play out in terms of your at-work style. What does it look like when you are truly living and modeling these values at work?

♦ Think of a time when your at-work actions fell out of alignment with one or more of your values and your vision for living and modeling your values.

♦ Brainstorm three things you could do to more fully represent your values in the workplace.

**Develop your sense of mission and purpose.** Confidence, self-esteem, and peak performance occur whenever your individual genius and productivity are motivated by a spiritual mission or an all-consuming purpose greater than yourself—be it God, the environment, religious faith, humanitarian concerns, political ideals, or some other ideal to which you would like to dedicate your energy. The key is to find a way to relate your individual efforts to your greater sense of purpose:
Put Emotional Intelligence to Work

- Seek opportunities to model your value in the workplace in whatever ways you can. For example, you may have a difficult time seeing a connection between completing a task like data entry and fulfilling your sense of calling to preserve the environment, but you could promote and practice recycling in your office.

- Keep in mind that the workplace is only one venue for you to live out your sense of purpose. You may need to give financial support, offer your services, or volunteer your time in other ways outside of the workplace to fulfill more completely your sense of mission and purpose.

Learn how to trust your intuition. Hunches, gut feelings, extrasensory perceptions—we’re essentially talking about intuition here, a sort of inner knowing. Intuition is part of the unconscious mind, not actually our gut, which helps guide us toward making good choices. We might think of it as tapping into a forgotten pool of wisdom we hold, a pool formed drop by drop through the experiences of our lives. The more life experience we have, the deeper the pool of wisdom becomes. To harness the power of your intuition:

- Use your analytical skills to understand the pros and cons the next time you have an important decision to make.
- After you have completed your due diligence, use your self-awareness to unlock the gate and wade into the pool of your unconscious wisdom.
- Seek out the guidance of your intuition and then trust it as the mediating force that leads you to your final decision.

Your confidence will actually increase when you realize that you can tap into this pool of wisdom as needed. Your intuition, like an oracle or a sage that you carry around with you, is always accessible as long as you are using your self-awareness to listen to it. The key is to trust that your intuition is there to support you. You need only to seek its guidance.
Chapter 4

Anatomy of an Emotion

In this chapter, you will learn

♦ where emotions come from and why they are so powerful
♦ to recognize emotions as signals to take action
♦ the physiology of the human brain and its role in managing your emotions
♦ the link between disruptive emotions and reactive behaviors
♦ how to EQuip Yourself for better emotional understanding.

Seeking to understand your emotions—where they come from and why they are so powerful in certain situations—is to delve into the hardwiring of your human brain, rediscover forgotten and sometimes painful memories from your past, and unearth some deep-seated beliefs and ways of thinking that you may not have been consciously aware you were holding. In other words, it is to dig deeply into your self. Although such a journey is often not an easy one, it is an important one for each of us to take, one that carries us further down the path to emotional intelligence.
Put Emotional Intelligence to Work

As we’ve done previously, let’s begin this exploration with a visit to our EI classroom for a little storytelling about when our emotions have gotten in our way.

A Glimpse into the Classroom: Confronting Emotion

“In your group, share a story of a time when your emotions got the best of you, when you had an emotional response to a situation that led to behaviors that undermined your intended outcome for that situation.” This is one of those exercises some participants were afraid might come up in a course on EI—an activity in which they have to reveal themselves to the other participants, making themselves somewhat vulnerable by relating an embarrassing story. Around the room, people are looking at each other uneasily, unsure how to start, and then, just like in every other EI class we’ve ever facilitated, someone breaks the ice and starts telling his tale.

We include this exercise in our EI course not to embarrass people but rather to help them feel more comfortable. Hearing such stories from others helps us realize that though we may feel somewhat embarrassed by those times when our emotions got the best of us and we behaved in a way we wish we hadn’t, everyone has had similar experiences. The storytelling normalizes the experience of an emotional override, those times when our emotional selves wrested control of our behaviors from our rational thinking selves. Potentially embarrassing? Sure. Perfectly human? Absolutely.

As the storytelling unfolds during the group work, we, as facilitators, wander around and eavesdrop just a bit. From one class to the next, the stories maintain certain parallels. There’s the unintended-angry-outburst-at-a-spouse story. There’s the tale of trepidation at being called in to see
Anatomy of an Emotion

the boss. The road-rage saga almost always presents itself. The details of an escalating conflict with a colleague at a business-unit meeting usually are recounted. These parallels exist because these are our collective stories. They belong to all of us. They are part of our human experience, a manifestation of being emotional creatures. And now, with a richness of stories to base our exploration on, we can dig into how these emotional responses play out within us, and indeed, why we even have emotions at all.

WHY AM I SO EMOTIONAL?

It is often said that our emotions reside in our hearts. When we refer to how we feel about something, we often indicate that feeling as emanating from the chest. To fully understand our emotions, though, we need to first understand that emotion truly is all in our head.

Your emotions are initiated in your brain. Yes, your brain, the one that you often think about as being computer-like. What we sometimes describe as the rational, logical, problem-solving brain does exist, at least in part. And most of the time, you are operating within this rational, thinking part of your brain. You are aware of what’s going on around you, you are choosing and directing your behaviors in a conscious and rational way, you are thinking through challenges and tapping into previous experience and wisdom to seek solutions to those challenges. This is the human brain with which you likely are most familiar. But there are other aspects of the brain too, more primitive than what was just described, and they hold great power, which is revealed when activated by certain situations.

To better understand these more primitive functional areas of the brain, let’s take a journey back in time to visit our primitive ancestors. Imagine our prehistoric forebears living in the wilderness. It was a hard and hostile world, presenting true physical dangers on a nearly daily basis. Picture one of these early humans, a youngster perhaps, out on a hunt for some small game. Focused on stalking a hare, the young hunter doesn’t yet notice that danger lurks near. A low growl comes in through the ear and is processed by the brain. With extraordinary speed and no real conscious thought, an alarmed response blasts through the hunter’s body. Breathing
Put Emotional Intelligence to Work

Guiding Principle
Essentially all emotions are signals to take action.

becomes rapid and shallow, heart rate accelerates, adrenaline is released into the bloodstream, and muscles tighten, ready for action. This instinctive physiologic response, designed to support survival in the face of danger, is, of course, known as fight or flight.

Fight or flight is an emotional response triggered by your brain to move you toward taking action. That’s essentially what all emotions are—signals to take action. Humans are hardwired with this sort of emotionally activated circuitry as a mechanism for supporting survival. Fight or flight as an emotional response in the face of a physical threat moves you toward protecting yourself from whatever that danger may be. These protective behaviors usually take the form of either preparing to do battle or preparing to move quickly out of harm’s way. Emotions may also move you closer to some things that your brain interprets as supporting your survival—finding a mate, bonding with other humans in the community, taking part in activities that bring you joy. The behaviors you exhibit that support these activities are responses to emotional signals as well.

The fight-or-flight response, in the scenario just described, serves our young hunter well. The large cat, the source of the low growl initially heard, moved in for an assault. The first stone thrown by our hunter caught the cat on the side of the head and gave it pause. The second stone, landing squarely on the bridge of the cat’s nose, sent it into retreat. The hunter backed away slowly, watchfully, before fully accelerating in the opposite direction.

WHEN THE SABER-TOOTHED TIGER IS REALLY A KITTY CAT

Fight or flight is a classic case study of how emotions influence behavior. Fear is one of the most primal and powerful of the emotions. When activated, the fear response drives you to action toward protecting yourself from danger, real or imagined. Consider that if the growl experienced by our young hunter had turned out not to be a large cat at all but instead a friend playing a prank, the initial emotional response, activated by the quick-acting emotional center of the brain, would have been the same.
Only when the rational-thinking part of the hunter's brain had caught up with what the situation really was would the emotion have quieted.

For all of us, as humans living in our present-day world, this is an important point. We are still hardwired with the same emotional physiology that supported the survival of our primitive ancestors in their dangerous and hostile world. Granted, and sadly so, our modern world has its true dangers as well, and fight or flight still strives to support us when we encounter such dramatic and unfortunate circumstances. But fight or flight also threatens to undermine us when the danger we encounter is not actually one that is truly life or death but merely feels that way in the moment. After all, when was the last time you crossed paths with a large, hungry cat roaming the corridors of your offices? Many of the perceived dangers we experience today are just that, perceived. The degree of true danger is therefore open to interpretation.

**EMOTIONAL OVERRIDE AND THE HUMAN BRAIN**

To understand how human potential can be undermined by your emotional responses, you need to get to know your brain a little better. As previously suggested, you are probably already familiar with the rational-thinking part of the human brain. The neocortex, which consists of all the convoluted gray matter at the top of the brain, manages the higher brain functions of awareness, reasoning, voluntary movement and action, conscious thought, and language skills. Again, most people spend the majority of their time operating out of this part of the brain.

In the case of the young hunter being confronted by the threat of the fierce cat, we introduced a more primitive part of the brain, one that evolved long before the neocortex. All vertebrates have a mass of cells situated at the top of the spinal cord that comprise the brainstem. The cells of the brainstem coordinate most of our involuntary functions—the cardiopulmonary apparatus, for example—and govern our most animalistic instincts, including fight or flight. Sometimes referred to as the reptilian brain, this primitive brain has the power to override the rational-thinking functions of the neocortex and take control of our actions when it perceives a threat.

That covers the upper and lower parts of the brain. Now, let’s explore the middle. Tucked beneath the neocortex and wrapping around the
brainstem in something of a horseshoe configuration is a series of structures comprising the limbic area of the brain. It is from here that emotions originate. The limbic area, sometimes called the mammalian brain, stores emotionally linked memories. It is this area of the brain that triggers learned emotional responses to particular circumstances.

The reference to mammals with regard to this part of the brain has to do with the learning capacity of the limbic system. Take a dog, for example. Let's call him Rover. One day, Rover, just a pup for the purposes of our story, goes to the park with his human. Rover's human brings a ball along, intending to teach Rover how to fetch. At the park, Rover's human waves the ball around above Rover's head and then with a mighty toss throws the ball across the grass. Rover tears after the ball, skidding to a halt where the ball landed. Rover sniffs the ball a few times and then hearing his human call for him, comes racing back, leaving the ball where it lay. Not exactly what Rover's human was hoping for, but that's what learning is all about. After several more tries and several more walks to retrieve the ball, Rover finally catches on. The human throws the ball. Rover chases it down, scoops it up, and brings it back to the start. What does the human do now that Rover has successfully completed the trick? Of course! Rover gets treats, ear scratches, and “Good Boy!” acknowledgments all around.

Now, here is the important part—in this shining moment of triumph and reward, Rover's mammalian brain is making note of this experience. His brain is recording that the behavior he just exhibited, which we'll call fetch, is “Good for me!”—that is, good for him in that it bonds him to the human who looks after him, thus supporting his survival. This emotionally charged message is now stored in Rover's brain, and he will remember and act on it for the rest of his doggy life. This emotional-message-encoding mechanism also works the other way. If Rover were ever to do something that his human preferred he not do, say pee on a new pair of shoes, for example, a different message would be sent and learned—“Not good for me!” This message carries power too.

Just like Rover, we humans learn “Good for me!” and “Not good for me!” lessons throughout our lives. Being around people who care about us—“Good for me!” Getting called into Dad's study, the principal's office, or the shareholder's meeting to explain our actions—“Not good for me!”
Anatomy of an Emotion

Over the course of your life's experience, you have accumulated and stored literally thousands of emotional memories in your mammalian brain. These memories comprise the total of your life's emotional experiences and serve as activation points for emotional responses when you encounter current-day situations that are reminiscent of events from the past. New situations that link to “Good for me!” memories within the brain activate emotional responses and trigger behaviors that encourage us to fully engage. Events that link to “Not good for me!” memories activate emotional responses and trigger behaviors that seek to steer us away or protect us from such things.

Take public speaking, for example. If you are someone who received a standing ovation from your seventh-grade classmates at your first try as a speechmaker, you will log that experience in your emotional brain as being one that is good for you. It brought you joy, made you feel liked and respected by your peers, and acknowledged your effectiveness as a public speaker with important things to say. In the future, opportunities that come your way to present yourself and your thoughts in a public forum will be exciting for you. They'll be viewed as an opportunity to shine, to gain more respect and accolades. Your emotional brain will drive you to seek out and embrace situations that link back to the “Good for me!” message you retain concerning public speaking.

On the other hand, if you're like most of us, that first speech in the seventh grade didn't go so well. Feeling nauseated, shaking violently, and losing one of your notecards were bad enough, but the silence and dumbfounded looks that greeted you upon your conclusion are forever burned into your emotional memory. Based on this clearly “Not good for me!” experience, how do you think your emotional brain will react when you receive an assignment to address the assembly at the next division meeting? Don't worry though, it's not truly life and death, it just feels that way!

Just like Rover, you remember and act on these emotional lessons for the rest of your life.

THE EMOTIONAL GATEKEEPER

With the understanding of how emotional responses are learned and how these messages reside in our mammalian or limbic brain, we now can
introduce what might be considered the gatekeeper of the system—the amygdala. The amygdala is an almond-shaped mass of cells situated at the base of the limbic horseshoe. As sensory stimuli from a person’s surroundings enter the brain, the amygdala is monitoring them closely. At the first sign of a situation that links to a powerful emotional memory, the amygdala leaps to action, directing the person’s behavior based on previously learned emotional responses: a fearful recoil, an angry outburst, a joyous whoop, or a round of bust-a-gut laughter.

Dr. Joseph LeDoux (1996), a neuroscientist at New York University, has studied the amygdala and its role in our emotional responses. He describes the amygdala as being quiet most of the time, but always alert for the need to sound the emotional alarm and trigger what is deemed to be appropriate action. Through his research, LeDoux discovered that an emotionally linked stimulus enters via the human senses and simultaneously travels two pathways in the brain, what he calls the high road and the low road. The high road leads up into the neocortex, where the stimulus and all of its data-rich associations can be analyzed in a rational and conscious way. At the same time, the same stimulus, in a more roughly defined, less data-rich stream, is transmitted via the low road to the amygdala, which, as is its nature, sounds the alarm. The key difference between the high and low roads is the time it takes a stimulus to travel them and activate a response. As you’ve likely guessed, the low road is the faster route. Whereas the amygdala leaps to action in a fraction of a second, the folks at 6 Seconds EI Network draw the name of their organization from the notion that the conscious thought process or high road takes a full six seconds to process what’s going on. The speed at which information travels the low road is both a blessing and a curse. When a speeding car is bearing down on you, the amygdala’s quick response system may save your life. When a colleague challenges you in a meeting, the same quick response, if not managed and filtered, may get you into trouble.

MY AMYGDALA MADE ME DO IT!

Although it’s true that your emotional brain has the power to influence your behaviors long before your rational brain knows what’s going on, this does not give you permission to play victim to your amygdala. When
an emotional override results in an inappropriate outburst at a staff meeting, you do not get to say, “Wait a minute. I took a course on emotional intelligence and according to the instructor, my amygdala made me do it!” That, of course, is not what this journey into EI is all about. Emotional intelligence has to do with learning how to use all of this emotional energy intelligently. The importance of delving into the mechanism by which your brain activates emotional responses that guide your behaviors is rooted in the ability that understanding provides toward beginning to manage emotional responses with your rational-thinking brain.

Granted, there are times when the amygdala sounds the alarm launching you into action so passionately that you are almost powerless to choose a different course. But most of the time, life’s events are not so dramatic. In these more common and nuanced cases, your emotions bubble up more slowly within you, not so much an alarm but more a flashing yellow light urging caution. It is in these times that your responses are guided by a combination of emotionally charged memory and rational thought, two behavioral guidance systems opposing one another in a tug of war for control of your actions. This is where emotions get really interesting.

**THE EMOTIONAL TUG OF WAR**

Imagine a staff meeting in which a team member interrupts you while you are sharing an idea you are passionate about. The team momentum suddenly shifts in the direction of the interruption, and soon the opportunity to present the idea is lost in the shuffle. You are, of course, feeling a variety of emotions about this, but the one that threatens to send you into an explosive reaction is anger. Your initial response to this situation is being directed by your amygdala. What you perceive to be a disrespectful interruption is one of those “Not good for me!” situations you learned about long ago, and now your amygdala is going to come to your rescue. Fulfilling its duties as gatekeeper of emotional response to situations you encounter, your amygdala will sound the alarm and begin the process of activating any number of reactive behaviors. You might fire off an angry tirade at your co-worker. You might embarrass yourself by ridiculing him or by sniping at him.

All of these reactive behaviors represent one side of the tug of war that is being waged between your emotionally charged brain and your rational
brain. You might call this reactive side of the tug of war emotional unintelligence, because you are allowing your emotional impulses to manage your behaviors instead of using your rational intelligence to manage both your emotions and your behaviors. Indeed, if you are able to delay your emotional reaction long enough to engage your rational brain, you will discover a new list of behavioral options that could lead you to handle the situation in a more intelligent and successful way. This proactive side of the tug of war represents emotional intelligence—the idea that all human beings are responsible for using rational-thought processes to both understand and manage emotional impulses.

**DISRUPTIVE EMOTIONS AND REACTIVE BEHAVIOR**

To be fair, not all emotionally reactive behaviors will create problems for you. For example, there is usually no need for concern about emotional override when your spontaneous behaviors are driven by emotions like love, happiness, enthusiasm, warmth, or kindness. When you feel compassion for a homeless person and spontaneously reach into your pocket and offer a charitable gift, you are not really committing an emotional foul. Indeed, if you think about the emotion of kindness too much, then you may end up in your own little mental struggle: “On the one hand, I could give him the money, but am I then enabling him to remain in a homeless pattern and not seek a better life? On the other hand, if I don’t give him the money, then he may not be able to meet some of the basic needs required to even begin to get back on his feet.” In the end you will probably be okay no matter how you handle this interaction.

There are, of course, times when spontaneous enthusiasm can get you into trouble. Early in the 2004 presidential primaries, Democratic frontrunner, Howard Dean, learned this lesson the hard way when his enthusiastic speech ending “Yeehah!” was parodied over and over again by the media.

These examples of reactive behavior should not concern you nearly as much as the examples of emotional override that may result from the intrusion of disruptive emotions:
Anatomy of an Emotion

♦ anger or defensiveness
♦ fear or anxiety
♦ guilt or shame
♦ feeling “down”
♦ insecurity
♦ embarrassment.

This is the lexicon of emotions that tend to get the best of you in certain situations. We call these emotions disruptive because they so often threaten to override rational thoughts and take disruptive control of behaviors. When you are aware of these emotions and take personal responsibility for managing them, you can maintain a sense of control, or perhaps a better way to say this is you can maintain a sense of composure. When you lack awareness and avoid personal responsibility, then you often lose composure and end up looking foolish. All of these disruptive emotions have the power to trigger the amygdala and produce a variety of reactive behaviors that are inappropriate in many human interactions. You lose your temper, you intimidate others, you surrender under pressure, you sulk and complain because you didn’t get what you wanted, and so on. Such behaviors risk sabotaging personal and professional success. But this does not mean that these disruptive emotions are bad or even negative. When well managed, these emotions can provide you with tremendous amounts of information and energy to help you navigate through difficult situations and choose the right response proactively. Table 4-1 highlights the difference between managing and not managing our disruptive emotions.
<table>
<thead>
<tr>
<th>Six Unpleasant Emotions</th>
<th>List of Reactive Behaviors</th>
<th>List of Proactive Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disruptive Emotion</strong></td>
<td><strong>When the amygdala is in control of the emotion and directing behaviors</strong></td>
<td><strong>When the rational mind is managing the emotion and directing behaviors</strong></td>
</tr>
<tr>
<td>Anger/Defensiveness</td>
<td>Yell; threaten; become demanding; escalate; curse; argue and get loud; use physical outbursts; direct your anger at the wrong object or person; vandalize, turn to violence; harm people or harm yourself; turn to passive-aggressive self-defeating behaviors.</td>
<td>Use calm, assertive communication; practice conflict resolution; provide people with feedback; increase your understanding and practice reflective listening; connect with the hurt, fear, or concern that is beneath the anger; take a walk and try to figure out what the anger is telling you to do; take a time out; calm yourself down; find a safe cathartic activity.</td>
</tr>
<tr>
<td>Anxiety/Fear</td>
<td>Freeze; regress; panic; make irrational decisions; flee, hide, and avoid; lose composure; worry and obsess; become overly controlling and hypervigilant; micromanage; unwilling to take appropriate risks and move outside of your comfort zone; phobias; agoraphobia.</td>
<td>Slow down; exercise appropriate care and caution; prepare and practice; assess the situation and use problem-solving skills; get more training and develop your skills; ensure your safety; purchase insurance; develop confident and assertive behaviors; call 911.</td>
</tr>
<tr>
<td>Disruptive Emotion</td>
<td>List of Reactive Behaviors</td>
<td>List of Proactive Behaviors</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Guilt/Shame</td>
<td>Become overly critical and blaming of self and/or others; become self-condemning instead of learning from bad choices or mistakes; become overly responsible and easily manipulated by other people’s emotions, issues, and concerns; develop poor boundaries; become addicted to approval; regress into feelings of worthlessness, inferiority, and shame; hide, lie, and cover up; become a caretaker and enabler; turn to addictive behaviors to feel better; avoid all risk in order to avoid making a mistake and feeling guilty.</td>
<td>Apologize; make amends; take responsibility, show remorse, and take steps to repair the situation; learn from bad choices and mistakes; ask for forgiveness; accurately assess responsibility and set better boundaries; make decisions that you will not later regret; develop your appreciation for rules, systems, and procedures that are tried and true; develop your intuition and wisdom and use it to guide your decision-making process.</td>
</tr>
<tr>
<td>Feeling “Down”</td>
<td>Lose energy and motivation; feel powerless; regress to self-pity; whine and complain; become a drain on others; fail to take initiative; become indecisive; overeat and turn to addictive behaviors; stay in bed, call in sick, and make irresponsible choices; neglect family and children; lose interest in activities you usually enjoy; feel hopeless; feel despair; turn to suicidal thoughts and behaviors.</td>
<td>Exercise, get plenty of rest, take care of yourself, and eat well; add activities to your life that give you energy; develop your sense of inspiration and purpose; make a change to your daily routine; reach out and help someone else; put life into perspective and try to find the silver lining in your circumstances; grieve and process your losses with a psychologist, counselor, clergy, or a good friend; go to see a psychiatrist or a medical doctor if your depression persists.</td>
</tr>
<tr>
<td></td>
<td>Disruptive Emotion</td>
<td>List of Reactive Behaviors</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>When the amygdala is in control of the emotion and directing behaviors</em></td>
</tr>
<tr>
<td>Insecurity</td>
<td>Exhibit critical behaviors, tearing other people down so you can feel better about yourself; exhibit jealous behaviors; overcompensate by yelling at others or acting like you know it all; embellish the truth; misrepresent facts and information and tell stories that are not true; overcompensate by bragging about yourself; avoid challenges and shut down; demonstrate an inability to handle constructive, corrective feedback or reprimands.</td>
<td>Develop supportive, nurturing relationships, and use people you admire as role models to help you develop yourself; be aware of your self-talk and use positive affirmations; challenge yourself to step outside of your comfort zone; surround yourself with positive, secure people; create small successes for yourself; reach out and help other people who are less fortunate.</td>
</tr>
<tr>
<td>Embarrassment</td>
<td>Exhibit angry, defensive behaviors; hide the truth from yourself and others; avoid accountability; lash out at others; lie to cover up; shame others; shame yourself; threaten others; exhibit inappropriate parental behaviors such as physical, emotional, or verbal abuse of children; expect children to be perfect and to develop faster than the normal rate; excessively yell at children and blame them for making you “look bad.”</td>
<td>Learn how to laugh at yourself and accept your flaws as part of being human; develop an attitude of unconditional positive regard toward others; remember that “to err is human, to forgive is divine”; accept humanity in yourself and in others; learn from your inadequacies, setbacks and failures; admit your flaws to others and ask them to support you with your development plan.</td>
</tr>
</tbody>
</table>
EQuip Yourself with Emotional Understanding

This process of understanding and managing your emotions is not the same as denying or repressing them. Remember, your emotions are there for a reason. They indicate that something is either “Good for you” or “Not good for you.” And so to deny or repress your emotions when you are interrupted at a staff meeting, for example, is equivalent to denying that the interruption is linked to one of your “Not good for me!” memories. Denying the emotion is therefore a form of denying the logic that stands behind the emotion. The goal is not to deny the emotional signal but to be aware of it, to manage it, and then to choose your behavior proactively.

