



**Emotional Intelligence
Appraisal[®]**
THERE IS MORE THAN IQ

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Test Completed: March 9, 2010

My EQ Scores
My EQ Strategies
My EQ Lessons



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MY EQ SCORES

Thank you for completing the *Emotional Intelligence Appraisal*®. You are now in a customized learning program that is based upon your emotional intelligence scores. This program will teach you about emotional intelligence (EQ), reveal what your current skill levels are, and tell you what you can do to improve.

This section will:

- Provide you with your overall EQ score and your scores for each of the four EQ skills.
- Allow you to compare your scores to TalentSmart's benchmark data so that you can see how you stack up against different populations.

You have unlimited access to your online report. You can access this report with the following log-in information:

URL address: www.talentsmart.com/me/welcome

Password: MEP7AZ6EFK






WHAT DOES EMOTIONAL INTELLIGENCE LOOK LIKE?

The four parts of the emotional intelligence model are based upon a connection between what you see and what you do with yourself and others.



WHAT THE SCORES MEAN

Scores on the *Emotional Intelligence Appraisal*® come from a "normed" sample. That means your scores are based on a comparison to the global population to discover where you fall in each skill area. Read the following descriptions to better understand what your scores mean and click on the brains to learn more.

SCORE	MEANING
90-100 	A STRENGTH TO CAPITALIZE ON These scores are much higher than average and indicate a noteworthy strength. These strengths probably come naturally to you, or exist because you have worked hard to develop them. Seize every opportunity to use these emotionally intelligent behaviors to maximize your success. You are highly competent in this skill, so work to capitalize on it and achieve your potential.
80-89 	A STRENGTH TO BUILD ON This score is above average. However, there are a few situations where you don't demonstrate emotionally intelligent behavior. There are many things you've done well to receive this score and a few that could be better with some practice. Study the behaviors for which you received this score and consider how you can polish your skills.
70-79 	WITH A LITTLE IMPROVEMENT, THIS COULD BE A STRENGTH You are aware of some of the behaviors for which you received this score and you are doing well with them. Other emotionally intelligent behaviors in this group are holding you back. Lots of people start here and see a big improvement in their emotional intelligence once it's brought to their attention. Use this opportunity to discover the difference and improve in the areas where you don't do as well.
60-69 	SOMETHING YOU SHOULD WORK ON This is an area where you sometimes demonstrate emotionally intelligent behavior but not usually. You may be starting to let people down. Perhaps this is a skill area that doesn't always come naturally for you or that you don't make use of. With a little improvement in this skill, your credibility will go way up.
59 or Below 	A CONCERN YOU MUST ADDRESS This skill area is either a problem for you, you don't value it, or you didn't know it was important. The bad news is your skills in this area are limiting your effectiveness. The good news is this discovery and choosing to do something about it will go a long way in improving your emotionally intelligent behavior.

NOW FOR THE NUMBERS...

Your Overall Emotional Intelligence Score: 87

Personal Competence: 88

The collective power of your self-awareness and self-management skills. It's how you use emotional intelligence in situations that are more about you privately.

Self-Awareness  **82**

Your ability to accurately perceive your emotions and stay aware of them as they happen. This includes keeping on top of how you tend to respond to specific situations and certain people.

Self-Management  **93**

Your ability to use awareness of your emotions to stay flexible and positively direct your behavior. This means managing your emotional reactions to all situations and people.

Social Competence: 87

The combination of your social awareness and relationship management skills. It's more about how you are with other people.

Social Awareness  **83**

Your ability to accurately pick up on emotions in other people and get what is really going on. This often means understanding what other people are thinking and feeling, even if you don't feel the same way.

Relationship Management  **91**

Your ability to use awareness of your emotions and the emotions of others to manage interactions successfully. Letting emotional awareness guide clear communication and effective handling of conflict.

HOW DO YOU STACK UP?

Overall Emotional Intelligence: 84.5%

Your overall emotional intelligence score of 87 is higher than 84.5% of males ages 60-69 living in North America within all job functions and with a job title of Director.

Personal Competence**65.0% Self-Awareness**

Your score of 82 is higher than 65.0% of males ages 60-69 living in North America within all job functions and with a job title of Director.

94.5% Self-Management

Your score 93 is higher than 94.5% of males ages 60-69 living in North America within all job functions and with a job title of Director.

Social Competence**71.5% Social Awareness**

Your score 83 is higher than 71.5% of males ages 60-69 living in North America within all job functions and with a job title of Director.

91.0% Relationship Management

Your score 91 is higher than 91.0% of males ages 60-69 living in North America within all job functions and with a job title of Director.

MY EQ STRATEGIES

This section analyzes your score profile to suggest the three EQ strategies that will increase your EQ the most.

Start your EQ skill development with: **SELF-AWARENESS**

Complete descriptions of your recommended self-awareness strategies (listed in the table below) can be found on the pages that follow.

What brings your score down most:	What you can do to improve:
Not fully grasping the role you play in creating the difficulties you encounter.	Visit Your Values: Self-awareness strategy #11 on pages 86-87 of the <i>Emotional Intelligence 2.0</i> book.
Not spotting when others influence your emotional state.	Know Who and What Pushes Your Buttons: Self-awareness strategy #5 on pages 72-74 of the <i>Emotional Intelligence 2.0</i> book.
Not fully appreciating the impact your behavior has upon others.	Observe the Ripple Effect from Your Emotions: Self-awareness strategy #2 on pages 66-67 of the <i>Emotional Intelligence 2.0</i> book.

SELF-AWARENESS STRATEGY #1**Visit Your Values**

The plates of life are constantly spinning above you. You juggle projects at work, never-ending meetings, bills, errands, emails, phone calls, text messages, chores, meals, time with friends and family—the list goes on. It takes great amounts of attention and focus to keep the plates from crashing to the ground.

