

Competency & Emotional Intelligence Quarterly

THE JOURNAL OF PERFORMANCE THROUGH PEOPLE

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EMOTIONAL INTELLIGENCE

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Geetu Orme and Kate Cannon, two respected practitioners in the field of emotional intelligence, share their insights and hints on how to successfully implement an EQ training and development programme. In this first of a series of four articles, they outline the key issues and essential preparatory stages.

- Improving the business with emotional intelligence 25**

Employers seem to be facing a growing range of problems on many fronts and, increasingly, emotional intelligence concepts offer a way of confronting some of them. Sharon Collins explains how emotional intelligence can help create the conditions necessary for improved performance, reduced sickness absence and lower labour turnover.

EVERYTHING YOU WANTED TO KNOW ABOUT IMPLEMENTING AN EMOTIONAL INTELLIGENCE PROGRAMME (but were afraid to ask)

by Geetu Orme and Kate Cannon

In this series of articles two respected practitioners in the field of emotional intelligence share their insights and their tips on how to successfully implement an EI intervention. Using their own experiences, as well as academic and field research, they will provide readers with the current best practices for helping organisations reach their goals by incorporating emotional intelligence into their business practices. In this first article they outline the series of four articles and help readers make the beginning steps toward successful implementation of EI.

Emotional intelligence is a compelling concept that has started to gather momentum in organisational development interventions. The term EQ was coined in 1985 by Dr. Reuven Bar-On, an Israeli psychologist. He sought to answer the question, 'are there factors that determine one's ability to be successful in life?'. Over a period of 17 years, he has gathered more scientifically validated data worldwide than anyone else in the field of emotional intelligence. Other noteworthy academics are Drs. Peter Salovey and John D. Mayer who concluded in a 1997 research paper that emotional intelligence does meet traditional standards for an 'intelligence'. But, it was Daniel Goleman who brought this field to popular attention in his seminal books 'Emotional Intelligence' and 'Working with Emotional Intelligence'. A number of researchers and academics in this field have reported their work in this journal in previous issues. For those that are new to the field, here are some core concepts about emotional intelligence.

- EQ is set of **non-cognitive abilities** that influence your ability to get on in life.
- EQ **works synergistically with IQ** to enhance performance.
- EQ can be **learned**.
- EQ can be **measured**.
- EQ is what **differentiates** exceptional from mediocre performance.

The attention on emotional Intelligence has brought with it a focus on the critical role of emotions in business - it is our emotions that are our source of **connection** to other people, **motivation** in ourselves and **information** about what is going on.

This series of articles is aimed at practitioners who are tasked with designing and implementing an organisational EI intervention.

**EVERYTHING YOU WANTED TO KNOW ABOUT
IMPLEMENTING AN EMOTIONAL INTELLIGENCE
PROGRAMME (but were afraid to ask)**

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Overview of Series

In this issue assessment	GETTING STARTED: conducting the needs <i>How can emotional intelligence support the business?</i>
Date	PUTTING IT ALL TOGETHER: designing the programme <i>What are all the necessary elements for the programme?</i>
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Date	ASSURING QUALITY: evaluating the programme <i>How will we measure quality and improve the programme?</i>

From our experience, there are a number of challenges that you might face in getting started. Below is a description of situations that we have experienced ourselves or had recounted to us by other practitioners. We chose to write this series so that as practitioners we can all learn and benefit from our collective experiences.

When you come across any of these situations, we hope that they are a signal to you to adjust the approach

CHALLENGES YOU MIGHT FACE IN GETTING STARTED

- **Inappropriate reasons for implementing emotional intelligence** - For instance, someone thinks that an Ei intervention will help solve a performance problem or there is an unwillingness to face and/or solve a systemic problem e.g. a long hours culture. It could also be that someone has set very ambitious and unrealistic objectives for a quick fix Ei intervention. It might be that you or someone in the organisation thinks that EI is trendy and you or they want to get on the bandwagon without a clear intention. Be very clear about why you and your organisation are doing this work and about what is realistically achievable.
- **Your own low readiness** - you are undertaking this piece of work but you question whether you have what it takes. You are unsure what you are willing to risk to make it happen? As you will see later, there is a lot to take into consideration for the Ei intervention to be successful. If you don't have what it takes, maybe you are not the right person to undertake the intervention.
- **Impatience: yours and the organisation's** - Emotional intelligence is about behaviour change. It takes a while to see results and in some cases, the results will never be observable. However, if the organisation undertakes an EI intervention it should be prepared to sustain the initiative long enough to achieve the desired results. This is not

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a short term fix. Set the time scales for change as long as you can and as short as is necessary (but achievable) for the business.

