

# Leading with Emotional Intelligence: Become an Emotion Scientist



"[scientist-minifig](#)" by [pixbymaia](#) is licensed under [CC BY-NC-SA 2.0](#)

**Amy Shipley | Director | Basalt Regional Library**

**Christine Kreger | Professional Development Consultant | Colorado State Library**

# How are you feeling today? (No, really...How are you feeling?)

## Self-Assessment

Rate yourself on each statement from 1-10, with 10 being the highest.  
You will not need to compute a score, just rate yourself on the items

### Personal competence - how we manage ourselves

**Self-awareness** - knowing one's internal states, preferences, resources, and intuitions

1. <b>Emotional awareness</b> - Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions	
2. <b>Accurate self-assessment</b> - knowing one's strengths and limits	
3. <b>Self-confidence</b> - a sound sense of one's self worth and capabilities	

**Self-regulation** - managing one's internal states, impulses, and resources

4. <b>Emotional Self-control</b> - keeping disruptive motions and impulses under control	
5. <b>Transparency</b> - Displaying honesty and integrity; trustworthiness	
6. <b>Adaptability</b> - Flexibility in adapting to changing situations or overcoming obstacles	
7. <b>Achievement</b> - The drive to improve performance to meet inner standards of excellence	
8. <b>Initiative</b> - Readiness to act and seize opportunities	

9. <b>Optimism</b> - Seeing the upside in events	
--	--

**Social Competencies** - determine how we manage relationships

**Social Awareness** - an awareness of others’ feelings, needs and concerns

10. <b>Empathy</b> - sensing other’s feelings and perspectives and taking an active interest in their concerns	
11. <b>Organizational awareness</b> - Reading the currents, decision networks, and politics at the organizational level	
12. <b>Service</b> - Recognizing and meeting follower, client, or customer needs	

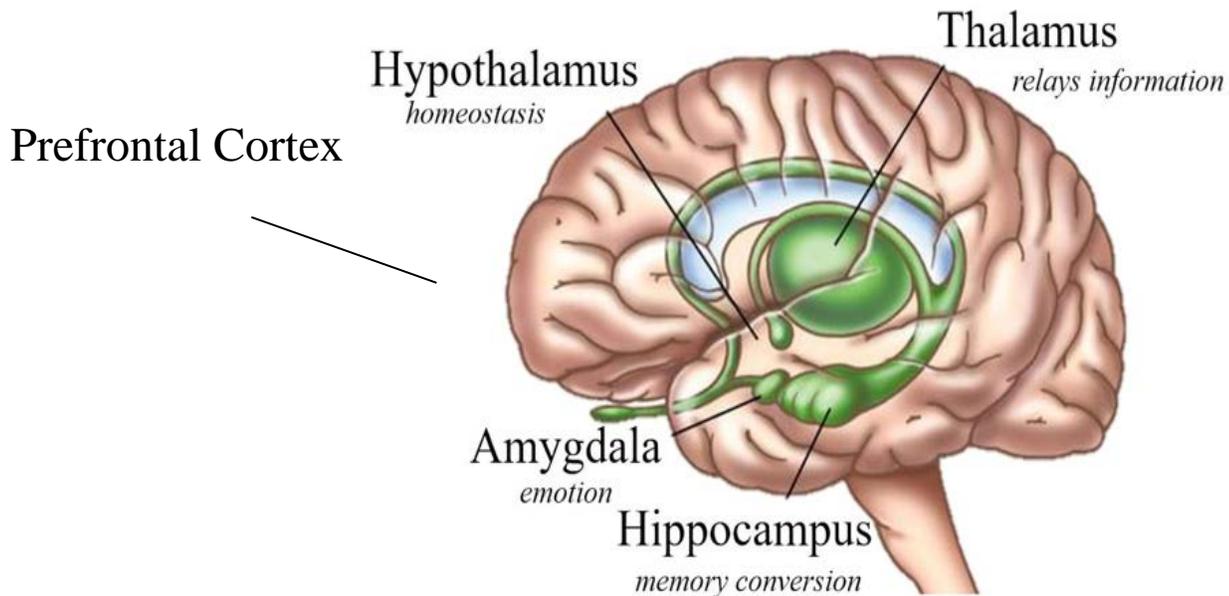
**Social skills** - adeptness at inducing desirable responses in others

