

Competency & Emotional Intelligence Quarterly

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Rothmans/Wickland Westcott

There is a correction to the contact details for two of the authors of the Rothmans International case study in our previous issue. The telephone number on p.26 for John Milsom and Colin Mercer of Wickland Westcott should be 01625 532446.

The Developing World of Emotional Intelligence

Developments in the field of Emotional Intelligence are progressing rapidly. Geetu Orme examines current developments in the UK and internationally. She draws on current research and applications for organisations that are focusing on Emotional Intelligence.

The buzz around the subject of Emotional Intelligence (EQ) is getting louder and louder, with academics and consultants researching wider dimensions of the subject and more and more of those on the outside asking, "What can it really do for me?". For the inexperienced practitioner, there is an array of assessment tests to choose from and a growing number of training providers purporting to offer the programme that will change the client's organisation forever. But what exactly does all the hype mean and what can organisations do to ensure that they stay on track with their EQ programme?

This article draws on the latest research and experience to provide a guide to the workplace potential of EQ. It starts with some useful definitions of EQ, and then reviews many of the currently available assessment tools, before considering some organisational applications for Emotional Intelligence. Lastly, it offers a round-up of developments to watch out for.

Definitions

There is a plethora of different definitions of emotional intelligence. There are two that we have found particularly useful in our work. The first defines EQ as:

"The ability to use emotions to help you solve problems and live a more effective life. Emotional Intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution. The complete solution is the head working with the heart."¹

For organisations, this definition confirms that all business decisions have an element of 'emotional' information - for instance, what other people are feeling and how you are feeling in a particular business situation - information that we can choose to ignore or work with it in its full richness in meaning. This is certainly not rocket science, but why do so many of our organisations still ignore the role of emotions within the decision making process?

Many people in business have told me that they do not think it appropriate to 'bring' their feelings to work - just think about this comment. Can anyone *not* bring their feelings to work? The time has come for Managers in our organisations to recognise that the 'emotional' channel is one that remains

¹⁻¹David Caruso (1999) - MultiFactor Emotional Intelligence Scale™ (MEIS™) Feedback Booklet. Published and distributed by Wolfe Associates. Based on the MEIS™ written by John D. Mayer, Peter Salovey and David R. Caruso.

untapped when we appeal solely to the rational and logical functions of the brain. How, for instance, do we encourage someone to change to take on a new procedure or a new way of working or a new colleague, if we cannot fully understand the emotional impact of change on people? How can we choose appropriate actions until we have read the emotional undertones of a particular situation?

And what about stress? As more and more organisations employ within them the 'burnout' victims of the future, what is it that will encourage organisations to have their employee's interests at heart? In our own work, we notice that the home/work balance is one of 6 primary reasons that organisations undertake EQ development programmes (see list on last page of this article).

The second definition of EQ that we have found helpful and insightful derives from Reuven Bar-On's continuing development work on his assessment questionnaires which measures EQ, the Bar-On Emotional Quotient Inventory (EQ-i™). He has expanded his original definition to include social as well as emotional dimensions. From more than 17 years of research with the EQ-i™, which has now been translated into 22 languages and normative data has been collected in over 15 countries, his findings suggest that:

*"Emotional and social intelligence is a multi-factorial array of interrelated emotional, personal, and social abilities that influence our overall ability, to actively and effectively cope with daily demands and pressures"*².

Reuven Bar-On 2000

What we have found particularly useful about Reuven Bar-On's work particularly useful for his focus on *daily demands* and *pressures* - for many individuals, this encompasses all aspects of a person's life so the use of the Bar-On EQ-i™ is an effective way to review the overall functioning of an individual.

AVAILABLE ASSESSMENT TOOLS

Elsewhere in this issue, there are articles on the 360 Emotional Competency Inventory (ECI) produced by the Hay Group in partnership with Daniel Goleman, and on the Emotional Intelligence Questionnaire (EIQ) developed by Malcolm Higgs and Victor Dulewicz and published by ASE.

When selecting a test of emotional intelligence, there are a several considerations that a Human Resources practitioner might want to keep in mind, including:

1. What specifically does this test measure? (whose definition of emotional intelligence, ability or perception?
 2. How is it scored? (consensus, subject or expert scoring; or self report or observer ratings?);
- and

² From Bar-On, Reuven 'Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory (EQ-I)' - in Bar-On, Reuven ed., *Handbook of Emotional Intelligence*, Jossey Bass, San Francisco (in press) - Permission to cite received from the author.

3. What is the current validity and reliability of the test?

Within the past three months, we have identified no less than four new emotional intelligence assessment tools on the UK market. However, we have found that some UK assessment tools do not currently have the validity and reliability that we would ideally like to see in a test. One such tests indicates that it measures the 'personal qualities and competences identified by researchers such as Mayer, Salovey & Goleman' - yet all three have completely different models of Emotional Intelligence!. However things are changing quickly, and we are confident that with new developments from major test providers (such as SHL and ASE), the situation may change in the near future. We are certainly paying close attention to progress in this area.