- **Inadequate resources** - Not having adequate resources is related to impatience, above. If the organisation is serious about this intervention, it should be adequately funded. That doesn't mean, however, that a significant budget must be wrestled away from other company programmes. Financial support for the programme could come from several department budgets, from the participants themselves, from grants from external organisations, etc. Be clear up front about the level of resource (financial, time, facilities, people, materials) that will be necessary for a successful intervention. If adequate resources are not available, consider waiting until a better time
- **Insufficient respect for the topic** - We all need to recognise that emotional intelligence is about human behaviour and this type of intervention has the potential to do harm, in the wrong hands. Maintaining appropriate respect for the topic will help you determine such things as how the participants are selected, who will deliver the programme and how confidentiality will be respected.

Watch for these warning signals as you carry out the needs assessment described below.

GETTING STARTED: Conducting the needs assessment

We, the authors, share the perspective that bringing emotional intelligence into an organisation is an intervention. Any organisation that is considering integrating emotional intelligence into its business has one or more problems or opportunities which it perceives will be positively influenced by emotional intelligence. Because this work is new and novel, we believe that you only get one shot at getting it right. Getting it right requires a disciplined needs assessment process which uncovers the critical issues and rallies the necessary support.

Even a relatively small intervention, e.g. an EI training programme for leaders, has the potential to shift the priorities in the organisation and influence the culture. We believe that any intervention should be carefully considered and thoughtfully approached. Much of the information required by the needs analysis can be gathered by interview and a review of existing internal documents. The needs assessment process is an opportunity to begin to influence the organisation toward acceptance of the programme and to secure the necessary people and material resources to support it.

Here are the 5 keys to the needs assessment. All of these aspects must be addressed. They are not presented here in sequence because you will likely be addressing them all simultaneously.

1. Situation Analysis
2. Vision

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3. Readiness of Key advocates
4. Measures of Success
5. Potential EI Interventions

BUYER BEWARE!

If you are an internal human resources consultant hiring an external provider to develop your programme, here are some of the things that you should look for:

- academic credentials
- experience in emotional intelligence
- programme design expertise
- emotional chemistry with you
- concern for quality

I. Situation Analysis

(a) What's the “emotional factor” (or e-factor) in the business?

*The work that Kate did with emotional intelligence at American Express is considered to be a model for successful EI implementation. It all began in 1991 as an effort to solve an intractable business problem. The company used a revolutionary market research technique, called Resonance. (**add trademark symbol where Resonance is mentioned.**) The Resonance study identified that the core of this business problem was the emotional aspects of the financial planning process and the emotional competence of the financial planners themselves. Out of that breakthrough insight, the company developed and tested programmes in emotional intelligence.*

The authors believe that an emotional factor is present in any business and should be identified as part of the needs assessment process.

- **What is the emotional transaction in the product or service?** In the experience of the authors, many organisations are now waking up to the fact that emotions are part of the value proposition in any product or service, whether meeting the needs of internal or external customers. Market research is demonstrating over and over that purchase decisions are largely based on emotions, not product or service features. For example, in the

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financial services industry "peace of mind" or comfort, is a large part of the emotional equation. The emotional factors in having your car repaired by a local garage might include trust in the integrity of the shop owner, and confidence in the technical skills of the mechanic.

- **How could this intervention increase the emotional value of the business?** We both believe that addressing emotional intelligence can increase the value of the product or the service that the organisation provides. It is important to explicitly identify this opportunity before undertaking an EI intervention. For example, the intervention could increase the attraction of the product or service to new clients, make the organisation itself more attractive to highly qualified employees, increase the likelihood of a lifetime relationship with customers, etc. The work that Geetu is currently doing with the Personnel Services Division of the Department of Health reinforces that emotional value is the primary value that a senior management team provides to staff.

