

# **EI (Emotional Intelligence) and EQ (Emotional Quotient)**

## **Definitions**

### Technical

EI is a type of social intelligence that involves the ability to monitor one's own and others' emotions to discriminate among them, and to use the information to guide one's thinking and actions. by Mayer and Salovey, 1993

### Layperson's Language

EI is knowing how you and others feel and what to do about it.

### Technical

EQ is "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." by Ruben Bar-On

### Layperson's Language

EQ is a set of social and emotional abilities that help individuals cope with the demands of daily life.

## An Early Framework of Emotional Competencies

	<b>Self</b> (Personal Competence)	<b>Other(s)</b> (Social Competence)
<b>Recognition</b>	<b>Self-Awareness</b> <ul style="list-style-type: none"> <li>• Emotional self-awareness</li> <li>• Accurate self-assessment</li> <li>• Self-confidence</li> </ul>	<b>Social Awareness</b> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organizational awareness</li> </ul>
<b>Regulation</b>	<b>Self-Management</b> <ul style="list-style-type: none"> <li>• Emotional self-control</li> <li>• Trustworthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	<b>Relationship Management</b> <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict management</li> <li>• Visionary leadership</li> <li>• Catalyzing change</li> <li>• Building bonds</li> <li>• Teamwork and collaboration</li> </ul>

\* Daniel Goleman, *The Emotionally Intelligent Workplace*, Jossey Bass, San Francisco, CA, 2001

## Discussion Topic

### Partners



In your personal growth and development, ‘who’s shoulders do you feel you stand on’ as you make your mark in this work (the community foundation mission as it impacts equity and diversity)?

## Birth and Development of an Emotion

- The feeling sensed at the subconscious level
- Autonomic reaction based on instinct and prior experience
- Awareness of the feeling sensed at the conscious level
- Thinking about what the feeling means processed at the conscious level (judgment— safe, neutral, threatening)
- Physical reactions to the judgment of the feeling at the subconscious level (autonomic system response—muscle tension, perspiration, tics, movement, etc.)
- Conscious reaction to the feeling (anger, fear, compassion, etc.)
- Recording and storing the sequence for further reference (short and long-term memory)

## Discussion Topic

### Partners



Share a pivotal moment in your personal journey as you have moved into doing this work.

**The Four Dimensions and Nineteen Competencies**  
 (Associated with Emotional Intelligence)

<p><u>Self-Awareness</u>  <i>(Knowing one’s internal states, preferences, resources, and intuitions)</i></p> <ol style="list-style-type: none"> <li>1. <b>Emotional self-awareness:</b> Recognizing one’s emotions and their effects</li> <li>2. <b>Accurate self-assessment:</b> Knowing one’s strengths and limits</li> <li>3. <b>Self-confidence:</b> A strong sense of one’s self-worth</li> </ol>	<p><u>Social-Awareness</u>  <i>(Awareness of others’ feelings, needs, and concerns)</i></p> <ol style="list-style-type: none"> <li>9. <b>Empathy:</b> Sensing others’ feelings and taking an active interest in their concerns</li> <li>10. <b>Service orientation:</b> Anticipating, recognizing, and meeting customers’ needs</li> <li>11. <b>Organizational awareness:</b> Reading a group’s emotional currents and power relationships</li> <li>12. <b>Developing others:</b> Sensing others’ developmental needs and bolstering their abilities</li> </ol>
<p><u>Self-Management</u>  <i>(Managing one’s internal states, impulses, and resources to facilitate reaching goals)</i></p> <ol style="list-style-type: none"> <li>4. <b>Adaptability:</b> Flexibility in handling change</li> <li>5. <b>Self-control:</b> Keeping disruptive emotions and impulses in check</li> <li>6. <b>Conscientiousness and reliability:</b> Taking responsibility for personal performance; maintaining standards of honesty and integrity</li> <li>7. <b>Initiative and innovation:</b> Readiness to act on opportunities; being comfortable with novel ideas, approaches, and new information</li> <li>8. <b>Achievement drive:</b> Striving to improve or meet a standard of excellence; persistence in pursuing goals despite obstacles and setbacks</li> </ol>	<p><u>Social Skills</u>  <i>(Adeptness at inducing desirable responses in others)</i></p> <ol style="list-style-type: none"> <li>13. <b>Leadership:</b> Inspiring and guiding individuals and groups; aligning with the goals of the group or organization</li> <li>14. <b>Influence:</b> Wielding effective tactics for persuasion</li> <li>15. <b>Change catalyst:</b> Initiating or managing change</li> <li>16. <b>Communication:</b> Listening openly and sending convincing messages</li> <li>17. <b>Conflict management:</b> Negotiating and resolving disagreements</li> <li>18. <b>Collaboration and building bonds:</b> Working with others toward shared goals; nurturing instrumental relations</li> <li>19. <b>Team capabilities:</b> Creating group synergy in pursuing collective goals</li> </ol>

