THE EFFECT OF EMOTIONAL LITERACY ON ACADEMIC ACHIEVEMENT AND EMOTIONAL INTELLIGENCE OF STUDENTS AT SECONDARY LEVEL

By

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NATIONAL UNIVERSITY OF MODERN LANGUAGES
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Candidate of Doctor of Philosophy at the National University of Modern Languages, Islamabad, do hereby declare that the thesis “The Effect of Emotional Literacy on Academic Achievement and Emotional Intelligence of Students at Secondary level” submitted by me in partial fulfillment of Ph.D. degree in Discipline/Department Faculty of Advanced Integrated Studies and Research, NUML, Islamabad, Pakistan, is my original work and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Thesis Title: The Effect of Emotional Literacy on Academic Achievement and Emotional Intelligence of Students at Secondary Level

The study reported in this thesis has the following major objectives: (i) to find out effect of emotional literacy on academic achievement in terms of experimental group and control group (ii) to find out the difference of treatment effect between the students of low achievers group and high achievers group (iii) To find out difference regarding treatment effect in terms of students of experimental group and control group on the basis of variable emotional intelligence. The researcher selected 60 students of 10th class of Government Boys High School, Isa Khel (Mianwali District). The sample was equally divided into the experimental group and the control group. Both the groups were equated on the basis of the scores of 9th class in the Board examination (treated as pre-test). A pre-test for emotional intelligence was also administered to find out emotional quotient (EQ) of the experimental and the control group. A curriculum of emotional literacy consisted of Chapters 4-9 taken from Goleman’s book entitled: “Working with Emotional Intelligence” was taught as treatment to the experimental group. A short syllabus (Appendix-D) from Urdu Book (Part II) for 10th class was taught to both experimental and control groups in a combined class by the same teacher. The study lasted for twelve weeks. After twelfth week, two separate post-tests (one for academic achievement and other for emotional intelligence) were administered to the both experimental and control groups. Data were collected, tabulated, analyzed, and interpreted in the light of the objectives of study. Data were analyzed by applying t-test and (2x2) ANOVA. The findings of the study revealed that there is a considerable effect of emotional literacy on the academic achievement of the students at secondary level. It was also found that emotional literacy has improved emotional intelligence of the students. Moreover, it was found that emotional literacy was equally helpful and effective for both high achievers and the low achievers. Finally, on the basis of the findings of the study, the researcher put forward some feasible and practicable suggestions/ recommendations in this area. It is recommended to include emotional literacy in the curriculum as a compulsory subject, particularly at secondary level. Emotional education may be utilized in solving the issues of problematic behaviors of the children in the schools. The managers of educational institutions may monitor teaching learning process with a view to implementing emotional literacy policy. A special curriculum model suitable for the subject of emotional literacy may be devised. Moreover, public awareness regarding the importance of emotional literacy should be increased by using mass media. Emotional literacy should be made an important element of professional training of teachers, managers, curriculum developers. For further research it is recommended that the present study needs to be replicated with students and schools at larger scale and context. The association of Emotional Quotient (EQ) with Intelligence Quotient (IQ) is another aspect which needs to be addressed.
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Muhammad Zaheer-ud-Din Khan
Dedicated

to

My father Raza Muhammad Khan (late) who made me realize to love humanity.
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CHAPTER 1

INTRODUCTION

Academic achievement of the students, in connection with our education system, has been main concern among teachers in particular and the people in general for many years. There are many neglected factors affecting the academic achievement of the students, but students’ emotional growth and development is the most neglected one in our system. Ruble (1983) says that it would be too much simplistic to put forward that learning difficulties are causally related to sadness in children. Parents and teachers have deep concern with the learning difficulties of their children and it may also be a cause of strain and stress for them. Jones and Barret (1993) are of the view that such children may experience low self-esteem and may also be weak in the process of their self-evaluation. They are less in control than other children over what happens to them.

Possibly, the greatest threat to their happiness is the difficulty of attaining satisfaction in relationships with others. Children are normally unkind towards children who are noticeably different from the norm and it has long been known that relations between children with learning difficulties and other children can be tense. There is also evidence that some of them may have problems in assuming the emotions and feelings of other people (Sternina, 1990).

Findings of the experts cited above show that children who are not emotionally intelligent, cannot cope with their problems effectively. We can help them by making
them emotionally literate and educating them about their own and other people’s emotions.

1.1 Emotional Intelligence

Goleman (1998), who revolutionized the concept of emotional intelligence, is of the opinion that it refers to the ability of understanding our own feelings as well as those of others; to make ourselves motivated and to manage effectively our relationships with others (p. 375). Salovey and Mayer (1990) introduced the term “emotional intelligence” and explained it as a kind of “social intelligence” which includes the quality or power to observe the feelings and passions of self and others; to make a distinction between the two and to employ it for the direction of meditation and actions.

The above mentioned psychologists described emotional intelligence as an ability of perceiving feelings; to approach and produce them in order to serve ideas and to comprehend feelings. It serves in managing feelings in order to encourage cerebral and emotional developments. Singh (2003) states that emotional intelligence enables an individual to respond befittingly and adeptly to the immense numbers of stimuli elicited by one’s self or by the contiguous environment (pp. 38-39). He further says:

The emotional competency dimension of emotional intelligence constitutes the capacity to respond to emotional stimuli elicited by various situations and to have high self-esteem and optimism among others. Our emotional competence shows how much of this potential is translated into on-the-job capabilities. (p. 51)

In fact, emotional literacy is to learn emotional competence, which is, according to Goleman (1998):
A learned capability based on emotional intelligence that results in outstanding performance at work. Our emotional intelligence is what determines our potential to learn practical skills. (p. 28)

1.2 Emotional Literacy

The term “Emotional Literacy” means, “Schooling the Emotions”. Goleman (1996, p. 341) used this term as the heading of the sixteenth chapter of his bestseller book entitled: “Emotional Intelligence”. The term ‘emotional literacy’ means learning the social art of managing your emotions through formal teaching in a teaching-learning environment. In other words it is the learning which improves your emotional intelligence. Goleman is of the view that emotional literacy of someone can be measured by his behaviors of self-expressiveness. Furthermore, these behaviors can be learned, instructed and evaluated. Goleman believes that the results of emotional quotient (EQ) are more accurate and dependable than intelligence quotient (IQ) in the process of measuring future potential of a child. He further says that emotional competence can be acquired on the basis of emotional intelligence which can produce marvelous results at work. Our capabilities and abilities for learning the pragmatic skills are generally determined by our emotional intelligence. Pragmatic skills are essentially based on five components: self-awareness, motivation, self-regulation, empathy and skillfulness in relationships. Our emotional competence indicates the level of transforming our potential into working capabilities.

In a study by W. T. Grant Consortium (1992), it was found that when emotional and social competencies are taught collectively, as core elements, it proves very useful and effective. A new generation of interventions has come out from this principle. There
are numerous interventions which have been specifically made to overcome and resolve emotional and social problems such as violence, despair and lack of confidence etc. But unfortunately, these sophisticated interventions are mainly employed in the laboratories of psychological research. Now the time has come to generalize these highly focused programs for all the students, as a preventive measure, taught by ordinary teachers.

Making, emotional literacy, a part of the school curriculum will be a new step to highlight the importance and relevance of most forceful aspects of children’s life like emotions, feelings and social skills (Goleman, 1996, p.302). He adds that emotional literacy will also revive the classic role of education by expanding our vision of “task of our schools” as an agent of society to impart and teach social and emotional competencies as essential skills for life beyond the boundaries of teachers training. A special curriculum is required for this larger design but apart from this some opportunities in or outside the school are very essential to help the student learn from crisis of their lives. It gives positive results when lesson learned in the classroom are linked with their domestic lives. Normally, an emotional literacy program also comprises special training lessons for parents to know about their children’s emotional needs and to cope with their emotional aspect of life. In short, emotional literacy programs are needed to be utilized in the early life but should be exercised through entire school life (1996, pp.322-323).

Schools have a basic role in character building of the students by inculcating empathy and self-discipline, commitment and devotion to social and moral values. These social skills cannot be taught merely by lecturing the values to the school tots under the guidance of their teachers by employing modern teaching-learning techniques. By this
very way, emotional literacy can go abreast of the process of learning, in the development of character and morality (Etzioni (1994) in Goleman, 1996, p. 329).

Emotional literacy expands the mandate for schools, increases their responsibilities by helping the failing families in socializing their children. This heavy and difficult responsibility demands sheer changes in two areas: that the educators should transcend their casual aims, objectives and methodology; and that the society should have a direct and greater involvement in the activities of schooling (Goleman, 1996, p. 321).

Foucault (1973, p.163) states, “knowledge invents the secret”. It is an undeniable fact that especial and particular knowledge embraces greater value than the ordinary and common knowledge. Therefore, it can be argued that intelligence related to emotions is more valuable than the intelligence acquired through ordinary knowledge. The promoters of specialized knowledge can rightly assert themselves as the custodians of “secret”. Such knowledge can be learned through cultivation and training. It is observational, experimental and empirical in nature. It can be measured and is therefore scientific.

Zimmerman (2005) describes emotional literacy like learning a new language. This novel language is the language of emotional literacy. When a student learns it, he becomes capable of handling the issues. It helps him in controlling his actions, feelings and meditations. It is done by integrating feelings, ideas and consciousness. It provides students a feeling of understanding their behaviors and helps them in the selection of activities which results in positive feelings. It gives confidence to the students and assists them in planning and carrying out their plan to achieve their goals. It earns greater dignity for the students.
Emotional literacy is “Ortho-Education”. It is a process by which students use their empirical knowledge. They are taught to perceive consciously their own feelings, thoughts and behaviors. They learn how to process these emotional states and use them to understand their own need satisfaction level and make adjustments. This is attained by giving them with an emotional vocabulary and language, which facilitates them to recognize their emotions, and act accordingly to satisfy their needs. They will learn how to fulfill their own needs by becoming conscious of them, and by showing them ways to be responsible for their own need satisfaction (Zimmerman, 2005).

Emotional literacy teaches all human attitudes and behaviors to students. It teaches them about compassion and hate, patience and frustration, generosity and selfishness, truth and lie, anger and mercy. It then allows them to decide what approach is appropriate and suitable for a given situation or relationship (Zimmerman, 2005).

Emotional literacy is a type of education which stimulates all major areas of the brain. Stimulation, when produced over a long period of time, causes neurological growth between different brained sections. In addition to activities that activate all key regions of the brain, the effort of emotional literacy is to enhance the level of integrative consciousness, which brings harmony between the five senses, consciousness, memory, emotions, thought and action (Zimmerman, 2005).

Emotional intelligence can be learnt by doing some specific transactional exercises that aim at the identification of emotions in self and others, the capacity to love others and ourselves at the same time developing ability to take responsibility for our actions (Steiner, 2002). Sharp (2001) says that fundamentally the emotional literacy program in education is based on developing sustainable and humanitarian working
practices and a learning “mores” that promote the ability to identify, understand, control and properly express emotions. Whereas McWilliam and Hatcher (2004), in their article, are of the view that if emotional literacy is linked with the process of education then its product will be to educate students in the appropriate way to be emotional.

According to Michigan Education Report (2006) the Emotional Literacy is based on a concept of emotional intelligence presented by researchers of Yale University, which concentrates on how to perceive, produce, understand and manage the emotions of ourselves and others, emotional literacy focuses on helping teachers, administrators and students do the same in the classroom.

Meadmore (2000) considers the value-addition that concept of emotional literacy has given to high-status schools in Australia. Emotional literacy has blended the idea of self-esteem with emotional intelligence and emerged as an educational project in such schools.

1.3 Historical Background

Emotional literacy is not a new concept. In the past, it had shown its existence with different names like “self-science” and “affective education”. The idea of emotional literacy has come out from early concepts of “self science” and “science of emotions”. This concept has changed its forms time and again. Its names range from “social development” to “life skills” to “social and emotional learning”. Some seek its roots in the term “personal intelligence” used by the Gardener (1993) in his theory of multiple intelligences. The common thread is improvement of “emotional and social competence” in students to make it part and parcel of their formal education. So it is taught not only to
the emotionally disturbed students as a remedy but required to be taught to every student because it is equally beneficial for all the students.

The emotional literacy has also some linkage with the “affective-education movement” of the 1960s. The point of view then was that if conceptual teaching and an immediate experience go side by side then psychological and motivational lessons were learned more deeply. The emotional literacy movement, though, turns the term affective-education inside out rather than employing “affect to teach” the affect itself becomes focal point of education (Goleman, p.301).

The term “Emotional Literacy” came out soon after a new term “Emotional Intelligence”, introduced by Mayer and Salovey (1990) and popularized by Goleman (1995, 1998). Goleman is doing a great deal of work in this area. He has established “Emotional Intelligence Consortium” which is indeed encouraging hundreds of researchers to conduct research in this field. Furthermore, they are providing guidance and training facilities to educational institutions and other organizations in promoting emotional competence of their students and workers.

In India, Singh (2003) laid the foundation of research in emotional intelligence in collaboration with Chadha. Singh has written a book, entitled, “Emotional Intelligence at Work—A Professional Guide”. This is the first book written on this topic in India. Singh and Chadha have also developed an emotional intelligence test. This is an appropriate and suitable test in the context of sub-continent. The researcher used the above-mentioned test as pre-test in the present study with some minor alterations. Moreover, the researcher himself developed a post-test in the light of that pre-test, which is identical to it.
1.4 Statement of the Problem

The research aims to deal with the problem of seeking the effectiveness of emotional literacy on academic achievement of the students and their emotional intelligence.

1.5 Significance of the Study

Education is a potent agent that caters physical, cognitive, ideological and moral training to the students in order to enable them to analyze and comprehend their purpose in life. It aims to help the students how to achieve the purpose. It is a means of accomplishing the corporeal and substantial needs of individuals.

According to “Bloom’s Taxonomy of Educational Objectives”, there are three domains of educational objectives:

1. Cognitive domain (Knowledge)

2. Psychomotor domain (Skills)

3. Affective domain (Attitudes and Feelings) (Bloom, 1956)

In Pakistan, main emphasis is given to the first two domains. However, affective domain, which is mainly concerned with feelings and emotions of the learner, is the most neglected part of the taxonomy. The world, especially the European countries, USA and other developed countries have realized the importance of schooling of Emotional Intelligence and made it a part and parcel of their curriculum. But in the developing countries, especially in Pakistan there is a sheer negligence of policy makers about the inclusion of this domain in our national curricula. By conducting this research, the researcher has thrown first pebble into the lake and hopes this will prove to be the first
drop of “Baran-e-Rahmat” (Rain) for our students who have emotional intelligence potential, but are not properly trained to exhibit their full talent.

This study makes a great deal of significant contributions in studying emotional literacy and emotional intelligence. Firstly, it validates a new instrument, which can be utilized by researchers as well as teachers. This is the first emotional intelligence test developed in Pakistan. This test will provide a basis for development of emotional intelligence tests in the Pakistani context.

The second significant contribution of this study is investigating relationship between emotional literacy and the academic achievements on the part of the students. Outcome of the study will attract the attention of the policy makers and curriculum developers. By realizing the importance of emotional literacy, they will consider the inclusion of emotional literacy in our curricula. The third significant contribution of this study is that it is conducted at secondary level which is a defining moment in emotional development of an individual that makes him/her acceptable or rejectable for the society. So the study will pave the path for induction of emotional literacy especially at secondary level in Pakistan. The final significant contribution made by the study is determining the association between emotional literacy and emotional intelligence. Its results will show whether emotional intelligence can be acquired or it is an innate characteristic of human behavior.

1.6 Objectives of the Study

The followings were the major objectives of the study:

1. To find out effect of emotional literacy on academic achievement of the students in terms of control group and experimental group.
2. To find out difference between achievement levels (high and low) of the students.

3. To find out difference regarding treatment effect in terms of students of experimental group and control group on the basis of variable emotional intelligence.

1.7 Delimitations

The study was delimited to:


2. A short Syllabus (Appendix-E) taken from Urdu Book for 10th class to observe academic achievement.

3. Chapters 4-9 of the book entitled: “Working with Emotional Intelligence” by Goleman, used as emotional literacy curriculum.

4. Due to non-availability of proper emotional literacy teacher, the researcher himself had to teach the subject of emotional literacy to the students of experimental group.

1.8 Hypotheses

The hypotheses of the study were as under:

\( H_0 1: \) There is no significant difference between the performance of control and experimental groups on pre-test in Urdu.

\( H_0 2: \) There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in Urdu.
$H_o 3$: There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test in Urdu.

$H_o 4$: There is no significant difference between the performance of the control and experimental groups on post-test in Urdu.

$H_o 5$: There is no significant interaction effect between mean scores on post-test in Urdu of low achievers and high achievers of control group and experimental group.

$H_o 6$: There is no significant difference between the scores on post-test in Urdu of low achievers of control group and experimental groups.

$H_o 7$: There is no significant difference between the scores on post-test in Urdu of high achievers of control group and experimental groups.

$H_o 8$: There is no significant difference between the performance of control and experimental groups on pre-test in emotional intelligence.

$H_o 9$: There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in emotional intelligence.

$H_o 10$: There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test in emotional intelligence.

$H_o 11$: There is no significant difference between the performance of the control and experimental groups on post-test in emotional intelligence.

$H_o 12$: There is no significant interaction effect between mean scores on post-test in emotional intelligence of low achievers and high achievers of control group and experimental group.
**H₀ 13:** There is no significant difference between the scores on post-test in emotional intelligence of low achievers of control group and experimental groups.

**H₀ 14:** There is no significant difference between the scores on post-test in emotional intelligence of high achievers of control group and experimental group.

### 1.9 Procedure of the Study

It was a kind of experimental research. The most purposeful design of the study was, “The Pre-test - Post-test Equivalent Groups Design”. Subjects were randomly allotted to the control and experimental groups in this design.

### 1.10 Research Instrument

The result scores in the subject of Urdu language in the annual examination of 9th class conducted by Board of Intermediate and Secondary Education Sargodha for the year 2003 were used as scores of pre-test of control and the experimental groups. A standardized test of emotional intelligence, constructed by Singh and Chadha (2003) was used as pre-test for emotional intelligence with minor alterations (Appendix-F). An emotional intelligence test, identical to pre-test, was constructed and validated by the researcher and was used as post-test to measure emotional intelligence of the subjects soon after completion of treatment (Appendix- G). A teacher-made test for the subject of Urdu was also used as post-test for academic achievement (Appendix- E).

### 1.11 Population

All the secondary level students of 10th grade in Mianwali District constituted the population of the study.
1.12 Sample of the Study

Sixty students of 10th class in Government High School, Isa Khel, of Mianwali District were selected as sample of study by cluster sampling technique. They were randomly divided into two different groups. Scores of pre-test in Urdu were used to equate both groups. Treatment was also assigned randomly to one group called experimental group.

1.13 Administration of the Instruments

Pre-test for emotional intelligence was given to the sample just before the treatment to measure emotional intelligence (EI) of the students. In order to see the effectiveness of the treatment, two post-tests one for EI and other for academic achievement (Urdu) were administered to the sample, instantly after the treatment was terminated. The function of these post-tests was to evaluate EI and academic achievement of the students of the sample respectively.

1.14 Collection and Tabulation of Data

After, the tests were marked carefully by the experts, the data were collected, organized, lists were prepared, and the tables were made. The data analysis is presented in tabular form in the forth-coming pages.

1.15 Definition of the Terms

With a view to arrive at maximum objectivity and clarity with regard to different terms used in the study, their definitions are given as under:
1.15.1 Emotional Intelligence

The ability of someone to respond befittingly and successfully to a greater collection of emotional stimuli elicited by one’s inner self or contiguous surroundings can be stated as one’s emotional intelligence.

1.15.2 Emotional Literacy

The inclusion of emotional intelligence as a subject in national curriculum at secondary level and its formal teaching can be regarded as emotional literacy. Emotional literacy also means formal education of emotional intelligence.

1.15.3 Emotional Competence

It is an acquired ability or capability founded on emotional intelligence. It ascertains our existing ability for the acquisition of pragmatic skills.
CHAPTER 2

REVIEW OF LITERATURE

Various contending concepts of emotional intelligence will be reviewed in the first portion of this chapter. Attention will be paid to some important terms for their better understanding, such as “emotion”, “intelligence” and “Emotional Intelligence”. Differentiation will be made among various models of emotional intelligence. Some of these models concentrate on cognitive abilities of individuals with their personality traits. In this part of the chapter, different measures of emotional intelligence will also be discussed. Emotional intelligence is quite different from that of “standard analytical intelligence” is ever more supported by research work. Very little research has been done so far on mixed models of emotional intelligence, which serves indeed as a preliminary, but indicates slight development in this area. The second portion of this chapter will deal with the assertions of emotional learning, brain development, emotional literacy and work plan for emotional training. In the last section, the term emotional literacy and its link with academic achievement will be discussed.

2.1 Emotions and Intelligence

Theories, should be internally reliable, make meaningful use of technical terminology, and make significant predictions. One problem in studying emotional intelligence is that some theories under that name relate to emotions and intelligence, where as others seems broader. Therefore, it is worth studying the constituent terms,
emotions, intelligence and their combination at the start.

2.1.1 Some Important Concepts of Emotions

Emotions are known as one of three or four basic classes of mental operations. These classes include motivation, emotion, cognition, and rarely consciousness (Bain, 1855/1977; Mclean, 1973; Izard, 1993; Mayer, Chabot, and Carlsmith, 1997).