(b) What are the driving factors?

As was mentioned earlier, there is a specific reason why an organisation is even contemplating an EI intervention. It is important to identify that reason so that the intervention selected has the highest potential to actually deliver the results sought. If an organisation decides to train its sales people in EI, for example, but the sales managers are autocratic and punitive, the training will not produce desired results, and could, in fact, backfire. With the additional self-awareness that results from EI training, many of the sales people trained will recognise the problems with their leadership and may choose to leave the company.

- **Why is the organisation even thinking about EI?** It is clear that many organisational initiatives have not worked in the past. Efforts to improve the quality of manufactured products, for example, may fail if the real problem is the insufficient motivation of the workers. The authors feel strongly that the organisation needs to be clear about its purpose for emotional intelligence and its commitment to the outcomes. And when the outcomes have been established, a decision must be made about whether an EI intervention is the best approach for delivering those outcomes. For example, EI training is not a substitute for good hiring practices. If people are not being productive it could be due to EI reasons, e.g. poor emotional management, but it could just as likely be due to other factors, e.g. inadequate technological training to do the job. Emotional intelligence interventions have the potential to deliver significant results but should only be used when the needs of the organisation are a match for what EI has to offer.
- **Why now?** What is happening right now that is making this a priority? Often there has been a recent critical incident. In one team a new Senior

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Manager had just been recruited from outside the sector and there was tension between this new manager and his team. The EI intervention was considered at a point when the team was finding it difficult to work with the manager. There was a conflict between the 'old thinking' of the existing team and the positive intentions of the dynamic, forward-thinking leader. The organisation thought that EI training would give all the members of this newly formed leadership team the insights and the skills to identify and address the emotional barriers which were preventing them from moving forward.

(c) Who are the stakeholders and what do they need and want?

An emotional intelligence intervention can have an impact much wider and much deeper than may be first realised. For example, one of the authors worked to integrate EI into a performance management system at a non-profit agency. The stakeholder analysis revealed that the community partners of the agency were likely to feel a significant impact of that intervention because of the improved relationships they expected to have with agency personnel. Knowing that going into the intervention allowed the project team to incorporate the community partners' perspectives and needs.

- **Which individuals and groups have a stake in the success of the programme? What do they care about?** It's important to conduct a classic stakeholder analysis before making decisions about an EI intervention. In the same way that this analysis helps a project team be clear about whose needs the project is serving and why, this analysis will help to uncover sources of support and potential sources of conflict for the EI programme. Once discovered, you can work with these supporting and restraining factors to help assure success. Sometimes it is the most important stakeholders that can be overlooked unless we adopt a systematic approach.

- **How well aligned is EI with other initiatives, priorities, systems, etc?**

One way to increase the amount of support to the EI programme is to tie it to existing organisational priorities. The simplest and the most effective is to identify the link between an existing competency framework and the emotional competencies. For example, at one company the competency model for sales people detailed several competencies that were, in fact, emotional competencies. Information that was later circulated about the programme highlighted this connection and enabled personnel to attend the training since it was viewed as relevant to thEir jobs and not an "extra."

POTENTIAL AREAS OF ALIGNMENT: ORGANISATION SYSTEMS AND EMOTIONAL INTELLIGENCE INTERVENTION

Selection



- **Barriers - Where are the land mines? How can they be overcome?**
This stakeholder analysis should uncover the potential barriers to successful implementation. They might be very specific such as an individual who doesn't believe in emotional intelligence, or much less tangible, e.g. a culture that focuses on the results themselves but doesn't care how those results are achieved. It's important to engage as many stakeholders as possible in identifying these potential barriers and in developing strategies to overcome them.

2. Vision

Creating a vision statement for emotional intelligence in the organisation can be useful both in the process and for the results it achieves. A vision statement, by definition, should describe the emotional impact of the topic. In this case, the vision needs to articulate the feeling states in individuals and the organization when the Ei implementation has been successfully accomplished. For some people, it is the vision which motivates them to initiate and sustain a project - they find the vision more compelling than objectives and outcomes.

