Why should you care about Emotional Intelligence and Emotional Competencies?
A Review of Frameworks and Perspectives

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A Review of Frameworks and Perspectives

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Introduction

Ever since professional groups began collecting data on the following topics, the trends have remained unchanged:\(^1,^2\):

- 80 percent of employees who quit their jobs report that they leave managers, not jobs
- 90 percent of those who quit report that a lack of appreciation and respect leads to their decisions to leave
- 80 percent of all ethics complaints are about the harassment or abuse of others; only 20% allege the misuse of organizational resources
- 90 percent of the measured difference between high and medium performers in organizations is accounted for by qualities such as empathy, interpersonal skills, and social responsibility shown by the high performers

The behaviors or conditions that are identified by these statistics relate to the presence (or
absence) of emotional intelligence. Among managers, research consistently shows that variables such as IQ, experience on the job, and educational level do not differentiate between the best and the worst. What is fundamental to being an effective leader is emotionally effective behavior, or skill across multiple Emotional Competencies. Those leaders with this high degree of emotional intelligence consistently outperform those without it.

Learning to improve your emotional intelligence can be achieved through developing skills across multiple inter-related emotional competencies. This has many benefits, because emotions are interwoven into the fabric of daily life. Your emotions play a role in your effectiveness, health, achievement, and fulfillment — in all areas of life. Emotional Competencies provide insight into, and describe the effective behaviors that make up, our emotional intelligence.

What are the roots of the various perspectives on emotional intelligence?

Charles Darwin’s 1872 book The Expression of the Emotions in Man and Animals is the first scientific effort to document the role of emotions in everyday life. While many aspects of the book are extraordinary, the use of carefully prepared illustrations to capture the universality of emotions is among the first in publication history. Darwin proposes that emotions are expressed in spoken language, body movement, and facial changes and that they communicate to others what is important to you. As other scientific trends unfolded in the study of human behavior after Darwin’s work, the definition and measurement of general intelligence became a foremost topic of concern. This meant that the role of emotions took a back burner in scientific inquiry. Researchers concluded that, while studying intellectual functioning seems possible, the role of emotions was too complex. The question was set aside until the 1980s, when a new breed of researchers took up the challenge of understanding emotions. Note that scientists hold that the roots of any kind of intelligence are related to perceiving information and purposefully using it. If you contrast emotional intelligence with the kind of intelligence used for doing math, where you can readily “see” the numbers or formulas to be used, you can understand the challenge of defining and measuring Emotional Competencies. “Seeing” the information in emotions is somewhat more complex than “seeing” math information because you must rely on cues such as facial expressions or tonality in others’ responses to reveal the underlying emotions. Even if you notice emotional cues in others, interpreting what those cues mean and what triggered the emotions behind them can still be a challenge. Learning to do so, though, is necessary for effective interaction with others.
The growth of studies of intelligences suggests that there are a number of intelligences on which we rely. To name a few:

- **Kinesthetic** — body movement in time and space
- **Spatial** — understanding of dimensions of space
- **Linguistic** — capacities to learn and readily use languages
- **Mathematical and logical** — understanding numbers and ordering of information
- **Musical** — understanding and using musical tools and instruments
- **Interpersonal** — capacities related to understanding and working with others

More recently, “emotional intelligence” has been added to the list. Scientific study of emotions has shown how central they are to your well-being and relating well with others. It is now apparent that there are very complex emotional linkages to our cognitive or psychological ways of dealing with life. Neurological scientists indicate that if our emotional center (amygdala) is damaged, then we cannot function at the most basic level of making a simple decision. Or, by contrast, when our emotions hijack our higher-order reasoning, our perceptions and reactions are under the influence of such emotional flooding.5