As for the first three are concerned, basic motivation starts as a result of inner physical states and includes drives such as hunger, thirst, breath, safety and security needs, belongingness needs, and sexual desires. Motivations are assigned for guiding the organism to do simple acts to fulfill survival and reproductive needs. In their basic form motivations follow a comparatively rigid time course (e.g. hunger increases until satisfied) and are typically fulfilled in a specific manner (e.g. hunger is satisfied by eating). Emotions form the second class of this triad. Emotions seem to have evolved across mammals in order to indicate and react to changes in relationships between the individual and the environment/ecosystem (including one’s imagined place within it). For instance, anger comes up in response to danger. Emotions follow no determined time course but instead react to outside changes in associations (or inner perceptions of them). Furthermore, every emotion arranges numerous basic behavioral responses to the relationship; for instance, fear organizes fighting or escaping. Emotions are, therefore, more supple than motivations, though not quite so supple as cognition. Emotion is basically a Latin word which denotes “movement” in sensations or mental attitude along with physiological changes and usually expressive behaviors. Motivational behaviors generally involve trying to attain a goal. Emotional responses characteristically are linked with actually attaining or not attaining a goal. Hence, emotion and motivation are
connected since they deal with goal-oriented or targeted activities. Emotions are not just behaviors. If someone experiences great anger, his/her mouth foam with rage, stomach may churn, heart beat may rise and muscles may tense. He also feels this anger within himself. He typically perceives what caused rage, and can sort out the experience of anger rather than fear or hate. The emotions are multifaceted experiences. Unluckily, there is no unanimous and agreed definition of the term “emotion” that all the scientists will have consensus upon. For example, in the book, “Emotions, Cognition, and Behavior”, many renowned psychologists give different and sometimes contradictory statements of what emotionality is all about (Izard et al., 1984). Nor is there any consensus on how to gauge emotions. However, the five elements of emotionality described frequently by different researchers are the followings: a. Physical arousal or depression. b. Sensations and feelings, generally those of delight or displeasure. c. Mental awareness and evaluation of the experience. d. Emotionally expressive behaviors. e. Ecological inputs and outcomes.

2.1.2 Different Viewpoints about Perspectives of Emotion

Generally speaking, we can divide views of emotionality into three categories. These are familiar biological, intra-psychic, and social-behavioral perspectives.

2.1.2.i Biological point of view

According to biological point of view, emotion is basically a physical reaction that involves rather particular parts of nervous system. To biologically oriented scientists, emotions have two main purposes: (1) to stimulate body for particular action (such as fighting or running away), and (2) to slow down bodily responses so body can mend itself (Zajone, 1984).
A majority of biological psychologists tend to see emotion as “instinctual survival mechanisms”. For instance, pain causes severely unpleasant feelings that stimulate you to retreat from some inputs or, in the case of thirst, towards other inputs. And fear is a drive that protects you from moving towards an unsafe situation before it can become painful.

2.1.2.ii Intra-Psychic point of view

Some intra-psychic psychologists highlight the role of subjective feelings, others emphasize on the cognitive aspects of emotionality. Those psychologists, interested in feelings, often use terms such as moods, passions, and affect to explain the inside experiences associated with emotionality. Just as usually, they will use the terms pleasant and unpleasant. For instance, James Averill writes that the majority of people suppose that emotional responses are impetuous, uncharacteristic, unintentional, and illogical (or at least not on purpose). Therefore, Averill says, we tend to perceive emotions as passions, things that occur to people rather than being actions of people (Arvill, 1992).

Those psychologists who focused on “cognition” tend to emphasize unconscious awareness of subjective experiences. They frequently use the terms such as cognitive appraisal of an experience or value judgments in while explaining emotionality. Most cognitive psychologists think your perception of a situation creates both your physical arousal and your subjective feelings (Lazarus, 1984).

2.1.2.iii Social/Behavioral Point of view

Those psychologists who take a behavioral perspective often believe emotions as communicative or expressive responses. They do not talk about fear but of fearful reactions to some outside stimuli. They speak not of depression, but of massive inactivity or impassiveness. However, many social psychologists believe that emotions do not live
just “in the mind” or just “in the body”. Rather these psychologists say, your emotions are an outcome of your interactions with your surroundings. You learn to react to situations in certain stereotyped styles. You also learn to give name to your feelings in a way that will justify them to yourself and others. Moreover, you create (or use) your emotional outbreaks to accomplish certain goals, and to convey your internal experiences to others. According to these psychologists, therefore, past and present social inputs mainly determine emotions (Arvill, 1982).

There is one point which majority of psychologists is agreed upon it, however, whatever emotions are, wherever they come from, they frequently can be stressful to the body and brain. Which is to say that, mostly, your feelings involve the consumption of physical, mental, and behavioral energy? Learning to deal with your emotions, therefore, calls for learning how to cope with the stresses and strains of life.

**Figure 2.1**

**PERSONALITY AND ITS MAJOR SUBSYSTEMS**

<table>
<thead>
<tr>
<th>Purpose of Subsystem</th>
<th>Responding to the External World</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrapersonal Qualities</strong></td>
<td></td>
</tr>
<tr>
<td>Example: Understanding oneself</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal Qualities</strong></td>
<td></td>
</tr>
<tr>
<td>Example: Knowing how to socialize</td>
<td></td>
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<tr>
<td><strong>Motivational and Emotional Interactions</strong></td>
<td></td>
</tr>
<tr>
<td>Example: Blocked motives lead to anger</td>
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<tr>
<td><strong>Emotional and Cognitive Interactions</strong></td>
<td></td>
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<tr>
<td>Example: Understanding emotions</td>
<td></td>
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<tr>
<td><strong>Motivational Directions</strong></td>
<td></td>
</tr>
<tr>
<td>Example: Need to eat</td>
<td></td>
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<tr>
<td><strong>Emotional Qualities</strong></td>
<td></td>
</tr>
<tr>
<td>Example: Being emotionally expressive</td>
<td></td>
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<tr>
<td><strong>Cognitive Abilities</strong></td>
<td></td>
</tr>
<tr>
<td>Example: Ability to perceive patterns</td>
<td></td>
</tr>
</tbody>
</table>

Adopted from Mayer, Salovey and Caruso (2000)

Cognition, the third member of the triad, permits the organism to gain from surroundings and resolve the issues by new ways. This is often in use to fulfilling motives or maintaining emotions positive. Cognition involves learning, memory, and
problem solving. It is continuing and involves elastic, deliberate information processing based on learning and memory (Mayer et al, 1997). These three basic classes of personality elements are illustrated in the lower portion of Figure 2.1.

The next level up in Figure 2.1 illustrates the interaction between motivation and emotion (on the left) and emotion and cognition (on the right). A good deal of research work concentrates on how motivations interact with emotion and how emotions interact with cognition. For instance, motives interact with emotion when obstructed needs direct to augmented anger and violence. Emotion interacts with cognition when positive moods guide an individual to think positively. One would anticipate that the interaction of emotion and cognition would also improve Emotional Intelligence.

It seems right to differentiate among basic motivation, emotion, and cognition and their exchanges. These three areas are combined in more intricate personality functioning, however, so we no longer talk of emotional, motivational, or cognitive elements independently. Rather, the attention turns to more common personality or social processes, which combine the three. For instance, the self-concept requires an integrated depiction of oneself involving all three areas or forms of processing. The top of Figure 2.1 includes components that concentrate on these more general intra and interpersonal traits.

The terminology “Emotional Intelligence” entails something which has to do with the junction of feeling and understanding. From researcher's point of view, evaluating theories of, and pertaining to, Emotional intelligence demands an assessment of the degree to which the theory relates to this intersection.
2.1.3 Different Concepts of Intelligence

An intelligence psychologist was invited wrongly to a conference on military intelligence by someone who saw he was a specialist on intelligence but did not take notice of the kinds of intelligence he studied. Gardner (1990) used this true story about himself to make the point that the term intelligence is used in different ways by different people. Gardner (1993) has recognized seven different types of intelligence:

a) Linguistic intelligence

Individuals who show this type of intelligence are excellent at writing, reading, telling stories or solving crossword puzzles.

b) Logical-mathematical Intelligence

Persons high on logical intelligence take interest in patterns, models, categories and relationships. They are interested in algebra, mathematics, arithmetical problems, strategy games, and experiments.

c) Bodily-kinaesthetic Intelligence

This type of intelligence processes information/knowledge through physical feelings and such persons are often athletic, players, dancers or excellent at skills such as embroidery and woodworks.

d) Spatial Intelligence

Persons high on spatial intelligence think in terms of images and pictures. They may be attracted by mazes or jigsaw puzzles, or they may spend their free time sketching, drawing in fantasies.
e) **Musical Intelligence**

Characteristically, such people are always singing or humming to themselves. They are typically fairly aware of minute details that other may overlook and are discerning listeners.

f) **Interpersonal Intelligence**

These persons are leaders among their peers and are excellent at communicating. They appear to recognize other’s sentiments and motivations.

g) **Intrapersonal Intelligence**

Though such persons may be shy, they know well their own feelings and are self-motivated.

A sum total of these, make the IQ of a person.

Although we accept different meanings of the term, we also believe intelligence holds a core meaning in the sciences. Artificial intelligence, human intelligence, Military Intelligence, all involve collecting data or information, knowing regarding it and its analysis. All of them utilize mental capability which is linked with cognitive processes. The mental capability or ability was described in pure form by Terman, (1921: p.128), who stated that, “An individual is intelligent in proportion as he is able to carry on abstract thinking.” In fact, symposia on intelligence over the years frequently conclude that the first characteristic of intelligence is high-level mental ability such as abstract reasoning (Sternberg, 1997).

Intelligence, considered as abstract thinking, has frequently been shown to foresee one or another type of achievement or success, mainly academic success. But also it is
powerful predictor; it is far from an ideal one, leaving the vast amount of variance unexplained. As Wechsler (1940: p.444) put it, “individuals with identical IQs may differ very markedly in regard to their effective ability to cope with the environment”. One way to look upon this limitation is to see human life as naturally multifaceted and expose both to probability events and complex interactions. A second way is to seek out better ways to assess intelligence (Strenberg, 1997). A third way is to attribute the difference to a blend of factors, such as non-intellective personality traits. These approaches are all complementary and have all been utilized with different degrees of efficacy in enhancing psychological predictions of positives results.

A fourth option of dealing with inadequate predictive capability of intelligence quotient is to specify intelligence itself in the shape of intermix of ability and non-cogitative personality attributes. Thus, Wechsler (1943:p.103) wondered, “Whether non-intellective, that is, affective and cognitive [motivational] abilities are admissible as factors in general intelligence.” In his subsequent sentence, he concluded they were. A few sentences after that, however, he accepts the belief that they forecast intelligent behavior (as opposed to being a component of intelligence). Wechsler stayed straddling the fence, as it were. On the one hand, he sometimes explains intelligence as involving,“The aggregate or global capacity of the individual, to act purpose-fully, to think rationally and to deal effectively with his environment” (1958, p.7).

On the contrary, the intelligence tests that carried his name concentrated on measuring mental ability. Although the majority of (if not all) intelligence investigators concur that characteristics other than intelligence predict achievement, many are rather vocal in their opposition to allowing for those other traits to be intelligence. As noted
above, there is a ling theoretical practice that differentiates intellectual ability from motivation and emotion. Labeling non-mental traits intelligence potentially makes their meaning ambiguous (Salovey & Mayer, 1994; Sternberg, 1997). Excellence in human relationships, athletic ability (i.e., kinaesthetic talent), and certain abilities in music, dance, painting and other fine arts, have all been named as intelligence at one time or another. Scar (1989, p.78) warns, however, that to label them intelligence does not do justice either to concepts of intelligence or to the personality traits and special abilities that lie away from the agreed definition of intelligence. Experimental findings demonstrate repetitively that intellectual abilities are generally not linked to (i.e., uncorrelated with) other personality characteristics in any simple, strong manner (although some self-effacing and more complicated links are found; see, for example, Sternberg & Ruzgis, 1994; Caruso, Mayer, Dryden and Zigler 1989.

### 2.1.4 Emotional Intelligence

In the chronicle of psychology, intelligence and emotions sometimes have been viewed in opposition to one another, particularly in the Western part of the world (e.g., Young, 1936; Woodworth, 1940; Schaffer, Gilmer, & Schoen, 1940; Publilius Syrus, 1961; Payne, 1986). The modern view that emotions communicate information about relationships however, suggests that emotions and reasoning can work hand in hand. Emotions indicate relationships between an individual and other people, a society, a culture, the situation, and object, or more internally, between a person and a thought or a memory. For instance, joy may reflect one’s identification with one’s self. Emotional intelligence is partially a capability to identify the meaning of such ‘emotional patterns’,
their understanding and solving the problems on the basis of these patterns (Mayer & Salovey, 1997).

The term “Emotional Intelligence” was possibly employed for the first time in 1986, in a thesis which was not published then. The American psychologists in New Hampshire University, Mayer and Salovey, innovated this new term in scientific psychology in 1990. They defined emotional intelligence as “the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action.” Some of the critics have regarded the idea of emotional intelligence as simple product of the later twentieth century spirit of the time.

In modern psychology, the notion has been germinated into an increasing focus on research on the interaction between thinking and emotion. In the later part of 1970s the researchers carried out research that viewed a number of apparently un-correlated matters at the border of emotion and thinking: perception of emotion in facial expression, the effect of depression on memory, the operational significance of developing emotion etc. Emotional intelligence is a notion, came out of this activity. It puts together numerous outcomes into an associated set of abilities which can be evaluated and distinguished form personal and societal skills. Since it is measurable and quantifiable facet of a person’s capability to put through logical thinking and to acquire and adjust to the surroundngs; it is therefore, can be termed as “intelligence” in the field of psychology. Emotional intelligence operates on emotional data in the same manner that other kinds of intelligence may work in certain situations.
2.1.4.i The Four-Branch Model

Involved in assisting the domain of emotions develops a hypothesis which would arrange many endeavors to discover someone’s difference in emotional process. Salovey and Mayer developed four-branch model of emotional intelligence that highlighted four areas:

- The capability to comprehend emotions exactly.
- The capability to employ emotions to alleviate meditation and logical thinking.
- The capability to comprehend emotions, particularly the language of emotions.
- Capability to organize emotion both in others as well as in oneself.

The model of emotional intelligence suggests that persons vary in such abilities and that such variations have effects anywhere i.e. in school, home, job and in societal dealings etc.

Perceiving Emotions

The foremost area of emotional intelligence perceiving emotions comprises capabilities engaged in recognizing the facial, vocal, pictorial, musical, other stimuli and body language related to emotions. For instance, one who does extremely well in comprehending emotions can easily guess or declare when one’s friend is happy only by means of precisely translating the gestures of face or body of one’s friend. Face reading is the fundamental way used in emotional intelligence for further procedure of emotional intelligence is made easier and feasible by it. Moreover, face reading is an ability or characteristic common among almost all cultures and civilizations. Ekman (1980) exercised an experiment in which he presented images of Americans, conveying various emotions, to a number of people of remote and detached New Guineans. Ekman came up
with the result that the New Guineans could easily identify quite exactly the emotions displayed in these pictures, apart from the fact that they had never been to America or came across any American as they had been grown up in a totally different environment and culture. However, it is an undeniable fact that the ability of reading emotions vary from person to person.

A similar study was conducted by Pollak, in 2000. He discovered that physical mistreatment might hinder youngsters’ capacity to adaptive recognition of the expression of face. Pollak inquires abused and non-abused youngsters, eight to ten years of age. He made an experiment on them in a laboratory when they were playing games on computers. Some digitally distorted faces which exposed emotional expressions were presented in front of the youngsters. The distorted faces carry various expressions like happiness, fear, sadness, anger, etc. In a game, a sole image was presented to the children in order to ask them what sort of expression the image displayed. Since, the distorted faces displayed different levels of particular emotions, therefore, the researchers could find out how the youngsters comprehended various reflections depicted by faces. The researchers discovered that the abused youngsters were greater in number in identifying the faces with anger, although if they depict a slight touch of anger. Furthermore, the experimenter calculated the activities of the brain of the children during the experiment. He used electrodes connected to the heads of the children. The said children showed more activities of brain while watching angry faces. The experiment explains that experiences powerfully form and outline the ability of identification of the expression of face. It is easy to guess that the difference in probability to comprehend anger might have significant effects on the youngsters’ reciprocal actions with their peers or fellow beings.
Using Emotions

“Using Emotions” can be regarded as the second branch of emotional intelligence. It can be defined as the capability to control and tackle emotional information in order to help other mental operations. Some characteristics might develop mindsets, fit for some sort of jobs. Isen (1987) of Cornell University made an experiment in which he discovered that a felicitous mood serves a person in finding productive answers to the problems. He asked young undergrad students to come inside laboratory. He showed them either some good mood (depicting some funny clips) or an indifferent mood (presenting to them some clip from mathematics). The students were made to sit at separate table. Each student was given a pins’ box, a book of matches and a wax-light. There was a closet above the table. The students were supposed to find solutions within ten minutes to some problems that they were confronted with. The problem was, to install the wax-light in the closet in such a manner not to drop onto the table but glow otherwise. Now the students who were in good mood on account of the funny clips that they had seen were more able to meet this challenge. They achieved their goal easily by evacuating the box and making use of it as a stand for the wax-light. It is an ample proof that emotional intelligence can help in performing certain activities; that a person who is emotionally intelligent can make a good use of happy feelings most effectively.

Understanding Emotions

“Understanding Emotions” is the third branch of emotional intelligence. It is the capability to understand the information regarding associations and links between emotions; shift from one (emotion) to another; and to name them by using emotional phrases and words. An individual who can understand the emotions is able to distinguish
the resembling and associated emotions like pride and joy. He is also able to identify, for example, that annoyance can lead to anger if not attended. It was proved by Barrett (2001) that the capability to distinguish emotional states, has significant applications for happiness. He and his co-researchers (2001) asked a formation of 53 young undergrads to write daily time log of their emotions for a period of two weeks. They examined, particularly, the extreme ‘emotional experience’ of every day. They rated the intensiveness of their experience of nine different ‘emotions’. This representation was made in words, on a rating-scale from zero to four. Four phrases were associated with positive emotions. These were: joy, happiness, amusement and enthusiasm. The rest of the five were associated with negative emotions i.e. angry, sad, nervous, guilty and ashamed.

The researchers then computed the statistical relationships (correlations) between the experiences of positive and that of the negative emotions. It was concluded that the amount of difference between positive emotional states is less when reports of positive emotions are highly correlated. Similarly, the amount of difference between negative emotional states is less when reports of negative emotions are highly correlated. When the investigation was concluded, the partakers filled out a questionnaire to assess the degree of involvement in different emotion-controlling schemes during the last two weeks. It was observed that there was no effect of great difference between positive emotional states on controlling schemes. However, demarcation of negative states was evidently observed. It means that those who could identify their daily negative emotions, also engaged themselves in planning how to regulate their emotions. It proves that the
Managing Emotions

Managing emotions is actually a capability to handle and organize one’s own as well as others’ emotions. It is possibly the most usually distinguished facet of emotional intelligence. Emotional intelligence does not mean only being capable of managing bad moods efficaciously. It might likewise be significant to uphold negative emotions whenever or wherever required. For instance, someone tries to convince his listeners that unjustness must have the capability to employ his anger for triggering others off actions. Gross (1998) concluded in his study that employing various plans to regulate the ‘emotions’ may have different results. He made experiments in which he showed undergraduates a short film from medical operations, such as amputation (cutting off arm, leg or finger), that brings out disgust and dislike. He divided the students into 3 unlike groups. They were asked to conceal their feelings in the quelling state throughout the film as far it was possible in order to minimize the appearance of their faces. In reassessment or review they were asked to watch it dispassionately and to stay emotionally separated from what they watched. No particular directions were given to the 3rd group before watching the film. The responses and expressions of all participants were picturized. Moreover, the responses of their bodies, like their heart-beat and the conductivity of their skins were also calculated. In addition to that they were asked to describe their feelings prior, during and after reviewing the scenes in the film. The participants in quelling state and reassessment settings noticeably exercised unlike feelings from the film. In quelling state, the students remained successful in limiting their outer experiences of emotions by
minimizing their gestures and other bodily reactions. However, they expressed intense bodily provocation and accounted feelings as nauseate as controls. Subjects in reassessment form, stated lesser degree of nauseate on viewing the film. The research work of Gross (1998) shows that those who constantly stamp down the expressions of their ‘negative emotions’, might be victim of physical harms. However, the evaluation of emotions and self watchfulness might tactically be useful.

2.1.4.ii Bar-On’s Model

In quite the opposite to working on to polish and hone this core conception of Emotional Intelligence, others broadened and expanded the meaning of emotional intelligence by clearly adding in non-ability traits. For a case, Bar-On’s (1997) was aimed to respond this question that why certain persons are more successful than others in life? Bar-On went through the psychological literature for personality traits that seemed relevant to life success and discovered five broad areas of functioning related to success and accomplishment. These are as follows:

- Intrapersonal Skills
- Interpersonal Skills
- Adaptability
- Stress Management
- General Mood.

These broad areas are further subdivided. For instance, intrapersonal skills are subdivided into emotional self-actualization, and independence. Bar-On presented the following justification for his use of the term Emotional Intelligence. Intelligence depicts the blend of capabilities, competences and proficiencies etc which comprise an
aggregation of knowledge employed to meet the challenges of life. The word ‘emotional’
is an adjective used to emphasize that this particular intelligence is different from that of
cognitive intelligence (Bar-On, 1997, p. 15).