Maintaining this balancing act keeps your attention focused outward, rather than inward and on yourself. As you run around struggling to check your daily "to dos" off your list, it's easy to lose sight of what's really important to you—your core values and beliefs. Before you know it, you find yourself doing and saying things that deep down you don't feel good about or believe in. This could mean you find yourself yelling at a coworker who made a mistake, when you normally find such hostility unacceptable. If yelling at your colleagues runs contrary to the beliefs you wish to live your life by, catching yourself (or being caught) doing it is bound to make you uncomfortable and even unfulfilled.

The trick here is to take the time to check in with yourself and jot down your core beliefs and values. Ask yourself, *what are the values that I wish to live my life by?* Take a sheet of paper and separate it into two columns. List your core values and beliefs in the left column and anything that you've done or said recently that you aren't proud of in the right column. Is what you value in alignment with the manner in which you conduct yourself? If not, consider alternatives to what you said and did that would have made you proud of yourself, or at least more comfortable.

Repeating this exercise somewhere between daily and monthly will be a huge boost to your self-awareness. Before long, you'll find yourself thinking of the list *before* you act, which will set the stage for making choices you can live

* *This is self-awareness strategy #11 from pages 86-87 of the Emotional Intelligence 2.0 book.*



SELF-AWARENESS STRATEGY #2**Know Who and What Pushes Your Buttons**

We all have buttons—pet peeves, triggers, whatever you want to call them—that, when pushed, just irritate and irk us until we want to scream. Perhaps you have a coworker who lives her life as if she were constantly on stage. Her entrance into meetings is dramatic and flaring, and she feeds off the energy from everyone's attention and uses that energy to take control of the room. Her voice is louder than most, and her contributions to the meetings are always long-winded novels, as if she just loves to hear herself talk.

If your modus operandi is more subtle (or you really would like part of that stage yourself), a person like that may really eat at you. When you go into a meeting with great ideas and a readiness to just sit down and get straight to the point, a drama queen who is creating a stage in the boardroom is bound to flip your switches for frustration and rage. Even if you aren't the type to blurt out impulsive comments or otherwise go on the attack, your body language may give you away, or you may find yourself on the drive home obsessing over your lingering frustration.

Knowing who pushes your buttons and how they do it is critical to developing the ability to take control of these situations, maintain your poise, and calm yourself down. To use this strategy, you can't think about things generally. You need to pinpoint the specific people and situations that trigger your emotions. Your buttons are bound to get pushed by a wide range of people and things. It could be certain people (like drama queens), particular situations (like feeling scared or caught off guard), or conditions in the environment (like noisy offices). Having a clear understanding of who and what pushes your buttons makes these people and situations a bit less difficult because they come as less of a surprise.

You can take your self-awareness a big step further by discovering the source of your buttons. That is, why do these people and situations irk you so much when other, equally annoying people and situations don't bother you at all? Perhaps the stage hog reminds you of your sister who got all the attention when you were younger. You lived many years in her shadow, vowing to never let it happen again. Now you sit beside her clone in every meeting. No wonder she's a trigger for your emotions.

Knowing why your buttons are what they are opens doors to managing your reactions to your triggers. For now, your tasks are simple—find the sources of your buttons and jot down a list. Knowing your buttons is essential to using the self-and relationship management strategies that come later in the book.

** This is self-awareness strategy #5 from pages 72-74 of the Emotional Intelligence 2.0 book.*



SELF-AWARENESS STRATEGY #3**Observe the Ripple Effect from Your Emotions**

Consider for a moment what happens when you drop a stone into water. The stone's swift plummet pierces the water's surface, sending ripples in all directions. Your outpourings of emotion are like stones that send ripples through the people in your life. Since emotions are the primary drivers of your behavior, it's important you understand the effect they have on other people.

Let's say a manager loses his cool and berates an employee in front of the rest of the team. When the lashing happens, it may seem that the manager's target is the only one whose feelings get bruised, but the ripple effect from the manager's explosion affects all who witnessed it. As the rest of the team members wander back to their desks, the others, too, feel the manager's wrath. They go back to work with a pit in their stomachs, each one wondering when his or her turn will come up.

The manager thinks his tirade was good for productivity because the rant "scared people straight," but their fear soon settles into caution. To perform at their best, the team members need to take risks, stretch themselves beyond their comfort zone, and even make some mistakes along the way. No one on *the team* wants to be the manager's next target, so the team members play it safe and do only as they are told. When the manager gets docked a year later for leading a team that fails to take initiative, he wonders what's wrong with the team.

Your emotions are powerful weapons, and continuing to think that their effects are instant and minimal will only do you a disservice. The key to observing the ripple effects of your emotions is to watch closely how they impact other people immediately, and then use that information as a guide for how your emotions are bound to affect a wider circle long after you unleash the emotion. To fully understand the ripple effects of your emotions, you'll need to spend some time reflecting upon your behavior. You'll also need to ask other people how they are affected by your emotions. The more you understand how your emotions ripple outward, the better equipped you'll be to choose the type of ripples that you want to create.

* *This is self-awareness strategy #2 from pages 66-67 of the Emotional Intelligence 2.0 book.*



MY EQ LESSONS

This section contains seventeen EQ Lessons that will help you actively increase your understanding of, and capacity for, each EQ skill. Emotional intelligence is very different from traditional intelligence (IQ). With IQ, it is understood that you are generally as smart now as you are ever going to be. People learn new facts but their intelligence, or their ability to learn, remains largely the same. Emotional intelligence is a flexible skill that can be readily learned. People increase their emotional intelligence by working on the skills outlined in this learning system.

Research shows that people improve their EQ most when the following conditions are present:

- They have a strong motivation to learn or change
- They practice new behaviors consistently
- They seek feedback on their own behavior

How To Master A New Skill

Any time you are acquiring a new skill, remember the best path for doing something new or different looks like this:

- Find someone who is good at it.
- Watch that person do it.
- Get that person to talk about how they do it.
- Practice doing it yourself with his or her guidance.
- Ask the person to give you feedback.
- Practice doing it on your own.
- Seek feedback until you've mastered it.

Change can be a little...

Embarrassing, because as you practice new things, the very people who feel you ought to change may poke fun at you, forget to encourage you along the way, or not even notice. Don't give up. The rewards will outweigh these challenges because you will be better positioned personally and professionally than you ever were before.