While Darwin made the expression of emotions a legitimate area of study, it wasn’t until psychologists Mayer and Salovey (1989) proposed that specific capabilities of emotional intelligence are structured in much the same way as intellectual intelligence. For example, Mayer and Salovey identified the ability to perceive facial expressions, emotional moods and emotional intensities, along with the ability to interpret the emotions we experience and observe in others as emotional intelligence.6 Building on this research, Daniel Goleman popularized the concept of emotional intelligence with his books published in the 1990s (Emotional Intelligence and Working with Emotional Intelligence).7 Concurrent with this line of work was another approach to emotional intelligence which focused on emotions and behaviors rather than various capabilities.
Emotional Intelligence
Schools of Thought

The field of emotional intelligence has three schools of thought. These are:

School 1: Innate capabilities. This school proposes eight capabilities that make up inherent emotional intelligence. These eight areas are covered in Toolbox 5, where the concepts measured by the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) are linked to our competencies in Part 2.

School 2: Neurology. More researchers than can be listed here have studied how the neurological nature of emotions and cognitions affects behavior. Researchers with this approach argue that emotions are so wired into the neurons of human action that it is best to think of emotions as a part of a human energy which you might be able to understand and influence. These researchers are more interested in the neurology of emotions and how medicines can affect emotional states.

School 3: Behavioural effectiveness. Another school of thought argues that behaviors that factor in the use of emotions are more effective than others that ignore emotions. Effectiveness is based on the behaviors that reflect how well we manage our emotional experiences. The focus with this school is on behavior rather than innate capabilities or neurological wiring. Thus, the behaviors that are essential to personal success can be learned.

At Matrix Insights, we take the view that behavior tells the story. If you want to know how to improve, then you have to know what is possible to develop. People can learn and grow in specific, targeted ways. These specific ways are what we refer to as competencies. We provide a method to evaluate effectives across multiple emotional competencies and development resources and tools to help enhance targeted competency areas.

Even the smallest of interactions with your partners, friends, or work associates can have an enormous influence on how they perceive you and the relationships they have with you. Consider the following illustration as a reminder of the power of paying attention to the emotional quality of your interactions with others.
Examine Carla’s Case

The everyday importance of these competencies is illustrated in the case of “Carla” (who is a real executive and with a different name). Everyone who works with Carla is excited by her leadership, which is based on sound emotional intelligence. Carla demonstrates emotional intelligence at its best, and all those who work with her are grateful for and influenced by her skills in relating to and leading people.

As 49-year-old Carla stepped out of her car, she noticed an employee was having trouble carrying a variety of bags from his car to the building. Carla approached the employee saying, “Good morning! I see that you’ve got your hands full. I’ve got a free hand, let me help.” The employee was immediately grateful but declared that he would take care of it. Carla responded with, “At least let me take one of these bags to the front desk to save you some trouble.” She picked up a bag and started walking with the employee to the front of the building. She casually noted, “Looks like a department party. Something special today?” The employee said, “Some new employees are starting today and the facilities staff wants to welcome them.” “Great news,” Carla said, “We’re growing.”

Carla left the bag at the front desk, and while walking to her office she spoke to each person she met along the way. Her comments included: “Hey Joe, I hear we’ll get to see your project report later,” and “Hey Diane, I haven’t seen you for a while. I hope that everything is fine.” As she made her way to her office, she interacted with every person, making each interaction brief and direct.
Each time, she addressed the person by name, asked a supportive question, and often invited the individual to let her know how things were going. Total time investment in each interaction is a few seconds. Return on effort: employee loyalty, trust, and a flow of information that every manager desperately wants and needs to make intelligent organizational and personal decisions.

Carla is the vice president of marketing in a $1.2 billion dollar financial services company. She is known throughout the organization as an attentive, energetic leader. Her stated philosophy is that the success of the organization is tied to the engagement of everyone employed. She believes that leaders have the responsibility to treat people with respect so that engagement can be invited, with productive results.

