

Emotional Intelligence & Emotional Competencies



Introduction

ScotCoach provides professional coaching on Emotional Intelligence (EI) in the workplace and is licensed by HayGroup to coach managers using the highly regarded Emotional Competence Inventory (ECI) which has been developed by experts including Daniel Goleman, David McClelland and Richard Boyatzis.

By working with a ScotCoach accredited EI practitioner your organisation will be able to develop the emotional competencies of your people managers and so improve their individual effectiveness and consequently your organisation's output.

So how does EI make a difference to an organisation's output or an individual manager's performance?

- It does not mean that managers are asked to move the focus away from the business needs of their organisation and become all 'soft and fuzzy' or be expected to be overly 'nice' or 'artificial' with their colleagues and team members.
- It does not mean becoming more aware of your own way of handling your emotions and responding to other people's emotions just for its own sake – although this is no doubt an admirable goal.
- It **does** mean learning about the connection between your emotional competencies and your performance as a manager and how performance and outcomes can be improved by strengthening those competencies.

Emotional Intelligence Defined

Emotional Intelligence is defined as:

'The capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.'

(Daniel Goleman, 1998)

'Soft' Skills That Aren't Soft

Many managers perform well against the 'what has been achieved' measures and achieve considerable personal and organisational success.

These same managers may never have performed as well against the 'how was it achieved' measures and whilst they may never have been terribly good at building effective working relationships they have nevertheless delivered the desired business outcomes.

So we might think that it is enough to have excellent cognitive and/or technical competencies (the 'hard skills') as all that matters is that the job gets done and that the outcomes are good enough.

Rather, what is now increasingly supported by decades of excellent research is that it is the human realities of working relationships and the emotional competencies (the 'soft' skills) managers and executives that distinguishes the performers that will continue to make a highly valued contribution to the growth of the organization from those who start to derail and fail to adapt to an increasingly changing and challenging workplace environment.

That means it is the managers who do well on developing their personal qualities such as initiative, empathy, adaptability and persuasiveness that will become outstanding performers.

It's time we stopped seeing these skills as 'soft' and recognise that they are part of our core business practices.

EI Case Studies

If we consider the fact that the single most important factor that is reported by employees as having a bearing on whether they love or hate coming to work is their working relationship with their manager then we can very quickly see why emotional competencies are so important in being able to motivate employees to achieve their best.

These recent coaching cases illustrate how these managers identified that their respective strengths and weaknesses in emotional intelligence were having a direct impact on their ability to manage their people effectively and improve outcomes.



Roger

Roger is a very senior executive who has been rewarded throughout his career for being a tough negotiator and 'can do' performer. He has brought a great deal of success to his employer through this approach and has also received a lot of personal satisfaction and financial reward for his successes.

The Situation

Roger had recently been head-hunted by a different organisation after being with the same firm for some 10 years. Within the first two years with his new employer he was not producing the same results that he had become known for in his field.

Roger had offered a whole range of explanations for this all of which had deflected responsibility away from his own actions or behaviour and after conducting an analysis with his managers about what was happening they could not find any conclusive reasons for the problems being experienced.

What's the problem?

It then became apparent that Roger had lost three key people from his team as a result of resignations or requests for transfer. When this issue was examined more closely it seemed to indicate that Roger was experiencing some difficulty in adapting to the organisational culture of his new employer who placed great value on their managers being collaborative and creative with colleagues.

What did Roger do?

Roger agreed to a feedback exercise using the ECI and attended a number of coaching sessions with a ScotCoach accredited EI coach. To Roger's amazement he discovered that the same uncompromising approach that had been so successful for him previously was now working against him and that he needed to acquire some new approaches and strengthen his competencies in managing his own responses with colleagues and managing his working relationships.

After some brief coaching input Roger reported that he had gained some key insights into his behaviour at work and realised that in his previous job his behaviour had been tolerated or excused because he was achieving results. However Roger now reports experiencing improved results as he is better able to capitalise on the talent of his team and adopt different approaches when working with clients that has translated into securing more contracts and opening up further opportunities for his employer.

Catherine

The situation

Catherine, Bill and John are all team members working in a key policy area of a local council. They all accused each other of bullying behaviour and after submitting grievances against each other they refused to work with each other until their co-workers were reprimanded and/or removed to another section.

What's the problem?

Following an internal investigation into all three grievances it was found that none of the team members had been in breach of the organisation's policy on bullying but that clearly there were on-going behavioural problems occurring and it was recommended that these be addressed.



It was felt that it was not operationally viable to split the team up as they had each had specialist knowledge that was important to the policy team function and so they needed to find a way to assist these team members to identify what was happening and prevent any further conflict from escalating out of control.

ScotCoach conducted a mediation process with the team and as a result the team were able to agree on a way forward. However it became apparent that if the agreement was going to work and be successful one member of the team needed to receive some additional coaching input on aspects of her behaviour and interactions.

What did Catherine do?

