

# Competency & Emotional Intelligence Quarterly

THE JOURNAL OF PERFORMANCE THROUGH PEOPLE

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## Benchmarking supplement

Sent free to all subscribers, and enclosed with this mailing, is our 48-page benchmarking report. This analyses key trends and issues in the introduction, application and revision of competencies, based on feedback from almost 160 organisations. The report also contains details of 64 employers' competency frameworks, illustrated with lists and examples drawn from them.

## EQ FEATURES

# Everything you wanted to know about implementing an EQ programme: 2 – Design

18

VOLUME 8 • NUMBER 2 • 2001 • COMPETENCY &amp; EMOTIONAL INTELLIGENCE

Geetu Orme and Kate Cannon, two respected practitioners in the field of emotional intelligence, share their knowledge and experience of creating successful EI development programmes. In this second article, they turn their attention to the design of training interventions.

**S**o far in our series on creating successful emotional intelligence (EQ) programmes (details are given in box 1 below), we have considered the initial steps that must be taken, such as establishing the business case for the intervention and conducting a training needs assessment. The next step – designing the programme itself – lays the foundation for a successful training intervention.

As Rod Napier points out in *The fundamentals of design*, it “is much more than planning. Design is the creative, artistic or inventive part of a plan that emerges from a series of steps into a series of experiences that reflect originality, imagination and purpose.”

In this article, we have taken widely recognised guidelines for good practice in the design of EQ interventions and put them into a training design framework for practitioners. (Note to the reader: these are suggestions for your consideration as you undertake the design process. It is not expected that you would, or could, use all of them.)

First, a note on the scope of what is covered in this article. There are many organisational development interventions that target the improvement of skills and capabilities. We are focusing exclusively on the guidelines for the development of *emotional competence*, which is a distinct set of capabilities.

While some of these suggestions may apply to other organisational interventions, we are addressing only those that relate to training programmes designed to increase emotional intelligence. What follows is a comprehensive set of factors – parameters, design principles, design formats – that will support you in developing a design that works effectively. The actual *content* of the EQ programme is outside the scope of this article, though we have included some useful resources in boxes 2, 3 and 4 on pp.19, 21 and 22, respectively.

## Best practices

The Consortium for Research on Emotional Intelligence in Organizations is a panel of EQ experts and academics, whose mission is to identify and disseminate standards for EQ programmes. Members of the consortium studied the best practices of selected programmes and created technical guidelines for the development of emotional intelli-

## 1. Overview of series

### 1. Getting started (vol. 8 no.1, Autumn 2000)

Conducting the needs assessment; key issue: *How can emotional intelligence support the business?*

### 2. Design (this issue)

Designing the programme; key issue: *What are the necessary elements for the programme?*

### 3. Taking the show on the road (vol. 8 no.3, Spring 2001)

Implementing the EQ programme; key issue: *How do we assure the highest quality of implementation?*

### 4. Assuring quality (vol. 8 no.4, Summer 2001)

Evaluating the programme; key issue: *How will we measure quality and improve the programme?*

## Implementing an EQ programme: 2

### 2. Resources

**Adaptiv Learning** ([www.adaptivlearning.com](http://www.adaptivlearning.com)) develops, markets and delivers leading-edge training programmes that teach people to become resilient.

**The Centre for Applied Emotional Intelligence** ([www.eicentre.com](http://www.eicentre.com)) has developed a postgraduate course in emotional intelligence, and also provides other training in this field, offers consultancy and conducts research. With Jo Maddocks, it has developed the Team EI Diagnostic instrument.

**The Consortium for Research on Emotional Intelligence in Organizations** ([www.eiconsortium.org/](http://www.eiconsortium.org/)) is a US-based body conducting research into the EQ area; it is open to corporate membership by employers and others (contact Cary Cherniss, e-mail: [cherniss@rci.rutgers.edu](mailto:cherniss@rci.rutgers.edu)). Its web site is a general source of information on emotional intelligence and, while the consortium “does not evaluate or endorse measures”, it provides background information on four EQ assessment instruments.

**Ei (UK)** ([www.eiuk.com](http://www.eiuk.com)) is a provider of emotional intelligence assessment and training, based in Cheshire. Its web site has general commentary and background information on EQ issues.