It is helpful to summarize this goal as a three-step process:

1. **Self-Awareness**  
   Be aware of what you feel. Awareness includes accurately labeling your emotion as well as understanding why the emotion is there.

2. **Self-Management**  
   Manage your emotions so your emotions do not manage you. There are a variety of techniques we will discuss in the next chapter to help us manage emotions.

3. **Use your understanding of emotions to choose an appropriate behavior.**  
   Emotions are actually informative. Your emotions provide valuable information you can use to choose an appropriate behavior. Use your rational brain to listen to what your emotions are calling to your attention. For example:

   - Anger is calling your attention to the idea that something is wrong, an injustice has occurred, or a conflict needs to be resolved.
Put Emotional Intelligence to Work

- Anxiety is calling your attention to the idea that more caution and care are needed to manage the situation effectively.
- Feeling “down” is calling your attention to the idea that you need to make some kind of a change so you can manage your energy more effectively.
- Guilt is calling your attention to the idea that you need to apologize, make amends, or learn from a mistake.
- Insecurity is calling your attention to the idea that you need to develop a skill set, find out what makes your life significant, or connect with what you are passionate about.
- Embarrassment is calling your attention to the idea that you need to be more discreet, to learn how to laugh at yourself and accept yourself, or to be less of a perfectionist.

The point of this third step is to ask the behavioral question: If my amygdala is sounding the alarm about situations that are “Not good for me!” what appropriate behavior will I choose to right the injustice, to resolve the conflict, to handle the danger, to reenergize myself, to deal with wrong behaviors and mistakes, to build my self-esteem, to avoid embarrassment, and so on?

What is the emotional signal trying to teach me about what I should do?
Chapter 5

Cognitive and Behavioral Strategies for Managing Your Emotions

In this chapter, you will learn

♦ the impact of self-awareness on emotional self-management
♦ how thoughts and behaviors influence your emotions
♦ behavioral strategies for managing your emotions
♦ cognitive strategies for managing your emotions
♦ how to EQuip Yourself for emotional self-management.

What is change?

What does it mean to make lasting, individual, behavioral change toward improving performance?

This is an important question to ask in our fast-paced, do-more-with-less, focus-on-productivity workplace environments. Let’s face it, in today’s
workplace, putting effort toward continuous growth and personal development sometimes doesn’t seem feasible for those who wish to get things done and be rewarded with increasing levels of responsibility, leadership, and pay. Certainly the widespread use of tools such as 360-degree feedback assessments may provide the insight and awareness needed as a basis for change, but what exactly constitutes change itself?

The truth is that anyone can claim to have changed. I have worked with more than 100 couples in counseling settings, and one of the most common occurrences I have observed is for the couple to come into the second session with either husband or wife (whomever is more desperate) proclaiming: “I’ve changed.” This may or may not be accurate. It is often what one wants to hear, but the proof is in the behavior. At the end of the day, real change is measured by whether or not we are able to make new choices and to make them consistently. This kind of change is at the heart of self-management.

Daniel was a rising star in his company. During his first six months, he quickly distinguished himself from many of his peers by becoming the number one sales rep in his region. His task-oriented, fast-paced, hard-working style did not go unnoticed, and within two years he was promoted to a supervisory position. As supervisor he managed people in the same way he managed tasks. His pacesetting style worked well with the high-performing, self-starting members of his team, but he became quickly irritated and impatient with his direct reports who worked at a slower pace. The more he pushed them, the more time they seemed to spend analyzing details, processing data, or building consensus, slowing things down even more. His impatience usually revealed itself in a demanding tone of voice—“I don’t care what it takes. Just do it!”

A few employees felt so disrespected and intimidated by Daniel’s managerial style that they went to Human Resources to discuss the situation. On several occasions Daniel was given feedback about his style, but rather
than accepting the feedback, he often became defensive. Daniel was given a tremendous opportunity to develop his self-awareness through feedback and, from this, to make changes through self-management. Instead he made excuses. “That’s just the way I am. It is how I am hard wired. You can’t expect me to change who I am.” What Daniel was saying in effect was, “This is not what I choose. This is who I am.” In the end Daniel lost his job with the company.

Someone has wisely said: “You will never ever change what you do not believe you have chosen.” When people attribute their behaviors to disposition, to emotions, to uncontrollable urges and impulses, to external causes, or to external situations, they give up their power to manage those behaviors, and, in doing so, they avoid taking responsibility for them. Some people do not do the hard foundational work of self-awareness and therefore do not gain the insight and feedback necessary to make changes. Table 5-1 illustrates the relationship between self-awareness and self-management.

As the table illustrates, those who lack self-awareness are almost completely untrustworthy when it comes to making new choices and demonstrating the competencies of self-management. Many of us intuitively know not to trust people who lack self-awareness. We may not always speak about this distrust, but at some gut level, there is a realization that without self-awareness, people are doomed to repeat the same mistakes.

<table>
<thead>
<tr>
<th>Degree of Self-Awareness</th>
<th>Assumes Responsibility for Self-Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (%)</td>
</tr>
<tr>
<td>Strong</td>
<td>49</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
</tbody>
</table>

*N = 427, p < .001 (Burckle and Boyatzis, 1999).*
Put Emotional Intelligence to Work

Self-awareness is as fundamental to self-management as a clock is to time management. Indeed, there is a 96 percent likelihood that those who refuse to do the work of self-awareness will also be deficient in the area of self-management.

Even when people are self-aware, however, it does not always mean that they will make the kinds of adjustments that lead to personal growth and development. Only half of those who are self-aware actually take responsibility for the insight that awareness provides and make new choices around how they will manage their emotions and behaviors.

At times there is a tendency to confuse self-awareness with growth. Many people who are self-aware are knowledgeable about their problems, but they do not move toward a solution. They are willing to look at themselves in the mirror, but are unmoved by what they see, or lack the commitment to make the necessary adjustments. The path of least resistance is paved with good intentions. Self-awareness certainly does not equal change, but it is foundational to change. The goal is always to move from self-awareness: “here is what is going on” to self-management: “therefore this is what I need to do.”

**SELF-MANAGEMENT AND YOUR EMOTIONS**

Let’s assume that we all struggle with one or more of the disruptive emotions outlined in chapter 4. We are all aware of the disruptive emotions inside of our bodies, and we know from past experience that these disruptive emotions have the potential to get the best of us in certain situations. Some of us will be especially vulnerable to anger, some to anxiety, some to guilt, some to feeling “down.” We all want to respond appropriately when the emotion is triggered, but to do this we have to manage the disruptive emotion or the emotion will manage us. One way to think about managing emotions is to consider how emotions, thoughts, and behaviors work together holistically in a person’s body. The following story will help us to explain how this all works (see Figure 5-1).

Dagwood decides to take a class in emotional intelligence and asks himself the question, “How can I manage my anxiety so that I can begin to
Thoughts
Dagwood secretly thinks that his boss Mr. Dithers is a jerk. Still, over the years, he has willingly accepted increased levels of responsibility, worked long hours, and has successfully performed everything that has been asked of him. All of this increased responsibility has been dutifully fulfilled, without any corresponding increase in salary. Dagwood begins to think that he deserves a raise.

Influence Feelings
Dagwood's thoughts influence his feelings. On the one hand, Dagwood feels confident that he deserves the raise because of his work. On the other hand, he did get caught sleeping on the job a few times, and experience has taught Dagwood that Mr. Dithers is a very difficult person to approach. His feelings of confidence are suddenly overwhelmed by feelings of anxiety as he considers going into Dithers' office to request the salary increase.

Reinforce Thoughts
This entire experience reinforces Dagwood's thinking. Dagwood walks away thinking, "Wow, I was right. Mr. Dithers really is a jerk."

Influence Behaviors
Dagwood's feelings influence his behaviors. As Dagwood approaches his boss he is timid: "Is this a good time to talk?" Dithers is impatient. He bluntly responds, "What is it? Can't you see that I'm busy?" Dagwood quickly backs out of the situation with an apologetic remark.

Figure 5-1. Managing your emotions.
BLONDIE © KING FEATURES SYNDICATE.
approach Mr. Dithers with more confidence?” (With respect to emotional intelligence, this really becomes two questions: How do I manage my anxiety? How do I generate the emotion of confidence?) Dagwood learns that most experts in the field of psychology consider themselves to be cognitive/behavioral in their approach to managing emotions. This means that Dagwood can learn how to manage his emotions by either managing his behaviors or managing his thoughts. Let’s take a glimpse into Dagwood’s classroom and discover the power that our behaviors have in managing emotions.

**BEHAVIORAL STRATEGIES FOR MANAGING YOUR EMOTIONS**

---

**A Glimpse into the Classroom: Behavior and Emotion**

“Everybody stand up!” In moments 23 men and women stand up to participate in an experiment that is especially designed to connect with those participants who favor a kinesthetic, tactile learning style. “Pretend you are Mr. Snuffleupagus from Sesame Street.” Modeling the physiological behaviors of the woolly mammoth from Sesame Street, all the participants are now standing with shoulders drooped and arms dangling forward to mimic an elephant’s trunk. With the mopiest of voices, each participant repeats out loud “I am soooo happy. You would not believe how happy I am. I can’t wait until tomorrow.” The participants quickly realize that it is difficult to feel an emotion like happiness when their behavior is lethargic.

---

There are two behavioral rules at work here that will help us to understand the behavioral strategies for managing our emotions.

**Rule #1:** The brain does not want to feel an emotion that is inconsistent with the physiology of the body.
Strategies for Managing Your Emotions

Rule #2: When you are feeling a disruptive emotion, ask yourself what emotion you want to feel and then behave consistently with that emotion.

Consider the following examples:

Problem: You feel lazy and want to feel energetic.  
Behavioral Solution: Start exercising and eventually your feelings will catch up with the active behavior.

Problem: You feel anxious about initiating a conversation with your supervisor.  
Behavioral Solution: The emotion you want to feel is confidence, so you ask yourself the question: “What does confidence look like (behaviorally)?”—Use these behaviors as you approach your supervisor—keep your head up, maintain eye contact, square your shoulders, wear professional attire, walk with a slight skip in your step, use a firm handshake and an assertive voice. The confidence will follow.

Problem: You feel angry and you are afraid that you will say the wrong thing if you do not get your anger under control.  
Behavioral Solution: Do something that makes you feel good, like taking a walk around the lake.

Problem: You and your spouse feel love for each other, but you really want to rekindle some of the romantic feelings that you used to have for each other.  
Behavioral Solution: Ask yourself the question: “What does romantic love look like (behaviorally)?” Start using those behaviors—write love poems, send flowers, call each other up to go out on a date, surprise each other, have romantic candle-lit dinners, and so on.

Problem: You are feeling down and dull and you want to feel happy.  
Behavioral Solution: Happy people do happy things. What activities in your life make you feel happy? Start doing these activities and you will bring happy feelings into your life.
Guiding Principle

Think about how you want to feel and then act in ways that are consistent with that emotion.

COGNITIVE STRATEGIES FOR MANAGING YOUR EMOTIONS

It is early Monday morning, and Susan is in her office thinking about the project she has just been assigned to lead and all of the related work that needs to be completed by the end of the week. With so much difficult and time-sensitive work to be accomplished, she begins to think about the challenge of delegating this work to her staff. “I’m really going to have to depend on Josephine and Harold,” she muses, considering her two best and most dependable team members. She relies heavily on these two and hopes she’s not overworking them.

At 9:00 she meets briefly with each of them and delegates the expectations and responsibilities for the coming week. Both assure her that they will do everything they can to meet the suspense dates, and as the meeting ends, Susan feels confident and hopeful that the project will be successful.

Later in the morning, Harold runs into Peter by the coffee maker. They chit chat for a moment, and then Harold says, “Can you believe all of the work she is piling on top of me? That woman is just trying to make my life miserable!” Peter listens and empathizes with Harold’s situation. Although Harold appreciates the chance to vent to a colleague, he returns to his work area still feeling frustrated and irritable.

Later that evening, Josephine meets her husband at a local restaurant for dinner. He asks her about her day, and she tells him about the project. “Can you believe all of the work that she is giving me?” she exclaims. “You know, I think she must really trust me and believe in me to give me so much responsibility. It’s a good sign, don’t you think?” Josephine is feeling confident and secure about her work performance.

There is very little difference between Josephine and Harold. Both are good workers, both are dependable, both have a very busy work week ahead of them, delegated to them by the same person. The only real difference between these two people is how they are thinking and feeling.
Strategies for Managing Your Emotions

Harold thinks, “She is trying to make my life miserable” and feels irritable. Josephine thinks, “She is showing me how much she trusts me” and feels confident. Josephine’s response to her workload represents one of the most important truths about managing disruptive emotions: What you think about what happens to you is more important than what actually happens to you. In other words, what is important is not what is happening to you but what is happening in you.

THE ABCs OF LIFE

Dr. Albert Ellis is a cognitive-behavioral psychologist known throughout the world as the father of Rational Emotive Therapy. He introduced the world to the idea that all of our disruptive emotions can be effectively managed if we simply take the time to analyze our thoughts and use our rational brain to think more accurately and realistically about the circumstances that surround our thoughts, feelings, and behaviors. His simple thesis was this:

Your feelings follow your beliefs. What you believe about your world determines how you feel.

Dr. Ellis’s Rational Emotive model of understanding and managing disruptive emotions is called: The ABCs of Life. A refers to the activating events of life. These are the circumstances, events, and experiences that precipitate our thoughts, feelings, and behaviors. C refers to our consequential emotions and behaviors. Our tendency in life is to blame our feelings and behaviors on activating events, without realizing that there is always something in between A and C—B, our beliefs about the activating event. The ABC model says that our feelings are determined by B and not by A. It is our beliefs about activating events that determine how we feel, not the events themselves.

We can apply the ABC model to the example above about Susan and her project task delegation.

A—Activating Event

Susan delegates work to Josephine and Harold.
B—Belief about Activating Event

There are actually many beliefs that Josephine or Harold could have:

1. My supervisor believes in me and thinks I am a good, hard worker.
2. My supervisor has it in for me and is trying to make my life miserable.
3. My supervisor knows that I am stressed out and doesn't care.
4. My supervisor doesn't understand my limits and is just trying to get all of the help she can.
5. My supervisor is ruining my life.
6. No, really, I'm just fine. It's no big deal that I have to work 80 hours this week.

C—Consequential Emotional Response

The emotional response completely varies depending on what is going on in the belief system.

This example shows how different ways of viewing the same event can lead to different emotional reactions. We can therefore manage our emotions by adding a D to our model. D refers to the idea that we can dispute our thinking and replace self-defeating, irrational beliefs with rational, logical beliefs.

SELF-DEFEATING BELIEFS

It requires a lot of effort to dispute the way you are thinking in every single situation. The cognitive approach is most effective when you realize that what you tell yourself in specific situations depends on the general beliefs you hold. To illustrate, let's have some fun with the authors of this book. Pretend that I hold to a general belief that says, “People should know what I am thinking and feeling without me having to tell them.” Now, suppose I feel angry because my co-author, Jeff, did not call me to wish me a happy birthday.
Strategies for Managing Your Emotions

The activating event is:

A—Jeff did not wish me a happy birthday.

The belief in this situation is:

B—Jeff should have known better.
   Jeff knows how important my birthday is to me.
   Jeff should have called me.
   Jeff should call me now and apologize.

The consequential emotions are:

C—Anger, disappointment, hurt, resentment, revenge, and so on.

Notice that what I tell myself in the situation is dependent on my general belief. If I had a different general belief such as: “It is not rational to expect people to be mind-readers. If I want people to understand me, then I need to let them know how I feel, and even then they have the freedom to ignore my feelings,” then I would tell myself something much different in the situation. When an activating event A triggers off a train of thought B, what we consciously think in the moment is both supported and determined by a set of general beliefs that we apply to the event. What this means is that the best way to manage your emotions cognitively is to examine and dispute your underlying beliefs to make sure they serve you well. Many of your general beliefs are rational and logical and do serve you well, but some of your beliefs may be rigid and inflexible, even irrational and self-defeating. The above example that “people should know what I am thinking and feeling without me telling them” is an example of a self-defeating belief. It is self-defeating because it is ontologically not true. If you believe something that is not true, then you are setting yourself up for disappointment. It is just a matter of time before someone comes along and fails to understand you, and then you are going to be upset because of the belief.

Another example of a self-defeating belief is: “To be worthwhile, I must be successful at everything I do.” Because this belief is a generalization, it will apply to all of your performance-based activities, and since this belief
Put Emotional Intelligence to Work

is self-defeating, it will eventually lead to dysfunctional emotional and behavioral responses. At work you take on a project-management role and several mistakes later you are looking at a failed project. Because of your self-defeating belief you conclude that you are not worthwhile, and then you “act out” your conclusion. You may get depressed or anxious, you may get angry and start blaming people, or you may feel shame and avoid taking future risks. At best you get defensive, make some excuse, and try to avoid looking like the failure was your fault. You may save face in the situation, but all of this leaves the self-defeating belief untouched, and so it is there to trip you up whenever some future failure triggers it off. To be successful, you must challenge any self-defeating beliefs that you hold.