How to handle it when you feel embarrassed:

- Say, "I could really use a little support here."
- Tell people you are serious about getting better at this. Most likely, they will become your allies.
- Ask for help and suggestions.

Change can also be a little...

Frustrating, because old habits and behaviors (what you say and do) can be difficult to change.

How to handle it when you feel frustrated:

- Remind yourself that change takes time and practice.
- Remind yourself that it's OK not to know.
- Find someone who handles change well. Ask how it's done.
- Find someone who can encourage you.

Change can also be terrific. It surprises most people how a little bit of change in the right direction can go a long way in the eyes of others. Good luck and have fun with it!

SELF-AWARENESS LESSON 1: THE PHYSICAL SIDE OF FEELINGS

A big part of self-awareness is recognizing and understanding your emotions as they happen. Emotions typically produce physical sensations that you can use to identify what you are feeling. The physical signs that accompany our feelings can be blatant, such as heavy breathing or sweating, or more subtle, such as increased heartbeat or sweaty palms. Learning how you respond physically to your emotions is important to becoming more emotionally intelligent.

Think about the last time you experienced strong feelings.

- | | |
|---|--|
| <ul style="list-style-type: none">• Did you sweat?• Did your heart beat fast?• Did you feel tense?• Did your thoughts race?• Did your throat get tight? | <ul style="list-style-type: none">• Did you get tunnel vision?• Did your mind go blank?• Did you shake?• Did you feel numb? |
|---|--|

The following clip will test your ability to spot the physical signs of emotions. In the clip, Enrico (played by Nicolas Cage) is worried that he may have leprosy, because the illness will prevent him from going on leave to see his family. While questioning a doctor, Enrico says the questions are for a character in a novel he is writing. Hoping the doctor will not realize the real reason Enrico is asking about the disease, he hides his potentially leprous hand in his pocket.

See if you can spot the physical signs of Enrico's emotions before he can.



Log in to your assessment and click the movie reel to watch the clip

Did you notice these physical signs of Enrico's emotions?



Physical Sign 1



Physical Sign 2



Physical Sign 3

Physical Sign 1

While listening to the doctor read from the book on leprosy, Enrico tenses so tightly that he pulls his hand to his mouth and closes his eyes. He should stay aware of tension in his body to know when his emotions are coming on strong.

Physical Sign 2

Sweating is a tell-tale sign, even in the heat of the desert. Enrico's face begins to glisten as he listens to the doctor. Enrico's situation appears more dire the more the doctor tells him, and Enrico's sweat increases with his anxiety.

Physical Sign 3

As he listens to the doctor, Enrico's furrowed eyebrows reveal the nervousness he is feeling. His body naturally crouches, despite his attempt to appear calm and cool. What physical sensations tend to accompany some of your strongest emotions?



SELF-AWARENESS LESSON 2: EMOTIONAL MISTAKES

Increasing your self-awareness isn't going to be a seamless process. There may be times when emotions slip past your awareness and get the better of you, but that's okay. Use those emotional "mistakes" as opportunities. The mistakes you make will help you get a clearer picture of your emotional tendencies and highlight the areas that you can change for the better.

The surprising thing about self-awareness is that just thinking about it will help you change, even when you are focusing on things you do "wrong". Ineffective emotional responses usually happen beneath our awareness. If you understand your tendencies you are more likely to choose a better response.

The following clip provides a good example of an emotional "mistakes". In *Nightmaster*, Amy (Nicole Kidman's character) demonstrates a lack of self-awareness during an important conversation. Amy approaches her high school teacher after class to take a stand, but her emotions get the better of her.



Log in to your assessment and click the movie reel to watch the clip

See if you can pick out which emotional "mistakes" Amy makes. What could she have done differently to make the conversation more successful?



Is Amy mad or just strong?



The teacher seeks to understand



Amy's emotions take over

Amy's anger

Amy's emotional "mistake" are obvious. Amy isn't aware of how angry she is before she even starts the conversation. Had she been more aware of her anger, she could have waited to start the conversation at a time when she was feeling calm and in control of her thoughts and feelings. Instead, Amy^a fueled by anger^a rushes into the conversation, which results in her demands falling flat to her visibly confused teacher.

Her teacher tries to understand

Her teacher tries to understand what Amy is saying, but Amy's anger makes it impossible to do so. Amy has a chance to become aware of her anger when her teacher says, "I'm sorry Amy I don't understand". Instead of taking the teacher's question as an indication that her message isn't coming through clearly, Amy continues unabated and eliminates any chance of her message being heard.

Amy's emotions take over

Amy's anger finally boils over at the end. She raises her voice just after the teacher asks "take who?" and abruptly ends the conversation by leaving. This is the point where her lack of awareness really allows her emotions to take over. As a result, she leaves before getting what she wants.



SELF-AWARENESS LESSON 3: WHAT MAKES YOU TICK?

Building your self-awareness requires taking an honest look at how you tend to react to emotionally arousing situations. If you have an idea of how you typically react to emotional situations, you can use that awareness to keep your emotions from getting the best of you.

A good way to discover your emotional tendencies is to record the thoughts and feelings you experience in situations that trigger strong emotions. This requires taking a candid look at what you are thinking and feeling. After you experience a situation that evokes a strong emotional response, sit down, think about it, and record your thoughts and feelings while they are still fresh in your mind. Do this for a period of time and you will begin to see patterns in how you react to your emotions.

The following clip will show you how knowing your tendencies and what makes you tick can keep you calm and collected in emotionally arousing situations. Evil Knievel, played by George Hamilton, provides a motivational, albeit quirky, display of self-awareness. See if you can catch what it is about Evil that shows that he is self-aware.



Log in to your assessment and click the movie reel to watch the clip

How does Evil demonstrate self-awareness?



He knows what makes him tick



Evil stays motivated in the face of opposition

He knows what makes him tick

After getting approached by a fan who wants to see him "splatter," Evil is compelled to share his perspective. Evil realizes he is unusual, but wants us to know why he does what he does. He is sincere and not defensive. Evil is comfortable with himself because he knows what makes him tick.