Bar-On’s theory mixes what may be quality as mental abilities (such as, emotional self-knowingness) along-with other abilities regarded as distinguishable from mental capability, like self-respect, mood and personal independency which forms a mixed model. Despite the span and breadth of his model, Bar-On (1997) is comparatively careful in his claim and assertion for his model of Emotional Intelligence. Although his model forecasts and predicts success is “the end-product of that which one strives to achieve and accomplish…” Furthermore, his Emotional Quotient Inventory (EQi) pertains to the talent to succeed rather than success itself. At a broader level, he believes that EQ, along with IQ, can portrait a more balanced picture of an individual’s general intelligence (Bar-On, 1997, p. 19).

2.1.4.iii Goleman’s Model

Emotional intelligence is the ability to recognize our own emotions and of others for self-motivation and also to properly handle these emotions in ourselves as well as in others. It delineates the ability which is different from academic intelligence, but accomplishes it. It is exclusively cognitive abilities appraised by IQ. It has been observed that most of the people who are academically well but are deficient in emotional intelligence finish their work for those whose IQ level is lower than them but surpass them in emotional intelligence (Goleman, 1998, p.375).

The activities of various sections or portions of brain are expressed by two forms of intelligence: the intellectual and the emotional. The former acts upon the functioning
of neo-cortex, newly evolved and developed layer at the upper portion of brain, in recent times. In olden sub cortex, the ‘emotional’ centers are deeper at the brain. Emotional centers in collaboration with intellectual centers are engaged at work by ‘emotional intelligence’. There are four fundamental emotional and societal abilities:

**Self-awareness**

Understanding of the kind of emotions we feel in (at) a particular point of time; utilizing penchants to direct our decision-making process; to assess our capabilities and self-confidence realistically.

**Self Regulation**

Our emotions and feelings are managed by self-regulation in order to make the approaching tasks easier rather than creating hindrance. It is the capability to delay the satisfaction of needs for their achievement of their goal however, recover in a befitting manner from the state of distress consciously.

**Empathy**

Realizing what others feel; the ability to understand other’s view point; to establish a relationship of mutual understanding and to accustom with multiple varieties of people.

**Social Skills**

Social skills manage the emotional relationships and understanding societal positions and webs; act towards others swimmingly; utilizing the skills for convincing, leading, discussing, and resolving the issues for coactions and collaboration (Goleman, 1998, p. 375).
Goleman’s model is also mixed model, characterized by the five broad areas as mentioned above. His list of specific characteristics under motivation, for instance, include controlling emotions, holding up fulfillment and stifling impetuosity, and entering flow states (Goleman, 1995a, p. 43). Goleman realized that he was moving from Emotional Intelligence, in that it includes social competencies (Goleman, 1995a, p.44). He goes so far as to note that there is an traditional word “character” opponent to the cluster of attainments which emotional intelligence caters (Goleman, 1995a, p.285).

Goleman (1995a; 1998a, b) makes extraordinary declarations for the predictive (anticipative) validity of his model. He says that emotional intelligence will give a reason for success at home, at school, and at work. Among youth, he states: “Emotional intelligence will help to lessen rudeness and aggressiveness, to improve popularity and learning. It will also facilitate in making better decisions about drugs, smoking and sex. At work, it will help people in teamwork, in collaboration, in assisting learn together how to work more efficiently”. In general, emotional intelligence will grant a vantage in every walk of life (Goleman, 1995a, pp.36-268).

Goleman writes that at best, the share of IQ is almost 20% to the element which decides success in life, and which allows the remaining 80% to other factors (EQ) (1995a, p.34). That 20% figure, if calculated, is obtained from the fact that IQ correlates with various criteria at about the r=.45 level. “What data exist,” Goleman writes that ‘Emotional Intelligence’ is more powerful than intellectual intelligence (1995, p.34). He asserted that emotional intelligence had better anticipate positive results in most of the living activities at levels above r=.45. One can easily conclude that the smallest portion of well-liked interest about emotional intelligence is because of these firm assertions. It can
be said that if there had been only one physiologic body which could anticipate extensive positive results at that levels, it would have gone beyond whatever discovery had been possible in research in the field of applied psychology. Goleman also proposed an emotional competence framework to promote and develop emotional intelligence.

2.1.4.iv Singh’s Model

Emotional intelligence refers to the capability of a person who can befittingly and appositely react to innumerable stimuli raised inwardly or from the outward surroundings (Singh, 2003, p.39). Emotional intelligence constitutes three psychological dimensions:

**Emotional Competency**

It forms the ability with the help of which one can skillfully react the ‘emotional stimuli produced by variety of situations. It promotes the abilities and qualities such as eminent self-respect, hopefulness, communicating, handing emotional distresses, like frustration, disagreements and inferiority complexes. It promotes the ability to evade exhaustion, such as strain, burnout, how to avert negative aspects of emotions, tackling egotism and self-centeredness.

**Emotional Maturity**

It comprises evaluating one’s self emotions and of others, identifying and expressing feelings, harmonizing state of heart and mind (emotions and intellect), adaptableness and suppleness, appreciating other’s perspective, developing others, postponing fulfillment of instant psychological satisfaction.

**Emotional Sensitivity**

It forms knowing and understanding doorsill of emotional rise, managing the instant atmosphere, upholding relationship, concordance and consolation with others, and
to let others feeling relax in one’s fellowship. It also involves being truthful in interpersonal treating, understanding and reproducing the emotional signals honestly, actualizing transmissibility of emotions, disposition, feelings and having an insight in to how others evaluate and relate to you (Singh, 2003, p.38-39).

2.1.5 Some Other Theories Linked with Emotional Intelligence

The above mentioned two types of models (mental ability and mixed-models) of emotional intelligence overlap other concepts to some extent. Mental capability model of emotional intelligence overlaps with a number of other theorized intelligences. Mixed models, because of their span, overlap with several other concepts.

2.1.5.i Concepts Related to the Ability Models

Some concepts linked to the mental ability emotional intelligence accentuate on one or another of its specific abilities such as non-linguistic perception (Rosenthal et al., 1979; Buch, 1984). Other related theories seem to be alike or complementary to Emotional Intelligence. For instance, Saarni’s emotional competence (Saarni, 1990; 1997; 1999) is defined as the expression of capacity and a skill in emotion-eliciting, social dealings (transactions) (e.g., Saarni & Nunley, 1992) focuses the multidimensional, unforeseen, creative components in thinking about feelings. Lastly, there are intelligences described in such a way as to encroach emotional intelligence partly. These include personal intelligence (Gardner, 1993), social intelligence (Thorndike & Stein, 1937; Cantor & Kihlstrom, 1987; Sternbeg & Smith, 1985; Sternberg, 1988), and even Jung’s feeling function (Jung, 1921/1971, p.354).

Of the partially overlapping theories, only social intelligence has been operationalized acceptably as a mental ability (e.g.; Legree, 1995; Sternberg & Smith,
Others among the previous concepts have been functionalized in more limited manner, such as emotional creativity (Averill & Nunley, 1992). Still other concepts, such as Jung’s (1921, 1971, p.354) feeling function have been left almost un-operative as mental abilities (Sternberg, 1994). Given the limited theoretical overlap among some of these concepts, there is possible to be some experimental overlap among them as well. The key to choosing which of these intelligence theories is the best, is to some extent a matter of personal theoretical favor. Eventually, each may perform the job of describing abilities that currently are removed from intelligence measures. Emotional intelligence as a mental ability is important in priority for it has been defined theoretically and declared different from conventional theories than some of these substitutes. For instance, compared with social intelligence, emotional intelligence is broader in including internal, personal feelings which are necessary for private (unlike societal) facets of problems. This makes it separate from the social knowledge questions already found in many of contemporary measures of verbal intelligence (e.g., “Who was George Bush?”), although acceptably, social intelligence shows good psychometric clarity from traditional intelligence tests (e.g., Sternberg & Smith, 1985). This growing theoretical breadth and concentration of emotional intelligence indicates that it may make a valuable complement to traditional measures when compared with the alternatives.

2.1.5.ii Mixed Models

The group of relating concepts for the mixed models of emotional intelligence is bigger than that of the ability model. Like the ability model, the mixed models are a member of a clan of concepts (Davies, Stankov, & Roberts, 1998; Feist, 1996; Goleman,
There is a massive literature on each of the components of mixed models of emotional intelligence. This includes literature on achievement motivation (McClelland, Atkinson, Clark, & Lowell, 1953), optimism (Scheier & Carver, 1985), alexithymia (Bagby, Parker, & Taylor, 1994), openness (Costa & McCrae, 1985), emotional responsiveness empathy (Mehrabian & Epstein, 1972), practical intelligence (Sternberg & Caruso, 1985; Sternberg, Wagner, Williams, & Horvath, 1995; Wagner & Sternberg, 1985), self-esteem (e.g., Blascovich & Tomaka, 1991), pleasant-unpleasant affectivity (Green, Goldman, & Salovey, 1993; Mayer & Gaschke, 1988; Russell, 1979), and subjective well-being (Andrew & Rpornspm, 1991). Other concepts partly invade the mixed models of emotional intelligence because they are mixtures of many characteristic thoughts to lead to successes of life. Goleman (1995a) accepted that his model is slightly different from Block and Block’s (1980) model of ego strength. Other related ideas include abovementioned ego strength (Block & Block, 1980), social insight (Chapin, 1967), the constructive thinking (Epstein & Meier, 1989), the motivation toward social desirability, (Paulhus, 1984), general intelligence and also practical and creative intelligence (e.g., Sternberg, 1997; Sternberg & Caruso, 1985; Sternberg, & Lubart, 1995a; 1995b; Wagner & Sternberg, 1985). Furthermore, the individual features of the mixed models overlap significantly with the specific areas of the five attributes of personality (McCare & Costa, 1985); including such big five sub-areas as warmth, assertiveness, trust, self-discipline, and others.

### 2.1.6 Intelligence Quotient (IQ) and Emotional Quotient (EQ)

Intelligence Quotient (IQ) is used to quantify and measure general intelligence. An IQ test is used to rate the intelligence of a person. Many different types of abilities
are being measured by IQ tests e.g. reasoning, mathematical, memory, verbal, spatial etc. These tests are standardized tests having a predetermined standard rooted in a group which is true representative of the population.

Terman (1916) modified and translated the test. For this purpose, he applied the formula:

\[ IQ = \frac{MA}{CA} \times 100 \]

Where:

- MA : Mental Age
- CA : Chronological Age or Calendar Age
- IQ : Intelligence Quotient

The above formula was initially developed by Stern (1912), a German psychologist, for the purpose to avoid the problem of decimals.

Emotional quotient or EQ is a measure an individual’s emotional intelligence. A well developed EQ always helps an individual to manage his emotions. EQ plays a more important role than IQ in his achievements or failures of life. Intelligence quotient or IQ's may be rooted in a person's cognitive abilities or level of knowledge but or EQ is the level of a person’s capability to emotionally assess situations and adjust into groups by handling their personal relations. In other words, essential social abilities that a person requires to do well are linked with his emotional quotient or emotional intelligence.
Presently, different types of standardized emotional intelligence Tests are used to measure emotional quotient or emotional intelligence e.g. Emotional Quotient Inventory (EQi) and Multifactor Emotional Intelligence Scales (MEIS) etc.

2.1.7 Measurement of Emotional Intelligence

Mental capability models of emotional intelligence and the mixed models have encouraged the development of tests to measure emotional intelligence. These measures will be examined in this chapter. Mental ability models of emotional intelligence are most directly assessed by an alternative approach. Ability tests have the advantage of representing a person’s performance level on a task. On the other hand, self-report tests are sieved through a person’s self-concept and impression controlling motives.

2.1.7.i The Multifactor Emotional Intelligence Scales

Mayer, Caruso, and Salovey have designed Multifactor Emotional Intelligence Scales (MEIS) which includes 12 appraises of capability of Emotional Intelligence. These have been split into four categories: perceiving, facilitating, understanding and managing emotions. First category or branch i.e. perceiving measures facial, musical, intentional perceptions and the perceptual experiences of tales. The second category has two tests which assess sensational (synaesthesia) judgments (intensity of emotions) and feeling biases (partialities). In brief, these tasks were likely to measure emotions’ facilitation of cognition but resulted in a weaker factor than the others. Four tasks of third branch test the understanding of emotion. For instance, one question asks, “Optimism most closely combines which two emotions?” and a contestant has to select pleasance and expectancy or prediction over least particular options like pleasance & delight.
2.1.7.ii Self-Report Measures

The mental ability model of emotional intelligence can be gauged by self-report scales as well as by mental ability tasks. Self-report is less direct method of measuring performance. It has its own qualities, though, including being comparatively easy to use, assessing internal experiences not easy to get with performance measures, and evaluating continuing conscious processes related to emotional thinking.

Tett and his colleagues (Tett, Wang, Fisher, Martinez, Griebler, and Linkovich, 1997) created ten scales grounded on original frameworks of emotional intelligence (Salovey & Mayer 1990). Emotional appraisal was divided into four scales: (a) emotional perception of self ‘verbal’, (b) emotional perception of self ‘nonverbal’, (c) emotion in others ‘nonverbal’, and (d) empathy. The regulation of emotion was divided into two: (e) Regularization of emotions in self-being and (f) regularization of emotions in other-beings. Finally, the employment of ‘emotions’ was divided into four additional scales: (g) flexible thinking, (h) creative chinking, (i) mood redirected attention, (j) motivating emotions. Reach of the scales was internally consistent and coefficient alphas ranged between $\alpha =.60$ and .86. A factor analysis of these scales produced four factors: (a) recognition and regulation of emotions in other-beings, (b) recognition and expression of ‘emotions’ in self-being, (c) emotional stability, and (d) high self-reported intuition together with poor delay of gratification. This self-reported measure clearly produced results rather different from those got with the MEIS. The Tett et al., measures are not correlated with other criteria so far.

Both mental ability models as well as the mixed models of emotional intelligence can be operationalized and measured. So far all mixed models have been measured using
self-reports. An initial test of mixed-model emotional intelligence was constructed by Salovey and Mayer (1990). (Schutte et al, 1998) decisively declared (construed) model of 1990 as a mixed model so that it would comprise diverse characteristics defined as emotional intelligence in (well-liked) popular works (Particularly, Cooper & Sawaf, 1997; Goleman, 1995a). By means of factor analysis methods, the authors initially found four factors from 62 test items they examined but agreed on a single factor solution because other factors loaded few of those items. Test items from all the areas of this model were quite consistently represented on this single factor which had an alpha coefficient of $\alpha = .90$ and a test retest reliability of $r = .78$. In a co-relational analysis between their final scale of 33 items and other measures its overlap was found with positive affect and openness (Schutte et al., 1998). For instance, correlation of the scale was high (and negative) with the Toronto Alexithymia Scale ($r (24) = -.65$) and positive with attention and clarity subscales of the Trait Meta Mood Scale($r (47) = .63$, .52, respectively) as well as in expected directions with several scales that overlap with generally positive affect e.g., Life Orientation Test-Pessimism, $r (23) = -.43$, Zung Depression, r(37) = -.37, Trait Meta-Mood Mood-Repair, r(47) = .68). It also correlated $r (22) = .54$ with openness on the NEO scale (and at lower levels, positively with Extraversion and negatively with Neuroticism).

The research by Schutte and colleagues (1998) tested an unequally important behavioral prediction. In their studies, 64 college students of first year completed the 33-items emotional intelligence scale in the early phase of academic year; SAT or ACT scores for 42 of the students were also available. The prediction of emotional intelligence scale for end-of-year GPA for the participants was ($r (63) = .32$) although scores on the
‘Emotional Intelligence’ scale had no concern or relation with the SAT scores (r(41)= - .06). Results of this research supported the thought that mixed model of emotional intelligence may predict academic success further than that of general IQ measures. Other research work has also pointed out that happier college students get higher grades in general (Wessman & Ricks, 1966, p.123). Since the Schutte et al., scale and other self-report measures of emotional intelligence correlate highly with positive effect, therefore, future research will be required to find out the effect of general mood level from those self-report scales.

Bar-On mixed model of emotional intelligence was developed and operationalized as his Emotional Quotient Inventory (EQi). A factor analysis of his EQi scale (Bar-On, 1997, pp. 98-108) attracted 13 factors relatively consistent with the individual characteristics. For instance, the first self-contentment factor was measured by such items like, “I feel sure of myself in most situations.” The second, social responsibility factor was measured by such statements as “I like helping people”, and the third impulse control factor was measured by item “When I start talking it is hard to stop”. First three factors represent about 23, 5, and 4% of the variance. The 13 subscales have inter correlations around r = .50 and not unexpectedly, given such interdependence, a single factor solution of the test is also possible (Bar-On, 1997). In general, test bears negative and high correlation (in the r=.50 to .75 range) with measures of negative affect as in the case of ‘Zung Self-rating Depression Scale and Beck Depression Inventory’. It also correlates positively with characteristics linked with positive affect. An administration of the EQi (Bar-on) and the 16PF in various countries pointed out that the EQi was consistently positively correlated (mostly between r = .40 and 60) with
emotional stability and with elements of extraversion, including social boldness and social warmth (Bar-On, 1997, pp.110-111). Particularly, neither the overall scale nor any of its subscale ever indicated a significant correlation with the mental ability intelligence test-Scale B, engrafted in 16PF. In addition to that, according to Bar-On (1997, pp.137-138) the correlated study of EQi with WAIS-R gave an insignificant correlating of $r=.12$.

The EQi has been correlated with several other scales as well as (see Bar-On, 1997), but there are few reported prediction of actual behavioural outcomes. The closest to such a study concerns job performance and work satisfaction in which the EQi predicated a self-report measure of “sense of competence” on the job ($r= .51$). It is difficult to interpret this finding because the EQi and sense of competent scale were given at the same time and would seem to share content and error variance. Hence, the correlation could reflect a general sense of positive affectivity and self-esteem at the time of testing. On the other hand, something more might be involved. Further research is needed to clarify the findings.

Goleman (1995b) also constructed an emotional intelligence test, for an article in the Utne Reader. The Goleman scale comprises ten items. People were supposed to respond to the presumed situation for each one i.e. one question (item), for instance, reads follows: Suppose that you are a student of a college. During the midterm examination you had expected to secure ‘A’ grade, but you came to know that you have secured only ‘C’. What would you do know? Make a particular scheme of study for the improvement of your grade, concentrate on your plan and consult it off and on. Make a resolution for improvement in your grade in future. Motivate yourself that it does not matter at all and
pay heed on those courses where you have secured higher grades. Consult your professor for guidance and to give you better grade.

2.1.7.iii Emotional Intelligence Test Developed by Singh

This test of emotional intelligence has been designed for the Indian population by Singh and Chadha (2003), a psychologist in the Department of Psychology, University of Delhi (India). This test has been standardized for Indian population. The main reason behind the selection of this test as pre-test for the present study was the cultural and behavioral similarities between Indian and Pakistani population.

This test constitutes three dimensions: emotional competency, emotional maturity and emotional sensitivity. There are 15 items in the test rooted in various real life situations. These situations reflect the above mentioned different areas of emotional intelligence self-awareness, self-regulation, handling emotions, motivation and stress-management. These situations were selected among 41 real life situations.

The test-retest reliability of the test on a sample of 150 subjects (male and Female) was found to be 0.94 and split-half reliability in odd-even items was 0.89 and for the fist and second half was 0.91. Its face validity was confirmed by the team of five experts. The empirical validity was achieved by correlating it with external criteria. The Singh’s test and the test constituted by Goleman were administered to 60 subjects and validity was computed to be 0.92. This test was also correlated with the test developed by Chadha (2003) on the same subjects and validity was 0.78 (Singh, 2003; pp.261-276).

2.1.8 Recent Developments

The concept of emotional intelligence seems at the defining moment. Some of the researchers are of the view that in fact, there is something in addition to intellectual
intelligence and particular tasks skills which answer the causes of variation between higher and average performance (Van Rooy & Viswesvaran, 2004). No want in debates and disputes concerning the concept of emotional intelligence is seemed. Emotional intelligence can be defined in a number of ways. Eventually it seems as manifestation of likewise predilection or preferences among investigators. These definitions can be strongly congruent, even though the philosophies, directing their formulation are markedly unlike. Caruso (2005) mention EL as a “conceptual inkblot” (p.1) indicating many interpretations related to emotional intelligence. Caruso highlighted three perspectives corresponding dissimilar domains of study through which emotional intelligence was delineated. The first one was defined by Bar-On, however, developed under his influence in the facets of functioning not associated with intelligence. The second can be understood in the version of Goleman who set about emotional intelligence by competency models. The third approach, opted by Salovey and Mayer, took the effect of their focus in the connection of cognition and emotion. Later on Landy (2005), by reminding the concept of a form of social intelligence of Thorndike (1920) which he considered separate from mental capabilities, cited these definitions. While reciting the theoretical account upon which Bar-On’s model is grounded, he affirms this argument that emotional intelligence models have various resemblances and commonalities. He puts forward that the entire models have elements that possess capability of advertently identifying one’s feeling and the way they are explicated; the capacity of understanding how others are influenced by someone’s feelings; the capability to handle such feelings.

