

EQ PRIMER

An Introduction to Emotional Intelligence

4TH EDITION

Front and back cover photos: Italian
Dolomites.
Photos by Liesl Bohan

Pause, Inc., Teams & Leaders and *Seattle University* deliver a week-long intensive ***Leading with Emotional Intelligence*** training every September in the Italian Dolomites.

For information on how to be part of that experience, contact *Pause, Inc.* at **www.pauseconnect.com**.

EQ PRIMER

An Introduction to Emotional Intelligence

4TH EDITION

Glenn Lux
With William Weis & Liesl Bohan



**ALBERS SCHOOL OF BUSINESS AND
ECONOMICS**

www.seattleu.edu

(206) 296-5691

TEAMS & LEADERS

www.teamsandleaders.com

(206) 226-0888

paaise

www.pauseconnect.com

(206) 245-6999

Copyright © 2018 by William L. Weis

All Rights Reserved. No part of this publication may be reproduced, stored in any type of retrieval system, or transmitted in whole or in part, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission of the rights holder. The *EQ Primer* was first published in 2007.

ISBN: 978-0-9742671-1-1

EQ PRIMER
AN INTRODUCTION TO EMOTIONAL INTELLIGENCE
4TH EDITION

TABLE OF CONTENTS

<i>PREFACE</i>	V
<i>CHAPTER ONE</i>	INSIGHT ON A FRIDAY MORNING	1
<i>CHAPTER TWO</i>	WHAT IS EQ?	7
<i>CHAPTER THREE</i>	THE FOUR EQ QUADRANTS	11
<i>CHAPTER FOUR</i>	EMOTIONS	17
<i>CHAPTER FIVE</i>	SELF AWARENESS	23
<i>CHAPTER SIX</i>	SELF MANAGEMENT	27

<i>CHAPTER SEVEN</i>	SOCIAL AWARENESS	31
<i>CHAPTER EIGHT</i>	RELATIONSHIP MANAGEMENT	35
<i>CHAPTER NINE</i>	HOW DO WE MEASURE EQ?	41
<i>CHAPTER TEN</i>	HOW DO WE IMPROVE EQ?	43
<i>CHAPTER ELEVEN</i>	THE ACTION PLAN	45
<i>CHAPTER TWELVE</i>	WRAP UP	55
	<i>ACKNOWLEDGMENTS</i>	57
	<i>APPENDIX</i>	59
	<i>ABOUT THE AUTHORS</i>	67
	<i>EQ SELF-ASSESSMENT</i>	71

PREFACE

*It is with our passions as it is with fire and water;
they are good servants, but bad masters.*

Aesop (620-564 BC)

And so it is with our emotions. Unchecked, they can control us, hijacking our best intentions and reducing our effectiveness. Used wisely, emotions can enrich our lives, helping us become more authentic and more effective.

For two decades articles and treatises on Emotional Intelligence have been consuming an ever greater share of the management literature. In 1995, Emotional Intelligence took a giant leap into the consciousness of both practitioners and scholars with publication of Daniel Goleman's best-selling *Emotional Intelligence: Why it can matter more than IQ*.¹ In this *EQ Primer*² we offer a quick and easy – albeit thorough –

¹ Goleman, Daniel, *Emotional Intelligence*, Bantam Books (1995).

² We use the initials EQ to mean Emotional Intelligence, similar to the usage of IQ as shorthand for Intelligence Quotient – or Intellectual Intelligence.

introduction to the EQ concepts that everyone is talking about.

EQ is rarely a required component of business school curricula. That's too bad. It is perceived by many as peripheral to business – often as awkwardly "touchy-feely." And yet, EQ behaviors are central to our being effective at work and in our personal relationships. And, unlike IQ, there is ample evidence that EQ can be improved. We *can* become more emotionally intelligent.

Improving one's EQ requires neither psychotherapeutic intervention nor mystical revelation. It requires nothing more than commitment and mindfulness. We (the authors of the *EQ Primer*) have, in aggregate, over a hundred years of experience in various business settings. In our workplaces, we confront issues enlightened by EQ concepts *every day*. We are convinced that if you can understand these issues and work to improve your EQ, you will be more successful in your business life and happier and more fulfilled in your personal life. It may involve hard work, and the fruits of that labor may not be evident for months. But if you stick with it, we are convinced that you will reap significant rewards.

CHAPTER ONE

INSIGHT ON A FRIDAY MORNING

As I (one of the authors) was beginning to write a portion of this primer, something remarkable happened. It was one of those moments I will always remember, for it displayed to me the essence of all four quadrants of EQ. It was one of those rare times when everything comes into perspective, and great wisdom comes out of nowhere to astound you with its simplicity. In this very real example, what I thought was important in business (customer satisfaction, operations, marketing, etc.) *was* important, but *not* as important as the EQ lesson taught to me that day. This interaction has within it most of the aspects of EQ that we will be talking about in this primer.

I had stayed home for half a day to be there when the repair man (we'll call him George) came to fix my fireplace insert. He was from a local business that sells and fixes fireplaces and fireplace inserts. At 9:30 am, he knocked on the door, introduced himself, and came in. I talked a bit about how the insert had not been working. He listened carefully and then told me what he

thought was wrong. I had flunked the test for Home Repairs merit badge in the Boy Scouts as a kid, so I only understood a portion of what he was saying. He realized that fact immediately, and without being patronizing, tailored his discussion to my mechanical IQ of 65. He knew from his records that the last time my insert was serviced was a little over four years ago. Apparently, the thermocouple (whatever that is) takes about that time to fail, so he then, without even a hint of criticism, talked about a regular maintenance schedule so that I wouldn't be inconvenienced again.

He then proceeded carefully to lay out clean canvas on my rug so he could put the parts of the insert where they would not get my rug dirty, even though this was a "clean job" - as he put it. He worked carefully and diligently and fixed the insert. We talked a bit about his business, and he shared with me that the backlog for putting in new fireplaces and inserts was a couple of months. Fresh from a class in operations where quality and efficiency were discussed, I asked him what the bottleneck was. Couldn't they increase the efficiency of their process or hire more labor? In my head I was bragging to myself about recognizing a deficiency in quality and in factors of production. But my goodness, was I in for a humbling surprise! He said that it was important that they take the time to do a good job.

