

# Emotional Leadership

Using emotionally intelligent behaviour to enjoy a life of EASE.

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# Contents

Author - Mike Gosling .....	ix
Author - Karen Sue Gosling.....	xi
Acknowledgements .....	xiii

## Introduction

Journey to emotional wisdom.....	10
The Eight Stages of Emotional Leadership.....	2
The learning process – <i>The EASEQuadrant</i> <sup>®</sup> .....	4
Behaving with emotional intelligence.....	10

## LEVEL 1: EXPERIENTIAL EMOTIONAL LEADERSHIP

### Chapter 1: Emotional Landscape

Introduction .....	13
Drama of life.....	13
1. Primordial drive to survive versus evolved desire to thrive... 13	
2. Functions of emotions.....	14
What is emotional intelligence? .....	18
1. Ten Rampant EI myths in corporate culture.....	20
2. True test of emotional intelligence .....	24
3. Traditional view of emotion in relation to cognition .....	25
4. Intelligence is too narrowly defined .....	25
5. The arrival of emotional intelligence.....	27
6. Measuring emotional intelligence.....	29
Brief overview of the MSCEIT <sup>™</sup> .....	29
The Bar-On EQ-i <sup>®</sup> .....	30
7. Do IQ and EI equate with happiness?.....	32
8. Value of emotional intelligence at work.....	33
9. Understanding your emotional intelligence scores .....	34
10. The normal distribution curve.....	35
Emotional health.....	38
1. Nature and potential of health.....	38
2. Definitions of health.....	40
3. Signs of emotional health.....	41
Needs and wants .....	46
1. Hierarchy of needs .....	46
2. Energy surges signal needs .....	46
3. Developing emotional awareness .....	47
Perceiving emotion.....	48
1. The physical brain .....	48
2. The amygdala versus neocortical functioning.....	51
3. All emotions have a physical component .....	52
4. Knowing yourself and understanding change .....	53
Summary .....	55
Emotional Leadership Checklist .....	58

### Chapter 2: Basic Emotions

Introduction .....	65
Sensitive and reactive people .....	66
1. Sensitive or reactive – Not me!.....	66
The sensitive person .....	66
The reactive person.....	67
2. What men and women need to know.....	69
3. What men need to understand about women.....	69
4. What women need to understand about men.....	70
Emotion families.....	71

1. Labelling emotions.....	71
2. Six emotion families .....	72
Pain timeline .....	76
1. Emotional constipation .....	76
2. Pain is felt in the present.....	76
3. Pain felt in the body .....	77
4. Effect of stress felt in the body .....	77
Balancing emotion.....	79
1. Women talk through their problems .....	80
2. Sensitive people are prone to stress .....	81
3. Men withdraw to think through problems .....	81
4. Counselling – an effective remedy for stress .....	82
Summary .....	82
Emotional Leadership Checklist .....	82

### Chapter 3: Emotion Generation

Introduction .....	87
Understanding self-esteem .....	87
1. Your inner view of self .....	88
2. The counterweight.....	88
Case Study 3.1 "Banish Low Self-Esteem" .....	89
Recognising your inner voice.....	90
1. Indicator of low self-esteem.....	90
2. What is the inner voice – The voice in your head? .....	91
Case Study 3.2 "Tell your inner voice to Check Out!" .....	95
3. Too much change, lah .....	97
4. Cognitive distortions and your 'shoulds' .....	97
Emotion generation .....	99
1. Emotions experienced as arousal.....	99
2. EAR–Identity: A cognitive-behavioural process .....	100
3. Learning.....	103
4. Appraisal .....	104
5. The gap between event & response .....	106
6. Get smart at noticing emotional constipation.....	109
7. Making a mistake .....	110
Summary .....	115
Emotional Leadership Checklist .....	116

### Chapter 4: Emotion Conversion

Introduction .....	123
Teaching emotional knowledge .....	123
1. Let's review and update some definitions.....	124
2. Get ready for emotion conversion .....	125
Pain perception and arousal .....	126
1. Pain a percept of the body and mind .....	126
2. The autonomic nervous system (ANS).....	128
3. Sensitisation .....	129
4. Anger and fear reactivity versus assertion and appreciation pro-activity.....	132
From anger to assertion .....	133
1. The function of anger .....	133
2. Moving to assertion.....	133
Case Study 4.1 "Rage against the machine" .....	135
3. Rationale for assertion .....	137
4. Practising assertive behaviour .....	140
From fear to appreciation .....	142
1. What is fear?.....	142
2. Dealing with fear physically .....	143
3. Fear and the sensitive or reactive person.....	144
4. Understanding fear and anxiety .....	146
5. Moving to appreciation .....	148
4-Step cognitive framework.....	151
1. The key to emotion conversion.....	151

2. The framework .....	152
3. Self-concept inventory .....	155
Summary .....	158
Emotional Leadership Checklist .....	159

## LEVEL 2: STRATEGIC EMOTIONAL LEADERSHIP

### Chapter 5: Creating Transition

Introduction .....	163
Understanding changes and blends in emotion! .....	164
1. Describing emotional arousal .....	164
2. Emotional chains .....	167
3. Emotional blends .....	169
Awareness .....	170
1. The old and new paradigms .....	170
2. Acceptance versus withdrawal .....	171
Change for the better! .....	172
1. Change means changing your EAR-Identity .....	172
2. Structure of personality .....	173
3. Defence mechanisms .....	173
4. Characteristics of mental health .....	175
5. Analysis of identity .....	176
The change process .....	176
1. Ten stages of change .....	176
2. Normal grief reactions .....	179
3. The four tasks of mourning .....	180
4. Six stages of grief .....	180
Unpacking your negative jigsaw .....	181
1. The waterslide .....	182
2. Repeating affirmations .....	183
3. The compassionate response .....	188
4. Positive and negative energy flows – do they make a difference? .....	188
Summary .....	188
Emotional Leadership Checklist .....	190

### Chapter 6: Communicating Change

Introduction .....	195
Communication in male/female relationships .....	195
1. The Housemate Syndrome .....	196
Communication model .....	199
Helping model of communication skills .....	201
1. Active listening .....	203
2. Continuing responses – Attending skills .....	209
3. Reflecting of content – Listening with understanding .....	210
4. Reflection of feelings: Empathy – the key ingredient .....	211
5. Leading responses – Open invitation to talk .....	212
6. Clarifying and summarising .....	214
7. Attitudes .....	214
Effective communication .....	218
Levelling, listening, and validating .....	219
Summary .....	220
Emotional Leadership Checklist .....	221

### Chapter 7: Power of Choice

Introduction .....	225
Emotional Leadership - The onward path .....	225
1. Sowing emotional leadership .....	225
2. Define your path .....	226
3. Power of choice .....	227
Mike's journey – Anger to assertion .....	228
1. Free of conditioning .....	228

2. Mike's story .....	230
3. Experience is what you do with what happens to you .....	231
4. Creating transition – Life is for making memories .....	234
Karen's journey – Fear to appreciation.....	236
Making no-lose decisions.....	238
Making 'right' choices .....	243
Power of self-management.....	244
Summary .....	245
Emotional Leadership Checklist .....	245

### Chapter 8: Life of EASE!

Introduction .....	249
Relationship cycle.....	250
Fives ways to give and receive love.....	253
Sandcastle of trust.....	255
Forgiveness .....	256
Life of EASE! .....	257
Emotional Leadership Checklist .....	262

### Appendices

Appendix A.....	267
Appendix B.....	267

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### Author Mike Gosling



Born and raised in the Fijian Islands, Mike Gosling is a third-generation Anglo-Fijian – now an Australian citizen and permanent resident of Singapore. Mike immigrated to Australia in 1974 at the age of 24. He spent the next ten years working in Adelaide, in the professional accounting, manufacturing, and commercial sectors of industry. He moved to Singapore to live and work in March 1997, after travelling to 38 countries and completing further undergraduate and master of business administration degrees in South Australia. From 1993 to 1999 Mike worked as a university academic in Australia and Singapore teaching financial management and entrepreneurship.

#### Mike the Businessman

Whilst living and working in Adelaide, Mike acted as a registered tax agent and operated a 30 hectare "weekend" sheep farm with 120 border leicester ewes. From 1984 to 1988 he owned and operated a convenience food outlet on the Gold Coast, Queensland, Australia, with his wife – Karen Gosling.

In January 1998 Mike co-founded a cognitive-behavioural counselling practice in Singapore with Karen, and in July 1999 he joined the business full-time as Managing Director. His organization – Goslings International Pte Ltd – provides executive behavioural coaching, professional counselling, *The EASEQuadrant® Workshop*, emotional intelligence assessments and reporting, corporate employee assistance, and emotional leadership training.

#### Mike the Author

During the two years to March 2004 Mike wrote *Emotional Leadership* in collaboration with Karen Gosling – Co-founder of Goslings International Pte Ltd and his business partner. Much of the work on emotional intelligence in the book derives from Mike's PhD program on the "Emotional Intelligence of Managers in Singapore", due for completion in 2004.

#### A commitment to Emotional Leadership Education

Mike created *The EASEQuadrant® Workshop* – an emotional leadership program – to teach individuals the emotionally intelligent strategies that have served him so well over the years, allowing him to become emotionally wise. The children's edition of this book, *Emotional Leadership For Kids*, to help our children learn emotional leadership skills, published by Asiapac Books, will be released in June 2005 at the annual World Book Fair.

Work is currently underway on the online modules of *The EASEQuadrant® Workshop*. The online modules will offer worldwide interactive participation in Mike's journey to emotional wisdom; promoting Goslings mission to raise the emotional well-being of people around the world.

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## Author Karen Gosling



Born and educated in Adelaide, South Australia, Karen spent one year as an exchange student in Germany, before graduating in social work studies at the University of South Australia in 1976. She worked as a community welfare worker for six years – with the Department for Community Welfare in South Australia – before spending two years with the Royal Society for the Blind, as a supervisor and senior social worker. Karen married Mike Gosling in 1977 and for six years they lived on a small rural property whilst working full-time in the city. Mike's daughters – Kristie and Talei – would spend their holidays with Karen and Mike, on the farm.

In 1984 Karen travelled widely with Mike through Asia, India, Africa, UK, and Europe. In 1985 they settled in Queensland – on Australia's Gold Coast – where Karen worked as a senior social worker at the Gold Coast Hospital. Four years later she returned with Mike to Adelaide. He to study, and she to commence six years of fulfilling work in the spinal injuries rehabilitation centre of the Royal Adelaide Hospital – the largest teaching hospital in South Australia. During this time their two sons were born. With Mike mostly at home, the flexibility of the working hours at the rehabilitation unit, and a wonderful childcare centre, the stress of caring for their sons in their infant years was reduced significantly. From March 1995 until May 1997 Karen was senior medical social worker at the Royal Adelaide Hospital. And was instrumental in establishing a 24-hour counselling service to victims of trauma, as part of the hospital's regional trauma service.

Karen joined Mike in Singapore in June 1997. In January 1998 she co-founded Goslings International Pte Ltd with Mike where she is Counselling Director. Karen was a part-time lecturer in medical social work at the National University of Singapore (NUS) from 1998 to 2000.

Karen finds the counselling work at Goslings the most rewarding professional work of her 28-year career. She says, "Assisting people to gain greater awareness of their issues and emotions is fulfilling in itself. But observing the outcome after providing the tools, thereby enabling people to change their behaviour and their lives – that's exhilarating!"

