

Emotional Intelligence

A Requirement for Successful Leadership

Presenter: **Aminat Ahmadu Abubakar**

Venue: **Stratford University, Falls Church, VA**

Agenda



Agenda 1

Introduction

- Workshop Overview

Icebreaker

- Playing with My Emotions

What is Emotional Intelligence?

Self-Awareness

Exercise 1: Self-Awareness – Champion or Chump

Break

Self-Regulation

Exercise 2: Self-Regulation – I Value, We Value

Motivation

Video 1: Motivational Leadership

Agenda 2

Break

Empathy

Exercise 3: Empathy – Importance Meter

Social Skill

Exercise 4: Social Skill – Open and Friendly vs. Friendship

Emotional Intelligence and Leadership Effectiveness

How to Improve Emotional Intelligence

Video 2: The Leader Within – Leadership Emotional Intelligence

Q & A, Evaluation

Close of Workshop



For leaders, the first task in management has nothing to do with leading others; step one poses the challenge of knowing and managing oneself.

--Daniel Goleman



Introduction

Emotionally intelligent leadership has contributed to many organizational success factors. Leaders who demonstrate high levels of emotional intelligence are better equipped to collaborate with, inspire, and motivate their teams.

The focus of this workshop is to give leaders the opportunity to explore and understand their emotions, the way they interact with other people, and manage performance. Participants will leave with knowledge and skills that will make them more effective in their leadership roles.



Introduction – Cont'd

Workshop Topics Overview

1. Emotional Intelligence
2. The 5 Components of Emotional Intelligence
 - Self-Awareness
 - Self-Regulation
 - Motivation
 - Empathy
 - Social Skill
3. Emotional Intelligence and Leadership Effectiveness





Introduction – Cont'd

Workshop Learning Objectives

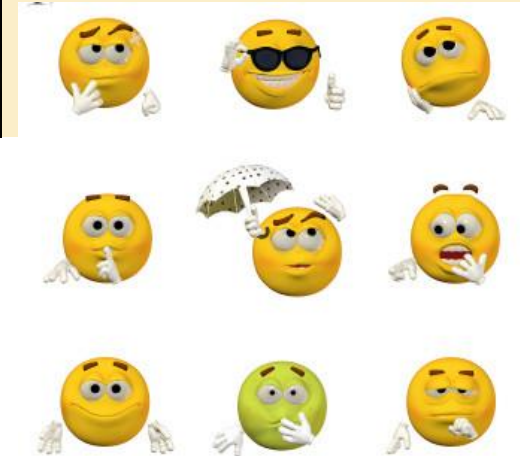
1. Describe the importance of leadership emotional intelligence competencies.
2. Use emotional intelligence competencies to respond effectively to others' emotions.
3. Differentiate the impact of leadership positive and negative behaviors when leading others.
4. Evaluate the consistency of the organizational values and its impact to the organizational culture.
5. Develop an awareness of emotional intelligence within the organization in order to inspire high performance.



Emotional intelligence begins to develop in the earliest years. All the small exchanges children have with their parents, teachers, and with each other carry emotional messages.

- Daniel Goleman -

quoteparrot.com



Icebreaker - Playing With My Emotions

A great game to help participants develop empathy skills and identify emotions in others.