**The EQ Network** works with individuals and organisations to help them achieve their goals by leveraging the power of emotion. Members of the network are certified to deliver EQ training programmes developed by Kate Cannon. They also design and deliver customised training, coaching and assessment programmes (contact Kate Cannon, e-mail: [katecannon@earthlink.net](mailto:katecannon@earthlink.net)).

**The Hay Group** (<http://ei.haygroup.com>) is associated with Daniel Goleman and his Emotional Intelligence Services consultancy, and its site now hosts his web pages. Hay publishes the Emotional Competence Inventory (ECI), and provides training and consultancy.

**The Institute for Health and Human Potential (IHHP)** ([www.ihhp.com](http://www.ihhp.com)) is a consultancy that trains individuals and organisations in emotional intelligence. IHHP developed the Emotional Intelligence 360 Assessment Tool (EI360) (contact Dr J P Pawliw-Fry, e-mail: [inquiries@ihhp.com](mailto:inquiries@ihhp.com)).

**Linkage Incorporated** ([www.linkageinc.com](http://www.linkageinc.com)) is a provider of conferences and workshops, including two annual international emotional intelligence events. It also offers consulting, conducts research and runs a benchmarking network.

**Q-Metrics** ([www.qmetricseq.com/](http://www.qmetricseq.com/)) is an “international research and organisational consulting firm” that has developed the EQ Map.

**Six Seconds** ([www.6seconds.org/](http://www.6seconds.org/)) is a charity concerned with emotional intelligence, providing training, and publishing information and details of conferences and workshops. It has developed its own model of emotional intelligence.

**The Success Group/Integrated Empowerment** ([www.thesuccessgroupintl.com](http://www.thesuccessgroupintl.com)) provides emotional intelligence training and consulting.

gence programmes. The full technical paper, which details the guidelines, can be downloaded from the consortium’s web site ([www.eiconsortium.org](http://www.eiconsortium.org)). The guidelines are a rich source of information for practitioners and a recommended first stop on your EI design journey.

The guidelines cover four areas – preparation, training, transfer and maintenance, and evaluation. They emphasise the importance of gaining real commitment from those involved before, during and after the training, so that long-lasting changes can occur. The guidelines highlight the need to design the training in line with the principles of adult learning. And they also emphasise the role of the trainer him/herself and the need to create a supportive learning environment. In this article, we are addressing many of the guidelines and complementing them with recommendations from our own experience.

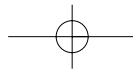
#### The parameters

Step one of the design process involves securing agreement on the boundaries within which the programme is designed. These parameters determine the breadth and depth of the curriculum that

you ultimately create. The following factors must be considered at this stage.

■ **Who are the participants?** – You, as the course designer, need to be clear about the intended audience of the EQ programme, and the organisation’s aims for the participants’ development. You should also ask yourself whether the intended participants are part of a team or work group, or are likely to be unfamiliar to one another. Their motivation to attend the programme and their current level of emotional intelligence must also be established as far as possible.

We believe strongly that emotional intelligence programmes should be developmental and not “remedial”. Where an individual and/or the team has a significant performance problem, other interventions may be more appropriate, for example the use of coaching, or conflict-resolution techniques. Ideally, all the participants will be attending on a voluntary basis. If this is not the case – for example, if they are part of a team whose members are all required to participate – then you can increase their involvement by designing activities to take place early on in the programme



## Implementing an EQ programme: 2

that help them identify the personal benefits they can realise by going through the training.

■ **What are the learning objectives and outcomes and how will they be measured?** – It is essential to get agreement with the decision-maker on the expectations for the programme before commencing the design process. The expectations should address both what the training needs to do – its objectives, in other words – and the results or outcomes that the training is expected to produce. One question that is helpful in clarifying the programme’s outcomes is: “What do you expect to be different as a result of this training?”.

The outcomes may be expressed on two levels: that of the individual participant and that of the organisation as a whole. Included in this discussion will be the parameters of the programme itself – for example, the number of days’ training involved, the use of emotional intelligence instruments, and whether or not there will be pre-course work and/or follow-up. It may be necessary to help the client differentiate their absolute requirements (needs) from other desired outcomes (wants).