Consider This
Most self-defeating beliefs are a variation of one or another of the 12 self-defeating beliefs’ listed in Table 5-2. Take a look at this list now. Which ones do you identify with? Which are the ones that guide your reactions? Which ones do you need to dispute and change to more effectively manage your emotions and behaviors?
<table>
<thead>
<tr>
<th>12 Self-Defeating Beliefs</th>
<th>12 Rational Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I need love and approval from those significant to me—and I must avoid disapproval from any source.</td>
<td>1. Love and approval are good things to have, and I'll seek them when I can. But they are not necessities—I can survive (even though uncomfortably) without them.</td>
</tr>
<tr>
<td>2. To be worthwhile as a person I must achieve, succeed at whatever I do, and make no mistakes.</td>
<td>2. I'll always seek to achieve as much as I can, but unfailing success and omnipotence are unrealistic. Better I just accept myself as a person, separate from my performance.</td>
</tr>
<tr>
<td>3. People should always do the right thing. When they behave obnoxiously, unfairly, or selfishly they must be blamed and punished.</td>
<td>3. It's unfortunate that people sometimes do bad things. But humans are not yet perfect—and upsetting myself won't change that reality.</td>
</tr>
<tr>
<td>4. Things must be the way I want them to be—otherwise life will be intolerable.</td>
<td>4. There is no law that says things have to be the way I want them. It's disappointing, but I can stand it—especially if I avoid making events into catastrophes.</td>
</tr>
<tr>
<td>5. My unhappiness is caused by things that are outside of my control, so there is little I can do to feel any better.</td>
<td>5. Many external factors are outside my control. But it is my thoughts (not the externals) that cause my feelings. And I can learn to control my thoughts.</td>
</tr>
<tr>
<td>6. I must worry about things that could be dangerous, unpleasant, or frightening—otherwise they might happen.</td>
<td>6. Worrying about things that might go wrong won't stop them from happening. It will, though, ensure that I get upset and disturbed right now!</td>
</tr>
<tr>
<td>7. I can be happier by avoiding life's difficulties, unpleasantness, and responsibilities.</td>
<td>7. Avoiding problems is only easier in the short term—putting things off can make them worse later on. It also gives me more time to worry about them!</td>
</tr>
</tbody>
</table>
Table 5-2. (continued)

<table>
<thead>
<tr>
<th>12 Self-Defeating Beliefs</th>
<th>12 Rational Beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Everyone needs to depend on someone stronger than himself or herself.</td>
<td>8. Relying on someone else can lead to dependent behavior. It is OK to seek help—as long as I learn to trust myself and my own judgment.</td>
</tr>
<tr>
<td>9. Events in my past are the cause of my problems and they continue to influence my feelings and behaviors now.</td>
<td>9. The past can’t influence me now. My current beliefs cause my reactions. I may have learned these beliefs in the past, but I can choose to analyze and change them in the present.</td>
</tr>
<tr>
<td>10. I should become upset when other people have problems and feel unhappy when they’re sad.</td>
<td>10. I can’t change other people’s problems and bad feelings by getting myself upset.</td>
</tr>
<tr>
<td>11. I should not have to feel discomfort and pain—I can’t stand them and must avoid them at all costs.</td>
<td>11. Why should I in particular not feel discomfort and pain? I don’t like them, but I can stand it. Also, my life would be very restricted if I always avoided discomfort.</td>
</tr>
<tr>
<td>12. Every problem should have an ideal solution, and it is intolerable when one can’t be found.</td>
<td>12. Problems usually have many possible solutions. It is better to stop waiting for the perfect answer and get on with the best one available. I can live with less than the ideal.</td>
</tr>
</tbody>
</table>

EQuip Yourself

Manage Anger

- **Practice postponing your anger response for small increments of time**—Eventually, you will be able to postpone indefinitely and choose your response.
- **Find the triggers**—Identify the situations and circumstances that tend to trigger your anger response and manage those situations.
Strategies for Managing Your Emotions

- **Mix pleasantness with anger**—Just as oil doesn’t mix with water, anger doesn’t mix with feelings of pleasantness. This is a behavioral strategy. To manage your anger, do something that makes you feel good—like taking a walk around a lake.

- **Reframe your anger**—Anger is often a signal to ask yourself the question: What is actually beneath my anger? The primary emotions that tend to drive anger are fear, deep concern, worry, guilt, and hurt. When you use your self-awareness to connect with your primary emotions, you are actually managing your anger by reframing it as one of these primary emotions. For example: instead of feeling angry at someone, you are feeling undervalued and misunderstood. These emotions will help you to handle the conflict-resolution dialogue more effectively, as we shall address in chapter 8.

- **Realign your expectations**—Anger often occurs because we feel an injustice has taken place. Sometimes there are injustices that we need to get angry about, such as groups like MADD being angry at intoxicated drivers. But other injustices are really violations of rules that exist in our minds that are not necessarily universally accepted social, legal, or ethical principles. In other words, sometimes when people fall short of our expectations, we get angry as if an injustice has occurred, when actually our expectation is unrealistic given the differences that exist between people. The solution is to adjust your expectations and bring them into greater alignment with reality.

- **Choose your battles carefully**—There are things in life that are worth spending your anger energy on, but you have to separate them from the things that are trivial. When you feel angry, your amygdala is not always drawing a clear distinction between a real injustice and a trivial offense. To help you make that distinction:
  
  - Take a step back, breathe, and ask yourself if the situation is worthy of a battle.
Put Emotional Intelligence to Work

- Remind yourself that you don’t have enough anger energy to make everything a battle, so you are committed to choosing your battles very carefully.
- Ask yourself if this situation is going to matter in 10 years. If your answer is no, then the situation is not worthy of your anger. Save it for something more important.

Manage Anxiety

- **Ask anxiety inventory questions**—Anxiety is an emotion that will tend to narrow your field of perception by making it difficult for you to see what is going on and what your choices are. We often get paralyzed by anxiety because we can’t come up with a good answer to a question like: “What do I do?” Instead, we can ask:
  - What is going on here?
  - What’s the worst thing that could happen?
  - How likely is that?
  - Is it in or out of my control?
  - Is there anything I can do?

- **Recognize the irrationality of worry**—Much of the time we spend worrying is unproductive, because worrying does not actually accomplish anything. It has been estimated that all but 10 percent of what we spend our energy worrying about is actually within our control. Focus your worry energy on the things that you can control that are actually important. Then you can move more quickly from worry to problem solving and use your time more efficiently.

- **Go ahead and worry, but with a purpose**—When you are worried, you can’t manage the feeling by telling yourself to just stop worrying. After all, you probably have a reason for being anxious. One way to manage this anxiety is to give yourself permission to be anxious, but give it clear boundaries:
Strategies for Managing Your Emotions

♦ Try to set worry times. Decide to spend 20 minutes worrying about an issue or a concern and create a list of what if? scenarios. What if this happens? What if that happens?
♦ Next, honestly confront the possibility that these things could happen by turning worry into anticipation: if such and such happens...
♦ Finally, turn anticipation into action: Then I will...

This particular strategy is designed to relieve your anxiety by helping you to see that even if what you fear does happen, you can handle it!

♦ Resist using worry as a tool to manipulate others—Worry can be used as a way to get other people to do what you want them to do. Parents do this all the time with children. A child is expected not to climb a tree because the parent is worried about the potential for an injury. The child complies, not because of understanding the safety issues, but because the child does not want the parent to worry. In effect, the child is managing the parent's worry for the parent. The desired behavior in the child actually reinforces the worrying behavior of the parent. The parent is unwittingly teaching the child to be manipulated by emotion instead of teaching the child how to think about what is or isn't responsible behavior. If you recognize that worry can at times be used as a tool to manipulate others, then you can manage it by reminding yourself that it is wrong to use your emotions to manipulate people.
♦ Carpe Diem!—See your present moments as times to live, rather than obsess about the future.

Manage Shame and Guilt

♦ Be willing to face your feelings of guilt—Guilt is often an emotional signal that is telling you that your behaviors are not in alignment with your core values, that you have
actually done something wrong or irresponsible. Have you *really* done something wrong, or are you feeling guilty about establishing boundaries and setting limits (such as not watching the grandchildren because you have other plans)? If you have actually done something wrong and you feel guilty, then the best way to manage this kind of guilt is to apologize for the wrong you’ve committed and offer some suggestion to make the situation right.

- **Only take responsibility for your own guilt**—If, however, you have not done anything wrong, then perhaps your guilt is a signal telling you that you need to establish better boundaries with people and not expect yourself to take on responsibility for something that someone else is responsible for. Guilt is the emotion of responsibility, and sometimes people can be *overly* responsible for other people. If you are taking on responsibility for someone else’s choices, then your guilt signal will actually be *overactive*. You can manage this guilt by recognizing the importance of establishing healthy boundaries with people.

- **Understand the difference between guilt and shame**—Many people feel condemned by guilt and live as if their past disqualifies them from having a hopeful future. Their guilt causes them to feel uniquely flawed, imperfect, and inadequate. This kind of guilt is more accurately called shame. Shame is one of the most neutralizing emotions that a person can experience. When people feel shame, they tend to avoid the challenges and opportunities that allow them to grow, learn, and develop into what they are capable of becoming.

- **Put guilt in perspective**—The wake that is created by a boat riding across a lake provides a nice metaphor for understanding how to manage guilt. The wake does not drive the boat forward, it simply reveals where the boat has been. Similarly, your past does not determine who you are or where you are going; it simply describes where you have been. It is the past and does not drive the present.
Strategies for Managing Your Emotions

Look at your guilt as a marker along the trail that is signaling you to pause, reflect, and learn what you need to learn to move forward with better judgment and better understanding.

♦ **Try not to let your guilt overwhelm you when you fail or make a mistake**—Your guilt is simply a signal for you to learn. In Hollywood, a mistake is called a *mis-take*. The producer announces a do-over, re-shoots the scene, and then the *mis-take* becomes an *out-take* and is shown to the movie audience at the end of the film. These *bloopers* are sometimes the funniest scenes in the whole movie, with famous Hollywood actors laughing at themselves making mistakes. Learn to see your mistakes as *mis-takes*. They are learning opportunities. They are bloopers that you get to look back on and laugh about.

♦ **Reconsider your cognitive programming**—Perhaps your guilt is not your own but is actually a composite portrait made up of the messages you received while growing up.

♦ **Forgive yourself**—Accept the choices you have made in life, whether they feel good or bad, as where you were in that moment doing the best you could with the information and resources you had on hand.

**Manage Feelings of Burnout and Depression**

♦ **Listen to your feelings**—If you are feeling lethargic, lacking energy, and uninterested in activities that normally energize you, your feelings are probably telling you that you need to change the way you are organizing the activities of your life:

  ♦ Add an activity that you know will energize you.
  ♦ Subtract an activity that you know is draining you.
  ♦ Adjust the amount of time you are spending on activities that drain you.
Put Emotional Intelligence to Work

♦ **Stick to the stress-management basics.**
  - Increase your physical activity.
  - Eat well.
  - Get plenty of rest.
  - Take quiet times for yourself.
  - Be true to your core values.

♦ **Create small successes**—If you are trying to achieve a long-term goal or are involved in a long project, create short-term goals to help you to experience a sense of accomplishment along the way.

♦ **Practice relational thinking**—As discussed in chapter 3, the more you can relate the details of what you do to an idea that gives your life a sense of meaning and value, the more you will do your work with inspiration, enthusiasm, and energy.

♦ **Choose strategies based in behavior**—Some of your best strategies for dealing with feelings of burnout and depression are behavioral:
  - Take a vacation.
  - Increase your fun factor.
  - Do activities that you know will bring fun, energy, and happiness into your life.

♦ **Reexamine your self-talk**—Don’t forget your ABCs.

♦ **Don’t hesitate to seek professional help if you need it**—There is a difference between feeling down or lethargic and experiencing clinical depression. If you are susceptible to prolonged periods (two weeks or more) of having a depressed mood most of the day and losing interest in activities that you normally enjoy, and no matter what you try you cannot seem to bring yourself out of your depressed mood, then you may be experiencing a clinical form of depression for which you need to seek out the services of a qualified medical professional such as a psychiatrist, or a qualified mental health professional such as a psychologist.
Chapter 6

Achieving Goals and Overcoming Adversity

In this chapter, you will learn

♦ how emotions drive your ability to achieve your goals
♦ how to train your brain for success
♦ how to be optimistic in the face of a setback.

GETTING OUT OF BED IS AN EMOTIONALLY INTELLIGENT ACT

What is it that drives you toward successfully accomplishing your goals? Achieving lofty goals often requires sacrifice; nothing is gained for free, every threshold you try to cross carries a toll. How do you determine when the prize you seek outweighs the cost of attaining it? This is an emotional determination, and it is from your emotional power that you draw energy as you struggle to achieve what is important to you.

Let’s check in on our EI classroom, where a discussion is now unfolding that may shed additional insight onto how your emotions factor into your ability to achieve your goals.
A Glimpse into the Classroom: Sacrifice and Reward

“Who here gets up really early in the morning?” we ask the class. Hands go up. “Anna, what time do you get moving in the morning?” She replies that she gets up at 4:30 a.m. “4:30? Ouch!” we respond with a grimace. “You can’t tell us that you actually enjoy getting up that early?” She shares that though she’s been arising this early for many years and has grown accustomed to it, she wouldn’t claim to like it. “So why do you do it? Aren’t there mornings when the alarm goes off that you just want to toss it out the window and keep sleeping?” Anna acknowledges that getting out of bed at 4:30 a.m. is tough some days, but then goes on to describe how awakening so early on weekdays allows her to get on the road ahead of the traffic, get to the office before many of her colleagues arrive so she can have some uninterrupted and very productive work time, and, most important, leave work early enough to be home with her kids in the late afternoon and evening. Heads around the room nod as people see themselves in Anna’s story. Anna has made the choice to give up something that she’d like to do—sleep in on certain days—in favor of something that is important to her—spend time with her kids while balancing a demanding career. We are each faced with similar choices every day. Although we may entertain the notion of sleeping in, and would certainly enjoy doing so, we get out of bed each day to get busy on those things that are important to us.

Think of something you once desired and eventually attained—a goal you achieved, a milestone you reached, a triumph you realized—and now think of all that you had to sacrifice, the pain you had to endure, the struggle you faced to attain whatever this desire was. Why did you do it? Weren’t you tempted along the way to abandon your quest? Wouldn’t it have been easier to just give up? Just as Anna gives up the pleasure of extra sleep to gain something of greater value to her, this accomplishment of yours, and the fact that you actually did accomplish it despite the challenge of doing so, is a glowing testament to your emotional intelligence. Let us explain further.
WHAT DOES A MARSHMALLOW HAVE TO DO WITH SUCCESS?

There’s a wonderful story often mentioned in discussions of EI about a research study done at Stanford University back in the 1960s. The study focused on delayed gratification and involved four-year-old children and marshmallows. Researchers would present a marshmallow to a four-year-old; but before giving the marshmallow over to be eaten, they’d offer the child a deal. The researcher claimed to need to step out of the room for a few moments and told the child that she or he could eat the one marshmallow at any time. If, however, the child would wait and not eat the marshmallow until the researcher returned to the room, the child could have two marshmallows. With an assurance that the child understood the game, the researcher got up and left the room. According to the record of this experiment, in some cases, before the door even closed on the researcher’s exit, the child gobbled up the marshmallow and the game was over. These kids had given in to what to a four-year-old must have seemed an overwhelming temptation, to enjoy this tasty little puff of sugar as soon as possible. Of course, in doing so, these kids were forfeiting the opportunity for doubling their reward . . . two marshmallows as opposed to just the one.

There were children who tried not to eat the single marshmallow immediately. Some of them hid their eyes as if to make the temptation disappear. Some turned away from the table or occupied themselves in other ways. One child even licked the table around the marshmallow. These kids fought the impulse for immediate gratification, attempting instead to apply energy toward achieving a greater goal. Some of them were actually successful in doing so. Upon the researcher’s return, there was the child and the uneaten marshmallow; and the child was, as promised, justly rewarded.

The researchers asked two important questions of this experiment:

“What quality was it about these children that allowed them to resist temptation and focus on a grander goal, even at the impulse-driven age of four?”

“What value would this quality bring to these children’s lives as they grew older?”
Put Emotional Intelligence to Work

The research study picked up 14 years later. The once four-year-old participants were now 18-year-old high school students. The research team found that the “marshmallow grabbers” suffered low self-esteem and were viewed by others as stubborn, prone to envy, and easily frustrated. Those kids who were able to delay their gratification in the face of the marshmallow temptation had scored better on their college entrance exams, were more successful in achieving goals, were more socially competent and self-assertive, were better equipped to deal with the challenges and uncertainties of life at that age, and had, by most measures of success for a young adult, thrived in their lives.

OF MARSHMALLOWS AND EMOTIONAL INTELLIGENCE

So how does any of this relate to EI?

You have goals you’re striving to attain. You are working hard for a promotion or perhaps to finish law school. You’re saving for your dream house or putting money away for retirement. You’re sweating to shed a few pounds or putting miles underfoot as you work up to running a marathon. To stick with the marshmallow metaphor, you might call such goals your Grand Marshmallow Goals. You can imagine how it will feel to realize your goals, how these achievements will benefit your life. You can imagine how wonderful it will be to take a big puffy bite out of the Grand Marshmallow.

Whatever achievements you seek to realize though, there are temptations along the way that try to lure you off the path. Distractions, diversions, doubts . . . these are the small marshmallows you must resist in pursuit of your Grand Marshmallow. The small marshmallows certainly taste good, and it is tempting to eat just one or two. But deep inside, you know that the satisfaction they would bring would be fleeting and that giving in to these small marshmallow temptations ultimately undermines the pursuit of your grander goal.

Guiding Principle

The ability to stay focused on an important goal is rooted in your emotions.

The ability to turn away from temptation and stay focused on an important goal is rooted in your emotions. You are
attempts to overcome the emotional lure of small marshmallow temptations and at the same time to move passionately and enthusiastically toward your goal. Success actually requires two acts of emotional self-management:

1. You need to develop an emotional attachment (passion, enthusiasm, excitement, desire) to the goal you are trying to achieve.
2. You need to use the strength of this attachment to overcome any challenges (temptations, emotional lures) you encounter along the path to goal fulfillment.

The researchers at Stanford who worked with the “Marshmallow Kids” all those years ago termed this behavior Goal-Directed Self-Imposed Delay of Gratification. We simply call it emotional intelligence.

All of this begs the question: “How do I create emotional attachments to my goals that are stronger than the desires I already have to give in to my temptations?”

**TRAINING YOUR BRAIN**

In the pursuit of your goals, your brain can be either friend or foe. At its baseline root as a behavioral guidance system, the human brain works to maximize pleasure and minimize pain. This is an offshoot of the “Good for me!” versus “Not good for me!” behavioral protocol housed within the emotional center of the mammalian brain discussed in chapter 4. This level of the brain is not “aware” of the long-term goals you’ve set or choices you’ve made about priorities in life. The emotional brain is disconnected from your desire to lose weight, for example, and may lead you down the path to temptation when the dessert tray comes around. Seeking to maximize pleasure and minimize pain, this impulse-based aspect of your brain determines that, indeed, your immediate pleasure (Good for me!) would be to partake of some dessert, and recognizes, in fact, that it is painful (Not good for me!)

**Guiding Principle**

*Training your brain means teaching your emotional brain what is truly important to you. It requires the creation of an emotional connection with the goals you’ve set for yourself.*
to deny yourself such a treat. The desire to enjoy some dessert in this case is an amygdala-triggered emotional reaction and therefore often hard to resist. Resisting is hard but not impossible to do.

Training your brain literally means teaching this emotional aspect of your brain what is truly important to you. It requires the creation of an emotional connection with the goals you’ve set for yourself, a connection powerful enough to override your brain’s immediate-gratification protocol, which initially attempts to influence your behavior. In this effort, you are striving to bring your emotional brain into your long-term, goal-driven vision. This requires reversing the wiring on what your brain understands as “Good for me!” and “Not good for me!” in terms of this particular goal. You would be teaching your emotional brain that cheating on your weight-loss plan, even just this once, is to actually experience the pain of failure in realizing a goal you desire and that true pleasure lies in achieving this goal on which you’ve placed such a high degree of importance. Through this process, the pain of failure becomes more painful than the pain of resisting temptation, and the desire to experience the future thrill of success becomes stronger than the desire to give in to the dessert.

SUCCESS BEGINS WITH SELF-AWARENESS

Once again self-awareness plays a critical role when it comes to controlling impulses, delaying gratification, and training your brain toward the achievement of challenging goals. Activating your self-awareness in this regard means being clear about what your goal is and why you want it. If you hold only a vague notion or a fuzzy picture of a goal, it won’t seem real or solid enough to you. You’re striving to establish a powerful emotional connection to your desired outcome and you need something for those emotions to latch on to. Gain clarity by following these two steps:

1. Create a clear picture of what it is you desire. What does success look like? What will it feel like when you have achieved this goal? Vividly imagine the joy and pride contained in the experience of attaining your goal.

2. Establish clarity as to your motivation for achieving this goal. Why do you want it? What value will its attainment bring to
Achieving Goals and Overcoming Adversity

your life? It is from this clarity around your motivating driver for achieving this goal that your effort gains its emotional energy. If this energy is powerful enough for you, temptation doesn’t stand a chance.

CREATE A CLEAR PICTURE OF WHAT IT IS YOU DESIRE

Vision is the powerful tool you use to bond emotionally with your goals. As the term implies, vision allows you to “see” your goal achieved, first in your mind and then in reality. You must be able to close your eyes and envision yourself having attained your goal, to imagine every aspect of the experience, to feel what it is like to have accomplished this outcome you’ve worked so hard to realize. Your mind cannot distinguish between what is real and what is vividly imagined. To vividly imagine a desired outcome generates an emotional response in your body—you literally experience what it will feel like to have succeeded. This experience, activated by your emotional brain in response to a vision held in your mind, connects you even more fully to what it is you seek to achieve. This is the basis for leveraging the power of your emotions toward realizing your goals.

ESTABLISH CLARITY AS TO YOUR MOTIVATION FOR ACHIEVING THIS GOAL

Connecting with your motivations for achieving whatever your goal may be locks in your emotional connection to that goal all the more. Why do I want this? What will it bring to my life? For someone who has struggled to quit smoking, the birth of a grandchild and the incredible desire to be a part of that child’s life as he or she grows up can be an emotionally powerful driver to stop smoking and thereby remain healthy. The pride, sense of self-satisfaction, and measure of individual success that will be yours on attaining a long-sought professional position is a driver rooted in emotion. All motivating drivers get their power from an emotional connection to the outcome they are driving you toward. A goal lacking an emotional connection is a goal to which you are unlikely to commit the energy required to attain it.
OPTIMISM: EI FOR OVERCOMING LIFE’S SETBACKS

Not all desired achievements come easily. In fact, no matter how emotion-
ally connected to them you may be and how hard you work to realize
them, some never materialize at all. Sometimes you just fail. What does
EI have to say about that?

In Goleman’s model of EI, he includes the competency of optimism as
being part of the EI domain of self-management. Optimism? Is he referring
to the bright, sunny attitude that the glass is always half full and that
behind every gray cloud there gleams a silver lining? Not at all. This is
not the Pollyanna School of Optimism. This is the Seligman School
of Optimism.

Dr. Martin Seligman is a professor of psychology at the University of
Seligman describes optimism as being based in how we make sense of
the setbacks we experience in life. This is what he calls our *explanatory
style*, having to do with how we *explain* to ourselves psychologically what
went awry when life throws a challenge or setback our way and, more
important, what we can do about that challenge or setback.