Instructions

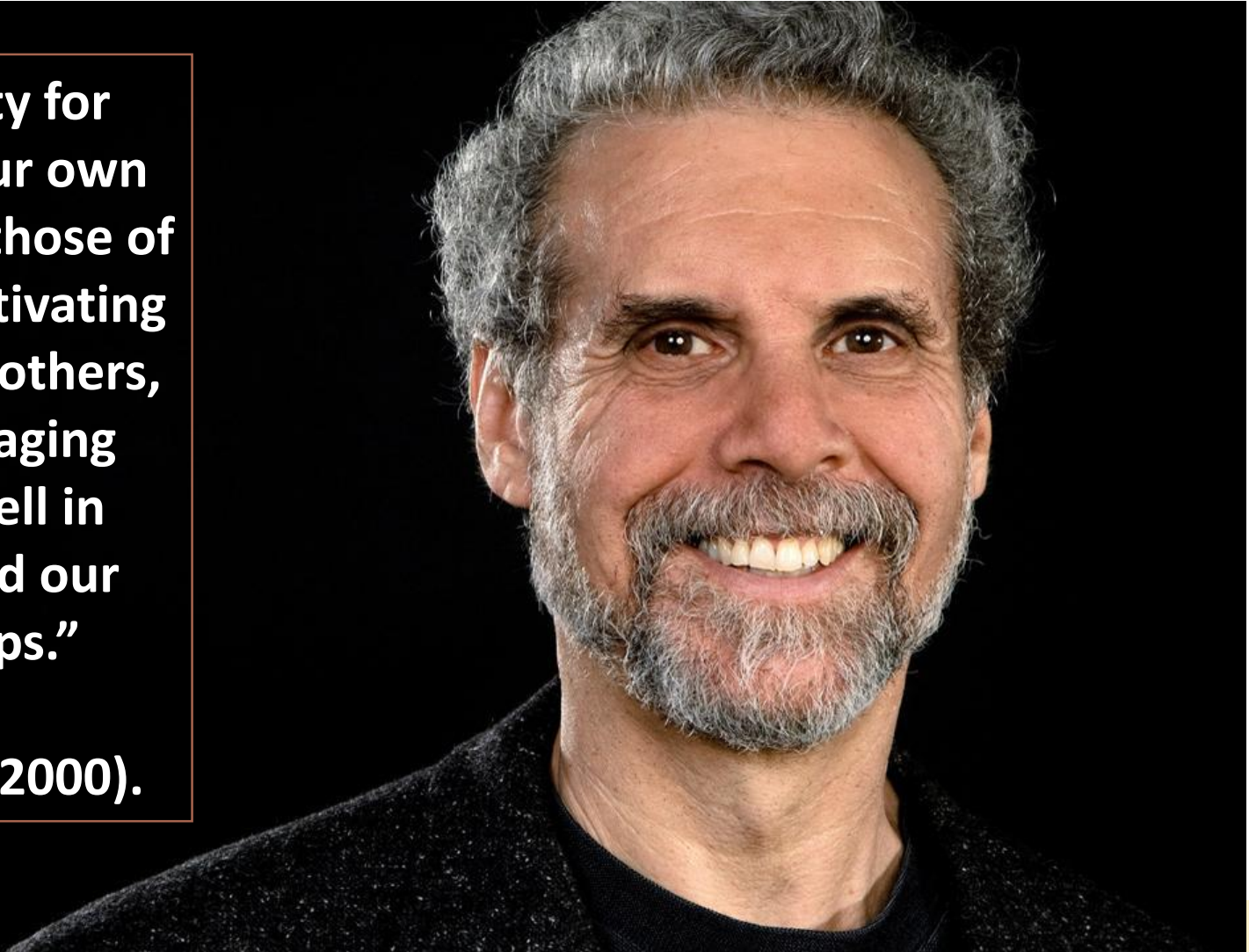
1. Place several sheets of paper with different emotions written on them in a bowl e.g. Happy, Sad, Angry, Indifferent, Scared etc.
2. Two participants each pick out a piece of paper and then have to act out a scene relevant to their job role in the emotion they picked.
3. The other participants must identify which emotion is being used by each and once identified the scene can end.

What is Emotional Intelligence?



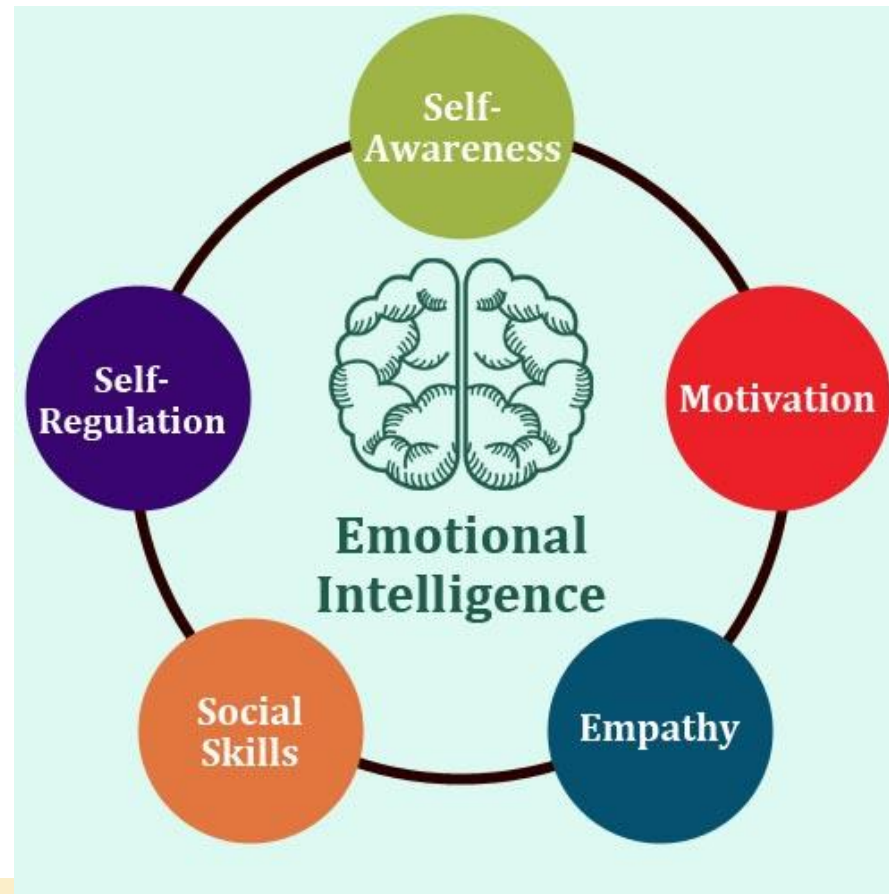
“The capacity for recognizing our own emotions and those of others, for motivating ourselves and others, and for managing emotions well in ourselves and our relationships.”