Evil stays motivated in the face of opposition

Evil's self-awareness fuels him to achieve great things. He has a clear understanding of what he does best, and he uses this to his benefit. Discouraging reactions to his passion are answered with self-talk that reminds him of his true calling, "If it is possible, it is done. If it is impossible, it will be done." Knievel is aware of his calling in life and he isn't afraid to pursue it because some find it strange.



SELF-AWARENESS LESSON 4: EMBRACING FEEDBACK

To stay aware of your emotions, it's critical that you embrace feedback with open arms. Research shows that the vast majority of people struggle to see themselves as others see them. The best way to find out what others see is to ask them. Asking for feedback is easy—hearing it without getting defensive is not.

In the following clip, Hugh Grant plays a medieval highwayman who has sworn his life to ridding the kingdom of evildoers. Panthea, the woman he speaks with, finds his behavior perplexing and offers him some feedback. Watch closely and listen for his reactions to her suggestions.



Log in to your assessment and click the movie reel to watch the clip

How does the Highwayman respond to the feedback?



He doesn't get defensive



He engages in a constructive dialogue

He doesn't get defensive

The highwayman accepts Panthea's feedback and even considers petitioning the King for a pardon. He shows Panthea that her perspective is appreciated, rather than getting defensive. He also takes the time to explain why he cannot do everything Panthea suggests.

He engages in a constructive dialogue

Panthea explains that she believes his behavior, though commendable, is not good for his future. He listens to her intently and his reply legitimizes her feelings, "Forgive me, I've grown accustomed to laughing at things that are most sacred." Accepting feedback requires asking thoughtful questions, just like you would anytime you want to learn more about something. It can be very difficult to build self-awareness when you aren't willing to really listen to feedback. What are your tendencies when offered feedback? Do you welcome these conversations?



SELF-AWARENESS LESSON 5: CONFLICT IN THE BRAIN

Ever wonder why you are so tired at the end of the workday? It's because you are in conflicts all day long and you don't even know it. You see, your brain is wired for conflict—not conflict with other people, but conflict between what you feel and what you think. When you experience something, you begin to feel the emotion before you have a chance to think rationally about it.

The following clip will show you what this looks like inside your brain.



Log in to your assessment and click the movie reel to watch the clip

Here's how it works:

Rational, complex thinking happens in the blue area, at the front of the brain. Emotions are felt as electric impulses that funnel through the limbic system (the small red area of the brain). The front of your brain can regulate your feelings. You are constantly in a state of flux between what you are feeling (in the limbic system) and your thoughts about your feelings, which happen at the front of your brain.

Below are three different people who reveal how they respond to their emotions. Read the statement next to each person's picture and consider whether their responses are good, or if they should alter their responses to be more aware of their emotions. To see if you're right, hover your mouse over each picture.



If I feel things first, then I'm stuck. So, tough luck



I can think my feelings away



I don't have time to worry about this all day

If I feel things first, then I'm stuck. So, tough luck

In some ways, you really are stuck. Strong feelings cannot be avoided. Some people or situations will generate feelings that are stronger than you think they should be or that are not the feelings you think you should have. In these situations, your thoughts are even more critical. The only way to tolerate these feelings well is to understand that you do control how you react to them.

I can think my feelings away

Well, sort of. What surprises most people is that acknowledging what you are feeling and really addressing it can make negative feelings subside. The best way to manage your behavior is not to try and stifle your feelings, but to think about them enough to do something productive with them.

The key is, don't let yourself worry about your feelings, and don't try to bury them either.

I don't have time to worry about this all day

Sometimes focusing on your feelings can be overwhelming. When an emotion comes on strong, it can be a little scary to admit it. Most people find that engaging the rational part of their brain to manage their feelings is soothing. The keys are to not let yourself worry about your feelings and not try to bury them, either. The most effective route is to recognize and admit what you are feeling, and take the time to think about how you should react to your emotion.



SELF-AWARENESS LESSON 5: CONFLICT IN THE BRAIN CONTINUE

As you can see from the three responses, the worst thing someone can do is ignore or brush off his or her feelings. Emotions provide you with valuable information—you ignore them to your detriment.

Think of a situation where you tend to ignore what you are feeling. The next time you find yourself in this situation, take a moment to observe what you are really feeling as the situation unfolds. Don't wait until things go so far that your emotions make it hard for you to think about them objectively. Don't wait until the feelings go away, either. You need to recognize your emotions in the moment in order to fully understand them.



SELF-MANAGEMENT LESSON 1: DIFFICULT CONVERSATIONS

We don't experience emotions in a vacuum; if we did, managing them would be easy. The place where most people trip up and fail to manage themselves successfully is during an emotionally arousing situation. Whether a heated debate between colleagues or a looming deadline, situations that elicit high-intensity feelings put your true self-management skills to the test.

When you catch yourself in an emotionally arousing situation, it is important to give yourself some time to think before reacting. Below are some of the best ways you can give yourself time to think and cool off in the moment.

- **Listen** - During difficult conversations, always let the other person finish speaking, even if it takes a while. This greatly decreases the tendency to rush to judgment, calms the other person down, and gives you time to see the big picture.
- **Step back** - Picture the current situation in your head as if it weren't happening to you. If you were watching this in a movie, what would you recommend the main character (you) do to get the best results? An objective look at the situation will help you to think clearly, decreasing the likelihood that you'll be led around by your emotions.
- **Breathe** - When all else fails, breathe! Whether you are happy, sad, anxious, or mad, focusing your attention on gradual, deep, even-paced breaths will relax your body and clear your mind. When your head is clear you are better able to see and choose the best course of action.

A DIFFICULT CONVERSATION

Difficult conversations are some of the easiest situations to let your emotions take over and get out of control. Learning how to manage your emotions during difficult conversations is vital to becoming a skilled self-manager.

The following clip will allow you to see how others practice self-management during a difficult conversation. In the clip, Roger (played by David Hasselhoff) has just witnessed the kidnapping of Mr. Ridgeway's (the man Roger is speaking to) daughter. Roger is a bail bondsman who was hired to make sure she made her court date. Observe Roger's reaction to Mr. Ridgeway and see if you can figure out the emotions Roger is keeping in check.



