
BUILDING YOUR BRAND (ACNA5000)

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Lecture 10: Emotional Intelligence

Date	Lecture #	Lecture topic	Activity
01/10/24	1	Introduction to ACNA5000	
08/10/24	2	Skills and Opportunities in Environment	
15/10/24	3	Community Engagement and CSA	
22/10/24	4	FIELDWORK WEEK	Cae Tan Visit
29/10/24	5	Communicating and the Environment	
05/11/24	6	Building YOUR Brand	
12/11/24	7	Blogging for Science & Sustainability	
19/11/24	8	GREEN ECONOMY CONFERENCE	Swansea Arena Conference
26/11/24	9	GAM Module Unit 1	Digital Skills Team
03/12/24	10	Employability	
10/12/24	11	Online GAM module: Unit2	
	12	Christmas Break	
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OUTLINE

- Multiple intelligences
- **What is emotional intelligence**
- EQ in the workplace
- Checking on GAM access...
- **Activity: Crane: Managing the environment and not the situation**

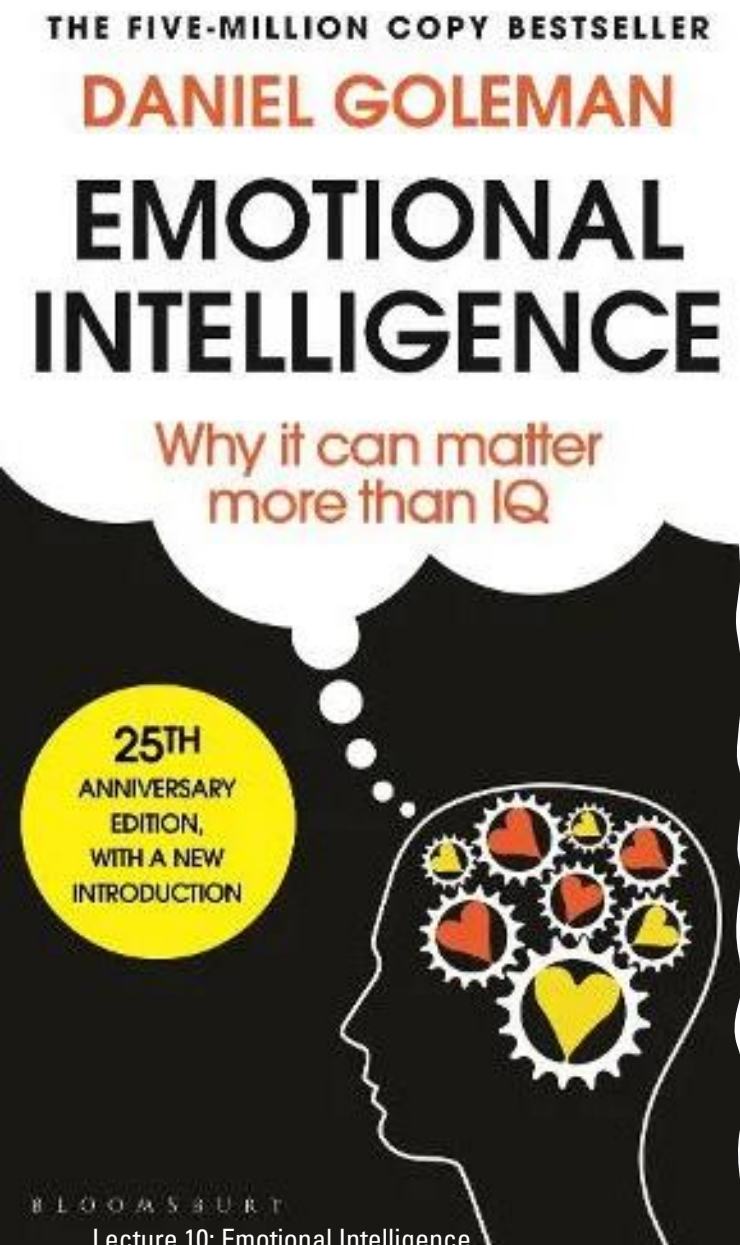
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When people hear 'intelligence', the measure of Intelligence Quotient (IQ) is often associated.

However, Howard Gardener (1983) proposed that there are multiple intelligences, stating that six existed.

This, through further discussion and theoretical exploration, has subsequently been refined into up to eight categories.