*The EASEQuadrant® Workshop* and this book were born out of Karen and Mike's desire to share with others an understanding of how and why we feel things during times of stress or change. And to provide the tools for individuals to manage these feelings so that they can remain in control of their behaviour – to enjoy a life of EASE!



# Emotional Landscape

# 1

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*"The way you perceive things from here on depends upon what you do about your experiences – what you do about what happens to you."*

## Introduction

Your emotional landscape is typified by deep valleys of anger and resentment, rapid-filled rivers of fear and anxiety, black volcanic plugs of disgust, dark bottomless chasms of sadness, shimmering lagoons of surprise, and occasionally, harbour-fringing mountains of joy and appreciation.

Events in your life trigger behaviours – a response, reaction, feeling or emotion. The intensity of your behavioural response to an event will vary from person-to-person. No two people respond to an event with exactly the same emotion, or intensity of emotion. For example, I may feel **irritated** when my wife comes home at two o'clock in the morning after a "girl's night out", whereas you may feel **outraged** when your partner does the same. Your behaviour as a response to an event in your life is predetermined by your emotional landscape. Meaning that, the choices you have made so far determine the person you want to be.

*You* create your emotional landscape. Equally, you have the power to change it.

## Drama of life

### 1. Primordial drive to survive versus evolved desire to thrive

In the primordial drive to survive, physiological arousal or feedback – a heart that is beating hard – helps you to interpret or appraise a situation. For example, if you've been out for a walk you know your heart is pounding and you know why – so you are not frightened by it. But if the situation is perceived as threatening – someone is following you up a dark street, for example – anger or fear is experienced, and "fight or flight" is the primordial drive shown.

We cannot be humanly alone. Emotion plays a vital function in the primordial drive to connect and bond you with others. For example, if a situation appears to be safe, a person may feel relaxed and show contemplative and attachment behaviours.

This evolved desire to thrive promotes altruism and self-actualisation. When a person is in control of his or her situation the person feels self-confident, secure, successful – even ecstatic. They will display high levels of energy, inspiring them to self-actualise and fulfil their potential. In this situation a person will feel energetic and creative.

In the drama of life emotions signal a higher level of need. Anger and fear based reactivity – negative emotion – can lead to an increased risk of illness and chronic pain. Understood as stress felt in the body, negative emotion affects health adversely. Conversely, positive emotion can help you to change the thoughts that are keeping you ill. The continual internal feedback about your body's state of physiological arousal, helps you interpret the situation or event that has given rise to the complex emotional response that is generated.

## 2. Functions of emotions

Emotions – felt as physiological arousal in the body – signal increased risk of illness, emotional distress, and/or psychosocial problems that are played out in the drama of life. Emotional constipation is the binding up of internal negative emotions unable to be released or let go. This stagnation will lead to serious physiological impairments in the body if not addressed.

Your emotions:

1. Give you feedback and help you survive.
2. Connect and bond you with other people in relationships.
3. Cause you to act with altruism and to self-actualise – to fulfil your potential.

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### ➤ Emotional Leadership Practice

#### ELP 1.1 Identifying emotions in films

Think of a film you have recently seen. Take note of a particular scene, and write down what you feel, and what you think the main actor in the film is feeling. Ask a friend to do the same and discuss your lists of feeling words. Notice how your view about what the actor was feeling may be quite different to what your friend thought the actor was feeling.

Your own feelings	Feelings of actor

#### **The Godfather**

One of my favourite films – for what it teaches us about emotions – is *The Godfather*. The film is notable for the totally different responses that two of the main characters, Sonny and Michael Corleone, portray.

There is a scene in the film where the Godfather has been shot and is lying in hospital. Michael arrives to visit and finds his father completely alone. The guards are nowhere to be seen. Not at the entrance to the hospital, reception, or outside his father's room. In fact, it seems that the guards have made a hasty exit – notable by the unfinished sandwich sitting on the reception desk. Michael hurries to his father's side, brushing the protestations of a nurse who appears from nowhere aside. He picks up the phone and calls Sonny.

Sonny's response to the news that his father is unattended is reactive anger. "Don't panic", he cautions Michael, "I'll get someone over there right away." Sonny has no self-awareness of his own and panics. He attributes his state of panic state to someone else – Michael. Sonny processes his emotion and ineffectively uses anger to control the situation. He rids himself of a feeling he doesn't like, through anger.

Sonny is prone to panic. This is reinforced in another scene where Sonny is enraged to learn that his brother-in-law has physically abused his sister – again. He flies out of the house in an uncontrollable rage and drives off, to deal with the situation in his own way, by himself. For those who don't know the film, Sonny has been set-up and is gunned down at a tollbooth on the freeway. A very ineffective use of emotion, wouldn't you say?

Back to the original scene, despite Michael's obvious concern for his father's safety, and his feelings of anxiety and fear when he arrives and reaffirms that there are no guards standing watch over his father, Michael's response is positive assertion. He quickly assesses what he is feeling, why he is feeling it, and the impact on others. Michael's stress tolerance – his ability to manage his own anxiety – assists him in achieving his goal of protecting his father from the enemies coming to kill him. He sums up the situation, and assertively enlists the nurse's help to move his father out of the hospital room by warning her, "Do you know my father? Men are coming here to kill him." While Michael and the nurse are moving the Godfather out of the room, Enzo arrives to pay his regards to the Godfather – and is oblivious to what is going on. Enzo then supports Michael by posing as guard outside the hospital entrance.

In this scene from *The Godfather*, Michael processes his emotion by generating sufficient anger to overcome his fear and anxiety, and acts assertively to deal with the situation. Often when you are busy your reflective space becomes diminished. For example, the nurse pushed Michael. If that had happened to many of us we would have become upset. Michael used "reality testing" effectively. He observed the situation and made clear decisions about what was happening. He used positive assertion – the capacity to put into words your feelings and directions, while being sensitive to others. Unlike Sonny, Michael exercised impulse control. His relationship with the nurse starts out badly. She is adversarial in her tone, instructing him, "You must leave." Michael could have reacted angrily – as would Sonny – but instead, he chose to act collaboratively. He responds, "People are coming here to kill my father. We have to get him out. Will you help?" *Emotional Leadership* will help you to see that empathy and self-awareness are necessary to develop trusting relationships. They are a necessary prerequisite for love – but they do not guarantee it.

Perceiving emotion is an ability we all have. Recent research into emotional intelligence has determined the ability to perceive emotion, as one of four branches of emotional intelligence. People vary in their ability to perceive emotion. This is discussed at length later in this chapter.

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➤ **Emotional Leadership Practice**  
**ELP 1.2 Identifying emotions in faces**

Look at each face below. Write down what "feeling" you think is expressed by each face.



\_\_\_\_\_



\_\_\_\_\_

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➤ **Emotional Leadership Practice**

**ELP 1.3 Identifying the functions of emotions.**

Discuss the following questions with a friend or partner. Use the space provided to write down your observations.

1. How do emotions give you feedback and help you survive?

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2. How do emotions connect and bond you with other people in relationships?

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3. How have your emotions served you in a recent work or social experience, in your relationships with others?

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4. Who are the people that benefit most from your service? How will your emotions signal to you that they are in need of attention?

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5. In what ways will your emotions cause you to act with altruism and to self-actualise?

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**What is emotional intelligence?**

**1. Ten Rampant EI myths in corporate culture**

Emotional intelligence is a relatively new field of research. The words "emotional intelligence" were first used by John Mayer and Peter Salovey in 1990<sup>1</sup>. As with anything new, it is taking time for people to learn about emotional intelligence and accept it as a purposeful addition and enhancement to a body of existing knowledge on intellectual and social intelligence, personality, and cognitive-affect-behaviour. For example, emotional intelligence (EI) – often referred to as "EQ" – is seen by some as a passing fad and unnecessary. As is personality testing.

In his closing talk, "On the road to emotional intelligence", at the inaugural conference on Applying Emotional Intelligence to Business Solutions and Success held in Toronto, Canada, in August 2001 organised by Multi-Health Services, Inc., Scott Halford<sup>2</sup> described ten rampant myths about emotional intelligence in corporate culture;

1. EI is too difficult to see in action.
2. EI is not scientifically based.
3. EI is a corporate flavour-of-the-month trend.

4. EI is like Meyers-Briggs and DiSC Classic.
5. If my EI is high, I can afford to be stupid.
6. I'm too old for EI.
7. I can read one bestselling book or attend one conference on EI and know everything there is to know about it.
8. EI is just another way of saying "kum-ba-yah".
9. EI doesn't have substance or application.
10. I don't need EI. I got to where I am without it.

Taken together, these myths would give ample reason not to even begin writing this book. But they can be dispelled quite simply.

1. EI is too difficult to see in action.

Emotional intelligence is being witnessed all around you every day. People behaving toward you with compassion, and showing empathy toward you and your situation, are everywhere. For example, the Child Protection Officer who – thanks to her compassionate nature – never loses her temper with a client in trying circumstances. The taxi driver, who returns your passports inadvertently left in his taxi and will not accept a reward. I'm sure you can recall a host of examples of emotionally intelligent behaviour that you've observed.

2. EI is not scientifically based.

Emotional intelligence is quite new. It was first written about – as a topic in its own right – in 1990. We will see that the body of scientific literature on emotional intelligence is extensive, and that there is a growing field of research studies. Eminent writers have written popular books on the topic, relying on a significant volume of scientific research. *Emotional Leadership* uses the ability model of emotional intelligence as its theoretical base.

3. EI is a corporate flavour-of-the-month trend.

Research in North America shows that emotional intelligence is vital for the future development of team building, leadership and management, in corporations, government and other organisations. Emotional intelligence is widely used by management consultancy organisations – such as the Hay Group – that typically serve Fortune 500 companies.

On the launching of the second volume of his memoirs, the Senior Minister of Singapore – Mr Lee Kuan Yew – said, "What we (Singapore) need now is to increase the competence of our people at all levels, so we can have stronger teams for the enterprises to produce goods and services that can compete in world markets. They must be able to keep learning and retraining throughout their working lives." (The Straits Times, 17 September 2000, p. 1). Fielding questions from Harvard Professors in the *Lessons in Leadership* series at Harvard University on 17 October 2000, Senior Minister Lee said, "No one can succeed or last long as a leader if he does not have a high EQ." (The Straits Times, 20 October 2000, p. 12).

4. EI is like Meyers-Briggs and DiSC Classic.

In recent correspondence, Dr Jack Mayer says, "I sought to create an ability measure of emotional intelligence because I believe that to be the very best kind of measure for the area. Self-report measures of EI basically ask people how well they believe they can perform at emotional problem-solving, and then feeds that same information back to the

individuals who provided it in a nicely organised package. In contrast, the MSCEIT™ actually measures EI directly, and tells the person something that they may not already know.

The true EI ability measured by the MSCEIT™ has been shown to measure something never-before-measured by a commercial scale. That is, in a number of now-published studies, the MSCEIT™ has been shown to be independent of self-reported EI, independent of other personality measures, and independent of other intelligence measures.

At the same time, the MSCEIT™ predicts important outcomes. People high in EI form better, more cooperative, and more meaningful relationships with others; those low in EI experience more difficulties, including aggressive encounters, alcohol and drug abuse, and similar problem behaviours."