In the effective way, definitions which were presented by Salovey and Mayer (1990) remind about these capabilities. They are of the view that emotional intelligence
implies paying heed and recognizing someone’s feelings and determining their links with both meditation and activities. Goleman (2002) found it in ‘self-awareness’ and ‘self-management’ elements which he considers as foundation for improving the capabilities in order to organize others inside organizational background. Caruso, Mayer and Solavey (2004) recognize EL a kind of intelligence, nevertheless, describe it i.e. emotional competence as meaning of emotions, emotional pattern and sequences, and the appraisals of relationships they reflect (p.209). Wong, et al., (2003) has acknowledged the significance of self-knowingness, particularly described it as ‘the capability to assess abilities, determine strengths in the environment, and learn how to sustain strengths and correct weaknesses (p.3) as necessary for the leadership of armed forces, though not described essentially as an element of emotional intelligence. Locke (2005) declared them (definitions) complicated on account of abundance of conception, however, recommended it because common stress on self-contemplation is helpful as it permits individuals to inspect feelings, emotions and activities and ascribe causality to the inner states as associated to the outer effects. Locke says that ‘emotions’ are automatic productions of the subconscious mind (p.427), the work of which is to enhance action. LeDoux (1998, 2002) has partially supported his view point. LeDoux study of ‘fear responses’ proposes that ‘emotions’ may be stated automatically, mainly governed by comparatively primal amygdaloidal-nucleus in a complicated nervous circuit which is more capable than that one which evaluates advanced degree imagined procedure governed by frontal cortex. Nevertheless, Locke’s proposition that intellect and ‘emotions’ are unable to get along (incompatible) is presently not affirmed by most of the existing research. As a matter of fact, LeDoux (1998, 2002), adduces argument that while
human and animals might be crossway of their evolution, where ‘emotions’ are recorded at primal and effective parts of the brain, links of cortex with amygdaloidal-nucleus are stronger in animals in general and human beings in particular. It proposes capability to observe and finally modify ‘emotional responses’ though it requires reconnectioning (reviewing’ at synaptic level. Lopes, Cote, and Salovey (2005) partially favours the argument. All-encompassing literature review of them indicates that ‘emotional intelligence’ capabilities might be evolved through training. The possibility concentrates on nucleus of emotional intelligence construct. It is a capability to intestinally promote emotional intelligence abilities addresses the requirements of applied researchers and practitioners. The research work, both quantitative and qualitative, carried out in diverse background by the researchers across the word has supported the case for ‘emotional intelligence’ and higher level of achievements. For instance, Goleman (1998) and Goleman, Boyatis, and McKee (2002) evaluated numerous instances by which people showing greater degree of emotional intelligence abilities get more prominent achievement in their work. Van Rooy and Viswesvaran (2004) concluded the meta-analysis of sixty-nine studies of emotional intelligence that it should certainly be considered an important forecaster of functioning (p.87). The additional research of Emmerling and Goleman (2003) indicates that emotional intelligence can evaluate variation in performance, not the result of either intellectual Intelligence or particular job skills. Mount (2006) has freshly explored those emotional competencies suchlike “Consortium for Research on Emotional Intelligence” in establishments, EI and Intrapersonal Conversations. He did not concentrate on collective performance rather he focalized on individual performance. Whereas Elfenbein (2005) explored that ‘Emotional
Intelligence’ above the average degrees, in group-fellows foretold higher degrees of output by the group.

Chadha (2001) has evaluated the EQ of Indian Prime Ministers. Singh (2003) has tested the hypothesis that unlike vocations/professions may require unlike degrees of ‘Emotional Intelligence’. Rajkhowa (2002) studied the emotional intelligence of Officers of Indian Administrative Service (IAS). Another study was conducted by Roberts (2002) on emotional intelligence and Coping Behavior. Mansi (2002) of University of Delhi has attempted to study the relationship between emotional intelligence and decision making.

2.1.9 Predictive Validity of Emotional Quotient

Most of the claims and assertions about emotional quotient, as a number of researchers view it, are that it is more powerful than intelligence quotient (IQ); two times powerful than intelligence quotient (IQ) or just as best forecaster of success in life (Goleman, 1995, Gibbs, 1995; Cover, p.34; 1998, p.31). These assertions propose that emotional intelligence forecasts main consequences of life at degrees almost first time in the field of psychology. These assertions do not serve area rather they do disservice (Mayer & Cobb, 2000; Mayer, 1999; Mayer et al., 2000b). Obviously, neither assertions nor castigations are ample by themselves. Causal manifestations are essential to what emotional intelligence really predict (Matthew et al., 2001).

2.2 Emotional Literacy

The term “Emotional Literacy” can be defined as, “Formal training of the individuals (especially students) to improve their EQ or develop their emotional competencies such as; self-knowingness, self-command; societal-awareness, and social-management. In fact, it is formal education of Emotional Intelligence. It also means,
forming emotional intelligence education an integral part of school curriculum and teaching it as a subject in the schools and at other educational institutions as well. Goleman (1996) says that the term emotional literacy means learning the social art of handling the emotions of your self and in others by formal teaching in a teaching learning environment. In other words it is a learning which improves your Emotional Intelligence. Goleman is of the view that the behaviors of one’s self-expressiveness might be assumed as an assessment of a person’s ‘emotional literacy’ (p.341) that they might be learned, instructed and evaluated. Furthermore, Goleman asserts that emotional quotient (EQ) is more an authentic assessment than intelligence quotient (IQ) regarding a child’s future achievement, being an individual.

Schools have a basic role in character building of the students by inculcating empathy and self-discipline, commitment and devotion to social and moral values. These social skills cannot be taught by only lecturing the kids regarding appraises. They want to exercise in the guidance of their teachers by using modern teaching learning techniques. By this way, emotional literacy makes progress instantly and rapidly along with education and develops morality and character of the (Etzioni (1994) in Goleman, 1996, p. 329).

Goleman says that a demonstration of EQ is the extent of the emotional resonance among persons, and the capability of a person to organize that resonance when interacting with others. This sort of organization creates synchrony and helps communication of soundly moods’ (p.116). This was explained by Goleman in the connection of teacher-learner relationship. It was observed that the relation (synchrony) between the educators and the pupils shows what level of resonance they experience. Classroom studies also
indicate that the more strong sense of synchronization between the educators and the pupils, the more they experienced intimately, pleased, inspired, excited and relaxed during the interactions. Generally it is considered that if the level of synchrony is higher in interaction, it indicated that the individuals are friendly and like one another. Bernieri (2001) observed these studies and states: “it is at some degree physical, how uncomfortable or relaxed someone feels with somebody else.” He is of the view that we have to manage well-matched moments, we need to coordinate our actions if want to remain convenience. Synchronization shows deepness and profoundness in the relation among individuals. There temperaments begin to fit together, if they are in good relation or highly engaged with each other (pp. 116-117). In order to comprehend relations, they can be understood by this way as shaped through accurate, ascertainable societal skills (e.g. ability for resonance and capacity to detain satisfaction) which promote as well as protect the relations (p.118) and keep the people attentive towards achieving their goals. If teachers and pupils are part of society then these skills must be visible in their daily life while interacting with others (p.279).

Foucault (1973) is of the opinion that “knowledge invents the secret” (p.163). By this he means that particularized and rare knowledge is more powerful as compared to ordinary knowledge. Therefore, it can be argued that the presentation of emotions is more an intelligence than the common intelligence. Its promoters can assert as the custodians of secrets. This sort of knowledge is required to be learnt through proper training. It is empirical and scientific. It can be ascertained in relation to plentiful presence or sad deficit.
Zimmerman (2005) describes emotional literacy (EL) as the learning of a new language. It enables the students to handle their problems if to be learnt effectively. It helps them in controlling their ‘emotions’ and feelings, meditations and attitudes. This is done by orchestrating feelings, emotions, thoughts and cognizance etc. It provides a deep perceptivity to the individuals and enables them to command over their own habits and in selecting such actions and activities which can produce positive results. It helps them in planning various activities and provides them a confidence-level for the implementation of their plans in order to achieve their goals. It earns higher self-respect for them. It abates or lessens negativity which brings about undesirable outputs, emotions and low self-esteem.

Sharp (2001) says that fundamentally the emotional literacy program in education is based on developing sustainable and humanitarian working practices and a learning mores that promote ‘the ability to identify, understand, control and properly express emotions”. Whereas McWilliam and Hatcher (2004), in their article, are of the view that if Emotional Literacy is linked with the process of education then its product will be to educate students in the appropriate way to be emotional.

According to Michigan Education Report (2006) the emotional literacy is based on a concept of emotional intelligence presented by researchers of Yale University, which concentrates on how to perceive, produce, understand and manage the emotions of ourselves and others, emotional literacy focuses on helping teachers, administrators and students do the same in the classroom. Meadmore (2000) considers the value-addition that concept of emotional literacy has given to high-status schools in Australia.
Emotional Literacy has blended the idea of self-esteem with emotional intelligence and emerged as an educational project in such schools (p. 2).

In view of above, it can easily be concluded that emotional competence is a learnable, developable and improvable capability. Educating the students in such a way to develop and improve their emotional competence is, in fact, named as Emotional Literacy.

2.3 The Emotional Competence Outline

2.3.1 Personal Competence

These three capabilities decide how we regulate ourselves:

1. **Self-knowingness**: understanding one’s inner states, orientations penchants, priorities, resources and instinctive qualities.

2. **Self-Regulation**: Organizing one’s inner position, without any external influence.

3. **Motivation**: Emotional inclinations, which lead or help in achieving goals.

Self-Knowingness is subdivided as under:

a) **Emotional awareness**: The identification of how our emotions influence our performance, and the ability to employ our values to direct decision making.

b) **Accurate self-assessment**: A truthful knowledge of our own strengths and limits, a clear sight of where we need improvement, and the capacity to ascertain through experiences.
c) **Self Confidence:** courageousness which originates an assurance about one’s abilities, worth, and objectives.

d) **Emotional Awareness:** Identifying our ‘Emotions’ and their impacts Individuals of such capability:

- Recognise the ‘emotions’ that they feel at a certain time and to understand why?
- Identify association among these emotions and the things they perform, speak or meditate?
- Know how their capacities or outputs are influenced by their feelings.
- Enjoy a direct knowledge of their objective and values/worth.

**Accurate Self-Assessment:**

Understanding one’s inner strong points and weaknesses.

Individual with this capability are:

- Know their strong-points and limitations
- Insightfully learn through experiences
- Welcome honest reinforcement and viewpoints, learn continuously and make progress
- Capable to demonstrate a sense of wittiness and perception about self.

**Self-Confidence:**

A powerful feeling of self-respect and talents

Individuals of this capability:

- Come forward with confidence; show their existence or ‘presence’
• can articulate opinions which are disliked and show determination for what is right

• Can make sound decisions in spite of uncertainties and pressures

Self-regulation is subdivided as under:

**Self-Control:**

Handling trouble-making feelings and desires

Individuals of this capability:

• Coping with their impetuous emotions and upsetting feelings well.

• Remain collected, constructive, unflustered even in trying period.

• Meditate vividly and maintain concentration during the moments of pressure.

**Honesty and Thoroughness:**

Upholding Intelligence and taking answerability for personal actions

Individuals of this ability:

**For Honesty:**

• Perform or behave morally and above reproof.

• Establish reliance by their dependability and genuineness.

• Own up their faults; face others’ immoral actions.

• Stand firm, righteous stance irrespective of the fact that they are disliked for conscientiousness or painstakingness.

**For Thoroughness:**

• Abide by promises as well as full commitments.

• Prepare themselves answerable for achieving their goals.
• Well prepared and watchful regarding their job.

Innovation and Adaptableness:

Being open to new ideas and Approaches, and having flexibility in reacting to change.

Individuals of this capability:

For Innovation:

• Look for novel notions from vast diversity of origins
• Consider inventive resolutions of the issues or troubles
• Take novel angles and chances while meditating

For Adaptableness:

• Easily address manifold postulates, repositioning precedence and quick alteration
• Acclimatize/adjust their reactions and strategies in order to accommodate changing situations
• Remain flexible in observing the cases

Motivation is subdivided as under:

a) Achievement Drive: Struggling to promote the level of excellence.

b) Dedication: Commitment towards collective aim and objectives.

c) Enterprisingness and Temperament: Parallel abilities which activate individuals to chances and permit them to take reversal and obstructions in tread.

Achievement Drive: Endeavouring to promote the level of excellence

Individuals of this capability:

• Focus on results with strong impel for achieving their goals and status
• Mark ambitious aims run the risks
• Collect data to lessen ambiguity and discover method for doing better
• Discover how to make better their outputs.

Dedication:

Adjusting the objectives of a team or formation

Individuals of this capability:

• Voluntarily endure difficulties in order to achieve their collective goal
• Unearth purposefulness in greater mission
• Utilize the team’s significant qualities for decision-making and clarification
• Energetically search for chances and openings to accomplish the group’s mission

Optimism and Initiative:

Exhibiting proactive approach and persistence

Individuals of this capability:

For Optimism:

• Remain pervasive for achieving their aim in spite of hindrances and setbacks
• Stay optimistic for victory instead of fearing to lose
• Take losses in terms of controllable situation instead of personal fault

For Initiative:

• Are prepared to avail chances/opportunities
• Follow aims beyond expectations
• Pass over formalities and alter or bypass the principles when indispensable in order to accomplish the goal.
• Motivate others by extraordinary innovative attempts

2.3.2 Social Competence

The under given capabilities help in managing relations:

a) **Empathy:** Wakefulness about the sentiments, concerns and requirements of others.

b) **Societal Skills:** Expertise at including wanted responses in others.

Empathy is subdivided as under:

**Knowingness of other People:**

Perceiving the viewpoints and sensations of the people and evincing dynamic concern with respect to their interests and concerns.

Individuals of this capability:

- Pay attention to the emotional signals; are well listeners.
- Display compassion; comprehend the viewpoints of the people.
- Assist others by knowing their requirements and sentiments etc.

**Development of others:**

Understanding the progress requirement of others; to strengthen their capabilities

Individuals of this capability:

- Recognise people’s talents and honour their achievements.
- Provide helpful advice; point out other’s requirements for additional development.
- Provide instructions in time; assign tasks in order to promote their capabilities.

**Service Orientation:**

Foreseeing, identifying, and fulfilling the requirements of the clients
Individuals of this capability:

- Comprehend the wants of clients; correspond it to the products and services
- Search for the means of clients’ gratification to build their trust
- Happily cater proper help
- Understand buyer’s viewpoint; act as trustworthy consultant

**Leveraging Diversity:**

Exploring new openings and chances with the help of other people

Individuals of this capability:

- Honour as well as interact with others who belong to diverse backgrounds
- Comprehend varied world views; perceive deviations in groups’ viewpoints
- Explore opportunities in variety; create such atmosphere which can flourish individuals of various capabilities
- Defy impatience and partiality.

**Political Consciousness:**

Understanding social and political currents

Individual of this capability:

- Can understand major power-relations adequately
- Identify important societal relationships
- Identify and know the key trend-setters
- Understand realities and facts within and outside the organizations.

**Social Skills:**

Skillfulness in accelerating the required reactions from other people
a) **Influenceness:** Exercising useful tactics of influence.

b) **Communication:** Communicating clearly and convincingly.

c) **Managing the Disagreements:** Discussing and settling differences and disputes.

d) **Leadership:** Motivating as well as leading.

e) **Change Catalyst:** Starting, encouraging, or handling change

f) **Building Links:** Creating relations

g) **Teamwork:** collaborating for the achievement of collective objectives.

h) **Group abilities:** to create collective harmony in order to achieve shared objective.

**Influenceness:**

Applying useful methods to persuade others

Individuals of this capability:

- Have the skill to win over the others
- Attract the audience by their well tuned speech
- Employ multifaceted approaches for the establishment of agreements
- Arrange striking situations for achieving their goals.

**Communication:**

Listen candidly as well as communicate clearly and convincingly.

Individuals of this capability:

- Stay efficient in reciprocal communication, showing emotional signals in adjusting the massages.
- Manage and resolve complicated problems by effective ways.
- Enjoy well listening; look for reciprocal comprehension; merrily accept to share information.
- Promotion of communicating openly and staying open for wanted and unwanted information.

**Managing the Disagreements:**

Settling the conflicts by negotiation and discussions

*Individuals of this Capability:*

- Tackle complex personalities as well as stressing circumstances witfully.
- Foresee possible disputes; identify conflicts and to get them down.
- Promote negotiation as well as free discussion to de-escalate.
- Create win-win situation and give acceptable solution.

**Leadership:**

Motivating and leading the people individually as well as collectively

*Individuals of this capability:*

- Boost eagerness in the interest of collective aim and objective.
- Initiative in leading when required.
- Direct others’ outputs by making them answerable too.
- Guide through demonstration.

**Change Catalyst:**

Starting, encouraging, and handling changes.

*Individuals of this Capability:*

- Identify the requirements of change then eliminate the hurdles.
• Resist the status quo and inactivity.

• Are protagonists or supporters of change?

**Building Links:**

Fostering active relations

Individuals of this Capability:

• Make sustainable widespread informal networks.

• Search for jointly useful relations.

• Establish resonance, join people and sustain them in a bond.

• Develop friendship with and among personnel.

**Teamwork:**

Work in collaboration towards collective mission.

Individuals of this Capability:

• Concentrate on work and focus on relations in a balanced way.

• Work together; share the schemes, knowledge as well as available sources.

• Create supportive environment.

• Find as well as foster operative teamwork.

**Group Abilities:**

Create collective harmony in order to achieve shared objective.

Individuals of this Capability:

• Show collective attributes such as honour, supportiveness and teamwork.

• Actively involve the group mates in collective efforts.

• Create group identity, team spirit, harmony and devotion.
• Defend the group and its repute; share/distribute credit.  
  (Goleman, 1998)

2.4 Guidelines for Training and Development

It is being increasingly accepted and recognized over the globe that with efficient coaching and training, emotional competence can be learned. The training process can be categorized in four different stages: First stage of the training process begins prior to the formal training. This most important stage in the process of emotional learning can be termed as “Readiness for change”. It includes students’ readiness as well as that of institution. During the second stage, the training program concentrates on the process of change. It comprises skills which facilitate students in modifying their self awareness and self-management approach. In addition to that, these skills also help in perceiving and handling the surroundings, socially as well as emotionally. The next stage can be named as “transfer and maintenance” stage. It emphasizes on the happenings which occur after proper training. The last stage includes evaluation, examining the present level of knowledge regarding “Emotional Learning”. It also assesses the difficulties in programmes of such learning and suggests interventions for its improvement. Evaluation is an integral part of learning process. Each stage will be examined in depth to obtain greater insight into the processes involved.

2.4.1 First Stage: Readiness for Change

Motivation is an essential and important factor in the process of emotional and societal learning. It can comparatively be demanding for those who have formed a mode of dealing with others as well as with themselves. It is important to be highly dedicated to the “learning process” for a long time. What teachers or instructors can do in this concern
is to boost learner’s enthusiasm prior to the commencement of the learning process? Many guidelines are available to address this question.

2.4.1.i Assessing the requirements of organization

Every effective program regarding training starts with proper estimation of needs. There are two primary hurdles in the process of “emotional training”, which need to be removed at this level. The first hurdle is that the people remain doubtful whether “Emotional Intelligence” and work performance have any correlation with each other or otherwise. For example, the importance of “emotional training skills” was considered worthless and no attention was given to it by a large life insurance company. High level management was shown the results of a research which discovered that insurance advisors who were capable to handle better the emotional facet of job involving client, could sell more policies as compared to those who could not handle the emotional facet of the people. When they came to know about this strong correlation between the two, they encouraged advisors to join emotional training program.

The second challenge is to detect all the different emotional competencies which are helpful for success. Sometimes important ones are easily ignored, for example, in an airline, primary needs assessment started in the light of the business strategy of the airline. Since every airline has the same fare structure, any competitive benefit will depend especially on how well passengers are dealt with by the airline’s flight crew. Handled passengers became the focal point of its training efforts. The results showed that top performers displayed two kinds of skills: self regulation skills (flexibility, efficiency and adaptableness) and interpersonal skills (looking after and handling client in a better way and in collaboration. Nevertheless, self-regulation and interpersonal
skills were duly supported by two others skills: empathy and self-knowingness. Thus, there is a need to take in these competencies in the training programs. A cautious evaluation of the situation of work, in the light of the chemistry of “emotional competence”, facilitated them in finding out those competencies which affect the activities of the performers internally as well as externally.

2.4.1.ii Gauging One’s Own Strong and Weak Points

There are also two challenges/difficulties in the assessment of the emotional capability of personnel. First, people are generally less aware of their societal and emotional strengths and limitations. For instance, they might be able to comprehend the annoying and difficult state of affairs with respect to interpersonal aspects of supervising the manpower. But they may not be able to point out the emotional competencies that are required for the improvement of their performance in that area. Perhaps, they are unaware about the hidden approaches which cause problems or how such mode of thinking set off intricate patterns of emotional response which cause hindrance while handling difficult workers and colleagues.

The second difficulty is that above mentioned abilities are mainly evident in societal exchanges. Therefore, these abilities can be accurately assessed in the most befitting way through ratings by experts who interact with them. However, the personal viewpoints, motives and feelings of experts may affect their ratings of emotional capability. The opinion of one’s chief might be quite different from that of one’s colleagues or staff members. Consequently, a valuable evaluation report of emotional learning is usually obtained by means of manifold ratings done form various standpoints, such as chief, colleague and subordinate ratings.
2.4.1.iii A Careful Feedback

When a feedback on evaluation outputs is provided to the workers, it brings improvement in enthusiasm and motivation for change. Nevertheless, a lot of drawbacks are connected to feedback about emotional capability because self-worth and identity of workers also have close relations to these abilities. For instance, asking someone to improve his driving is very easy, but quite different to tell that he needs to improve his confidence. Mostly and essentially, the workers become self-protective when they are not provided the feedback wisely and appropriately. When the person who provides feedback is trustworthy, honourable and reliable for the workers, their reaction to the feedback remains positive. Their inclination towards a change increases when they consider that the feedback is correct and positive. And also, when they think they are being helped out in their attempts to identify the exact steps which they can take to get better themselves. Workers need ample time to consider the feedback and its implications. It is particularly significant to note that the environment in which feedback is given, is full of confidence and faith.

2.4.1.iv Maximizing Learner Choice

If the workers have freedom in making their decisions, they are more likely to be enthused for change. Option and choice is extremely significant in the process of emotional learning.