‘Emotional Intelligence’ has emerged relatively recently (since the 1980’s) as a concept

As a result, some of the concepts are still in development academically, and there is some overlapping terminology

Emotional intelligence is sometimes called:

- emotional intelligence (e.g. Goleman, 1996; Salovey and Mayer, 1990),
- emotional literacy (e.g. Steiner, 1997),
- emotional quotient – EQ (e.g. Goleman, 1996, 1997b; Cooper, 1997),
- personal intelligences (e.g. Gardner, 1993),
- social intelligence (Thorndike, 1920),
- interpersonal intelligence (e.g. Gardner and Hatch, 1989)



‘Emotional Intelligence’ has a number of definitions:

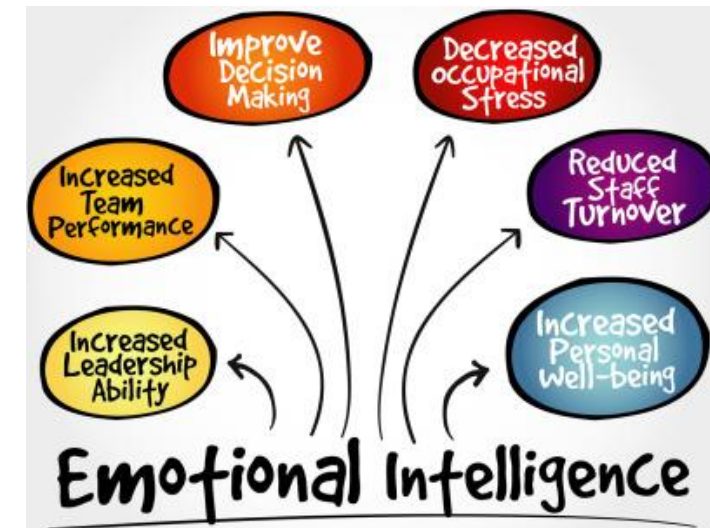
A type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990).

“An array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures.” (Martinez, 1997, p. 72)

“a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life.” (Salovey & Mayer, 1990, p. 189).

Increasingly, Emotional Intelligence, or EQ, is being recognised as a desirable **skill** in a workplace for the following reasons:

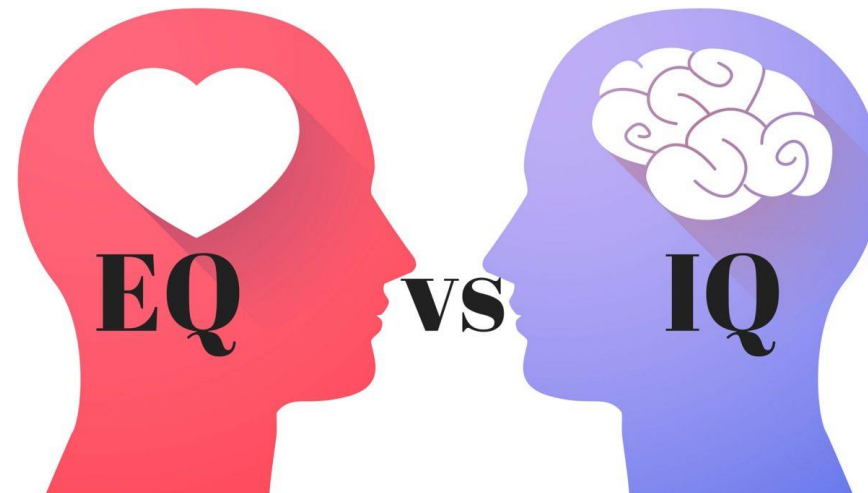
- EQ increases the ability of a leaders and managers, whose role depends on the ability to understand the emotions of others to ensure good working relationships and collaboration / team-work
- Understanding Emotional Intelligence supports the individual in achieving their own objectives and goals
- EQ can influence a person's problem-solving capabilities
- Deeper and more positive relationships with colleagues



It is believed that some employers identify emotional intelligence (EQ) to be as important, if not more important, than intelligence quotient (IQ).

One study found that only ? percent of career success is attributes to IQ, whereas ? percent is associated with a person's EQ.

In 2020, the World Economic Fund ranked Emotional Intelligence as one of the top 10 skills required by employers



Examples of how Emotional Intelligence can support a working environment:

1) Actively listening

- Goes beyond just hearing the words, but recognising the underlying message, emotions, and motivations.
- Reading body language and not jumping to conclusions and interrupting.
- Goes beyond hearing, listening is intentional
- Providing feedback is key; empathising with the speaker and letting them know they are understood.