Research in the US, Canada and other parts of the world (including India, Nigeria, Argentina, Israel, Germany and South Africa) has already helped to creat a database of significant norms and data that it will take years to create from scratch in the UK. The most significant data is held by Reuven Bar-On (shortly to be co-published with Dr. Gill Sitarenios of Multi-Health Systems in the form of a handbook bringing together all the sector and age /gender norms collected over a significant number of years of research).⁵

Despite the concerns expressed above, there are a number of tools and tests that have been validated and are worthy of consideration. Among them, we have found particularly useful the MEIS™, EQ-360™ and HeartMath™tools.

The MEIS™ (Multi-Factor Emotional Intelligence Scale)™ is defined as an 'ability' measure of emotional intelligence. It measures ability across four branches of Emotional Intelligence, - which are combined to yield a total emotional intelligence score⁴. These are:

Identifying Emotions - the ability to perceive accurately, appraise and express emotions.

Using Emotions - the ability to access and/or generate feelings when they facilitate thought.

Understanding Emotions- the ability to understand emotion and emotional knowledge

Managing Emotions - the ability to regulate emotions to promote emotional and intellectual growth⁵

The test is measured through 12 sets of exercises contained within a paper-and-pencil test. The next generation of the MEIS™will have several refinements, and be known as MSCEIT (the Mayer Salovey Caruso Emotional Intelligence Test); it is currently undergoing data collection through Multi-Health Systemsm and will be available later this year. At present, there is a research version of the test,

⁵ Information provided by Reuven Bar-On - March 2000

⁴ From David Caruso (1999) *MEIS feedback booklet and consultants guide*, Wolfe and Associates. October 1999.

⁵ Mayer and Salovey, 1997, p.10 'What is emotional intelligence' chapter in *'Emotional development and emotional intelligence - educational implications'* Eds Peter Salovey and David J. Sluyter. Basic Books, New York.

available for data collection purposes. We have found that the MEIS™ has high face validity despite its US origins and that it is particularly useful for roles involving high amounts of IQ. It is seen as acceptable to senior teams whose members perceive that there is a 'right' answer to the test, and that it does not rely on self or observer perceptions. The interesting point to note is that on a scale of 'very low', 'low', 'average', 'high' and 'very high' emotional intelligence, we have yet to meet someone who scores 'high' or 'very high' overall. We have wondered whether we in the UK have lower emotional intelligence than our US counterparts.

The Bar-On EQ-I™ is a self report measure of emotional intelligence, although a 360-degree (multi-rater) version is currently under development. The structure of this construct of emotional intelligence includes self regard, emotional self awareness, assertiveness, empathy, interpersonal relationships, impulse control, reality testing, flexibility and problem solving. Bar-On has found that these factors correlate significantly with five "facilitators" of emotionally and socially intelligent behaviour: optimism; self actualisation; happiness; independence and social responsibility.³ The components of the construct are grouped within the five scales of Interpersonal, Intrapersonal, Stress Management, Adaptability and General Mood.⁶

Some of the most interesting developments in emotional intelligence involve the use of physiological and cardiac feedback in controlling and managing the emotions. HeartMath™ in both the US and in the UK has developed techniques that are attracting considerable interest. Applications in the petroleum industry are showing some remarkable improvements in a range of performance indicators, through the simple expedient of managing emotions through monitoring heart functioning. In one study of 500 people, there was a staggering difference in both personal and business data before and after the implementation of a one-day workshop on Inner Quality Management™. The specific measures include heart rate variability (HRV) as measured by the beat-to-beat variation pulse rate derived from a 24-hour electrocardiogram (ECG) - this is a very sophisticated physiological measure. The improvement level achieved was 195%⁶ - this is the kind of data that organisations can achieve through emotional intelligence work. We are excited about the potential of these tools to measure internal coherence in chaotic workplaces. Dr. Alan Watkin of HeartMath™ Europe describes the tools as 'scientifically proven techniques of measuring effectiveness.'⁷

Many organisations want to use and interpret Ei questionnaires for themselves. Training in the use of instruments is available from various providers, (MHS for the EQi, EQ360, MSCEIT, BOEI; Hay McBer for the ECI; ASE for the EIQ) and train-the-trainer courses are also now available. These programmes are run to standards that require accreditation and licensing.

⁶Information provided by Reuven Bar-On - March 2000

⁷ Data from Hunter Kane Resource Management case studies.

Organisational applications

Growing business interest has raised important issues about the use of EQ in rapidly changing organisations. Although the impact of culture on individual behaviour has been long established, there has been little research into the causal link between changing cultural norms and how people feel about what they are expected to do. The notion of the “psychological contract” has an important bearing on the way people adapt to organisational change. Many of the strong feelings that people express during periods of major organisational change are often ignored or only superficially addressed. There is much fruitful work to be done in establishing this link. In addition much more rigorous research needs to be carried out into the hypothesis that the success of organisational change is greatly enhanced through the use of emotionally intelligent techniques and measures.