5. If my EI is high, I can afford to be stupid.

Perhaps this is just a facetious comment regarding emotional intelligence. Stupidity rests with those who refuse to develop emotional awareness and emotional intelligence. Someone high in EI will be completely aware. They will have taken on the responsibility of passing on emotional intelligence in their behaviour toward others – a desired outcome of this book.

6. I'm too old for EI.

I am reminded of my interview for enrolment into the cadet officer training school, for the Adelaide University Regiment in the late 1970's. A reviewing officer asked me, "Aren't you a bit old to be doing this, Gosling?" – I was 26 years of age at the time. I replied, "Well Sir, if I don't start now I *will* be a lot older when I finally do." I passed the application stage. No one is too old for EI. Today, at 55 years of age, I'm only just beginning to scratch the surface!

7. I can read one bestselling book or attend one conference on EI and know everything there is to know about it.

Learning emotionally intelligent behaviour is a lifetime experience – as you will discover from reading this book. We are not born with a sufficient amount of emotional intelligence to see us through life. We need to nurture and value what we have been given by our creator. An emotionally intelligent person is always open to change. They recognise their responsibility to seek out new knowledge, and they learn to respond to events using consistent emotionally intelligent behaviour – a difficult task even for the most skilled practitioner, human nature being what it is.

Anyone who thinks that they can read one book, and attend one conference, and know everything there is to know about emotional intelligence, simply needs to walk through a library and research laboratory to be minimised by the extent of literature already available on this topic.

8. EI is just another way of saying "kum-ba-yah".

Measurement of emotional intelligence is now conducted by many organisations around the world. I include both the MSCEIT™ and EQ-i® tests in *The EASEQuadrant® Workshop* to provide an emotional abilities test and emotional competency (self-report) test. As already mentioned in point four, the MSCEIT™ predicts important outcomes. Additionally, research<sup>3</sup> shows that the MSCEIT™ is mostly separable from personality and well-being tests. Whereas the EQ-i® is highly related to personality.

The MSCEIT™ is the measure of choice as a mental model of EI that "... predicts important life criteria." The MSCEIT™ measures a distinct mental ability – the capacity to reason, in regard to emotions, and the capacity to use emotion to assist cognition. The MSCEIT™ taps into individual differences not contained in a self-report on aspects of personality traits, such as optimism, neuroticism, motivation, extraversion, openness to experience, agreeableness, and conscientiousness. The EQ-i® is not so readily distinguishable from these personality measures.

By measuring a workshop participant's emotional intelligence it gives both of us a starting point from where we can work together, to build their new identity, using behaviour they want to be.

If this is "kum-ba-yah" to some folks, I would simply say, "Is that so."

9. EI doesn't have substance or application.

In our clinical practice in Singapore we use emotional intelligence testing to work with clients experiencing ongoing psychological and personal problems. We find time and time again, that clients are able to use the results from their EI tests to zero in on problem areas in their behaviour. Once made aware, they are enthusiastic about making the suggested changes to their lives.

For example, Client A reported back that she has been helped greatly by the discovery of an emotional intelligence she didn't know she had. Her increased understanding of her emotional abilities is now helping her in her business and social relationships. She now understands why she has been successful in her work as a manager, and can see the areas she can improve on.

Client B has finally understood why people have told her that they don't want to continue a friendship with her. The MSCEIT™ indicated that she scored very low score on sensations – what we describe as an ability to be empathetic. She then realised that her inability to empathise with others, and therefore being quite blunt and self-focused in her talk with friends, has caused her to lose relationships. By addressing and discussing what the MSCEIT™ is saying about her emotional abilities and the potential for change, we helped her address this issue – for which she was very grateful.

10. I don't need EI. I got to where I am without it

Everyone needs to develop their emotional intelligence if we are serious about raising the emotional well-being of the people we have an impact on within our families, work places, and communities.

The question is not, "How did I get to where I am?", but rather "Can I remain where I am without an understanding of my own and others' emotional intelligence?"

I would argue that you cannot and *Emotional Leadership* explains why.

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➤ **Emotional Leadership Practice**

**ELP 1.4 What is emotional intelligence?**

Each of the following acronyms describes a view of emotional intelligence. Write down a brief description for each acronym and the author of the instrument.

IQ \_\_\_\_\_

EQ \_\_\_\_\_

EQ-i®	
MSCEIT™	
ECI	
BOEI	

**2. True test of intelligence**

It was once thought that having a high IQ was all one needed to be successful and fulfil one's potential. A high IQ is a human characteristic valued by almost everyone. Achieving a high grade in a test, or having the ability to do well academically, is important.

Cognitive intelligence – measured as IQ (Intelligence Quotient) – is to do with your cognitive capacity to;

- Be analytical and logical in thinking, problem solve (thought).
- Remember and recall information (memory).
- Compute accurately (mathematics).
- Have a general fund of information (day-to-day link).

However, today the reliability and validity of IQ tests are not beyond question. There is a tendency to test the critical components of skills in questions – such as competency levels. These at best are indicators of something deeper and more important. We now know that things like perseverance, self-discipline, achievement, and emotional abilities, are more important than having a high IQ.

Ultimately, emotional health is dependent upon having a firm grip on how you behave when you don't know what to do. How you use your emotional abilities – emotional intelligence – in various situations.

**□ Emotional Wisdom**

"The true test of intelligence is not how much you know how to do, but how you behave when you don't know what to do." – *John Holt*<sup>4</sup>

The term emotional intelligence consists of two parts;

- (1) **Emotions** – Signals that convey meanings about relationships. Some basic emotions are regarded as universal.
- (2) **Intelligence** – Refers to your ability to reason with, or about, something.

You are what you think. Emotional intelligence is your potential, or set of abilities, to reason with emotions and emotional signals, and use emotion to enhance thought. An emotionally intelligent person has a firm grip on how to behave, when he or she *doesn't* know what to do.

**3. Traditional view of emotion in relation to cognition**

Researchers (Salovey, Bedell, Detweiler, & Mayer 2000) have provided a sequence of how emotional intelligence has risen from a large body of literature, to be a field of research on its own. Below are some traditional views of emotion in relation to cognition, and in the following section, a critique of the narrow definition of intelligence, gleaned from these researchers.

Traditional views of emotions include;

- Passion and reason are opposites.
- Emotions are chaotic and immature.
- Emotions “get in-the-way” of rational decision-making.
- “Rule your feelings, lest your feelings rule you.” – *Publilius Syrus (First century BC)*
- “[Emotions cause] a complete loss of cerebral control [and contain] no trace of conscious purpose.” – *PT Young (1936)*

From 1940 a paradigm shift occurred. Emotions are now seen to be functional and adaptive, not chaotic;

- “[Emotions] arouse, sustain, and direct activity.” – *RW Leeper (1948)*
- Intelligence is “the aggregate or global capacity of the individual to act purposely, to think rationally, and to deal effectively with his environment.” – *D Wechsler (1958)*

Emotions arouse our thinking and motivate us;

- “Emotions are adaptive, functional, and organising of cognitive activities and subsequent behaviour.” – *Peter Salovey PhD Yale*
- “The emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with ‘intelligence’. The emotions are, it seems, themselves a high order of intelligence.” – *OH Mowrer (1960)*

#### 4. Intelligence is too narrowly defined

Intelligence has in the past been too narrowly defined. Analytical (thinking) abilities are but one kind of intelligence. Sternberg (1985)<sup>5</sup> argues that we must also consider;

- Creative intelligence. For example, being street smart – one's degree of common sense.
- Practical intelligence that is context specific. That is, knowledge is contextualised for survival in the wild – the drama of life.

“Intrapersonal” intelligence may be one kind of intelligence.

Access to one’s own feeling life – one’s range of affects or emotions: the capacity instantly to effect discriminations among these feelings...label them...enmesh them in symbolic codes...and draw upon them (use them) as a means of understanding and guiding one’s behaviour. - Gardner (1983), *Frames of Mind*.

Emotional intelligence is often thought to be new. In fact, emotional intelligence has been around since Charles Darwin wrote about the functional purpose of emotions in *The expression of the emotions in man and animals* (1872/1965)<sup>6</sup>.

Darwin's functional view of emotions was;

- Emotions are intelligent.
- Emotions ensure survival.
  - Energising required behaviour.
  - Signalling valued information.

## Darwin's functional view of emotion

Emotion	Expression	Signals Intention to Others
Anger	Bare teeth	I'm going to bite you
Fear	Raise eyebrow; open mouth	I'm going to run away
Sadness	Frown	Take care of me
Joy	Smile	It's safe to approach me

### 5. The arrival of emotional intelligence

Emotional intelligence thus rose out of the fields of personality, social psychology and neuropsychology. Personality is a set of behaviours acquired through learning – past experience. Social psychology focuses on what people *do* rather than what people are *like*. And neuropsychology is the study of the relationship between brain function and behaviour.

The term "emotional intelligence" is described in many different forms due to the history of the field.

John Mayer and Peter Salovey (1997), the first researchers to use the term "Emotional Intelligence" in 1990, define emotional intelligence as;

"The capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it, and to manage it.

The ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and /or generate feelings when they facilitate thought; and the ability to regulate emotions in ways that assist thought.

Emotional intelligence involves the ability to understand emotions in oneself and others, relate to peers and family members, and adapt emotionally to changing environmental concerns and demands."<sup>7</sup>

Daniel Goleman's book *Emotional Intelligence* (1995) popularised the concept of emotional intelligence and equated it with good social behaviour. This stretched the meaning of emotional intelligence.<sup>8</sup> Goleman describes emotional intelligence as;

"The abilities called here *emotional intelligence*, which include self-control, zeal, and persistence, and the ability to motivate one-self."<sup>9</sup>

In his later book, *Working with Emotional Intelligence* (1998), Goleman describes emotional intelligence as;

"The capacity for recognising your own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships."<sup>10</sup>

Other researchers define emotional intelligence as good character or social skills, and test emotional intelligence as a set of emotional competencies, observed in overt emotionally intelligent behaviour.

Reuven Bar-On (2001) says that emotional intelligence is...

“...an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures.”<sup>11</sup>

Goleman and Bar-On refer to outcomes of emotional intelligence. If you measure these competencies and call them EI, then you have the best test. It may be better to ask, "Do these skills affect your competence in the workplace?" If yes, then you have a responsibility to improve them.

In summary, emotional intelligence is to do with two areas:-

- (1) Emotional abilities (skills and knowledge) – For example, do you or do you not have the ability to be empathetic? Emotional abilities can be measured using the MSCEIT™.

Empathy is the ability to see the world through another person's perspective regardless of what you think, of the other person's perspective. Empathy is taking an adversarial relationship and turning it into a collaborative alliance.

You will lack the ability to be empathetic if you have not had help in nurturing these skills growing up. If you have been brought up to believe that, "If you can't say anything nice, don't say anything at all", you are going to have trouble criticising people. If dad knows best and mum knows nothing, then you will have problems with authority figures. People who lack empathy can be assisted to develop the ability by linking emotions. Having a high ability to perceive and understand emotions, will assist you in developing an ability to empathise with others.

- (2) Emotional competencies – your view of your "EQ". For example, how good are you at being empathetic? Emotional competencies can be measured using the EQ-i®.

Emotional competencies – such as high flexibility and optimism – are linked to empathy. Understanding your emotional competencies and the links between them, will assist you to develop the areas in which you are weak, and moderate the areas in which you score high. For example, a high flexibility score may indicate that you are unable to be very assertive.