\* Cary Cherniss and Mitchel Adler, *Promoting Emotional Intelligence in Organizations*, ASTD, Alexandria, VA, 2000

## Discussion Topic

### Partners



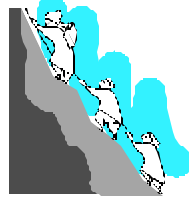
In what way has what you have discussed so far given you a deeper awareness and understanding of your feelings and emotions about your community foundation equity and diversity work? A deeper understanding of the feelings and emotions of your partner?

## **EQ (Emotional Quotient) and OD (Organizational Development)**

EQ is important in OD, not as a tool to attempt to change or ‘fix’ groups and organizations, but as a lever in designing changes in setting, systems, and structure that creates fertile soil for individuals, groups, and organizations to adapt and grow.

## Discussion Topic

### Partners



Try to recall the first time (just go as far back as you can remember) when you were so deeply struck by some incident involving equity and diversity and provoked so strongly that you were motivated to act boldly.

## Emotional Schemas and Racial Triggers

“We are only conscious of about 5% of our emotions; the remaining 95% operate in the background—directing our thoughts, feelings and, action impulses without our knowing and without our knowing that we don’t know. These emotions are triggered by stimuli that are most often sensed at the subconscious level setting into action schemas (a complex web of thoughts, feelings, emotions, and, action impulses that play out automatically without conscious guidance) such as stereotype conviction, cultural and racial screens, value judgments, and danger assumptions.”

Schema*	Qualities	Feelings/Emotions	Triggers
<b>Entitlement</b>	<p><i>Core belief:</i> Not accepting things that limit others, feeling special in relation to others, deserve compensation for past deprivation or abuse</p> <p><i>Emotional hallmark:</i> Rules don’t apply to me, limited concern for those less entitled, responsibility rests with others not me, exaggerate accomplishments</p> <p><i>Selective attention to:</i> Special treatment of self</p> <p><i>Selective inattention to:</i> Unequal treatment of others</p>	<p><i>Emotional imprint:</i> Shame, guilt, inadequacy</p> <p><i>External facade:</i> Secure, important, worthy, powerful, able, talented, gifted, conceit</p>	Being told no, having limits that others experience applied to self, not coming out ahead or on top, being grouped/identified with targeted groups
<b>Stereotype</b>	<p><i>Core belief:</i> Things usually conform one true answer or conclusion, things are usually yes or no,</p> <p><i>Emotional hallmark:</i> Need to simplify and generalize, assumes that what is true about one or two applies to the whole group, doesn’t recognize shades of difference</p> <p><i>Selective attention to:</i> Idealized, negative, &amp; exaggerated characteristics &amp; behaviors of target groups</p> <p><i>Selective inattention to:</i> Distinctions among categorized people &amp; behaviors</p>	<p><i>Emotional imprint:</i> Fear, vulnerability</p> <p><i>External veneer:</i> Superior, self-important, arrogant, civilized, cultured, dominant</p>	Group classifications, characterizations, categorizations, racial & ethnic labels
<b>Vulnerability</b>	<p><i>Core belief:</i> Concern about loss of control, ‘catastrophizing’,</p> <p><i>Emotional hallmark:</i> The world is a dangerous place, regularly anticipating problems, over-preparedness, regularly seeking reassurance</p> <p><i>Selective attention to:</i> Potential risks &amp; threats</p> <p><i>Selective inattention to:</i> Actual degree of risk or threat</p>	<p><i>Emotional imprint:</i> Fear, hurt, prone to phobias,</p> <p><i>External veneer:</i> Insecure, anxious, apprehensive, panicky, armed, fortified, compensating with risk-taking</p>	Perceived financial, health, career, or physical threats, crisis atmosphere, uncertain or undefined outcomes