Two salespeople are giving a presentation to an important client. It
doesn’t go well. The optimist of the two will evaluate what went wrong,
acknowledge the individual actions that contributed to the outcome, set
in place a plan for improvement, and fully believe in the possibility of
success the next time around. We might view this as a positive or optimis-
tic explanatory style. The optimist follows a specific explanatory path in
the face of setback. He or she:

♦ does his or her best to assess the situation objectively
♦ owns the outcome
♦ commits to a course of action for change
♦ holds a powerful belief in the possibility for implementing that
  change successfully.

The other salesperson, lacking the optimism of his partner, may find
himself in a downward spiral of negative thinking and self-doubt, feeling
powerless to do anything different toward a more successful outcome in
the future. This person obviously holds a different set of beliefs and
operates under a more pessimistic explanatory style.
Consider This
What is your typical explanatory style when things don’t quite go your way? Consider the last time you experienced a setback of some significance and reflect back on your self-talk and subsequent behavior in response to that circumstance. Rate your response in this situation on a scale from 1-5 with 5 representing a highly optimistic response and 1 representing a low optimistic response. How reflective is this score of your usual level of optimism in the face of a setback? How might you strengthen your optimistic viewpoint in preparation for future challenges you may face?

None of us experience a life free from setbacks. We all have known times when life has simply not gone our way. It is our EI that allows us to be resilient in the face of these setbacks, to pick ourselves up, dust ourselves off, gather our wits, and press ever onward. Our EI competencies concerning self-awareness and self-management—the abilities to understand our emotions and leverage them toward appropriate behavioral performance without letting these emotional responses in the face of life’s challenges undermine our intentions—are what we draw on in times of struggle. Our EI forms the basis of our explanatory style, determining our optimistic or pessimistic outlook. Optimism, as a component of self-management, may then be defined as

the ability to recover from setbacks, to learn from mistakes and less-than-positive outcomes, and to have faith in our abilities to implement change toward eventual success.

EQuip Yourself for Optimistic Goal Achievement
Empower your success with the energy of your emotions. Practice training your brain as to what’s truly important to you, create
emotional bonds to the visions you hold, and harness your sense of optimism to overcome life’s challenges. Follow these strategies for success:

**Keep Your Eye on the Grand Marshmallow**

1. Think of a goal you would like to commit yourself to—something that holds significant meaning in your life. There are, no doubt, things that you’ll have to give up to attain this goal, sacrifices to be made, temptations to overcome.

2. Generate a list of the temptations that hold the potential to lure you off the path of fulfilling your desired goal. Of these temptations, which is most enticing to you? How will you avoid or overcome this temptation when it crosses your path?

3. Clarify a list of strategies you’ll employ to stay focused on your goal and empower you to disregard the temptations that threaten your success.

**Practice Your ABCs for Optimism**

In chapter 5, we introduced you to the ABCs: activating event, belief, and consequential response. This simple but powerful tool is the key to maintaining an optimistic outlook in the face of setback:

1. Start applying the label “activating event” to the daily challenges you face.

2. Designate a little alarm sound that goes off inside your head whenever you notice such an event coming your way. Recognizing the challenges of life as activating events will trigger an awareness of your ABCs. You’ll recall that you have the power to choose your beliefs and thus your response to any challenge that confronts you.

3. Choose optimism by enacting the attitude that each challenge you face offers learning and growth. There is no such thing as failure except failure to learn.
Chapter 7

Social Awareness

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

♦ why empathy is so important to success in your relationships
♦ the difference between empathy and agreement
♦ how to communicate your empathy to others
♦ why empathy works
♦ how to avoid behaviors that destroy empathy.

..........................

The motion picture industry has presented us with some of the best examples of how body language conveys meaning. In The Godfather, Part II, when Al Pacino sends a furtive glance to his personal bodyguard and caporegime, Al Neri, the viewer is immediately drawn into the underworld of organized crime, where the emotional intelligence skill of social awareness is needed to understand the scene. This is because facial expression, not words, is used to convey the awful truth that Michael Corleone has just put out a hit on his brother Fredo. We begin our discussion on social awareness with a classroom exercise on how to read the emotional messages that people communicate using body language.
A Glimpse into the Classroom: Social Awareness

“What emotions are being expressed in this video clip?” A scene from the movie Titanic is playing with the sound muted. Participants have been asked to pick up on the nonverbal cues of the actors in the scene and identify the emotions they represent. The emotional messages transmitted through the body language of the actors are easily converted into an emotional vocabulary: fear, shock, surprise, confusion, anxiety, and seriousness. A participant named Emily is particularly astute as she observes “resignation.” Emily is picking up on the very subtle nuances of expression on the face of the actress Kate Winslet, who is at the same time both shocked at and accepting of the fate of the ship that was originally thought to be unsinkable—her thoughts and facial expressions alternately shift from surprise and bewilderment: “How could this be happening?” to acceptance and resignation: “What are we going to do?” By tuning in to these subtleties of nonverbal communication, Emily is demonstrating a high degree of the emotional intelligence competence of social awareness.

Why is it important to sense what other people feel without their verbal messages? The answer is that people are not always authentic in telling you exactly what they think and feel. Consider the following examples:

♦ A team leader closes the meeting thinking he has buy-in on an idea. He fails to realize that the team is gathering again in the parking lot outside. This second team meeting, undermining the first, could have been avoided if the leader had noticed Carla’s downcast face and Jones and Smith rolling their eyes at each other as he failed to take another of Carla’s ideas seriously.

♦ A salesperson is trying to win over a potential customer with enthusiasm, not realizing that the customer has sent several nonverbal cues requesting time alone to process the information internally.
A waiter, upset about a 10 percent tip, fails to realize that the tip would have been the usual 20 percent if he had picked up on the nonverbal signals that requested attention at one point during the meal, and a desire for privacy at another point.

An interviewer decides against hiring someone who not only claimed to be very interested in the job but also claimed to have several years of experience. There was just something about the lack of alertness, the scrutinizing looks, the fidgety hands, the lack of eye contact, and the glance at the watch that made the interviewer distrust the interviewee’s answers.

An employee walks into her supervisor’s office and notices immediately his annoyed sigh, the tension in his neck, and the “What now?” look. Sensing that he is very focused and feels interrupted, she says, “You’re really hard at it, sir. I’m sorry to interrupt you. Is there a time later on this afternoon or tomorrow when we can discuss the Johnson proposal?”

A mother asks her eight-year-old son, Andrew, if something is bothering him. The boy says, “No, it’s nothing.” His downcast facial expression and the tone of his voice tell a different story though. His mother knows not to push. Instead they bond over a competitive game of basketball. After the game they pour two ice-cold glasses of juice. At the perfect moment Mom asks: “Now tell me what’s wrong.” Andrew shares his story.

All of these examples demonstrate how social awareness can make the difference between success or failure in social interactions. When we are attentive to emotional cues and listen well to others, we reduce unproductive conflicts and increase the likelihood of mutually beneficial outcomes.

**EMPATHY: THE HEART OF COMMUNICATION**

Some people would call empathy the art of communication. It’s true. The more you can develop your empathic skills, the more effective you will be at communication. But empathy is defined as taking an active interest in other people’s concerns. Therefore, it is more than just an art.
Put Emotional Intelligence to Work

Empathy is an attitude. It is a way of being. To be active requires conscious effortful behavior. Interest requires a genuine heartfelt respect for what another person has to offer. To engage ourselves in the active pursuit of understanding another human being, we need to be convinced completely in our hearts that all people have equal dignity and worth and therefore deserve the respect of being listened to.

This is why we call empathy the heart of communication. Best-selling author and leadership expert John Maxwell (1993, p. 117) says it this way, “People do not care how much you know until they know how much you care.” There is no quicker path to demonstrating that you care about another person than to communicate to that person with empathy. If you want someone to care about what you think, you have to care about what he or she thinks. In your heart of hearts you need to believe that:

- understanding is as important as being understood
- listening is as important as being listened to
- caring is as important as being cared about
- other people’s ideas are as important as your ideas
- giving respect is as important as receiving it.

BUILDING BRIDGES

Imagine two people standing across a wide expanse from one another, each with his or her own set of intentions, perspectives, ideas, interests, positions, feelings, and concerns. They would like to have a conversation that resolves a problem they share, but the conversation is difficult because the expanse represents a large gap in their understanding of one another. The only way that they can solve the problem in mutually beneficial ways is to build a bridge of understanding across this gap separating them. Intellectually, they both have taken enough training in communication to know that the sender and receiver are two different operating systems, and that real communication doesn’t happen unless they can, together, create an area of shared understanding. Theory and practice are often two separate entities, however, and in the case of communication, our heads often imagine what our ears fail to hear.
The difference between theory and practice is often the difference between thoughtful, effortful communication and default communication. When two people in a communication exchange disagree with one another, each person will often experience the other person’s position as an attack. We have already explored what the brain does when it senses an attack. The amygdala immediately sends both sender and receiver into defense mode, and both parties default to a style of communication that is characterized by debating and defending their individual positions. Using our analogy, this means that the sender begins to build the bridge of understanding from her side of the ravine. The receiver, in response, senses his position as being under attack, and so he begins to build the bridge of understanding from his side of the ravine. The result, of course, is that instead of understanding taking place, you end up with a debate in which each person is trying to get the other to come over to his or her side.

Charlie: Sally, I thought we decided that we were going to roll out the product by the end of the month.

Sally: No, Charlie, we don’t have a firm date, because Quality hasn’t come back with their final results.

Charlie: Quality needs to work with our timeline. If we let them set the timeline, we’ll be here until next year.

Sally: Quality is moving as fast as they can and they aren’t going to compromise their results.

Charlie: Look, my salespeople are already taking orders and promising delivery. There are a lot of people who are depending on an end-of-month suspense date.

Sally: Look, Charlie, your sales team is putting the cart before the horse. I can’t make that promise.

When two people try to persuade each other with compelling reasons, they rarely are able to persuade each other’s emotional states. The more
Charlie feels his timeline slipping away, the more emotional he will get defending his side of the conversation. The more Sally feels the concerns of Quality are not being respected, the more emotional she will get about defending her position. Sally and Charlie's conversation will keep going back and forth in a stalemate, until one of them changes the rules of engagement. Clearly, these rules of engagement should not be determined by the amygdala. It requires effort and thoughtfulness, but this conversation will be much more productive if either Charlie or Sally begins to build the bridge of understanding from the other person's side of the ravine. The principle is simply this: To influence people, you must understand their point of view and feel the emotional force of their belief.

This means that the best way to get people to enter into your frame of reference is to first enter into theirs. This is Stephen Covey's (1989) fifth habit: Seek first to understand, and then to be understood. This is the essence of empathy. Empathy is a communication tool that builds a bridge of understanding between two people by starting on the other person's side of the ravine. It is a way to communicate your understanding so that the other person will feel more of the compassion that you have for him or her.

One reason why empathy bridges the communication gap is because it "reaps what it sows." When one person is willing to get close to another person's world of meaning and feeling, it engenders the same behavior in return. The good news is that empathy is completely within the control of the person who chooses to apply it. You cannot control how other people think and feel, but you can control the degree to which you will enter into that world of thinking and feeling. Through empathy, you make the kind of connection that allows you to then draw other people into your world of meaning and feeling.
Social Awareness

EMPATHY DOES NOT EQUAL AGREEMENT

One important distinction needs to be made here. Empathy does not equal agreement. Some people unfortunately confuse empathy with identification. They use phrases like:

“I know just what you mean.”

“Boy, you got that right! I know exactly how you feel.”

“I’d feel the same way if that happened to me.”

“Oh, you poor dear. I’m so sorry this happened to you.”

These kinds of phrases actually join two people together in an emotional alliance. There can be comfort and sympathy in knowing that another person feels or thinks the same way that you do, but this is not what we mean by empathy. The confusion actually causes some people to avoid practicing empathy because they are concerned that understanding implies agreement, and they are not willing to send a signal to the other speaker that they agree. Empathy, when done correctly, does not establish an agreement. What empathy does is create a common ground that makes it easier for two or more people to explore a mutually beneficial agreement. Consider what the conversation between Charlie and Sally would look like if either person decided to change the rules of engagement by using empathy and building the bridge from the other side of the ravine:

**Charlie:** Sally, I thought we decided that we were going to roll out the product by the end of the month.

**Sally:** No, Charlie, we don’t have a firm date, because Quality hasn’t come back with their final results.

**Charlie:** (Coming over to Sally’s side of the ravine.) You mean that safety may be an issue that holds up the roll-out date?
Put Emotional Intelligence to Work

SALLY: Yes. Apparently there are some inconsistencies in the test results, and Quality needs to do some additional tests.

CHARLIE: (Still on Sally’s side) How serious are the inconsistencies?

SALLY: It is hard to tell. We’re moving as fast as we can to get you what you need without compromising our research.

CHARLIE: (Still on Sally’s side.) Well, I certainly appreciate the effort. The last thing I want is for your people to compromise their research. Do you understand our sense of urgency?

SALLY: Not really. What’s up?

(Now Charlie gets to build the bridge back to his side of the ravine.)

CHARLIE: Well, there is so much buzz going around, my sales team is already taking orders and customers are expecting delivery. There are a lot of people who are depending on an end-of-month suspense date.

SALLY: You’re already getting customer response and you’re hoping we will all be able to meet an end-of-the-month deadline? (Now Sally is on Charlie’s side of the ravine.)

CHARLIE: Well, it would sure make everyone happy.

SALLY: I can’t make a promise, Charlie, without the final results, but now that we understand each other’s concerns, let’s communicate them to our teams. I’ll make sure my people understand the sense of urgency.

CHARLIE: Thanks, Sally. I’ll make sure that the sales team respects the quality issues.
WALKING THROUGH THE SKILL OF EMPATHIC LISTENING

One of the best ways to demonstrate your empathy for another person is to listen to that person with reflective, empathic listening responses. Empathic listening is a way to communicate your understanding so that the other person will feel more of the respect that you have for him or her. As you respond to people, it is useful to listen for material they may be sharing in the form of:

- Thoughts they are considering
- Feelings they have
- Behaviors that are a part of them
- Experiences they are having or have had.

Your empathic response should reflect an understanding of and a willingness to get close to those aspects of the other person’s world. It can be helpful to organize your thinking by considering that people have feelings in response to events that occur. The most basic way to organize your understanding is to use the following format:

“You feel (feelings) because (the event: a thought, feeling, behavior, or experience).”

The event may be any of the four types of material listed previously. For example, sometimes we have feelings because of emotions we are having—“I feel guilty because I’ve been angry.”

In addition to the most basic, “You feel _____ because _____,” you may find yourself using the following variations:

Multiple feelings expressed
“You feel _____ because _____ and you also feel _____ because _____.”

Mixed feelings expressed
“On the one hand you feel _____ because _____, but on the other hand, you feel _____ because _____.”
Put Emotional Intelligence to Work

In the event that an important component is missing or you are unclear about it, you may find yourself asking questions or requesting more information:

**Event Missing**
“*It sounds like you’re feeling _____, but I’m not sure what’s going on to make you feel that way.*”

**Feeling Missing**
“So these issues (summary of event) are going on, but I’m not sure how you feel about it.”

Empathic listening includes being curious, asking good questions, and inviting more information:

“Tell me more about that.”
“What are some of the details?”
“How did that happen?”
“What is important to you about that?”
“How did that make you feel?”
“What are some of your ideas about this?”
“What can I do to help/support you?”
“What do you want?”
“What is your intention?”
“What would things look like if they were better?”
“Do you mind if I ask you some questions about that?”

When you are using these empathic listening skills with another person, try to avoid beginning your questions with the word “why.” “Why” questions are often perceived to be a challenge or a threat to what the person is thinking, and this invites defensiveness. The goal is to make people feel your curiosity and the interest you have in them. “*Why would you think that the customer is unhappy?*” is not nearly as effective as, “*What do you think is going on that is making the customer unhappy?*”
WHY EMPATHIC LISTENING WORKS

Why do we place so much importance on reflective, empathic listening responses? The simple answer is because they work. They are especially helpful when the speaker is under stress, when someone has a problem or an important need, when the speaker is very passionate about something, when two or more people are negotiating, or when teams are building consensus and brainstorming for ideas. Empathic listening then becomes the tool that allows people to explore their issues and concerns in a way that usually leads to creative and effective problem solving.

Unfortunately, when people are first introduced to these listening skills, they are often resistant and hesitate to use them. They feel as if any attempt at structuring communication is too mechanical and not natural enough. We believe that all communication is structured (or at least should be!) and that structure, in and of itself, does not prevent the expression of individual style. The only reason why these empathic listening skills do not feel natural is they have not been practiced enough. Once they have been sufficiently practiced they will become a very natural part of the communicator's repertoire. Indeed, we have never met a counselor, social worker, teacher, or some other trained listener who uses reflective listening skills on a regular basis, complain that the skills are too wooden and mechanical. In fact, most experts in this area of communication will agree that reflective listening, when used properly and daily, is the most effective tool one can use to overcome the difficulties of human communication.

Author and communication expert Dr. Robert Bolton (1979) describes six peculiarities of communication that hinder effective communication but can be avoided easily through empathic communication. Four of these problems are common to speakers, two to listeners. When one realizes how common these six peculiarities are, the incentive to use empathic listening techniques increases. Indeed, our listening skills not only help us to communicate warmth and genuine concern for people, but they also provide us with the checks for accuracy that eliminate many of these communication difficulties:
Put Emotional Intelligence to Work

1. Words have different meanings for different people.

2. People often “code” their messages so that their real meaning is masked.

3. People frequently talk about “presenting problems” when another issue is of greater concern to them.

4. Speakers may be blind to their emotions or blinded by them.

5. Listeners are often easily distracted.

6. Listeners hear through “filters” or “mental models” that distort much of what is being said.

**Words have different meanings for different people.**

Consider what parents mean when they say: “I can't trust you” and what teenagers mean when they say: “You don’t trust me.” Both are using the same word, “trust,” but with different meanings. Parents are usually talking about obedience and responsibility, “I don’t trust that you will make the right decision.” Teenagers are usually talking about freedom, “You don’t trust me enough to give me independence on this issue, either the freedom to make the right choice, or the freedom to make the wrong choice and learn from it.” Empathy allows us to clarify these different meanings of the same word.

**People often “code” their messages so that their real meaning is masked.**

The children’s game of hide and seek is played more often by adults than we realize. We are often ambivalent about exposing what we really think and feel to others. On the one hand we want to be known and understood; on the other hand we want to stay in hiding. When it comes to communication, our favorite hiding place is behind coded messages. That is, we express ourselves indirectly on many topics and feelings. Consider these examples:

At bedtime a child asks his parents, “Could you read me a bedtime story?” The parents agree, and after the story is read the child says, “Read me another one.” The child proceeds to ask 20 questions of
a story he practically has memorized because he has heard it so often. His empathetic parents realize that “Read me another one” is code for “I’d like you to stay here with me a while longer.”

A manager says to a direct report: “Thanks for putting together that spreadsheet. I am going to use it in my presentation at our next board meeting.” Behind this message are several possible meanings that may or may not be what the manager thinks or feels. What do you think the message behind the message is?

In both of these examples it becomes the listener’s job to decode the message behind the message. Empathy, including carefully observing the body language and using reflective listening skills, makes the decoding possible. In the second example, the direct report notices his manager perusing the figures on the spreadsheet with a look of concern on his face. There is no eye contact. The direct report decides that the manager is concerned about accuracy and that the real message is: “I hope you double-checked your figures because I don’t want to look like a fool.” The direct report uses his reflective listening skills to confirm this, “You’re welcome! I’m honored that you are using my work. Do you have any concerns about those figures?”

Imagine this same example playing out in a different way. The manager makes direct eye contact and gives the thumbs-up sign. The direct report decides that the manager is concerned about giving credit where credit is due, and so the real message is: “I hope you know how valuable you are to this organization. I am very pleased with your work.” Again, empathic listening skills can be used to confirm this, “You are welcome. I’m glad the spreadsheet is helpful. It feels good to know I have your vote of confidence.”

The process of getting at real meaning in these communication examples involves moving from what is directly observable to what is hidden. The directly observable includes the body language, the tone of voice, and the content of a person’s message. Thoughts and feelings, however, are often hidden. We use empathy to tune into the facial expressions and the nonverbal cues, and we use empathic listening responses to clarify the content. By focusing our empathy and our empathic listening skills on what is directly observable, what is hidden will often rise to the surface.
**People frequently talk about “presenting problems” when another issue is of greater concern to them.**

Suppose you are mentoring a colleague, and this person comes to you with a presenting problem: “I really would like to have a better relationship with my supervisor.” You probe for more information and this person says: “I never seem to know where I stand with my supervisor because s/he never gives me feedback on my performance.” If you do not use empathy to continue to explore this statement, then you are likely to respond with whatever theory comes to your mind:

- “I’ve always gone by the principle that no news is good news.”
- “It helps to realize that feedback is a rare occurrence around here because everyone is so busy.”
- “Maybe you need to get your feedback from other sources, like your peers or your customers.”
- “You know supervisors are required to respond to requests for 360-feedback evaluation. If you send our 360-feedback survey to five of your co-workers and to your supervisor, then s/he will be required to fill it out for you.”

All of these theories address the presenting problem, and some of them may even be helpful. But what if the presenting problem is not the real problem? What if the real problem has to do with something that is much more vulnerable and much more difficult for this person you are mentoring to connect with, much less reveal? It is much easier for one to complain about someone else’s behavior than it is to get to the core of what one needs to change. Empathy creates the communication environment that makes it safe for people to explore their root issues. In this case a more important concern might be something like: “I really have a hard time just walking up to a supervisor and asking for feedback. I always want the supervisor to initiate it, and when she doesn’t, I don’t know how to go about getting it.” This deeper concern is only revealed through the use of empathy.
Speakers may be blind to their emotions or blinded by them.

