

Research show that 67% of the essential competencies required for effective leadership today are emotional competencies. Emotionally intelligent leaders are more likely to achieve results and are effective in dealing with the complexity involved in leading change and organizational transformation. These leaders excel at building relationships that result in fast-moving, adaptive and resonant organizational cultures.

## Emotional Competency Development Guidelines

### Self-awareness

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This section provides detailed definitions of each of the 3 competencies of Self-Awareness. In addition, suggested development activities, books to read, and movies to watch have been provided to aid you in your personal competency development plan.

#### Self-Awareness Competencies

#### Developmental Tips

##### 1. Emotional Self Awareness.

This is the ability to recognize your own emotions and their effects. It is being able to recognize how you react to cues in the environment and how your emotions affect your performance.

The person who possesses the competency Emotional Self Awareness:

- Is aware of own feelings
- Knows why feelings occur
- Understands implications of own emotions



- Pay attention to the physical signs aroused in stressful situations (elevated blood pressure, sweaty palms, quick breathing).
- Keep a journal where you write down your behaviors and your feelings when facing stressful situations on a daily basis.
- Reading: *The Celestine Vision: Living the New Spiritual Awareness*, J. Redfield, 1997.

##### 2. Accurate Self-Assessment.

This competency is about knowing your inner resources, abilities, and limits. It is being aware of your strengths and limitations. It is based on the desire to receive feedback and new perspectives about yourself, and to be motivated by continuous learning and self-



- When interacting with people you feel comfortable with, ask for feedback about your actions and behaviors.

development. It implies having the ability to target areas for personal change.

The person who possesses the competency Accurate Self-Assessment:

- Has a sense of humor about him- or herself
- Is aware of own strengths and limits
- Is open to feedback

- Make a list of your strengths and areas for development and compare it with other people's list.
- Reading: *Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability*, D. M. Fetterman and S. J. Kaftarian, 1995.

### 3. Self-Confidence.

This is the belief in your capability to accomplish a task. This competency is acknowledging that you are the best for the job. It is also about conveying your ideas and opinions in an assured manner and having a positive impact on others.

The person who possesses the competency Self-Confidence:

- Presents him-/herself in an assured and unhesitating manner
- Has presence (stands out in a group)
- Believes he/she is among the most capable for a job



- To learn how to develop Self-Confidence, you must adjust your thinking and behavior to match that of someone who has it. Once committed, rather than examining your every move, try to act decisively.
- Find someone you trust, for example, a mentor, to help you objectively analyze your ability.
- Search out a job for which you are qualified. Ask the help of a mentor to assess what you need to do to increase your qualifications.
- Reading: *Self-Esteem at Work: Research, Theory, and Practice*, J. Brockner, Lexington Books, 1988.

# Emotional Competency Development Guidelines

## Self-Management

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This section provides detailed definitions of each of the 7 competencies of Self-Management. In addition, suggested development activities, books to read, and movies to watch have been provided to aid you in your personal competency development plan.

### Self-Management Competencies

### Developmental Tips

#### 1. Emotional Self-Control.

This is the ability to keep your impulsive feelings and emotions under control. It is being able to restrain negative actions when provoked, when faced with opposition or hostility from others, or when working under pressure.

The person who possesses the competency Emotional Self-Control

- Deals calmly with stress
- Displays impulse control and restraint
- Stays poised and positive, even in trying moments



- Make a list of all the things that cause you to "lose it" (your triggers). Create a strategy to prevent these triggers from causing you to lose your composure and your self-control.
- Reduce your stress through physical activity or other types of conscious relaxation techniques (yoga, exercise, gardening, taking a bath, etc.)
- Attend a stress management workshop.
- Reading: *Angry All the Time: An Emergency Guide to Anger Control*, Ron Pottner-Efron, 1994.

#### 2. Trustworthiness.

This competency can best be described as taking action that is consistent with what you say and value. It includes communicating intentions, ideas, and feelings openly and directly and welcoming openness and honesty in others. You show integrity and take responsibility for your own behavior and performance. You build trust through reliability and authenticity.

The person who possesses the competency Trustworthiness.

- Is authentic ("i"what you see is what you get")
- Takes tough, principled stands, even if they



- Spend some time exploring the values and principles that you feel most strongly about. Write down the most important ones. Next to each one, examine whether your behavior is consistent with these values. Ask yourself what you would need to do differently in order to live more genuinely and be true to your beliefs.
- Consider the issues on which you are willing to act against all opposition. Clarify for yourself what is and is not worth fighting for. If an opportunity comes up to act on a principle, take it, but be sure you are certain of

are unpopular

- Confronts unethical action in others

your ground.