Log in to your assessment and click the movie reel to watch the clip

How does Roger respond to this difficult conversation?



Roger's Emotions



Roger's Self-Management

Roger's Emotions

Roger is surprised and angered by Mr. Ridgeway's suggestion. Roger even looks at the ground after Mr. Ridgeway speaks. But Roger is able to manage his emotions and bounces back, pretending he is genuinely interested in the deal. Using his self-management skills, Roger is able to move through this difficult conversation with poise and asks for the business transaction to be documented in writing.

Roger's Self-Management

People who use their self-management skills exercise great flexibility in pursuit of their goals. Roger manages his negative emotions so that he can appear to be making a deal with Mr. Ridgeway. Roger accepts the money, not for himself, but as a way to bring him closer to stopping Mr. Ridgeway's criminal activity. Roger quickly realizes that crying foul at this moment won't stop Mr. Ridgeway, and in staying calm, Roger keeps the situation under control.



SELF-MANAGEMENT LESSON 2: PUBLIC SPEAKING

Becoming a better self-manager requires taking an honest look at when you are being run over by your feelings. Learning which situations get the better of you arms you with the information you need to decide what to say or do next, and if you're honest with yourself, you'll find many instances where your feelings bowl you over.

Your ability to manage your emotions has a dramatic impact on how you come across to other people. Public speaking—the number one fear of Americans—is a perfect example of how this works. Speaking smoothly in front of an audience requires more than the gift of gab. People who learn to speak well in front of groups develop the ability to control the negative emotions associated with being evaluated by others. An ineffective speech is rarely due to a lack of innate ability. It has much more to do with emotional control.

In the following clips, Presidents Gerald Ford and Ronald Reagan had opportunities to speak to the American public in highly-charged, historic moments. Watch the clips below to see if you can catch how the nuances of self-management impact their influence as speakers.

Click below to see President Gerald Ford's inaugural address to the nation upon Nixon's impeachment.



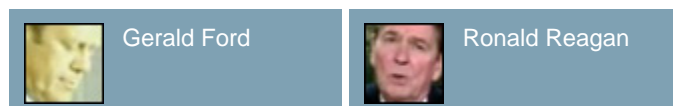
Log in to your assessment and click the movie reel to watch the clip

Now watch President Reagan's state of the union speech on the day of the Challenger disaster.



Log in to your assessment and click the movie reel to watch the clip

Which speaker manages his emotions more effectively?



Gerald Ford

Although President Ford's address is engaging, it doesn't have the same impact as Reagan's. Ford's speech appears less sincere than Reagan's, although it's likely that he meant what he said. When most public speakers break eye contact with the audience or pause, it is not because they don't believe what they are saying. And with a President speaking to the public, we can be sure he took the time to practice.

If President Ford is like most people, it's uncontrolled emotion that is holding him back. Had he been more comfortable with the intense emotion associated with the situation, and the scrutiny of the American public, he would have had a more positive impact on his audience.

Ronald Reagan

President Reagan's speech surpasses Ford's because he is able to manage his own feelings and address those of the American public head on. The Challenger disaster was extremely difficult and disturbing. Reagan did not shy away from the intense emotion people (he included) were feeling. He even spoke to children who were likely to be scared and confused.

In managing his own emotions, Reagan attributed much of his success as President to his past acting career. He's famous for the statement, "I don't know how anyone could do this job without having been an actor." Rather than acting like he was in tune with the feelings of the American public, Reagan was able to get into the role of leading the country through a difficult day in history.



SELF-MANAGEMENT LESSON 3: SLOWING DOWN




Now that you know which situations tend to get the better of you, you can fight back. As soon as you start feeling that your emotions are getting stronger, acknowledge their presence. If needed, buy yourself some time before you act. Slow down and take a deep breath or get yourself a drink of water—anything to buy yourself a moment or two. A slight, deliberate pause in the action is usually all that is needed to calm your emotions and put logic and reason back in control of your behavior.

The following clip from the Andy Griffith Show is a great example of a situation where an important decision was made based on emotion instead of reason. Barney shows us how making decisions with emotions instead of reason is bound to backfire.



Log in to your assessment and click the movie reel to watch the clip

How can you tell that Barney's emotions are in control instead of reason?

 <p>Is Amy mad or just strong?</p>	 <p>The teacher seeks to understand</p>	 <p>Amy's emotions take over</p>
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Today is the day

Everyone who has bought a car knows how exciting it can be to get behind the wheel of a new ride. Barney impulsively decides that "today is the day to buy a car" before he's even had a chance to check the market. His excitement is intoxicating, and rather than taking a moment to pause, he lets his emotions control the buying experience. Barney should have thought about his excitement and acknowledged that it was influencing his decision to buy a car "that day". Had he paused to let himself calm down, he could have realized that finding a car in the near future would still be exciting and fun. Especially if it was the right car.

This is the biggest thing I have ever bought

So far, immune to Andy's suggestion that he take it easy, Barney is forced to sit and wait for the woman selling the car to arrive. Rather than using this time to think about what he is getting into, Barney recounts exciting purchases he had made in the past, and how well they turned out. This line of thinking is the exact opposite of taking time to reflect on emotion. It strengthens the impulsive desire to buy a car immediately.

Confirming evidence only

Barney is so excited to buy the car "today" that he is immediately convinced when the woman pulls up in the driveway and wipes down the door. He ignores Andy's pleas for him to drive the car or wait for the title before buying it. All Barney's uncontrolled emotion gets him is a lemon.



SELF-MANAGEMENT LESSON 4: STEPPING OUT OF YOUR BUBBLE

Change is an inevitable and necessary part of life. Despite this fact, change can be uncomfortable and anxiety-provoking. A big part of self-management is recognizing that change is coming, and then being flexible and proactive enough to successfully adapt to the changes that come about.

The following clip portrays the emotions that make people so resistant to change. The clip is from *The Boy in the Plastic Bubble*, in which Todd (played by John Travolta) is uncomfortable with his situation. He has no immune system, and is forced to live in a plastic-contained area. When his doctor, Ernie, proposes something new, Todd has a hard time managing the emotions that surface in response to change.