It wasn't just mechanical ability, but that he sometimes has to deal with people who were in a hurry or angry over a product's performance. Not everyone is good at dealing with these folks, he said. He does it by listening closely to their concerns, answering all their questions, and being optimistic about the chances of things working in the next few hours if that is realistic. He also told me he *always* takes the time to protect people's houses. He said that once he went to a very expensive home to do a "clean job," but, as always, put down his canvas. On his way back to the truck to get some tools, he unknowingly stepped into some dog poop. When he came back into the home, he only tracked it onto the canvas. When he finally smelled the stuff, he realized how thankful he was that he had not ruined the owner's carpet. He said that he knows how she would have felt and wanted to make sure she didn't become frustrated or angry. He may have known at some level that this was "good business" - but I was convinced that what was foremost for him was his caring about the owner and her feelings.

Finding the right people who could do all this was hard, George said. He then told me about a very technically talented coworker (we'll call him Sam) who was with them for a year or so, but then finally quit. Sam would frequently become frustrated if he could not immediately understand

the layout of the insert (apparently there are many different kinds, and there is no manual that describes them all - a fact that I sometimes lamely use as an excuse for my own mechanical ineptitude). Several things would happen. He would curse beneath his breath and display his frustration. Because of this, his clients complained that they weren't sure he was competent (even though technically, he was outstanding). Also, when he would become frustrated, not only would it interfere with his thought processes about how to fix the insert, it would actually interfere with his coordination. One time, when Sam was working with George, he got so frustrated that he couldn't insert the thermocouple into the correct slot (which was inside the fireplace, so it had to be done by feel without visual clues). He tried to insert it about a dozen times. George (who was calm) then reached in, and, on the first try, got it in. And then, true to form, George told me he probably shouldn't have done that because he might have embarrassed his coworker.

By this time, I was fascinated with George's abilities in many areas and his profound understanding and management of himself and others. Without telling him I was now looking through my EQ glasses, he then spontaneously proceeded to tell me about how he is able to stay calm, and what he has recommended to others to

achieve the same. He says he has learned to recognize when he *starts* to get frustrated with a job. He then usually goes out to the truck and takes a short break before he gets *really* exasperated. Then, at the end of the day, he reflects on what made him become slightly frustrated, and he thinks about what he needs to do in future situations so this won't happen again. He says this practice helps make it easier the next time he confronts the same or a similar problem. Also, he had taken karate for four years when he was younger, and that helped him learn to better balance his emotions.

So, by surprise, on a Friday morning, just trying to get my fireplace insert fixed, I found myself in the presence of greatness. George is an EQ Zen Master, a veritable black belt of Emotional Intelligence. George works for a company with so much business that it can't fill orders fast enough. As you will see, we will characterize people with high EQ as very self-aware, able to control themselves in the thick of a difficult situation, empathic to others, and able to inspire. In our minds it may be easy to think of these people as "cool" or even slick. George is neither. He is a humble man with great integrity. And his EQ score is in the stratosphere. By the way, Sam, who was just as technically talented as George, if not more so, is unhappy, unfulfilled, and unemployed.

When George left my house, I didn't even ask him what the bill would be. I knew that whatever it was, I had gotten a bargain.

CHAPTER TWO

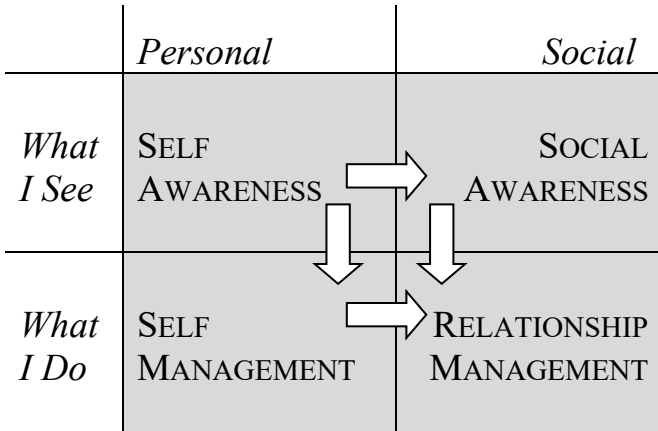
WHAT IS EQ?

So let's look at EQ. As you will see, we will relate each of the areas of EQ back to the Friday morning with George.

EQ is a combination of our ability to sense how aware we are of our own emotions and the emotions of others, and of our ability to motivate ourselves and to motivate others, both when times are good - when we are on our best behavior and emotions are in check - as well as in times of conflict, stress, or tight deadlines - when emotions can run high and when people tend *not* to be on their best behavior. How able we are to use this information effectively to control our behavior determines in many ways how successful we are in relationships in business and in our personal lives.

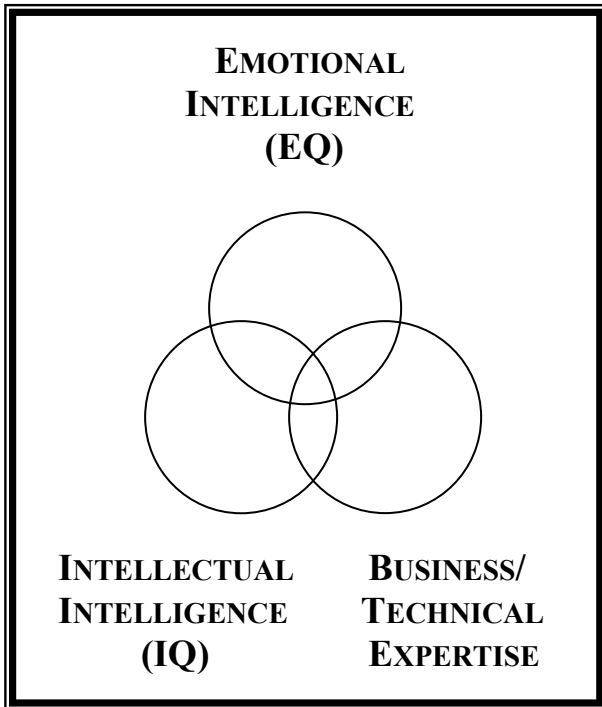
We divide EQ into four quadrants: Self Awareness, Self Management, Social Awareness, and Relationship Management. These translate into: How aware I am of myself, how I manage myself, how aware I am of others, and ultimately,

how I use that information to create efficient, effective, lasting relationships.



By becoming more aware of how successfully each of us operates in these four quadrants, we are better able to rely on and develop our strengths while acknowledging areas we need to work on.

While intellectual intelligence and business/technical expertise play important parts in determining someone's success in the business world, it is now known that EQ is at least as important, if not more so, than the other two.