## 6. Measuring emotional intelligence

Emotional intelligence tests have been developed by Bar-On, Mayer et. al, and Goleman to help answer this basic question;

“Why do some people with a high IQ fail in life, while others with a moderate IQ succeed?”

### Brief overview of the MSCEIT™

John Mayer, Peter Salovey, and David Caruso began constructing their model of emotional intelligence – the MSCEIT™<sup>12</sup> (pronounced “Mes-keet”) – with the idea that emotions contain information about relationships. They argue that, “EI refers to an ability to recognise the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. It further involves employing emotions to enhance cognitive abilities.”

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™), that participants to *The EASEQuadrant® Workshop* complete, is designed to assess your emotional intelligence. It is an ability-based scale. That is, it measures whether or whether not you have an ability to *perform tasks* and *solve emotional problems*. Rather than simply asking you for a subjective assessment of your emotional skills – that is, a self-report test.

The MSCEIT™ model – described in detail by Mayer and Salovey (1997) – is the first measure of emotional intelligence that reports valid scores in each of the four central areas of emotional intelligence, which are developed in *Emotional Leadership* in the following chapters.

The ability to;

1. Accurately perceive emotions – Chapters 1 & 2,
2. Use emotions to facilitate thinking, problem solving, and creativity – Chapters 3 & 4,
3. Understand emotions – Chapters 5 & 6, and
4. Manage emotions for personal growth – Chapters 7 & 8.

The MSCEIT™ Mayer-Salovey-Caruso Emotional Intelligence Test<sup>13</sup>, measures your potential – or set of abilities – to reason with emotions and emotional signals, and to use emotion to enhance thought. Hence the term emotional intelligence.

Specifically, the MSCEIT™ tests your potential or ability in four areas;

1. Your ability to perceive and identify emotion in yourself and others. To recognise how those around you are feeling, as well as perceiving emotions in objects, art, stories, music and other stimuli.

How a person feels based on facial expressions and the extent to which images/landscapes express emotion.

2. Your ability to generate, use and feel emotion as necessary, to communicate feelings or employ them in the cognitive processes.

How mood interacts and supports thinking and reasoning, and your ability to generate emotion and compare its sensations with other sensory modalities – for example, empathy.

3. Your ability to understand emotional information and how emotions combine and progress through relationship transitions.

Understanding emotional chains – how emotions transition from one to another. For example, anger to rage, sadness to despair. And understanding emotional blends – how simple emotions assimilate together into complex feelings. For example, how acceptance, joy, and warmth equal contentment.

4. Your ability to be open to feelings, and to manage emotion in yourself and others to promote personal understanding and growth.

Your ability to incorporate your own feelings into decision making for self-management. For example, using anger assertively. And incorporating emotions into decisions that affect other people for relationship management. For example, use or acknowledge another person's anxiety to formulate a decision.

We will return to review MSCEIT™ scores in item 9 below – Understanding your emotional intelligence scores.

### **"EQ" and Bar-On EQ-i®**

The term "EQ" is commonly used to refer to emotional intelligence. "EQ" stands for "emotional quotient". It derives from Bar-On's emotional intelligence test – the Bar-On EQ-i<sup>®14</sup> – that provides a subjective assessment (self-report), as to how well you meet a specific standard. That is, how competent you are at using your emotions.

The Bar-On EQ-i® looks at environmental and social factors. The test provides 133 social 'standards', 'statements', or 'competencies' and measures how you perform these 'competencies' in your environment. In ELP 1.5 (following) we have listed the 15 conceptual components of emotional intelligence, that are measured by the Bar-On EQ-i® subscales.

Your total EQ-i® scale score encapsulates how successful you are in coping with environmental demands, and presents a 'snapshot' of your present emotional well-being measured over a five point scale – 1 being very seldom true of me, and 5 being very often true of me.

Scoring is grouped into five subscales of;

Intra-personal

- 1 Emotional self-awareness
- 2 Self-regard

Inter-personal

- 3 Empathy
- 4 Interpersonal relationships

Stress management

- 5 Stress tolerance

### ➤ **Emotional Leadership Practice**

#### **ELP 1.5 What are emotional competencies?**

Emotional intelligence develops over time, changes throughout life, and can be improved through training and remedial programs as well as therapeutic techniques.

Study the following factorial components of Reuven Bar-On's concept of emotional intelligence, measured by the EQ-i®. Which of these emotional competencies do you recognise in yourself?

1. **Emotional Self-Awareness:** The ability to recognise one's feelings.
2. **Assertiveness:** The ability to express feelings, beliefs and thoughts. And defend one's rights in a non-destructive manner.
3. **Self-Regard:** The ability to respect and accept oneself as basically good.
4. **Self-Actualisation:** The ability to realise one's potential capacities.
5. **Independence:** The ability to be self-directed and self-controlled in one's thinking and actions, and to be free of emotional dependency.
6. **Empathy:** The ability to be aware of, to understand, and to appreciate the feelings of others.
7. **Interpersonal Relationship:** The ability to establish and maintain mutually satisfying relationships that are characterised by intimacy, and by the giving and receiving of affection.
8. **Social Responsibility:** The ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group.
9. **Problem Solving:** The ability to identify and define problems, as well as to generate and implement potentially effective solutions.
10. **Reality Testing:** The ability to assess the correspondence between what is experienced and what objectively exists.
11. **Flexibility:** The ability to adjust one's emotions, thoughts, and behaviour to changing situations and conditions.

12. **Stress Tolerance:** The ability to withstand adverse events and stressful situations without “falling apart”, by actively and positively coping with stress.
13. **Impulse Control:** The ability to resist or delay an impulse, drive or temptation to act.
14. **Happiness:** The ability to feel satisfied with one's life. To enjoy oneself and others. And to have fun.
15. **Optimism:** The ability to look at the brighter side of life and to maintain a positive attitude – even in the face of adversity.

## 7. Do IQ and EI equate with happiness?

Emotional intelligence is as important as IQ – if not more so – in dealing with how well people meet new situations, absorb new knowledge, perform tasks and solve problems. Emotional abilities are innate. But you *can* learn to nurture and develop how you perceive, use, understand and manage, your emotions.

Intellect and emotion are two sides of the same coin. Emotional distress is an illness of how you think. How you feel depends on how you think. This is good, because thoughts that are keeping you ill can be reframed or restructured.<sup>15</sup> Happiness and personal fulfilment, and a life of ease will not come from either IQ or EI alone. But from interplay of; all your personality traits, competencies, thinking and emotional abilities, communication skills, right choices focused on opportunity, and recognising the way you and your partner give and receive love.

## 8. Value of emotional intelligence at work

Research has shown that emotional intelligence is vital for the future development of team building, leadership and management in corporations, government and other organisations. Emotional intelligence has become a recognised factor in leadership and management for a number of reasons. Emotional abilities are essential to self management and social management. Emotional competencies identify star performers. And retaining emotionally intelligent people, is the key to an organisation adding economic value.

Mayer (1999) says, "... emotional intelligence – if substantiated – broadens our understanding of what it means to be smart."

In his article, *What makes a leader?* (Harvard Business Review, 1998), Daniel Goleman says, "...my research along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership".

Research points to emotional intelligence being important for success in work and in life. Non-cognitive (emotional) abilities that play part of successes at work include:

1. **Learned optimism** – The causal attributes people make when confronted with failure or setbacks.  
Optimists make specific, temporary external attributions. For example, "It's the economy stupid."  
Pessimists make global, permanent, internal attributions. For example, "I'll never succeed" or "It's my fate to be a follower".
2. **Ability to manage negative feelings** – That is, stress.
3. **Ability to generate empathy** – People who are best at identifying other's emotions, are more successful in their work and social lives. We resist displaying empathy as we may not have had help nurturing these skills growing up.

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➤ **Emotional Leadership Practice**

**ELP 1.6 Value of emotional intelligence at work**

Think about experiences you have had with emotional intelligence at work. Discuss these with your colleagues.

**9. Understanding your emotional intelligence scores**

**Interpretive guidelines for MSCEIT™ scores<sup>16</sup> are assessed as follows;**

<u>EQ Range</u>	<u>Qualitative Range</u>
69 or less	Consider development
70-89	Consider improvement
90-99	Low average score
100-119	High average score
120-129	Competent
130+	Significant strength

Your MSCEIT™ Total and Branch Scores can be plotted on a normal distribution curve. The curve (see below) allows you to compare your scores to the frequency distribution of the normative sample of 5,000 respondents, who form the test base of the MSCEIT™.

The highest frequency falls in the centre – at the mean – 100 in the case of the MSCEIT™. This means that half the values fall below the average and half above it. The further away any particular value is from the mean, the less frequent that value will be. The area under the curve will contain the total of all values in the sample population of 5,000. Mathematical calculations record 68 percent of all scores fall within one standard deviation from the mean – in areas A and B – and about 27 percent of all scores will fall into areas C and D. About 5 percent of scores fall outside of areas A, B, C and D.

For the MSCEIT™, one standard deviation has been calculated at 15. If you have a score between 85 and 115, your score falls in areas A or B. A score of around 100 means you are in the average range of emotional intelligence. A person obtaining a score of 115 has high emotional intelligence, compared to others in the normative sample.

**Interpretive guidelines for EQ-i<sup>17</sup> scores are assessed as follows;**

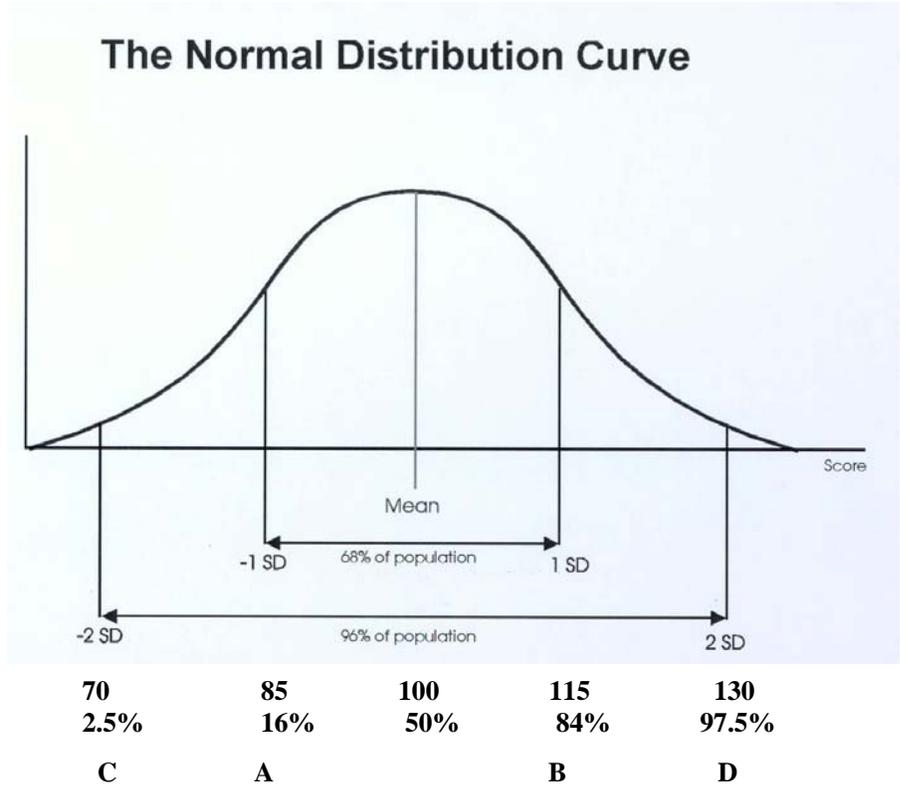
<u>Standard Score</u>	<u>Interpretive Guideline</u>
130+	Markedly high – atypically well developed emotional capacity
120-129	Very high – extremely well developed emotional capacity
110-119	High – well developed emotional capacity
90-109	Average – adequate emotional capacity
80-89	Low – underdeveloped emotional capacity, requiring improvement
70-79	Very low – extremely underdeveloped emotional capacity requiring improvement
Under 70	Markedly low – atypically impaired emotional capacity requiring improvement

EQ-i® standard scores have a mean – or average – score of 100, and a standard deviation of 15. The majority of respondents – approximately 68 percent – will receive scores within 15 points of the mean. That is, between 85 and 115. An even larger number – about 95 percent – will have scores between 70 and 130. These respondents are markedly atypical and need to be examined more closely.