Schema	Qualities	Feelings/Emotions	Triggers
<b>Mistrust</b>	<p><i>Core belief:</i> People can't be trusted</p> <p><i>Emotional hallmark:</i> Quickness to anger and rage, tendency to assume the worst</p> <p><i>Selective attention to:</i> Potential slights, ulterior motives, &amp; betrayal</p> <p><i>Selective inattention to:</i> Neutral &amp; genuine intentions</p>	<p><i>Emotional imprint:</i> Betrayal, fear, shame, rage, wary social radar</p> <p><i>External veneer:</i> Suspicious, guarded, watchful, unapproachable, aggressive, cynical, wary of relationships of trust</p>	Perceived slights, perceived betrayal, suspicion of ulterior motives,
<b>Exclusion</b>	<p><i>Core belief:</i> I won't be accepted and my needs won't be met,</p> <p><i>Emotional hallmark:</i> Resentfulness, attacking to avoid when feeling let down, doing special favors, being especially nice, wary of expressing needs, expecting people to know your needs, self-indulgence, becoming a caretaker</p> <p><i>Selective attention to:</i> Potential avoidance, abandonment, &amp; rejection</p> <p><i>Selective inattention to:</i> Invitations for inclusion &amp; requests to identify personal needs</p>	<p><i>Emotional imprint:</i> Shame, anger, loneliness, humiliation, sadness, pessimism</p> <p><i>External veneer:</i> Alone, needy, sad, independent, quiet, angry, vengeful, seeming totally together—not needing anyone or anything</p>	Disappointment in relationships, perceived abandonment, perceived avoidance
<b>Deficiency</b>	<p><i>Core belief:</i> Feeling somehow flawed, people will see you as non or below-standard, not good enough</p> <p><i>Emotional hallmark:</i> Sensitivity to the qualities judged by others as defects, reduced self-confidence, impulse to prove themselves worthy, tendency to reveal little of one's feelings and thoughts, tendency not to let people get to deeply know them, seek to gain recognition and fame</p> <p><i>Selective attention to:</i> Potential criticism, insults, &amp; demeaning remarks</p> <p><i>Selective inattention to:</i> Praise, invitations to intimacy, &amp; recognition</p>	<p><i>Emotional imprint:</i> Shame, fear vulnerability, anxiousness</p> <p><i>External veneer:</i> Unlovable, bravado, arrogance, boldness, unworthy, shy, reclusive, angry, sad, distant, reluctance to be self-revealing</p>	Perceived criticism, insults, demeaning treatment, disapproval, rejection, lack of recognition, put-downs

\* These schemas usually occur in clusters (characteristics drawn from several schemas) or in layers (one schema underlies another)

## Discussion Topic

### Total Group



In your dyads you have been working in EQ areas of self-awareness and social-awareness.

Now, let's bring our team up to a common level of awareness.

What are the key dynamics in your personal journeys that support your working together as an exceptional team or may challenge you?

## **Self-Awareness, Social-Awareness, and Managing Schemas**

1. Self-awareness of my emotions and schemas
2. Awareness of the emotions and schemas of others
3. Recognizing selective attention and inattention (in myself and in others)
4. Regulating and managing my own emotions and schemas
5. Using EQ awareness and competencies to ensure that not only your needs, but the needs of others are met

## Tips for Managing Your Schemas

- Find your contemplative frame of mind
  1. Ground yourself
  2. Notice your body, mind, and spirit
- Bypass automatic response mode
  1. Recognize the quarter second window
  2. React spontaneously rather than habitually
- Apply sustained awareness
  1. Learn to be aware of what is happen right now
  2. Be aware without being engaged
- Stay in the present
  1. Distinguish whether your emotions are based in the past or present
  2. Leave the emotions in the past while bringing the learning into the present
- Perfect intentional thinking
  1. Broaden your selective attention & narrowing your selective inattention
  2. Monitor and directing your self-talk
- Find your inner voice of truth
  1. Sort out emotions, judgments about emotions, reactions to emotions, self-judgment
  2. Distinguish between your 'fleeting emotions' and your 'inner voice' and trust your 'inner voice'

## Emotional Intelligence and Strategic Equity Activism

“You can’t be strategic when you’re on automatic. Strategy is conscious and intentional; automatic responses are subconscious and habitual.”