In fact, the higher placed that people are in an organization, the more important EQ becomes, both to their current success as well as to their continued advancement. Even success academically is correlated strongly with EQ. It is unfortunate that our schools don't do a good job of teaching the subjects of emotional well-being, self-control, compassion, and cooperation,

EQ PRIMER

because these are the qualities that will make us happier and more productive at work and at home - *and they can be learned.*

CHAPTER THREE

THE FOUR EQ QUADRANTS

Here is a short description of each of the four EQ quadrants:

SELF AWARENESS	<i>Your ability to accurately perceive your emotions and stay aware of them as they happen. This includes being aware of how you tend to respond to specific situations and people.</i>
---------------------------	---

SELF MANAGEMENT	<i>Your ability to use the awareness of your emotions to positively direct your behavior - managing your emotional reactions to all situations and people.</i>
----------------------------	--

**SOCIAL
AWARENESS**

Your ability to accurately read the emotions of others and understand what is really going on with an individual or in a group - understanding what others are thinking and feeling, and being able to effectively see and navigate organizational culture.

**RELATIONSHIP
MANAGEMENT**

Your ability to use the awareness of your emotions and the emotions of others to successfully manage interactions and relationships.

In addition, these four quadrants can be broken down into 20 EQ sub-categories that allow the reader to better understand the subject. They are:

<p>SELF AWARENESS</p>	<ul style="list-style-type: none">• <i>Awareness of Emotions</i> – Recognizing and understanding your emotions• <i>Evaluation of Self</i> – Realistically assessing your strengths and limitations• <i>Awareness of Situation</i> – Recognizing the impact of your emotions on work performance and relationships• <i>Self-Confidence and Self-Acceptance</i> – Possessing a positive sense of self-worth
----------------------------------	--

**SELF
MANAGEMENT**

- *Self Control* – Keeping emotions and impulses under control when they are not positive or productive
- *Positive Attitude* – Making the most of a situation
- *Accountability* – Owning your part in an interaction and/or relationship
- *Self Validation* – Standing up for yourself
- *Trust* – Acting with honesty and integrity
- *Achievement Driven* – Meeting internal standards of excellence

<p>SOCIAL AWARENESS</p>	<ul style="list-style-type: none">• <i>Listening</i> – Hearing what someone is really saying• <i>Empathy</i> – Caring about what others are going through, the ability to understand their perspective• <i>Awareness of Others</i> – Sensing others' emotions or the mood of the room• <i>Awareness of Organizations</i> – Recognizing currents, navigating politics and networking within an organization
------------------------------------	---

<p>RELATIONSHIP MANAGEMENT</p>	<ul style="list-style-type: none">• <i>Vision</i> – Leading with inspiration• <i>Communication</i> – Clearly expressing ideas and information, while listening to others• <i>Bonds</i> – Developing and maintaining relationships• <i>Conflict Management</i> – Handling conflict effectively to diffuse the situation and reach a resolution• <i>Teamwork</i> – Effectively working with and managing teams• <i>Mentoring</i> – Developing others
---	---

Let's look at some information about emotions and then at each of the four quadrants of EQ in more depth.

CHAPTER FOUR

EMOTIONS

Emotions are a vital part of the human condition. The word emotion comes from the Latin "motere" which means "to move." They are literally impulses to act, to move. They create much of the richness in our lives and include both positive feelings like love and joy, as well as negative feelings like fear, anger, and sadness. The rational is frequently contrasted with the emotional - the head versus the heart - The Scarecrow versus The Tin Man.³

The language of the head is mathematics and science. The world of thought is rational and logical. Cause and effect are important tenets. Relative to the speed with which we can react to emotions, thoughts are very slow. By contrast, the language of the heart is metaphor, poetry, song, fable, and myth. The world of emotions is irrational and not logical. Cause and effect are replaced by sometimes non-understandable associations. Response time is literally at the

³ Baum, L. Frank, *The Wonderful Wizard of Oz*, George M. Hill Company (1900).

speed of light. Accuracy is in a distant second place.

This crucial concept of the speed of our emotional experiences and responses is important to understand. For most of human existence, it was important to our survival that our emotional responses were fast. For example, fear of danger helped us act appropriately to defend ourselves or to move quickly to a safer place - the fight or flight instinct. However, in business and personal relationships today, running from something dangerous or reacting with anger can be very unproductive.

Complicating everything is that the level of emotion present is crucial. If there is too little emotion, we are apathetic, withdrawn, and uninteresting. If there is too much, we come across as anxious, overly emotional, insensitive, aggressive, and even frightening. However, with just the right amount, we are passionate, dedicated, and loving. As an example, consider what happens when we worry. Our favorite definition of worry is that it is a misuse of the imagination. This gives us a clue about its power. Too little worry, and we are not moved to do anything, even in the face of peril. Too much worry derails us - makes us unable to act in an appropriate and timely way. Just the right amount motivates us to act correctly. So some

emotion energizes us, focuses our thinking, and makes us more effective, but too much interferes with thinking and acting appropriately. We all have heard the phrase, "I was so mad that I couldn't think straight." Uncontrolled anger interferes with rational thought and sometimes even with our physical coordination. In our example, Sam couldn't get the thermocouple into the insert, whereas George, who was calm, easily completed the physical task. Clearly there needs to be the right balance. The goal of EQ training is to help you move in a direction to discover that balance. You will be increasing your ability to perceive emotions as they happen and to change your usual responses to ones that will increase your effectiveness at work and at home.

It is important to say a word about patterns. Starting as babies and young children, we create patterns as a way of processing the billions of bits of data our brains encounter each day, but as we mature, some of the patterns we created and relied upon to survive may be outdated and need to be changed. They no longer serve us well. Part of EQ is learning to recognize the patterns that we have come to rely upon, identifying those that no longer fit, and purposefully creating new responses to stimuli - new patterns. We need to practice these new responses that we have chosen until they become new patterns - new ways to react in situations without having to think.

Are our emotional responses to people and events innate or are they created by our life experiences (the "nature or nurture" discussion)? It is undoubtedly both, which gives us hope that we can indeed change. But we need to be open to the fact that the hard-wiring for one person may be different than it is for another, so learning may be easier for some people than for others in certain areas of EQ work. We may surprise ourselves and find out that we are really good at some things that we thought we were not, and that we are not so good at some things we thought we were. It is interesting that the Scarecrow, the Tin Man, and the Lion in *The Wizard of Oz*⁴ all wanted something from the Wizard that they thought they didn't have - a brain, a heart, and courage. And then all three proceeded to display to us that they already possessed in abundance what they had been seeking, even before their audience with the Wizard who, of course, couldn't give them these gifts anyway. Each had to, and did, find them within - a lesson for all of us.