2) Responding to criticism

- Criticism can trigger emotional responses of anger, or resentment
- By removing the personal element, the listener can interpret the key message and respond appropriately
- Recognise (constructive) criticism as an opportunity to improve

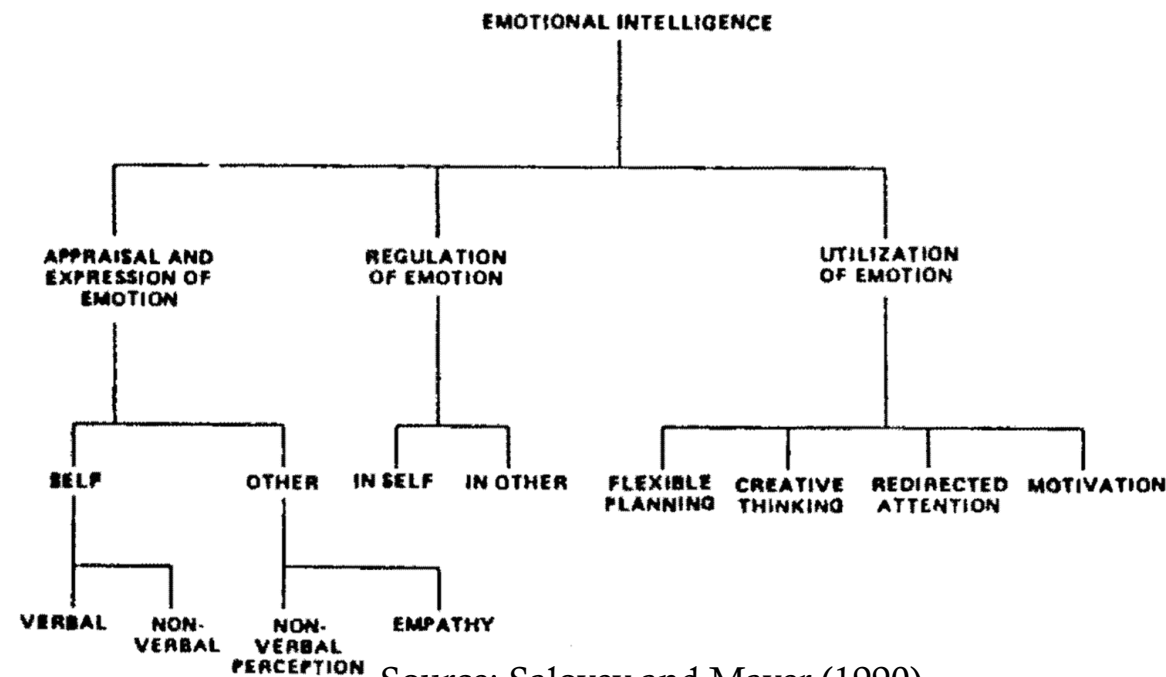
Examples of how Emotional Intelligence can support a working environment:

- 3) Supporting a colleague or team when they are experiencing challenging situations
 - When colleagues are under pressure, their emotions may inhibit their abilities e.g. doubt, or resistance to collaborate
 - Recognising, and empathising with colleagues, allows the team to support each other and become more effective
- 4) Conflict resolution
 - When individuals exhibit strong emotional responses towards others (interrupting, shouting, arguing), there is often an underlying cause or motivation
 - Empathising with the individual(s) is key to ensuring that they are understood and supported.
 - Encouraging an open environment where emotional intelligence is explored facilitates conflict resolution e.g. instead of saying 'I'm angry', explain the thought process e.g. 'I felt rejected when x was selected for the role as opposed to me'

There are typically 4 or 5 elements of Emotional Intelligence referenced.

