

For true, lasting development to take place, all change should be looked at using the four main elements of the KASH model described in *Applied EI* (Sparrow and Knight, 2006):

Knowledge
Attitudes
Skills
Habits

What did the last training course you attended focus on? In the majority of cases, the answer will be knowledge and skills. However, if your attitudes about yourself and the training aren't right, all the knowledge and skills training in the world won't make any significant difference. Take, for example, the employee who doesn't want to be on the training but has been told to attend. Or what about the person on the presentation skills training who has an attitude 'I hate standing in front of groups. It is just not me'?

Another way of looking at this is what we call the 'training iceberg'. Most training focuses entirely on knowledge and skills (using our thinking brain), but as Figure 1.4 shows, deeper changes at the attitude (emotional brain) and habit level also need to be addressed if sustainable change is going to occur.

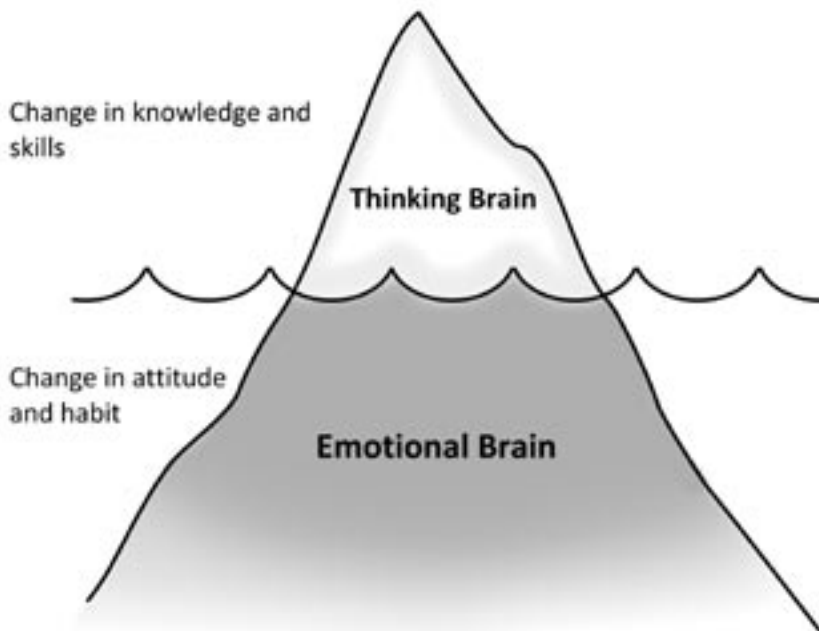


Figure 1.4 The training iceberg

For true lasting development to take place, attitudes and habits (behaviour) connected to those attitudes usually need to be developed. For example, if you want to develop your awareness of others, applying the KASH model might look like this:

Knowledge: Reading about awareness of others and understanding what it is and how you can develop it.

Attitudes: Understanding and challenging the negative attitudes you have connected to awareness of others (eg ‘He doesn’t listen to me, so why should I listen to him’).

Skills: Practising using the knowledge you have learnt about actively listening to others, listening to what they say and the body language messages they send out.

Habits: Gradually changing the way you act when in conversation with others, paying more attention, interrupting people less and asking more open questions to help understand them better.

5. Developing your EI will impact on all areas of your life

Because EI is essentially about attitudes and feelings, it follows that if aspects of our EI change, then we change as people. It may be that your company wants you to develop your flexibility so you are more constructive about the department changes taking place. If you improve your attitudes towards flexibility, this will also impact on other areas of your life. You may, for example, find yourself wanting to do different things with your family, taking up a new sport, or trying out food that you wouldn’t have eaten before.

So, if through skilled facilitation and coaching, you develop your EI, it is not just your job performance that will improve. You will also experience changes with your family and friends, at weekends, on holiday and in just about any situation you face.

MEASURING EI

There are a growing number of tools available to measure EI. In our opinion, by far the most advanced tools are the individual, team and organizational effectiveness tools developed by Tim Sparrow and Jo Maddocks. The individual effectivenessTM tool measures your EI on 16 different, interrelated scales, which were outlined in Figure 1.3.

Here is a quick summary of what each scale means. Later we will look at how these scales are relevant to coaching (Chapter 3), can be used for

self-development (Chapter 5) and can be used by a coach to help facilitate development in others (Chapter 9).