Trying to figure out how to solve a problem when you are emotional is like trying to understand an impressionist painting when you are standing too close to it. Distance and perspective are often needed to figure out what is going on. Emotions, especially anxiety, have the power to narrow a person’s field of perception, thus making it difficult to solve problems. When this happens, it is often helpful to process thoughts out loud with a good friend who is willing to listen.

The listening friend rarely has to do anything more than provide reflective, empathic responses to what is being said. The empathic responses operate in much the same way that a mirror operates when it is reflecting back to you information about how you look. The mirror doesn’t actually solve the problem. That is, the mirror will not actually pull out a comb and fix your hair for you. You make the necessary adjustment. The mirror simply reflects back the information that is needed to make that adjustment. This works well as long as you are not standing too close to the mirror. In the same way, most of us are pretty good problem solvers, as long as we are not standing too close to the emotions that surround our problems. Empathic listening is the mirror that gives us perspective on our problems. It doesn’t actually solve our problems, but it provides us with the perspective needed to make the necessary adjustments.

Listeners are often easily distracted.

One of the reasons for poor listening is that people can think much faster than they can talk. We speak 125 words per minute, but we are able to listen to 500 words per minute. Many of us grow bored with the slow pace of conversation. The extra 375 words per minute of space in our brain is easily distracted. We find ourselves filling this space with our own agendas, with our clever arguments, with our plans for the weekend, or with something else that is stimulating our brain. Empathic listening can keep us focused on the speaker, because it allows us to capitalize on this thought speed by filling the extra thinking time with our reflective responses.
Listeners hear through “filters” or “mental models” that distort what is being said.

One mode of thinking people use when they are listening is called automatic processing. Imagine if every time you communicated with someone you had to mentally process every thought that was presented.

“We are going to hold our annual Fall Conference this year in New Orleans.”

You could easily spend a half an hour of your time looking up Fall Conference in the employee manual and Googling New Orleans. This is 30 minutes of mental energy that can be conserved, as long as you possess the cognitive skill to process this information automatically.

Thankfully, people do possess this skill and are able to make automatic, quick judgment decisions by using their mental models.

Mental models are the filters or lenses that people use to see and interpret the world.

We can think of our brains as operating like Rolodexes, those now-outdated storage systems we used for keeping track of names, addresses, phone numbers, and other such information. Our mental Rolodex works like this: When an idea or concept enters our mind, we mentally search our Rolodex for whatever information we have related to that idea or concept. Our information may be extensive or somewhat limited. One of the functions of the mental Rolodex is to organize this information into themes or categories that are relevant for reducing ambiguity and uncertainty. Such organization allows for quick judgment decisions.

This means that when you hear someone say “New Orleans,” your mind immediately flashes through the thoughts and images you associate with this city. What you hear then is dependent on your filter, and it may be very different from what the other person is saying. Your mental models help to make communication efficient, but they can also distort what you hear. When you are aware of your mental models, you can use your empathic listening skills to have open conversations in which mental models may be exposed and shared.
FEELING BLOCKERS: THE OPPOSITE OF EMPATHY

One final way to understand empathy is to understand the behaviors that are the opposite of empathy. If empathy involves entering into and understanding another person’s world of thoughts, feelings, and ideas, then the opposite of empathy is any behavior that breaks down the flow of communication and increases the emotional distance between people. We call these behaviors communication spoilers or feeling blockers.

Feeling Blockers—Any behaviors that reduce the likelihood that the speaker will constructively explore or express his or her true thoughts and feelings.

Dr. Robert Bolton (1979) has outlined the 12 most common feeling blockers. It has been estimated that these behaviors are used over 90 percent of the time when one or both parties to a conversation have a problem to be dealt with or a need to be fulfilled. Unfortunately, we often interject feeling blockers into conversations without realizing it. The unintended effect is the exact opposite of empathy. Feeling blockers trigger defensiveness, resistance, resentment, withdrawal, and feelings of defeat or of inadequacy. They also decrease the likelihood that the person feeling blocked will find a solution to his or her problem.

As you look through the list, take a moment to reflect on any behaviors you see that may be getting in the way of developing your social awareness. We all use these behaviors from time to time, and the result is not always negative. Sometimes we will use these behaviors with little or no effect on emotional closeness. When people are under stress or have difficult problems to solve, however, the likelihood that these behaviors will damage the relationship increases greatly. A good rule to follow is to avoid all feeling blockers whenever you or another person is under stress.

Guiding Principle

Whenever you or another person are under stress avoid all feeling blockers.
Put Emotional Intelligence to Work

The Twelve Feeling Blockers

Judging Responses

Criticizing: Making a negative evaluation of the other person. “You brought it on yourself; you’ve got nobody else to blame for the mess you are in.”

Name-Calling: “Putting down” or stereotyping the other person. “What a dope!” “Just like a woman . . .” “Egghead.” “You hardhats are all alike.” “You are just another insensitive male.”

Diagnosing: Analyzing why a person is behaving as he or she is; playing amateur psychologist. “I can read you like a book—you are just doing that to irritate me.” “Just because you went to college, you think you are better than me.”

Praising Evaluatively: Making a positive judgment of the other person’s actions, or attitudes. “Now that is a great-looking haircut.” Teacher to teenage student: “You are a great poet.” (Many people find it difficult to believe that praise can be a feeling blocker. When you praise evaluatively, you are actually sending a subtle message that says, “You are not acceptable unless you are doing the behaviors that I am praising.” The repeated use of evaluative praise will eventually be experienced as judgmental behavior. People resist being judged and evaluated and will shut down when they do not feel as if they are unconditionally accepted.)

Sending Solutions

Ordering: Commanding the other person to do what you want to have done. “Do your homework right now.” “Why?! Because I said so. . . .”

Threatening: Trying to control the other’s actions by warning of negative consequences that you will instigate. “You’ll do it or else . . .” “Stop that noise right now or I will keep the whole class after school.”

Moralizing: Telling others what they should do or “preaching” at them. “You shouldn’t get a divorce; think of what will happen to the children.” “You ought to tell him you are sorry.”
Excessive/Inappropriate Questioning: Closed-ended questions are often barriers in a relationship; these are questions that can usually be answered in a few words—often with a simple yes or no. “When did it happen?” “Are you sorry that you did it?”

Advising: Giving people solutions to their problems. “If I were you, I’d complain to the manager.” “That’s an easy one to solve. First . . .”

Invalidating Responses

Diverting: Pushing the other’s problems aside through distraction. “Don’t dwell on it. Let’s talk about something more pleasant.” Or: “Think you’ve got it bad? Let me tell you what happened to me.”

Logical Argument: Attempting to convince the other with an appeal to facts or logic, usually without consideration of the emotional factors involved. “Look at the facts. If you hadn’t bought that new car, we could have made the down payment on a house.”

Reassuring: Trying to stop the other person from feeling the negative emotions he or she is experiencing. “Don’t worry, it is always darkest before the dawn.” “It will all work out OK in the end.”

---

**EQuip Yourself for Social Awareness**

**Practice, practice, practice your empathic listening skills.**

♦ Begin with people who naturally come to you to talk about or process their concerns. These people may include close family members, friends, customers who come to you with complaints, and perhaps some of your co-workers.

♦ Make it a habit to never respond to these people with advice, solutions, policies, or alternative perspectives until you have listened to them empathically and asked them
transitional questions like: “Have I understood you correctly?” “Did I connect with your core concern?” “Tell me more about that.” “How can I help you or support you in this?” “Would you like to hear my thoughts about that?” “Do you want my advice or do you just need me to listen?” “What do you think you need to do?” “What is your intuition or your gut feeling telling you that you should do?”

Reflect on the results of your interaction. After you have empathically listened to your friend, family member, or colleague, take a moment by yourself to reflect on the actual results of the interaction. Ask yourself:

- How did your listening skills help the other person to work through his or her concerns?
- How did empathic listening keep a tense situation from escalating?
- How did it create a natural bond between you and the other person?
- What other benefits have you experienced from offering empathic listening as a way to demonstrate your awareness and understanding of other people?

Value your listening skills. The more you discover the benefits of empathic listening, the more you will use the skill. You will also become better at paraphrasing, and you will become adept at recognizing the difference between those situations in which empathic listening is not necessary and those in which it is critical for success.
Chapter 8

EI and Workplace Issues

In this chapter, you will learn

How emotional intelligence relates to relationship management in the following areas:

♦ moving through and leading change
♦ managing interpersonal conflict
♦ enhancing effective teamwork.

RELATIONSHIP MANAGEMENT

Imagine lying on a white sandy beach, feeling warm rays of sunlight and a gentle ocean breeze. You are listening to the soft sounds of the waves splashing against the rocks. The laughter of children at play brings a smile as you recall fond memories from your own childhood. You are feeling a meditative peace, a oneness, pleasantness, and the joy of solitude. In this wonderfully calm and relaxed state, the challenges of your day-to-day life seem far away. In this place, there is no need to manage disruptive, intrusive emotions, no need to practice empathy with others who are troubled; even the need to be creative and resilient fades away.

But don’t be fooled—although escape, real or imagined, is always a gift, you will no doubt eventually have to leave this place of solitude and go
Put Emotional Intelligence to Work

back into the real world. It is this real world where you will have to manage stressful change, work with a difficult team member, resolve an emotional situation, or deal with some other unwanted tension or conflict. The real world is a matrix of relationships and all of the challenges that relationships bring. It is here, in the relational real world, that your emotional intelligence is perhaps most important.

The EI domain of relationship management is where theory is tested and principles are practiced. This is where the rubber meets the road. At the end of the day, it is in the context of your interpersonal relationships where you will find the perfect opportunity to apply, practice, and develop all of the skills and competencies you have learned in your exploration of self-awareness, self-management, and social awareness. In this chapter, we’re going to explore the application of these EI skills and competencies to three common and sometimes challenging workplace issues: change, conflict, and teamwork. All involve the establishment and management of good working relationships with colleagues, bosses, direct reports, customers, and other stakeholders in the workplace. With regard to being effective in these relationships in the challenging arenas of change, conflict, and teamwork, your day at the beach is over and it’s time to put your EI back to work.

**EI AND CHANGE**

It goes without saying that change is pervasive in the workplace. Driven by rapidly advancing technologies, the need to stay competitive in the marketplace, and in some cases, by our own need to seek constant improvement, change is one of the greatest forces acting on us in the world today. The pace, power, and potential for disruption brought about by change, coupled with the notion that people often find themselves resisting change they haven’t themselves chosen, make the process of change and all that accompanies it, a wonderful practice field for EI.

To understand fully how to apply EI to change, a careful distinction must be made between two terms that are often used interchangeably: change and transition. Change itself is something external to you—it is a decision
or choice made or natural event that takes place that affects your environment, situation, or context. This is not to say that change doesn't affect you internally. Of course it does, and in some cases, it does so significantly. But it is helpful to separate the internal impact of change from the external event.

The label we apply to this internal aspect of change—the human journey through change—is *transition*. Transition is the internal human process of adapting to change. It is the psychological reorientation you undergo in the face of a change event. When people say that change is difficult, they’re not actually talking about change itself. Change is what happens *around* you. It is the way things are going to be different. Transition is what happens *within* you. It is how you adapt to make the change work. External change can force all kinds of internal changes, such as:

- the need to adapt to different circumstances
- the need to implement different behaviors
- the need to establish new relationships
- in some cases, the need to alter the very way you view yourself and your place in the world.

It is often not the change itself that people resist, but rather the transitional journey required by the change that makes them uncomfortable. And so it is with regard to navigating this transitional journey that you need to apply your EI.

**Consider This**

The ABC model we introduced in chapter 5 provides you with another way to think about the difference between *change* and *transition*. *Change* can be thought of as an *activating event* (A). *Transition* includes both your *beliefs* (B) about the activating change event, as well as your *consequential* emotional and behavioral responses (C). You han-
Put Emotional Intelligence to Work

dle the activating change event (A) with emotional intelligence by managing the transition—your beliefs, insights, and attitudes (B) and your consequential emotions and behaviors (C).

Consider a change you have experienced and reflect on how the ABC model fits that event.

**Navigating the Transitional Journey**

William Bridges (1980) is something of a guru on the subject of organizational change and transition. He describes change as seeking a new beginning, a new way. Now that sounds pleasant enough, but here’s the rub: you can never achieve a new beginning without first experiencing an ending.

This immutable rule is the source of much of the emotional angst around change and transition—people typically don’t like endings. Endings are always characterized by loss, and loss always forces you to let go of something. You can’t begin to journey toward a new beginning unless you first let go of how things are at present. Simply put, the question that always begins the journey of transition is: “What do I need to let go of?” And the process of letting go carries all sorts of emotional baggage with it.

Complicating things even further is that the journey toward your new beginning requires you to pass through the neutral zone, or what William Bridges sometimes refers to as the wilderness. The neutral zone is the place in between the old way and the new. It is a lonely place, a place where the past is gone and the future is uncertain, leaving you feeling off balance, lost, and confused. In this in-between state, you often lack a clear sense of who you are, what you’re doing, or where you are going. At best, the new beginning may
EI and Workplace Issues

seem like a shining beacon in the far-off distance, but the darkness of the neutral zone makes it impossible for you to really know what the “new way” is going to be like until you arrive at its threshold. Because of the discomfort and uncertainty associated with the neutral zone, you are inclined to find a way out of it as quickly as possible. Sometimes it seems that the quickest way out is to simply go back to where you came from. This often leads to clinging to the past to a certain degree.

Author Marilyn Ferguson said it well,

It is not so much that we are afraid of change or so in love with the old ways, but it's that place in between that we fear. . . . It’s like being caught between trapezes. It’s Linus when his blanket is in the dryer. There’s nothing to hold on to.

Consider This

♦ Consider a change you have experienced in your life. Choose something significant, something dramatic, perhaps even something traumatic. Reflect on your journey through that change.
♦ What event or decision brought the change about?
♦ What did you have to let go of or allow to end to move forward?
♦ How long did the journey take before you arrived at some sense of a new beginning?
♦ What was it like when you were in the middle, having let go of the old way but not yet arrived at the new?
♦ What emotions did you experience along the way, and how did your EI come into play?

As you’ve likely guessed, self-awareness figures significantly in leveraging your skills of EI toward supporting you in navigating a transitional journey brought about by a change event. Tapping into your self-awareness around a change in your life requires you to go back to that very basic, two-part question we raised in chapter 2: “How am I feeling (about this change) and why am I feeling it?” Until you get a grasp on your emotional state with
regard to your changing circumstance, you will not be effective in making the journey through change successfully.

If change brings loss, then one way to connect with the emotions you may be experiencing during a transition is to think of transition as a kind of grieving process. The emotional rollercoaster we all experience as change unfolds in our lives is often compared to the grieving process we experience when we realize we are about to lose someone or something important to us. Elisabeth Kübler-Ross framed the five stages of this process—denial, anger, bargaining, depression, and acceptance—in her book, *On Death and Dying* (1969). Ask yourself if you are experiencing any of the emotions associated with these five stages of grief. You may, of course, experience variations of these emotions or perhaps still different emotions when confronted with your own change circumstance. As described in chapter 2, the key is to identify the emotions you are feeling and apply the four steps that carry you from self-awareness to self-management:

- **Attunement**—Acknowledge your emotional state regarding the change.
- **Understanding**—Explore why you feel the way you do about the change.
- **Acceptance**—Own the emotions you feel and seek their signal to action.
- **Attending**—Express your emotions appropriately, applying strategies for effective emotional self-management.

**Relationship Management and Leading Change**

Leading others through change is a true relationship management issue. If navigating change individually is difficult, you can only imagine the challenge associated with guiding others through the uncertainty of change and its associated transitional journey. We have sometimes described it as akin to the process of herding cats.

In the workplace, the process of change and transition often creates a human drama with the players acting out two different roles. One role
is played by those who are initiating or driving the change. These initiators of change are often perceived as being seated at the higher levels of authority within the organization. The other role is played by those driven into transition by the change. The people in this role are expected to be good followers of change, good transitioners if you will, but they often feel victim to decisions made from on high. It has been said that people do not resist change, people resist being changed. Those who wish to lead change will quickly learn that it is not easy to move others into transition.

This is not to say that leading change can’t be done successfully. Indeed, there are many fine examples of leaders doing an exemplary job of it. The challenges, real or imagined, faced by individuals traversing the wilderness of transition are not to be taken lightly, however. Successful change agents will leverage many of the EI competencies that link to the social awareness and relational skills domains, but they will also need to manage their own emotions first. This means that while you are leading the way through change, you are often also engaged in your own individual journey, shifting from something familiar and comfortable to something new and uncertain. You will likely have your own emotions to deal with along the way, thus, you have the added responsibility of modeling emotional self-management, knowing that others are watching and looking for cues as to how they should act in the face of change.

Leveraging your EI to maximize your effectiveness as a leader of change requires you to:

♦ Model appropriate emotional expression and behavior with regard to your own individual journey through the change. Resonate with the emotional challenges and demonstrate your own sense of optimism for a positive outcome. (Learn more about resonant leadership in chapter 9.)
Realize that your emotional journey is not the same as the emotional journey of those you are leading. The people you are working with will transition through their own emotional journeys at their own pace. One of your biggest challenges will be to empathize with their pace and not expect them to automatically operate at your pace. You cannot be 10 steps in front of them or they will not follow.

Understand the emotional journey people experience as they move through transition. Figure 8-1 illustrates some of these various emotions. This figure also illustrates that there is a period of time between the ending and the new beginning during which there is usually a very real dip in performance, productivity, and morale. People do not usually like to experience a dip in their

---

**The Transitional Journey**

![The Transitional Journey](image)

**Figure 8-1.** The emotional stages and learning curve associated with the transitional journey.
EI and Workplace Issues

own productivity and morale. Those who are leading change will need to create an environment in which it is okay for individuals to temporarily contribute less and learn more. It is a time for moving up the learning curve and evaluating individuals based on growth and not contribution. Change leaders who are most effective both expect and accept this temporary dip in productivity.

- Having accepted the concept of the learning curve, apply a heavy dose of empathy. Each individual affected by the change is going to respond differently, with individual concerns, emotions, and needs. Empathy is your tool for building the bridge from where your people are to where they need to go. As each individual affected by the change responds with different concerns, emotions, and needs, these responses will provide you with the information you need to support their transitional journey.

If individuals are feeling: Provide them with:

Confused Vision and reasons
Anxious Skills, training, and encouragement
Unmotivated Incentives
Frustrated Empathy and resources
Impatient Action, ideas, and challenges

Understand and leverage the motivations of those with whom you are working. Come to know what drives each individual in your group and tap into this as a means of inspiring performance through a difficult process.

EI AND CONFLICT

People differ.

Because people differ, conflict is inevitable in all relationships.

There are at least three areas in which people differ and conflict occurs.

- People differ in their styles, which leads to personality conflict.
- People differ in their perceptions, which leads to perceptual conflict.
- People differ in what they want, which leads to a conflict of interests.
Put Emotional Intelligence to Work

Although people often shy away from any sort of conflict, in theory, these three types of conflict are not bad; in fact, each presents opportunities for personal growth, team growth, innovation, and creative problem solving. When our social awareness skills are applied effectively to such conflict arenas, we become more understanding and appreciative of our personality differences, more educated by our perceptual differences, and we negotiate creative solutions around our various interests.

There is also a fourth way in which people differ that leads to conflict:

- People differ in terms of what they expect from one another, which leads to emotional conflict.

Unfortunately, unlike personality, perceptual, and interest-based conflicts, conflict arising from differing expectations often creates a breeding ground for highly disruptive emotions including anger, anxiety, embarrassment, fear, and guilt. Left unmanaged, these emotions can be especially destructive to workplace relationships.

Effective relationship management requires that we exercise self-awareness, self-management, and social-awareness skills to successfully address this emotional side of conflict.

**Emotional Conflict**

One of the most common forms of conflict arising between people occurs simply because we do not always live up to our expectations of one another. For example, Bob expects Sarah to work extra hours over the weekend to complete a project. Sarah thinks that weekends were made for fun and family, and she has an expectation that she should never have to work on weekends. In this interaction, someone is bound to become disappointed.

Disappointment is the emotion people experience when their expectations are not met by reality. For some people, disappointment is experienced as a kind of injustice, with anger being the resulting overwhelming emotion. These people tend to treat their expectations as if they were
Immune laws of the universe that cannot be broken. Then, when these expectations are inevitably broken, these people become angry as if some great injustice has been perpetrated on them. The problem with this kind of anger is that it can become very explosive, and such explosions tend to hurt people or make them feel defensive instead of resolving the conflict.

At the other end of the spectrum, there are people for whom disappointments tend to build on one another, creating an accumulation of unfulfilled expectations that slowly chip away at all of the positive emotional energy of the relationship. When this happens, feelings like joy, happiness, enthusiasm, interest, connectedness, love, friendship, excitement, passion, anticipation, and optimism become depressed and are finally replaced with resentment. Unfortunately, resentment makes conflict irrelevant, because when you resent someone, your heart becomes hard and cold toward that person, and you find yourself losing all interest in working with that person.

**Resolving Emotional Conflict**

When the emotions of disappointment, resentment, and anger begin to disrupt your relationships, you need to leverage emotional self-awareness, emotional self-management, and empathy to effectively manage the conflict.

*Guiding Principle*

Resentment poisons the heart. Resentment takes away your interest in connecting with the person you resent. It is hard to resolve conflicts when you don’t even care to try.