One of the most critical factors in the success of an emotional intelligence programme lies in ensuring that the format of the programme matches these objectives and outcomes. In our experience, many clients expect to see significant behavioural changes after only a brief programme, although this is not a realistic expectation.

As a rule of thumb, a one-day programme can be expected to deliver an awareness of emotional intelligence and the motivation to learn more. In a three-day programme, learners can begin to develop and practise skills that can be used on an everyday basis. For a more transformational experience, a longer programme (for example, five days) is required, which should be accompanied by a personal EQ assessment and one-to-one coaching.

In suggesting a longer programme, we have found that “distributed practice” is better than massed practice. In other words, if you implement a three-day programme, it will be much more effective if it is divided into three one-day sessions, with each session separated by one or two weeks. Even though this may increase the cost of the training, ultimately it may mean the difference between a training programme that works and one that does not.

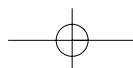
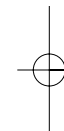
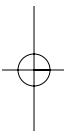
(In the final article in this series, we will be addressing how to evaluate the effectiveness of emotional intelligence programmes.)

■ **Who is the decision-maker who will approve the design?** – You need to ensure that the decision-maker’s needs and wants have been addressed by the design. It is also important to identify the decision points along the way to the approval of the final design. The amount of information required by the decision-maker to give the final go-ahead is a further area to consider. In this respect, we have often found that less is more. Since few decision-makers will have had previous experience with emotional intelligence curricula and content, we suggest that you provide design templates that are simple yet complete.

■ **How soon does it have to be delivered?** – The timescales that you, as the trainer, are following need to be clarified. This information will then help you establish the time that is available for design, preparation and pre-course work. You should consider whether or not there is time to assess and influence the expectations of participants directly. We have found that the quality of training is enhanced when there is an opportunity to connect in advance with some or all of the participants to clarify their expectations and address their questions and concerns. Even in situations where it has not been possible to do this directly, we have found that a short letter explaining what will be happening can shape expectations and allay any fears.

■ **What are the implications of the organisation’s culture?** – You will want to learn about the organisation’s culture as it affects the use of experiential learning, self-disclosure, expressive media (such as art and music) and other techniques. While this information is important to know, it does not need to limit the methods you use. Rather, you will want to be especially sensitive if you are using approaches that are unfamiliar or threatening to the participants. We have found that giving an explanation to learners of why certain approaches are used reduces their anxiety and increases their participation.

■ **Who will be teaching it?** – In the first article in this series, we wrote about the importance of the “readiness of key advocates”, and the criteria for selecting a consultant. It is crucial for the success of the intervention that the decision about the trainers is made carefully. In this article, we have made the assumption that the reader is both the designer and the trainer. (However, in reality few people are proficient at both programme design and programme delivery.) Good trainers are not only well prepared, they also know their materials,