2.4.1.v Encouraging Participation

The perception of people about “Emotional Learning” is that of a ‘soft and abstract skill’. It is therefore, to some extent perceived as suspected. Workers may not be willing to participate in this process until and unless they are persuaded that the
management of the organization has recommended it for them. Actions and decisions of the leadership have great importance in this concern. The development programmes are willingly joined by the workers if their administration endorses it. For example, in an insurance company, a training course on emotional capability was well-liked because top management encouraged lower managers to join and also attend the program together with them. The same was true of a program devised to educate airline employees the emotional skills that would improve their performance as a team. The airline employees whole heartedly accepted the regular training programmes when senior management showed true dedication to the programs.

2.4.1.vi Linking the Objectives of Learning to One’s Values

If a supervisor is sure of attaining his objectives that he values, he will be instantly ready to learn and bring about a change in himself. For example, while training airline crew, the importance is given to the work in the plane; to the good start of the teamwork; and to minimize disputes among the members, rather than to their behavioral patterns. Mostly and essentially the important values of a person are often associated to work, this need not be inevitably true. For instance attempts to encourage learners by making obvious that the training will add to job success may be fruitless if success has no meaning for them. Luckily, there are many other incentives for emotional learning in a well-liked emotional training program. For instance, most of the learners were of the view that the skills they acquired were useful in handling relations, likewise at home as well as at work.
2.4.1.vii Adjusting Anticipation/Expectations

Hopes and anticipation can prove as self-satisfying foresights about functioning. When the workers are sure about the benefits of training programs, they will be highly inspired as well as successful. Unluckily as far as emotional learning is concerned many workers are doubtful about the prospects of developing/improving emotional competence. Those who find emotional problems demanding are particularly uncertain regarding their capabilities to get themselves better. For enhancing motivation, the belief of trainees in the emotional capabilities of their supervisors is required to be enhanced. This will result in securing fruitful outcomes.

2.4.1.viii Recognizing readiness to change

Different studies of “behavior change program” indicate that before the learners’ actual preparation for learning, they go across some phases of willingness for it. They do not feel any need for change in the initial phase. In the second phase they have to realize that there should be some change but they remain uncertain about the solution of their problems and they delay to decide. In the next phase they are able to identify problems and their means of solution but they have not prepared a tangible/concrete strategy. Finally in the fourth stage they are ready to take action and they also have a tangible plan and they implement it. Prior to commencement of the training, instructors should, preferably, access the height of readiness of every potential trainee. On the basis of such an assessment they should formulate suitable intervention, which will differ for learners at different levels of preparedness.
2.4.2 Second Stage: Training

The most important thing in the second stage of emotional learning, is motivation. Possible intimidations and quantity of time-effort to self-respect in the process of emotional learning point out that instructor should watch every learner’s motivation and interfere regularly for the sake of reinforcement. Rapport between the instructor and learners is the most important factor that affects “motivation” in the second stage. Promote a positive rapport between the trainer and the trainee. The rapport between the trainer and the trainee is significantly important. For example, in an emotional learning program planned to teach assertiveness, participants are less expected to leave. Rather they will exhibit a constructive change in their behavior on the conclusion of process if enjoy a greater degree of affiliation with their teacher. Affectionate, sympathetic and compassionate instructors or emotionally intelligent teachers can build up helpful affiliation with their learners. These characteristics can be very helpful in the process of emotional learning. On the other hand the confrontational approach on the part of instructors can lead towards unwillingness of learners.

2.4.2.i Maximizing Self-reliant Change

When the trainees set their objectives and choose the skills of their own choice to develop, they are likely to be more prepared for developing emotional capabilities. When an instructor organizes the training program in the context of objectives, requirements and learning styles of trainees, the training programs become fruitful. For example, various techniques of relaxation were taught in the training program of stress management. The students were then instructed to choose the best approach after trying all of them. If they do not find any useful approach then some other approaches should
be employed for handling the strain, in order to improve their abilities of management. This program conveys a message that as the people are different so, no single technique can be effective for all of them.

2.4.2.ii Setting Vivid Objectives

By setting specific and clear objectives, learning of emotional skills can be enhanced. For achieving objective, the recommendation of listening actively three times a day for a period of consecutive three weeks is more useful than to learn how to listen to subordinates. “Emotional learning” is highly supported by demanding and definite objectives, for they greatly help in increasing self-effectiveness, expertness and inspiration/motivation. Clear and demanding objectives can be formulated by successful teachers. Furthermore, they can assist the students without interfering their sense of ownerships of objectives.

2.4.2.iii Breaking Objectives into Controllable Steps

To produce even an unassuming enhancement in “emotional competence” may be an annoying state of affair for a majority of workers. Though, demanding objectives have been more inspiring as compared to the simple goals or objectives, yet they assist if they are ascertainable. The self-effectiveness of the workers enhances whenever they attain their objectives which animate them to focus on novel and more complicated objectives. A student of MBA, for example, was lacking self-assurance and accessing the people for a job. The greater objective was to increase his self-assurance. The student was helped out in breaking it into fragments and some more specific behavioral objectives. The initial step in this connection was to prepare his latest curriculum vitae. This, indeed, was easy and could be done without looking for any external help. The
following steps were gradually more difficult: A request for meeting to the chairman of finance department was to be launched during the next month in order to talk about different opportunities/openings with the chairman and also with his counselor (mentor) a local executive. As final step, the student was to read the local advertisements and apply for a suitable and hopeful job. Thus, the objectives of improving his self-assurance turned achievable. In this way, subsequent development was made and state of confusion and lacking was removed.

2.4.2.iv Maximizing Practice Opportunities

Association or correlation between learning and practice has been a primitive and entrenched principle in the field of psychology. Since useless, nervous and primitive associations are required to be replaced by useful and novel ones, therefore “emotional learning” requires more regular exercise than any other type of learning. This process needs rehearsal and practice for a long time period. For such a shift to take place the students have to make continuous practice on their jobs.

2.4.2.v Providing Frequent Feedback on Practice

During the process of change, in order to observe the learner whether he is on the right course, continuous feedback is very important. As feedback can be exceedingly strengthening, it helps in the process of motivation. It is particularly helpful in the demonstrations of “emotional behavior”. Self-assurance, indeed, is the central capability and those who require assistance in “emotional competence programs” might be predominantly weak. Therefore, they should be given continuous feedback.
2.4.2.vi Relying on Experimental Methods

Vigorous, tangible, practical and activity-based methods in emotional learning such as role play, demonstrations, group discussions, simulations and project method normally are more effective than the traditional lecture method or assigned reading. In order to reorder neural circuits, it is essential to actually keep busy in such models of meditation, emotions and activities which are preferred. Lecture method can also be helpful to improve learner’s comprehension of Emotional Intelligence, but experiential method is important to shape actual behavioral change.

2.4.2.vii Building in Support

With continuous support on the part of little groups or individuals, change can be increased. Those who strives for improving their “emotional capabilities”, it can be particularly helpful for them. Trainers who carry out this process of change can support the learners in maintaining their hopes and motivation. These programs are normally very fruitful in the process of the formation of groups where learners help each other by mean of change effort.

Using models: modeling of the desired behavior is especially important in emotional learning. The solution of an algebraic equation only by observing someone else when he is doing it is very difficult. But it is easy to discuss about a disagreement with a collaborator only by looking at a model.

2.4.2. viii Enhancing Insight

Though empirical interferences appear to be particularly fruitful in the process of “emotional learning”, but the role played by human insight cannot be neglected. It works among feelings, emotions and meditations as an accepted link. It increases the capability
of self-knowingness and the foundation of “Emotional Intelligence”. It regularly helps in paving the path for consequential behaviour. Empirical methods can be united with insight development through effectual training.

2.4.2.ix Preventing Relapse

The spirit of protecting [from] reversion means to make the workers psychologically ready for confronting slips; to identify quite in the beginning one has to face obstacles in the process of change. Reversion protection is particularly significant in the process of emotional learning. Because, the participants who try to develop such capabilities are expected to come across various blows when strives for the application of new behaviors on their tasks without proper preparation for such setbacks. They become disheartened very easily quite prior to the job of nervous re-learning has arrived at the level of maturity. Emotional capability training must concentrate on the abilities mostly required for fineness in the task. It has been proved through experiences that training in unrelated and inappropriate skills, is futile.

Training program should be planned on the basis of the methodical needs assessment. Additionally, workers’ reports of strengths and limits should be prepared to detect the areas in which they need to improve. It is useless to send employees for training in skills they already have or do not need. As stated (noted) earlier, different individuals have different and varying levels of preparedness, it is important to appraise their readiness; if someone is deficient in readiness, increasing readiness should be the preliminary focus. If workers are uninterested and unmotivated, training will lose its effectiveness. It should, therefore, be clarified first, how far the training will be
rewarding; what will be its impacts on the career of the individual; and how otherwise it will be, if not be done.

Trainees may become disheartened by the slow pace of change and that of inertness or immobility of olden habits. It is the responsibility of the trainers to assist the learners to employ slips as well as errors in the sense of lessons to get themselves ready for a bright future. Permanent and sustainable changes need continued practice and use both at home as well as at workplace. A workshop or a seminar can be just a starting place for practice, however, not enough in itself. Such opportunities should be employed for practice, which have naturally arrived, both at home and at work. Furthermore, new responses should be practiced and rehearsed repetitively and constantly over a period of months.

If the atmosphere of the organization sponsors this change, patronizes these skills and provides a sound environment for testing and trailing, the change indeed will be long-lasting in nature. The efforts of change will appear fruitless or chancy when no support will be catered by the superiors. Change that matches and fits the value of the organization should be promoted. It should be displayed that competence is significant for job placement, promotion, performance evaluation, etc.

2.4.3 Third Stage: Transfer and Maintenance

A particularly challenging facet of emotional learning is the transfer and maintenance of learned ability. When trainees go back to their usual and natural environment, there may still be many signals and cues which sustain the earlier neural connections meant to be weakened by the training. Consequently, the old broken habits are retrieved. There may also be considerable hurdles to apply certain novel emotional
skills that are based on delicate neuron. In the context of larger organizations, a training program can not be productive unless it is well designed and is commensurate with the objectives of organizational training needs. Current studies have discovered many features of the organizational environment and setting that can help and ease the transfer of emotional learning.

2.4.3.i Encouraging the use of skills in professional environment

In a variety of ways managers, colleagues, and other fellow workers can make use of skills on the job. In many different ways managers, colleagues, subordinates and others in the work atmosphere can encourage learners to use what they have learned. By either reminding the learners to use the newly acquired skills or supporting the behaviors that manifest the use of the new skills may be two of the most effective ways to do this. To encourage learners in applying their newly-acquired skills in their work environment and in helping them in this, reinforcement can go a long way. Reinforcement by a manager can be particularly influential at the workplace. Consider the following difference in the result of two managerial training programs. Partakers of both programs enjoyed the programs and effectively acquired new competencies. However, subsequent follow up appraisal indicated that the participants of the first program actually made use of their skills in their work environment whereas, those in the second did not. The two programs differed in that the learners in the first one received the support and encouragement of their managers to apply their new abilities. Manager can strengthen the desirable behaviors of employing new skills on the job in ways that are less severe. For example, they may encourage workers to use learned skills by simply hinting at what is desirable and expected of them. Moreover, a follow up evaluation of skills learned during training
can make the learners more accountable for their learning and enhancing its transference. ‘Observer pilots’ who monitor flight crew during air travel and provide them with feedback to motivate them to use collaboration, communication and leadership abilities are an example of this. An executive’s or a manager’s behavior is vital for the shift and maintenance of freshly learned emotional capabilities. After the training(s), when the trainees go back to their workplace, what influences them even more are the role models they see there than those they came across during the training. Prominent persons can serve as role models in the workplace since emotional behavior is particularly receptive to the effects of modeling.

Learners transfer and preservation can also be facilitated through reflection besides modeling (role model) and reinforcing. Management can allot some time occasionally to assist trainees reflect on what they have done, use the new skills, and review the obstacles and the facilitating factors. As self-awareness is the foundation stone of Emotional Intelligence, during maintenance and transfer phase, reflection can be especially helpful. Although, managers play a significant role in strengthening and support other persons and groups can also be just as important in the work environment. For example, in a managerial skill program workers and managers were trained at the same time. This additional element of the training helped create an atmosphere that abetted managers to use new behaviors.

2.4.3.ii An Environment Supportive to Organizational Learning

The degree to which an organization gives importance to learning and development in general determines the transfer and preservation of specific skills among its workers. Demanding jobs, societal assistance, reward and professional development
system, as well as emphasis on creativity and competition influence such views and hopes. For the transfer of social and emotional learning to the work atmosphere is fundamentally important.

2.4.4. Fourth Stage: Evaluating Change

2.4.4.i Carrying out Continuous Evaluation Research

The importance of evaluation is accepted in supporting effective programs. Research reveals it that a number of training programs do not succeed to fulfill their claim. Only evaluation can enable to pass a judgment whether and how a poor program can be made effective and effectual once retained. The term evaluation talks about a process that focuses on continuous improvement instead of just a pass fail examination of persons linked with a program either get reliability and credibility or just lose them. An evaluation that points out the failure of a training program in achieving its goal should not be used to penalize a person or a group instead of such evaluations should serve as a guide to improve the program. Evaluation should aim at learning and the nonstop search of quality. The process of evaluation has attracted increasing attention recently due to the awareness that the training sector in contemporary organizations needs to be more answerable. Training sector is now viewed as profit centre instead of cost centre. Unluckily the field is not responding timely to this challenge.

Proper appraisal regarding efforts of “emotional learning” has been infrequent. A major cause is the prevalent precept that evaluation of programs regarding the enhancement of emotional skills is not possible. It is no longer so, because the reliable and valid measures are available to conduct thorough evaluations of most emotional training programs, though once it had been true. As stated earlier, individuals of all ages
can enhance their emotional intelligence. Nevertheless, for the improvement of this sort of capability the principles are different from those which were in practice in the past. The improvement of “emotional intelligence” needs breaking of deep-rooted habits of thinking, feeling and action and cultivating fresh habits. This sort of process needs an effort for motivation, continuous rehearsal and time support. The guiding principle discussed here emphasizes the significance of the readiness and transfer and preservation stages regarding the emotional training process. Yet these stages are ignored in practice quite frequently. More and more organizations arrange for their employees such professional development programs that are clearly named as emotional intelligence training programs. The course of action discussed here is applicable to any emotional intelligence development program. This encompasses collaboration, leadership, conflict management, stress management, emotional management, sale, client relation etc. Ideally, endeavors to increase emotional intelligence should embrace the all components detected here but this may often not be practicable. Luckily, the effects of sticking to the guidelines are manifold and multiple. When the trainers will follow more guidelines the more durable the effects will be. Toady, emotional intelligence skills are viewed as continuous efforts at workplace (Singh, 2003).

2.5 Emotional Intelligence and Academic Performance

Numerous studies now have been conducted on the predictability of school grades and intellectual problem-solving from Emotional Intelligence. Correlation of emotional intelligence with school grades found to be \( r = .20 \) to .25 among college-going students (Bachard, 2003; Lam & Kirby, 2002; Brackett & Mayer, 2003; Ashkanasy & Dasborough, 2003). In Israel, the students who were academically better achieved higher
scores in the test of strategic emotional intelligence as compared to those who were less competent (Zeidner & Shani-Zinovich, 2003). The prediction of progressively improving “Emotional Intelligence” and “intellectual intelligence” had been modest to slight, with non-significant correlations dropped when emotional intelligence was separated (Brackett & Mayer 2003; Lam & Kirby, 2002; Barchard, 2003; Zeidner & Shani-Zinovich, 2003). In another investigation, a stronger relation was discovered when academic performance was overtly involved in emotion-linked tasks (Boone and DiGiuseppe, 2002).

2.5.1 Emotional Learning and its Relation with Academic Learning

In every society, the children will perform the role once performed by their parents. The preparation of the new generation to take over this responsibility is the fundamental function of our educational institutions. That is why, all over the world people endeavor to promote their educational system. There are hundreds of ideas found in the pages of books and journals about what needs to be emphasized nevertheless, so many areas are still there where consensus and agreement are still required. We need our children to acquire quality education along with emotional competence so that they may be able to cope with the challenges of the world. Our new generation is expected to be:

1. Well equipped with the language skills and its proper utilization
2. Laden with the knowledge of mathematics and sciences for surviving in the modern world and to strengthen their critical and creative thinking.
3. Develop and improve their ability of problem-solving
4. Responsible for their personal physical, emotional and psychological health
5. Build useful social relationships, learn skills of collaboration and cooperation and how to understand and make relations with people from diverse cultures and societies

6. Help members of society with care and respect for others, be able to know the functions and work in society; and capable of knowing their future role in the development of their society.

7. In possession of sound moral and ethical character.

The above mentioned points are the facets of holistic approach of education. These notions are not novel rather they are deeply rooted in the ancient teaching and philosophies. There is a strong need for a balanced participation on the part of all the children to learn and to contribute to their full capacity for there has been a great challenge to all societies and cultures as they have grown more complex.

In the above mentioned list the last four points refer to the facets of emotional literacy which indeed is such sort of education which provides opportunities to achieve a state of balance among the children learning needs. To avoid failure and to achieve one’s goals and objective this balance between them is indispensable. Therefore, emotional literacy must be given its proper status in the field of education. But this status should not be on the cost of academic education, rather be recognized and accepted as part and parcel of educational activities which accomplishes the process of education.

Research work shows that each part of education can be improved by consideration and continuous efforts for the improvement of emotional abilities of the children (Greenberg et al, 2003). The research also in diverse areas discover the capabilities that provide extensive guide to students in directing their actions and all

The academic efficiency and achievement of the students improves when valuable emotional learning programs are utilized by the schools. Problems in the behavior of students might occur, which can affect their relations, but these can be improved by the good atmosphere of class room or school.

Emotional learning is such a part of education system which connects knowledge with those abilities which are essential for success not only in classrooms and institutions but also in every walk of life. Therefore it can rightly be regarded as a missing part of academic system if lacks. We face difficulties and threats both at national as well as international level in the process of education. In such a system, the children grow up without moral, societal and emotional abilities, though, get information and common knowledge. Therefore, for sound and fruitful educational system across the world, a blend of emotional learning and academic education is imperative. Elements of social and emotional learning build a strong bond with academic education. Almost all research work as mentioned above jointly support this basic principle.

Durable and useful academic as well as emotional learning are established on considerate and affectionate relationship but is also based on demanding and supportive climate of classroom and school. There is a lot of research in support of this notion that students remain quite receptive to their academic activities of classroom which are not intimidating. However, they stimulate the students to learn but in an encouraging environment (Zins et al., 2004; Lewis, Schaps & Waston, 1996; O’Neil, 1997; Osterman, 2000; Kriete & Bechtel, 2002). Furthermore, the environment of these schools is caring,
welcoming, and pleasant. At such an environment they do not feel themselves only learners but are regarded as resources. The teachers can work and provide following social and emotional elements required for creation of emotional and academic equilibrium which lead students to success.

1. Connect emotional education to other activities of the school.
2. Make objectives to focus on emotional teaching.
3. Use differential teaching methods.
4. Enhance community service to build compassion and empathy.
5. Seek parent’s participation and involvement.
6. Develop social and emotional abilities step by step and methodically.
7. Organize, gear up and facilitate staff well.
8. Evaluate and weigh up your performance.

2.6 Reflections

Education is changing academic learning and emotional learning has changed the basics and fundamentals of learning and education. Although this is not a novel and new idea to many educators, yet there is need for awareness to all. Serious efforts are required to initiate where needed and to continue where already started. It may be intended to help all schools to become learning friendly and open for new ideas. A pleasant teaching-learning environment is needed where emotions, feelings and sentiments of the children are an essential part of curricular activities.

The importance of the children to their parents, society, nation, and to the entire world is obvious. Every child has capability and potential. Although all the children do not have the same capability yet they may be given equal opportunity to promote their
potential. The emotional learning along with academic education is the most positive approach to attain this objective. It is duty of the teachers to take initiative to train the students for the practical and difficult life with a sense of citizenship by making them cultured, skilled, trustworthy, nonviolent, healthy, and supportive.

2.7 The Relationship of Emotional Learning with Brain

Development Emotions play an important role in every day working of our body throughout life. We need and use our emotional system throughout every second from our birth to death. Moreover, Emotions are important elements for best information processing, verbal communication, written communication, cooperation, motivation, attention, interest, curiosity, memory, critical thinking abilities, creativity, behavior, physical vigour, health and even our very survival, (Jensen, 1998; Goleman, 1995; Kusche & Greenberg, 1998; Slwester, 1995). Although emotional development continues all through life, however, childhood is a time of particularly quick maturation.

It follows the way in which behavior, emotions, and cognitions become integrated during the first decade of development has important implications for educators (Kusche, 1984; Greenberg & Snell, 1997). As Emde (1999) noted, "Affective processes are shown to provide integrative influences across system in an individual’s development, facilitating developmental change, as well as developmental continuity".

Over the past decade researchers have added new information that increases to our comprehension of how this happens in the context of brain growth and emotional maturation. In the forth coming lines, some of these new findings are highlighted here and then their implications are discussed for the effective implementation of emotional learning in the classroom.
2.7.1 Inherited Brain and its Development

It has long been held as conventional wisdom that every child born with all of the brain cells he/she is ever going to have, but research has recently challenged this. New cell growth in the hippocampus of mature adults has been reported by neuroscientists.