Tuning in to Emotional Self-Awareness. The first rule for managing conflict is to remember that the person who is emotionally upset is the person who needs to initiate conflict resolution.

Unfortunately, emotional conflicts often remain unresolved because the person
who is agitated and upset often expects the sensitivity, empathy, and apology to come from the other side.

Consider this example mentioned earlier:

Bob is upset because Sarah refuses to work on Saturday; or rather, Bob is upset because Sarah’s refusal to work on Saturday directly violates his expectation that she should work on Saturday to keep the project on track. This perceived violation of his expectation makes Bob angry. Given his emotional state, it is likely that Bob’s agitation may keep him awake for half the night. Meanwhile, Sarah is enjoying her work–life balance and sleeping like a baby.

Now, not only is Bob upset, he is actually going to increase his discomfort by expecting Sarah to be both aware of and sensitive to his feelings and to make some kind of an effort to resolve the conflict. Certainly if Sarah’s empathy skills are acute enough to connect with Bob’s distress, she could come to him with sensitivity and concern and try to resolve the issue. There is a problem, however, with Bob expecting Sarah to exercise empathy and concern.

The skill of empathy is not the same as mind-reading.

It is unfair for Bob to use sensitivity as a code word that really means “read my mind.”

The key to defusing this conflict resides in the recognition of who carries the emotional distress. In this case, the disruptive emotions are inside of Bob’s body, not Sarah’s. Because the emotions belong to Bob, he is responsible for being aware of the emotions and then for managing them.

Guiding Principle

The person who is emotionally upset is the person who needs to initiate conflict resolution.

Emotional self-awareness, then, is the starting point for managing conflict:

- Tune in to the emotions you feel concerning the people you work with, the people you serve, and the people you most care about.
Are you feeling disappointment, anger, or resentment toward any of these people? Do not expect the other person to be sensitive. The emotion is your responsibility to listen to and to manage.

Be careful about how much you minimize and then ignore your feelings of disappointment. It is annoying to make every disappointment you experience in life an issue that you need to raise, but at the same time you don’t want to ignore an issue for so long that you become resentful. Use your self-awareness to find patterns of behavior that disappoint you. Pattern behavior is significant and should be addressed.

The good news about resentment is that it tends to grow slowly, giving you plenty of time to address its cause. The bad news is that because it tends to grow slowly, resentment is sometimes easy to ignore. Recognize the signs of growing resentment such as a tendency to become more withdrawn, a loss of enthusiasm and interest, feelings of distaste, feelings of dislike, and even feelings of relief on days when you don’t have to be around the person you resent. This will help you to recognize and address your feelings of resentment before they grow so strong that you no longer care to address them.

Remember that your disappointment, anger, and resentment are signals inside of your body telling you that you need to initiate conflict resolution.

**Exercising Emotional Self-Management.** The second rule for managing conflict is for you to realize that you need to manage your anger first and then manage the conflict.

Recall that our working definition of emotional intelligence includes the idea that you are to use your emotions intelligently to achieve interpersonal effectiveness with others. With respect to conflict, this means that you need to reflect on the usefulness or effectiveness of anger in leading people to a peaceful, agreeable resolution. Although anger is a normal and healthy emotion, a strong expression of anger will usually invite resistance instead of resolution.

**Guiding Principle**
*Manage your anger first and then manage the conflict.*
Put Emotional Intelligence to Work

For this reason, anger is not the best emotion for you to focus on when it comes to resolving conflict.

Focus instead on the disappointment, hurt, concern, and loss that are driving the anger.

Anger is considered to be a secondary emotion. This means that whenever you feel anger, there is always some emotion that is occurring beneath the anger that is more primary to the situation. In our earlier example, Bob is angry that Sarah is not willing to work on Saturday, but he is also concerned that the project will not get completed on time. Bob’s anger is actually secondary to his concern. In fact, if he wasn’t concerned and didn’t care so much about the outcome of the project, he wouldn’t be angry. Bob’s anger is very real, but his concern is what he really needs to discuss with Sarah.

Notice here that emotional intelligence never asks you to resolve conflict by denying or suppressing your anger. Instead, it suggests that you use your self-awareness to manage your anger by answering the question:

What is beneath my anger? What are the primary emotions that are driving my anger?

Connecting with your primary emotions supplies you with the emotional information you need to resolve conflict effectively.

Applying Social Awareness. Equipped with self-awareness, and your anger properly managed, you are now ready to initiate conflict resolution. The third rule for managing conflict is to remember that it takes cooperation to resolve conflict.

Any approach that is used to initiate conflict resolution needs to invite the other side to cooperate. The social awareness skill of empathy is what tells you whether or not you have created an environment of cooperation. Your success depends on having an attitude that respects, understands, and appreciates the other side’s view of the situation.

Guiding Principle

It takes cooperation to resolve conflict.

It is also advisable to consider what you want to say before you say it. Although this approach may lack spontaneity and even seem somewhat calculated,
scripting what you want to say will not only help keep you calm, but it will also allow you to communicate in a way that invites cooperation instead of defensiveness.

We would like to call this scripted approach *empathic assertiveness*.

- *Empathic assertiveness* is an attitude that continually respects and affirms that the needs and interests of all people involved in the conflict are equally important.
- *Empathic assertiveness* is also a communication skill that involves stating personal concerns, interests, and needs, as well as asserting that other parties involved do the same: “Here is what I want and what I need.” “What is it that you want and need?”

A script that seems to work well for most people includes the following three elements:

1. It contains a simple descriptive statement about what has happened without attacking the other person. It is best to make this statement an “I” statement.

2. The script includes a statement about your primary feelings or your primary concern. In the workplace, it is best to keep this statement focused on your concern about how the situation is affecting the business result, the team, the customer, you, or the person with whom you are trying to resolve the conflict.

3. The script has a statement about how you would like to resolve the conflict.

Once you have scripted a statement that reflects these three elements and then communicated your script to the other person, you will need to use your empathy skills to keep the other person involved. Using the previous example, Bob’s scripted conversation with Sarah might look something like this:

**BOB:** When you refused to work this weekend, I got angry because you put our whole project deadline in jeopardy. And now you are going to have to work extra hard to keep us on track.
Put Emotional Intelligence to Work

No, that sounds too judgmental and accusatory. Sarah is likely to get defensive. Let's try it again.

**BOB:** I decided to go ahead and do some work on Saturday, because I was concerned that we might not meet our requirements on time. I'm not certain how valid this concern is, so I would like to talk with you about our timeline and how we are going to meet our requirements.

**SARAH:** Sure, Bob, let's talk.

Social awareness can also help Sarah to handle this conflict with emotional intelligence. By developing her social awareness skills, Sarah will respond to Bob with empathy first, and then with her understanding of the situation.

**SARAH:** Gee, Bob, I didn’t realize that you spent Saturday working because you were so concerned with the timeline. Why don’t we look at our priority reports together and that way we can make sure that we are on track to fulfill the project requirements?

**BOB:** That sounds great.

**EI AND TEAMWORK**

A colleague of ours has been known to describe collaboration as “an unnatural act between nonconsenting adults.” Now although this comment is clearly being expressed with tongue-in-cheek, he makes a valid point. Working with others can be challenging, and we are not always willing to put forth the effort required to realize the full value of collaborative partnerships. Yet working in teams is pervasive in our workplaces. Few of us work solo any longer. Partnering with others in teams to get things done is the culture of the workplace these days, and that doesn’t seem likely to change any time soon. Therefore, to truly be effective in our workplace roles, we are required to establish effective working relationships with others. Emotional intelligence figures largely in our ability to build, run, and maintain effective teams and other forms of collaborative partnerships.
Tuning in to Team Process

It happens so often it is predictable. Another episode of Donald Trump’s Apprentice reality television show demonstrates yet again how amateurs under pressure fail to produce impressive results when teamwork and collaboration are required. The premise is simple enough. Team A and Team B compete against each other in an attempt to win Trump’s favor and avoid a visit to the dreaded boardroom where someone is going to get “fired.” Each team supposedly represents the cream of the crop of young up-and-coming entrepreneurs. Yet all of this skill and talent gathered together in one place tends to make good TV precisely because they are so bad at demonstrating teamwork. More often than not, the teams involved break the most fundamental rule of teamwork—they fail to balance the formula of thinking, organizing, defining roles, planning, and designing with the solution of implementing, producing, and achieving their intended results. In short, they fail to balance process with product.

Every endeavor you undertake includes two components: product and process. The product is the outcome; the process is how you arrive at that outcome. It is our experience that organizations and teams often focus heavily on product, sometimes not paying much attention at all to process. Inevitably, this causes trouble. There is a cost to bear for ignoring process. It may not come due immediately, but it always catches up with you in the end.

Process lurks in the background of your group work. It is akin to the operating system on your computer: When it’s running smoothly, you hardly notice it; but when it breaks down, everything comes to a screeching halt. Team process includes things such as a clear sense of common vision, a solid communication structure, effective facilitation and leadership, trust, acceptance of diversity of working style, and many other elements working in sync to enable the successful completion of the team’s mission. Emotional intelligence is a component of the process as well. Team members who are not fully using their EI skills are not able to contribute fully to the team and may cause a bottleneck in the work flow. Teams as a whole also exhibit an overall, composite EI. When the entity that is the team is not fully applying its capabilities
Put Emotional Intelligence to Work

around awareness and management, the process breaks down and effectiveness suffers.

**Consider This**

Reflect back on a team you worked with that really performed at a high level. It could be a workplace team (we hope you’ve had at least one high-performing workplace team!) or perhaps it was a sports team, musical group, or a community group of some kind.

♦ How would you describe this team experience and what it was like to be a part of it?
♦ What were some of the things about this team that made it so effective?
♦ How would you describe the mood of this team as your work together progressed toward its successful outcome?
♦ Contrast this high-performance team experience with a team you worked with that didn’t do so well. What was present in the high-performance team that was missing from this other team experience?

This reflection should highlight for you some of the key pieces of the team effectiveness puzzle. Some of these pieces may seem hard to pin down at first, a little intangible perhaps, but with some thought, all can be traced back to things the team did, consciously or unconsciously, to establish and maintain an effective team process that included, if not actually featured, the components of EI.

**Enhancing Team Performance Through Emotional Intelligence**

The application of EI with regard to teamwork must be explored at two levels: the degree to which you, as an individual member of the team, are effective in applying your own capacity for EI in your team interactions, and the degree to which the team exhibits solid EI practices overall.
EI and Workplace Issues

Individual EI naturally comes into play in managing your interpersonal relationships within the team. As with any interpersonal interaction, the tools necessary for self-awareness and self-management are important to maximizing your own personal and interpersonal team performance. Social awareness and appropriate application of empathy are also critical to being able to connect effectively with your team colleagues. Do an honest assessment of how fully you are applying your capacity for EI in your team interactions and make strides for improvement where necessary based on some of the individual EI content we explored in earlier chapters.

Overall team emotional intelligence refers to what Goleman and his colleagues (2002) in Primal Leadership call the emotional reality of the team. This exploration may begin with your own self-assessment of how effective your team really is. Ask yourself: “How do I feel when I’m about to enter one of our team meetings?” Are you eager and filled with positive energy, or are you anxious and find yourself looking for a way out? This simple “feeling test” reveals a lot about your team. If you feel positive about the team experience, it’s likely that many of the other members of the team feel the same. This would indicate that you all share a common sense of direction and purpose, and in general feel that your work together is progressing well, and you have established a good foundation for your interactive team relationships with one another—all signs of strong EI at the team level. However, if you dread attending team gatherings, then obviously things are not going so well and it’s likely that you are not the only one who feels this way. In this case, the team needs to do an emotional reality check and assess both what is required and the level of commitment needed to implement the requirements that will get the team back on a more effective track.

If all is well with your team, then your approach should be to identify and acknowledge the things that you’re doing well, celebrate them, and strive to maintain them. Apply your emotional intelligence to stay attuned to the “currents” within the team, watching for shifts in the energy. Teamwork has its challenges, and issues may arise even on the most high-functioning teams. Addressing any budding issues early on is critical. Implement self-management and relational management measures as
Put Emotional Intelligence to Work

appropriate to stay on course. Just as we discussed taking self-awareness timeouts in chapter 2, teams occasionally need to take process timeouts to check in on how they’re doing and recognize necessary adjustments. Process doesn’t just happen; it needs to be nurtured and tended to as the team’s work unfolds.

If all is not so well with your team, it is important to identify and understand the root causes underlying the difficulty. Just as you would apply your self-awareness to delve into and seek an understanding of a potentially disruptive emotion within yourself, you can do the same with the team’s process. You may choose to do this individually at first, seeing if you can reach your own conclusions about what the team needs to get back on a more effective track. You would then share your thoughts with the team overall or with the team leadership specifically. More effective than the individual approach, however, is a process by which the team as a whole explores its issues. This full-team, self-reflective approach requires a fair degree of trust and good will among team members as well as some strong facilitation. It is sometimes helpful to bring in an outside facilitator to help design and guide this sort of interaction.

---

**EQuip Yourself**

**Navigating Change**

Given the heightened emotions often associated with change, change offers ample opportunity to apply the self-management techniques we highlighted earlier in this text.

- **Be aware of your brain.** Observe your emotional brain sending the “Not good for me!” signal regarding the change event. Know that you can quiet this voice and lean on your higher thinking brain for a different perspective.

- **Apply your ABCs.** Consider change an activating event. Remember that you have a range of possible beliefs to choose from that will determine your consequential
EI and Workplace Issues

emotional/behavioral response. Dispute your own thinking, as necessary.

♦ Seek your own motivation for change. Ask “What’s in this for me?” and create a clear vision of yourself engaged successfully in a new way of being after the change has taken place.

♦ Tap into your sense of optimism. Know that you are resilient enough to bounce back from the challenges of change.

Leading Change

♦ Model emotional intelligence in your own journey through change. Your co-workers will take some of their behavioral cues from you.

♦ Use your social awareness to support others in navigating change. Empathize with the challenges they face.

♦ Tailor your strategies for inspiring performance to each individual. Discover what gets those around you out of bed in the morning and tap into that motivator to drive the change behavior.

Resolving Conflict

♦ Remember that the person who is emotionally upset is the person who needs to initiate conflict resolution.

♦ Manage your anger and distress and then manage the conflict.

♦ Remember that it takes respect and cooperation to resolve conflict.

Building Effective Teams

♦ Begin with yourself. Team effectiveness is derived from each individual team member doing his or her part to contribute and add value to the whole. If you are not fulfilled with your team experience, look at yourself. Use your self-awareness to identify some things that you might do
differently, both to add greater value as an individual contributor to the team and to facilitate the full potential of your teammates.

- **Tune in to the overall emotional tone of the team.** If energy is lacking, perhaps the motivation for team participation is not clear to all members. Perhaps team members need to connect with a more powerful sense of vision to understand their individual role in bringing this vision into reality.

- **Examine team optimism.** To what degree does a sense of optimism exist within the team? Recall that optimism is derived from your explanatory style in the face of challenge and setback. How does the team “talk to itself” about the challenges of the work you collectively have before you? How could you generate a more empowered, optimistic outlook within the team?

- **Keep in mind that team membership is not just about giving to the team; it’s also about getting something back.** All team members are looking for something in return for the contributions they bring to the whole. Inspiring team-member performance is achieved through these various agendas, needs, and interests in balance with the needs and interests of the team as a whole. Apply your social awareness and empathy to gain an understanding of what each of your team colleagues is looking for from the team experience.

- **Encourage your team members to understand and appreciate one another.** Use work-style assessments and other tools that can help you to discover the strengths that exist within your team’s diversity.

- **Observe your team’s process.** Psychologically remove yourself from the team and momentarily become an “audience member” to the drama that is the team’s interaction to gain valuable insight. Use this insight to make sure that your team is maintaining a healthy balance between process and product, and that all team members are being treated with equal value and respect.
Chapter 9

Emotional Intelligence and Influence

In this chapter, you will learn

♦ the difference between resonant and dissonant influence
♦ how to use EI to develop resonance in your leadership style
♦ how to leverage vision to inspire and influence others
♦ how to Equip Yourself to be a more influential leader.

LEADERSHIP IS INFLUENCE

An old Afghan proverb reads: “If you think you are leading and no one is following you, then you are only taking a walk.”

Leadership is influence, and emotional intelligence has a lot to say about influence. People tend to follow the influence of others because of an entire range of leadership qualities that emotionally inspire and elevate them to greatness:
Put Emotional Intelligence to Work


When you set out to influence someone to do something, no matter how great or small, your success will largely depend on your ability to inspire, motivate, amuse, create enthusiasm, generate authentic commitment, or engender a spirit of willing cooperation. Success has a lot to do with the mood you create around the task at hand. In short, your success is all about your ability to moodivate others.

Emotional intelligence provides you not only with the skills you need to arouse the passions and commitments of others, but also the social awareness that you need to recognize whether or not true influence is happening. Leadership is influence, but not all influence is leadership.

A TOXIC LEADERSHIP STORY

On April 28, 1789, a mutiny aboard the Royal Navy ship, The HMAV Bounty, was led against the ship’s captain, Lieutenant William Bligh. The change of command left Bligh confined to his cabin, with no real authority to make any demands. In other words, there was no longer any bite to Lieutenant Bligh’s bark, but interestingly, he was still able to yield a modicum of influence. Imagine, if you will, the following scenario:

“Rogers, down on the deck! Give me 50 push-ups.” As quickly as the acid-tongued Bligh could bark out his orders, the fearful midshipman dropped to the deck and began pumping out the push-ups. It wasn’t until he was on his fifth push-up that he heard the surly laughter of Bligh. Rogers’s mind finally caught up with his body, and he rolled over onto his back now feeling slightly foolish as his shipmates broke out into laughter too. It was the third time that the former commander of the Bounty was able to pull off the practical joke on an unsuspecting crew member.

When Rogers immediately and unquestioningly surrendered to Bligh’s command, he was actually experiencing a form of emotional override with his amygdala, causing him to regress to his default behavior. It wasn’t until his rational brain remembered that Bligh was in the brig that he was able to stop himself.
THE DANCE OF THE AMYGDALAS

In chapter 4 we learned that we are programmed to feel our emotions before we process them. This programming serves us well when we encounter severe threat or severe danger, but sometimes we react autonomically to situations that are not threatening at all. Our behaviors become reactive instead of proactive. Proactive behavior is thoughtful, effortful, and conscious, whereas reactive behavior is automatic, lacks effort, and is unconscious.

What happens when two people are reacting to each other at the same time? A kind of emotional dance takes place, a dance that we call the dance of the amygdalas. The best way to describe this dance is to consider a simple example.

Suppose a supervisor walks up to you, looking somewhat stressed and anxious, and in a panicky tone of voice asks: “Can you do something for me?” A reactive response might be: “Sure! What is it?”

How do you know you can help your supervisor? What if the dates and times don’t work for you? What if the request is too big or if the request does not align with your value system? In a sense you have agreed to the request without even really thinking about it. In fact, you didn’t think about it at all, your response was based on what you felt about it. The feeling was probably something like guilt, fear, or compassion, and your amygdala directed you into a job-security survival behavior.

In this example, the supervisor’s behaviors are also being directed by the amygdala. Feeling stress, anxiety, worry, fear, anger, or frustration, the supervisor has two options. The first option is to count to 10, manage the emotion, and then choose a proactive behavior. The second option is much faster—project the emotional energy onto a direct report with a tonality and body language that says: “You have the power to relieve my emotional distress by doing something for me now.”

The dance of the amygdalas occurs because each person is reacting to the other’s emotional state. Many people have learned that when faced with aggression or with someone really challenging them, they simply comply. Later, when they have had time to think about their compliance,
they may wonder why they gave in so quickly and why they were not more assertive.

**DISSONANT INFLUENCE—WHEN THE AMYGDALAS DANCE TO DIFFERENT TUNES**

Compliance can actually be thought of as a form of influence. Children comply with parents, students comply with teachers, and subordinates comply with bosses. Many who are in positions of authority will be able to use their authoritative power successfully to get compliance out of others. Compliance can be thought of as influence, but it is certainly not leadership. When all you have is compliance, the influence is actually based on driving a response out of fear, worry, guilt, anxiety, anger, hatred, hurt, concern, or some other disruptive emotion that is being triggered in the amygdala.

If people are responding to you out of this negative range of emotions, your influence will not last over time. This kind of influence is called dissonant influence. True influence happens when people's emotions are pushed in the direction of enthusiasm. Dissonant influence occurs when people are thrown off balance and their emotions are driven toward guilt, fear, and anxiety. People will not continue to follow you if they feel intimidated or manipulated into their behaviors. They will make comments behind your back like: “That person rubs me the wrong way.” Each successive act of compliance will generate feelings of resentment and apathy, and eventually even numbness. Dissonant influence is not leadership because it doesn’t engage people. It doesn’t create the kind of emotional environment that allows people to shine. People want to feel inspired, not duped.

**Guiding Principle**

People do not want to feel intimidated or manipulated into their behaviors.

**RESONANT INFLUENCE—WHEN THE AMYGDALAS DANCE TO THE SAME TUNE**

Resonance is a term that is often used in acoustic systems. A violinist produces a
Emotional Intelligence and Influence

musical tone by plucking on a string, and the strength as well as the duration of the tone is amplified as the violin chamber reverberates a sympathetic vibration. Stimulus and response are in perfect, synchronistic harmony with each other. We call this music.

There is a kind of mystique to music because one can hear, feel, and experience music, but it is not easy to define. In a sense you can define it through the use of a musical score, but even this needs to be interpreted by the musician. Interestingly, as the brass, woodwind, and percussion instruments join the strings creating an entire symphony of sounds, musicians must learn how to interpret not only the music, but each other as well. Carlo Maria Giulini, the former Music Director of the Vienna Symphony Orchestra and the Los Angeles Philharmonic, understood the power of resonance when he observed that the making of great music is dependent on creating synchronicity among musicians.