1. In my daily interactions, how aware (conscious) am I of when ‘equity is on the table’? When ‘equity is on the table’, am I precisely aware (conscious) of my emotions as the equity impacted incident is unfolding?
2. Am I tuned into my ‘inner voice’? Am I *reacting to* or *directing* my ‘action impulses’ (my actions and reactions that get set into motion automatically when an experience or an incident triggers one of my subconscious schemas)?
3. When I choose an equity strategy, is it my intention to impact an individual, an institution, or both?
4. What do I know about how personal schemas differ from institutional schemas in the situation at hand?
5. In this situation, what strategies are most appropriate for addressing and deconstructing personal schemas? What strategies are most appropriate for addressing and deconstructing institutional schemas?
6. How do I design a strategy that differentiates between and is effective for the individual(s) and/or the institution(s) that I want to impact?
7. Does my selected strategy begin with full, conscious awareness of my own schemas?
8. To what degree will the strategy I am considering ‘trigger’ a schema (a conditioned response) that deflects the individual or institution away, or even opposite, from my desired outcome?

## Assessing Institutional Schemas

### What Institution? School

*What would the headings in the left column be for a community organization?*

<b>Pedagogy &amp; Program</b>	<b>Entitlement</b>	<b>Stereotype</b>	<b>Vulnerability</b>	<b>Mistrust</b>	<b>Exclusion</b>	<b>Deficiency</b>
Rigorous Academic Instruction						
Culturally & Racially Sensitive Assessment						
Equitable Allocation of Budget and Resources						
Culture & Raced-based Climate & Culture						
Cultural Design of Facility & Environment						
Access to Authority & Power						
Culturally & Racially Appropriate Professional Development						
Culturally Proficient Teaching						

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**Leadership - Leading Yourself in Turbulent Times**, by Randi B. Noyes

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September 11<sup>th</sup> changed our world. In so many ways life will never be the same. We will never be the same.

Although the events were horrific, and many of the challenges we face today are daunting, we have all been given an opportunity to dig deeper, harness wisdom and grow as never before.

As a leadership coach, in the past few weeks I have been approached with the following pressing question: “As a leader, how do I deal with what happened?”. What follows is some straightforward advice on how to “lead yourself” and others through the turbulence - whether you are the CEO of a large company or simply the head of your household. The bottom line? Now more than ever it’s important that leaders tap into their emotional intelligence.

What is emotional intelligence?

According to Dr. John Mayer from the University of New Hampshire and Dr. Peter Salovey from Yale University, emotional intelligence is *the capacity to reason about emotions, and the capacity of emotions to enhance thought*. It is the capacity to understand your emotions and use the information from your emotions to think better. It is the intelligent use of thoughts and emotions, heart and mind working harmoniously to make better decisions and to foster improved relationships.

***How can I be a good leader in turbulent times?***

*In the midst of all this confusion you as a leader still face the pressure to get things done and succeed. All of the same “rules” still apply. Self-confidence, a relentlessly sharp focus, and clear action steps lead to positive outcomes.*

*What’s the added challenge? Emotions – and specifically their role in strengthening and developing relationships – become even more important. In tough times, good leaders express their emotions to foster closer connections with their family, friends, employees, and business partners.*

*According to LeRoy Malouf, Chairman of leadership firm, LMA, Inc., “While some have said emotion has no place in business or in government, in fact, emotions are a key ingredient to creating success in an organization and in a single human life.” It’s only when leaders learn to make their feelings work for them that they spark growth and change in themselves and in the organization. Don’t risk alienating your employees by adopting a “macho” or unemotional pose. Instead, use the opportunity to be authentic.*

***What should I do?***

First, take care of yourself. This is critical so you have the needed energy to help and support your most important people, at home and at work. Now, more than ever, know what is important in your life. Be true to yourself.

At work, take breaks throughout the day and week to catch your breath and refocus. If you are conscious of what you are experiencing, inevitably you will make better decisions and be more aware of the organizations’ needs. Along those lines, consider temporarily reducing your expectations of yourself and your employees. Not only does this ensure that you accomplish what is most important, it also helps prevent you and the people you lead from feeling overwhelmed.