Carla exhibits many of the recognized emotional intelligence competencies, or emotional competencies, in her life at work and at home. She understands that relationships are built through micro-interactions and the emotional content they contain. Each interaction has multiple possible outcomes, but, in general, she knows that people experience her as either warm or cold.

Over time and numerous interactions, people experienced as cold are usually thought of as self-absorbed and disinterested in others or their contributions. On the other hand, individuals seen as warm are experienced as inviting and interested in others and their ideas. This second group of individuals more easily gains others’ cooperation and is usually granted more latitude when working with others. They are invested in others and recognize that their own success is tied to the work of others in the organization — or at home. Everyone feels like they are in the same boat, pulling together and in the same direction.

To be sure, in the world of work, success is a combination of vision, business smarts, persistence, and the ability to realize the vision through people’s efforts. The single most important, and for some the simplest, aspect of success is working with others and getting their commitment — not just their compliance — to work on agreed-upon goals and objectives.

Being emotionally intelligent means making the most of every interaction, no matter how small it may appear to be at that time. It means using each interaction as an opportunity to recognize others, communicating to them that they are significant to you. Asking inviting questions shows you have some confidence in what they think. Offering to help others communicates that you see them as worthwhile.

At the end of the day, Carla sent an email to the manager of facilities: “I heard you had a welcoming party today. I hope it went well and that the new members of the team are excited to
Why should you care about Emotional Intelligence and Emotional Competencies? A Review of Frameworks and Perspectives

Effectiveness in reaching your goals is achieved through building productive and satisfying relationships. And just like a brick house, these relationships are built one brick (one interaction) at a time. How strong is your relationship house? How attentive are you to the emotional qualities of your interactions? This is the cement that holds the house together.

What makes Carla so effective?

The short answer is Carla’s behavior. How Carla chooses to behave is what makes her so very effective. As you read Carla’s story, you can see how she skillfully uses multiple emotional competencies (see Appendix A). For example, let’s look at the opening of this story with reference to the competencies:

As 49-year-old Carla stepped out of her car, she noticed an employee was having trouble carrying a variety of bags from his car to the building. Carla’s awareness of another individual’s situation reflects (45) Situational Awareness.

Carla approached the employee saying, “Good morning! I see that you’ve got your hands full. I’ve got a free hand, let me help.” Carla greeted the individual, assessed the situation, and offered to provide assistance which reflects (2) Assertiveness, (15) Active Empathy, (25) Interpersonally Skillful, (13) Emotional Problem-Solving, and (47) Social Responsibility.

The employee was immediately grateful but declared that he would take care of it. Carla responded with, “At least let me take one of these bags to the front desk to save you some trouble.” She picked up a bag and started walking with the employee to the front of the building. While making an offer and being respectful of the individual’s request, Carla took the initiative to provide some assistance to a point that she read as acceptable. This reflects (2) Assertiveness, (3) Authenticity, (19) Independence, (24) Intentionality, (25) Interpersonally Skillful, (33) Personal Power, and (46) Social Intelligence.

She casually noted, “Looks like a department party. Something special today?” The employee said, “Some new employees are starting today and the facilities staff wants to welcome them.” “Great news,” Carla said, “We’re growing.” Carla noted the unusual nature of the supplies and showed interest. She also responded to the information with positive encouragement which reflects her use of (21) Initiative, (31) Optimism, (34) Perspective-Taking and (35) Reality Testing along with those already mentioned above. So within the first few moments of the
example, Carla exhibited aspects of at least fifteen Emotional Competencies which contribute to the quality of this interaction.

As many interviews with those who work with and for Carla revealed, this one story is typical of Carla. The overwhelming feeling among staff is that Carla is the person to work for and to be with because she communicates regard, understands others’ needs, and is genuine.