“High ‘total EQ’ scores indicate individuals who are in touch with their feelings, feel good about themselves, and are fairly successful in realising their potential. These individuals understand the way

others feel and are generally successful in relating to people. They are good at managing stress and rarely lose control. People with high 'total EQ' scores are realistic, assertive, and fairly successful in solving problems. Individuals who score high on 'total EQ' are generally happy and have a positive outlook on life."

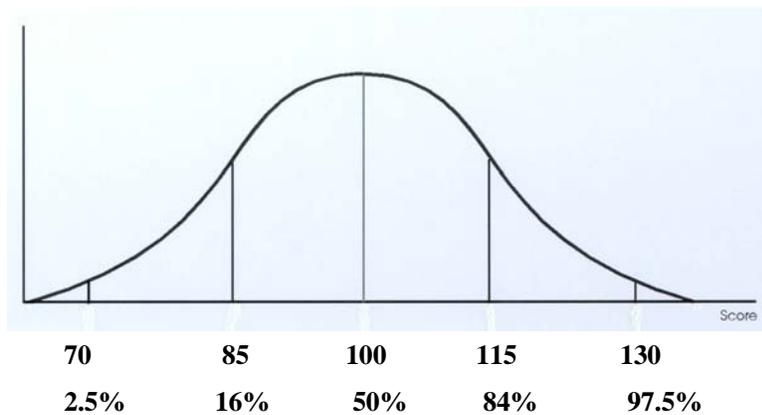
**10. The normal distribution curve**



➤ **Emotional Leadership Practice**  
**ELP 1.7 Plot your MSCEIT™ scores on a normal distribution curve**

The *EASEQuadrant® Workshop* participants and readers interested in completing the two online MSCEIT™ and EQ-i® emotional intelligence tests may use the normal distribution curves below to plot their emotional intelligence scores.

**Total MSCEIT™ Emotional Intelligence Score**

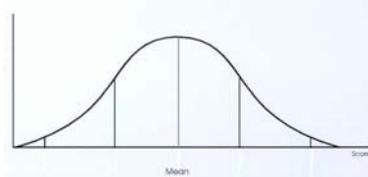
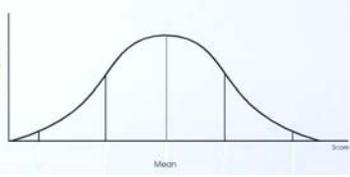


**Experiential Emotional Intelligence**

**Strategic Emotional Intelligence**

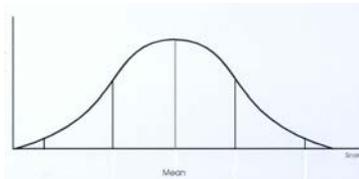
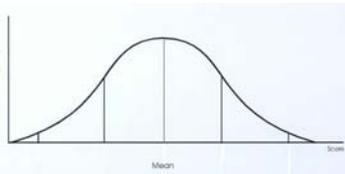
**Branch 1  
Perceiving Emotion**

**Branch 2  
Facilitating Thought**



**Branch 3  
Understanding Emotion**

**Branch 4  
Managing Emotion**

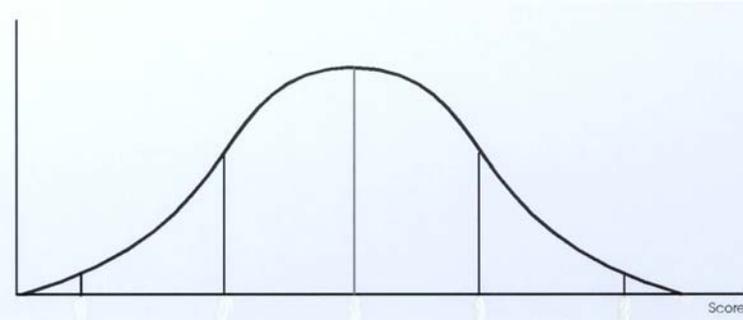


➤ **Emotional Leadership Practice**

**ELP 1.8 Plot your EQ-i<sup>®</sup> scores on a normal distribution curve**

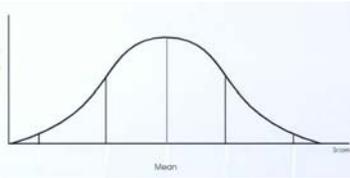
Use the normal distribution curves below to plot your emotional intelligence scores.

**Total EQ-i<sup>®</sup> Emotional Competence Score**

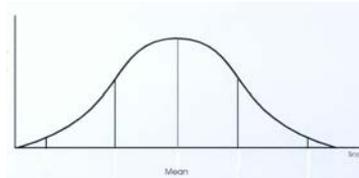


<b>70</b>	<b>85</b>	<b>100</b>	<b>115</b>	<b>130</b>
<b>2.5%</b>	<b>16%</b>	<b>50%</b>	<b>84%</b>	<b>97.5%</b>

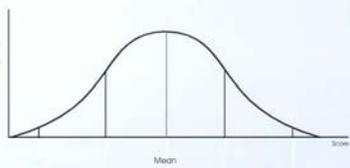
**IntRApersonal EQ**



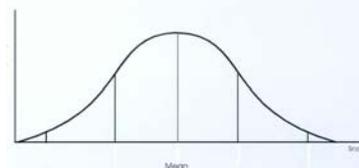
**IntERpersonal EQ**



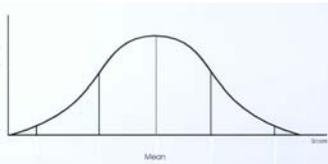
**Adaptability EQ**



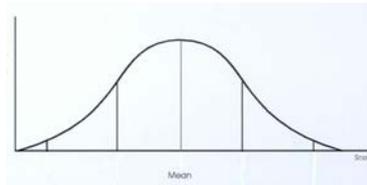
**Stress Management EQ**



**General Mood EQ**



**Other EQ Subscale**



**Emotional health**

**1. Nature and potential of health**

The best measure of emotional health is; How do you manage the problems and opportunities that you experience in your life each day?

Aldous Huxley said, "Experience is not what happens to you; it is what you *do* with what happens to you." If you are experiencing nervous suffering, but you've found a way to survive a difficult life – you are probably healthier than those who have avoided such experiences, only because they have had easier lives. Emotionally healthy people have learned to live their lives managing their pain. They are self-motivated to raise their own well-being and the well-being of others. They have chosen not to be victims.

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➤ **Emotional Leadership Practice**

**ELP 1.9 How well do you handle the problems of life?**

Based on your experience, how well do you handle the problems and opportunities you face in your daily life? How often have you blamed others for what has happened to you, and avoided taking responsibility for the difficulties in your life?

NOTES

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➤ **Emotional Leadership Practice**  
**ELP 1.10 Consider the signs of emotional health**

Can you answer "Yes" to these questions;

- Are you usually energetic?
- Do you only occasionally make comparisons between yourself and others (less than once a day)?
- Do you laugh genuinely and often (many times most days)?
- Are you a "self-starter"?
- Are you appropriate with your anger and quick to recover?
- Are you only occasionally slowed down by feelings of depression?
- Do you only occasionally feel guilty?
- Do you have a good, long-lasting relationship with your partner?
- Do you have good, long-lasting friendships (at least two or three)?
- Do you only occasionally spend time with people who mistreat you or put you down?
- Do you make most decisions quickly?
- Do you seldom regret your decisions?
- Do you recognise sadness, anger, fear, joy, surprise and disgust easily in yourself?
- Are you seldom told that you are controlling or manipulative?
- Do you know you could survive and thrive – after a grieving period – even if you lost all of the important people in your life?
- Do you engage easily with people?
- Are you often aware of your mood and its impact on others?

**Evaluating and deciding**

Each 'Yes' is a remarkable achievement accomplished by a small percentage of people! Compliment yourself sincerely and proudly for every 'Yes' on this page! Each 'No' is a way of saying that you are 'about average'. Read each 'No' again and say; "I could improve this if I wanted to!" Decide whether to change – by weighing the amount of emotional pain your problems cause for you, and for those you love. Decide whether to get professional help – by weighing this pain against the various costs of therapy such as financial, time, privacy and inconvenience.

**2. Definitions of health**

Most of us have thought of health in a linear way. We are used to a functional definition of health – the absence of disease. Put another way, Winfield and Peay (1980) say, "... illness was simply a matter of bodily disorder."<sup>18</sup>

Two definitions of health are;

1. "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". – *World Health Organisation*<sup>19</sup>
2. "Health is the optimal condition of being that allows for the ultimate engagement in life". – *Jesse Williams, Physician.*<sup>20</sup>

How does one engage life ultimately? We engage life physically, cognitively, emotionally and spiritually. A person who is experiencing the pain and confusion of personal distress and/or social and psychological problems is not healthy. Nervous disorders that affect neocortical functioning (see *The Physical Brain* below) result in significant behavioural and cognitive impairment. To be emotionally healthy, means potentially to be free of the physical, emotional and cognitive signs and symptoms that unfold in the drama of life – to be free to build intimacy and trust.

The definition of emotional health we will use in *Emotional Leadership* is;

Emotional health is a state of being calm. Of being steady or in a positive state – free of stress. Managing your emotions in present moment awareness.

To be emotionally healthy is to be able to manage the impact of another's behaviour toward you, by recognising the emotion displayed in the other person, and not allowing that emotion to affect you negatively. By applying behaviour you want to be.

Emotional health is facilitated by;

- Developing emotional self-awareness,
- Applying simple cognitive-behavioural techniques,
- Exercising your power-of-choice,
- Implementing effective communication skills,
- Learning to give and receive love, and
- Improving your emotional abilities – emotional intelligence – that enhance self-management and social management.

### 3. Signs of emotional health

Three important signs of emotional health are; spontaneity, intimacy and awareness.<sup>21</sup>

**Spontaneity** refers to the immediacy with which we express ourselves. If you are able to appraise events rapidly and not be slowed up by caution, then you are spontaneous. *Being spontaneous shows that we trust who we are.*

- Question 1.1** – Ask yourself; “How often do I respond to things quickly and with enthusiasm?” If you answer “almost always”, you are spontaneous and potentially healthy emotionally.