(Goleman, D. 2000).





The Five Components of Emotional Intelligence





Emotional intelligence, more than any other factor, more than I.Q. or expertise, accounts for 85% to 90% of success at work... I.Q. is a threshold competence. You need it, but it doesn't make you a star. Emotional intelligence can.

(Warren Bennis)

izquotes.com



Self-Awareness

It is the ability in deeply understanding one's emotions, strengths, weakness, needs, drives, and their impact on others.

- Emotional awareness
- Accurate self-assessment
- Self-confidence





Exercise 1: Self-Awareness - Champion or Chump

Overview

1. In order to gain high productivity, high creativity, or high quality, workers must believe that what they do is important.
2. The person doing the task must feel valued for peak performance.

Objective

1. To help participants become familiar with the past feelings that certain leaders fostered on them.
2. To determine exactly what those leaders did to foster certain feelings and realize the impact a leader has on the follower.
3. The exercise will build self-awareness by examining the individual's emotional environment.



Exercise 1: Self-Awareness - Champion or Chump – Cont'd

1. As you think about your past work experiences, when did you feel like a champion and when did you feel like a chump?
2. Think about specific actions your boss took that contributed to your sense of importance or your lack of it.

Champion

Chump



Exercise 1: Self-Awareness - Champion or Chump – Cont'd

Answer the following questions:

1. What feelings did you have when your boss practiced "champion" actions?
2. What feelings did you have when your boss practiced "chump" actions?
3. Do you think these activities had any impact on your productivity? What about your creativity?





Self-Regulation

Leaders who self-regulate themselves have control over their emotions and are able to channel any negative emotions into a positive way.

- Self-control
- Trustworthiness
- Conscientiousness
- Adaptability
- Innovation





Exercise 2: Self-Regulation - I Value, We Value

Overview

1. The purpose of this exercise is to help us evaluate the values that are important to us and the values messages that we send to our employees.
2. Sometimes, these messages can be dissimilar and that can damage the integrity of our relationships with our employees.
3. When the values messages are clearly understood, the leader's job is easier because employees have a basis from which to work.

Objectives

1. To help participants realize their role in reinforcing and encouraging the workplace values that are in place in their work unit
2. To help participants recognize that incongruent values send mixed messages to followers, creating confusion or even anger



Exercise 2: Self-Regulation - I Value, We Value – Cont'd

Each participant to complete the worksheet by marking with a different color ink the following:

1. The 5 values that the leader thinks are most important to the work unit.
2. The 5 values that the employees believe are most important to the work unit.
3. The 5 values that the company believes are most important.

Examine the sheet for inconsistencies.



Exercise 2: Self-Regulation - I Value, We Value – Cont'd

Participants answer the following questions:

1. Why is it important for leaders to set the values that are most important in their work unit?
2. What happens when the values that we say we value and the values that the organization values are different?
3. What impact do inconsistent values have on the work unit?
4. How can leaders reinforce the values that they would like to implant in the workplace?