Long term and disabling emotional states also shed light on the world of emotions. Emotions profoundly affect the nervous, immune, and endocrine systems. If they are disturbing and

⁴ Baum, L. Frank, *The Wonderful Wizard of Oz*, George M. Hill Company (1900).

chronic, they can be detrimental to physical health. People who are chronically angry are at risk for dying early. Those with chronic anxiety have a lowered threshold for anxiety attacks and can be very difficult in business and personal relationships. Chronic depression carries with it increased risk of suicide. If these are present, professional help is essential.

Fortunately, in most cases, we are only temporarily in the throes of a bad day or a bad interaction. So the techniques we will learn, if practiced, can be extraordinarily helpful. And, as our techniques improve, we will use our good emotional states to energize ourselves and those around us.

CHAPTER FIVE

SELF AWARENESS

A thorough understanding of this EQ quadrant and developing skill in self awareness is the most difficult, but is the most crucial to improving our EQ. You may find yourself in EQ training sessions and in your personal work spending most of your time working in this important area. People proficient in this area recognize and understand their emotions as they happen, assess their strengths and limitations realistically, recognize the impact of their emotions on work performance and relationships, and possess a positive sense of self-worth. In other words, a person knows her/himself. But it is important to understand that this is a different sort of self-knowledge than is usually appreciated, in that it includes knowing the intricacies of our emotional lives. The hardest part for most of us is to track our own emotions *as they happen*. Some of the exercises in EQ training will help with this. "Skill Group" work, for example (a variation on the traditional T-Group, or Training Group), is very difficult and, in many ways, bizarre. But for many of us, this

exercise facilitates a real way of exposing truths about our emotional life.

Emotions can and do blindsides us. We all have had the experience of being transported by a strong emotion. An example is fear of snakes (if you are not afraid of snakes, pick your own phobia). When confronted with a snake on the hiking path, someone who is afraid of them may notice a rapid heart rate, sweating, and dizziness. That person can be incapacitated with fear. Positive emotions can also transport us and the people around us. The initial feeling when you first think you are falling in love with someone is intoxicating. You ignore your rational brain which is saying "he's not right for me, but..."

More commonplace are our responses to being cut off while we are driving, being interrupted during a meeting, or having someone behave in some other way that annoys us. These have the potential to make us react in very non-productive ways. We cannot choose which emotions we will have and when we will have them, but we can start to recognize these emotions as they are happening and even predict when they will happen before they actually do blindsides us. Only then will we have a chance at changing the course of our emotional response. This is the major work of self awareness training. Simply said, it is to help us to live more

consciously. We will also work on the areas of increasing our awareness of how our reactions can affect others, developing a greater sense of our own strengths and limitations, and being confident in our abilities.

In our example, George learned to track his emotions when he starts to get frustrated in time to do something about it. He knows that staying calm is extremely important. He spends time at the end of the day reflecting on his emotional responses. Sam, on the other hand, hasn't a clue.

What Can You Do?

- Be open to your feelings and practice tracking them.
- Ponder regularly what triggers or situations blindside you.
- If you are in a bad mood, practice maintaining self-reflection. Why are you in a bad mood? What could you have done to avoid it? What can you now do to not have it ruin your entire day?
- When you are holding on to anger that is not constructive (e.g., toward the driver who cut you off), practice letting go of it. Know that the anger is not serving a purpose, and the negative energy is only hurting you and possibly those around you.

- When you predict emotions will run high, take care of yourself. Be rested, well nourished, and in good physical shape. Play with your dog.
- If you are in a period of being chronically moody, do things like completing small satisfying tasks and helping other people.
- Reframe the situation. For example, if you are angry at a driver who has cut you off, imagine that the driver is bringing his wife who is in labor to the hospital.
- Regularly take time to think about how your emotions might affect situations at work and at home.
- Realistically evaluate your strengths and weaknesses.
- Take some time each day to reflect upon what has happened in your emotional life that day. Use this to make yourself more aware of your emotions.

CHAPTER SIX

SELF MANAGEMENT

As you become more aware of your emotional life, you will have the opportunity to change how you behave so that in the long run, you will be happier and more effective. Identifying emotions as they happen is a difficult first step, one that is frequently ignored. Now we must learn to act in ways to change the intensity and the course of our emotional response. A person with good self management skills is one who keeps emotions and impulses controlled but not "suppressed," generally possesses a positive attitude, takes responsibility for his/her actions, and is confident, trustworthy, and effective. In other words, she/he acts with maturity and integrity.

Learning to control our impulses is very important. An out-of-control person is not pretty and is certainly not effective - and the effects of one bad episode at work or home can change the atmosphere so that we may not be effective for some time, possibly even months. The problem is that our emotions happen fast and can be transmitted at lightning speed to other people,

particularly when our guard is down. Our facial expressions and body language quickly broadcast happiness, sadness, anger, surprise, fear, and disgust. If you don't think other people can figure out what kind of a mood you are in, just ask some of your most trusted friends over a glass of wine, and they will probably enlighten you. In addition, emotions like anger can be energizing to a point, so we can be seduced into acting, thinking we will be perceived only as passionate, when in actuality, we may be scary. Particularly if we are in a bad mood from a recent difficult situation, we can snap at someone else before we know it. The keys are to predict accurately and/or perceive our emotions in time to change our course of behavior and to take care of ourselves, particularly when stressed. We must know and manage our feelings well. Goleman quotes a Tibetan teacher speaking about how to handle anger, "Don't suppress it. But don't act on it."⁵

The other aspects of the Self Management quadrant are maintaining a positive attitude, motivating ourselves, and acting with integrity. These concepts are easily understood, but our EQ scores may be low in these areas. The suggestions below should help. Two key words

⁵ Goleman, Daniel, *Emotional Intelligence*, Bantam Books (1995), p. 65.

here are "humor" and "humility." It is instructive that both of these words come from the same Latin root from which also is derived the word "humus" - the soil, the earth, the ground. Humor and humility literally bring us down to the ground, disarm people around us, and can be very effective. Laughing at ourselves and remembering that we are not the center of the known universe is good for our spirit and can help set the stage for understanding that we can master life's challenges.

George is a master in the world of self management. When he recognizes that emotion is starting to get the better of him, he takes a break - he separates himself from the situation by going out to his truck to cool off. He tries to figure out what happened so he won't get blindsided the next time he is in a similar situation. His martial arts background gave him tools for calming himself. He has great humility and acts with integrity.