*Especially in hard times, people need to feel successful in something every single day. Take smaller steps and make constant progress. Keep in mind, if you become more strict with yourself and others right now, it will most likely cost you in the long run by leading to deep discouragement and burnout. Set firm limits on how you spend your time. This is a time to say “no” and stay focused.*

*Remember the Chinese symbol for crisis, which is composed of two characters, meaning “danger” and “opportunity”. Let us all strive, then, to look for the opportunity at this painful moment. The lens a leader looks through generally determines what outcomes he or she creates. A great leader dares to use his or her emotions in an intelligent way. By acknowledging and dealing with painful emotions you can find – and help others find – all the good we can possibly harvest from this.*

*In my twenty three years of work in this field I have never seen so much hunger for sharing and learning about emotions. If this doesn't make us stop and take feelings seriously, I don't know what will. If we do take feelings seriously, though, we will have an opportunity for growth like never before. This could be the chance for a real paradigm shift. One which takes your leadership to a much higher level by reaching to deeper, healthier and more universal values.*

Leaders need to first access their feelings, then integrate or channel them, so they become wiser *before* they act. If you act out of anger, or simply react, you and your organization will likely get into trouble. Likewise, it is healthy and normal to feel afraid. However, it is important to not let the fear take over. Simply feel your fear and then do what you know is right. Then *you* are in charge and the fear is not in charge of you. Lead by example.

How can the events of the past weeks make me a better leader? What are the traps to avoid?

Without question, the worst thing you can do – for yourself, for your family, and for your organization - is to repress your feelings and pretend everything is okay when it isn't. In fact, now more than ever, it's important to experience your feelings fully. This is essential so that you can move forward in a healthy way.

Why? Because if you don't, pain and confusion can linger for a long time and you can get stuck. In short, if you invest the time to process these feelings ultimately the more painful emotions will subside and you will again feel strong and confident.

As a leader, keep in mind your people will need different lengths of time to go through this process. When a tragedy occurs it is normal for people to feel numb at first, then all the feelings of anger, sadness, and loss surface. What leaders can do is to support their employees in this process. Allow yourself and your people time to grieve!

***What does research show about tapping emotional intelligence?***

Research shows that emotional intelligence is extremely important to create the life we want. In fact, emotional intelligence has been shown to be just as important as IQ in getting results. It is a real intelligence, it can be measured. But more importantly, EI can be harnessed and emotional skills can be developed.

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Dr. John Mayer of the University of New Hampshire and Dr. Peter Salovey of Yale University created the world's first scientific definition of emotional intelligence. Their four-step process to develop one's emotional intelligence and ultimately make better decisions is:

1. ***Access your feelings*** – face and identify what you and other people are feeling.
2. ***Integrate your feelings*** - by feeling them fully or channeling them out of you! (Use the kind of emotional tools that work for you, i.e. write out your feelings, talk into a tape recorder, etc.). The result will be that you *think more clearly*.
3. ***Understand what your feelings are trying to tell you*** – Remain open to the abundance of information your feelings can give you about your past and present. This will help you make better decisions for the future.
4. ***Manage your feelings*** – *this is leadership! Listen to your head and heart combined when making decisions and influencing others. This is the highest level of emotional intelligence. Know that when you are feeling calm you will create calm around you. Closeness to yourself, creates closeness to others. Trust in yourself creates a trusting environment for others. Since feelings are extremely contagious, you will create what you are able to give, no more, no less.*

*Don't try to skip a step in this model, especially if you are sad, angry, irritated, or afraid. You won't fool others, although you might fool yourself. There are no shortcuts here. Especially in turbulent times, your heart and head need to be aligned with what you want to create or it will not happen. That is your greatest challenge and responsibility as a leader. You are not a victim, you make the choices. Put simply, you'll never lead others constructively if you can't lead yourself first!*

### ***Seize the moment!***

In sum, if you do your “emotional homework,” in other words the steps outlined above, you are better prepared to lead in the face of any trial, today or in the future.

This is a time for reflection and introspection, as well as compassion. Lip service won't cut it and will ruin your credibility as a leader. Unite people by demonstrating your highest values. Be a model of empathy and honesty. Stay visible and communicate openly and frequently. Show that you care. Remember, you are being watched closely in these moments and people are looking to you for guidance.

***Ultimately, this time is a rare opportunity to bond with people that you never connected with before. It is also an historical opportunity to become a better leader. It's a chance to create a better future for yourself, your friends, your family and your organization. The choice is yours.***

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Randi Noyes is the author of “[The Art of Leading Yourself: Tap the Power of Your Emotional Intelligence](#)”

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