Below is a list of values that could be present in the workplace. Circle the 5 values that you truly value most in your work unit with a blue ink pen. Be careful not to circle what you say you value or the company says you should value, but instead circle what you truly value. Feel free to add to the list. With another color ink, circle the 5 values you think your employees believe are most important to you. Where are the discrepancies?

Lightning Speed	Perfection
Harmony	Beauty
Respect	Truth
Cleanliness	Order
Safety	Open-Mindedness
Customer Satisfaction	Straight-Forwardness
Responsibility	Resourcefulness
Creativity	Sense of Community
Entrepreneurship	Independence
Team Attitude	Helping Others

_____	_____
_____	_____
_____	_____
_____	_____

Using the list above, circle the 5 values you think your company or organization values most. (If your company has stated values, these may or may not be congruent with what you think the organization values most.) Any discrepancies?

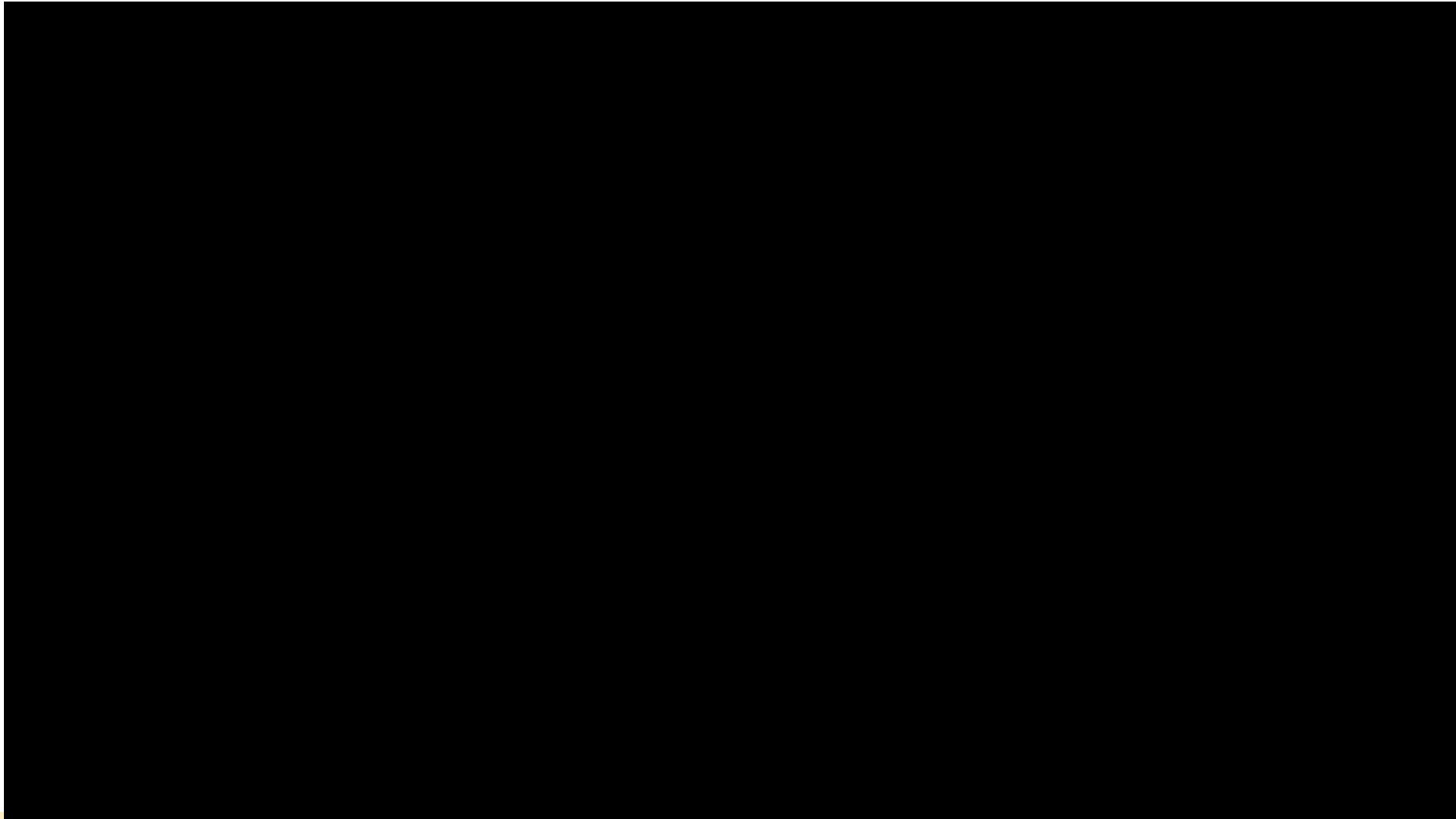


Motivation

Motivated leaders are driven by the need to achieve, not by monetary reward, and work hard towards achieving their goals.