13. <b>Inspirational leadership</b> - Guiding and motivating with a compelling vision	
14. <b>Influence</b> - Wielding a range of tactics for persuasion	
15. <b>Developing others</b> - Bolstering others’ abilities through feedback and guidance	
16. <b>Change catalyst</b> - Initiating, managing, and leading in a new direction	
17. <b>Conflict management</b> - Resolving disagreements	
18. <b>Teamwork and collaboration</b> - Cooperation and team building	
19. <b>Building Bonds</b> – Cultivating and maintaining a web of relationships	

# The Science of Emotions

The **limbic system** refers to the set of structures in the brain that plays an important role in emotional regulation and is responsible for the regulation of autonomic and endocrine function in response to emotional stimuli. It is made up of four main parts: the **thalamus**, the **amygdala**, the **hippocampus**, and the **hypothalamus**.

## The Limbic System



<https://ysjournal.com/the-emotional-brain/>

**Thalamus** - collects sensory inputs (visual, auditory, and somatosensory) and relays these inputs to the amygdala and higher cortical regions for processing.

**Amygdala** - collects sensory inputs from the thalamus and stimulates the hypothalamus to release hormones.

**Hypothalamus** - regulates the autonomic nervous system (ANS) by regulating the endocrine system which is involved in the release of different hormones into the bloodstream. The ANS controls the reflexive physiological changes that occur in response to emotional stimuli (breathing, heart rate, blood pressure, temperature).

**Hippocampus** - processes long-term memory and emotional responses. Emotion and memory are closely linked, and future decision-making is frequently based upon emotions tied to past experiences.

**Prefrontal cortex** – is our command center helping guide our actions. Linked to higher order thinking, the prefrontal cortex helps us process our emotions and decide what to do next.

# The Importance of Emotions

## Emotional Intelligence Core Elements

		Recognition/Awareness			
<b>S e l f</b>	<b>Self-Awareness</b>	<b>Social Awareness</b>			
	Emotional self-awareness Accurate self-assessment Self-confidence	Empathy Organizational Awareness Service	<b>O t h e r s</b>		
<b>Self-Management</b>	<b>Relationship Management</b>				
	Emotional Self-Control Transparency Adaptability Achievement Initiative Optimism	Influence Inspirational Leadership Developing Others Change Catalyst Building Bonds Conflict Management Teamwork & Collaboration			
		<b>Regulation/Control</b>			

<https://ohio4h.org/sites/ohio4h/files/imce/Emotional%20Intelligence%20Background.pdf>

# Self-Awareness

## RULER

**R:** \_\_\_\_\_ emotions in oneself and others

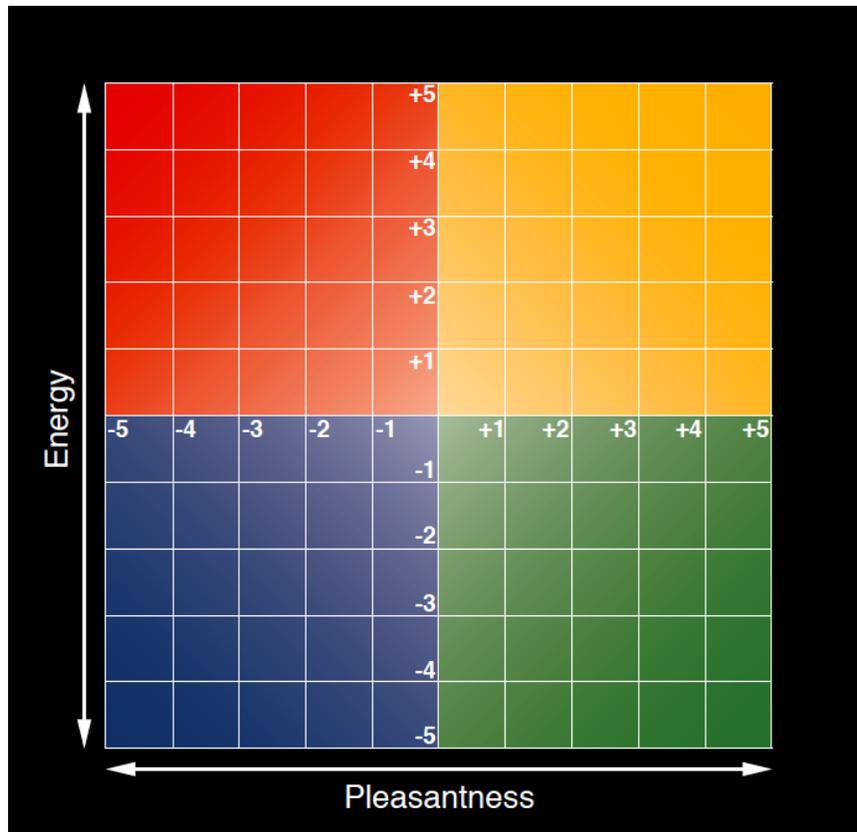
**U:** \_\_\_\_\_ the causes and consequences of emotions