- (a) **What are the desired outcomes?** What specific and measurable changes are expected as a result of the Ei intervention? After these are clearly delineated it will be possible to create the end-state vision for the Ei intervention.
- (b) **What will it look like if this is implemented well?** A vision statement can be motivating and secure buy in from people across the organisation. The best vision statements are very vivid and they provide a compelling reason to carry out the programme. The key question is "what do we expect to be different as a result of the EI intervention?" and it should be described very clearly. The answer to this vision question should follow naturally from the situation analysis. Specific, tangible expectations are more realistic and attainable than broad, culture changing, company wide impacts. While it is attractive to state the vision in such sweeping terms, the vision

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will serve its purpose better if it is stated at a more tangible way. In identifying the vision for an EI intervention with information systems personnel, the organisation stated that it expected the most talented technology employees to be hired as leaders in the non-technology parts of the organisation. They saw the emotional intelligence training as a way that their high IQ, technically competent staff could have new career paths open up to them.

- (b) How can EI support organisational strategic direction?** The Emotional Intelligence Consortium has published a list of guidelines to provide direction for those interested in developing and implementing high quality EI programmes. One of their recommendations is that the EI intervention be tied to a business need. They cite the American Express situation as a case example for how to do this Promoting Emotional Intelligence in Organisations, by Cary Cherniss and Mitchel Adler (ASTD Publishing, 2000.)

3. Readiness of key advocates

The advocates for the emotional intelligence programme include you, the individual considering bringing it into the organisation and other individuals identified during the stakeholder analysis. While it is helpful to have internal support from key stakeholders it is still important to weigh their personal value to the programme and leverage that contribution wisely. The senior HR executive, for example, may appear to be a logical advocate. However, the organisation may view this individual as someone who's always advocating for "soft" programmes or controversial initiatives. If this is the case, then the support of that individual should be channeled behind the scenes, e.g. in helping to identify funds in the HR budget. In Geetu's work sometimes the initial focus of an Ei intervention has been about developing the emotional intelligence of the key advocates before widening it to other people within the organisation.

(a) What is the emotional intelligence of advocate(s)?

In the experience of the authors, organisations put the emotional intelligence of all individuals associated with it under a spotlight. Perhaps more than any other developmental programme, the EQ of those associated with it must be beyond reproach. That doesn't mean distributing the EQ test scores of all individuals involved, however. It merely means that attention should be given to whether or not those individuals have the "right stuff" to do this work.

Dr. Cary Cherniss of Rutgers University conducted a study of the emotional competence programme at American Express Financial Advisors to determine the critical success factors. He found that one of the most important contributors to the programme's success was the emotional intelligence of team members. His study revealed that some of the most critical emotional competencies of the advocates were: flexibility, influence, self confidence, leadership, and initiative.

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(b) Do the advocates have the required technical abilities and motivation? In the framework of situational leadership, readiness includes two factors: ability and motivation.

(c) Have the advocates asked themselves what's in it for them? Are they clear about their own intentions? Until emotional intelligence finds its way into the mainstream, it is likely to be controversial in some organisations. Advocates for the programme may be challenged in ways they have never been before and will be able to sustain the energy and drive required if they are clear about their own purpose in doing this work.

4. Measures of success

The ultimate success of the EI intervention will probably be based on whether the programme "delivers the goods." Identifying what the criteria for success are should be done during the needs assessment and not wait until the programme is completed. The authors have found that the more rigorous the data collection and analysis, the more likely is it that the programme will be funded, implemented and ultimately extended throughout the organisation.

(a) What are the key indicators that would demonstrate that the programme is effective? The place to start in identifying the appropriate measures of success is to look at what else the organisation measures. Many companies keep a "score card" that specifies the primary business measures that it tracks to know how well it is doing. These measures may be enough to use as the basis for EI programme evaluation. At one financial company the key measures for sales personnel were client satisfaction, client retention and sales. Leadership interventions might examine employee satisfaction, retention, productivity, morale, etc. as indicators of leadership EQ. In team programmes, measures of team could include the length and perceived 'difficulty' of meetings, the levels of personal stress within the team as perceived by self and others.