My intention always has been to arrive at human contact without enforcing authority. A musician, after all, is not a military officer. What matters most is human contact. The great mystery of music making requires real friendship among those who work together. Every member of the orchestra knows I am with him or her in my heart.

The point here is that human systems, like acoustic systems, can also reverberate with resonance. When someone produces an emotional tone that is sympathetically reflected or echoed back by others, we say that these people are in harmony, or “in sync” with one another. In such interactions among people, a different kind of influence is happening. We call it resonant influence. This kind of influence is also cultivated through an emotional dance of the amygdalas, but the dance is experienced by the dancers as positive and engaging. Resonant influence happens when people respond to each other out of feelings of respect, admiration, enthusiasm, warmth, attraction, friendship, inspiration, loyalty, interest, and even fun.

Coaching stories always provide us with great examples of resonant influence. In the early 1920s when famed football coach Knute Rockne encouraged his Notre Dame football team to “win one for the Gipper,” he knew that he was plucking on an emotional chord that reverberated throughout
the entire team. Inspired by these words, the team actually played with more energy, focus, determination, and emotion. The inspiration came from the desire to win one for their star teammate George “The Gipper” Gipp, who sadly had died from a throat infection.

Daniel Goleman (2002, p. ix) describes resonance as “a reservoir of positivity that frees the best in people.” Resonant influence is all about rubbing people the right way. We find this kind of influence in people who are positive and energetic about life, who are fun to be with and work with, and whose energy is contagious. These people are self-aware, self-managed, and empathically aware of the emotional force field that either attracts or repels people from one another. In short, these people are emotionally intelligent.

**DEVELOPING RESONANCE IN YOUR LEADERSHIP STYLE**

Consider for a moment the emotions that you would like the people with whom you work to feel. Your list will probably look something like this:

- I would like people to feel . . .
  - important, significant
  - appreciated, valued
  - inspired, motivated
  - alive, enthusiastic
  - self-determining, authentic
  - self-aware, confident
  - admired, likable
  - competent, smart, capable

Now ask yourself: “What do I need to be like to engender these emotions in others?”

Your answer to this question is one of the most important functions of your job even though it is not in your job description. The primary task of all effective leadership in organizations is to figure out ways to drive other people’s emotions in a positive direction. Leaders are moodivational, and the way you moodivate others is by developing the emotional competencies in yourself.
There are three competencies that we would like to highlight that are particularly effective in supporting the development of resonance in your leadership style.

1. emotional self-management
2. inspiration and influence
3. empathy

Consider This
Many organizations need to change the way they think about leadership. Leadership is not about positional power or management. There are many leaders who are not managers, and many managers who are not leaders. In fact, Executive VPs, Senior Executives, and CEOs typically score the lowest on EI assessment inventories. Because leadership is more about resonant influence, there are many kinds of leaders at all levels of an organization. This is true because leadership flows primarily from who you are as a person, not from what you can demand from your position.

Emotional Self-Management
“I don’t care what it takes. Just do it!” The staff manager shouts out his order, and the admin dutifully responds: “Uh. Okay, sir. I’ll get right on it.”

“And Jones.”

“Oh no, what now?” Jones muses.

“Make sure you have those reports on my desk by three.”

“Yes, sir!” Jones walks away feeling both anxious and defeated. Then he remembers something, and a confident smile starts to form on his face. The night before his lottery ticket won the million-dollar lotto. His
rational brain informs him that now would be a good time to override the knee-jerk amygdala-driven agreement that he just made with his jerk of a boss. So he turns back toward the tough-talking manager and says:

“Hey, boss.”

“What is it?!”

“Make that five.”

This amusing commercial for the Minnesota State lottery works because it highlights so brilliantly the burden of working for toxic people, and the joy of feeling free.

Some people, like the boss in this story, use their emotions to master others. The toxic effect of dissonant influence begins with losing control of your emotions around others and then expecting them to manage your emotions for you by responding with the proper behavior. The pattern looks something like this:

Person A becomes overtly upset about something and starts making demands, instead of managing the emotional distress.

Person B feels anxious, responsible, and maybe even fearful, and quickly calms Person A down by responding to the demand.

Person A gets what he or she needs and feels much calmer and relaxed.

Person B feels immediate relief from the anxiety, guilt, and fear, but has lost a lot of enthusiasm and interest in working with Person A.

This pattern is toxic precisely because Person B is managing Person A’s emotions, and Person A is managing Person B’s. In a sense, these two people need each other. Psychologists call this co-dependence. They are cooperating in the dependent behavior of each other.

A better pattern would be for each person to manage his or her own emotions.

**Emotional Contagion**

One reason why resonant influence is so dependent on emotional self-management is because of an emotional effect that people can have on
Emotional Intelligence and Influence

one another called emotional contagion. People give off emotional energy to one another, and this energy tends to be contagious. The emotional energy that someone projects will often get reflected back by other members of a group. Ghandi once said: “We must be the change we want to see in the world.” This is especially true with how people manage their emotional energy.

Smile and the world smiles with you.
Frown and you frown alone.

Your positive emotional energy can be tremendously infectious, but so can negative emotional energy. Frown and you just might find a lot of people frowning back. If emotions are contagious, then we must manage our emotions in the direction of creating a positive emotional environment for others.

If people want to feel: Then influential leaders must project:

important recognition and caring
appreciated appreciation
inspired vision and clarity
alive energy and participation
self-determined confidence, trust, and freedom
self-aware openness, curiosity, and acceptance
likable warmth and friendliness
competent empowerment and trust

Inspiration and Influence

Nowhere is it more important to project this positive range of emotional energy than in our communication. Communication is the channel through which we reveal to people not only the words that we want them to understand, but also emotional messages that tell them how we really feel about them. In fact, every time you communicate with someone, you always send them two messages.
Put Emotional Intelligence to Work

Guiding Principle
The golden rule of emotional behavior is to project the kind of emotional energy that other people would like to experience.

1. The content message—This is the actual dictionary meaning of what you want the person to understand.
2. The feeling message—This is the emotional meaning that tells the person how you really feel about him or her.

Consider the following simple request:

Joe, can you help me understand how you came up with these results?

How you say this will determine what Joe feels is your perception of him. He may feel accepted and appreciated by you and conclude that you value his input, that you think he is smart, and that you trust his approach. Or, he may feel judged and belittled by you, and conclude that you do not value his input and in fact think he is incompetent. It turns out that this very simple request is impregnated with meaning depending on how you say it. You can be certain that your influence on Joe will be determined by the way you say it.

The influence you have with another person (it works with pets too!) depends largely on how you use the three key elements of communication:

- words
- intonation
- body language

When you use these three elements congruently, then they all work together to send the same message to the receiver. “How may I help you?” sounds warm and friendly and as if you genuinely want to help, when your tone is melodious, your face is relaxed, and your smile is sincere. But when you use these three elements incongruently, then they contradict one another and send the receiver a mixed message. This is why when you raise an eyebrow, add a sigh, and impatiently say:
“How may I help you?” it sounds more like “What do you want now? Can’t you see that I’m busy? Hurry up, I haven’t got all day.”

Albert Moravian did a study at UCLA that determined the significance of these three elements to actual understanding. He concluded that it all depends on how congruent you are with your message. If you are congruent, then words are tremendously powerful and can account for up to 99 percent of the impact of your message. This is good news for people who want to develop resonance in their leadership style. Simply communicate powerful, positive words of encouragement with sincerity and authenticity in your body language and tone of voice.

Moravian also concluded that when your message is mixed and incongruent, then your audience must determine which message to believe. Only 7 percent of your audience will judge your meaning based on your words. Thirty-eight percent will judge your meaning based on intonation, and 55 percent will base your meaning on your body language. In our previous example, 93 percent of your customers will conclude that you don’t really intend to be helpful if you say: “How may I help you?” incongruently.

This portion of the Moravian study is difficult news for people who want to develop resonance in their leadership style. It highlights the importance of managing body language and tone of voice in communication. And now we are back to emotional self-management. The more you manage your disruptive emotions, the more you will manage the effect they can have on your body language and tone of voice when you communicate with others. Time to revisit chapter 5.

**Empathy**

Assuming that you are managing your emotions well, you are positive and energetic about life, you are doing your best to project the kind of attitude that promotes a healthy emotional environment...
Put Emotional Intelligence to Work

Guiding Principle

We don't really manage people; we manage the messages that we send to people.

for others, there is still one more emotional competency that you must master to create resonant influence. Although all of the EI competencies are important for leadership effectiveness, empathy is the most critical of all.

How can we say that empathy is the preeminent skill for leaders to develop?

If you want to be successful as a leader of people, you need to be able to read them well. Empathy is like a fine-tuning knob in your brain that helps you to dial into the often subtle emotional signals that other people are projecting. When you are able to understand the feelings, energy levels, perspectives, and needs of other people, then you have the feedback required to adjust your own approach. One of the biggest challenges all leaders face is the challenge to say the right word at the right time in the right way. Without empathy, your chances of connecting and resonating with people at the right emotional frequency are significantly reduced.

Consider This

Are you the kind of person who can be loud and happy in the morning? Have you ever met someone who is too loud and happy in the morning? There is an amusing proverb that reads: “A loud praise early in the morning will be counted as a curse unto you.” Certainly, the ability to wake up with excitement, enthusiasm, and happiness is a sign of healthy emotional self-management. And the desire to sing out loud: “Oh what a beautiful morning!” can be an authentic expression of your emotions. So why can’t you influence other people to join you in the (early-morning) fun? Your influence is low because while you are at an emotional 10, shouting for joy, others are at an emotional 3 and find you interpersonally obnoxious. You can’t create resonance because you are at different emotional frequencies. So does this mean you must become dull and indiffer-
Emotional Intelligence and Influence

Empathy is the tool that will help you to meet people where they are so that you can lead them to where you want them to go.

Without empathy:

♦ You are guessing at what people need.
♦ You are expecting that people share your drive and initiative.
♦ You are depending on people to tell you when you are off track.
♦ You are hoping that you have sincere engagement and not just compliance.

When your empathy skills are strong:

♦ You will be able to say and do whatever is appropriate in the moment.
♦ You will be able to calm fears, address confusion, communicate compassion, engender trust, and share in a diversity of ideas.
♦ You will be able to provide people with the vision and inspiration to lead them where you want them to go.

EI AND VISIONARY LEADERSHIP

Ask someone to rattle off a short list of the characteristics of effective leadership, and vision always appears within the top five items. The archetype of the visionary leader is written into our cultural mythology. From America’s founding fathers to Susan B. Anthony, Dr. King, and other advocates of civil equality to Gates, Jobs,
Guiding Principle

If you don’t meet people where they are, you can’t take them where you want them to go.

and many more pioneers of our technological future, leaders promoting a compelling vision have always inspired us. The ability to conceive and articulate vision is a critical quality of effective leadership. If leadership is influence, vision is one of the primary tools through which leaders wield that influence. Vision is also the vehicle through which leaders expand their influence, inspiring the masses to join them in their visionary quest.

Why is vision so powerful? Why do people so consistently rally around visionary leaders? To put it quite simply, vision fulfills an emotional need. People are looking to latch on to a sense of a brighter, more hopeful future. They desire a sense of direction, a path forward. They seek to be a part of something bigger than themselves. Vision provides for these needs. Hope, optimism, direction, connection—these are links to our emotional selves. It is through the fulfillment of these emotional needs that visionary leaders achieve their influence.

Consider This

Reflect on leaders you have served with who in their own way exemplified the power of vision.

♦ What five adjectives come to mind when you think about how these leaders made you feel as you experienced their expression of vision?
♦ In what ways did these leaders connect their vision to you personally, making the vision align with who you were and what was important to you at that time in your life?
♦ How did your experience with these visionary leaders differ from other experiences you have had with leaders who were not quite so effective at articulating vision?
LEVERAGING THE POWER OF VISION

When vision resonates with the members of an organization or community, a powerful emotional attraction is created. The vision itself emits a magnetic force attracting people to move with emotional energy toward the desired outcome. The more a vision resonates with people, the more powerful the magnetic attraction becomes.

What this means for leadership is that people at all levels of an organization can leverage the power of vision as a mechanism for inspiring performance from teammates and colleagues, from those they manage or supervise, and even from their bosses up the hierarchical chain. Indeed, a powerful vision can energize an entire organization. It is therefore necessary for visionary leaders to recognize and accommodate the emotional linkages that need to be established and nurtured for vision to be embraced.

Vision Enrollment

The ultimate goal of any vision broader in scope than a solely individual pursuit is to attract and mobilize others to the same cause. As a leader, you express vision in the hope of enrolling followers. Vision needs to be expressed as something that the target audience will buy into. If that term “buy into” makes vision sound a bit as if it requires a sales job, it often does. Ask any successful salesperson and she or he will tell you that sales is all about establishing an emotional connection between the prospective buyer and the product that buyer is evaluating for purchase. Of course there needs to be a favorable interpersonal connection between the buyer and the salesperson as well. Effective leadership begins with the relationship you as leader have with your people. Effectively enrolling others into your vision requires the establishment of an emotional link between those others and the vision you are promoting. What is the feeling being conveyed by your expression of vision? What is the emotionally attractive force it emits, drawing people to embrace it?

Vision and Values Alignment

Vision is effective when it speaks to people at their core. In chapter 6, we described vision as the ability to imagine vividly a desired future
outcome. As a leader expressing vision, it is necessary to recognize that this desired future state must be in alignment with the values of those the leader seeks to enroll in the vision. Values operate beneath the surface, guiding behaviors and decisions. A person is naturally and almost unconsciously attracted to a vision that aligns with what he or she believes to be important, one that aligns with the values he or she holds. Conversely, a person is repelled by a vision that he or she does not align with.

**Ownership Through Co-Creation of Vision**

In *The Fifth Discipline* (1990), Peter Senge explores a concept called *Shared Vision*. Senge discusses five approaches to expressing vision: telling, selling, testing, consulting, and co-creating. Of these, co-creating is most powerful as it provides for the highest degree of active contribution by the members of an organizational community toward the creation of the organizational vision. Co-creation is the least leader-centric of these approaches, allowing and encouraging members of the community to reflect themselves, their needs, interests, ideas, and values in the vision. This level of involvement in the creative process spawns a high degree of ownership, an emotional attachment to what the vision becomes in its finished form, and a deep commitment to seeing the vision’s successful implementation.

**Vision and Emotional Needs**

Vision is often a process brought forward during a time of change, when an organization or other entity is at a crossroads. We discussed change in the previous chapter, and you’ll recall how emotional the process of transitioning through change can be. In fact, because vision is a clarification of the future of an organization, sometimes setting a new direction entirely, the vision itself often becomes a vehicle of change. It then becomes important for you as a visionary leader to see yourself as an agent of change. Recognize the need to attend to the emotional experience such change may be bringing about for the people working with you. Inspiring as your vision may be, it is still likely to create an ending of some “old way” and trigger the subsequent grieving process we discussed.
Emotional Intelligence and Influence

in chapter 8. Vision may trigger a variety of emotional needs in people, including requirements concerning safety, connection, hope, and achievement. As visionary leader cum change agent, you will find that success depends on your ability to apply your emotional intelligence in support of your people’s varied, individual emotional journeys into your hopeful future.

**Staying Connected to Vision**

It is a common mistake among leaders to call all hands to a meeting, deliver a passionate and compelling expression of a new vision, and then walk away assuming that everyone understood and is on board. It’s not that everyone doesn’t understand and isn’t on board—at that moment, each person may very well be. The issue is more one of how the clarity, connection, and commitment to vision can wane over time if not refueled. As previously stated, the power of vision emanates from its emotional magnetism, and emotions need constant feeding. It’s not enough to make a single expression of vision and assume that its energy will be sufficient to keep people on board for the entire ride. Vision must be re-expressed at intervals, its emotional bonds with its implementers reaffirmed and secured.

---

**EQuip Yourself for Maximum Leadership Influence**

To maximize your effectiveness as a leader and exert your leadership influence in a powerful and positive way, remember to:

**Manage the mood you create.**

♦ Ask yourself how you would characterize the mood you create through your interactions with the people with whom you work.

♦ Listen and watch for the dance of the amygdalas to ensure that you and those you lead are dancing to the same emotional tune.

♦ Change your emotional tune for greater resonance if you recognize that you may be out of sync.
Put Emotional Intelligence to Work

Master the messages you send.

♦ Apply your self-awareness to monitor the emotional energy you project via your communication with others.
♦ Listen for the feeling messages you are sending.
♦ Seek congruence between the words that you choose to convey your meaning and the tone of voice and body language that support that meaning.

Deepen your understanding of resonant leadership.

♦ Look for examples of resonant and dissonant leadership all around you in your everyday routine: other leaders, customer service staff at stores you shop in, political leaders on the news, and so on.
♦ Watch for examples of resonance and dissonance in movies you watch. Some of our favorite Hollywood examples include: *A Crimson Tide, A Few Good Men, Erin Brockovich, Hoosiers, Dangerous Minds, and The Legend of Bagger Vance*. Observe how the actors in these and other films create resonance and dissonance in their on-screen interactions.

Meet people where they are.

♦ Apply the power of empathy as a means of connecting with where your people are emotionally.
♦ Revisit chapter 7 for strategies and techniques for empowering your empathetic self.

Create clear and compelling vision.

♦ Assess the degree to which you have created and articulated a clear and compelling leadership vision.
♦ Ask the people with whom you work for feedback on their understanding of and connection to the vision you have shared.
♦ Seek emotional enrollment, values alignment, ownership through co-creation, management of emotional needs, and ongoing connection to vision.
Chapter 10

Putting It All Together—Your EI Plan of Action

In this chapter, you will learn

♦ how to design an action plan for implementing your EI development goals.

IS THIS THE END OR JUST THE BEGINNING?

We hope you have enjoyed this exploration into the skills and competencies of emotional intelligence. We hope too that your experience with this book was not just turning one page after another, but rather that you took your time, stopping along the way to consider how the concepts we’ve discussed had meaning and value for you in both your professional and personal lives. It is our hope that the theory of EI provided, along with the exercises and reflections supplied, brought forth both good insight and good intention for you. Now it’s time to convert these insights and intentions into action.

Back in chapter 1, we made the disclaimer that reading this book, in and of itself, would not make you more emotionally intelligent. No written
Put Emotional Intelligence to Work

**Guiding Principle**

The ultimate goal is to have the skills and attitudes of EI become second nature to you, simply a part of who you are. It’s not about doing emotional intelligence; it’s about striving to be emotional intelligence.

Material, training, or coaching alone can accomplish that. The work of growing your emotional intelligence is an everyday commitment. It requires practice, practice, practice. The ultimate goal is to have the skills and attitudes of EI become second nature to you, simply a part of who you are. It’s not about doing emotional intelligence; it’s about striving to be emotional intelligence. It’s a worthy goal with real benefits for those who make such strides. But as with all worthy goals, it is not so easily attained.

LEVERAGING STRENGTHS AND GROWING IN AREAS THAT NEED DEVELOPMENT

Our challenge to you at the beginning of this book was to:

- 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 hope you took us up on this challenge as you worked your way through this content. Did you come to recognize your gifts, those areas for which your emotional intelligence is already strong? And what about the more difficult task of acknowledging aspects of your emotional intelligence in need of growth—did you uncover some EI skills that would benefit from further development? It is common that after participating in a journey like this one you might be filled with good intentions for implementing some of the ideas presented. As you read through the theory and practice of EI framed here, you were likely thinking of how all of this related to your own life, how you might apply these concepts.
to the people in your life. Perhaps you began considering how to structure more self-awareness timeouts into your busy day or scripting an emotionally intelligent interaction with someone with whom you have an unresolved conflict. We hope you now sit with your head full of such good intentions.

Unfortunately, it is equally common that these good intentions never actually get fulfilled. Just as you close this book and put it on the shelf, your intentions often go with it. Shelving these intentions obviously will not get you where you want to go in terms of this content. Now is the time to capture your intentions, integrate them, and purposefully put them into action. We’d like to provide you with a structure for doing just that.

**ACTION PLANNING**

Action planning must begin with a clear sense of what it is you need to act on. Although there may be many situations in your life where you can see value in applying your EI to its fullest potential, we’re going to suggest that you begin by identifying just one area for starters. Once you achieve success in this first, highest-priority area, you can come back and design an action plan to take on your next development opportunity. Our experience has been that people often fail to achieve their goals simply because they take on too many at once. We encourage you to focus on just one change at a time to maximize your success in this growth process.

Begin by considering these questions:

- What one aspect of your life would gain significant value from applying some of the concepts of emotional intelligence? This would likely be framed as some personal or interpersonal opportunity or challenge currently on your radar for which EI might support a successful outcome.
- What does a successful outcome look like in this situation?
- If this is an interpersonal scenario, who are the players involved?
Put Emotional Intelligence to Work

- Which aspects of EI are critical to your effectiveness in this scenario?
- What specific behavioral action could you take to move closer to your desired outcome here?

Use this needs-analysis table to map all of this information (see Table 10-1). Feel free to modify this format to suit your specific style and/or needs as necessary.