**L:** \_\_\_\_\_ emotions with a nuanced vocabulary

**E:** \_\_\_\_\_ emotions in accordance with cultural norms and social context

**R:** \_\_\_\_\_ emotions with helpful strategies

**Mood Meter/ Mood Meter App** - <http://moodmeterapp.com/>



<https://www.marcbrackett.com/the-colors-of-our-emotions/>



# Self-Management/Self-Regulation

## Meta Moment

Marc Brackett recommends taking time to pause, or to take a Meta Moment as we express our emotions. To literally think about our emotions.

- Here is what I feel and why
- Here is what I want to happen next
- Here is what I need from you right now

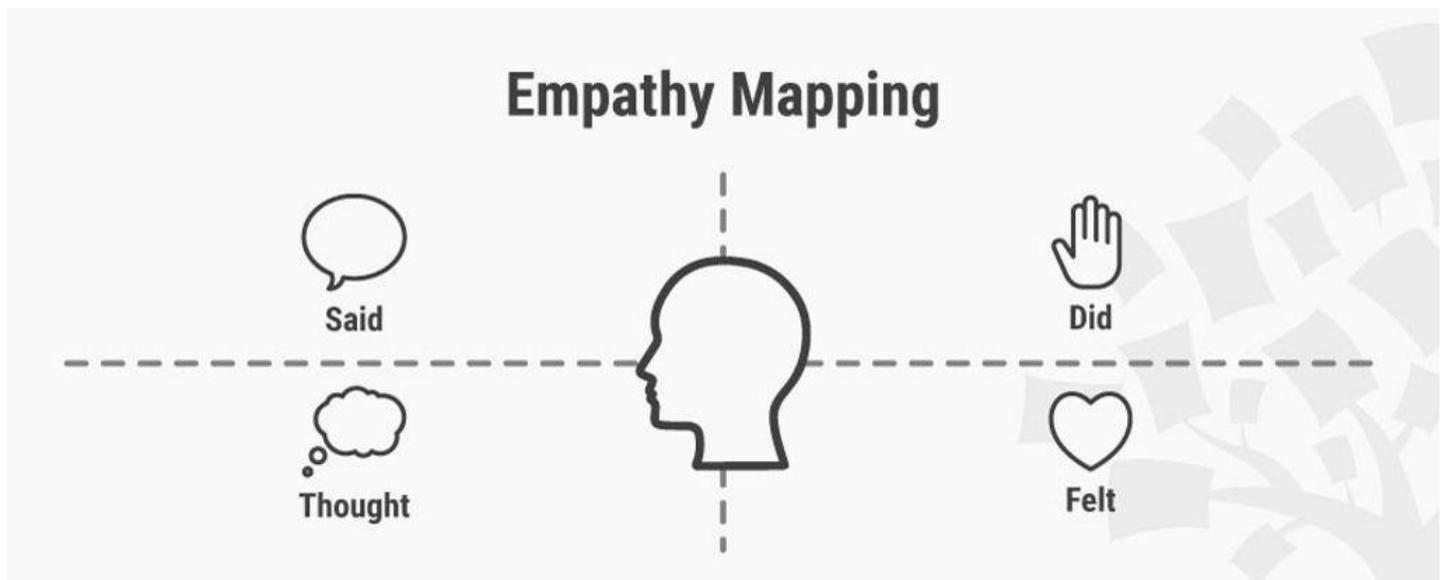


*“A view of human nature that ignores the power of emotions is sadly shortsighted.”*