**What expert researchers say**

Experimental researchers in emotional intelligence would say that Carla uses the central capabilities that make up emotional intelligence:

- Perceiving her own emotions and those of others
- Identifying appropriate responses to constructively channel those emotions
- Managing her responses in ways that both reflect the emotions and leverage energy for constructive action
- Using an array of interpersonal skills to engage constructively with others

There is information in people’s emotions. Carla paid attention to her emotions and those of others and the information they contained.

For example, the emotional reaction of seeing an individual who may need assistance (many bags out of the car, walking to the building) prompts the thought, “If I were in that situation, I would appreciate some help.” This emotionally empathetic (15) response provides the information on which you can then act to provide assistance, whether by taking initiative (21) or not taking initiative or doing the socially responsible (47) thing (or not). Note that the numbers in the parentheses indicate which of the 54 Emotional Competencies relate to this behavior.

**What behaviors can you learn to improve your emotional effectiveness?**

You start with a basic set of capabilities including natural gifts and many productive behaviors. Throughout your daily life, you encounter opportunities to apply and develop these capabilities. One of the most important capabilities is that of learning from experience. Here is the premise of Matrix Insight’s approach to Emotional Competencies: By using suggested strategies and tactics, you can develop behavior that is more emotionally intelligent. There may be limits on some behaviors due to your inherent capabilities but, on the whole, you can develop and demonstrate every competency. Learning to be more effective in your relationships enhances your well-being and overall satisfaction and increases your sense of fulfillment and contribution to others and to the world.
A rose by any other name

Carla provides an example of how effective emotional intelligence works. She has integrated some key behaviors into her approach to others that build stronger relationships. Emotional intelligence requires being able to accurately perceive the emotions that people are experiencing in a situation, to select an appropriate response and to implement it in a way that produces a constructive outcome.

Some would describe Carla's behavior as “just good sense.” Regrettably, too many people do not seem to demonstrate that quality. In survey after survey, people report that they do not feel heard or recognized — in their organizations and often at home. When relationships falter, the issue, remarkably, is more related to how each person in the relationship felt he or she was treated rather than to issues of money or personal wants.
Why should you care about Emotional Intelligence and Emotional Competencies?

The role of well developed emotional intelligence and well being and overall effectiveness is established through leadership and management research, health research, and more recently in various relationship studies. While some researchers hold that emotional intelligence can’t be developed, the current trends in neurosciences tell us a different story of brain plasticity and overall capacities. The story is in what we learn to do. As neurologists have noted, neurons that fire together, wire together; thus, making a new learning pathway for behavior.

By developing your emotional competencies, you are building the neurological and behavioral blocks for effectiveness. You have to know what the library of emotional competencies are, understand how they are related, and dig into their expressions to both assess what you do and what you need to learn. Through extensive research, the library of emotional competencies are “knowable” and tactics to learn how to enhance your competence are available in the Matrix Insights platform.
A Closer Look at Emotional Competencies

**Competencies are interdependent**

Your circulatory, skeletal, neurological, and muscular systems work interdependently so you can live. Each serves a distinct purpose and yet must rely on the workings of the others to be viable. In the same way, our emotional, behavioral, and cognitive systems are interdependent at personal and interpersonal levels. For example, it is impossible to distinctly and uniquely separate emotions from ways of thinking. It is important to realize that the competencies are interdependent in how they are learned and used in everyday life.

No single emotional intelligence competency can stand alone. The 54 Emotional Competencies work best when applied together. For example, if you are trying to develop the Emotional Competency of (6) Conflict Management, then you must do so while keeping (15) Active Empathy in the front of your mind, as well as (34) Perspective-Taking, (30) Openness to Others or (2) Assertiveness. All are important companions when demonstrating (6) Conflict Management skills. You will see those connections as you take note of the clusters in Table 1. Emotional Intelligence involves the interface of different Emotional Competencies with one another. One competency may link or partner with a complementary Emotional Competencies. Just as an excellent athlete may have the physical skills to be a prolific scorer, unless he also has the ability to relate well to his or her teammates, to demonstrate leadership, to work hard and to be
open to feedback (coaching), his athletic prowess alone is not enough to guarantee effectiveness. You will find that while working to enhance one competency you elevate your effectiveness in several others. Further, you will find that the competencies “organize” themselves in various ways. In the analysis of all aspects of emotions and emotional intelligence that resulted in this book, a structure of “clusters” of how the competencies relate emerged. This structure provides a way of considering behaviors to enhance your emotional balance and effectiveness.