- Reading: *Principle-Centered Leadership*, Stephen Covey, 1992.

### 3. Conscientiousness.

This competency is about taking responsibility for your personal performance. It reflects an underlying drive for being reliable and delivering quality work. You work in a careful and organized manner, paying attention to detail, following through on commitments and promises, and building trust through reliability.

The person who possesses the competency  
Conscientiousness

- Follows through on commitments
- Is careful in his/her work
- Shows attention to detail



- Keep a detailed filing system for all monthly bills: telephone, rent, heat, credit cards, etc.
- Build routine checks into your calendar to ensure adherence to deadlines, policies, and standards. In the event that you find something that does not reach the desired standard or that will take much longer than the time frame given, work through your plan to give the task at hand more time and effort.
- Reading: *A Passion for Excellence*, Tom Peters, 1986.

### 4. Adaptability.

This is the ability to be flexible and work effectively within a variety of changing situations and with various individuals and groups. People with this competency are willing to change their own ideas or perceptions on the basis of new information or evidence. They are able to alter standard procedures when necessary, and juggle multiple demands as required.

The person who possesses the competency  
Adaptability:

- Smoothly juggles multiple demands
- Easily handles shifting priorities and rapid change
- Adapts plans, behavior, or approaches to fit major changes in situations



- Periodically review the processes you or your department has in place. What are the strengths and weaknesses of each? Is there a better, more efficient way of approaching things?
- When current strategies are not working, stop what you are doing, acknowledge that it is not working, and make the necessary adjustment to your plans, activities, objectives, or behavior. Be willing to make some midcourse adjustments when things are not going well or when situations demand change.
- Reading: *Strategies for Fast Growing Times*, N. Booh, 1997.

## 5. Optimism.

This competency is about seeing the world as a glass that is "half-full" rather than "half-empty. This is the ability to see good in others and in the situation at hand. Threats are viewed merely as opportunities that can be acted upon and taken advantage of to achieve optimal outcomes.

The person who possesses the competency Optimism:

- Sees opportunities rather than threats
- Has mainly positive expectations about others
- Has hopes that the future will be better than the past



- For two or three days, make a list of all the threats or adversities you encountered. Note your response to them. For example: Adversity: You were cut off in traffic. Response: "What a jerk." Adversity: You got stinging criticism on an important paper. Response: "Those were helpful comments." Next write down the consequences of each your responses. For example, "I fumed all the way to work," or "I reworked my paper based on the comments." Note that when your responses or feelings are pessimistic in nature, positive activity is curtailed, but when they are positive, positive energy flows. Try to change your "self-talk" from negative to positive.
- Reading: *Learned Optimism*, M. E. P. Seligman, 1990.

## 6. Achievement Orientation.

This competency shows a concern for working toward a standard of excellence. This standard may be a personal need to improve your performance over past accomplishments, to outperform others, or even to surpass the greatest accomplishment ever achieved.

The person who possesses the competency Achievement Orientation

- Anticipates obstacles to a goal
- Takes calculated risks
- Sets measurable goals



- Consider using some projects you are currently working on to practice Achievement Orientation. Create some moderate risk goals or an innovative solution for your project. Regularly monitor your progress against your plan. Discuss your progress with another person. This will help you understand the implications of your work and your accomplishment against plan.
- Keep a log of where you demonstrated the behaviors of Achievement Orientation. At the end of each day or week think about how well you anticipated obstacles; decide if you took any risks during the course of your work, and if you made any progress toward your work/personal goals.
- Reading: *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*, J. M. Kouzes and B. Z. Poser, Jossey-Bass, 1987.

## 7. Initiative.

This is the ability to identify a problem, obstacle, or opportunity and take action on it. People who show initiative are consistently striving to do better, to experience new challenges and opportunities, and to be held accountable for their actions and ideas.

The person who possesses the competency Initiative

- Acts rather than waits
- Seeks information in unusual ways
- Cuts through red tape and bends the rules when necessary



- Volunteer to be a leader of a service organization that markets its information to the community and solicits funds for support.
- Make a list of all the external factors that affect your department (e.g., economy, student needs, competing institutions). Make a similar list of all the internal factors affecting your department (e.g., leadership styles, organizational strategies and goals, political maneuvering). Looking at both lists, identify changes, emerging trends, and opportunities or problems. Map out in detail the steps you need to take in order to capitalize on those opportunities or take actions to prevent significant problems.
- Reading: *The Art of the Long View*, P. Schwartz, 1996.

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# Emotional Competency Development Guidelines

## Social Awareness

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This section provides detailed definitions of each of the 3 competencies of Social Awareness. In addition, suggested development activities, books to read, and movies to watch have been provided to aid you in your personal competency development plan.