## Implementing an EQ programme: 2

### 3. Books, articles and videos

- Constructive thinking: the key to emotional intelligence*, Seymour Epstein, Praeger Publishers, 1998.
- Daniel Goleman* masterclass video, Video Arts World Series.
- The emotional brain: the mysterious underpinnings of emotional life*, Joseph LeDoux, Phoenix, 1998.
- Emotional development and emotional intelligence: educational implications*, edited by Peter Salovey and David J Sluyter, Basic Books, 1997.
- Emotional fitness conditioning*, Ronald Bergman and Anita Weil Bell, Berkeley Publishing, 1998.
- Emotional intelligence*, Daniel Goleman, Bloomsbury, 1996.
- Emotional intelligence at work*, Hendrie Weisinger, Jossey-Bass, 1998.
- Emotional intelligence works: developing people-smart strategies*, S Michael Kravit and Susan D Schubert, Crisp, 2000.
- Emotional literacy*, Rob Bocchino, Corwin Press, 1999.
- Emotional value: creating strong bonds with your customers*, Janelle Barlow and Dianna Maul, Berrett-Koehler, 2000.
- Emotionally intelligent parenting*, Maurice Elias, Steven Tobias, Brian Friedlander and Daniel Goleman, Hodder & Stoughton, 1999.
- The emotionally intelligent workplace*, edited by Cary Cherniss and Daniel Goleman, Jossey-Bass, 2001 (in press).
- Encouraging the heart: a leader's guide to rewarding and recognising others*, James M Kouzes and Barry Z Posner, Jossey-Bass Wiley, 1999.
- The EQ edge*, Steven Stein and Howard Book, Stoddart Publishing, 2000.
- Excuse me, your life is waiting: the astonishing power of feelings*, Lynn Grabhorn, Hampton Roads Publishing, 2000.
- Executive EQ: emotional intelligence in business*, Robert K Cooper and Ayman Sawaf, Orion, 1998.
- The feeling of what happens: body and emotion in the making of consciousness*, Antonio Damasio, Harcourt Brace, 1999.
- Frames of mind*, Howard Gardner, Basic Books, 1993.
- Freeze-frame: one-minute stress management*, Doc Childre, Planetary Publishing, 1998.
- "The fundamentals of design", Rod Napier, in *Making groups work*.
- The handbook of emotional intelligence: theory, development, assessment and application at home, school and in the workplace*, edited by Reuven Bar-On and James D A Parker, Jossey-Bass, 2000.
- The heart of leadership: 12 practices of courageous leaders*, Robert E Staub, Executive Excellence Publishing, 1997.
- The HeartMath solution*, Doc Lew Childre, Howard Martin and Donna Beech, HarperCollins, 2000.
- Hidden dynamics: how emotions affect business performance and how you can harness their power for positive results*, Faith Ralston, Amacom, 1995.
- How to raise a child with a high EQ: a parent's guide to emotional intelligence*, Lawrence E Shapiro, Harper Perennial, 1998.
- "Human development: theories and learning futures", Young Bae, *Futurics*, vol. 23, 1999.
- The inner work of leaders: leadership as a habit of mind*, Barbara Mackoff and Gary Wenet, Amacom, 2000.
- Intelligence reframed: multiple intelligences for the 20th century*, Howard Gardner, Basic Books, 1999.
- Leadership: the inner side of greatness, a philosophy for leaders*, Peter Koestenbaum, Jossey-Bass, 1991.
- The learning brain*, Eric Jensen, Turning Point Publications, 1995.
- The owner's manual for the brain*, Pierce Howard, Bard Press, 2000.
- Peoplesmart: developing your interpersonal intelligence*, Mel Silberman and Freda Hamburg, Berrett-Koehler, 2000.
- Powerful conversations: how high-impact leaders communicate*, Phil Harkins, McGraw-Hill, 1999.
- Promoting emotional intelligence in organizations*, Cary Cherniss and Mitchel Adler, American Society for Training and Development, 2000.
- The psychology of jealousy and envy*, Peter Salovey, Guilford, 1991.
- Raising your emotional intelligence: a practical guide*, Jeanne Segal, Owl, 1997.
- The remembered self: emotion and memory in personality*, Jefferson Singer and Peter Salovey.
- The three faces of mind: developing your mental, emotional and behavioral intelligences*, Elaine de Beauport, Quest Books, 1996.
- Working with emotional intelligence*, Daniel Goleman, Bloomsbury, 1998.

can deliver the programme in "flow", and act as role models of good emotional management and connection.

■ **What is the budget?** – When teams and organisations are new to emotional intelligence, we have found that it is useful to approach the first programme as a pilot. This provides the opportunity to test and revise the programme to assure long-term success. A successful

first experience with one group will often lead to a larger implementation with adequate funding. You should ensure that the budget covers all phases of the intervention – preparation, training, transfer, maintenance and evaluation.