Watch the clip to see where Todd could have managed his emotions differently in order to create a better outcome.



Log in to your assessment and click the movie reel to watch the clip

Why do Todd's emotions get the better of him?



His feelings make him uncomfortable



He is afraid of change

His feelings make him uncomfortable

Living in a plastic bubble your whole life would not be easy. But the discomfort that Todd feels is typical in the face of change. Uncertainty usually stirs some fear of the unknown and creates discomfort, especially when the consequences are serious. By trying to stifle and ignore what he is feeling, Todd ends up erupting at his doctor.

He is afraid of change

Usually the consequences of not managing yourself in the face of change don't materialize as quickly as they do in this clip. I'm sure you can recall a time when an uneasy feeling lingered on throughout the day. These feelings are typically worse if you aren't sure what brought on the mood. If Todd had addressed his feelings, he would have been better able to recognize that his negative feelings were not toward his doctor but his situation. By addressing your feelings as they happen, you can stay flexible in the face of change.



SOCIAL AWARENESS LESSON 1: DIFFICULT PEOPLE

The most socially aware people are able to look past the words someone is saying and gain an understanding of the thoughts and emotions the other person is feeling beneath the surface. Understanding what kinds of thoughts and emotions the other person is feeling will help you unlock the true meaning of what the other person is saying and gain a better understanding of where the person is coming from.

The best way to be socially aware is to put yourself in the other person's shoes. This isn't always the easiest thing to do, but the following tips will help you do just that.

- When you are with other people, focus your thoughts on the other person's perspective by spending some extra time to fully observe the situation, listening closely to how and what is being said, and asking questions that will help you gain a better understanding.
- Try not to let your own thoughts and feelings disturb the interaction. You will be surprised by what you notice about others when your mind is more on them than it is on you.

The following clip will show you three different people who all have different levels of social awareness. The clip is from *The Lucy Show*, Mrs. Carmichael (Lucy) throws a curve ball to George Burns (playing himself) and Mr. Mooney by making a simple task extremely complex.



Log in to your assessment and click the movie reel to watch the clip

See if you can pick out which of the three have the highest and lowest social awareness...



Mr. Mooney

Mr. Mooney displays the lowest level of social awareness. Managing an employee like Mrs. Carmichael wouldn't be easy. But for some reason, Mr. Mooney continues to be surprised and disappointed each time she doesn't follow the rules of convention. Instead of trying to understand the flurry of emotion Mrs. Carmichael is feeling and its effect on her ability to find the file, he just gets angry. Over time, it should become apparent that his anger can't control Mrs. Carmichael's strange methods for getting her work done, and he should instead try to understand why she files the way she does.

George

George Burns shows a high level of social awareness. He is perceptive in responding to Mrs. Carmichael. Instead of getting overly frustrated by her strange behavior, he asks good questions and strives to understand where she is coming from. He discovers she is funny, her logic doesn't add up, and she isn't going to be getting his file anytime soon, no matter what they do. In getting to know this new person for what she is, he discovers the next great bit for his stage routine.

Mrs. Carmichael

Mrs. Carmichael displays a low level of social awareness. She is at work, but can't contain herself: she is "starstruck" by George Burns. She also seems to miss Mr. Mooney and Mr. Burns's frustration with her inability to find the file. As she explains her logic for filing, she does nothing to calm them or build their faith in her ability to get the job done.



SOCIAL AWARENESS LESSON 2: CONNECTING THE DOTS

As you practice observing and listening to other people more closely, make a connection between what the other person is doing and what he or she is feeling. It's so easy to forget this small, but significant step.

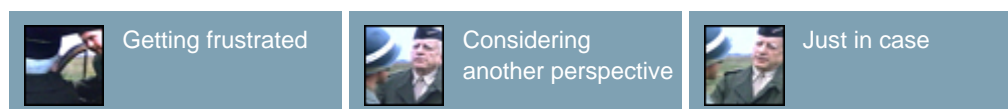
The trick to picking up on others' feelings is not only noticing what they are saying and doing, but also connecting their feelings back to their actions. When you're not sure if you're right, ask questions. The more information you can find out, the more accurate your connection will be and the more information you will have to adjust how you interact with them.

The following clip gives a great example of how making the connection between feelings and actions can help you successfully manage a relationship. In *The Last Days of General Patton*, the General (played by George C. Scott) is traveling in his marked car, which clearly identifies his rank as a Four Star General. However, when the guard doesn't let the car pass without checking the General's identification, the driver becomes irritated and angry. Watch how the General uses his social awareness to effectively manage his relationships with both his driver and the M.P.



Log in to your assessment and click the movie reel to watch the clip

See if you picked up on these elements of General Patton's use of social awareness:



Getting frustrated

The driver is visibly upset that he can't simply take General Patton's car through the check point. However, General Patton picks up on this feeling and instead of getting angry himself he makes a joke to lighten the situation.

Considering another perspective

When General Patton gets out of the car, he picks up on the guard's anxiety. He is initially stern when addressing the guard, which is protocol, but after offering his I.D. as requested, he is cordial and praises the sentry for following orders.

Just in case

It's likely easy for a seasoned Four Star General to forget how much anxiety the guard feels in this situation. Before returning to the car, General Patton can sense that he still may be a bit worried about slowing down the journey of such a high-ranking officer. Rather than letting the man anguish over these concerns, General Patton asks him for his name and promises to share the excellent work he is doing with the soldier's commanding officer. General Patton's actions reflect a true focus on the experience of the other person. How can social awareness help you more effectively manage potentially difficult situations?



SOCIAL AWARENESS LESSON 3: LETTING OTHERS SPEAK

To demonstrate social awareness, you have to let people speak their minds. For most of us this is relatively easy. That is, until we're convinced that we know what the other person is about to say. That's when we cut people off, or fail to give them enough room to speak their minds.

The following clip shows a great example of someone who lets others speak even when she knows what they are about to say. Lindsay Wagner plays a widow who is speaking to the board of her late husband's newspaper for the first time since his death. Watch how she approaches the group.