### Social Awareness Competencies

### Developmental Tips

#### 1. Empathy.

This competency is about understanding other people. It is the ability to hear and understand accurately unspoken or partly expressed thoughts, feelings, and concerns of others. People with empathy are able to constantly pick up emotional cues. They can appreciate not only what people are saying, but also why they are saying it. This competency also includes a measure of



- Consider taking a course in developing listening skills.
- Pay attention to critical interactions with others. Think about these interactions in terms of the following:
  - Did you listen when someone approached you

cross-cultural sensitivity.

The person who possesses the competency Empathy

- Accurately reads people's moods or nonverbal cues
- Respects and relates well to people of diverse backgrounds
- Listens attentively to others

to express his/her feelings? Were you too busy to listen? Did you brush the person off?

- Did you ask questions to understand the other person's point of view, both in terms of content and emotion?
- Did you adjust your style and approach to meet the needs and style of the person you were working with? Did this show in your body language or your tone of voice?
- Turn off the sound on the television and watch it to identify moods and nonverbal cues.
- Watch the movie, *The Awakening*, to see examples of reading and understanding nonverbal cues.

## 2. Organizational Awareness.

This is the ability to understand the "power" relationship in one's own group or organization. This includes the ability to identify the real decision makers and who can influence them. It is also about recognizing the values and cultures of organizations and how those affect the way people act and behave.

The person who possesses the competency Organizational Awareness:

- Understands the political forces at work in the organization
- Accurately reads key power relationships in groups or organizations
- Understands values and culture of groups or organizations



- Identify key people inside and outside the organization who exert influence over policies and activities. Create an influence chart for your own organization or department and compare it to the formal organization chart.
- In discussions with others, try to get their perspective on how to get things done within the department. Try to probe the unspoken organizational constraints that may prevent certain things from happening at certain times.
- Reading: *Organization, Culture and Leadership*, E.H. Schein, 1997.

## 3. Service Orientation.

This competency is driven by the desire to help or serve others in order to meet their needs. It means focusing one's efforts on others. This competency is not just about reacting to the requests of others; it's about being proactive in knowing what others' needs



- Set a measurable goal to improve the level of service you have provided to your customers (e.g., other students, faculty, staff). Include a needs analysis, an analysis of your service, and an analysis of the

are before they are articulated.

The person who possesses the competency Service Orientation:

- Is attuned to providing satisfaction to others
- Matches his/her services or products to meet others' needs
- Makes him-/herself available to others

concerns and needs of your customers.

- Start a reading file of articles about the needs of your customers.
- Take action to change/modify some procedure in your department that your customers have complained about.

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## Emotional Competency Development Guidelines

### Relationship Management

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This section provides detailed definitions of each of the 8 competencies of Relationship Management. In addition, suggested development activities, books to read, and movies to watch have been provided to aid you in your personal competency development plan.

#### Relationship Management Competencies

#### Developmental Tips

##### 1. Developing Others.

This competency is about the ability to foster the long-term learning or development of others. Its focus is on the developmental intent and effect rather than on the formal role of teaching or training. Those who do this well spend time helping people find their own way to excellence through specific feedback on current performance.

The person who possesses the competency Developing Others:

- Offers feedback to improve another person's performance
- Mentors or coaches others
- Recognizes specific strengths of others

- Regularly take time to talk to individuals about their aspirations, the things they want to do better, and the things they would like to try out.
- Watch the movie Good Will Hunting. This story is about helping someone see the opportunities in his future.
- Read: *Developing High Performance People: The Art of Coaching*, B. Mink, 1993.

## 2. Inspirational Leadership.

This is the ability to take on the role as leader of a team or group. It implies a desire to lead others. Leadership is generally, but certainly not always, shown from a position of formal authority. People with this competency work to bring people together to get the job done. They are able to build a strong sense of belonging within the group, leading others to feel they are part of something larger than themselves.

The person who possesses the competency Inspirational Leadership:

- Makes activities or projects engaging
- Inspires others by articulating a vision or a mission
- Motivates others by arousing emotions

- When launching significant new projects or initiatives, consider spending time with your team creating a vision for the work and building commitment going forward.
- Interview or shadow a leader whom you find inspirational. Ask yourself why you find this individual inspirational. Analyze this person's style and ask how he/she views his/her role.
- Watch the movie, *Twelve O'Clock High* for an in depth study of leadership- how it can succeed and where it can fail.
- Read: *The Leader of the Future*, F. Hesselbein, M. Goldsmith, eds., 1996.

## 3. Influence.

This is the ability to persuade, convince, or impact others in order to get them to go along with or support your agenda. This competency is about grabbing someone's attention and imparting something they want to hear. People with this competency know how to make others stand up and listen.