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What is the organizing structure of the Emotional competencies?

After analyzing the research literature on the perspectives and behaviors related to emotions that lead to personal and professional effectiveness, we settled on 54 competencies that could be defined, analyzed, developed, and used in productive ways. We found the evidence far and wide to support the 54 Emotional Competencies and their role in personal and professional well-being. The competencies naturally cluster into three large arenas of behavior: awareness of self, self-regulation, and relating to and working well with others. As we developed the material for each of the competencies, we noted patterns in the relationships among them. First we identified three larger groups which we called clusters. Within each cluster we were able to create smaller groups of competencies which were more closely related. We called these groups families. The relationships among the three Clusters, 11 Families and 54 Competencies are illustrated in Table 1.
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<th>Emotional Competencies Cluster 2</th>
<th>Emotional Competencies Cluster 3</th>
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<tr>
<td><strong>Awareness of Self</strong></td>
<td><strong>Self-Regulation</strong></td>
<td><strong>Relating to and Working Well with Others</strong></td>
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<tr>
<td>Developing Awareness of Your Identity, Motivations and Coping Strategies</td>
<td>Learning to Manage Your Emotions and Behavior</td>
<td>Developing Interpersonal and Social Intelligence Skills</td>
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<tr>
<td><strong>A) Knowing Self</strong></td>
<td><strong>D) Self-Management</strong></td>
<td><strong>H) Dealing with Others</strong></td>
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<tr>
<td>Increasing conscious awareness of your moods, feelings, and reactions to self and others</td>
<td>Managing Impulsiveness, problem-solving, self-expression</td>
<td>Learning tactics to accelerate working together</td>
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<tr>
<td>12) Emotional Maturity</td>
<td>11) Emotional Expression</td>
<td>2) Assertiveness</td>
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<td>40) Accurate Self-Assessment</td>
<td>13) Emotional Problem-Solving</td>
<td>4) Collaboration</td>
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<td>41) Self-Awareness</td>
<td>14) Emotional Self-Control</td>
<td>20) Influencing Others</td>
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<tr>
<td>42) Self-Confidence</td>
<td>18) Impulse Control</td>
<td>21) Initiative</td>
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<tr>
<td>44) Self-Regard</td>
<td>43) Self-Disclosure</td>
<td>25) Interpersonally Skillful</td>
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<tr>
<td><strong>B) Integrated Self</strong></td>
<td><strong>E) Approaches to Experience</strong></td>
<td><strong>I) Building Relationships</strong></td>
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<tr>
<td>Developing integrity and consistency of self</td>
<td>Developing self-efficacy and appreciation of others</td>
<td>Developing deep relationships</td>
</tr>
<tr>
<td>3) Authenticity</td>
<td>1) Adaptability</td>
<td>5) Compassion</td>
</tr>
<tr>
<td>8) Congruence</td>
<td>16) Flexibility</td>
<td>15) Active Empathy</td>
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<tr>
<td>19) Independence</td>
<td>30) Openness to Others</td>
<td>27) Listening Generously</td>
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<tr>
<td>23) Integrity</td>
<td>31) Optimism</td>
<td>29) Reading Nonverbal Communication</td>
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<tr>
<td>39) Self-Actualization</td>
<td>51) Tolerance</td>
<td>32) Patience</td>
</tr>
<tr>
<td><strong>C) Coping Perspectives</strong></td>
<td><strong>F) Complex Thinking</strong></td>
<td><strong>J) Working with Conflict</strong></td>
</tr>
<tr>
<td>Learning to manage your moods, feelings, and energy</td>
<td>Learning to access creativity and inner wisdom</td>
<td>Learning to constructively use the energy in conflict</td>
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<tr>
<td>38) Resilience</td>
<td>10) Creativity</td>
<td>6) Conflict Management</td>
</tr>
<tr>
<td>49) Stamina</td>
<td>22) Insightfulness</td>
<td>7) Effective Confrontation</td>
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<tr>
<td>50) Stress Hardy</td>
<td>24) Intentionality</td>
<td>9) Constructive Discontent</td>
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<td><strong>Table 1</strong></td>
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Table 1
Why the clusters matter

