

Emotional Intelligence

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What Employers Want!

The following was taken from a national survey carried out by the U.S. Department of Labor, Employment and Training Administration, 1989, 1996

What employers are looking for in entry-level workers-

- **Listening and oral communication**
- **Adaptability and creative responses to setbacks and obstacles**
- **Personal management, confidence, motivation to work towards goals, a sense of wanting to develop one's career and take pride in accomplishments**
- **Group and interpersonal effectiveness, cooperativeness and teamwork, skills at negotiating disagreements**
- **Effectiveness in the organisation, wanting to make a contribution, leadership potential**
- **Competence in reading, writing and maths**



Emotional Intelligence- A Definition

- “Emotional Intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”
- (Goleman D, 1998, *Working with Emotional Intelligence*, Bloomsbury Publishing, London)



Emotional Intelligence

- Self-awareness
- Managing emotions
- Self-motivation
- Empathy
- Managing relationships



Personal Competences:

1. Self-Awareness

- Knowing one's internal states, preferences, resources and intuitions
- Emotional Awareness: Recognising one's emotions and their effects
- Accurate Self-Assessment: Knowing one's strengths and limits
- Self-Confidence: A strong sense of one's self-worth and capabilities

A stylized graphic of a human head profile in shades of blue and red. The brain area is filled with a blue color and contains a small circular logo with a star and the word 'WISDOM'. The eye is a large, stylized blue eye with a red outline. The background of the slide is a dark red color with a faint, repeating pattern of the same head profile.

Self-Awareness

- How self-aware do you think you are?
- How have you developed your own self-awareness?
- How would you realise that your self-awareness was lacking in some way?



2. Self-Regulation

- Managing one's internal states, impulses and resources
- Self-control: Keeping disruptive emotions and impulses in check
- Trustworthiness: Maintaining standards of honesty and integrity
- Conscientiousness: Taking responsibility for personal performance
- Adapatability: Flexibility in handling change
- Innovation: Being comfortable with novel ideas, approaches and new information



Self-Regulation

- What are some of the strategies that you use to self-regulate?
- When is it hard for you to self-regulate? Why?
- How do you recognise states when self-regulation is necessary?



3. Motivation

- Emotional tendencies that guide or facilitate reaching goals
- Achievement drive: Striving to improve or meet a standard of excellence
- Commitment: Aligning with the goals of the group
- Initiative: Readiness to act on opportunities
- Optimism: Persistence in pursuing goals despite obstacles and setbacks



Motivation

- How do you motivate yourself in general?
- When is it hard for you to get motivated? How do you overcome this?
- How do you resist the temptation of instant gratification?



Social Competences:

4. Empathy

- Awareness of others` feelings, needs and concerns
- Understanding others: Sensing others` feelings and perspectives and taking an active interest in their concerns
- Developing others: Sensing others` development needs and bolstering their abilities



Empathy

- When is being empathetic easy for you? Why?
- When is being empathetic difficult for you? Why?
- How do you know when others are being empathetic towards you?




5. Social Skills

- Adeptness at inducing desirable responses in others
- Influence: Wielding effective tactics for persuasion
- Communication: Listening openly and sending convincing messages
- Conflict management: Negotiating and resolving disagreements
- Leadership: Inspiring and guiding individuals and groups
- Collaboration and cooperation: Working with others toward shared goals
- Change catalyst: Initiating or managing change




Social Skills

- Which elements of social interaction do you find come most naturally to you?
- Which elements of social interaction do you find most challenging? What sort of emotions do they stir in you?
- What sort of strategies do you implement to deal with these challenges?



Teaching Emotional Intelligence **Declarative versus Procedural knowledge**

- **The emotional brain (limbic system-amygdala) responds before and independently of the cognitive brain (neocortex) to stimuli (sensory signals) that cause powerful emotions. This, in turn, can lead to an ‘emotional hijacking’. This is because the cortex’s response requires more circuitry.**
- **The cortex (prefrontal lobes) can act as a damper switch for the amygdala, but it can’t prevent the emotional surge from occurring in the first place, if the stimuli are strong enough.**



Teaching Emotional Intelligence **Declarative versus Procedural knowledge**

- Therefore, strategies need to be implemented before the emotional hijacking takes place. Individuals need to learn to recognise 'trigger situations' in order to do this.
- Declarative (technical) knowledge is not sufficient with regard to developing Emotional Intelligence. Procedural (practical) knowledge is necessary, and can only be achieved through practice (real-life experiences/role-play).
- 'Deep' change and development require the retooling and formation of engrained habits at a neurological level.



Learning Styles- **Learning versus Performance goals (Motivation and Anxiety)**

Innovative/Social-Team Oriented

Collaboration, discussion, role play, games, performance, surveys/interviews, storytelling, peer teaching, visual arts, music

Analytic-Print Oriented

Visual presentations, lectures, reading for information, researching, case studies, writing/correspondence, journals, cloze procedures, research projects

Methodical-Task Oriented

Experiments, construction, product development, step by step, multi-media presentations, activity centers, poster design, research

Inventive-Self-Oriented

Field trips/excursions, coaching, simulations, story telling/film making, open-ended tasks, construction, map making/model building, experiments, mind maps, artistic representation, computer design



Catering for Learning Styles- Sample Activity (Upper Elementary)

- Task- To produce and present a piece of work in the style of the impressionist painter Monet
- For the detectives! (Analytic)- Find out more about Monet and his methods before you begin painting. Go to the school library, use books and the CD ROM- *Impressionist Masters*, to find out about his life and times. Work out Monet's place in history and art. Then come back to the art room and make a start on your practical piece.
- For the team players! (Innovative/Social)- Get together with a few others, bounce some ideas around, brainstorm, do some draft doodling, compare ideas. When you've got your creative juices flowing, break away and start your individual work.
- For the alchemists! (Inventive)- Get paint and paper and make a start immediately, just have a go, it doesn't have to be perfect first time: you can experiment and rework your ideas. After a while come to me, or I'll come to you, and we'll discuss how you're getting on
- For the busy bees! (Methodical)- If you want to get going straight away, but you're not sure exactly what to do, then come to me, and you will receive a set of step-by-step instructions.



Learning Styles and Emotions

- „Unless you learn what makes you tick and how your personal style features affect you in every situation, you have no chance of controlling your behaviour, let alone preventing your emotions control you. But when you know yourself, your core features, your strengths and weaknesses, your boundaries, your breaking points, you can develop strategies to prevent going over the edge...”