What Can You Do?

- Practice delaying your reactions to difficult situations by doing something to prevent yourself from reacting, like taking a walk or stopping to write down your thoughts. Reflect, but do not ruminate.

- If you find yourself angry, ask yourself challenging questions about the situation before you respond.
- Spend some time each day thinking about how you can resist impulses to act in certain situations. Plan and practice doing what you think would be more appropriate.
- Practice ways to soothe yourself when you are in a bad mood. Use physical exercise, deep breathing, muscle relaxation, and being alone. Get training in, and regularly practice, meditation.
- Think through known situations that are coming up where you know emotions will run high. Plan and practice your responses in front of a mirror, a caring friend, or a coach.
- Use humor appropriately and be humble.
- Act with integrity.

CHAPTER SEVEN

SOCIAL AWARENESS

Now it is time to look at the aspects of EQ that relate more directly to others. A person with good social awareness is one who is an active and empathic listener, who is aware of the emotions of others and the mood of a group, and who senses what is going on in an organizational culture. In other words, he/she is caring, compassionate, and perceptive.

There are books written and courses to be taken on listening. Good listening requires skill and empathy. One of the constructs about communication that may be helpful here is that there are three aspects to a face-to-face communication - words, paralinguage, and body language. Words are the actual words said. There is no question that we should be careful about the actual words we say, but it is argued that the words are only about 5-10 percent of the communication. About 35-40 percent is what is called paralinguage, i.e., the vocal manipulation of the words (think of several different ways to say "This is it" with emphasis on different

syllables, and you'll come up with many different meanings). Body language, which is something we may not realize is important, actually conveys about 50-60 percent of the message! Some people even say that the eyes are the most important body parts during a conversation. In EQ training you will practice listening as you learn to coach each other.

It is important to say a few words about empathy. A key concept is that empathy involves the sharing of feelings, sensing what the other person senses. Sympathy, in contrast, involves identifying feelings without sharing them. We must be empathic to have skill in social awareness. There is some evidence that the more open we are to our own feelings, the more we will be able to feel what others feel. It is important to pay attention to how others are responding, to try to read their innermost feelings, and to develop real compassion.

Developing sensitivity to others also takes us away from the position that we are more important than they, a lesson in humility. It is important also to practice this skill in our larger culture, our organizations, and our society.

On that Friday morning with George, there were powerful lessons in social awareness. George always listened intently before speaking.

He was concerned about the feelings of the wealthy woman in the expensive house. He even was sensitive to Sam's frustration and embarrassment when he completed the job that Sam couldn't.

What Can You Do?

- Practice active and empathic listening skills learned in EQ training whenever you can with a business associate, a friend, a spouse. Use good body language. Maintain eye contact. You will be surprised at the results. That will reinforce for you that you can indeed be more effective.
- Do things that enrich your personal life, so you approach others with calmness and receptivity.
- With care, be open to sharing your emotions with others, use reassurance when appropriate, and understand the power of compassion.
- Practice reading the mood of a group, and regularly compare notes with a perceptive friend who also is in the group.

CHAPTER EIGHT

RELATIONSHIP MANAGEMENT

Now to the final quadrant - what can we do at work and at home to be more effective? A person with good relationship management skills is one who inspires others, is an effective communicator, develops trusting business and personal relationships, manages conflict well, works effectively in teams, and helps develop others. In other words, she/he is a respected leader and friend.

It is time to revisit the concept of balance. The emphasis has been to identify our emotions and to change how we respond to them if necessary. The implication was that if they were intense emotions, the uncontrolled expression of them would cause problems. However, it is important not to get rid of our emotions, but to use them *in the right balance* to inspire others, communicate, create bonds, and mentor. It is easy to think about using "good" emotions like joy and excitement. For example, if we communicate to someone who works for us our quiet passion about how good a job we feel he or

she is doing, it is really energizing for that employee. Coming to work in a good mood can have a dramatic and positive impact on the people you work with, especially during times of stress and upheaval. However, sometimes even the right amount of "bad" emotion works as well. Sharing our sense of embarrassment with a colleague about something we did may help him to be more open and transparent. The relationship thus built may have many rewards later. The message is: Don't be afraid to use your emotions in the right balance. Use your knowledge of the emotions of others to figure out what will motivate them. Spend time networking and developing relationships of trust in your organizations. Use your passion to inspire. You do not need to be charismatic or charming. Personal integrity will do quite nicely here.

In a multitude of ways, this was George's best quadrant. He smoothly and uncritically downshifted the conversation about the thermocouple to the very lowest common denominator because that was needed by the listener. He took the time to deal with people's concerns. He is a man of great integrity and who always acts with kindness. He inspires confidence. Sam, on the other hand, had customers distrusting him.

Relationship management is crucial in meetings. In organizations, both formal and informal meetings are a mainstay. There are a few general principles that are important. Be awake and engaged in meetings. Be on time, but if you are late, do not ask that everything be rehashed for you. If you are leading the meeting, be attentive to process, do things to create a collaborative atmosphere and a space where people feel safe in expressing sometimes unpopular opinions, and use humor appropriately.

Conflict is a reality in organizations and relationships. Be open to getting training in this crucial subject. There will be some work in this area in EQ training, mostly looking at your default styles. This insight will help you begin to understand how to be more effective in situations of conflict.

Do not be afraid to lead with your heart or to remember to treat others as you would have them treat you. Being firm *and* gentle is not a contradiction. Leadership is not being at the top of an organizational chart, but it is the art of moving people in a certain direction that is good for the organization and for each person in the organization. Remember that the Level 5 leader⁶

⁶ Collins, Jim, "Level 5 Leadership," *Harvard Business Review*, January 2001.

is one who is humble (there's that word again) and passionate (there's that emotion again). And if your work to improve your EQ enables you to lead more effectively, to influence others around you to be more productive, you will have a much greater positive influence on your company than if you worked on almost any other set of skills.

What Can You Do?