Video 1: Motivational Leadership







Empathy

Ability to understand the emotional makeup of other people (Goleman, 2015, p. 6).

- Developing others
- Service orientation
- Leveraging diversity
- Political awareness

**Put yourself in
THEIR
shoes**





Exercise 3: Empathy – Importance Meter

Overview

1. To help participants recognize that leaders may unintentionally give different messages to employees regarding the importance of their job or task.

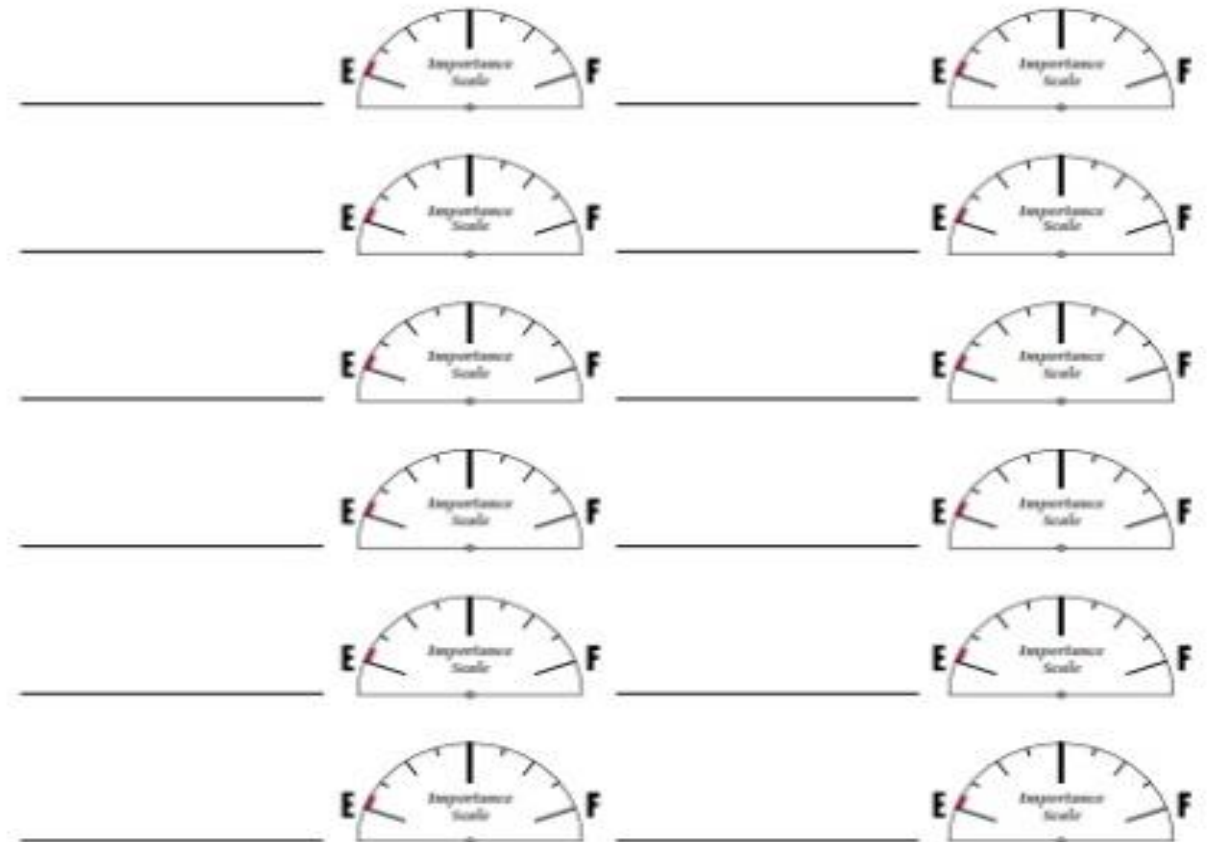
Objectives

1. It help leaders know exactly where they must place their efforts in order to heighten their employees' sense of importance.
2. The visual representation is a strong way to recognize how different employees may feel related to their sense of importance and significance in the work environment.
3. This activity will encourage the leader to regard employees as individuals.