With a target for action now identified and having initiated some thoughts on what effective action may look like, now you are ready to formalize an action plan. Action plans don’t need to be fancy; they are simply a

**Table 10-1. Putting Emotional Intelligence to Work: A Needs Analysis**

<table>
<thead>
<tr>
<th>Description of Current Challenge or Opportunity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key People Involved:</td>
</tr>
<tr>
<td>Vision of a Successful Outcome:</td>
</tr>
<tr>
<td>EI Competencies to Leverage:</td>
</tr>
<tr>
<td>Specific Actions Required to Realize Success:</td>
</tr>
</tbody>
</table>

144
format to help you clarify and capture your intention and map your progress toward successfully carrying it out. Our suggested action-planning format includes these elements:

♦ The general area of EI in which the work is going to be done.
♦ The specific action you are committing to carry out.
♦ How you intend to measure the successful implementation of the action.
♦ A time frame within which you will carry out the action, including a date for final evaluation, modification, and reassignment as necessary.
♦ A clarification of why you want to implement this action, what value the action will bring for you in your life.
♦ An expression of your degree of commitment to fulfilling this action.

Use this action-planning table to map out your action plan (see Table 10-2).

Note that this action-planning form includes two components that are not always found on such forms: what the effort will achieve and what your commitment level to that achievement is. We feel these pieces are essential to a viable action plan.

Asking yourself what this effort will achieve allows you to clarify for yourself the “What's in this for me?” question. Throughout this book we’ve suggested many things that could and perhaps should be done with regard to EI to enhance your performance, your relationships, and perhaps even your life overall. But just because we say that these are important things to do doesn't necessarily mean you should do them. The actions you commit to must have meaning for you and add value to your life. You are the only one who can fully determine what those action commitments need to be. Think carefully about the behavioral changes you are about to commit yourself to. What will the achievement of these acts bring to your life? How will they make your life better overall? Are they compelling enough for you to devote the energy and focus required to see them through?
Table 10-2. EI Development Plan of Action

<table>
<thead>
<tr>
<th>EI Competency</th>
<th>Specific Action</th>
<th>Commitment</th>
<th>Measurement</th>
<th>Time Frame</th>
</tr>
</thead>
</table>

What will this effort achieve? What is my commitment level on this? (1-10)

Our suggestion that you cite a commitment level on a scale of 1-10 stems from the importance of doing a little reality check with regard to goal setting. We have no doubt that your life is quite full, even overflowing perhaps, with things calling for your attention. Through this action-planning process, we are encouraging you to add yet another thing on which to spend your limited focus and energy. How do you prioritize this work in the midst of all else that is calling for your attention? We suggest that you place a value on your degree of commitment toward fulfilling this action, toward making it a part of your everyday routine even if it means that something else gets bumped or otherwise suffers a bit of neglect. Is your commitment level a 9 or is it a 6? In our minds, if you assign anything less than an 8, you may as well forget about it—it’s just bound to get lost in the shuffle and there’s no sense in even pretending otherwise. Be honest with yourself and your situation. If your commitment level is below an 8, maybe you’ve chosen the wrong area of focus. Go
back to your “What’s in it for me question?” and re-evaluate just how important that outcome is for you. Is there an action you could commit to that might bring greater value and warrant a higher degree of commitment?

These two points—what your proposed action will bring to your life and how committed to that action you deem yourself to be—comprise key pieces of the internal support mechanism that you build in support of your desired growth around EI. In clarifying why you want something and how committed you are to getting it, you’re establishing an emotional connection with your goal, as discussed in chapter 6. This connection is critical to your success with this development process.

But an internal support mechanism alone is not enough; you need to establish an external support mechanism as well. Once you’ve locked in your own internal commitment and dedication to achieving your development goals, go out and seek others to lend their support to you in this endeavor. Choose people you trust, respect, and who you know care about you, tell them what you intend to work on in terms of your growth and development around EI, and enlist their help as allies in this process. Invite them to keep an eye on you, reinforcing you when you’re on track with your intended actions and calling you on it when you slip off course a bit. This is a difficult course to navigate alone regardless of how truly self-aware you may be. Feedback, encouragement, friendly nudges, and positive acknowledgment from others are critical to your success in achieving the growth and development you seek. Who can you invite to join you in this journey?

---

**Guiding Principle**

*The actions you commit to must have meaning and add value for you. You are the only one who can fully determine what those action commitments need to be.*
One Last Glimpse into the Classroom: The Journey

At the very beginning of each of our EI training courses, we go over basic items by referring to a list of “frequently asked questions.” We frame these as primary things the participants have on their minds with regard to how our day’s exploration of emotional intelligence may go. We humorously suggest that the most frequently asked question among participants is: What time will we be done today? This often wins us a chuckle from the group. It is 8:30 a.m., the course has just begun, and people already want to know what time we’ll be wrapping up! The next, closely related question is then: What time is lunch? We are, of course, establishing some basic expectations for the class. And the third frequently asked question in our course on emotional intelligence: Will there be a group hug? Of course, by now, we truly hope that our participants (and you!) realize that group hugs and the like are not what emotional intelligence is all about. Finally we raise the question we all really need to ask of ourselves: Is Jeff emotionally intelligent? Is Karl emotionally intelligent? The answer for us, of course, is that we are both on the journey—somewhere between Social Awareness 101 and our PhD in Advanced Empathy Skills. We often teach what we need to learn. Sometimes knowledge is in our heads more than our hearts, our hands, and our feet. C.S. Lewis once wrote: “My imagination far exceeds my obedience.” That’s one thing we can say with certainty. We are all on this journey. Once you understand what the journey is all about, you will begin to recognize and meet other people who are also on the journey. Their place in the journey will rub off on you, and your place in the journey will affect them. Together, we will discover the contagious effect that we can all have on each other’s growth. Welcome to the journey!
References

References

Emotional Intelligence
Quick Assessment

This assessment is not intended to replace the more research-based tools we have recommended (see Additional Resources, p. 155). It is, however, designed as a tool for you to use on your own to measure your emotional intelligence. You will be rating yourself on each of the 16 statements below. You should rate yourself using a combination of your own self-awareness as well as feedback you may have received from others. The value of this assessment as a guide for personal development will be maximized if you solicit the feedback of others, especially for those statements that you may be somewhat uncertain about. Therefore, as you rate yourself on each statement, take a moment to reflect on whether or not your rating could benefit from someone else's feedback. Each statement offers a potential opportunity to open up a conversation with someone in order to gain valuable feedback.

In this manner, using both your self-awareness and feedback from others, please rate yourself on each item:

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.
Emotional Intelligence Quick Assessment

1. I recognize situations that arouse strong emotions in me and I am aware of how these emotions affect my behaviors.

2. I acknowledge both strengths and weaknesses about myself and do not get defensive when people offer me feedback about my behavior.

3. I have a self-assured manner and a confident way of presenting myself to others.

4. I control my impulses and stay calm and composed even in stressful situations.

5. I own my behaviors and willingly admit my mistakes to others.

6. I have a willingness to revise my strategies and goals in response to new demands and changing conditions.

7. I set measurable goals and seek ways to improve myself.

8. I look for opportunities and take action to create possibilities.

9. I learn from setbacks, obstacles, frustrations, and failures.

10. I value diversity and connect well with people who are different than myself.

11. I genuinely care about the success of others and seek to provide them with helpful feedback.

12. I inspire others with my words, my stories, or my actions.

13. I take a leadership role in my organization when it comes to accepting and initiating change.

14. I understand how my words, tonality, and body language affect the people with whom I am communicating.

15. I work cooperatively with other people’s viewpoints and seek win-win outcomes.

16. I encourage other people to express their viewpoints as much as I assert my own.
SCORING THE EMOTIONAL INTELLIGENCE QUICK ASSESSMENT

Each of the 16 statements relates to one of the emotional competencies of Daniel Goleman’s model. If you rated yourself 4 or higher on the statement, then you can consider the corresponding emotional competency to be one of your strengths. If you rated yourself 2 or lower on a statement, then you can consider the corresponding emotional competency an area where you need development.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Emotional Competency</th>
<th>Strength or Area for Development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emotional Self-awareness</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Accurate Self-assessment</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Self-confidence</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Emotional Self-control</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Transparency</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Adaptability</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Achievement Orientation</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Initiative</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Optimism</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Empathy</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Developing Others</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Inspirational Leadership</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Change Catalyst</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Influence</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Conflict Management</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Teamwork and Collaboration</td>
<td></td>
</tr>
</tbody>
</table>

List three emotional competence strengths that you would like to leverage:

List three emotional competencies that you would like to focus on for development:
Additional Resources


Comprised of some of the leading researchers in the field of emotional intelligence, the EI Consortium works to aid the advancement of research and practice related to emotional intelligence in organizations. A great source for keeping up with much of the current research in the field, this website offers downloadable research reports, references, and links to other EI-related sites.

**Six Seconds, The Emotional Intelligence Network.** www.6seconds.org

Drawing its name from research that indicates it takes six seconds for your rational brain to “catch up” with your emotional brain’s initial response to an emotional trigger, this nonprofit network aims to help people thrive in the world by maximizing their emotional intelligence. It provides resources, training, and offer an EI assessment instrument.

**TalentSmart.** www.talentsmart.com

The author of the *Emotional Intelligence Quickbook*, TalentSmart is a training and development firm with a focus on EI. It provides resources for training and assessing emotional intelligence in individuals and organizations.
Additional Resources

EMOTIONAL INTELLIGENCE ASSESSMENT INSTRUMENTS

There are many organizations offering assessment instruments for measuring emotional intelligence. Here we highlight three that have been developed by prominent researchers in the field.

EQ-I (Emotional Quotient Inventory). Developed by Reuven Bar-On, this is a self-report instrument in which the score is an outcome of how you respond to the 133 questions comprising the instrument. This assessment measures skills concerning intrapersonal and interpersonal abilities, as well as adaptability, stress management, and general mood areas such as optimism and happiness. The EQ-I is well regarded for selection purposes and career development.

ESCI (Emotional & Social Competence Inventory). Developed by Daniel Goleman and Richard Boyatzis in partnership with the Hay Group, this is a 360-degree assessment instrument compiling responses from a group you invite to offer performance feedback with regard to your degree of emotional intelligence. This instrument aligns with the Goleman model of EI and is designed to assess competencies from the four quadrants of self-awareness, self-management, social awareness, and social skills. The ESCI is well suited to individual and organizational development.

MSCEIT. The name of this instrument is taken from its developers, John Mayer, Peter Salovey, and David Caruso (Mayer, Salovey, Caruso Emotional Intelligence Test). Slightly different from an assessment, this instrument is actually a test, with your score being determined by your choosing the best response to each question. The test measures your abilities in perceiving emotions, applying emotions for facilitating thought, understanding emotions, and managing emotions. The MSCEIT is especially useful in understanding your ability or lack of ability in recognizing emotions in others.
Index

ABCs of life, 59–61, 80, 103–04, 120–21. See also Activating events
Activating events, 59–61, 80, 103, 120
beliefs about, 60
consequential response, 60
Adversity, overcoming, 71–80
brain training, 75–76
emotional brain, 76
focusing on goal, 74
motivation, clarity for, 77
optimistic achievement, 77–80
sacrifice, 72
self-awareness, 76–77
vision, expression of, 77
Agreement, empathy,
distinguished, 87–88
Amygdala, 42–43
Anger, 110–111, 113
managing, 64–66
pleasantness, mixing, 65
postponing response, 64
reframing, 65
Anthony, Susan B., 135
Anxiety, managing, 66–67
Anxiety inventory questions, 66
Behavioral strategies for managing emotions, 56–57
Beliefs, self-defeating, 60–64
Blockers of feeling, 97–99
Bolton, Dr. Robert, 97
Brain, 76, 120
emotional override, 39–41
training of, in overcoming adversity, 75 76
Bridges, William, 104
Burnout, depression, managing, 69–70
Index

Change, 102–9, 120–21
emotional intelligence and, 52, 102–9, 120–21
motivation for, 121
Choosing battles, 65–66
Clarity, motivational, in
  overcoming adversity, 77
Coding messages, 92–93
Cognitive programming, 69
Cognitive strategies, for managing
  emotions, 58–59
Components of emotional
  intelligence, 10–12
Confidence, 25–34
Conflict, 109–16
  resolving, 111–16, 121
Confronting emotion, 36
Cooperation, 114–115
Covey, Stephen, 86

Depression, managing, 69–70
Derailment, 6–10
  success, contrasted, 3–10
Discussion of problems, deflection through, 93–94
Disruptive emotions, 43–48
Distortion, in listening, 96
Distractions, for listeners, 95

Ellis, Dr. Albert, 59–61
Emotional intelligence, 71–72
  ABCs of life, 59–61
  action planning, 143–48
  activating events, 59–61, 80, 103–04, 120
  amygdala, 42–43, 125–28
  behavioral strategies, 56–57
  brain, training of, 75–76
  change, 102–9
  cognitive strategies, 58–59
  components of, 10–12
  confidence, 32–34
  conflict, 109–16
  disruptive emotions, 44–48
  dissonance, 126
  emotional understanding, 49–50
  emotionality, 37–38
  empathic listening, 89–96
  empathy, 83–84
  feeling blockers, 96–99
  gatekeeper, emotional, 41–42
  goal achievement, optimistic, 79–80
  job description, living beyond, 27–28
  Johari Window model, 29–32
  leadership, 123–24
  leveraging strengths, 142–43
  motivation, clarity for, 77
  optimism, 78–79
  override, emotional, brain and, 39–41
  reaching out, 84–86
  reactive behavior, 44–48
  relational thinking, 28–29
  relationship management, 101–2
  resonance, 126–29
  self-awareness, 21–23, 76–77
  self-concept, Johari Window model, 29–32
self-defeating beliefs, 60–64
self-esteem, 32–34
self-management, 17, 54–56
social awareness, 99–100
success, derailment, contrasted, 3–10
teamwork, 116–20
understanding, 11–12
visionary leadership, 135–36
Emotional self-awareness, 13–24, 49, 54, 111–13
defining, 16–17
in overcoming adversity, 78–79
performance and, 18–19
steps toward, 20–21
Emotional understanding, 48–49
Emotionality, 37–38
Empathic listening, 89–96
practicing, 99–100
Empathy, 83–84
agreement, distinguished, 87–88
Expectations, realigning, 65
Extrasensory perceptions, 34
Feedback, seeking, 32–33
Feeling blockers, 97–99
invalidating responses, 99
judging responses, 98
sending solutions, 98–99
Feeling vocabulary, developing, 23–24
Ferguson, Marilyn, 105
Focus upon goal, in overcoming adversity, 74–75
Forgiving of self, 69
Garfield, Dr. Charles, 28
Goal achievement, 71–80
brain training, 75–76
emotional brain, 76
focusing on goal, 74–75
motivation, clarity for, 77
optimistic achievement, 78–80
sacrifice, 72
self-awareness, 76
vision, expression of, 77
Goleman, Daniel, 11, 16, 31, 78, 119, 128
Guilt, 67
facing feelings of, 66
managing, 66–68
shame, differentiating, 68
taking responsibility for, 68–69
Gut feelings, 34
Hunches, 34
Ingham, Harrington, 30
Inspiration, 124–40
amygdala, 125–35
cocre-ation of vision, 138
congruent messages, 133
connection to vision, 139
creation of vision, 140
dissonant influence, 126–27
emotional contagion, 130–31
emotional needs, 138
empathy, 133–35, 140
as influence, 123–24
leveraging power of vision, 137–39
messages sent, mastering, 140
mood, managing, 139
positive feeling messages, 132
resonant influence, 126–35
self-management, 129–30
tailoring to individual, 121
toxic leadership, 124
values alignment, 137–138
vision enrollment, 136–38
Intuition, 34
Invalidating responses, as feeling blockers, 99
Inventory of anxiety, questions, 66
Irrationality of worry, recognition, 66
Johari Window model, 29–32
Judging responses, as feeling blockers, 97
Lack of self-awareness, emotional, 17. See also Emotional self-awareness
Leadership, 123–40
amygdala, 125–35
co-creation of vision, 138
congruent messages, 133
connection to vision, 139
creation of vision, 140
dissonant influence, 126–27
emotional contagion, 130–31
emotional needs, 138
empathy, 133–35, 140
as influence, 123–24
leveraging power of vision, 137–39
messages sent, mastering, 140
mood, managing, 139
positive feeling messages, 132
resonant influence, 126–35
self-management, 129–30
toxic leadership, 124
values alignment, 137–38
vision enrollment, 137
visionary, 123–40. See also Vision
LeDoux, Dr. Joseph, 42
Lewis, C.S., 148
Listeners, distractions, 95
Listening
distortion in, 96
empathic, 89–96
practicing, 99–100
Listening skills, 100
Listening to feelings, 69
Log of self-awareness, 23
Luft, Joseph, 30
Manipulative tool, worry as, 67
Maxwell, John, 84
Meanings of words, variability by amygdala, 125–35
Mission, 33–34
Modeling emotional intelligence, 121
Motivational clarity, in overcoming adversity, 77
Obsession, 66
Optimism, 121
Optimistic achievement, 78–80
Out-of-control emotions, 9
Index

Overcoming adversity, 71–80
Perspective, 22
Plan of action, emotional intelligence, 141–48
Proactiveness and, values, living, 33
Problems, discussion of, deflection through, 93–94
Professional help, seeking, 70
Purpose, developing, 33–34
Reaching out, 84–86
Reactive behavior, 44–48
Reflection
  on emotions, 22–23
  on results of interaction, 99
Relational thinking, 28–29, 70
Relationship management, 101–2, 106–9
Resentment, 111
Reward, 72
Sacrifice, in overcoming adversity, 72
Seeking professional help, 70
Self-awareness, 13–24, 49, 53, 111–13
  defining, 16–17
  in overcoming adversity, 77
  performance and, 18–19
  steps toward, 20–21
Self-awareness log, 23
Self-concept, Johari Window model, 29–32
Self-defeating beliefs, 60–64
Self-esteem, 32–34
Self-forgiveness, 69
Self-management, 17, 49, 54–55, 113–14
Self-talk, 70
Seligman, Dr. Martin, 78
Senge, Peter, 138
Shame
  guilt, differentiating, 68
  managing, 67–69
Signals to act, emotions as, 38
Small successes, creation of, 70
Social awareness, 81–100, 114–16, 121
  coding messages, 92–93
  discussion of problems, deflection through, 94–95
  distortion, in listening, 96–97
  empathic listening, 89–96, 99–100
  empathy, 83–84
  feeling blockers, 97–99
  listeners, distractions, 95
  listening skills, 100
  reaching out, 84–86
  reflection, on results of interaction, 100
  word meanings, variability by individual, 91–92
Solution-sending, as feeling blockers, 98–99
Strengths, leveraging, 142–43
Stress-management, 70
Success, 4–6
derailment, contrasted, 3–9
Teams
building, 121–22
emotional tone of, 122
member appreciation, 122
membership, 122
optimism, 122
process, 122
Teamwork, 115–19
evaluating performance with, 118–20
process of team, 117–18
Transition, 104–6
Triggers, finding, 64
Trump, Donald, 117

Unmanaged emotional behaviors, 9

Variability of word meanings, by individual, 91–92
Vision, 124–40
amygdala, 125–35
collaboration, 138
communications, 132
connection to, 139
creation of, 140
dissonance, 126–27
emotional contagion, 130–31
emotional needs, 138
empathy, 133–35
enrollment in, 137–38
expression of, in overcoming adversity, 78
as influence, 123–24
leveraging power of, 137–39
messages sent, mastering, 140
mood, managing, 139
positive feeling messages, 132
resonant influence, 126–35
self-management, 129–30
toxic leadership, 124
values alignment, 137–38

Word meanings, variability by
individual, 91–92
Workplace issues, 101–22
anger, 111, 114
brain, 119
change, 102–9
conflict, 109–16
cooperation, 114
inspiring performance, tailoring to individual, 121
modeling, 121
optimism, 121
relationship management, 101–2, 106–9
resentment, 111
self-awareness, 111–13
self-management, 113–14
social awareness, 114–16
teams, 121–22. See also Teams
teamwork, 116–20. See also
Teamwork
transition, 104–6
Worry
irrationality of, recognition, 66
as manipulative tool, 67
with purpose, 66–67
About the Authors

Jeff Feldman, President of Eagle’s View Enterprises, serves a broad range of clients as a content-based trainer, a group-process facilitator, and a leadership development and personal achievement coach. He applies a background in experiential learning to the design and delivery of meaningful, creative, and high-spirited leadership development and team-building programs. Jeff holds degrees in Education (BS) and Experiential Learning (MS). He founded Eagle’s View Enterprises in 1993 after serving five years on the faculty at Penn State University.

Jeff has worked with corporate clients such as 3M, Johnson & Johnson, General Electric, and BASF. He also provides executive-level training to federal employees through the U.S. Office of Personnel Management’s management development centers and through direct relationships with a variety of federal agencies. He values his affiliation with training partners, Russell Martin & Associates out of Indianapolis, and RJ Wronski Associates out of Boston. Jeff is co-author, along with Lou Russell, of IT Leadership Alchemy (Prentice Hall, 2002).

Jeff can be reached via email at jfeld33@aol.com.
About the Authors

Karl Mulle is a psychotherapist in private practice as well as a popular speaker and trainer with Karl Mulle Productions. With over 24 years of experience in adult education, Karl is recognized for his ability to combine psychological insight with humor and practical application to deliver inspiring messages on human effectiveness. His experience includes work for 3M, Johnson & Johnson, Chevron Corporation, General Electric, and IBM.

Karl is a graduate of Cornell University and holds professional degrees in Divinity and Counseling Psychology. His areas of expertise include developing leaders, building healthy relationships, increasing emotional intelligence, managing stress, developing conflict-negotiation skills, understanding personality differences, developing interpersonal and cross-cultural communication skills, building team unity, and dealing with change and innovation for future growth.

Karl lives in Minneapolis, Minnesota, and can be reached through his Web site, www.karlmulle.com.

Karl and Jeff have been friends and collaborators since an opportunity with 3M brought them together in the mid-1990s. Today they work together on a range of projects, including providing emotional intelligence training to employees of Johnson & Johnson along with training in other areas for the Food and Drug Administration, and Chevron.