■ **Which emotional intelligence model will serve as the organisational framework?** – All emotional intelligence training programmes

## Implementing an EQ programme: 2

### 4. Information on the web

#### 1. Free content

**ASE** ([www.eitest.com](http://www.eitest.com))

**The Centre for Applied Emotional Intelligence** ([www.eicentre.com](http://www.eicentre.com))

**Charles J Wolfe Associates** (<http://cjwolfe.com>)

**The Consortium for Research on Emotional Intelligence in Organizations** ([www.eiconsortium.org/](http://www.eiconsortium.org/))

**Ei (UK)** ([www.eiuk.com](http://www.eiuk.com))

**EmotionalIQ.com** ([www.emotionaliq.com](http://www.emotionaliq.com))

**Heartskills** ([www.heartskillscoach.com/](http://www.heartskillscoach.com/))

**Steve Hein** ([www.eqi.org](http://www.eqi.org))

**7 Lessons in Emotional Intelligence** (follow link from [www.7eq.com](http://www.7eq.com))

**Six Seconds** ([www.6seconds.org](http://www.6seconds.org))

**The Success Group/Integrated Empowerment**  
([www.thesuccessgroupintl.com](http://www.thesuccessgroupintl.com))

#### 2. Priced information

**Equiversity.com** ([www.equiversity.com](http://www.equiversity.com)) provides online courses in emotional intelligence that are based on the work of Reuven Bar-On.

### 5. EQ accreditation programmes

**Adaptiv Learning** offers programmes to certify Adaptiv Training Facilitators ([www.adaptivlearning.com](http://www.adaptivlearning.com)). The programme works with the SASQ (Seligman Attributional Style Questionnaire)

**The Bar-On Emotional Quotient Inventory (EQ-i)** – Ei (UK) offers accreditation programmes in Europe that lead to certification in the use of the EQi ([www.eiuk.com](http://www.eiuk.com)). Information on other international venues is available from Multi-Health Systems ([www.mhs.com](http://www.mhs.com) or <http://eqi.mhs.com>)

**The Emotional Competence Inventory (ECI)** – through Hay/McBer (<http://ei.haygroup.com>)

**The Emotional Intelligence Questionnaire (EIQ)** – through ASE ([www.eitest.com](http://www.eitest.com))

**The Emotional Intelligence 360 Assessment Tool (EI360)** – through IHHP ([www.ihhp.com](http://www.ihhp.com))

**The Multifactor Emotional Intelligence Scale (MEIS)** – through Chuck Wolfe Associates ([www.cjwolfe.com](http://www.cjwolfe.com))

**The EQ Map** – through Q-Metrics, ([www.qmetricseq.com/](http://www.qmetricseq.com/))

will include didactic information on what emotional intelligence is and which competencies are included in its scope. You are likely to want to choose an EQ model for the organisation you are working for that can serve as the basis for future EQ programmes. In some cases, the decision about an EQ model will be driven by the choice of which EQ assessment instrument to use. For example, if you are using the EQi (the Bar-On Emotional Quotient Inventory), then you would want to use as your framework Reuven Bar-On's own model of EQ and the 15 competencies it assesses. On the other hand, Daniel Goleman's books are so widely known that his model may be the most familiar to the participants. He also has an assessment instrument available, the ECI (the Emotional Competence Inventory).

■ **What access to external resources do you have?** – This is where the actual content is developed. The sources of information that we recommend to help you shape the content are:

**Content experts:** Seek out the experts in the areas that you are trying to teach. For instance, if the model of emotional intelligence that you are using includes assertiveness, you should seek out the experts on assertiveness. As an alternative, there are a number of emotional intelligence practitioners with deep content expertise and background experience who may be helpful.

**Certification in the use of an EQ assessment instrument:** There are a number of accreditation programmes now available that certify practitioners to use a variety of instruments, including the EQi, the ECI, the EIQ, the EQ Map, and the EI-360 (see box 5, left). While the content of these training programmes focuses on the use of a particular assessment instrument, all of them also provide general background in the field of emotional intelligence.

**Attending EI conferences:** There are now three major world conferences on emotional intelligence, two offered by Linkage Incorporated (one in Europe and one in the USA), and one organised by Six Seconds.

**Books, videos, etc on EQ:** We have provided a list in box 3 on p.21 to get you started.

**The World Wide Web:** A list of useful web sites is shown in box 4, this page.

## Implementing an EQ programme: 2

**Curriculum designers:** Individuals specialising in this field are invaluable for providing input to, and checking the robustness of, your design structure.

