

SPRING 2018 FELLOWS LEADERS

Emotional Intelligence

Emotional Intelligence is the ability to perceive and express emotions, to use emotions to facilitate thinking, to understand and reason with emotions, and to effectively manage emotions within oneself and in relationship with others.

12-Competencies of emotional intelligence

(Goleman, "Emotional Intelligence")

Self-Awareness

Emotional self-awareness: Leaders who recognize how their feelings affect them and their job performance. Their values often decide the best course of action. Emotionally self-aware leaders not only can be candid and authentic, they also can speak with conviction about their vision.

Self-management

Emotional self control: People who find ways to manage their emotions and impulses. Leaders with self-control stay calm and clear-headed while under stress or during a crisis and maintain emotional balance.

Achievement orientation: Leaders who have high standards not only for themselves, but for others. They set measurable but challenging goals. They continually learn how to improve performance, along with their team.

Positive outlook: A leader who sees opportunity in situations where others would see a setback. Such leaders see others positively, and still expect the best of them. And their "glass half-full" outlook leads them to expect that changes in the future will be for the better.

Adaptability: Leaders who can juggle multiple demands, but remain focused on a group's goals. They are comfortable with the uncertainty that leadership can bring. Such leaders are flexible in adapting to new challenges and nimble in adjusting to sudden change.

Social awareness

Empathy: Leaders who are able to understand unspoken emotions within an individual or group. Such leaders listen attentively while understanding others perspectives. Empathetic leaders are able to get along well with people of diverse backgrounds and cultures and to express their ideas in ways others understand.

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Organizational awareness: A leader who can detect networking opportunities and read key power relationships. Such leaders not only understand the forces at work in an organization, but also the guiding values and unspoken rules that operate among people.

Relationship management

Influence: Leaders who know how to appeal to others and how to build buy-in from key people. They are persuasive and engaging when they address a group.

Coach and mentor: A leader who has a genuine interest in helping others. They understand the goals and strengths of individuals while working to address growth opportunities. They also give timely and constructive feedback to coworkers.

Conflict management: Leaders who take time to understand different perspectives. They work toward finding a common ground upon which everyone can agree. They acknowledge the views of all sides, while redirecting the energy toward a shared ideal or agreeable resolution.

Inspirational leadership: Leaders who inspire are able to move the people with whom they work. They articulate a shared mission in a way that inspires others to follow. They also offer a sense of common purpose beyond the day-to-day tasks.

Teamwork: Leaders who create an atmosphere of respect, helpfulness, and cooperation. They draw others into active commitment to the team's effort. They build spirit, positive relationships, and identity on a team.

Which competencies do you need to improve on in order to become a better leader?

What are some examples of instances in which you discovered you needed to improve on those competencies?

Which competencies do you excel at?

What are some examples of instances in which you discovered you needed to improve on those competencies?

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Emotional agility: A process that allows you to act in the moment and change or maintain your behavior so that you can live in ways that align with your intentions and values. (David, “Emotional Agility”)

Hooked = internal chatters + technicolor memory + emotional punch

Emotional rigidity: Patterns of ways in which our thoughts, emotions, and stories drive our actions in patterned and rigid ways.

- I.e. “I’m so ugly” repeating in our heads
- I.e. “This person is so annoying all the time...”
- Biases

Four-step process to emotional agility

1) Show-up

- Recognize your patterns
- Acknowledge and call out when you’re being hooked with rigid, repetitive thinking
- Don’t run from your emotions—be open to learning to work through them

2) Step-out

- Detach and observe your emotions and tendencies to respond
- Name and label your emotions and thoughts

3) Walk your why

- Identify your key values that are important to you
- Ask yourself whether your response to emotions is in line with what you value as a person

4) Make tweaks, move on

What is a situation in your life that currently has you hooked?

What emotions does this situation bring up?

How are you responding to this? Is it aligned with your values and who you want to be?

What do you need to change to become “unhooked”?

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Homework / Due Tuesday, March 6

Read: [Susan David on Emotional Agility](#): and [Kay Mills on Fannie Lou Hamer](#)

Lock location: Lock your orientation location by March 6

Align: Align with other Fellows Leaders around applications and orientations

Apply: Address a situation in your work or personal life that has you “hooked”. Work through the steps of emotional agility and craft how you will respond to it. Then, be sure to confront it. Once you are done, send this worksheet to Bobby at fellows@ofa.us.

Step 1: Show-up

What patterns and thoughts do you find yourself getting stuck in?

Step 2: Step out

What emotions does this situation bring up? What is your first inclination on how to respond? Do any of the emotions that this situation brings up relate to any of the 12-competencies of emotional intelligence you need to improve on?

Step 3: Walk your why

Am I taking a step toward being the leader I most want to be and living the life I most want to live?

Step 4: Make tweaks, move on

What do I need to tweak in order to move on from this situation?

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