(b) How can they be observed, measured, counted? Organisations around the world are experimenting with ways to assess the effectiveness of emotional intelligence interventions. Largely, the same techniques used to evaluate training programmes are appropriate for EI interventions. They include measuring business results before and after training. Several good EQ assessment instruments are on market and can be used to identify the improvement in individual and group emotional intelligence after the EI intervention is completed. Those same instruments are being used to create an EQ profile of successful performers and that profile is used to assess results.

5. Potential emotional intelligence interventions

An EI intervention is targeted combination of assessment, training, coaching, and research. Each of these is outlined below

	Questions to ask:
EI Assessment	<p>There are now a number of different assessment instruments for measuring emotional intelligence.</p> <p>The questions to ask include:</p> <p>(i) Do we want to measure individual or organisational emotional intelligence?</p> <p>(ii) What does this instrument measure, specifically? Does it, for instance, measure perception, gaps in perception or facts?</p> <p>(iii) How will assessment data be used in this intervention? Will it be fed back to people individually or as a whole group?</p>
EI Training	<p>Most EI interventions will involve some degree of training - this aspect of the intervention will be covered in detail in Articles 2, 3 and 4. Some preliminary questions to ask at the needs assessment stage are:</p> <p>(i) what does the target group already know about emotional intelligence?</p> <p>(ii) how motivated are they to attend training?</p> <p>(ii) what timing and structure of the training intervention is going to be realistic?</p>
EQ Coaching	<p>At times the most appropriate intervention is one-to-one coaching. This is true especially for senior executives. One to one coaching should be considered where classroom training is impractical and when individuals need to correct low emotional intelligence in order to avoid career derailing..</p>

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	<p>Key questions to ask are:</p> <p>(i) What are the capabilities of the EQ coach?</p> <p>(ii) What is the process to be used to stay on track with EQ development?</p>
<p>EQ Research</p>	<p>Under this overall heading of EQ research, we are referring to the interventions that provide a longer term improvement to the organisation's emotional value.</p> <p>So here we are referring to:</p> <p>(i) Developing an EQ profile of successful performance in a particular role. The question to ask is 'do we know what makes for success in this particular role, or part of the business?'</p> <p>(ii) Identifying the specific emotions that a customer or colleague experiences in the 'customer' transaction through, for instance, Resonance Technology. The question to ask is, 'what are the emotions that customers experience? Are they the ones that we thought? What are the gaps?'</p>

In this article, we have provided checklists and resources to help you get started with an Ei programme and to conduct a needs assessment. A recurring theme throughout has been that when you are breaking new ground, the questions that come up can be unpredictable. Work in emotional intelligence requires us, as practitioners, to be operating with high levels of skill and professionalism at all times.

'We must become the change we want to see.'
Mahatma Gandhi (1869-1948)

The theme of the next article is 'Putting it all together'. We will be answering the question. 'What are all the necessary elements for the programme?'

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BIOGRAPHIES:

Kate Cannon

Kate Cannon is recognised as a pioneer in the area of emotional intelligence. From 1991 until 1999 she developed and managed an award winning EQ training programme at American Express Financial Advisors in Minneapolis, Minnesota. The emotional competence programme at AEFA is described as a model programme in Daniel Goleman's most recent book on the topic, *Working with Emotional Intelligence*. That programme, and Kate's role in it, have been featured on the Oprah Winfrey television show, ABC.com, and several business publications. Research she conducted at American Express demonstrated the positive effects of emotional intelligence training on performance and sales. In 1999 she founded *The EQ Network* to help individuals and organisations achieve their goals by leveraging the power of emotion. Kate lives in Minneapolis, Minnesota.

Geetu Orme

Geetu has built Ei interventions for teams and individuals from the ground up - using the latest research, technologies and assessment instruments in Emotional Intelligence. Within the public sector in the UK, her work includes projects with the Department of Health (DH) and the Department for Education and Employment (DfEE) - these interventions have been built in line with the Ei Consortium's guidelines for successful programmes. Within the private sector, she has worked with Littlewoods, AstraZeneca and Lloyds TSB amongst others. Her interest lies in building and sustaining leading edge Ei programmes that get to the heart of the business issues that are crippling organisational success. She is The Managing Director of Ei (UK) Limited which she founded in 1999. Ei (UK) is a specialist consultancy providing assessment, training and accreditation programmes in emotional intelligence. Geetu lives in Alderley Edge, Cheshire.

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