– Daniel Goleman

# Social Awareness/Empathy

## Empathy Map



<https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it>

*“With emotion skills, we create a more inclusive, compassionate, and innovative world.”*

– Marc Brackett

# Relationship Management

## Listening and Asserting Skills

### Listening Skills

#### Releasing

- Temporarily suspend your agenda
- Be open-minded; consider other views
- Don't interrupt; be patient

#### Attending

- Orient your body toward the other
- Maintain appropriate eye contact
- Be sensitive to incongruence in the speaker's verbals and nonverbals

#### Amplifying

- Encourage the other to continue
- Inquire--ask clarifying questions
- Find common ground

#### Reflecting

- Summarize
- Paraphrase and link perspectives
- Contrast or differ constructively
- Note the speaker's feelings

### Asserting Skills

#### Clarifying Intentions

- Be clear about your goals and needs

#### Remaining Centered

- Be poised – neither defensive nor aggressive
- Remain emotionally balanced

#### Expressing

- State your position clearly
- Avoid vague words or qualifiers
- Use a confident tone of voice

#### Supporting

- Use strong, definitive gestures
- Use appropriate eye contact
- Maintain steady, assured posture

#### Persisting

- Have the courage to persevere
- Be resolved but open to collaboration

Uroda, Kathy, et al. Leadership Through Influence. Lore International Institute, 2008.

# Scenario

You are attending a meeting with library staff from across Colorado, and one member is bullying other members.

You do not know any of the attendees well.

How would you use your strongest Core Element to address this behavior, either during the meeting, or after the meeting with the bully, or with the person being bullied, or both.

**You may find the Emotional Intelligence Competencies listed below helpful.**

## Emotional Intelligence Competencies

### Self-Awareness

**Emotional Awareness Competence - reading one's own emotions and recognizing the impact using gut sense to guide decisions**

- Know which emotions we are feeling and why
- Realize the links between feelings and what we say, think, and do
- Recognize how feelings affect performance
- Have a guiding awareness of values and goals

**Accurate Self-Assessment Competence - knowing one's strengths and limitations**

- Aware of strengths and weaknesses
- Reflective, learns from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about self
- Aware of blind spots
- Required alignment between personal values and those of the org

**Self-Confidence Competence - a sound sense of one's self worth and capabilities**

- Present self with self-assurance; have presence
- Voice views that are unpopular and go out on a limb for what is right
- Decisive, able to make sound decisions despite uncertainties and pressures

### Self-Management/Self-Regulation

**Emotional Self-Control Competence - keeping disruptive emotions and impulses under control**

- Managing impulsive feelings and distressing emotions well
- Staying composed, positive, and unflappable even in trying moments
- Thinking clearly and staying focused under pressure
- Being aware of feelings and bodily responses
- Relaxation techniques
- Try to find something interesting/challenging in the work you do - generate enthusiasm vs stress

**Transparency - displaying honesty and integrity, trustworthiness - authentic openness to others about own feelings, beliefs, actions**

- Admit own mistakes and confront ethical actions in others
- Take tough principle stands even if unpopular
- Meet commitments and keep promised
- Holds self accountable for meeting objectives
- Are organized and careful in work

### **Adaptability Competence - flexibility in adapting to changing situations or overcoming obstacles**

- Smoothly handle multiple demands, shifting priorities and rapid change
- Adapt responses and tactics to fit fluid circumstances
- Flexible in how they see events

### **Achievement - the drive to improve performance to meet standards of excellence**

- Results-oriented with a high drive to meet objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve performance

### **Initiative - readiness to act and seize opportunities**

- Ready to seize opportunities
- Pursue goals beyond what is required or expected
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

### **Optimism- seeing the upside in events**

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstances rather than a personal flaw

## **Social Awareness/Empathy**

### **Empathy - seeing others' emotions, understanding their perspective, and taking an active interest in their concerns**

- Attune to emotional cues; listens well
- Shows sensitivity and understand others' perspectives
- Helps based on understanding other's needs and feelings