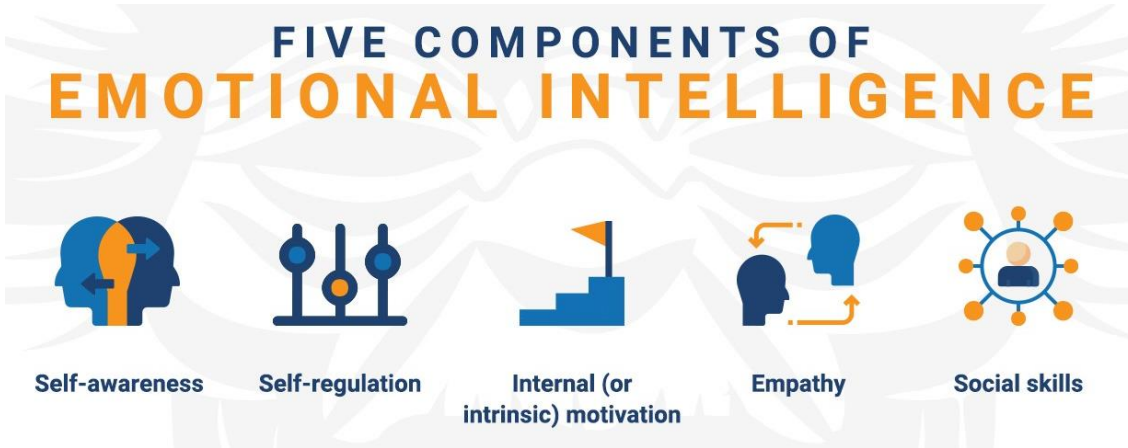
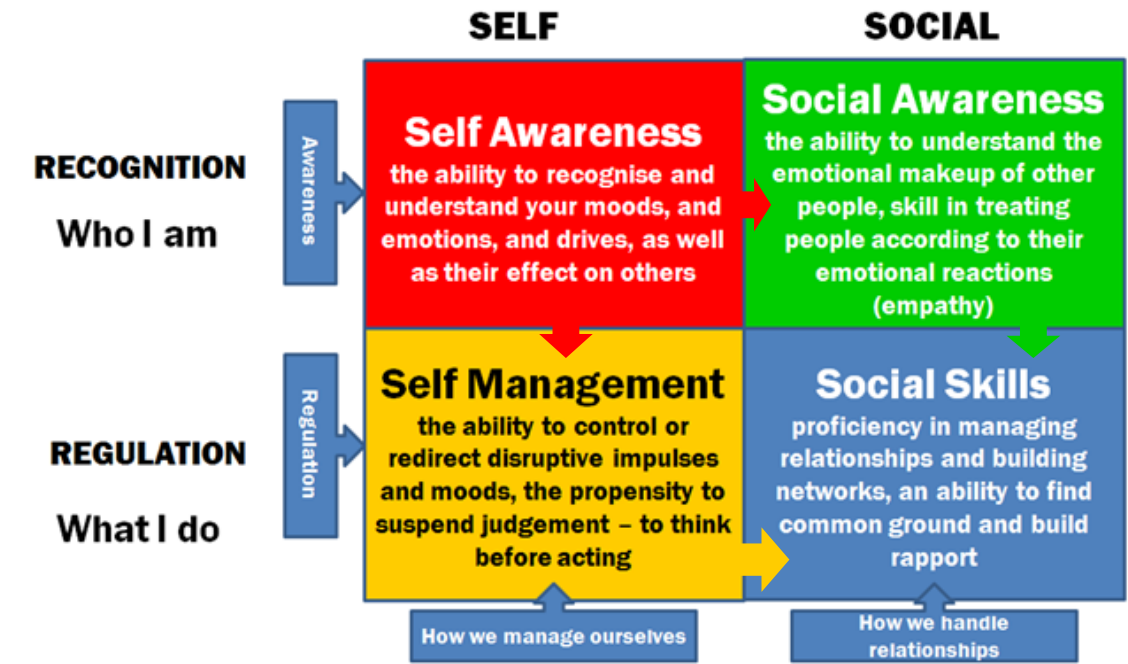
Salovey and Mayer (1990) proposed three, but their framework identified further sub-categories.

Goleman (1996) expanded this into 4 classes, and these have been further refined in 5 classes.



Source: Salovey and Mayer (1990)

Emotional Intelligence Adapted from: Goleman (1996)



Activity: You are going to be presented examples of hypothetical struggles / hassles. Write down your first thoughts / reactions to this event.

Then, after a few moments of consideration, write down an alternative way of thinking and associated reaction. For example:

Scenario:

You are travelling by car on the motorway to a meeting / conference. The motorway is closed because of an accident ahead and you are stuck still in the traffic for over an hour.

Initial reaction:

Frustration, anger, annoyance. Hit steering wheel, shout, gesture, beep horn.

Inability to carry out intended tasks – waste of time. Lack of control.

Potential alternative:

Opportunity to relax (no expectations). Listen to the radio and enjoy the scenery around you.