Exercise 3: Empathy – Importance Meter – Cont'd

1. If each of your employees had a gauge or indicator so that you could see the amount of importance you place on him or her in your workplace, what would his or her indicator read?
2. Write each employee's name to the left, then draw a line marking the level of "importance" you give to each person on the gauge to right.
3. Think of yourself as the fuel for your employees' importance. Are you filling them up or are they running on empty?





Exercise 3: Empathy – Importance Meter – Cont'd

Consider things and answer the following questions:

1. How often do you ask about their work?
2. Are their concerns about their job high on your priority list, or low?
3. When was the last time you asked this person for an opinion about work?
4. Is this person first or last to hear from you about important developments in the workplace?
5. Why did you place some people's importance meter lower than others?
6. Do you think you can influence a person's importance scale?
7. What actions do you think would increase a person's scale?
8. What actions do you think would lower a person's scale?
9. What do you think would happen if all employees were running on "Empty"?
10. What do you think would happen if all employees were running on "Full"?
11. Besides your activities as the leader, who else impacts a person's importance scale?
12. Who else can you influence to help positively impact a person's importance scale?



Social Skill

Social skill is friendliness with a purpose; moving people in the direction the leader desire (Goleman, 2015, p. 19).

- Influence
- Communication
- Conflict management
- Leadership
- Change catalyst
- Building bond
- Collaboration & cooperation
- Team capabilities

(NUNES, 2003)





Exercise 4: Social Skill - Open and Friendly vs. Friendship

Overview

1. A friendly and open environment allows for free exchange of information, creative ideas flow without fear of criticism, problem solving occurs with greater ease, and a quicker response time to customers or others follow.

Objective

1. The purpose of this exercise is to help you as a leader define what a friendly and open work environment means to you and how best it is achieved in your work environment. This exercise will also ask you to distinguish between a friendly and open environment and a personal friendship.



Exercise 4: Social Skill - Open and Friendly vs. Friendship – Cont'd

Work individually to complete, then partner to share your personal definitions and philosophies about friendship and a friendly environment.

1. Create a personal definition for a friendly and open environment and a definition for personal friendship.
2. How does a leader know what works and what doesn't work?
3. How do individual differences need to be taken into consideration when creating an open and friendly environment?
4. What stops us from demonstrating care and support in the workplace? For example, what messages have we heard that may seem counter to creating strong bonds with employees?

Friendly and Open	Friendship
My definition:	My definition:

Think about each of your employees. Name one thing that you could do to create an open and friendly environment with each employee. Write it down for each employee.

What can you do with your entire work group that would create a more friendly and open environment?

What stops you from creating a friendly and open environment? What messages have we heard that seem counter to creating this type of environment?



Emotional Intelligence and Leadership Effectiveness

1. Effective implementation of emotional intelligence by leadership has a great impact towards the achievement of organizational goals and profitability.
2. Leaders inspire and motivate employees into excellent job performance and productivity.
3. It builds trust and loyalty.
4. It reduces workplace stress and infighting, it attracts great talents, and reduced talent turnover in the organization.
5. It plays a very important role in a satisfactory relationship with clients, partners, stakeholders and the overall organizational success.



How to Improve Emotional Intelligence

Self Awareness

- Keep a daily journal detailing your emotions.
- Take notice of the situations surrounding these emotions and the reasons each emotion surfaced.

Self Regulation

- After examining your daily emotions, assess if they align with your values. For example, if you are trying to be calmer, notice if you are dedicated to deep breathing exercises when stressed.