Regard

Self-regard (or self-esteem)

How much do you value yourself as a person? Self-regard is about who you are, not what you do. All too often people develop conditions of worth to substitute for self-regard, focusing on what they achieve or own rather than who they are. If we like and accept ourselves it will have a positive impact on all situations.

Regard for others

How much do you value others as people, as distinct from what they do? How often do you find yourself making judgements of others based on your own values? It is perfectly acceptable to criticize other people's behaviour (as long as it is constructive criticism), but never acceptable to judge them as a person. For example, 'What you did was stupid' is very different from thinking or saying, 'You are stupid.'

Awareness

Self-awareness

How much are you in touch with your intuition and feelings? How well do you listen to what your body is telling you? Hundreds of times a day our emotional brain communicates with us via feelings. People with low self-awareness often don't notice this or learn from it.

Activity

Press your pause button (stop and think) when you are feeling something and ask yourself:

- What emotion am I feeling right now?
- Where am I feeling it in my body? (Butterflies in my stomach? Tension in my neck?)
- Why am I feeling it?
- What triggered it?
- What attitudes, beliefs or values is it connected to?

Awareness of others

How well tuned in are you to the feeling states of others? How well do you pick up on other people's non-verbal cues telling you how they are feeling? Do you regularly show empathy towards others and really listen to what they are telling you?

Self-management

Emotional resilience

How well do you bounce back when things go wrong? It is a fact that we will all experience negative things in our lives that will trigger negative emotions. This could range from your train being cancelled to being fired from your job or losing a close friend. Emotional resilience is about how effectively you recover from these situations, turning negative attitudes, thoughts and emotions into more positive ones.

Personal power

How much do you take control of your life, seeing yourself as being responsible for your own actions? The opposite of personal power is to see yourself as a victim, always looking to blame other people or things for your failure to succeed.

Goal directedness

How clear are you on your goals and how much do your attitudes, beliefs and actions support you by moving you towards these goals? Or do you regularly find yourself procrastinating, looking for excuses or spending time on things that will not help you to achieve your goals?

Flexibility

Change is a fact of life. All of us will experience regular changes at work and at home. Flexibility is about how free you feel to adapt your thoughts, attitudes and behaviour in times of change, seeing change as an opportunity for creating something new and better rather than resisting change and always trying to hold on to the way things used to be.

Personal connectedness

How well do you make significant connections with others by being open and honest about your true feelings? How easy do you find it to be honest with yourself about how you feel and then be prepared to communicate this appropriately to others?

Invitation to trust

How much do you invite the trust of others by being consistent, true to your word and reliable? Or are you a person who regularly changes opinion just to be liked by those around you, or maybe you regularly fail to keep promises and say things you don't really mean?

Relationship management

Unlike all the previous scales above, which are linear (more is better), the relationship management scales are bipolar. In other words, it is not good to go to either extreme on any of these scales, but better to find a healthy balance in the middle.

Trust

It is not good to totally trust all people all of the time, as this may lead to disappointment and allow others to take advantage of you. At the same time, the world would be a very lonely and negative place if you are always suspicious and never trust anyone in any situation.

Emotionally intelligent trust lies somewhere in the middle, being carefully trusting of people, and remembering when it may be wise to keep things to yourself until that trust has been earned.

Balanced outlook

Do you have a tendency to be pessimistic, focusing on what's wrong with things and highlighting problems rather than solutions? ('It's too hot today', 'It's too cold for me', 'I don't like this flavour', 'We should have gone to Spain instead.')

Do you always assume everything will be fine without taking the necessary action to make sure it is? Do you set unrealistic goals that you regularly fail to achieve?

Having a balanced outlook is about generally keeping a positive attitude about things but also being realistic and objective about the likelihood of things succeeding and turning out the way you want.

Emotional expression and control

You will experience hundreds of different emotions every day. Emotions can change very quickly – one moment you may be feeling relaxed and happy, the next you might be angry because somebody drove into the back of your car.

Do you bottle up your emotions during the day, believing it is not appropriate or right to show how you are feeling? Do you have no control

filter at all, always allowing your emotions to burst out into your behaviour, however inappropriate it may be?

Emotional expression and control is about choosing when to allow your emotions to show, feeling free to express your emotions, but also having enough control to select when and how you do this.