**Intimacy** refers to being able to feel safe when we are close to others. If you usually look away when people look your way, or if you often feel lonely – chances are you are not very intimate. *Being intimate shows we trust ourselves socially.*

- Question 1.2** – Ask yourself; “How often do I feel completely safe when I look into other people's eyes?” If you answer “almost always”, you are intimate and potentially healthy emotionally.

**Awareness** refers to our ability to see and hear clearly and to believe what we see and hear. If you often doubt your perceptions of people and situations, you are not very aware. Or you are very aware and *don't know it* – a common problem. *Being aware shows we are alert, rather than mentally preoccupied.*

- Question 1.3** – Ask yourself; “How often am I wrong about my perceptions? How often do I ask other people to confirm my perceptions and thinking?” If you answer “almost never” you are aware and potentially healthy emotionally.

➤ **Emotional Leadership Practice**  
**ELP 1.11 Self-awareness – 'The Johari Window'**

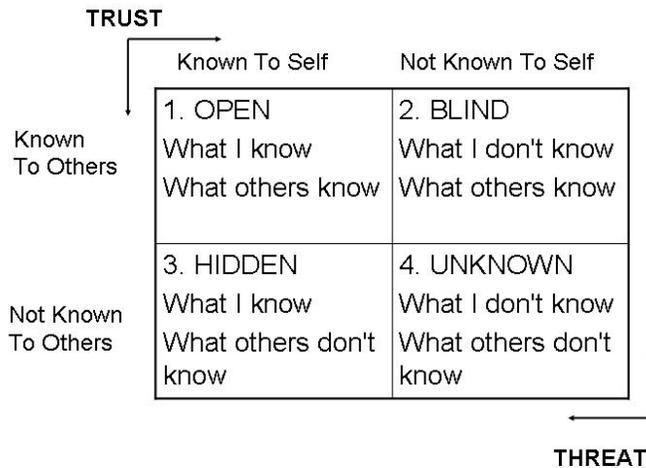
[Originally developed by Joseph Luft and Harry Ingham. Luft, J 1969, *Of Human Interaction*, Palo Alto, CA, National Press Books; Luft, J 1970, *Group Processes: An Introduction to Group Dynamics*, Palo Alto, CA, National Press Books.]

The name 'Johari Window' was derived from the first names of the two people who developed the model – Joseph Luft and Harry Ingham – Johari.

The Johari Window has four basic areas, or quadrants. Each quadrant contains a somewhat different self. The model is particularly helpful in enabling you to increase your self-awareness. No one knows you better than you which quadrant dominates your view of yourself?

The Johari Window is helpful in enabling you to raise your emotional self-awareness. It is a tool for changing behaviour. Self-awareness helps you identify your strengths and weaknesses, so you can work on your strengths. Your communication becomes more effective when you know the effect it is having on others. Self-awareness assists you in exercising control over your behaviours. For example, if you are aware that talking about yourself and not enquiring about others upsets other people, you can decide to change your behaviour.

**The Johari Window**



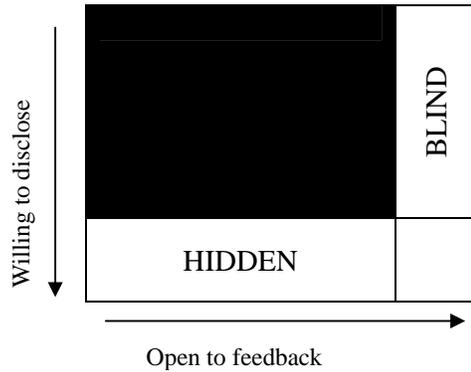
Trust and threat are the factors that alter the Johari Window. To be open, a person must be open to feedback and to disclosing themselves. If a person cannot be open to another, then communication shuts down. It is threatening to be open and honest with others. But you are less effective if you have to shut down and not be open. Effective relationships occur if there is a fair balance between self-disclosure and feedback. Threat tends to decrease awareness, mutual trust tends to increase awareness.

Why don't people have trust?

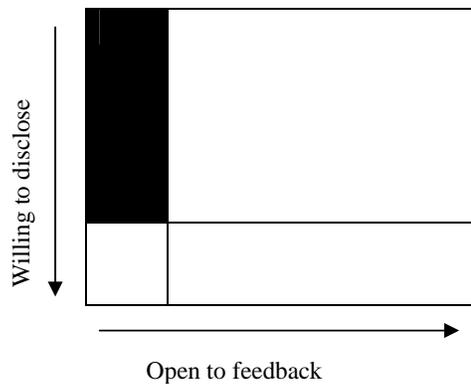
- Because people expect the worst in others.
- We guard information closely.
- Leadership is built around control.
- We measure conformance.
- We communicate on a "need to know" basis.
- We shoot the messenger. A person brings us news and we jump on him – so he stops giving the message.

- Decision-making is centralised.
- Personnel systems often deny the motivated worker.
- Policing communicates distrust.
- Promises go unfulfilled.
- We don't even trust ourselves.

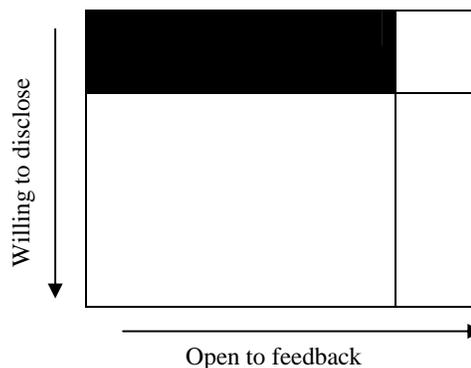
**1. Open: the Open Person** – Reasonably confident. Good communicator. Trusting – has open arena for disclosure with others. Is open to feedback.



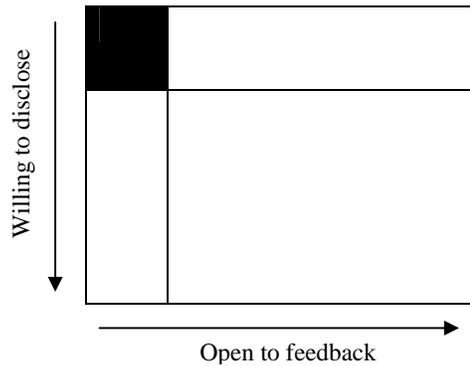
**2. Blind: the Bull In A China Shop** – The boring person is very willing to disclose – a talker. Not receptive to feedback. Wall of words is a defense against lack of confidence. Fill all the spaces with words so that you don't have to give anything. Blind to behaviour that is involved in interactions.



**3. Hidden: The Interviewer** – Asks questions. Is open to feedback, but won't disclose much about how he feels about the feedback. Hides a lot by questioning, "Tell me about you. Now I've told you a little about me, tell me all about you." Lacking in confidence.



**4. Unknown: The Turtle** – A poor communicator – the introvert. Not a risk taker. Huge potential. Large blind spots. Not much disclosure. Barriers to feedback. Not aware of who they are and how they are seen by others.



## Needs and wants

### 1. Hierarchy of needs

Perception is influenced by needs and expectations. In 1943, Psychologist Abraham Maslow (1908-1970) published his taxonomy of five basic needs; physiological, safety, belonging, esteem and self-actualisation.<sup>22</sup>

The most basic need is your **physiological need**. To have enough food, oxygen, water, minerals and vitamins to survive. You would die if you didn't take care of your needs. An adult needs the same things that an infant needs. You need food, air, water, space, exercise and to avoid being too hot or too cold. You need to get rid of wastes efficiently – otherwise you die.

When the physiological needs are largely taken care of, you become interested in finding a place to be **safe and secure** from physical and psychological harm – danger, threat, and anxiety.

In turn you begin to feel a need for friends, and have a desire to be loved and to love – a need for **affection and belonging**. We all need attention and “strokes” from each other. A sense of belonging, a feeling of acceptance, and the ability to give and receive love.

Now you look for a little **esteem** from others and from yourself. You have a need for the respect of others – reputation, prestige, recognition and appreciation. And a need for self-respect – self-confidence, competence, achievement, independence, freedom, knowledge and strength.

Maslow held that as one level of your needs is satisfied, a higher level of need is activated. The process continues until you reach **self-actualisation** – the finding of self-fulfilment and realising one's potential. At this point there is continual self-development, creativity and realising one's potential.

Adapting Maslow's model to emotional leadership, this book argues that self-actualisation includes improving your emotional intelligence – through applying emotional leadership – to realise fully your life goals.

### 2. Energy surges signal needs

The human body gets its primary energy from burning sugar. You get your energy from taking care of your body well – not perfectly. In fact, you only need to eat, sleep, and exercise “well enough” for your body to give you all the information you will ever need through your feelings. Feelings are “energy surges” that tell you what you need or want. When you notice these feelings, you usually have enough

energy to handle the need or want, they are telling you about. For example, when you feel hunger you have the energy to get up and make something to eat. But sometimes the need for sleep overrides the feeling of hunger.

### 3. Developing emotional awareness

Emotions signal a level of need. A need for food and water, safety, love and esteem. Emotions are feelings linked to a thought. The emotional states of anger, fear, sadness, surprise, enjoyment and disgust originate in your mind. Your appraisal of your thoughts produces physical manifestations that you have learned to call feelings. Feeling plus thought is experienced in the body as emotion. Emotions can create chemical imbalances and actual toxins, that cause deterioration of your body or lead to illness. The way to cure the illness that you have created for yourself, is to develop emotional awareness.

Awareness is – the degree of clarity you have at the time you perceive, and understand, the need at hand. You will always choose an action that seems most likely to meet your need at the time. The potential benefits of the action you choose might seem – at least at the time – to outweigh the foreseeable disadvantages. For example, you may choose anger as a payback for a hurt you feel. This meets your need, but is possibly an inappropriate response because of the impact of your anger on the other person.

As you recognise and understand your needs and wants – and despair that they are not being met – you become open to thoughts and feelings that are mostly painful. You may have an “Oh Shit!” experience. And begin to ask yourself, “Why is everything going wrong? Why am I feeling forsaken? Why am I feeling rejected? Why am I always angry? Why am I treated so badly? Why did he or she leave me? What’s wrong with my behaviour? Why am I so depressed?” Sooner or later your stored hurts will begin to overwhelm you.

When you begin to ask yourself these questions, you are developing emotional awareness. You are recognising and examining major physiological problems in your body. People who don't ask themselves these questions simply blame others for the discomfort they feel. Their emotional constipation – negative emotions – remain. Because in blaming others and not owning your feelings, you are giving someone else the *responsibility* for your feelings. *You* are responsible for your actions in that you will inevitably pay the price – willing or not, consciously or unconsciously – for your lack of awareness.

Becoming emotionally aware means becoming a responsible person. Knowing the price you pay for your actions. It's worth the effort. Because low emotional awareness means that you are later surprised – even dismayed – at the cost of some of your decisions.

❑ **Emotional Wisdom** – Retaining your creative potential is the mark of wisdom. Passing it by – in favour of old habits, rituals, rigid beliefs and outworn behaviour – is the mark of a fool. The way to end a painful emotion, is to perceive it to end. To develop emotional awareness.

## Perceiving emotion

### 1. The physical brain

To perceive emotion is to receive and interpret information from both external (world) and internal (body) environments. Your senses – sight, smell, touch, taste and hearing – connect you to the world around you, through your physical brain.