You have different strengths and life experiences which serve you in various ways. You most likely also vary in your ability to use the 54 Emotional Competencies. By using Table 1 as a quick self-assessment of where you understand your key strengths and development challenges to be, you can begin your thinking about next steps for yourself. Identifying patterns of how your strengths and weaknesses group among the three Clusters and 11 Families of Competencies allows you to more easily begin your Emotional Competencies Action Plan.

Emotional intelligence — like all forms of intelligence — is a useful lens through which to scrutinize your everyday life. The focus through this particular lens is on understanding and managing emotional energy for greater personal effectiveness and fulfillment. To enhance individual effectiveness, learn how to use the 54 Emotional Competencies which are described in detail and referenced in this paper, and the Appendix. As you review the competencies in Part 2, keep in mind that these work synergistically together and often in a dynamic relationship with each other. For example, (15) Active Empathy in combination with (2) Assertiveness and (19) Independence enhances relationships, while (15) Active Empathy without the balance of (2) Assertiveness and (19) Independence may lead to unhealthy relationships and interpersonal discomfort.

Using Emotional Competencies as a Framework to Develop Effective Leaders

Experts agree that emotional intelligence is critical to leadership effectiveness. Developing “emotional effectiveness” requires a process to (1) identify each individual’s unique strengths and development opportunities, (2) build a personalized action plan that leverages these strengths and encourages new behaviors, (3) engage in learning by practicing new skills and behaviors, and (4) periodically review progress, adjust and grow.
Enhancing Self-Awareness with an Assessment


Example: For selected competencies, raters provide feedback on skill level and development priorities. To support more accurate ratings, each competency includes examples of unskilled, skilled, and highly skilled behaviors.

- Based on the assessment an individual (with their coach, trainer, or mentor) can consider their unique emotional competency profile:
  - What are their strengths?
  - What are development opportunities?
  - What are the gaps between self and others that provided ratings?

When self ratings are higher than other raters, these may be blindspots. When self ratings are lower than other raters, these may be hidden strengths.

Based on the competency profiles, learners are encouraged to identify competency development focus areas. To effectively achieve behavioral change, it is important to focus on only 1-3 key areas at any given time.

Example: Learners view an emotional competency profile that combines self-ratings, multi-raters, and research-based personality factors to enhance self-awareness and set development priorities.
**Targeted action tips**

With a set of targeted development priorities, learners need to understand the specific actions and strategies they can use to become more proficient. With Matrix Insights, learners select those specific actions they feel will have an impact on their overall effectiveness and purposely build their plan.

Example: Learners, view and select targeted action tips based on development priorities to create a personalized plan.

Each action tip provides a developmental perspective and suggests pragmatic actions to become more effective.

Example: Learners, create and manage an action plan with specific points-to-remember and development tasks.
Automated email reminders and Status updates

While targeted development areas and an action plan is an important first step, the journey doesn’t end there. Keeping new behaviors top-of-mind and prompting regular reflection remains critical to achieving lasting behavioral change. This change can be supported by a blend of automated reminders and regular coaching check-ins in which the learner can indicate how they are doing on each action item. Regular updates can support additional coaching conversations “I noticed you indicated that you are making progress on this item, can you give me an example?”.