### Design principles

By this point in the design process, you should have established the broad shape of what you are trying to achieve and with whom, a budget, an internal or external “customer” who has approved the outline of the training, and a delivery strategy. Use the following questions to create and improve your initial design:

■ **Am I following sound adult learning principles?** Adult learners use a variety of learning styles, and an effective design will address each of them – auditory, visual and kinesthetic. You should also consider the unique learning requirements of adults at different developmental stages. For example, a middle-aged population may have different learning preferences than a younger, Generation X training group.

■ **Is the design learner-centred?** Learner-centred strategies are the most effective and efficient ways to learn. Using this approach requires that the design addresses the values, interests and needs of the learners. The design should reflect what you learned during the needs assessment about the unique requirements of the group. You should also consider the ways in which the design can align with the organisation’s mission, strategy, values and competency frameworks.

■ **Am I optimising accelerated learning techniques?** The EI Consortium’s best-practice guidelines emphasise that there is a significant difference between cognitive and emotional learning. Long-term behavioural change requires approaches that are different from conventional training. Accelerated learning is a multi-sensory learning system that connects the thinking brain to the emotional brain to increase motivation and the ability to learn.

Emotional learning benefits from a learning experience that triggers emotions. The more that feelings and sensory experiences are incorporated, the more likely it is that the learning will be permanent. In an excellent paper on human development, author Young Bae sums it up this way: “Emotional information is learned and remembered better than information without these attachments.” You should aim to include learning approaches and activities that appeal to all eight of Howard Gardner’s intelligences – visual/spatial, linguistic, interpersonal, musical, kinesthetic, intrapersonal, logical and naturalist.

## 6. The learning environment

### Aspects of the learning environment that support emotional learning:

- Group size
- Physical and emotional safety
- Confidentiality
- Practice
- Fun/humour
- Reflection
- Open-seating arrangement
- Food for energy and brain functionality
- Visual reinforcement
- Appropriate pace
- Interaction
- Sensory stimulation
- Physical space
- Relationship
- Music

■ **Have I created a learning environment that supports emotional learning?** As much attention should be paid to the learning environment as to the curriculum itself (see box 6, above). An optimal learning environment creates in the learner an ideal physiology for learning. Stress hormones are reduced and alertness is increased.

■ **Have I selected training media that suit the participants and will deliver the outcomes?** A wide choice is available – the challenge is to have a variety of media (to appeal to all senses) without overdoing it. The choices include use of flipcharts, pinboards, videos, web-based programmes, CD-ROMs, posters, electronic presentations and self-directed study.

We have found that, regardless of the range of available media, it is always useful to vary the choice as much as possible. Variety of media keeps the pace moving. This is more true of EQ development than other training. Since emotional learning creates behavioural change, boredom and other negative emotions must be avoided. We have found that the time spent in creating high-quality personal workbooks and participant materials that appeal to different learning styles fully repays the investment.

## Implementing an EQ programme: 2

### Challenges

■ **Inadequate content and design expertise** – There is no substitute for adequate content expertise, and no shortcut to acquiring it. We are not aware of any single source of emotional intelligence content that can be used to create a development programme in the way that Peter Senge's *The fifth discipline* is considered the source document in the area of learning organisations. Because EQ work is relatively new and somewhat controversial, the authors believe that the content must be “beyond reproach”, that is, it must be of a higher standard than any other training programme. Our resource list (box 3 on p.21) provides details of publications in the areas of psychology, emotion, emotional intelligence and other relevant topics.

A high standard is also required because the topic is emotional intelligence. Training in this field falls into the realm of behavioural science, which requires that the designers and deliverers be academically trained in this area. While someone without this background could certainly follow a trainer's manual, that does not guarantee they could adequately respond to the participants' questions. Frequently, questions are asked that require basic psychological preparation, for example, does someone who is emotionally intelligent have the same qualities as someone whom Abraham Maslow would describe as “self-actualised”?

If you, as the designer, do not have this background, we encourage you to find an internal or external source who does. Having a psychology or counselling background helps ensure that the design of the training intervention stays within appropriate boundaries for an organisation-based training programme. The challenge for us as practitioners is to try to minimise the likelihood that the training will slip into a “therapeutic” approach. One of the ways to do this is to set clear expectations at the outset of the training about what will be covered in the programme and how individual issues will be handled. The trainer can prepare for such personal issues by identifying in advance what resources (eg an employee assistance programme) the company provides to employees who have emotional problems or concerns.