Nevertheless, baby is born with the huge majority of all his/her life span’s supply of brain cells. In face he/she is born with many more brain cells than he/she requires, and many of those that do not get used will die. Somehow, his/her brain cells were created and then transferred to their exact positions while he/she nurtured in his/her (in this case healthy) uterine environment, and now they all know what their general function is assumed to be. Nevertheless, there is still space for substantial suppleness.

As newborn baby’s little brain weighs only nearly one fourth of what it will weigh when he/she is fully developed, but it will speedily increase its weight to 40% over the subsequent three months, by the time he/she is 2 (two years old), his/her brain weight will have (reached three times of its initial weight) tripled. Most of this remarkable increase in brain weight will be due to increase in the size of his/her neurons in the compactness of the interconnections between them, and in the quantity of fatty lagging around the nerve cells branch which facilitates accelerate the exchange of messages between neurons. Additionally, this rapid cortical growth will correlate with baby’s functional advancement in physical, emotional and cognitive development. Although changes in his/her brain will decelerate after the age of 2, they will, however, go on for his/her remaining life.

Compared with those of a grown person, newborn baby brain cells look somewhat like spindly little seedling, each having at most only a few twigs and a scanty root system. This will change speedily, however, as the twigs and roots of the living on cells
grow, spread, and become interlinked and interwoven with one another to form complicated system of communication known as neural networks (“neurons that fire together wire together”). Simultaneously, many of the synaptic links that are not used will finally be trimmed away.

So, by the time baby is two years old, his/her brain will have reach 3/4 of its grown-up weight, and what started as a crop of saplings will have changed into an interlinked jungle of neuronal networks. These interconnections will go on to be created, and by the time he/she is a grown person, each cell will be capable of communicating with hundreds of other neurons. Furthermore, this jungle will continue to grow and reorder throughout baby’s life.

Figure: 2.2 The Development and Proliferation of Interconnections Between Nerve Cells of Brain During the First Two Years of Life

Adopted from Elias and Arnold (2006)

This amazing neural growth outspread rather automatically, as a product of genetic codes. However, it now seems that much of the formation and organization of the brain takes place as the product of interactive responses to environmental stimuli. By
using a computer as an example, we could say that what each nerve cell exchanges messages, and the other nerve cells in the network with which it communicates, base on what is put into the computer and on the specific strictures of the computer itself. Unlike the computer in this analogy, however, humans are living computers, in that the inward receiving information interacting with their individual genetic codes causes considerable changes in the composition and makeup of their brain. Consequently, baby’s brain will be matchless but at the same time it will be similar in terms of certain features and qualities in common with the most of other human brains (i.e. just as each individual has two hands, two legs, a head, and a torso, but is even so, the only one of its kind). Additionally, although the flexibility of brain growth reduces eventually, some plasticity remains for change and reform throughout the lifetime.

There are at least two main aspects of brain growth that are pertinent to the relationship between baby’s brain development and his/her emotional growth. The first areas include the growth of structures in the brain and their set-up of connections, whereas the second involves the neurochemical facet of brain functioning. Although knowledge of neurochemical processes, for example, neurotransmitters (dopamine, nor-epinephrine, and serotonin), amino acids (e.g. gamma-aminobutyricacid), neuropeptides, and hormones are vital to comprehend the stimulation and inhibition of neural passages that control emotion and attention (Panskeep, 1998; Todd, Swarzenki, Rossi, & Visconti, 1995).

2.7.2 Parts of the Brain

To know the growing brain, it helps to know that baby’s brain, being a result of evolutionary history, is a combination of three different parts (brain stem, limbic system,
and cortex) that initially evolved during different time periods (MacLean, 1978). Over the course of each person’s growth these three systems become gradually more interlinked. These three systems of the human brain are:

1. Archipallium Brain (Reptilian or Basal Brain or Brain Stem)
2. Paleopallium Brain (Mammalian Brain or Limbic System)
3. Neopallium Brain (Neomammalian Brain or Cortex)

Figure 2.3
THE TRIUNE BRAIN

2.7.2.i The Reptilian Brain or Brain Stem

As shown in Figure 2.4, the innermost, deepest and evolutionarily primitive oldest part of the brain is the brain stem, which evolved more than 500 billion years ago, long before the arrival of mammals (Ornstein & Thompson, 1984). Brain stem also exists in other animals from reptiles to mammals, therefore, it is also called reptilian brain.
Many important functions, including those at the basic level of life continuance, are carried out by the brain stem. For our present purposes, it is worth mentioning that data about the functioning of the inner world is sent out from different parts of the body through the brain stem to be compared with information received from the outer world. Hence, our brain continually watches how we are functioning in association to the external world. All of this occurs at an unconscious level.

Figure 2.4  
BRAIN AND ITS PARTS

2.7.2.ii The Mammalian Brain or Limbic System

The Limbic System is the middle part of the brain. It provides direct connections between upper and lower parts of the brain. It deals with emotions and memory. It regulates emotions and the instinctive responses to those emotions. It is evolution wise later (newer) than the brain stem, evolved about 2 to 3 billion years ago (Ornstein
&Thompson, 1984). It is often known as the limbic system, or by nickname as mammalian brain, because it is most exceptionally developed in mammals. This part of the brain is not fully grown at birth, but it grows more rapidly than the third outmost part, and is also much more stereotypic, innate and instinctual in its functioning. One of the main roles of the limbic system includes the preliminary processing of manifold facets of emotion as well as the identification of emotional expressions on the face, action propensities, and the storage of emotional memories (Aggleton, 1992).

The limbic system consists of the following parts/structures which operate at an unconscious level, though we can become aware of the outcomes:

- Thalamus
- Hypothalamus
- Amygdala
- Hippocampus

The thalamus and hypothalamus can be deemed similar to relay stations for incoming data. The thalamus collects all incoming sensory signals from the external atmosphere before it is transmitted to other parts of the brain. In other words, information from the outer world relayed in the form of energy or chemical and received through receptors (nerve cells of various types), is transmitted first to the thalamus; from there it is carried to other parts of the brain to be interpreted or decoded, analyzed, saved, acted on, et cetera. This happens with information related to all five senses (vision, hearing, touch taste, and smell,). The hypothalamus, on the other hand, receives data from the body and regulates drives such as sleep, sexuality, and hunger. Both of these organs pass on data to the amygdala, the main limbic structure involved in the neurobiology of
emotion (LeDoux, 1991). Lastly, the hippocampus stores the contextual components (background parts) of memories and also sends out this information to the cortex for further analysis and storage. Sylwester (1995) talked about the hippocampus as the card catalogue for our library of memories owing to its role in assigning memories of networks in different brain areas.

Each of two amygdalas is comparatively small, almond shaped structure with numerous connections to other brain areas. The main function of the amygdala seems to be the decoding of incoming sensory signals in the light of survival and emotional needs of the individual. Functionally, the amygdala can be equated to warning system of the body. That is using incoming sensory information; an amygdala analyzes occurrence to scan even very little changes in the inner and outer environments. It is continuously looking for emotionally related information.

Another critical function of the amygdala is to give emotional meaning to memories. When a strong emotion is experienced, particularly under circumstances of emotional stress (e.g. fear, anger,) it seems that the amygdala marks this memory with an additional amount of strength (an underlining of types). This may explain the fact that people [are] likely to have strong memories for emotionally charged, personal experiences. It may also account for why children are more prone to learn in circumstance in which there is some kind of emotional association to the material (Jensen, 1998).

It has been guessed that emotional memories saved by the amygdala can be brought to mind and can affect current behavior without ever coming into conscious knowledge (LeDoux, 1993, 1995). In other words, we all have unconscious memories,
particularly for emotionally charged incidents (e.g. getting upset, feeling deserted), that impact our current behavior, without our being conscious that we have them or that they are even memories. Hence, it is supposed that many early childhood occurrences, especially, emotionally related ones (e.g., important associations, emotionally shocking events) may wield a long term effect on behavior through this system. When a link in the current situation becomes a reason for us to re-experience (recall) these emotional memories in the present we automatically consider that the emotions are really happening in the present, when actually they are linked with memories of the earlier period. This phenomenon has a deep impact on our relations in the present, without our ever being conscious of it.

Part of the reason, this takes place, is owing to the separate storage of the non-linguistic (non-verbal) emotional element of memory (saved in the amygdala) from the contextual (background) components (saved in the hippocampus). In other words, the hippocampus, the limbic structure involved in the storage of contextual memory, and the amygdala (which inserts the emotional impression) appear to act as a group in the process of saving and storing memories of important life experiences. The hippocampi are supposed to mature later in growth than the amygdala, which possibly is a part of the reason why babyhood memories do not exist in consciousness. That is, in the babyhood, the emotional element of certain events is saved in the amygdala, but the related contextual data is not saved in (or probably is stored but later cannot be taken back from) the hippocampus. Verbal thinking is involved, in that conscious recovery of contextual (background) memory in the hippocampus is improved after the development of the capability to think with internal language (normally by the age of 5 to 6 years).
2.7.2.iii The Neomammalian Brain or Cortex

The upper, outmost and with reference to evolution the latest part of the brain is known as the cortex. Compared to the other two above mentioned parts (brain stem and limbic system), the cortex has much more suppleness in its growth and is much more affected (influenced) by ecological and environmental input. It also grows more gradually than two other parts. Furthermore, the ratio of cortex to limbic system rises as one proceeds up the evolutionary scale (the grown-up human has about 90% cortex compared with 10% limbic system, whereas the reverse is true for the hare). The bigger share of cortex in humans compared with other mammals plays a significant role in our distinguished potential and talent for variations in behavior and for adjustment to a remarkable diversity of ecological demands.

As will be explained in greater detail, the cortex facilitates for secondary processing of emotions at more advanced level than is doable with the limbic system alone, and it also allows for greater (socialized) command over the more innate, instinctual, automatic responses of mammalian brain. Additionally, the cortex allows us to collect and combine data over time (from a variety of occurrences initially processed by the limbic system) to form ‘schemas’ or patterns about the outside world. The cortex also has “associations areas” in which sensory information from different senses can be combined (tertiary processing), which sequentially allows for complex verbal and non verbal intelligence.

Role of Cortex in Emotional Processing

One of the evolution wise latest parts of the cortex is the neocerebellum, the six external coatings or layers of neurons that cover the cerebellum (the two large “bumps”
or lumps at the rear of the brain just above the neck). Very recently, we have noticed the noticeable significance of this structure for making possible semantic (meaning related) associations between words and for more pro advanced processing of social intelligence. Those children who have smaller than average neocerebellum (e.g. Autistic children) show difficulty with (are low in) social intelligence and interpersonal relations, whereas children who have larger than average neocerebellum (e.g. children with William’s syndrome) are exceptional in the area of social intelligence, even when they are retarded (far behind) in other areas of cognitive growth.

The two frontal lobes (e.g. left and right, behind the forehead) are another recently evolved part of the cortex that developed almost the same time as the neocerebellum. Their role is, the advanced level processing of such complicated functions as planning, anticipation, concentration, attention, insight, moral conscience, empathy, sense of identity, and unselfishness. Moreover, the frontal lobes play a key role in handing out complicated data, keeping up attention to related versus unrelated stimuli, and combining receiving data with previous information.

Among other things, sufficient frontal lobe organization and performance are vital for optimum capability to pay attention, focus and to concentrate, which in sequence are necessary for academic achievement. A well performing attentional system must accomplish numerous tasks, including detection of essential elements in the surroundings, the capacity to neglect unrelated stimuli while keeping attention to the prime focus, the capacity to reach inactive (dormant) memories, and the ability to transfer attention quickly as a result of new data (Sylwester, 1995). It is necessary to note, however, that
attention, focus, concentration, and memory are all strongly influenced by a child’s existing emotional condition, as well as by the child’s overall growth and development.

At least one of the causes for this includes the reality that a vital part of the prefrontal cortex that manages emotions is situated in the ventral area of the anterior cingulated. It is very near to the unit responsible for the handling of cognitive processes (for example, the keeping up of focus, concentration and attention) in the dorsal area of the anterior cingulated (Berger & Posner, 2000). Additionally, these two areas commonly appear to be reciprocally inhibitory, so that when one of these areas is in action, work of the other is compromised (Drevets & Raichle, 1998). In the physiological perspective, one can pay attention inward or outward, but not both ways simultaneously.

Thus a child who is emotionally disturb, worried, depressed, bothered, annoyed, sad, aggravated, shocked or otherwise upset (whose brain is busy with focusing to processing and handling these painful feelings in the interior world) will find it difficult or even impractical to pay attention and focus on cognitive learning in the external world. It is exceedingly essential for educators to know and identify that when a student is lacking concentration this is usually because of the way the brain is designed and is not a result of the student’s lack of hard work.

Moreover, it is very hard to learn how to dominate or repress severe emotional pain (and suppressing it is rather energy spending to keep), so most students are not skilled at doing this. These dynamics may at least partly explain why poor academic performance and accomplishment, as well as less than maximum frontal lobe performance, are often found with both internalizing and externalizing types of emotional suffering in young school age children (Kusche, Cook, & Greenberg, 1993).
Certainly, most children do not know how their brains are working (nor are most educators), so if an educator warns a student for loosing attention and demands the student to try harder, this child is possible to feel disgrace, regret, anger and so forth for not being capable to fulfill, because children think that they should be capable to do things if elders expect them to even when they cannot, this type of situation is harmful to their self esteem (self-worth), if this occurs repeatedly, it can result in a student quitting and learning to hate school.

The frontal lobes are also significantly involved in handling emotions. The frontal cortex has a distinctive association with the limbic system in that it is supposed to be the only cortical area in which data processed by the limbic system is represented (Damasio, 1994). The unique links between the frontal lobes and limbic system make it doable for the prefrontal cortex to supersede or adjust instructions originating from the limbic area. Dawson (1994), Schore (1994) and others have assumed that the frontal lobes play a controlling role in emotional processes, especially, directing our ability to cope with and handle emotional expressions. Similarly, Goleman (1996) looked up the frontal lobes as the emotional regulator because of their obvious executive role in handling emotion and overrule emotional impulses. He says:

In the neo-cortex a cascading series of circuits registers and analyzes that information, comprehends it, and, through the prefrontal lobes, orchestrates a reaction. If in the process an emotional response is called for, the prefrontal lobes dictate it, working hand-in-hand with the amygdala and other circuits in the emotional brain. (p.28)

There have been many case studies that explain how injuries and cuts specific to the frontal lobes are related with remarkable changes in emotion handling and social
capability (Benton, 1991; Grattan & Eslinger, 1991). Although the patients in these reports often achieve in the normal range on measures of cognitive functioning (intelligence testing, reading, mathematics), marked shortfalls in social behavior, in the area of emotional management, inadequate frustration forbearance, enhanced impulsivity, weak peer relationships and recurrent fluctuating mood are often reported. In social areas, almost all of these patients show a failure to maintain significantly, relationships, extending beyond developmental stages.

Another critical role played by the prefrontal lobes includes recovery (restoration) from emotional trauma (shock). When a person has been traumatized (shocked), the emotional sufferings, as well as relations to the experience, are all permanently saved in the limbic system. These memories cannot be deleted, and any stimulus in the surroundings that matches a relationship recorded memory can activate the emotional pain of the original trauma (with no conscious understanding of why this is occurring).

Historically, this perhaps had a very important survival value, in that once a danger was experienced, anything that pointed toward a risk of it occurring again would robotically set off a powerful automatic alarm. Unluckily, this system of protection does not readily defend us from the kind of traumas came across in the present complicated world (e.g. road accidents, terrorism, bomb blasts, aeroplane crashes). Rather the activating links and emotional suffering repeatedly lead to trauma victims feeling besieged with a fear and evasion, and this can become extremely maladaptive (e.g., incapability to drive, mistrust of an whole racial group). However, it is doable for the prefrontal cortex to send a supersede message to turn off or adjust the pain signals. Thus, although memories and relations of earlier traumas cannot be erased from the limbic
system, they can be restricted or customized through new programming in the prefrontal cortex.

**Vertical Control**

The limbic system supports survival and is skilful at responding particularly speedily. For instance, if you noticed a car coming toward you and you alarmed and jumped to the roadside, all of this quick processing would have happened initially in the limbic system and brain stem, without any mindful awareness on your part. After that, however, you would let in and process more specific information at a cortical and conscious level (e.g. the thinking, “that car virtually struck me!” its color and shape; the registration number). In the addition to the initial fear, you would perhaps begin to feel angry, as well as, reassured, and you might think to report the incident to the police. Thus, rapid initial processing with the limbic system is sometimes vital for survival, as in this case (you would have been crushed before your cortex could have processed this); second and third processing with the cortex, however, are also necessary, as these let us to combine and integrate cognitive and emotional information at a more sophisticated level. This in turn enables us to better comprehend what has occurred and to make suitable strategies for further action. Together they can make an awe-inspiring squad. However, this is not always the case.

In the prior example, it can be noted that the quick speed of limbic system processing is carried out at the cost of thorough accuracy. Consequently, when the amygdala takes over control and initial physical responses without cortical contribution or awareness, the results are not always beneficial. Goleman (1995) talked about these
situations (i.e. maladaptive tragedies such as hitting a friend in reaction to getting injured, shooting another animal lying in ambush for tiger) as “emotional hijacking”.

Thus having executive (prefrontal) control over our impulses and desires (like having accelerator and brakes in a car to slow down the speed) is often necessary for social adjustment and cultural survival. However, the neuronal interlinks between the prefrontal cortex and the limbic system, develop comparatively slowly during the age of childhood. Therefore, although, the frontal cortex plays a role in emotional management from the first year of life; it takes many years before it attains executive (decisive) control over the fast and spontaneous processing of the limbic system.

On the other hand the links between the limbic system and the brain stem, which enable for activation of motor responses without any cortical participation, grow much earlier in life. The sensory and motor areas of the cortex also develop comparatively rapidly during the first 2 years of life. This is another cause why action often succeeds directly in reply to strong feelings in young children (e.g. beating one’s sister or throwing one’s bag when angry). These are examples of affective and sensorimotor intelligence at work, with no verbal or symbolic intervention required. In other words, when children, like Baby May, are babies and experience emotions, they act or respond.

Fascinatingly, the neural networks that pass on data from the limbic area to the frontal cortex build up quicker than the networks that work in reverse. Additionally, the growth of pathways to transmit messages from the frontal cortex to the limbic system emerges to be much more reliant on ecological input. For instance, when a mother soothes her over stirred newborn and helps her baby to relax, she is training her infant how to do this for himself or herself. As a neurological level, many fruitful experience of
this nature will transform into the creation of optimal neural pathways from the frontal
cortex to the limbic areas (eventually resulting in well-built self control). If the child is
regularly left in an emotionally besieged condition, on the other hand, the resulting
networks will possibly be deficient (the kid will show shortfall in self control).

Perhaps even more astonishing is the latest discovery of ‘mirror’ neurons
(Stamenov & Gallese, 2002). Elias et al., (2006) explain:

These nerve cells fire in response to observation of behaviors in others as
if the individuals were actually performing them. Thus, it is believed that
neuronal networks can form through perception alone, which would
explain, at least in part, why modeling has such powerful effects on
learning. This of course implies that demonstrations of maintaining or
regaining composure (or unfortunately, unhealthy, alternatives,) by
significant others in the child’s environment will also impact the manner
in which neuronal pathways develop. (p.24)

In short, as a child grows up in a sufficiently helpful environment, interlinks between the
frontal lobes and the limbic area expand and differentiate in a best possible way. These
changes, together with progress in language and intellect (ensuing from neuronal
expansion and maturation in other cortical areas), allow for extraordinary changes in
emotional maturation, self control, and other features of growth and development.
Between fifth and seventh years of their lives, children usually, exhibit dramatic changes,
in performance, occasionally, termed the “5 to 7 shift” (Luria, 1976; White, 1970). As
illustrated in Figure 2.5, pathways of vertical control from the frontal lobes guide to
better handling of impulses and action propensities, greater independence, enhanced
planning abilities, and capacity to accept greater responsibility. The ability to
mechanically use inner talking also allows for verbal thought to work as a moderator for behavior self control.

After the successful transfer of the “5 to 7 shift”, child is competent of using the following order; first the child experience an emotion, then the child verbally processes this data, next the he emulates a strategy for responding, the finally the he takes action. It can be noted that this decisive change in growth involving executive control takes place before expectations of the society for the child to participate in formal education. In other words, we do not suppose playgroup students to sit at desks for many hours, but we do expect this by the second grade. (Since boys normally fall behind girls in neurological development at all stages, educators generally expect that the girls will have got self control by first grade, but are more tolerant with boys’ “restiveness.”)

Figure 2.5
PATHWAY OF VERTICAL CONTROL

Pathway drawn as in Elias and Arnold (2006)
Over the past 20 years, however, the number of children showing trouble with attaining the, “5 to 7 shift” (including the progress in sufficient self control) appears to be increasing. Children, who do not develop sufficient orbital frontal limbic system neuronal network, by the age of 7, are at threat, as they will not be capable to function in a way that is supposed for children of their age group. In addition, there appears to be an important window of hope and opportunity for the expansion of these networks, and it seems to be very hard to develop them after puberty. Risk for school failure, drop out, drug use, aggression, delinquent behavior, and so forth, all increase as children get older and keep on to show shortfalls in this area.

Given the individual and societal difficulties inherent in below optimal frontal lobe growth, it is vital for teachers to enhance the evolution of capable neuronal networks (e.g. by actively teaching, modeling, how to relax and attain self-control over their behaviors). Children profit greatly when specific models of physical self control which are used during period of emotional awakening, are trained and skilled, followed by more highly developed forms of verbally mediated self control. In other words, the frequently used expressions, “you need to control yourself” and “you need to pay attention”, require to be substituted with the understanding that many children deficit the required neuronal structure and, therefore, are incapable to adhere to the words alone. Educators first have to train these children in the art of self control and focusing attention.