"Perception is the whole process by which information (events) about the outside world impinges on the sensory organs and is then decoded and interpreted by the brain – resulting in a conscious

experience. It is one aspect of cognition – all the mental activities which enable us to know and make decisions (appraisals) about the world (our environment)." (Winfield and Peay, 1980 p. 53).

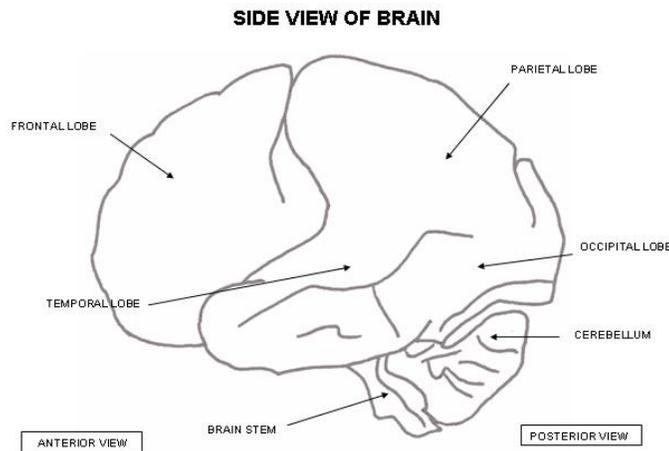
Four major brain regions are; the brain stem, cerebellum, neocortex (cerebrum) and limbic system.

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➤ **Emotional Leadership Practice**  
**ELP 1.12 Two views of the brain**

Refer to figures 1.1. and 1.2. Identify five major regions of the brain. Discuss with a friend or partner how the brain has evolved through its primitive and intermediate stages to the present large human rational brain, a highly complex net of neural cells. Identify the major components of the limbic system – the centre of emotions. What is the amygdala?

**Fig 1.1**



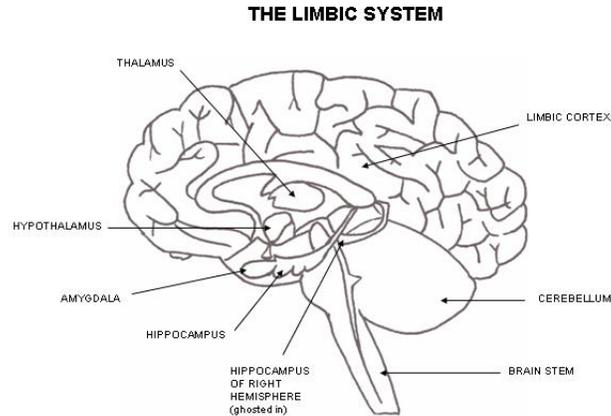
1. The **brain stem** is an extension of the spinal cord. Its major component is the medulla that controls functions necessary for survival such as breathing, digestion, heart rate and blood pressure.
2. The **cerebellum** is located at the rear of the brain. It controls movement, balance, muscle coordination and arousal – being awake and alert.
3. The **neocortex** contains the cerebrum – the largest part of the brain. Its outer surface is the cerebral cortex composed of gray matter, responsible for all perceptions and complex thought. The cerebrum is divided into two hemispheres. The left hemisphere is for sequential analysis, language, abstraction and reasoning. The right hemisphere deals with visual and spatial abilities, and specialises in artistic and musical tasks.

The neocortex is divided up into four arbitrary functional areas or lobes;

1. Frontal lobe for higher cognitive functions. Including; concentration and elaboration of thought, personality, behaviour and emotions, through intense connections with the thalamus, amygdala, and other subcortical structures.
2. Parietal lobe at the top of the brain for motor functions and monitoring skin senses.
3. Occipital lobe at the back of the brain for vision.

4. Temporal lobe with auditory, speech reception, memory retrieval and expressed behaviour functions.

**Fig. 1.2**



4. The **limbic system** – comprising the thalamus, hypothalamus, hippocampus, amygdala, and connecting pathways – mediates and expresses emotional, motivational, sexual and social behaviours, and memory.

The brain controls all involuntary functions at the same time. These include breathing and heartbeat, as well as the higher mental processes such as thought, and the physical activities of breathing, movement, and coordination, plus non-physical functions such as emotions. It regulates bodily functions and is the seat of your personality. The brain absorbs information from the outside world, interprets it, and makes the body act accordingly. It does this through a fascinating process of communication between specialised brain or neural cells – called neurons – that fire electrical impulses, or thoughts.

The brain is made up of gray and white matter. The white matter of the brain supports cells by bringing food and nutrition – it contains the wires that “hold” the brain together. The gray matter of the brain is the most important. It contains neurons that transmit and communicate information by means of electrochemical pulses.

Each pattern of light, sound, heat, pain, scowl or snap of a finger – each thought, translates into a sequence of electric pulses. Neurons connect themselves to each other in chains and nervous impulses pass from the point of stimulus, through the spinal cord, and along the membranes of neurons to the limbic system – located in the brain's medial temporal lobe.

The mass of electrochemical pulses – or neuron connections – swirling around the brain, is the brain's most significant quality; “mind” or “consciousness” – with all its great powers and uniqueness. Consciousness is your total thinking, personality, emotion and warmth. Consciousness emerges from all the activities of the cerebral network as an independent entity, influenced by subjective human values. By impacting on consciousness, human values become an underlying key to change.<sup>23</sup>

## **2. The amygdala versus neocortical functioning**

The largest web of neocortical functioning in the brain is between the prefrontal area and the limbic structures. This perhaps explains the great variety of feelings and emotions that humans experience.

The limbic system includes the;

- Thalamus – the processing centre of the cerebral cortex which contributes to affectual expression. It relays and translates information from senses – except smell – to higher levels of the brain, and is a gateway to the amygdala – where emotional significance is attached to sensory signals.
- Hypothalamus – the primitive integration centre of the autonomic nervous system (ANS), that regulates hunger, thirst, body temperature and endocrine function. Activates physical expression of emotion – for example the fight or take flight stress response, and controls parasympathetic activity – reduces heart rate, quiets the body and conserves energy. The hypothalamus is the central core from which all emotions derive their motive force.<sup>24</sup> The Hypothalamus controls the "Four F's" – fighting, feeding, fleeing and fornicating.
- Olfactory pathways – translate information from smell.
- Hippocampus – is particularly involved with the formation of long-term memory, enabling you to compare present threats with past experiences – thus choosing the best option.
- Amygdala – centre of emotional energy in the brain. Pre-eminent role in the development of emotional memory, mediation and control of major affective activities such as friendship, love and affection. Being the centre for identification of danger, the amygdala is critical for self-preservation. When triggered it gives rise to fear, getting the person ready for “fight or flight” by exciting and driving the hypothalamus and motor centres.

The amygdala is the nucleus responsible for the lurch you feel in your stomach when you feel fear for the first time. Electrical stimulation of the amygdala results in sex related reactions such as ovulation, uterine contractions and penile erections.

The amygdala plays a large role in emotion processing. In his book *A Celebration of Neurons*, Robert Sylwester says,

"The amygdala complex is composed of two almond-shaped, fingernail-sized structures that are richly and reciprocally connected to most brain areas – especially advanced sensory-processing areas. Its principal task is to filter and interpret sophisticated incoming sensory information in the context of our survival and emotional needs, and then to help initiate appropriate responses."<sup>25</sup>

It seems that the limbic system is not only involved in all aspects of emotion – including sexual behaviour and the production of emotional speech – but may be responsible for gender differences in thought, feeling, and even language.<sup>26</sup>

### 3. All emotions have a physical component

Throughout this book you will explore ways to experience a state of assertion and appreciation (positive emotions) where control of the signals sent to your brain from your senses, human values and environment, is wrestled away from the amygdala by the neocortex – the cognitive brain – to give rise to selfless acts of love and a life of EASE.

- ❑ **Emotional Wisdom** – Your journey of emotional leadership is the personal discovery that all your emotions have a physical component. A normal biological response that requires management. You should not feel guilty about any feelings that you may have. Emotional health is what you *do* about your (biological) feelings.

#### 4. Knowing yourself and understanding change

You create your own emotional health. Your mind and body are inseparable. Bound together in a field of energy and information called awareness – your feelings, thoughts, beliefs, assumptions, expectations and perceptions. Information in the form of electrical signals from sensory cells (neurons) streams along pathways from many access points en route to the brain for appraisal. It is only after the brain has completed processing complex categories of information, that it signals the way you perceive your environment. You can use your awareness to build the mind (thoughts) and body (behaviour) you want. Self-actualisation is achievable if you are self-aware and self-accepting, and are living in present-moment awareness.

In the **old paradigm** of unawareness, reality is experienced in your body through your senses. This reinforces the message that things *are* what they seem. It seems as though external events or other people are causing you pain. Outside circumstances are to blame and you are the victim.

- Pain or pleasure is experienced from external events and your unyielding expectations – you are merely the victim.
- A basic value you hold, you assume to be true about reality. Your identity is constructed in current reality from memory and fantasy.
- You want to force other people and external events to be what you want. Your point of view is all knowing. Black is black.

In the **new paradigm** of self-awareness and self-acceptance embracing change, reality is dictated by how you have now *learned* to perceive it. When you change your perceptions by developing self-awareness, you change the experience of your body.

- Pain or pleasure is experienced from how you have learned to perceive and appraise events – you are the victor.
- A basic value you hold is something you know to be true for your reality. Your identity is constructed in current reality – present moment awareness.
- You rise from your point of view to your viewing point. You embrace openness, self-disclosure, and a tolerance for ambiguity.

The way you perceive things from here-on-in depends upon what you do about your experiences – what you do about what happens to you. Something already stored in your brain as memory may cause you to store new information incorrectly. The key is to recognise that it is your perception (appraisal) of events that causes emotional distress and behavioural problems. Not the events themselves. Appraisal is the topic of Chapter 3.

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➤ **Emotional Leadership Practice**  
**ELP 1.13 Perceptions: Illusions of women**

What do you see the first time you look at the following picture?



Two different women can be seen. One young, one old. But it depends upon your point of view – your perception. With some practice you can “reverse” the puzzle-pictures that contain optical illusions. The picture illustrates that your brain creates its own words, based upon your perception (appraisal) – not the picture itself.

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➤ **Emotional Leadership Practice**  
**ELP 1.14 Perceptions: The Lollipop**

Go out and buy yourself a lollipop. Hold the lollipop out in front of you with one hand. Start to turn it in an anti-clockwise direction if you're right handed – clockwise if you're left handed – while slowly raising it above your head. Keep your eyes on the lollipop as you continue turning it, watching it as it rises above your head. What direction is the lollipop turning once you have raised it above your head?

This exercise is about perception. We each have a perception about events that happen in our lives. The way you see things is not always the way others see things. Often your business, professional, or social partner has no idea that you have a different perception to them. This is because most of the time we are fixed in our point of view. We may have no awareness that somebody else sees things from a different perspective to our own.

**Summary**

Emotional health has to do with how well you manage the problems and opportunities that you experience in everyday life. Emotional abilities are innate. But you can develop how to perceive emotions well.

The functions of emotions are to signal your needs and increased risk of illness, emotional distress, and/or psycho-social problems that are played out in the drama of life. The continual internal feedback about your body's state of physiological arousal, helps you interpret the situation or event that has given rise to the complex emotional response generated.

Perception is a dynamic and selective process. An interplay between the functional areas of our brain and our environment. Perception involves reception and appraisal of information. Both from internal (mind) and external (body) environments.