- Study what others do to inspire you and think of ways you could do the same for other people.
- When someone thanks you, practice being gracious, look him or her in the eye, and sincerely say, "You're welcome."
- Don't eat lunch alone. Be open to developing relationships every day at noon.
- When in a difficult situation with a coworker, keep foremost in your mind the concepts of mutual respect and mutual purpose.
- When you give feedback:
 - be specific *both* in praise and in criticism
 - be "present"
 - be sensitive
 - speak from the heart

- When you receive feedback:
 - be open
 - take responsibility
 - do not be defensive
- Take a conflict management course.
- Take time to mentor someone.
Understand that mentoring involves more than just giving direction or setting an example. It may involve inspiring someone through a long and arduous apprenticeship. This different dimension to mentoring is appreciated in the following sonnet:⁷

The Master Builder

*I slowly pound the nails and measure wood
To build a house so far away in time
My clumsiness assures the likelihood
That nothing made today will be sublime
And then I watch the master's easy skill
Without a single strut or beam displaced
Her perfect plumb and guiding hand instill
The confidence there will be fruit to taste
And yet, the house will never be complete
Each room is old just as the paint is dry
I start the next before the summer's heat
Diverts the gaze of her discerning eye
Which only sees the longing there in me
And everything that I, in time, will be*

⁷ Lux, Glenn, "The Master Builder", Seattle, January 1999.

CHAPTER NINE

HOW DO WE MEASURE EQ?

Measuring EQ can be done using three different types of assessment instruments, and there are many different styles of these assessment instruments in the marketplace.

The most common is the self-rated assessment, where the respondent rates his or her own behavior on a scale in relation to a number of different statements. It is the easiest type of EQ test to administer.

A second type of assessment is the ability-based test which measures responses to various situations "in the moment," often utilizing pictures or video vignettes.

The last type of test is called the multi-rater or 360° profile. A 360° is similar in format to a self-rated assessment, except that the participant asks coworkers, colleagues or friends to also complete the test for him/her. The results are summarized, and the participant then has a more thorough report from which to work. The 360°s provide

the best feedback, however, they can be time consuming because they require the participation of a number of people and are thus expensive to administer. Think of a management team of 10: $10 \text{ people} \times 10 \text{ tests} = 100 \text{ assessments}$.

Understanding your present level of emotional intelligence is the first step to improving it. The EQ Self-Assessment developed in conjunction with this book is a self-rated tool, and can be used to establish a baseline score. Once you have a baseline from which to start, you can then devise an action plan based on your unique strengths and areas for potential improvement.

CHAPTER TEN

HOW DO WE IMPROVE EQ?

In order to be successful in creating and implementing your own customized action plan, you need to be open to the process. The process of creating an action plan is not hard, but it does require reflection and commitment to be effective. There must truly be a desire to change, there must be a willingness to accept and process feedback from others, and there must be a commitment to staying the course – even when you experience push-back from those around you. Change does not happen overnight and it can be stressful, so commitment to the process is key.

Create a detailed action plan. Think about who you are now. Think about where you want to go, and who you want to be in one year, in five years, in ten years. How would you be different? How would you handle relationships differently? What effect would the changes you want to make have on your life? On those around you? Now, think of the steps you will need to take to get you there. Be specific. Be measurable. Enlist the help of a close friend, colleague, or mentor, or

consider hiring an executive coach. Look for someone who will give you consistent, honest, feedback on your progress, and someone who will hold you accountable for delivering on what you say you want to do. And lastly, include in your plan a timeline to revisit and revise your goals. Things change, you will change, and to keep the process fresh and moving forward, you will need to keep your action plan current.

CHAPTER ELEVEN

THE ACTION PLAN

Know where you are and where you want to go. Be committed and courageous.

How to begin: Begin with the end in mind. Although this phrase may seem to have been overused, it is helpful in this process. By visualizing and understanding what type of person you want to be and how you want to interact with others, you create a powerful vision for success. Be courageous, challenge yourself – if everything came together, how would you as a person be different? How would your life be different? What is your dream of who you want to be? Write your vision down - in a journal, on a note card, in a computer file - and refer back to it often. When things start to get murky, and you can't remember why you started this process, open up your vision to help realign yourself with your goals.

Use the results from your EQ assessment as a starting point. If you are low on self awareness,

consider starting your action plan there, since self awareness is a cornerstone of EQ and is necessary for effective self management. Social awareness is also a good starting point since it affects your relationship management skills. You can work on more than one quadrant at a time, but don't become overwhelmed. It is better to take baby steps and succeed than to become discouraged and apathetic.

Reflect – be truthful and honest with yourself.

Next, take a close look at your actions and behaviors, both past and present. What behaviors are in line with your vision of yourself? What behaviors may have served you at one time (past), but are no longer in line with the person you want to be? Now, think back, and try to recall when those less desirable behaviors come into play. Is it when you are uncomfortable? Stressed? In conflict? Not present? What are the events that lead up to the behavior/reaction? And conversely, when are you at your best?

When reflecting on your behavior you need to act as an impartial third party, and you need to be truthful with yourself. Reflection is an important part of the process because we often don't stop to think about a situation – we just respond out of habit, in the same way we always do. Reflection

requires a person to go back, analyze why we do the things we do, and maybe think how we could do things differently in the future. When reflecting, it is also important to try to understand how others may view our behavior. The way we perceive ourselves and the way others perceive us isn't always the same.

Journaling is a great way to help with this process. In the heat of the moment you may write something down that, when read later, may provide you insight into the feelings, triggers, and reactions that cause you to behave in a way that does not further your goals. This understanding can help you formulate a plan to change your behavioral patterns.

Be specific with your steps.

Don't be vague. The more specific you are, the more likely you will be to achieve your goals. The "What can you do?" sections from previous chapters are good starting points. Be creative. Think both short and long term, easy and hard. Start with something easy. Start with something today. See what happens. If the world doesn't come caving in (which in all likelihood it won't), try something harder. Challenge yourself. Think of what the worst outcome might be, and then the best. Take a risk. What are you willing to

commit to doing today, in one week, in one month? Since EQ starts with you and your interactions with others, the possibilities for situations that can be used to help improve EQ are almost endless. Write it all down, then start doing it.

Determine measurable goals.

In addition to setting specific goals, think about how to make each of your goals measurable. Because EQ is not a mathematical equation, and behavioral goals sometimes not as exact as tracking your financial goals, you'll need to spend some time thinking about how best to evaluate and keep track of your progress. Think in terms of goals that can be measured in physical actions, reactions, self awareness, and behavioral shifts. How many times did you stonewall or "check out" during your weekly team meeting? How engaged were you in the discussion on a scale of 1 to 10? How many compliments did you give out today? How many times did you smile and greet someone – even when you didn't need to engage with that person for a work reason? How many times did you sense yourself becoming anxious? And did you do something to calm yourself or just plunge ahead? Did you remember to stop and gauge the audience before telling the joke? When that annoying person

approached you *again* at quitting time with yet *another* project to be completed by tomorrow morning, how did you handle it? Did your face flush? Did your pulse increase? Did you say yes without thinking? Did you brush him off? Did you stop, think, and then react -- or just react? And how quickly? What could you have done differently (to monitor for next time)? What did you do differently? There are numerous ways to assess progress, but what is important is to make your goals measurable, so that you can assess that progress.