Designers need technical design skills that address both people and process issues. Having a technical background in the dynamics of group processes and interpersonal communication are the fundamentals required to design for this type of learning. As it relates to process design, sophisticated curriculum design skills are necessary in order to choose the appropriate learning methods to meet the learn-

ing objectives. For example, while more and more corporate training is delivered in a distance-learning format, this method does not necessarily lend itself to behavioural learning.

■ **The “grab-bag” approach** – There are emotional intelligence programmes on the market that are merely a repackaging of existing materials in such areas as communication skills and conflict resolution. We do not want to suggest that all material in an emotional intelligence programme needs to be original and created exclusively for this purpose. However, the learning outcomes must drive the design and that may require you to create new material.

Related to repackaging of content is the “rehash” strategy. Both of us are familiar with programmes that contain no more than the teaching of the content of one or more books on emotional intelligence. While that information can increase participants' awareness of emotional intelligence, it will not create behavioural change. Furthermore, it cheats the learners of the opportunity for deeper development.

■ **Inadequate time to create an effective design** – In our experience, the design process is highly iterative. It requires several design and redesign cycles before the client and the designer are satisfied that the design will deliver the intended learning outcomes for that particular audience. Since there are no existing emotional intelligence design templates for sale in the marketplace (as there are for team-building, for example), we suggest you expect to spend several weeks' to several months' time creating the design.

■ **Assuming that “one size fits all”** – No single design is effective for emotional intelligence design that meets the requirements of all individuals and groups. A rigorous needs assessment will reveal whether or not a particular design will meet the unique needs of a group.

■ **The emotional intelligence of the trainer** – Emotional intelligence work requires a high degree of “transparency”, that is, being clear in your commitment and congruent with your message. To a certain extent, “the medium is the message” in that learners look for authenticity and emotional intelligence in the facilitator. Opportunities for appropriate self-disclosure and other modelling behaviours should be built into the design.

Research into accelerated learning suggests that learning is enhanced when the trainer uses eye contact, voice tone and facial expression

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to communicate authentic feelings. Doing that requires all aspects of emotional intelligence: emotional awareness, emotional management and emotional connection.

■ **Meeting your own needs, rather than the learners' needs** – In order to be effective in any training venue, and in particular with emotional development, the designer/trainer needs to be highly self-aware. Otherwise, your values, personal needs, strengths and weaknesses will inadvertently influence the design and delivery of the training. Since the EQ development process can be unsettling to the learner, the designer should examine how much he or she needs to have the participants “feel” good at the end of the day.

The trainer's comfort level with emotional intelligence content should also be taken into consideration during the design phase. There are an infinite number of learning activities that can be employed and the choice of these should match the trainer's comfort level and prompt the trainer to stretch beyond that comfort zone, in the same ways that the learners are doing. Sometimes, this can be achieved by the trainer working through the same activities as they are asking participants to experience, and making appropriate self-disclosures to create “dialogue”.

Ultimately, life is the “classroom” for emotional intelligence development. Much of the learning and transfer of learning will happen outside the formal learning experience. The designer needs to be committed to including in the programme's design the tools that learners will use on an everyday basis to practise what they learned during the course.

■ **Not planning for contingencies** – During the design phase, assumptions will be made about how the training will be experienced by the participants. While doing this mental rehearsal, the designer should anticipate any problems that may occur with the participants and/or the training itself. While it may be invisible to the learners, successful trainers are constantly assessing the training's effectiveness and making subtle or bold shifts in the design to better meet their needs. The initial design itself can incorporate a certain amount of flexibility and offer alternative learning activities that can be used to accommodate real-time group needs, time constraints, and so on.

### Conclusion

From our experience, the design, implementation and evaluation of emotional intelligence programmes is both exciting and challenging – it requires us as trainers to focus on specific needs and objectives and align them with high standards in design. A well-designed EQ intervention will create the behavioural changes it is designed to achieve.

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