2.7.2.iv The Two Hemispheres and their Communication

As earlier noted, the limbic system processes emotions at an initial level. The cortex, conversely, does so at a more advanced level. Further, both sides of the cortex are distinct from one another and have specific functions with reference to the processing of
affect. Additionally, collaboration and harmonization between the two hemispheres is made possible by the corpus-callosum. It is a bunch of nerve cells that interconnect the two sides and allows for mutual communication between them. It works as a bridge between two hemispheres of the brain. This also provides a way for combining two different communication systems, that of emotion and that of language.

To well comprehend how this operates, consider two symbiotic towns connected together by only one bridge. Left Town specializes in linguistic communication (e.g. expressive and output and input language), as well as in the secondary (second level) processing of the display of pleasant emotion (e.g. pleasure, tranquility, enthusiasm, love). Whereas, Left Town, specializes in the secondary processing of the residual features of emotional communication (i.e. the sending of unpleasant emotional gestures as well as the receiving of the both pleasant and unpleasant information).

Historically, things used to be greatly unlike; about 1 million to 4 million years ago, left and right hemispheres were probably proportioned, replica (nearly identical to) of each other. Anything could also be done in the other (as with all other mammals). Apparently, with the beginning of verbal language (which occupies a substantial amount of processing space); there was simply not adequate space to keep this replication of functioning on each side. Hence, the two sides began to specialize (Davidson, 1994; fox 1994), with left hemisphere dealing out language (plus expressive pleasant sentiments) and right hemisphere handling out the secondary processing of receptive emotion and expressive unpleasant feelings (Bryden &Ley, 1983). (For purpose of correctness, it should be noted that newborns and tots, in fact, process oral language in both hemispheres, but by the age of about 3, control for language related functions transfers to
the left hemisphere in the greater part of young children. But, conversely, it seems that a minority, mostly females, keep on processing at least some language in both the left and right hemispheres, while a very little minority builds up linguistic capability in the right hemisphere.)

Language processing has at least three benefits compared with non-linguistic processing it allows meta-consciousness (i.e. the capability to monitor and analyze one’s own thoughts), which in turn, endows with augmented ability for self control; it permits for sequential thinking; and it gives superior specificity and precision. Nonverbal intelligence, conversely, permits for global and holistic thinking (e.g. visualizing a work of art or envisaging how to landscape a garden), insight and intuition, and quicker processing of data. Emotions, for instance, provide thrifty packets of immediate information, and therefore, afford a highly proficient and extremely adaptive method for transmitting information speedily.

Additionally, language needs a comparatively long time to learn and is specific to the ethnicity and culture, in which it is used, while the emotional communication system opens out comparatively rapidly and is global in nature. For instance, by the end of the first year of life a baby is fluent in exchanging messages through emotional communication, and notionally, could do so with any person from any ethnicity. In comparison, a one year old baby is only starting to speak his or her first words in his or her particular mother tongue.

Thus language and emotions are both imperative for different purposes and to work in a unified and best possible way, it is necessary to synchronize both systems of communication. In other words, both left and right hemispheres need to keep each other
aware and informed and collaborate for the benefit of the whole. To achieve this, they need to utilize the corpus-callosum as a viaduct between them to permit a two-way free flow of data between the two areas. Once the communication networks that traverse the bridge have been formed nonverbal information originating from right hemisphere can travel across the viaduct to left hemisphere where verbal processing permits for meta-consciousness of inside responses to the outside world (e.g. emotional awareness). Data from left hemisphere, on the other hand can travel through the bridge to right hemispheres to assist elucidate, manipulate, and control emotional processing (fox & Davidson, 1984).

Furthermore, this bridge is the lone way by which the two hemispheres can exchange information with each other, and unhappily, this situation has created an interesting and regularly dysfunctional, paradox. This takes place when unpleasant data processed in right hemisphere does not pass through the bridge (e.g. if contact is obstructed or if adequate networks have never formed). When this occurs, the left hemisphere unknowingly (ignorantly) thinks that there are no unpleasant feelings, when actually, there are. In other words, this can mislead individuals into thinking that they are free of emotional pain, a condition that most people prefer. Generally, however, this deficit of information is not advantageous, because conscious awareness of outer and inner condition is usually essential for maximal functioning and adjustment. However, obstructing unpleasant communication from right hemisphere, knowingly, feels better, so there is a strong propensity to desire to do this and thus conceal and mask discomfort. This protection is known as emotional repressions, and often does not function properly and satisfactorily.
To borrow from an old saying, if sensations processed in the right hemisphere are not ‘heard’ or identified by the left they do still ‘make a sound’ or have the effect. But because of the operational and structural organization formerly described (which is also illustrated in) the nonverbal information (such as an emotional cue) that is dealt with preconsciously by the right hemisphere, will not reach conscious awareness until we linguistically think about it with the left hemisphere. And to linguistically examine our emotional experiences, and thus become consciously know about them, information from the right must be sent out to the left through the corpus-callosum. In other words, to be accurately aware of our emotional experiences, we must utilize inter-hemispheric communication between the right and left hemispheres, a phenomenon firstly explained by Freud in 1915.

To sum up, if emotional data (e.g. the secondary processing of anger) does not get to the left hemisphere, a person will not experience (as illustrated in). Moreover other people can know about how this person feels (e.g. by watching facial gestures or hearing the tone of voice). But the individual himself or herself will not be familiar with his or her own feelings. (And if other people indicate the emotional condition to the person involved, this person will continually feel attacked, angry, and frustrated. The logical but mistaken thinking goes something like, these are my feelings, and I would know these sensations better then others). A common illustration of this occurrence takes place when a teacher obviously and rightly watches a student who is feeling angry, but the student really has no conscious awareness of feeling that way.

Historically, children (particularly girls in our culture) have been repeatedly unintentionally taught to use repression. It is very ordinary, for example, to hear an
infuriated adult tell a child, “Don’t get mad!” In common, what the adult actually means is, “Don’t mirror!” (e.g. throw a outburst, shout, pout). However, the statement, “Don’t get mad!” causes the child thinking that it is bad to be angry, and since it is impractical not to have a feeling when the emotion is there, often the best child can do to obey is to repress or suppress it. Since the behavioral outcome is what the adult desired in the first place, this response is frequently strengthened and reinforced as a good one. Unluckily, our forefathers were not aware of the considerable long-standing costs that incur from the follow-on deficit of emotional awareness. (paid at both a personal and a collective level).

In children, growth of the corpus callosum is comparatively slow. But the way in which inter-hemispheric structuralization takes place depends a lot on ecological and environmental input during expansion. Verbal recognition and labeling (phonic representation) of feelings should strongly help with regulating these feelings, managing behavior, and improving hemispheric unification and integration. Thus, the use of emotion identification cues such as pictures of facial expressions gestures (mediated by the right hemisphere) in combination with (phonic representation) verbal labels (mediated by the left) during the process of emotional experience should enhance the development of inter-hemispheric exchange of information. Additionally, heartening and helping children to converse about emotional experience (both at the time they are happening and in recall) should additionally reinforce cortical integration. Happily, these are all activities that educators can encourage in the classroom, both through social and emotional lessons and during daily dealings particularly when students really experiencing difficult/uneasy emotions or social situations.
Figure 2.6
CONSCIOUS AWARENESS OF ANGER

Adopted from Elias and Arnold (2006)

Figure 2.7
EXPERIENCE OF ANGER WITH NO CONSCIOUS AWARENESS

Adopted from Elias and Arnold (2006)
2.7.3 Programming of the Brain

Damasio (1994), Schore (1994), and others, have provided convincing evidence that all programming from the surroundings is not equal. Rather, neocortical brain development is particularly responsive and reactive to the input of the “programmers” to whom we are emotionally affiliated, in interaction with our genetic potentials. For most advanced mammals, including humans, the mother is usually the chief programmer (pun intended), particularly during the initial few years, although other available caretakers and affection figures (fathers, grandparents, teachers etc.) are surely important as well (Dawson, 1994).

Changes in affect related with recovery from emotional discomfort (e.g. from desolation to delight) in the child-caregiver affiliation context, result in increased release of dopamine and endogenous opiates which in turn enhance synaptic growth in the prefronto limbic areas of the brain (Schore, 1994, 1996). Seigel (1998) described these ideas as follows:

Our modern view of the brain and its response to experience has shed some new light on how experience directly affects gene function, neuronal connection and the organization of the mind-emotion influences and is influenced by a wide range of mental processes. Another way of stating this is that emotion, thought, perception, memory and action are inextricably interwoven. (PP.2, 7)

Furthermore, these emotional processes, with their strong integrating powers, usually take place in the context of important associations. Therefore, it if other is generally successful in providing best possible, balanced stimulation (i.e. promoting positive interest in the world while also providing relaxing comfort when her baby is upset or besieged), a vital positive base will be laid for the afterward attainment of such
things as self control, inside motivation and paying attention. This will also cause a good base with regard to initial brain development. Every time baby benefit from a learning experience with her mother, she will reinforce her love for learning together with her cortical interconnections.

Mays cortex will gradually form schemas (patterns processed by neural networks) about the world founded on diverse experiences processed by her limbic system. If her caregivers maintain to be dependable and responsive to her needs, she will ultimately form schemas of basic confidence and positive self-respect. In contrast, the baby who often feels ignored or deserted will come to see elders as unreliable and will likely form a basic sense of being unwanted, reviled and worthless (a formula for despair, anxiety, violence or other disorders). However, this base is just a start, and the building blocks for motivation and self regulation will persist to accumulate along with the equivalent structural networks. Over the course of early childhood, the schemas and networks that develop will produce expectancies or mind sets that will influence May’s perceptions of educators and classmates as well as her classroom behavior, when she finally starts her school.

His/her educators will play influential and critical roles in baby’s brain development and integration. The significance of attachment as catalyst for brain development will persist; the better baby feels about his/her educators (and perceives his/her educators as feeling about his/her), the more constructive the effect on cortical growth and learning. Powerful negative feelings or the perception of negative feelings from her educators, conversely, will possibly reason for considerable intervention relating to motivation, concentration, attention, maintenance, and so forth. In other words the
quality of emotional association (positive, negative, or mediocre) that flourishes between pupils and their teachers, has a critical impact on learning and brain growth.

2.7.4 Gender Differences and Brain Development

It is known fact that boys act dissimilarly than girls in many ways irrespective of their individual differences with in the group. At least some of this diversity is because of differences in brain structure and its composition. Boys, for instance, usually have more neurons in their motor cortex, whereas girls [are] prone to have increased interconnections in the frontal lobes and language areas. Consequently, boys tend to respond more readily to anger with bodily reactions, on the other hand, girls normally use verbal responses. Similarly girls usually have extremely well-developed corpra-callosa with millions of extra neurons than boys (which increases inter-hemispheric communication and integration).

Until recently it was thought that these variations were basically as a result of dissimilarities in ecological and environmental input. Not astonishingly researchers have recently discovered that genetics (heredity) also play a vital role (Solms& Turnbull, 2002), for instance, the “pilot light” in the male brain is programmed to sustain incessant awareness for the talent for attack (who is the assailant? What arms should be used? etc.), and males have tendency to respond quickly and aggressively to the perception of danger. With the brain of women, on the other hand, the “pilot light” keeps watchful to preserve social structure and accord (e.g., Is everybody collaborating? Does any person in the group need anything? etc.). Thus, in contrast to boys, it is normally easier to socialize girls (e.g. to train them to work together, abide by rules, etc.).
What makes this more intricate, however, is that the brain of male or female does not always match the gender of the individual. When mothers are extremely tense during the second trimester of pregnancy, for instance, a sequence of incidents happens in advance, which in turn stops the boys from shaping a male brain (the sample being the female or social brain). Consequently, the interaction of heredity with the environment can cause individual differences in a gender.

2.7.5 Effects of Brain Development on Emotional Learning

There are many significant implications for teachers that can be derived from our existing knowledge of brain development and emotional processes:

2.7.5.i Teacher Child Relationship

It is evident that brain growth is highly impressionable and is strongly influenced by experiences interacting with inherent potential to reinforce, trim, integrate, interlink, arrange and rearrange neural networks. The formation of best possible neural network between the left and right hemispheres and between the prefrontal lobes and sub- cortical regions are of particular importance. We believe that the nature and quality of the emotional affiliation of a student to his or her teacher is of critical importance regarding the quality of attention, learning and brain development.

2.7.5.ii The Influence of Education on the Strength of Neocortical Control and Self-awareness

In neurological perspective, teaching can be defined as the facilitation of neuronal development, arrangement and integration; that is, educators have the potential to play significant role in intensifying pathways that lead to the combination of affect (feeling?), language and intellect. Although teaching content is important, the teaching
method or technique is probably even more important. Of special importance is the way or approach in which educators promote emotional literacy, interpersonal decision making and problem solving in the classroom.

2.7.5.iii Development of Frontal Lobe and Academic, Social and Individual Accomplishment

The executive function of the left and right frontal lobes (including such areas as attention, concentration, frustration forbearance, social problem solving abilities, self control and the regulation of affect) are very important for both advanced level learning and for mature behavior. Shortfall in the performance of any of these domains can influence the afterward development of other areas. Further, it is important to note that these capabilities do not automatically build up, but rather must be built up by each individual.

2.7.5.iv Helping Students in Increasing their Knowledge of Emotional Process

Assisting them to identify their own emotional experiences as well as in others, by utilizing verbal labels and supporting empathic identification and perspective taking with other people. The practice develops the functions of frontal lobe regarding self control and interpersonal awareness.

2.7.5.v Focusing on Emotions and feelings of the Students as a Central part of Classroom Activities.

Teaching healthy strategies for dealing with, communication about, and managing emotions assist children in maintaining attention and focus during academic and interpersonal learning contexts. Most educators agree that when possible a balanced
education is preferable for children to have. In neuro-physiological terms, this means that many different areas of the brain are used in learning a diversity of skills. Education that does not include emotional literacy and SEL will be far from balanced. Further more cognitive development alone, no matter how spectacular (e.g. high achievement test scores), is limited and is not only likely to result in success in life without proficient emotional development as Goleman (1995) has described that emotional intelligence can matter more than IQ. When teachers listen to their students and show respect for their feelings, opinions and ideas, they provide best possible condition for attachment learning and brain growth.

Children, who feel listened to with the respect by their teachers and peers feel valued, cared for appreciated, supported, respected, and part of a social group. This along with empathy from their teachers and peers, motives children to value, care for, appreciate, and feel prosaically towards themselves, their environment, the social group to which they belong other people and their world. In other words emotional literacy and respect for the feeling of self and others are among the basic building block for healthy life and civilization.
CHAPTER 3

RESEARCH METHODOLOGY

The target of the research study was to observe the effect of Emotional Literacy on academic achievement and emotional intelligence of the students at secondary level. It was an experimental study intended to explore the effect of Emotional Literacy (independent variable) on student’s achievement (dependent variable 1) and emotional intelligence (dependent variable 2).

Campbell and Stanley (1963) have identified eight major sources of internal validity (history, maturation, testing, instrumentation, statistical regression, differential selection, experimental mortality, and selection maturation-interaction). If the design of the study is not capable of controlling the above factors, they may adversely affect the results of the independent variable.

The internal validity is prone to be affected by those factors which work on the scores obtained from dependent variable. Ultimately, the results achieved through such experiment are poor, whereas external validity is being affected by those factors which work on experimental treatments. According to Campbell and Stanley (1963) external validity is endangered due to four factors.

The “pre-test—post-test Equivalent Groups Design” was used in the study. This design is most suitable and useful for this type of study. Under the instant design, the
random selection of subjects was made between the experimental group and the controlled group. This design is symbolically represented below:

\[
\begin{align*}
R & \quad E & = & \quad O_1 & \quad T & \quad O_2 \\
R & \quad C & = & \quad O_3 & \quad O_4
\end{align*}
\]

Where:

- **R**: Randomly selected
- **E**: Experimental group
- **C**: Control group
- **O**: Observation or Measurement
- **T**: The experimental treatment to which a group is exposed i.e. Independent Variable

This design, very effectively minimizes those dangers which may harm the validity of the experiment. Soon after the completion of an experiment, *t* test and ANOVA are used to find out the statistical significance of the difference between the mean scores of the experimental group and the control group (Farooq, 2001).

Accordingly, as per design, all the members of the sample were randomly divided into two groups. One group was treated as experimental group and the other as control group. Both the groups were equalized on account of marks obtained by the students in
the subject of Urdu Language in the 9th class examination conducted by Board of Intermediate and Secondary Education Sargodha (treated as pre-test for achievement).

3.1 Population

The study was aimed to explore the effect of the emotional literacy of the academic achievement and emotional intelligence of the students at secondary level. Therefore, all the 10th grade students in Mianwali District made population of the study.

3.1.1 Sample

Cluster sampling technique was used to select the sample for the study. For selection of truly representative sample, it was assumed that all the Government high and higher secondary schools were having similar standards and environment. The assumption was made on the basis that recruitment of the staff was made in centralized manner and equal qualifications were prescribed. Similarly the institutions were not autonomous in their activities but centralized procedures were followed. Despite this, fundamental assumption, due representation was give to private, rural, urban and female institutions. The reason behind it was the fact that physical, social and local factors have specific connotations in education.

At the first stage Government High School Isa Khel (Mianwali District) was selected as cluster. And then, from the three sections of the 10th class, Section Liaqat was randomly selected as sample of the study. This section consisted of 60 students. The marks obtained by these students in the paper of Urdu Language in the class 9 examination conducted by the Board of Intermediate and Secondary Education Sargodha were used to equalize these groups. The subjects were ranked from highest to lowest, based on their scores on the control variable (pre-test of Urdu), each two adjoining scores
form a pair and pair members were assigned randomly one member to each group. In this way, two equal groups of 30, 30 were made. Treatment was also assigned randomly. The group who was assigned “treatment” was named as Experimental Group and the other was Control Group.

3.2. Research Instruments

3.2.1 Instruments of Academic Achievement

As mentioned above that the scores of the sample students in the Board Examination were treated as pre-test scores in the subject of Urdu language. Therefore, the Board’s paper of Urdu was treated as pre-test. Another test was made of the same standards by a team of three experts who were teaching Urdu language to the secondary classes.

3.2.2 Validation of Achievement Test (post-test)

In a try-out, the test was administered to 15 students of class 10 in Government High School Khaglanwala (Mianwali District). This exercise helped in getting better understanding of the items. The test items were again reviewed and revised by the subject experts. After a long discussion, a final test was approved by the experts and teachers collectively.

3.2.3 Reliability of Achievement Test (post-test)

The split-half method (odd-even) was used to test the reliability of post-test, from the scores obtained by the students who formed the sample of the study. The reliability of the Achievement Test (post-test) was examined by using the scores of the students of the
sample by means of split-half (odd-even) Method. Spearman Brown Prophecy Formula was used to find out its coefficient of reliability which was calculated to be 0.77.

3.2.4 Emotional Intelligence Tests

In order to measure emotional intelligence of the student a standardized test prepared by Singh and Chadha (2003, see appendix D) was used as pre–test of emotional intelligence with some alterations made by the researcher. Another test of the same nature was prepared by the researcher and was used as pot-test.

3.2.4.i Urdu Version of the Tests

For better comprehension of the test items by the students, both the tests (pre-test and post-test of Emotional Intelligence) were translated into Urdu language by the team of four experts.

3.2.4.ii Reliability of the Emotional Intelligence Test (post-test)

The concept of reliability occupies a central place in psychological testing. According to Stanley, reliability is the first and primary requisite of any measuring instrument. Reliability refers to internal consistency and temporal stability of the measurement. Both consistency and stability are intimately related but are used in different contexts. When the test yields consistent results upon testing and retesting, it is said to have temporal stability. More approximately, consistency means to what extent the test is internally consistent when administered once. Both stability and consistency are incorporated under the single term reliability.

For the present scale, test-retest and split-half reliabilities were computed. To find the test-retest reliability, a sample of 80 students from different schools (public and private, boys and girls) were taken. The scale was administered twice with a time interval
of 15 days to the same sample. Pearson’s $r$ was computed between the two sets of measures. Its test-retest reliability was computed as 0.90. To find internal consistency split-half method was used. The data collected in the case of retest on 80 subjects, were taken for split-half reliability. The whole data was divided into two halves, namely, ‘even’ and ‘odd’ as well as ‘first half and second half’ for the total scale. The odd-even split-half reliability was obtained 0.87 and in case of first half and second half, remained 0.90.

3.2.4.iii Validity of the Emotional Intelligence Test (post-test)

For the present test the committee of five experts confirmed content validity. Its empirical validity was assessed by correlating the scale with external criteria. The external criteria in the present study was a sample of 60 subjects. The test designed by Singh and Chadha (pre-test of the present study) and the present scale was administered to these 60 subjects. The scores obtained from the both tests were correlated to determine the validity index. The validity was found to be 0.76.

3.3 Treatment

Experiment was started immediately after the beginning of new session of 10th class. Duration of the experiment was 12 weeks. A pre-test for emotional intelligence was administered to find out Emotional Quotient (EQ) of the students of both Experimental and Control groups. A period of 40 minutes was allotted to the researcher daily to teach Emotional Literacy curriculum to the students of Experimental Group. The curriculum was comprised of chapter 4-9 of Goleman’s book, “Working with Emotional Intelligence”. This was done according to ‘Emotional Competence Framework’ as was given in the above mentioned book. The help was also taken from the book entitled:
“Emotional Intelligence at Work” by Singh (2003), particularly, from its chapter 6 (i.e. Guidelines for Training and Development).