Opportunity to call family members or friends on the phone and catch up socially.

Opportunity to catch up with reading.

Activity: You are going to be presented examples of hypothetical struggles / hassles. Write down your first thoughts / reactions to this event.

Then, after a few moments of consideration, write down an alternative way of thinking and associated reaction. For example:

Scenario 1:

Someone approaches you after a presentation and tells you that very few audience members were engaged

Scenario 2:

Your dishwasher breaks down and is full of unwashed dishes.

Scenario 3:

You have tickets to go see a show / film with a partner / friend, but the show is cancelled the day before due to unforeseen circumstances.

Salovey and Mayer (1990) proposed that being able to recognise one's emotions, and regulate them, actually allows the individual the ability to utilise them to their own benefit,

This ability facilitates problem solving and therefore can be a valuable skill.

For example, self-regulation allows an individual to redirect moods from negative to more positive ones

Thinking more positively allows individuals to imagine and foresee different outcomes with increased optimism, and therefore are more likely to pursue a wider range of options

This is incredibly valuable in creativity and problem solving, as it reduces the inhibitions with proposing solutions, which can greatly benefit teams and businesses, as well as allowing an individual to increase their prospects.

One important aspect of Emotional Intelligence is reflection

Self-reflection is the ability to witness and evaluate our own cognitive, emotional, and behavioural processes

It enables and supports the growth of soft skills e.g. interpersonal skills

Reflection is the process of looking back at previous events (personal actions or interactions with others) and, without bias, reviewing and evaluating your decisions, attitudes, desires, motivations, behaviours, and actions.

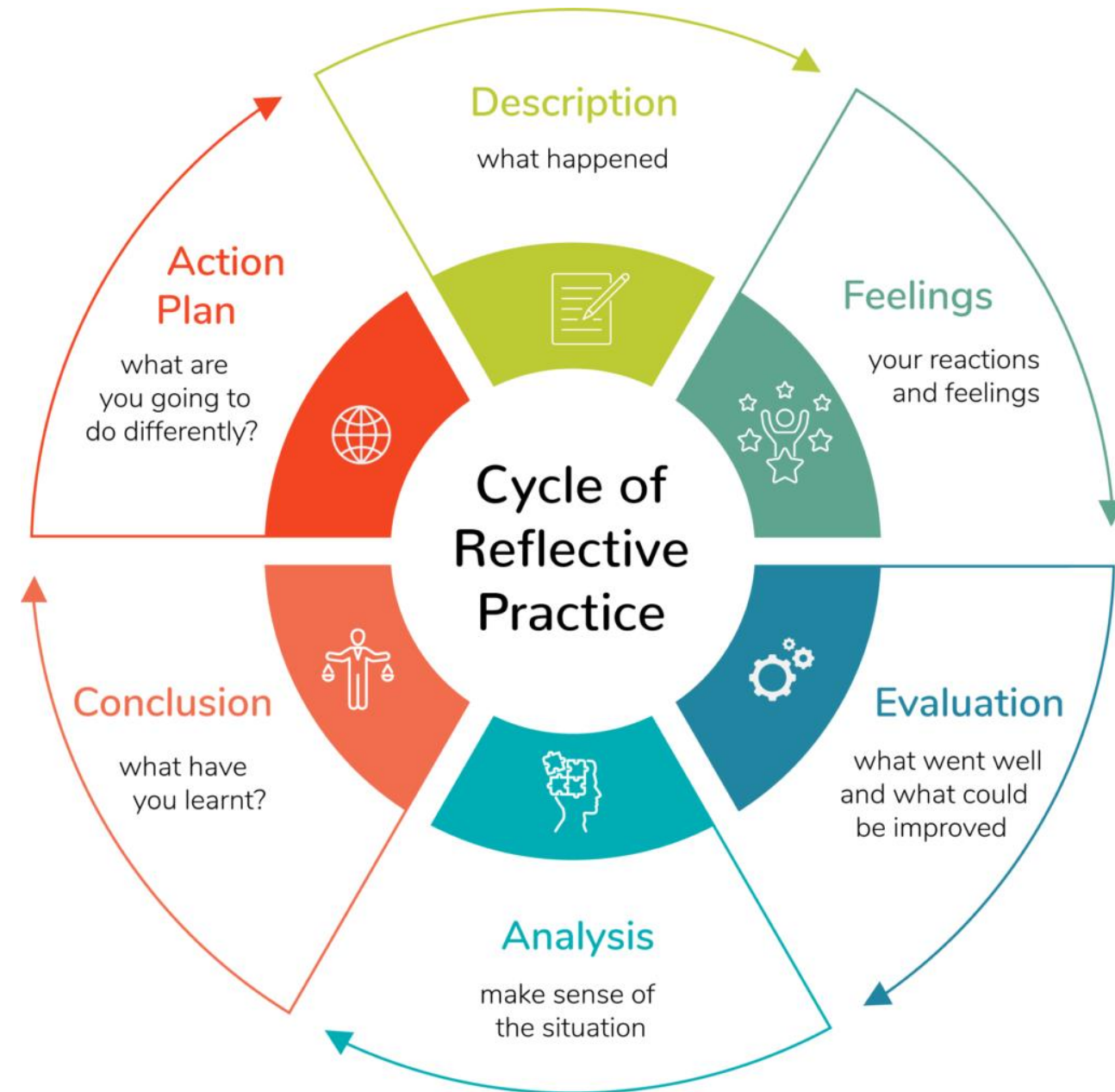
Event / Experience > Thoughts > Emotion > Behaviour