Example: Learners stay engaged with regular personalized email insights.

Example: They keep their action plan on track with regular reminders and status updates.
Wrap Up

Effective leaders demonstrate emotional effectiveness across a wide range of emotional competencies. And fortunately, emotionally effective behaviors can be learned. Leaders can become more effective by identifying opportunities to enhance emotional competencies, creating a personalized action plan to change behaviors, and staying engaged in learning over time.
Appendix A: The 54 Emotional Competencies Supported by Matrix Insights

What are the 54 competencies by number and definitions?
The competencies are listed here in alphabetical order with the exception of a few titles in which the first word is italicized. For example, Reading Nonverbal Behavior is with the “N” group as the focus is on Nonverbal Behavior; Managing Social Space is listed under the “S” group as the focus is on Social Space and so forth.

1. **Adaptability**: Responding effectively to multiple demands, ambiguity, emerging situations, shifting priorities, and rapid change

2. **Assertiveness**: Standing up for your rights; expressing your feelings, thoughts and beliefs in ways that respect yourself and others

3. **Authenticity**: Being honest with yourself and transparent with others, even when it is difficult to do so

4. **Collaboration**: Working with others toward shared goals — willing

5. **Compassion**: Understanding, caring about, and responding to the needs of others

6. **Conflict Management**: Identifying tension or disagreement within yourself or with others and promoting solutions that are best for all

7. **Effective Confrontation**: Addressing behaviors or decisions that are negatively impacting you or others in ways that are understood and lead to action

8. **Congruence**: Behaving in ways consistent with your feelings, values, and attitudes as demonstrated by decisions and actions; walking your talk

9. **Constructive**: Discontent Expressing dissatisfaction, frustration or displeasure in a way that others can hear and respond to; finding a creative way to bridge differences

10. **Creativity**: Generating, envisioning and getting excited about ideas that depart radically from current thinking

11. **Emotional Expression**: Recognizing your emotions and expressing them directly, appropriately, timely, and thoughtfully

12. **Emotional Maturity**: Choosing how you react to your emotions so that your responses are both appropriate and productive

13. **Emotional Problem-Solving**: Understanding a problem and its possible causes while taking emotional components into consideration, then generating the best possible solutions

14. **Emotional Self-Control**: Controlling and restraining your emotionally based actions; demonstrating self-restraint

15. **Active Empathy**: Understanding how and why others feel the way they do and conveying it effectively

16. **Flexibility**: Remaining open and responding effectively to new, different or changing information or circumstances

17. **Group Savvy**: Reading and adjusting to group dynamics to promote an intended impact or to motivate the group to act

18. **Impulse Control**: Recognizing emotional triggers as a signal to slow down, think before acting and choose a constructive response

19. **Independence**: Thinking for yourself and making decisions based on personal values and beliefs while considering, but not being overly influenced by, the feelings, needs and desires of others

20. **Influencing Others**: Conveying a message in a manner that moves people towards commitment to it
21. **Initiative**: Taking a proactive, action-oriented approach

22. **Insightfulness**: Seeing beyond the obvious and discerning the true nature of a situation or the hidden nature of things

23. **Integrity**: Behaving consistently with your values, principles and motives; being trustworthy, truthful and candid; doing the right thing even when no one is looking

24. **Intentionality**: Acting with purpose, direction and clear will toward a specific outcome or goal

25. **Interpersonally Skillful**: Using a wide range of skills to effectively communicate with, relate to and get along well with others

26. **Intuition**: Tuning in to your “gut feeling” or inner wisdom and checking it against something more tangible to help in decision-making and creativity

27. **Listening Generously**: Being completely attentive and accurately responding to what the speaker says and means, and also to what might be behind the words

28. **Mindfulness**: Focusing on the present moment and suspending both internal chatter and also external distractions to allow clarity and composure.