Identify people that can help you with your goals.

Look around and identify someone you know and trust - someone who can provide unbiased feedback and can help keep you accountable to your action plan. This person could be a colleague, a mentor, or a friend. If no one comes to mind, you may want to consider hiring an executive coach. Use this confidant to gain an impartial third-party perspective on your behavior and to elicit feedback on your improvements and areas in which you still need help. Let this person act as a sounding board for your thoughts and ideas, and use him or her to help keep you accountable to your goals. Changing years of patterns and behaviors can be difficult and lonely

at times. Having someone in your court who can cheer you up, provide inspiration, and keep pushing you forward can make all the difference.

Be ready for change and push back.

You may be really excited about the changes you have planned for your life, but remember, the people around you have become comfortable with the way you are today. And regardless of whether or not they like all of your behaviors, your behaviors, up until now, have been somewhat predictable. Change will be hard, both for yourself as well as for those around you.

As you shift, you may encounter resistance – family members, co-workers, and/or friends may "push-back" (often unconsciously), trying to get you to respond in ways they are used to you responding. It may take what feels like an enormous amount of effort on your part to stand your ground. The more often you are able to do this, the quicker others will adjust to your new behavior. If the relationship is a supportive one, it may be helpful to let the person in on what you are trying to do and why it is important to you -- and enlist his or her support.

Build into your plan a way to review your progress.

As part of your action plan, include a regularly scheduled time to reflect on and review your progress. This could take the form of daily journal entries, bi-monthly meetings with a trusted confidant, or an empty hour in your schedule every week to just think.

Use the time to reflect on events that have occurred since the last entry/meeting. Were you short with that co-worker - *again*? Did you greet your significant other and give him or her your full attention when you got home, as discussed at the last meeting? Did you once again respond too quickly to a vendor's email? Hitting "send" when you probably should have hit "save as draft?" What events led up to these actions (or non-actions)?

Reflect on those situations that just did not seem to go right, gave you a great amount of stress, or left you puzzled by other people's reactions. Were you aware, "in the moment," of what was happening (even if you couldn't seem to do anything about it)? Reflect on your emotional state in those situations and consider if your own response was appropriate.

By taking time on a regular basis to review your actions and behaviors, identifying what led up to the events (the trigger points), and celebrating your successes, you will slowly begin to change your behaviors. Through repetition and reinforcement you will be able to slowly replace your old ways of doing things, the patterns you have been relying on for most of your life, with new behaviors – ones that you have consciously chosen.

Review and renew your goals, and revise your plan – keep it current and moving forward.

At each session, after reviewing your progress, renew previous goals and/or set new ones. Keep your action plan current, reviewing it and updating it as needed.

Sample Action Plan

The Appendix is an Action Plan Primer that we use in the class "Leading with Emotional Intelligence" (MGMT 575 at Seattle University). It offers concrete examples of how to proceed, and can be used as a guide to help you develop your own complete individualized plan.

Don't be afraid to develop your own format – whatever works best for you. Objectives will

vary depending on your own needs and situations. The underlying structure should include:

- Know where you want to go - determine your goals
- Take time to reflect
- Be specific in the steps – and make them simple and easy to follow
- Determine how you will measure your progress
- Identify someone to give you another perspective and help keep you on track
- Be ready for change and push-back, and build a way to deal with it into your plan
- Regularly view your progress and accomplishments
- Review and renew your goals, and revise your plan – keep it current and moving forward

Be flexible and change the plan if it does not seem to be working for you. Focus on your objectives and visualize what you want your reactions to look like. Be curious about how effective leaders act and react in different situations. Look for people who are emotionally intelligent and reflect on their behaviors to find clues about how effective people operate under stress and in difficult situations.

Most important -- keep moving forward, and keep up the momentum. If you do nothing, in ten years you'll be just where you are today. If you do something, even something that seems small and immaterial, you'll be that much further along. And if you really challenge yourself -- shoot for the stars -- think of where you might be.

CHAPTER TWELVE

WRAP UP

Emotional Intelligence is something we can work on every day to improve our relationships with others and our own self-understanding. By taking the first step to discover how accurate our own reality is and how our interactions affect others, we can become more in touch with our environment and develop new skills to improve both our professional and personal lives.

We Are Successful If We Develop The Ability To:

- Sense our emotions as they happen
- Control our impulses
- Motivate ourselves, especially in the face of frustration
- Regulate our mood, so that it does not to interfere with thinking
- Be empathic
- Act with integrity
- Deal effectively with the joys and the difficulties of life

EQ Commandments:

- Know your emotional state and the things that blindside you.
- Act with integrity and kindness at all times.
- Make other people the center of your attention.
- Use your humanity to become more effective.
- Make small improvements each day and do not become discouraged.

ACKNOWLEDGMENTS

The authors are indebted to
Hannah Lux and Martha Marino
for their thoughtful and insightful
editing of this manuscript.

APPENDIX

ACTION PLAN PRIMER

Creating and following an Action Plan is key to improving your emotional intelligence. This Appendix has been developed as part of Seattle University's class, "Leading with Emotional Intelligence," to assist students in developing their individual Actions Plans. The information contained here, however, can be used and adapted by anyone wanting to improve their emotional intelligence.

In "Leading with Emotional Intelligence," the development of an Action Plan is one of the core activities. If you are reading this book as part of that class, from the middle of the course on, a lot of your thinking should involve starting to identify things you want to work on. Here are some tips that may get your thinking jump-started.

Review Chapters 10 ("How Do We Improve EQ?") and 11 ("The Action Plan") in this book. This will give you some guidelines to use and a

good framework to think about how to do your own Action Plan.

Use a format that works for you. Titled paragraphs of prose or bullets with several sentence descriptions are two options. One way is to list two to four specific objectives or goals, then for each, briefly:

1. Describe your rationale for picking each objective and/or goal. (Such as -- that it showed up on your EQ Self-Assessment instrument as a deficiency, that it is something you have been aware of for a while as creating problems with your relationships, or that you are getting lots of feedback from classmates that this is an issue for you).
2. Describe what you are doing now versus what you want to be doing when you are successful.
3. Describe specific action steps you plan on taking.
4. Create a detailed timeline.