You can raise your emotional health through developing your ability to accurately perceive emotion displayed in others, and changing your perception (appraisal) of events in your environment. Use your ability to perceive emotion to EVALUATE a Life of EASE.

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➤ **Emotional Leadership Practice**  
**ELP 1.15 Key Relationship Response**

Think about a key relationship in your life – with a work colleague or loved one. Think about an incident where you felt supported and trusted or where you felt humiliated and disrespected. Recall how you responded to the person in that situation.

Consider the following questions;

1. Describe how the other person acted toward you. What emotions was he or she displaying? What did you think of him or her?

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2. Describe how you acted toward the other person. What were you feeling? What did you think of your response?

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3. Given your knowledge of your emotional intelligence, or scores from the MSCEIT™ and EQ-i®, online emotional intelligence tests, could you have responded to him or her differently? How? What aspects of your emotional intelligence could you have used to better effect?

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4. How may the other person have responded with emotional intelligence?

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➤ **Emotional Leadership Practice**  
**ELP 1.16 – Applying Emotional Intelligence; Ability to perceive emotion**

Max – a successful supervisor and team leader – sought behavioural coaching because he couldn't understand the feelings he was experiencing, that were gnawing away at his ability to be completely happy. He had a good job that paid well and was fulfilling. He was a good communicator. But he sometimes seemed to rub people up the wrong way. This worried Max and he agreed to complete the MSCEIT™ to see where his strengths and weaknesses lay, with regard to his emotional abilities. Perhaps the results could assist him in understanding where he was going wrong.

Max scored very highly in the areas of his ability to use emotion to facilitate thought and manage emotions. His ability to understand emotions was average, but he needed to work on understanding compound – or blended – emotions. His test results also showed that his “ability for self-management” score was a little low at 90. His result on perceiving emotion was 84, and therefore an area that Max needed to consider improving.

Max's scores are shown below;

<b>Branch</b>	<b>Score</b>
Perceiving emotion	Consider improvement
Facilitating thought	Competent
Understanding emotion	Low average score
Managing emotion	High average score

What do Max's emotional ability scores tell us about his emotional landscape? Make some notes below before reading the answer at the end of this chapter.

NOTES

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**EMOTIONAL LEADERSHIP CHECKLIST**

Use this emotional leadership checklist to evaluate your emotional landscape – the key to achieving your potential.

- Do I know what my emotional landscape is?
- Have I created the conditions to evaluate my Life of EASE?
- Can I apply my emotional intelligence to perceive emotion?

**EMOTIONAL LEADERSHIP POINT 1**

**Do I know what my emotional landscape is?**

— **If you complete the online the MSCEIT™ test, record your total, experiential, strategic, and four branch emotional intelligence (EI) scores here.**

A score of around 100 means that you are in the average range of emotional intelligence. 85 is low, 115 is high.

Total EI Score \_\_\_\_\_

Experiential EI Score \_\_\_\_\_

Strategic EI Score \_\_\_\_\_

Branch 1 Score – Perceiving emotion \_\_\_\_\_

Branch 2 Score – Using emotion \_\_\_\_\_

Branch 3 Score – Understanding emotion \_\_\_\_\_

Branch 4 Score – Managing emotion \_\_\_\_\_

— **If you complete the online EQ-i® test, record your total and five composite, scale emotional quotient (EQ) scores here.**

A score of around 100 means that you are within the average range of emotional intelligence. 85 is low, 115 is high.

Total EQ Score \_\_\_\_\_

IntRApersonal EQ Score \_\_\_\_\_

IntERpersonal EQ Score \_\_\_\_\_

Stress Management EQ Score \_\_\_\_\_

Adaptability EQ Score \_\_\_\_\_

General Mood EQ Score \_\_\_\_\_

\_\_\_ **Emotional leadership is choosing to behave with emotional intelligence.**

Learning and applying emotionally intelligent behaviour builds long-term trust in your business, professional and social relationships. Trust is the key ingredient of any relationship. Building trust requires your commitment to exercising emotional leadership.

**EMOTIONAL LEADERSHIP POINT 2**

**Have I created the conditions to evaluate my life of EASE?**

\_\_\_ **Using and nurturing emotional intelligence will make your relationships work.**

Perceiving, using, understanding and managing your emotions – emotional intelligence – is by far the most effective way to improve individual performance, to reach your personal potential, and achieve life goals.

\_\_\_ **Function of emotions.**

Physiological arousal or feedback – a heart that is beating hard, for example – helps you to interpret a situation. We cannot be humanly alone. Emotions play a vital function in the primordial drive to survive – to connect and bond you with others. Your emotions;

- Give you feedback and help you survive.
- Connect and bond you with other people in relationships.
- Cause you to act with altruism and to self-actualise. To fulfil your potential.

\_\_\_ **Am I emotionally healthy?**

Spontaneity, intimacy and awareness are signs of emotional health. Trust and threat are factors that alter your view of yourself. When a person is not open to another it closes down communication. Individual behaviour is more effective when we have a fair balance between self-disclosure and feedback.

\_\_\_ **Have I had opportunities to increase my emotional intelligence in the workplace?**

Employees skilled and knowledgeable in emotional intelligence will enhance relationships in the workplace and create economic value for the business.

**EMOTIONAL LEADERSHIP POINT 3**

**Can I apply my emotional intelligence to perceive emotion?**

\_\_\_ **Your physical brain.**

The traditional view that passion and reason are opposites, does not recognise that emotions are adaptive, functional, and can organise our cognitions and subsequent behaviour.

"Emotions are adaptive, functional, and organising of cognitive activities and subsequent behaviour." – Peter Salovey PhD Yale

In the old paradigm of unawareness, reality is experienced in your body through your senses. In the new paradigm of self-awareness, reality is dictated by how you have learned to perceive it. When you change your perceptions through developing self-awareness, you change the experience of your body.

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### Use your brain to perceive emotion.

Wrestle control over your emotions away from the amygdala to the neocortex – your cognitive brain – to give rise to accurate perceptions, and forever change your emotional landscape.

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➤ **Emotional Leadership Practice – Small Group Exercise**  
**ELP 1.15 – Applying Emotional Intelligence**  
**Ability to perceive emotion – Suggested Answer**

Through coaching, Max was able to see he was an empathic leader, able to generate emotion to motivate his team members to do well, so that they all enjoyed fulfilling work. But whilst he did well in socially managing his team, his weakness was his inability to correctly perceive the emotion that people were experiencing, by looking at their faces. Most of the time Max's perception of what people were experiencing, was incorrect. This tied in with his low average score on self-management.

The coach pointed out to Max that we can sometimes misread what people are feeling because we project our own feelings of insecurity onto others. For example, if Max was having doubts about his ability to lead the team and was feeling anxious, he could project this feeling onto someone else by saying, "You seem to be angry today. Are you okay?" A team member who feels absolutely fine would then take offence at Max's assumption. This would then cause him or her to have a negative feeling toward Max, as his incorrect perception would rub them up the wrong way – causing them to distance themselves from him.

Max felt uplifted that he finally had an understanding, and an answer to his feelings of unhappiness. He began working hard at changing his perceptions of people by asking himself, "What is my team member really feeling? If I had that expression on my face what would I be feeling?" before making assumptions of how others felt.

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### End Notes

- <sup>1</sup> Mayer, JD, Salovey, P & DiPaolo M 1990 'Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence', *Journal of Personality Assessment*, vol. 54 (3&4), pp. 772-781.
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- <sup>4</sup> Holt, J 1964, 1982, *How children fail*, Pitman Publishing Company, New York. Taken from www.moteaco.com/holt
- <sup>5</sup> Sternberg, RJ 1985, *Beyond IQ: A Triarchic Theory of Human Intelligence*, Cambridge University Press, New York.
- <sup>6</sup> Salovey, P Bedell, B Detweiler, JB & Mayer, JD 2000, 'Current directions in emotional intelligence research', in Lewis, M & Haviland-Jones (eds) 2000, *Handbook of Emotions*, 2<sup>nd</sup> edn, Guilford Press, New York, p. 505.
- <sup>7</sup> Mayer, JD, Salovey, P & Caruso, DR 2002, *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's Manual*, Copyright ©1999, 2002. Multi-Health Systems Inc. All Rights Reserved. p. xiv.
- <sup>8</sup> Mayer, JD 1999, September, 'Emotional Intelligence: Popular or scientific psychology?' in *APA Monitor*, 30, 50. [Shared Perspectives column] American Psychological Association, Washington, DC.
- <sup>9</sup> Goleman, D 1995, *Emotional Intelligence*, Bantam Books, New York, p. xii.
- <sup>10</sup> Goleman, D 1998, *Working with Emotional Intelligence*, Bantam Books, New York, p. 375.
- <sup>11</sup> Bar-On, R 1997, *The Emotional Quotient Inventory*, Technical manual, Multi-Health Systems, Toronto, p. 16.

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- <sup>12</sup> Mayer, JD, Salovey, P & Caruso, D. R. (2002) Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), User's Manual, Copyright © 2002, Multi-Health Systems Inc. All Rights Reserved. P.1.
- <sup>13</sup> Mayer, JD & Salovey, P 1997, 'What Is Emotional Intelligence?'. in Salovey, P and Sluyter, D eds, *Emotional Development and Emotional Intelligence: Educational Implications*, Basic Books, New York.
- <sup>14</sup> Excerpted from Reuven Bar-On (1997, 1999) EQ-i™ BarOn Emotional Quotient Inventory, Technical manual, MHS: Toronto, Pages 17-21. Copyright © 1997, 1999 Multi-Health Systems, Inc. All Rights Reserved.
- <sup>15</sup> Adapted from Weekes, C 1972, *Peace from nervous suffering. A practical guide to understanding, confidence and recovery*, London, Angus & Robertson, p. 10.
- <sup>16</sup> Excerpted from Mayer, JD, Salovey, P & Caruso, DR 2002, Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's Manual, MHS, Toronto, Copyright © 2002 Multi-Health Systems, Inc. All Rights Reserved, p. 18.
- <sup>17</sup> Excerpted from Reuven Bar-On 1997, 1999, EQ-i™ BarOn Emotional Quotient Inventory, Technical manual, MHS, Toronto, Copyright © 1997, 1999 Multi-Health Systems, Inc. All Rights Reserved, p. 44.
- <sup>18</sup> Winefield, HR & Peay, MY 1980, *Behavioural science in medicine*, The University of Adelaide, Adelaide, South Australia, p. 1.
- <sup>19</sup> <<http://www.who.int/aboutwho/en/definition>>
- <sup>20</sup> <[http://www.mindspring.com/~donpow/LifesAnswers/education\\_health](http://www.mindspring.com/~donpow/LifesAnswers/education_health)>
- <sup>21</sup> Adapted from Tony Schirtzinger <<http://www.helpyourselftherapy.com/main/write.html>>
- <sup>22</sup> Maslow, A 1943, 'A theory of human motivation', in *Psychological Review*, 50, pp. 370-396.
- <sup>23</sup> See 'Biographical Memoirs of Roger W. Sperry 1913 – 1994' <<http://www.nap.edu/html/biomems/rsperry>>
- <sup>24</sup> <<http://www.brain-mind.com/LimbicPrimer>>
- <sup>25</sup> Quoted from *The ASCD Web* <<http://www.ascd.org/pdi/brain/amygdala>>
- <sup>26</sup> *loc.cit.*