29. **Reading Nonverbal Communication**: Observing and interpreting nonverbal messages expressed by body language and how a message is conveyed

30. **Openness to Others**: Being receptive to others' feelings, thoughts and ideas

31. **Optimism**: Expecting that things will turn out well, that good will triumph; finding positive meaning or perspective in any situation

32. **Patience**: Waiting your turn. Enduring hardship, difficulty or inconvenience without complaint and with calmness and self-control; the willingness and ability to tolerate delay

33. **Personal Power**: Demonstrating authority, control and confidence in ways that influence action, command attention or gain agreement on how to get something done

34. **Perspective-Taking**: Considering various points of view or assumptions about a situation; seeking alternative options and choices

35. **Reality Testing**: Understanding and reacting to the way things are rather than responding to the way you wish, fear, imagine or assume them to be

36. **Reframing**: Seeing situations in a new light by considering different meanings, intentions or consemotional competencies to elicit more positive and productive responses

37. **Relationship Savvy**: Relating well and creating relationships with all kinds of people, even those you may not particularly like, to accomplish goals

38. **Resilience**: Bouncing back from difficult events and stressful situations by employing effective strategies to maximize well-being

39. **Self-Actualization**: Pursuing activities that lead to a personally meaningful life; becoming more of your best self

40. **Accurate Self-Assessment**: Knowing your strengths and limits

41. **Self-Awareness**: Knowing your own emotions, thoughts, motives, tendencies to react and their impact on others

42. **Self-Confidence**: Believing in your worth — your abilities, qualities and judgment — and behaving accordingly

43. **Self-Disclosure**: Sharing information about yourself with others, appropriately and in the face of risk or vulnerability

44. **Self-Regard**: Behaving in ways that reflect how good you feel about yourself; accepting yourself, warts and all

45. **Situational Awareness**: Being alert and informed about your environment; reading patterns of interactions among individuals and observing what may be unique about the setting

46. **Social Intelligence**: Sensing, understanding and reacting effectively to others' emotions and the interactions with and between people; getting along well with others and getting them to cooperate with you
47. **Social Responsibility**: Cooperating with and contributing to the common good of your community or social group by acting out of a basic concern for others and putting them first.

48. **Managing Social Space**: Recognizing and maintaining the physical and emotional distance needed to interact comfortably with others.

49. **Stamina**: Persisting in the face of difficulties, obstacles or disappointments.

50. **Stress Hardy**: Maintaining performance, positive mood and commitment to goals in spite of adversity.

51. **Tolerance**: Listening to and appreciating differing perspectives and ideas; valuing diversity.

52. **Trusting**: Believing that an individual or entity will do the right thing and act in the best interest of others.

53. **Trustworthy**: Behaving so that a large and diverse circle of people respond to you with belief and confidence.

54. **Understanding Others**: Being curious about and understanding motivations, feelings and moods that underlie behavior — yours and others’
About the Author

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Roger is an internationally known expert on the Myers-Briggs Type Indicator® (MBTI®) and winner of the Myers Research and McCaulley Contribution awards. He has qualified over 5,000 professionals in using the MBTI® and has trained over 10,000 leaders in its interpretation. In addition to the MBTI qualification programs, Roger has extensive experience in qualifying practitioners in using instruments such as EQ-i®, EQ-360®, Strong Interest Inventory®, FIRO-B®, CPI 260®, and Lominger Korn-Ferry Voices®, and has developed innovative instruments and tools to support leadership development. Additionally, Roger has been an adjunct staff member with the Center for Creative Leadership, conducted extensive research into the connection between personality and leadership effectiveness, and written award-winning books on using personality knowledge to create targeted and actionable development plans.

As CEO of Matrix Insights, Roger leads the team on all aspects of strategy and day-to-day operations. At Matrix Insights, Roger applies his research into the connection between personality type, emotional intelligence, and leadership effectiveness to design a unique, innovative, and results-oriented experience.

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