

## **EMOTIONAL INTELLIGENCE, Vol. 2** **How really smart can you be?**

In my first white paper on Emotional Intelligence (EI), I wrote that I would follow-up on the on-going process of *building* EI. So here is Volume 2, with some thoughts on how we can grow EI in ourselves and our organizations.

Let me go back for a moment to your leadership program with TEAM International®: you probably remember that we basically charted a course for you and your group to improve your leadership skills. The program starts with the results of two 360-degree feedbacks on you and your behaviors – the first was subjective and “overall” in its application, how people see you as a person. This is the *Effective Leadership Indicator*, a 48-adjective description of how you are perceived by others as a person. The second was job-oriented, how people see you doing your job (formerly the Center for Creative Leadership’s *Benchmarks* and now *Leaderview360*). Both of these instruments together gave you a view of how you impact people.

But it can’t stop here: we need to know *why* we impact people as we do, and the next element of our programs is a series of instruments that measure your profiles and styles – from the *Myers-Briggs Type Indicator (MBTI)* to the *California Psychological Inventory (CPI)*. This can give us a key into what we need to do to improve and make our impact more positive and productive for others. For example, if we’re told we talk too much and don’t listen, it may be a reflection of a high preference for Extraversion. If we are not planful enough, perhaps it is a high preference for spur-of-the-moment decision-making (i.e. Perceiving). Knowing the *why* is key for raising EI. Remember that IQ is about school performance; EI (sometimes called EQ) is about success in the workplace and in life.

Our leadership programs have always had some version of these first two elements in it. We’ve also added, or improved on, a couple of others. For example, we also use a *Change Style Indicator* which deals in part with the “tapes” we play inside us around receptiveness to change and, in general, about how we interpret our lives and behave in reaction to life around us.

If we understand the tools mentioned in the above 2 paragraphs, we can then set a course to “re-tape” the past, to change our reactions and behaviors in order to be more effective and emotionally intelligent with others.

Another element we believe we’ve used successfully is Developmental Goal Planning, an opportunity on the last day of the experience to nail down a plan and a commitment for personal and professional growth. So participants leave the program with a vision and a plan for ways to change behaviors for improved impact on others, i.e. more emotionally intelligent.

What we haven't done as much as we would have liked over the years is to follow-up on our participants' progress in implementing the plans they set during the Program, and then setting new goals as they continue to grow their EI. There is more emphasis today on *follow-on coaching* as an adjunct to any leadership development experience. We have done more of this lately, and our alumni are becoming more involved in coaching/mentoring projects on their home sites.

But withal, I believe there is still a shortage of follow-up to the experience in our program (and other development programs, as well) that "keeps the experience fresh" in peoples' minds and behaviors: this is *group follow-up*, involving more than the individual participant, and including the participant's environment upon return.

This brings us to *group emotional intelligence* (GEI), and I believe it is necessary to look at GEI in addition to individual EI in order to measure our success as leaders. In mathematicians' terms, EI is a necessary but not sufficient condition for GEI: we may be, as individuals, more emotionally intelligent; but unless we're working smarter in teams, we may not be realizing our organizational potential. As Vanessa Urch Druskat and Steven B. Wolff write: "...so far emotional intelligence has been viewed as an individual competency, when the reality is that most work in organizations is done by teams."<sup>1</sup>

I highly recommend this *HBR* article, cited below, to you: it's pathbreaking in terms of applying EI to groups. What it basically says is that the "mood", or emotional state, of a group is critical to its emotional intelligence and to its success as a team. Moreover, each individual on the team contributes in some way, or subtracts from the emotional state of the team. (Goleman calls this "resonance", when the team reacts positively, "dissonance" when it reacts negatively.)

Do you remember the 5 categories of EI, according to David Goleman, mentioned in my earlier white paper? Here they are again:

1. **Self-awareness** – the ability to recognize and understand one's moods, emotions, and drives, as well as their impact on others
2. **Self-regulation** – the ability to control or redirect disruptive impulses and moods
3. **Motivation** – a passion to work that goes beyond money and status, and the ability to persist in goals
4. **Empathy** – the ability to understand the emotional makeup and drives of others, and to "put oneself in their shoes"
5. **Social skills** – proficiency in managing relationships and building networks, the ability to build rapport.

GEI, then, would imply that all members of the team are applying the techniques and behaviors of individual EI. The problem is that we find it difficult to determine this unless we actually observe the team operating together. Do you remember in your leadership development program when you saw your team members interacting together on TV? Were you sometimes surprised to see the impact on others of your behaviors?

All this adds up to the necessity of adequate follow-up and, for effective building of EI, the inclusion of the team in this follow-up. Where our EI really comes to bear, and where we can see it demonstrated, is in the work of our teams. Are we and our teams self-aware, are we regulating our disruptive impulses when we're working together, are we empathetic and harmonizing? Bottom line: are we "resonant" or "dissonant" together. This kind of analysis is key to appropriate program follow-up, in addition to coaching and other individual kinds of follow-up we would do.

In the next installment of this discussion, I will pursue further with you the concept and practice of Group Emotional Intelligence, and the follow-on programs we can use to helping ourselves and others on our teams to become more productive, more emotionally intelligent together.

<sup>1</sup> "Building the Emotional Intelligence of Groups", *Harvard Business Review*, March, 2001