Whilst our own focus is essentially the development of emotional intelligence among senior managers, teachers, sales people, call centre staff and our colleagues and internal consultants, we have found that there is a 'top six' list of 'entry points' for organisations. These are the main factors that often prompt an employer to take an interest in developing EQ among its staff (see list at end).

UK and international developments

Much of the continuing research on emotional intelligence is to be found in the USA, but Europe is also getting in on the act., with Reuven Bar-On being asked to found and direct an “Institute of Applied Intelligence” in Denmark funded by a major Human Resource consultancy. This research centre will enable further predictive studies to be carried out. There is an intention to develop training applications in more than 36 countries with some 250,000 subjects. This will add much needed research to this important area. Reuven Bar-On already has some of the most extensive data to draw on (the EQ-I has been cross validated against as many as 17 other tests) and has developed an organisational measure of EQ (BOEI™ - Benchmarking Organisational Emotional Intelligence™) and EQ-Interview™ (based on the EQ-I™) to add to his existing EQ-I™ and EQ-360™. We have found these tools to provide powerful data for organisations.

In our company, Ei (UK) Limited, we have been employers' own trainers in emotional intelligence processes so that large organisations can develop an in-house capability in facilitating such programmes. Part of this work is with the organisation Littlewoods which was the winner of last year's People Management award for its successful equal opportunities programmes with business benefits.

The author of this article has developed and run the first schools programme on EQ in the UK. This consists of a 9-week programme in which pupils aged 12 to 13 are introduced to the basic concepts

of EQ, complete an EQi youth version questionnaire and develop understanding and techniques for becoming more emotionally intelligent. Within this curriculum, it has been interesting to note that when asked the question, 'Please state the particular feeling that you most experience', 70% of the class said the word 'stressed'. We do wonder what behaviours, thoughts and feelings these children have adopted from the adult role-models around them.

There is a schools conference this year entitled 'Backing Winners' to be held in Dorset in May which is bringing together business and education to consider the needs of the 'whole child' - sessions on both emotional intelligence and spiritual intelligence are included within this conference.

In the US and other countries, the Collaboration to Advance Social and Emotional Learning has designed educational programmes to promote social and emotional competence in children of various ages and these continue to be rigorously evaluated.

James Parker and Reuven Bar-On have just completed norming the EQi YV™ (youth version) for children aged between 7 and 12 and for adolescents aged between 13 and 17, which will support the continued interest in taking Ei into schools and youth groups. The standard version of the EQi being used in the UK continues to supply normative data that will provide valid groups for the UK market.

Reuven Bar-On will be publishing a 'Handbook of emotional intelligence' in September 2000, aimed at pulling together current research including concepts and definitions, development, measurement, and applications. From an initial glance at the contents, it is clear that this will add a much needed rigour to the whole area of EQ Assessment and development. Reuven is also starting work on the training aspects of EQ. There are contributions in this Handbook from all the major researchers including Jack Mayer. It sounds like a definite 'must buy' for all EQ practitioners in the UK.

In terms of existing UK training programmes on emotional intelligence, there seems to be provision across a whole range of emotionally-related subjects ranging from stress management and interpersonal skills to personal change management and leadership skills - some of these are run by training companies and consultants who do not have much training in the underlying psychology with which they are working. Our experience suggests that often there is no measurement of the impact of these worthy programmes. Those who prefer the "common sense" school of training may argue that, properly taught, there is little harm. Those who understand the principles of clinical and counselling training, may argue otherwise.

Hunter Kane Resource Management, a company distributing HeartMath™ products in Europe, and training people in their use, sets exacting standards for those who train others in its one day programme. Ei (UK) Limited have developed a set of principles and guidelines for training in this area, including a high-empathy training environment where measurement is done before and after all training. It is not enough for trainers and facilitators to know about emotional intelligence - they need

to be role models of EQ in action. Years of experience as a training practitioner have been distilled to a set of 20 criteria for trainer development. The debate is based on opinion, feedback and good training practice, rather than on hard research; hopefully, other contributors will add their thoughts over time.

This article has only touched the surface of the amount of research and growing interest in emotional intelligence. Each day a new article or piece of research is published. Each day a new area for applying models of EQ is explored. The UK and Europe is still well behind the US in terms of research and interest, but there are signs that the UK is catching up fast.

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EQ Entry Points

The six most common triggers for an organisation's interest in developing emotional intelligence.

- I. **Work-Life balance** - a desire to consider the home-work balance through a focus on the emotional intelligence of managers and staff.
- II. **Team development** - using emotional intelligence assessment and training to focus on a team's development issues.
- III. **Executive team development** - providing a focused, measurable programme for senior managers who may be sceptical about the development of EQ.
- IV. **Customer-facing staff (e.g. in call centres)** - reviewing reasons for high staff turnover and planning specific changes to the recruitment and induction programme.
- V. **New team creation** - using emotional intelligence assessment to assess new starters and then plan a programme of development.
- VI. **Sales Teams** - reviewing the specific competences that make someone successful in selling, and working to 'model' these for the benefit of other members of the same sales team.