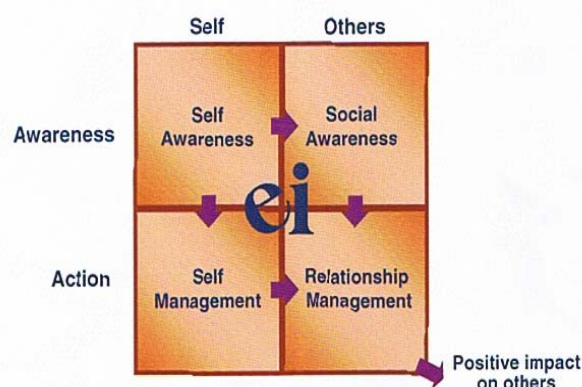
After completing the ECI Catherine was able to identify that whilst she was highly respected for her technical knowledge she lacked a necessary level of social awareness when interacting with her other team members such that she would not listen effectively and did not appreciate how her actions were having a detrimental effect on the way in which her team were able to deliver work on time.

In particular she realised that by being inflexible and overly controlling or perfectionist about certain aspects of the work she was not allowing the team to work to its full capacity and this was then generating further conflict between the other two members who would disagree about how to cope with Catherine's behaviour.

Following the brief coaching with Catherine she reported feeling supported by the ECI feedback process in that it provided her with a safe and encouraging way in which she could come to terms with the way in which her behaviour was affecting her colleagues and allowed her to address these issues and learn some practical new approaches for how to collaborate more effectively with her co-workers.

The Conceptual Model of EI (HayGroup)

As can be seen in the diagram below, the conceptual model of EI developed by the HayGroup and used by ScotCoach starts with 'Self Awareness' which involves knowing your emotions and their effects.



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This area has an impact on two other areas. The first being 'Self Management' which involves knowing how to manage your emotions, how to keep disruptive impulses in check and being flexible and comfortable with new ideas.

The second area which is impacted upon by self awareness is 'Social Awareness' which involves an ability to listen, to be persuasive, to collaborate and to nurture relationships.

Self Management and Social Awareness both then impact on the last area of 'Relationship Management' which involves an ability to influence others, handle conflict, develop, lead, and work with others.

All four areas ultimately have an impact on others and our working relationships and as a result our own performance and that of others.

If we have not developed a lot of strengths in these areas then that impact will be more negative or neutral rather positive and motivating.



Emotional Competence Framework

Within each of the four areas discussed above Goleman has identified a number of key emotional competencies that relate to the performance of that aspect of EI.

‘An emotional competence is a learned capacity based on emotional intelligence that contributes to effective performance at work’ (Goleman, 1998).

However the good news is that there are ‘many paths to success’ and it is not necessary to master every competency to be successful as the areas you choose to develop will depend on a whole range of factors including:

- Your current role and level of responsibility
- The context within which you are currently working
- The specific problems or circumstances you are attempting to resolve
- Your organisational culture

There are however a number of key competencies which have been found to be non-negotiable. These are the ones that it is very important to have strengths in and that when they are observed at a particular level then it can be said that you have

achieved the right combination for success in your particular role and context.

Working with the Real Thing

There are more and more feedback instruments being used by coaches that claim to provide valid developmental input on emotional intelligence. However very few are based on sound research and few can adequately demonstrate the validity of the instrument itself.

Some key reasons why ScotCoach uses the HayGroup ECI:

- We researched the merits of other similar instruments and found the ECI to be consistent with best practice, comprehensive and useful to clients.
- The competencies in the ECI consist of ‘behaviours’ that are developmentally scaled so that it is not just a simple tick box exercise where the answer is either a yes or no as to whether you have that competency or not.
- This means that you may be using more complex behaviours or less complex behaviours within a particular competency and so be able to gauge at what level your competencies are and then choose which competencies you need to strengthen and develop.
- The ECI has been shown to meet standard psychometric requirements. Anyone interested in receiving additional information about the validity and technical aspects of the instrument please contact us and we will be happy to discuss any questions you may have.

ScotCoach EI Services

If you are interested in how developing the emotional competencies of your people can lead to improved performance and organisational outcomes then ScotCoach provides a range of services that are affordable, professional, accredited and based on best practice in this field of coaching and development.



1. Emotional Intelligence Awareness and Training

- Introduction to EI. This one hour briefing can be run at a breakfast meeting, over lunch or at your regular management meeting. This session is offered at no charge to clients in Edinburgh.
- EI Awareness Session. This half day session can be run for teams or managers.

2. Measuring Emotional Intelligence

Feedback using the Emotional Competence Inventory

- A Half Day pre-feedback consultation with participant in order to discuss any relevant factors in the current situation and how the ECI will be of assistance to the employee.

- Completion of on-line Emotional Competence Inventory by participants and raters. The participant needs to select a minimum of five raters from a selection of colleagues including their manager. There is no upper limit on raters.
- A Half day feedback session in which ScotCoach will provide professional coaching input to assist the participant in interpreting their feedback and explore how their feedback can be utilised by the participant in their development or in dealing with a particular situation at work.

3. Emotional Intelligence Coaching

- Input to assist the employee to incorporate the ECI feedback into a development plan or strategies for changing behaviour or approaches.
- Individual coaching sessions. This can be brief or spread out over a longer period and is tailored to the specific needs of the employee and provides them with the opportunity to practice new skills and strategies and explore their progress with the coach.
- Team coaching sessions are also available.