Conflict handling

Conflict is a fact of life. Every day you will experience conflicts, whether they are small things ('I want to share a bottle of red wine but my friend wants a bottle of white') or more important things ('I want to move to Spain but my husband wants to stay in the UK').

Do you regularly shy away from conflict, feeling uncomfortable and believing that all conflict is bad? Do you use humour or other avoidance techniques to prevent direct discussion about disagreements?

Do you view conflict as a battle, where there is a winner and a loser and you want to be the winner? Do you often find yourself shouting, interrupting and not listening to others, determined to have things your way?

Both of these extremes (passive and aggressive) are ineffective ways of managing conflict. A healthy balance between these two approaches is being assertive; standing up for your own wants and needs while at the same time being prepared to listen to, understand and compromise with others.

Interdependence

Do you depend too much on others, worried about how successful you would be on your own? Do you link your own identity too much with those around you, finding false security in the fact you have successful friends or are married to a great partner?

Do you believe that the only way to get something done properly is to do it yourself? Do you think working with others holds you back and that you are much better off doing things on your own?

Interdependence is about having healthy attitudes about working with others. While recognizing that you can be successful on your own, it is about truly believing that cooperating with others will lead to something more productive (having a 1+1 = 4 philosophy).

A note about reflective learning

While not an aspect of emotional intelligence itself, an essential quality needed to develop your emotional intelligence is reflective learning. This is the habit of looking back on experiences, and reflecting on how you and others thought, felt and behaved at the time. The following case study demonstrates how reflective learning can be useful.

Patricia and the overtime favour

Patricia always hated starting new jobs. Generally, in any situation where she was meeting new people, she felt uncomfortable and anxious because she wanted others to like her.

Just two weeks after starting as an administrative assistant in a new company, one of her colleagues asked her for a favour. Jill explained that her boss had asked her to do some overtime on Saturday because there was an essential mailshot that needed to be ready for Monday morning. Jill explained that the weekend was really bad for her and asked Patricia if she could take on the work instead. Patricia responded immediately by saying yes, even though she knew she had promised to take her kids away for the weekend. For the rest of the day, she regretted this and felt anxious about telling her kids. She was also annoyed with herself for putting others first. However, rather than letting these negative emotions take over, Patricia spent some time thinking about what happened. She realized first of all that she had said yes because she was keen to be liked by her colleague. At the time she was asked, she had an uncomfortable feeling in her stomach, which she linked to her need to be liked by others. She then asked herself if, had she said no, Jill would have liked her less. The clear answer was no – it would have been perfectly acceptable to explain that she had made other plans for the weekend. Patricia promised herself that she would stop and think before making an immediate reply when faced with a similar situation again.

The important thing about reflective learning is not to judge yourself or others for feelings and attitudes you have right now. Instead, focus on behaviours you will change the next time a similar situation happens. So, in Patricia's case, it is fine for her to say to herself, 'Immediately saying yes was wrong, and next time I will stop and think before I give my answer.' However, if Patricia says to herself, 'I was stupid,' this is making a judgement of herself and will only damage her self-regard.

SUSTAINABLE CHANGE TAKES TIME

As EI development is about changing attitudes and the habits connected to these attitudes, it takes time. Human beings are creatures of habit, and we developed many of those habits during our childhood years. Sometimes habits are a good thing and prevent our logical brain from having to process the masses of information it could potentially have to deal with in a day. For example, think about cleaning your teeth when you are getting ready

for work in the morning. This is an automatic task that most of us don't have to consciously think about to perform. Imagine being faced with your toothbrush and a tube of toothpaste every morning but having no idea what to do with them and having to try to work it out each day!

However, many of the habits we form are not helpful to us. These are the habits that developing your EI will help to change. For example, let's say you are in the habit of saying nothing in team meetings because you have the attitude, 'Everyone here is more knowledgeable than me so there's no point in giving my opinion.' While you maintain this attitude and the habit of silence connected to it, your team is missing out on a valuable extra opinion that could lead to improved team performance.

How do we change a habit?