Motivation

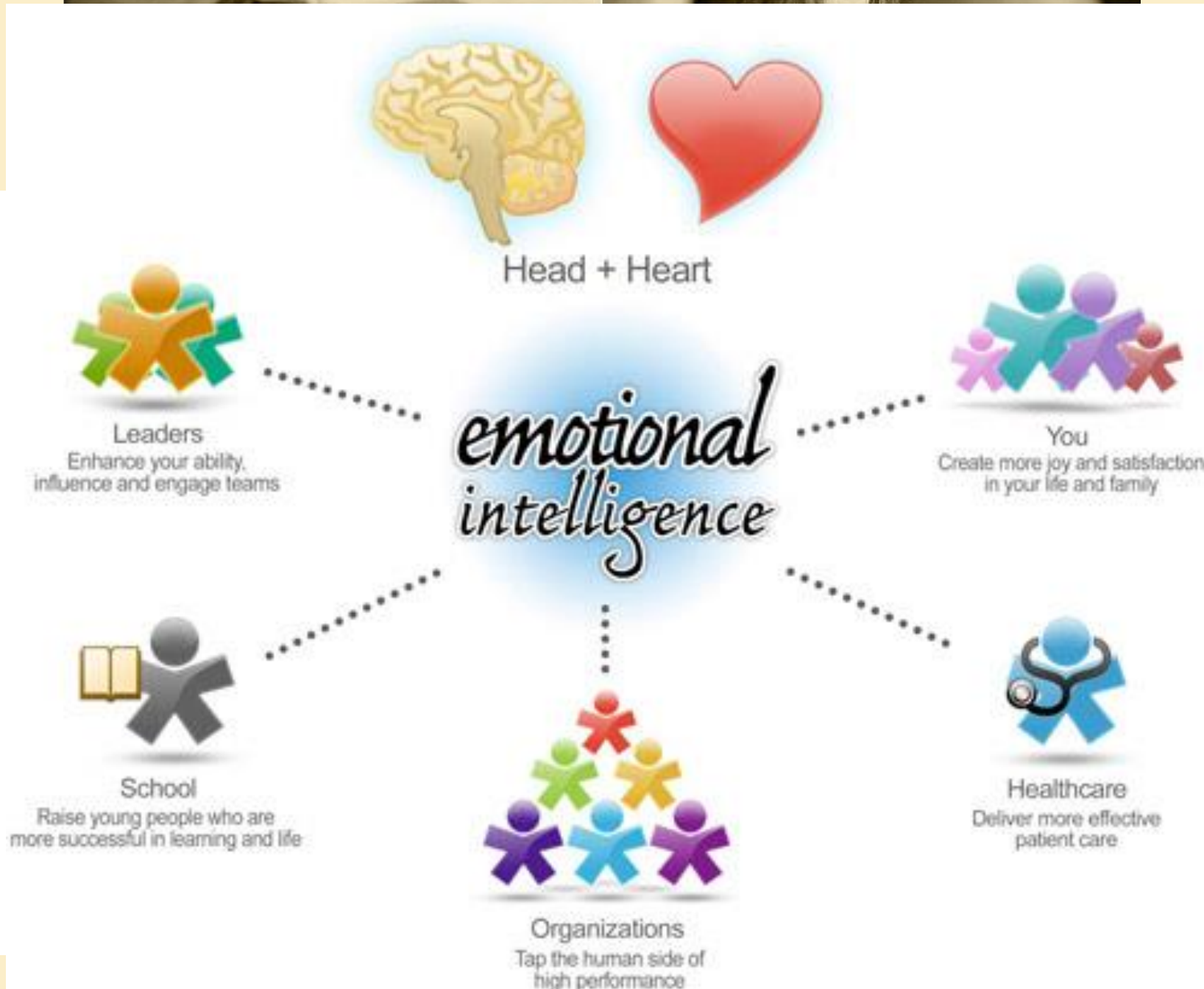
- Assess your personal and professional goals.
- If you are not where you thought you would be, channel your inner optimism and create a new plan to achieve your goals.

Empathy

- Pay attention to the emotions and body language of others and respond appropriately.
- Try putting yourself in another person's position to gain a deeper understanding of the situation at hand.

Social Skills

- Work to improve your communication skills. Increased communication skills can lead to more successful teamwork and conflict resolution.





Video 2: The Leader Within - Leadership Emotional Intelligence





- Q & A
- Contact Info
- Evaluation



References

- Goleman, D. (2000). Working with Emotional Intelligence. New York, NY: Bantam Dell.
- Goleman, D. (2015). "What Makes a Leader?" HBR's 10 Must Reads on Emotional Intelligence (p. 1-21). Boston, MA: Harvard Business Review Press.
- Lynn, A. B. (2000). 50 Activities for Developing Emotional Intelligence. Retrieved from <https://epdf.tips/50-activities-for-developing-emotional-intelligence.html> .
- Nunes, R. (2003, April). Book Review: Working With Emotional Intelligence. Retrieved from http://www.stephanehaefliger.com/campus/biblio/017/17_39.pdf.
- Thompson, G. (Director). (2013, September 11). The Leader Within - Leadership Emotional Intelligence [Video file]. Retrieved from <https://www.youtube.com/watch?v=nyxnpHknKUU>