The person who possesses the competency Influence:

- Builds consensus and support for positions
- Convinces others by appealing to their self-interest
- Anticipates how people will respond to an argument and adapts his/her approach accordingly

- Form a study group among colleagues or other students to draw upon others' successful experiences and reality-test future strategies.
- Take part in a task force or committee on an important and timely organizational/cross-departmental problem.
- Read: *Influence without Authority*, A. Cohen and D. Bradford, J Wiley & Sons, 1990.
- Watch the movie *Hoosiers* for the coaching style of influence.

## 4. Communication.

This is the ability to send clear and convincing messages to an audience in an open and effective way.

- Identify and observe others who have an engaging

People with this competency make their presentations in an engaging style and are open to dialogue with the audience.

The person who possesses the competency Communication:

- Uses an engaging presentation style
- Uses nonverbal cues, like tone of voice, to express feelings that reinforce messages in presentations
- Uses examples or visual aids to clarify or underscore messages when making a presentation

style while presenting.

- Pay particular attention to their nonverbal behavior. What are they doing?
- What visual aids are they using and how do those aids help to get the message across?
- When delivering information to people, encourage them to ask questions and encourage them to summarize your key points to ensure they have understood.
- Videotape yourself making a presentation to a group and critique it for style, use of examples, and nonverbal cues.
- Watch the movie, *Mr. Holland's Opus* for use of communication techniques.

#### 5. Change Catalyst.

This competency is about having the ability to alert, energize, and lead groups to bring about specific changes in the way things are done. This is recognizing the need for change and taking ownership of change initiatives in order to move the group or department forward.

The person who possesses the competency Change Catalyst:

- Removes barriers to change
- Personally leads change initiatives
- Calls attention to the need for change

- Think about the worst possible change that might happen to you and your team. Write a list of possible benefits from that change and think about how you would sell those benefits to the team if you had to.
- When preparing to tell others about a change, think about each person in turn. How will the change impact this person? How has he/she responded to change in the past? What questions or comments might he/she have? Use your answers to prepare for a discussion with this person about an upcoming change.
- Read: *The Change Masters*, R. Moss-Kanter, 1995.

#### 6. Conflict Management.

This is the ability to handle difficult individuals, groups of people, or tense situations with diplomacy and tact. This involves coming face-to-face with the conflict rather than trying to avoid it. This competency entails focusing on the issues rather than the people

- If you are sensing trouble brewing with an individual, take steps to bring the disagreement or grievance into the open before it turns into a conflict situation.

and working to de-escalate the bad feelings.

The person who possesses the competency Conflict Management:

- Brings disagreements out in the open
- Helps de-escalate conflicts
- Communicates the positions of those involved in a conflict to all concerned

- When in a heated discussion, focus on the issues at hand and leave personal matters aside. Ask yourself, Is what I am saying or doing productive in trying to resolve this situation?
- Read: *Conflict Management: The Courage to Confront*, Richard J. Mayer, 1995.

## 7. Building Bonds.

This is about working to build or maintain friendly, reciprocal, and warm relationships or networks of contacts with people. Building Bonds means developing and maintaining good relationships with a variety of people.

The person who possesses the competency Building Bonds:

- Makes close personal friends with acquaintances or classmates
- Has a wide, informal network of colleagues
- Nurtures relationships related to activities or projects

- Take part in professional associations or appropriate social events to build your network and strengthen relationships.
- Identify organizational dynamics. Practice thinking in terms of these dynamics rather than simply about individuals or roles. What are the systemic relationships of people and groups within the organization? How can you capitalize on these relationships to win support for your ideas?
- Read: *Networking: How to Enrich Your Life and Get Things Done*, Donald Woods, Shirley D. Omerod, 1993.

## 8. Teamwork and Collaboration.

This competency is about working cooperatively with others, being part of a team, and working together as opposed to working separately or competitively. Teamwork and Collaboration is enjoying shared responsibility and rewards for accomplishments. It is actively participating and enjoying building the capability of the team.

The person who possesses the competency Teamwork and Collaboration:

- Maintains cooperative working relationships
- Builds team identity and spirit

- Create a symbol for a group or team to rally around, or hold a get-together to celebrate the team's success.
- Avoid taking control of the agenda or being the first to make suggestions; share the different roles being played in the group.
- Watch the movie *The Great Escape*, which shows both the problems and benefits of people working together to accomplish common objectives.

- Promotes a friendly, cooperative climate in groups or organizations

- Read: *Groups That Work (and Those That Don't)*, J. R. Hackman, Jossey-Bass, 1990.

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