When we are learning something new, we all have to go through four stages:

1. *Unconsciously incompetent*. You don't know how to do something and are unaware and unconcerned about it (eg, I can't drive a car and have never really thought about it).
2. *Consciously incompetent*. You begin to learn something new but realize it's more difficult than you thought. We often feel irritated at this stage because we can't do it (eg, you know how you are supposed to drive a car but keep stalling it).
3. *Consciously competent*. You know how to do something but still have to concentrate to do it correctly (eg, you have just passed your driving test and can drive, but have to really concentrate not to make mistakes and are still quite nervous).
4. *Unconsciously competent*. You are so skilled that you don't have to think about it anymore (eg, you drive every day but often don't remember paying any attention to driving the car during the journey. Instead you may think about your next team meeting or what you would like to eat for lunch).

So the first step is to work out where you are in the stages of change and then create a specific plan to help you reach the unconsciously competent state.

The aggressive manager

Jonas was a very successful senior manager. However, he believed that he knew best and rarely listened to what his colleagues had to say. Colleagues described

his behaviour as aggressive as he regularly raised his voice when giving orders and interrupted staff when they were telling him something.

When asked by a consultant how he would describe his behaviour, Jonas stated that he was a good listener, fair and assertive (*unconsciously incompetent*). However, following a training programme on assertiveness, Jonas was surprised that video evidence of a typical team meeting revealed he spoke loudly, interrupted people and appeared not to listen (*consciously incompetent*). Jonas agreed that this behaviour needed to change, and for the next month made a real effort to interrupt people less and be a better listener. By and large he succeeded, but there was still the occasional 'relapse' into his old behaviour, especially when he felt stressed (*consciously competent*). Eventually, after a couple of months of trying, colleagues really noticed a difference in Jonas's behaviour, and rarely felt he didn't listen to them anymore. Jonas was pleasantly surprised with this feedback, as he rarely thought about how he communicated (*unconsciously competent*).

DIFFERENT APPROACHES TO EI

With the rapid worldwide growth of EI training and literature, it is not surprising that a number of different theories have emerged about what EI actually is.

EI and personality

EI is not another term for personality. Our personalities are relatively fixed, whereas all aspects of EI can be changed. EI is about how we choose to manage the personalities we have. For example, both an extrovert and an introvert may have low levels of personal power, regularly putting themselves into the victim role and blaming others. It would be beneficial for both of these personality types to develop their personal power. So the focus here is on changing attitudes and behaviours, not on changing your personality (and why on earth would anyone want to change their personality in the first place!).

EI and motivation

EI is closely connected to motivation. Taken literally, the word 'motivation' means 'move emotions'. If we have highly developed EI, we have a better understanding of what drives us and triggers positive and negative feelings within us. These positive feelings can be linked to values, attitudes, beliefs, needs, desires, likes and dislikes. For example, let's say you really like

mountain climbing because you enjoy the activity itself and you have a belief that mountain climbing is good for you as it will improve your health. If your friend calls and invites you to come climbing with him at the weekend, the mere thought of mountain climbing is likely to trigger positive feelings. Another way of describing this is to say you are motivated to go climbing. Similarly, if you had a bad accident mountain climbing once and developed an attitude that it is a dangerous sport, you may experience negative feelings and thus lack motivation to go along with your friend.

EI and competencies

Some theories of EI view emotional intelligence as a set of competencies that can be learnt simply through training. However, we view EI as an interrelated mix of attitudes that will have an impact on competencies. For example, a training course can teach you how to become a better listener. Taught alone, active listening skills are essentially behaviour training. However, unless you look at your attitudes connected to your regard for and awareness of others, learning how you can listen more actively may not mean that you will do it. Improved listening is likely to happen as a result of developing your regard for and awareness of others, but teaching the competencies to do this alone may not lead to any lasting behaviour change. EI looks at the roots underpinning our behaviour, not just at the surface actions we observe on the outside.

Summary

- Developing your emotional intelligence will improve your performance.
- Everything we do involves thoughts and feelings.
- The triune model of our brain states we have a reptile brain, an unconscious emotional brain (the limbic system) and a thinking brain (pre-frontal cortex).
- Attitudes play a vital role in determining how we feel, think and act.
- Emotional hijacking can occur when our emotions take over our thinking and govern our actions.
- There are two key aspects of emotional intelligence: intrapersonal intelligence (our self-regard and awareness and how well we manage ourselves), and interpersonal intelligence (our regard for and awareness of others and how well we manage our relationships).
- Reflective learning will help you to understand and manage your feelings, attitudes and behaviour more effectively.
- EI is made up of a mixture of attitudes, feelings and thoughts that lead to actions.
- EI can be measured.