The main mistake that we see when we read Action Plans is that sometimes they are too general - they are nice prose with lots of

platitudes about what you want to become, but with no specific measurable actions to track your progress and hold yourself accountable, no description of the practice that you must do to get to a new place, and no deadlines to meet. So don't make these mistakes. It is our experience that if you do not hold yourself accountable and if your plan does not have specifics with metrics to follow, described things to practice, and deadlines, as exemplified below, the chances that you will follow through are minimal.

Here are a few suggestions that we hope will help you:

- 1) **Pick two to four things to work on.** It is a good idea if one of these involves **Self Awareness** (and/or **Self Acceptance**) work. This quadrant is the cornerstone of EQ.
- 2) **Strongly consider having someone to whom you are accountable.** This could be one or some of your EQ classmates that you commit to meeting with on a regular basis to share progress, do T-group, coach each other, etc. Or it could be a mentor or co-worker who understands this stuff and agrees to help you.

And, *very importantly,*

3) **Be specific about actions that you will take:**

Instead of: I will become more aware of my emotions at meetings.

Write something like this: At every Tuesday morning staff meeting for the next three months, I will mentally track and write down my emotions during the meeting. I will take and record my resting pulse rate before and after the meeting and when I have a strong emotion. For a period of 15 minutes after work on the first Friday of each of the next three months, I will review my notes, look for triggers and patterns, and then reflect on and journal insights that I have realized.

4) **Commit to actual practice:**

Instead of: I will think about different ways to react when I am hijacked by my boss.

Write something like this: By [write in a specific date], I will write down exactly how I want to behave when my boss criticizes my work. Then, I will practice this behavior for 15 minutes each Monday, Wednesday, and Friday (either with my coach sometime during the day, or in front of a mirror before I leave for work) for the next month. This

practice will include reciting a script I have developed and will include practicing the paralinguage and body language I want to exhibit. If this practice is with my coach, it also will include feedback from her/him on my progress.

5) **Include timelines and deadlines:**

Instead of: I will consult with a professional coach.

Write something like this: I will interview three potential professional coaches by [write in a specific date]. I will use the following criteria (.....write specifics of what criteria you will use) to choose one coach by [write in a specific date]. I will first meet with her/him by [write in a specific date] to set up a schedule that will include regular meetings, at least weekly, for six months and will include sharing my Action Plan and what I expect from him/her.

6) **Grade yourself:**

Instead of: I will see how I am doing with anger at my boss.

Write something like this: After every interaction with my boss for the next two

months, I will write down the details of the interaction, I will track and record my emotions during the interaction, I will write a description of my behavior, and, on reflection and consultation with my coach, I will grade myself 1 to 10 (10 being ideal) on how well I matched the behavior I want for myself. On the last day of every month, I will review those grades to track progress or lack thereof.

7) **Commit to a number of times doing something:**

Instead of: I promise to be better about greeting people at work with a smile.

Write something like this: In my first 20 minutes at work every morning for the next month, I will seek out two coworkers and say good morning to each of them while I am smiling, with a goal of greeting everyone on my team of 30 at least once during the month. I will record whom I greeted and when I greeted them. The note will include whether or not I was aware that I was smiling at them. I will review the list at the end of the month and then create a plan for month two.

Some of these are a little out there, but you get the idea.

ABOUT THE AUTHORS

Glenn Lux is Chief Executive Officer of Allegro Pediatrics, a physician-owned professional service corporation in the Greater Seattle area employing over 360 professionals, including over 90 pediatric practitioners. He earned his MD degree from the University of Rochester and an MBA from the Albers School of Business and Economics at Seattle University where he now serves on the affiliate faculty of the Albers School of Business and Economics. Prior to his career in administrative medicine, Dr. Lux was a practicing board-certified pediatrician.

William Weis is Professor of Management and former Director of the MBA Program in the Albers School of Business and Economics at Seattle University. His books and articles address a range of topics, including emotional intelligence, outdoor experiential training, accounting history, non-profit accounting practices, the benefits of corporate health and wellness programs, academic leadership, student retention, service learning, and public health. Prior to entering higher education, Dr. Weis

worked as a CPA for both Ernst & Young and Owens Illinois, Inc. He earned his PhD from the University of Washington.

Liesl Bohan is an Organizational Consultant, delivering leadership development and teambuilding trainings including programs on Emotional Intelligence. She also serves as Adjunct Professor of Management in the MBA Program at the Albers School of Business and Economics at Seattle University. She worked for a number of years for Ernst & Young Consulting and AT&T Wireless Services in roles including finance and accounting, international business development, project management and marketing. She holds a Bachelor's degree in Business Administration from the University of Washington and received her MBA from Seattle University.

EQ SELF-ASSESSMENT

The *EQ Primer* is supported by an on-line EQ *Self-Assessment* instrument that produces a thorough written evaluation of your current level of emotional intelligence. The instrument assesses your EQ mastery in each of the four EQ Quadrants and further diagnoses the specific contributions of 20 key personal attributes to your EQ scores in each Quadrant:

EQ QUADRANTS

KEY ATTRIBUTES

Self Awareness/Acceptance

Awareness of Emotions
Evaluation of Self
Awareness of Situation
Self Confidence

Self Management

Self Control
Positive Attitude
Accountability
Self Validation
Trust
Achievement Drive

EQ QUADRANTS

KEY ATTRIBUTES

Social Awareness

Listening
Empathy
Awareness of Others
Awareness of Organization

Relationship Management

Vision
Communication
Bonding
Conflict Management
Teamwork
Mentoring

The *EQ Self-Assessment* is the most comprehensive EQ assessment instrument available today. It takes about 30 minutes to complete and delivers an immediate detailed analysis of your current mastery of emotional intelligence, revealing (along with other information) whether you currently are a:

- *EQ Zen Master*
- *Journeyman – On the Road to Master*
- *Novice – Good Start on the Way to Improvement*
- *Beginner – Lots of Room to Move Up, or*
- *Egg – Time to Hatch?*

You can access the EQ Self-Assessment directly from Teams & Leaders, co-publisher of the EQ Primer, at:

www.teamsandleaders.com

Additional copies of the *EQ Primer* are also available on the *Teams & Leaders* website. You can also contact *Teams & Leaders* at (206) 226-0888 or info@teamsandleaders.com to inquire about volume discounts for each product.

Teams & Leaders also offers organizational consulting services, EQ training seminars, and professional coaching – all drawing upon their recognized expertise in emotional intelligence. See the *Teams & Leaders* website for upcoming workshops, consultation and coaching services, and client testimonials.