Wagner takes great care to observe and allow the board to make their case. What she sees arms her with everything she needs to make her own.



Log in to your assessment and click the movie reel to watch the clip

What does Wagner see and do?



She understands their motives



She gets their attention



She stands strong

She understands their motives

Sometimes emotional intelligence involves seeing through what's on the surface. The board members begin the meeting by expressing sincere grief over her husband's death. But this grief has nothing to do with their intent to take control of the newspaper. Rather than feeling sorry for them, she acts on her right, as owner, to run the newspaper.

She gets their attention

She has an astute understanding of how the board members view the present situation and she knows that she won't be taken seriously unless her actions are bold. She is quick and assertive in the meeting not only because it is her right, but because she knows it will influence the group to respect her authority, despite being an outsider.

She stands strong

Confidence is typically associated with self-management skills, but in this meeting her confidence is bolstered by a keen read on the mood in the room. It's easy to doubt yourself in the presence of dissenting opinions. This is especially true when the opinions are coming from people who are used to getting their way. She is highly socially aware and therefore unafraid to trust her read on the situation and stick to her guns.



SOCIAL AWARENESS LESSON 4: EMPATHY IS EVERYTHING

Your ability to recognize and understand others' opinions—and the emotions that come with them—is critical to the quality of your relationships. Putting yourself in the other person's shoes—taking the time to really understand their point of view—is absolutely necessary during conflict.

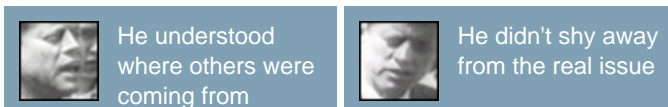
In the following clip, John F. Kennedy speaks to the citizens of West Virginia during the 1960 Primaries. In the speech, JFK is direct in discussing the public's concern about him being Catholic. When watching the clip, pay attention to how Kennedy finesses this critical and difficult subject with an empathetic understanding of other people's concerns and test your social awareness skills by answering the following questions.

- What do you think JFK is going through personally as he speaks to the people of West Virginia?
- Does he send any unspoken messages during his speech?
- Why do you think JFK has chosen to be so direct? Do you think he pulls it off, or is he too direct?



Log in to your assessment and click the movie reel to watch the clip

See if you picked up on these elements of JFK's use of social awareness:



He understood where others were coming from

There is a great deal of emotion behind beliefs, whether they are discriminatory or not. In a state where many people were unsure if a Catholic should be President, it likely made people quite uncomfortable to consider John F. Kennedy's candidacy. You can't expect the emotional experience of others to be rational or right. To really understand others, you have to take their emotions for what they are, not what you want them to be.

He didn't shy away from the real issue

Many people are afraid to address emotions in touchy situations because they assume it will only make things worse. The key is to focus on the manner in which another's emotions are addressed. This requires showing acceptance of other's beliefs, even if you don't think they are right. Most people would shy away from being as direct as JFK was in his run for the Presidency. He knew that many citizens of West Virginia were concerned that his being a Catholic would interfere with his ability to be a good President. He showed the confidence and courage to confront this difficult issue with empathy and understanding.

As you can see from the clip, sometimes directly addressing the feelings and concerns of others is the best way to go. But before you can do that, you first have to become skilled at recognizing other people's emotions.

To get better at picking up on the emotional cues of others, seek out trusted friends or colleagues with whom you can have a frank conversation about your quest for improved social awareness. The next time they tell you about something they experienced or something that is important to them, check in on the following:

- Tell them your perception of what they are going through and see if it is accurate.
- Don't be afraid to ask the kinds of questions you really can't ask during a typical conversation.
- Finally, ask them if they were attempting to deliver any unspoken messages. Sometimes people just don't want to say flat out how they feel about something, so they drop hints. If they did, this is a great opportunity to see if you picked up on them.

Who will you try this with?



RELATIONSHIP MANAGEMENT LESSON 1: THE INFLUENCE OF EMOTIONS

You have many different types of relationships in your life. Whether they exist at home, work, or school, it's important to remember that emotions play a role in every interaction you have with another person, whether you are aware of it or not. Think for a moment how emotions can influence the "back and forth" between two people. The feelings behind a conversation are sometimes as influential as the actual words being said. However, it's a challenge for both people to spot the emotions in the moment and understand their influence upon the interaction.

SPOT THE EMOTIONS

The following clip shows how emotions can influence an interaction between two people. Tim (played by Mel Gibson) becomes upset when he discovers that Mary doesn't plan on going swimming with him. Watch how both characters' emotions rule the interaction.



Log in to your assessment and click the movie reel to watch the clip

Why do Tim's feelings win over Mary's?



Tim puts his own feelings first



Mary puts Tim's feelings first

Tim puts his own feelings first

Tim's confusion and then disappointment are easy to see. He persists at first and doesn't pick up on the fact that Mary is unwilling to don a bathing suit. He does a great job of recognizing and expressing his own emotion, but isn't sensitive to Mary's. Effective relationship management requires a focus on the emotions and experience of the other person as well as your own.

Mary puts Tim's feelings first

Mary's words tell Tim there are practical reasons she doesn't swim (no suit, the sun, the cold water), but her words hide the real reason she doesn't want to go in the water. Rather than talk about it openly, she puts Tim's disappointment before her own embarrassment.



RELATIONSHIP MANAGEMENT LESSON 2: SHOWING THAT YOU CARE

Showing people you care about them is important if you want to build quality relationships. At first glance this may appear to be a lesson that belongs in a child's classroom rather than a boardroom, but you'd be surprised how quickly adulthood can make one forget the powerful impact of showing that you care.

People care about the people that care about them, and nothing will build rapport more than showing someone that you have a genuine interest in him or her. It can be as simple as acknowledging someone else's work, stopping by their office to ask how their weekend was, or just taking a second to just listen to them. If you show someone you care about them, they will usually return the favor, forming a strong relationship.

Keep the following in mind:

- When you have genuine interest in someone, don't hide it, even if there are only certain things you like about them. People like people who like them.
- Always save time for small talk. A little bit of effort goes a long way here.
- Balance sharing yourself with asking questions about the other person. One-sided conversations turn people off and work against a real connection.