### **Organizational Awareness - reading the currents, decision networks, and politics at the organizational level**

- Ability to read a group's emotional currents and power relationships
- Identify influencers, networks, and dynamics within the organization
- Understand the guiding values and unspoken rules that operate among people

### **Service - recognizing and meeting the follower, client, or customer needs**

- Understand customers' needs and match them to services or products
- Seek ways to increase customers satisfaction and loyalty
- Offer appropriate assistance
- Grasp a customer's perspective, acting as a trusted advisor

## **Relationship Management**

### **Influence Competence - wielding a range of tactics for persuasion**

- Skilled in winning people over
- Fine tune presentations to appeal to the listener
- Use complex strategies to build consensus and rapport
- Orchestrate dramatic events to effectively make a point

### **Inspirational Leadership Competence - guiding and motivating with a compelling vision**

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

### **Developing Others - bolstering others' abilities through feedback and guidance**

- Acknowledge and reward people's strengths and accomplishments
- Offer useful feedback and identify people's needs for further growth
- Mentor, give timely coaching, and offer assignments that challenge and foster person's skills

### **Change Catalyst Competence - initiating, managing, and leading in a new direction**

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

### **Building Bonds Competence - cultivating and maintaining a web of relationships**

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

### **Conflict management Competence – Resolving disagreements**

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help de-escalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

### **Teamwork and Collaboration Competence - cooperation and team building**

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration
- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity and commitment

# EQ Action Plan

Review Self-Assessment and select a Core Element you want to work on in the next month.

List that element and a sub-element if relevant: \_\_\_\_\_

Pick a strategy or 2 you can commit to practicing over the next month. List those in your workbook (Resource list has references to more activities/strategies)

1. \_\_\_\_\_

2. \_\_\_\_\_

Think of someone you work with that excels in the skill you are wanting to work on.

Name of person who excels in the skill you would like to develop: \_\_\_\_\_

Date by which you will contact the person: \_\_\_\_\_



*“We assume work is powered by skills and experience, by brainpower and accomplishment...but “emotions are the most powerful force inside the workplace - as they are in every human endeavor.”*

– Marc Brackett

# Resources

**Emotional Intelligence** by Daniel Goleman

**How Emotions are Made** by Lisa Feldman Barrett

**Permission to Feel** by Marc Brackett Ph.D.

**Working with Emotional Intelligence** by Daniel Goleman

**Primal Leadership** by Daniel Goleman, Richard Boyatzis, Annie McKee

**13 Signs of High Emotional Intelligence**

<https://www.inc.com/justin-bariso/13-things-emotionally-intelligent-people-do.html>

**The Emotional Brain**

<https://ysjournal.com/the-emotional-brain/>

**What is Emotional Intelligence**

<https://ohio4h.org/sites/ohio4h/files/imce/Emotional%20Intelligence%20Background.pdf>

**What Makes a Leader?**

[https://command.columbusstate.edu/docs/readingassignments/auxiliaryreadinglists/whatmakes\\_a\\_leader.PDF](https://command.columbusstate.edu/docs/readingassignments/auxiliaryreadinglists/whatmakes_a_leader.PDF)

## Resources with Activities for In-depth Reflection

**Becoming a Resonant Leader: Develop Your Emotional Intelligence, Renew Your Relationships, Sustain Your Effectiveness** by Annie McKee, Frances Johnston, and Richard E. Boyatzis

**Emotional Intelligence 2.0** by Travis Bradberry and Jean Greaves

**Emotional Intelligence for the Modern Learner** by Christopher Connors

**Emotional Intelligence Playbook**

<https://drive.google.com/file/d/1-mW6F-RF7KJjdFFfCM3ECE02S-0-ZHEo/view?usp=sharing>

**Penn State Emerging Leaders: Self Reflection Activities**

<https://docs.google.com/document/d/18id9yQxzPGfPt32h3Um2JG-9FQEc7PMo>

**Quick Emotional Intelligence Activities for Busy Managers** by Adele Lynn

**The Colors of our Emotions**, Marc Brackett

<https://www.marcbrackett.com/the-colors-of-our-emotions/>

**13 Emotional Intelligence Activities & Exercises**

<https://positivepsychology.com/emotional-intelligence-exercises/>