When reflecting on previous events, there is the opportunity to better understand the response (self-awareness) and how the response could be adapted in future (self-management)

One popular model for self-reflection comes from Gibb (1988) who stated that an experience in itself does not lead to automatic learning.

Reflection is essential so that approaches to similar experiences can be approached differently in the future

Within the working environment, adopting self-reflection can improve all working interactions and an individual's own ability to conduct tasks, especially those they find emotionally challenging.



There are three distinct phases of potential reflection (Rogers, 2001):

1) Anticipatory reflection

- This is *before* the event
- Reflecting on how you might feel and react to something that has not yet happened, and what challenges you may face. Also, what you can do in preparation for this.
- Reliant on prior experiences and assumptions

2) Reflection-in-action

- This occurs *during* the event
- Considering your existing feelings and responses, and reviewing if these are as expected / anticipated
- Fast thinking required and more pressure associated

3) Reflection-on-action

- This occurs after the event
- Reviewing what actually happened (can be different from what you think was happening), how you felt, and managed those feelings. What you would have done differently.
- Less time pressure, and can be done in a variety of methods.



Some workplaces encourage reflective journalling as it enhances the individuals self-esteem, their motivations (and prospects), and encourages a culture of empathy and success.

While it is not a formal part of a Personal Development Plan, it is recognised that PDP requires elements of self-reflection.

For example, in order to revalidate as a nurse, the Nursing and Midwifery Council require nurses to conduct 5 pieces of self-reflection each time they revalidate.

Ultimately, the process, which is continual, improves the emotional intelligence of the individual, but also the workplace (and those who access it e.g. patients).

REFLECTIVE ACCOUNTS FORM

You must use this form to record five written reflective accounts on your CPD and/or practice-related feedback and/or an event or experience in your practice and how this relates to the Code. Please fill in a page for each of your reflective accounts, making sure you do not include any information that might identify a specific patient, service user or colleague. Please refer to our guidance on preserving anonymity in Guidance sheet 1 in How to revalidate with the NMC.

Reflective account:
What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?
What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?
How did you change or improve your practice as a result?
How is this relevant to the Code? Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust



In this lecture we covered:

- The concepts and origins of Emotional Intelligence
- The significance of EI in terms of a personal development and professional soft skill
- Ways in which developing EI can aid your employability and support your professional career
- The importance of self-reflection for evaluating your own EI skills and how to improve them



Lecture 10: Emotional Intelligence

The next lecture will be after the Christmas break

Suggested activities:

- Work through UWTSD's online "Changemakers" units
- Take a free online Emotional Intelligence quiz: [EQ Emotional Intelligence Test \(truity.com\)](https://www.truity.com/emotional-intelligence-test)
- Consider how Emotional Intelligence can be incorporated into your blog

Further reading:

- Dulewicz, V. and Higgs, M., 2000. Emotional intelligence—A review and evaluation study. *Journal of managerial Psychology*, 15(4), pp.341-372.
- Goleman, D. (1996), *Emotional Intelligence: Why It Can Matter More than IQ*, Bloomsbury Publishing, London.
- Salovey, P. and Mayer, J.D. (1990), "Emotional intelligence", *Imagination, Cognition and Personality*, Vol. 9, pp. 185-211



THANK YOU