The following clip is a perfect example of what it looks like to show someone you care about them. Watch Sergeant Joe Friday in the television show *Dragnet*, as he takes time from his busy schedule to see how his co-worker is doing.



Log in to your assessment and click the movie reel to watch the clip

What does Joe do to show his co-worker that he cares about him?



Genuine interest



Genuine concern

Genuine interest

Joe asks the gentleman with the bowtie about the upcoming wedding of his daughter. He demonstrates genuine interest by focusing all of his attention on the news and asking questions about it. Joe seals the connection by maintaining eye contact. Even though it is only for a couple of minutes, this moment belongs to Joe and his co-worker.

Genuine concern

The co-worker's excited response to Joe's attention quickly takes the conversation to a place that might have made Joe uncomfortable. He begins to share more personal information on the difficulty he and his wife are having with giving their daughter away. Joe's ability to tolerate this flood of emotion without getting uncomfortable demonstrates great relationship management.



RELATIONSHIP MANAGEMENT LESSON 3: THE POWER OF FEEDBACK

Seeking feedback is difficult for most people. It can be scary when you are afraid to finally find out what people *really* think of you. However, seeking feedback from others is one of the most crucial steps you can take toward perfecting your relationship management skills. Nonetheless, feedback from others won't do you any good if you are not open and receptive to other people's perspectives, especially when they differ from your own.

In the following clip, you will see how accepting feedback strengthens a relationship. The clip shows Lieutenant Wallace consulting with Francie about his fear of moving six volunteer soldiers into enemy territory. Observe how the Lieutenant responds to Francie's feedback, and try to figure out what makes this feedback so effective. After you have viewed the clip, hover over the blue boxes to see if you were right.



Log in to your assessment and click the movie reel to watch the clip



Seeking out a
trusted friend



The courage to
offer challenging
feedback



True empathy

Seeking out a trusted friend

Francie approaches the Lieutenant in an empathetic, sincere and understanding way. It's clear that she places high value on the quality of their relationship and wants to help him. She does so by presenting an honest view of what things look and feel like from her perspective.

The courage to offer challenging feedback

The Lieutenant is heavily burdened by the thought of taking his fellow soldiers into such a formidable battle. By sharing how these things are weighing on him, he takes the first step in seeking feedback on how he is doing in his role as Lieutenant. He is honest and forthright with her when she shares her own story, but he doesn't discourage her from offering feedback.

True empathy

Francie talks to Lieutenant Wallace with empathy and conviction. She recognizes it's the only way to help someone in his difficult position. She connects to his experience by offering the personal story of her brother going to war. In the end, she confirms his confidence in his ability as a leader, which helps him to return from the mission safely.

To improve your relationship management skills by seeking out real feedback, do the following:

Ultimately, it is the effective relationship management of both parties that makes the feedback so impactful. Unfortunately, you don't have much control over other people, which means it is important for you to take the lead. If you are open, empathic, and honest, then they will be too.

- Seek out a trusted friend or colleague and ask them if they'd be willing to share their thoughts with you. A "real" feedback discussion is bound to have some difficult moments, so you need to find someone with whom you can work through these moments comfortably.
- Explain to your selected person that you are working on relationship management as part of your *Emotional Intelligence Appraisal*®. Tell him or her what relationship management is and describe some of your goals for improving this skill.



RELATIONSHIP MANAGEMENT LESSON 3: THE POWER OF FEEDBACK CONTINUE

- Ask this person to share with you what he or she sees and thinks. Be sure to get information on things that aren't readily apparent to you. The following questions should help this conversation:
 - What do I have a knack for that helps me to get along with other people?
 - Is there a way I could use this skill more often or with different people?
 - What holds me back from relating as well as I could to others?
 - Are there specific situations where, or people with whom, I tend to make this mistake?
 - Is there anything I do too much? That is, can I tone down a certain behavior?



RELATIONSHIP MANAGEMENT LESSON 4: KEEPING YOUR EMOTIONS IN CHECK

When you are having an uncomfortable interaction with another person, the range and intensity of your emotions will change as the situation unfolds. When people push your buttons, it sends powerful emotions rushing to the surface. The most successful relationship managers are able to keep tabs on their own emotions throughout a difficult conversation because they know that an uncontrolled emotional outburst—even though it will make them feel better—can harm the relationship. When your relationships are not voluntary, such as with your colleagues at work, minimizing damage is essential to the health of the relationship.

The following clip shows an excellent example of an individual making sure his own emotions don't make the situation worse. The Skipper has just asked his crewmates Lu (played by Elizabeth Hurley) and Sue (played by Patsy Kensit) if they want to turn the boat around. The group is having trouble getting along and they have another four weeks together before they will reach their destination. As the conversation grows more intense watch how the Skipper's awareness of his emotions stops him from making things worse.



Log in to your assessment and click the movie reel to watch the clip

How did the Skipper handle this situation?



He starts up front



He gets into a mess



He collects himself

He starts up front

The Skipper is aware of the tension during dinner and decides to put the issue out on the table. Even though it's difficult to do, the Skipper's awareness of the tension provides an opportunity to ask the crew if they want to turn back. He puts the topic out on the table because he knows it's a critical moment for their future together.

He gets into a mess

During the middle of the conversation emotions start to run high. Sue makes it clear she isn't going to participate in mending the problem by quoting a Dear John letter she found rummaging through the Skipper's belongings. This intentional and manipulative act infuriates the Skipper and leaves him with an important choice how to respond.

He collects himself

The Skipper does an outstanding job of not letting his emotions make the situation worse. The Skipper is incredibly frustrated by Sue, and he knows that he won't be able to say anything productive in response to her reciting his personal letter. He feels his emotions start to run strong and wisely decides to remove himself from the situation until he gets his emotions under control. Sometimes, managing relationships effectively is more about what you don't do than what you do. By taking a few minutes to cool down and gather his thoughts, he successfully avoids an emotional blowup that would have only upped the tension between he and his crew.