A reduced syllabus (Appendix-D) from Urdu Language Book (Part II) for 10th class was taught to both the Experimental and Control groups in a combined class by their routine teacher (because both groups belonged to the same section of the same class of the same school).

Soon after the culmination of treatment, two separate post-tests (one for academic achievement and other for Emotional Intelligence) were administered to both Experimental Group and Control Group.

3.3.1 Methods and Techniques Used in the Emotional Literacy Class

The 12 weeks training was based on “Guidelines for Training and Development” (see pages 67-82) and was completed in four stages. The wrap and woof of the training program was knitted in line with the texture of “The Emotional Competence Outline” (see pages 54-66). Each topic was taught according to a well-thought and well-designed lesson plan (Appendix-M) founded on appropriate teaching methods and was linked up with background knowledge of the students. Most of the teaching was activity based. Where needed, the researcher used Urdu language for better comprehension of the content. Active participation of the students was ensured by using discussion, discovery and dialectical techniques. The learning was made linked with students’ practical and real life. The learning was also related with religious practices such as prayer, fast, sabr (patience), istiqamat (persistence), bardasht (tolerance) etc., hobbies adopted by students, supports, games and fine arts as well.
Efforts were also made to enhance the vocabulary of the student about different emotions, feelings and sensations. Non-verbal communication was highlighted and also was instructed by means of nonverbal conversations, discussions and exchanges. Skills of appropriate and correct facial expressions, gestures and body language were instructed and practiced. A quiz competition about emotions and feelings was also arranged. Emotional reading and interpretation exercises were practiced.

Conflict management techniques were taught by discussion and project methods. Stress management techniques, soothing and emotional catharsis techniques were introduced among students such as change of position, Yoga poses, free writing, free speaking, breathing exercise, drinking water, taking a bath, laughing, music listening, story writing, sharing and communicating.

Audiovisual aids were also utilized for identifying and understanding different emotions like happiness, fear, anger, sorrow, love, disgust, shame, surprise etc. Video clips and pictures of facial expressions of different feelings. Comedy, horror and tragedy movies were used to activate different emotions. Some field trips were also arranged to develop aesthetic sense among students. In addition to that, some parent-teacher meetings were also arranged to involve and sensitize the parents about very important aspect of their children’s development and also seeking their help and cooperation in this connection.

Regular formative evaluation and question answer techniques were utilized to keep the process of teaching learning in the right direction and making it more effective. In short, different dimensions of emotional intelligence in the students were developed as per following methodology:
3.3.1.i Emotional Awareness

The knowledge of the students about emotions was improved by means of lectures, discussions, and demonstrations. Their self-awareness was developed through exercise of insight, meditation, self-reading, focusing attention to inner emotional feelings and cues, communicating with others. Whereas, social awareness was improved by teaching them how to focus to the feeling of others, sharing feelings with peers, verbal and non-verbal emotional communication with other people.

3.3.1.ii Emotional Management

Self control was developed by emotional analysis, psycho analysis, delaying gratification exercise, logical thinking, change of posture and position, Yoga postures, free writing, free speaking, breathing exercise, drinking water, taking a bath, laughing, music listening, story writing, sharing and communicating. Religious teachings about emotionality, patience (sabr), Tolerance (Hilm), Forgiveness (Afve), Mercy (tarahum) and Ibadat especially prayer and fast played a supportive role in emotional management and regulation.

Social management was improved by conflict management techniques, teamwork, role modeling, group activities, verbal and non-verbal communication exercises and guiding/counseling exercises. Islamic and social values like helping others, Iyadat (visiting the sick), condolence, and brotherhood were also taught to strengthen social management skills in the students.

3.4 Controlling the Extraneous Variables

There are two types of extraneous variable which need to be controlled on the part of the researcher, variables pertaining to the subjects and the variables affecting the
environment. Randomization was used to control such variables. Firstly, the GHS Isa Khel was selected at random as cluster by using cluster sampling technique. Secondly, the section Liaqat was randomly selected from the three sections of 10th class of Government High School Isa Khel. Thirdly, the subjects were ranked from highest to lowest, based on their scores on the control variable (pre-test of Urdu), each two adjoining scores form a pair. The pair members were assigned randomly one member to each group. Treatment was also randomly assigned to one of the groups latterly called experimental group.

Since, subjects of both the groups belonged to same section of the class, therefore, the class room environment, teacher, time, subject material, teaching methodology remained the same for academic learning through out the experiment.

The validity and reliability of the instruments was duly checked. Moreover, a proper time of 12 weeks was given for the treatment.

### 3.5 Data Collection

Urdu language was taught by the same teacher through usual method (according to school routine) to the experimental and the control group as both groups belonged to the same section. The curriculum of Emotional literacy was taught to the students of experimental group only. For the duration of the experimental period, emotional literacy (independent variable) was used as treatment to the experimental group. When administration of the post-tests of academic achievement and emotional intelligence was completed, final data from the 60 subjects were gathered.
3.6 Data Analysis

Data obtained through pre-tests and post-tests of Urdu and emotional intelligence were organized and tabulated separately. After preparation of lists, the calculation of the means, standard deviation, and difference of means was worked out. Further, *t* test was used to calculate the significance of difference between the mean scores at 0.05 levels, on pre-tests and post-test of both the groups. The 2x2 analysis of variance (Factorial Design) was utilized to observe the effect of treatment on high and low achievers of the experimental and control groups. For this purpose, the members of the two groups were further divided. The students above the mean score were named as high achievers and those below the mean score were called low achievers. Scores of pre-test was the base of this division. The figurative representation of factorial design is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Achievers</td>
<td>CELL - I</td>
<td>CELL – II</td>
</tr>
<tr>
<td>Low Achievers</td>
<td>CELL - III</td>
<td>CELL – IV</td>
</tr>
</tbody>
</table>

Statistical analysis of the data was done by using the method and formulae mentioned by Garrett (1997) and Gay (2000).
CHAPTER 4

DATA ANALYSIS

In this chapter data attained through pre-test, post-test scores of Urdu and emotional intelligence were statistically analyzed and interpreted. Both the groups were equated with the help of Scores of obtained in pre-test of Urdu. ANOVA, t-test and factorial design (2 x 2) analysis of variance were applied to discover the significance of difference between the mean scores of both groups (experimental and control) on pre-test and post-test scores both in Urdu and Emotional Intelligence.

Table 4.1: Significance of difference between the mean scores of control and experimental groups on pre-test in Urdu.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE_0</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>30</td>
<td>29</td>
<td>53.26</td>
<td>16.35</td>
<td></td>
<td>4.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.038*</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>29</td>
<td>53.10</td>
<td>16.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant \( t \) at 0.05=2.021
It is evident from Table 4.1 that the comparison of mean scores of the pre-test in Urdu between the control and experimental groups are 53.26 and 53.10 respectively. The computed value of $t$ is not statistically significant at 0.05 level which shows that the null hypothesis stating that there is no significant difference between the performance of control and experimental groups on pre-test in Urdu, is accepted. Hence, the experimental and control groups proved to be equal on the variable of pre-test in Urdu.

**Table 4.2: Significance of difference between the performance of high achievers of the control and experimental groups on pre-test in Urdu.**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE$_D$</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>14</td>
<td>13</td>
<td>67.57</td>
<td>10.88</td>
<td></td>
<td>3.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.095*</td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>14</td>
<td>13</td>
<td>67.92</td>
<td>8.46</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant

According to Table 4.2, the computed value of $t$ is 0.095 that is not significant at 0.05 level of significance. It means that the mean scores of high achievers of control and experimental groups on pre-test are not significantly different. Therefore, the null hypothesis, “There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in Urdu” is accepted. It means that high achievers of experimental and control groups proved to be equal.
As per Table 4.3 the difference between the mean scores of low achievers of both groups on pre-test is insignificant as the computed value of $t$ (0.24) is not significant at 0.05 level. So, the hypothesis stating that there is no significant difference between the performance of low achievers of the control and experimental groups on pre-test, is to be accepted. It indicates that low achievers of experimental and control groups can be taken as equal.
Table 4.4: Significance of difference between the performance of the control and experimental groups on post-test in Urdu.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE&lt;sub&gt;0&lt;/sub&gt;</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>30</td>
<td>29</td>
<td>59.03</td>
<td>15.48</td>
<td></td>
<td>3.38</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>29</td>
<td>71.90</td>
<td>10.18</td>
<td>3.80*</td>
<td></td>
</tr>
</tbody>
</table>

* Significant  

Table 4.4 indicates the mean scores of control and experimental groups as 59.03 and 71.90 respectively. The computed $t$-value is significant at 0.05 level towards experimental group. Therefore, the hypothesis “There is no significant difference between the performance of the control and experimental groups on post-test in Urdu” is not accepted. It means that the performance exhibited by experimental group could be treated as better due to the independent variable.
Table 4.5: Analysis of Variance (2 x 2) displaying difference between mean scores on post-test in Urdu of low achievers and high achievers of control group and experimental group.

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean square variation</th>
<th>F</th>
<th>prob</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>1</td>
<td>625.00</td>
<td>625.00</td>
<td>11.97*</td>
<td>0.0047</td>
</tr>
<tr>
<td>Achievement Level</td>
<td>1</td>
<td>2162.25</td>
<td>2162.25</td>
<td>41.42*</td>
<td>0.000</td>
</tr>
<tr>
<td>(Academic Achievement)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>64.00</td>
<td>64.00</td>
<td>1.23**</td>
<td>0.2899</td>
</tr>
<tr>
<td>Within cell</td>
<td>12</td>
<td>626.00</td>
<td>52.21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant F value at 0.05 =3.18
** Not significant

It is obvious from Table 4.5 that both values of F achieved on “treatment” and “achievement level” as source of variation are statistically significant at 0.05 level. Moreover, there was non-significant “interaction effect” between above mentioned sources of variation of the students at 0.05 level. Accordingly, the hypothesis stating, “There is no significant interaction effect between mean scores on post-test in Urdu of low achievers and high achievers of control group and experimental group” is acceptable. It points out that performance of high and low achievers of experimental group was considerably better as compared to the performance of high and low achievers of the control group respectively. However, the low achievers of experimental group had not performed better than high achievers of the control group.
Table 4.6: Significance of difference between the performance of low achievers of the control and experimental groups on post-test in Urdu.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE&lt;sub&gt;D&lt;/sub&gt;</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>16</td>
<td>15</td>
<td>47.06</td>
<td>8.57</td>
<td></td>
<td>2.397</td>
</tr>
<tr>
<td>Experimental</td>
<td>16</td>
<td>15</td>
<td>63.75</td>
<td>4.31</td>
<td></td>
<td>6.96*</td>
</tr>
</tbody>
</table>

* Significant

It is depicted in Table 4.6 that mean scores of control and experimental groups were 47.06 and 63.75 respectively. The t-value is significant at 0.05 level towards experimental group. Therefore, the hypothesis, “There is no significant difference between the scores on post-test in Urdu of low achievers of control group and experimental groups” is rejected. It denotes that performance exhibited by the low achievers of experimental group was significantly enhanced as compared to the performance of low achievers of control group.
Table 4.7: Significance of difference between the performance of high achievers of the control and experimental groups on post-test in Urdu.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>14</td>
<td>13</td>
<td>72.71</td>
<td>8.49</td>
<td></td>
<td>2.76</td>
</tr>
<tr>
<td>Experimental</td>
<td>14</td>
<td>13</td>
<td>81.21</td>
<td>5.66</td>
<td></td>
<td>3.08*</td>
</tr>
</tbody>
</table>

* Significant t at 0.05=2.056

The above table shows that mean scores of high achievers of control and experimental groups were 72.71 and 81.21 respectively. The t-value regarding experimental group is significant at 0.05 level. Thus the hypothesis stating: “There is no significant difference between the scores on post-test in Urdu of high achievers of control group and experimental groups”, is not acceptable and thus rejected. Therefore, performance shown by the high achievers of experimental group was significantly enhanced as compared to the performance of high achievers of control group.
Table 4.8: Significance of difference between the mean scores on pre-test in emotional intelligence of control and experimental groups.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>30</td>
<td>29</td>
<td>162</td>
<td>48.35</td>
<td></td>
<td>12.55</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>29</td>
<td>158.83</td>
<td>48.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant  

It is manifested from Table 4.8 that the comparison of mean score of the pre-test in emotional intelligence between the control and experimental group are 48.35 and 48.89 respectively. The computed value of $t$ is not statistically significant at 0.05 level which shows that the null hypothesis, “There is no significant difference between the performance of control and experimental groups on pre-test in Emotional Intelligence” is proved right. Hence, the experimental and control groups are proved to be equal on the variable of pre-test in Emotional Intelligence.
Table 4.9: Significance of difference between the performance of high achievers of the control and experimental groups on pre-test in emotional intelligence.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE_d</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>14</td>
<td>13</td>
<td>204.64</td>
<td>30.54</td>
<td></td>
<td>11.19</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.064*</td>
</tr>
<tr>
<td>Experimental</td>
<td>14</td>
<td>13</td>
<td>203.92</td>
<td>28.63</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant \( t \) at 0.05=2.056

As given in Table 4.9, the calculated value of \( t \) is 0.064 which is insignificant. It means that the mean scores of high achievers of control and experimental groups on pre-test in emotional intelligence are not significantly different. Accordingly, the null hypothesis stating that there is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in emotional intelligence is accepted. It indicates that high achievers of experimental and control proved can be taken as equal.
Table 4.10: Significance of difference between the performances of low achievers of the control and experimental groups on pre-test in emotional intelligence.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>16</td>
<td>15</td>
<td>124.68</td>
<td>22.98</td>
<td></td>
<td>7.41</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.715*</td>
</tr>
<tr>
<td>Experimental</td>
<td>16</td>
<td>15</td>
<td>119.37</td>
<td>18.70</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant \( t \) at 0.05 = 2.042

The Table 4.10 highlights that the mean scores of low achievers of both groups on pre-test are not significantly different as the calculated value of \( t \) (0.715) is not significant at 0.05 level. Therefore, the hypothesis that there is no significant difference between the performance of low achievers of the control and experimental groups on pre-test in emotional Intelligence, proved acceptable. It signifies that low achievers of experimental and control groups can be taken as equal.
Table 4.11: Significance of difference between the performance of the control and experimental groups on post-test in emotional intelligence.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE&lt;sub&gt;D&lt;/sub&gt;</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>30</td>
<td>29</td>
<td>162.33</td>
<td>48.40</td>
<td></td>
<td>10.63</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>29</td>
<td>220.33</td>
<td>32.35</td>
<td></td>
<td>5.46*</td>
</tr>
</tbody>
</table>

* Significant

From Table 4.11, it can be seen that the mean scores of control and experimental groups as 162.33 and 220.33 respectively. The calculated $t$-value is significant at 0.05 level towards experimental group. Thus the hypothesis that there is no significant difference between the performance of the control and experimental groups on post-test in emotional intelligence is not accepted. As a result, the performance exhibited by the experimental group could be treated as better due to the independent variable.
Table 4.12: ANOVA (2 x 2) exhibiting difference between mean scores on post-test in emotional intelligence of low achievers and high achievers of control group and experimental group.

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean square variation</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treatment</td>
<td>1</td>
<td>12488.00</td>
<td>12488.00</td>
<td>26.06*</td>
<td>0.0003</td>
</tr>
<tr>
<td>Achievement Level</td>
<td>1</td>
<td>21535.56</td>
<td>21535.56</td>
<td>44.92*</td>
<td>0.000</td>
</tr>
<tr>
<td>(Emotional Intelligence)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>1</td>
<td>742.56</td>
<td>742.56</td>
<td>1.55**</td>
<td>0.2370</td>
</tr>
<tr>
<td>Within cell</td>
<td>12</td>
<td>5751.25</td>
<td>279.27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant F-value at 0.05 level=3.18
** Not significant

It is obvious from Table 4.12 that both the values of ‘F’ achieved on “treatment” and “achievement level” as source of variation, were statistically significant. Moreover, there was non-significant “interaction effect” between above mentioned sources of variation of the students at 0.05 level. Thus, the hypothesis stating: “There is no significant interaction effect between mean scores on post-test in emotional intelligence of low achievers and high achievers of control group and experimental group” is proved acceptable. It indicates that performance of high and low achievers of experimental group was considerably better as compared to the performance of high and low achievers of the control group respectively. However, the low achievers of experimental group had not performed better than high achievers of the control group in the post-test of Emotional Intelligence.
Table 4.13: Significance of difference between the performance of low achievers of the control and experimental groups on post-test in emotional intelligence.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SEₐ</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>16</td>
<td>15</td>
<td>125</td>
<td>22.80</td>
<td></td>
<td>6.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.40*</td>
</tr>
<tr>
<td>Experimental</td>
<td>16</td>
<td>15</td>
<td>194.37</td>
<td>13.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant t at 0.05=2.042

Table 4.13 reveals that mean scores of low and high achievers of control and experimental groups were 125.0 and 194.37 respectively. The t-value is significant at 0.05 level towards experimental group. Accordingly, the hypothesis: “There is no significant difference between the scores on post-test in emotional intelligence of low achievers of control group and experimental groups”, is not accepted. It means that the performance exhibited by the low achievers of experimental group was significantly better as compared to the performance of low achievers of control group.
Table 4.14: Significance of difference between the performance of high achievers of the control and experimental groups on post-test in emotional intelligence.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>df</th>
<th>Mean</th>
<th>SD</th>
<th>SE_D</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>14</td>
<td>13</td>
<td>205</td>
<td>30.82</td>
<td></td>
<td>9.58</td>
</tr>
<tr>
<td>Experimental</td>
<td>14</td>
<td>13</td>
<td>250</td>
<td>18.29</td>
<td></td>
<td>4.70*</td>
</tr>
</tbody>
</table>

* Significant

The above table shows that mean scores of high achievers of control and experimental groups were 205 and 250 respectively. The computed t-value is significant at 0.05 level. Therefore, the null hypothesis: “There is no significant difference between the scores on post-test in emotional intelligence of high achievers of control group and experimental groups.” is not accepted. It denotes that the work shown by the high achievers of experimental group was significantly enhanced as compared to the performance of high achievers of control group.
CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS
AND RECOMMENDATIONS

5.1 Summary

Present study was designed to see the effectiveness of emotional literacy on academic achievement and emotional intelligence of secondary level students. The study reported in this thesis has the following major objectives: (i) To find out effect of emotional literacy on academic achievement students in terms of experimental group and control group (ii) to find out the difference of treatment effect between the students of low achievers group and high achievers group (iii) to find out the difference of treatment effect on the emotional intelligence of the students of experimental and control group.

To achieve the above objectives of the study, following null hypothesis were tested: (1) There is no significant difference between the performance of control and experimental groups on pre-test in Urdu. (2) There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in Urdu. (3) There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test in Urdu. (4) There is no significant difference between the performance of the control and experimental groups on post-test in Urdu. (5) There is no significant interaction effect between mean scores on post-test in Urdu of low achievers and high achievers of control group and experimental group.
(6) There is no significant difference between the scores on post-test in Urdu of low achievers of control group and experimental groups. (7) There is no significant difference between the scores on post-test in Urdu of high achievers of control group and experimental groups. (8) There is no significant difference between the performance of control and experimental groups on pre-test in Emotional Intelligence. (9) There is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in Emotional Intelligence. (10) There is no significant difference between the performance of low achievers of the control and experimental groups on pre-test in Emotional Intelligence. (11) There is no significant difference between the performance of the control and experimental groups on post-test in Emotional Intelligence. (12) There is no significant interaction effect between mean scores on post-test in emotional intelligence of low achievers and high achievers of control group and experimental group. (13) There is no significant difference between the scores on post-test in emotional intelligence of low achievers of control group and experimental groups. (14) There is no significant difference between the scores on post-test in emotional intelligence of high achievers of control group and experimental groups.

Students of secondary level constituted the population of the study. Sixty students of 10th class of the Government Boys High School, Isa Khel, Mianwali District (Punjab) were selected as sample and were at random divided into two groups. One group was experimental and other was control group. The two groups were equated on the basis of the scores obtained in the paper of Urdu Language in the examination of 9th class conducted by Board of Intermediate and Secondary Education, Sargodha treated as pre-test. A pre-test for emotional intelligence was also administered to find out emotional
quotient (EQ) of both experimental and control groups. A reduced syllabus (Appendix-E) from Urdu Book (Part II) for 10th class was taught to both experimental and control groups in a combined class by the same teacher as both groups belonged to the same section of the school. The book, “Working with Emotional Intelligence” by Goleman (1998) was taught as curriculum of emotional literacy (experimental treatment) as per “Emotional Competence Framework” given in the book. Some help was also taken from chapter 6 of the book entitled: “Emotional Intelligence at Work” by Singh (2003). The study lasted for twelve weeks. At the culmination of experiment, two separate post-tests (one for academic achievement and other for Emotional Intelligence) were administered to both experimental and control groups.

The data obtained through research instruments (two pre-tests and two post-tests) were analyzed by using t-test and (2x2) Analysis of Variance (ANOVA) and were properly interpreted.

The analysis revealed that the students of the experimental group who were taught emotional literacy performed significantly better. Emotional literacy was found effective for all members of experimental group. Relatively, Low achievers of experimental group showed much improvement with mean score of 63.75 as compared to low achievers of control group with mean score of 47.06 on post-test. Likewise, mean score of high achievers of experimental group was 81.21 as compared to 72.71 achieved by high achievers of control group. Almost the same held true in case of emotional intelligence tests where low achievers of experimental group got 194.37 as compared to the mean score of low achievers of control group which was 125. Similarly, high achievers of experimental group got a mean score of 250 and high achievers of control group got 205.
Since, findings of the study have identified and acknowledged the effectiveness of emotional literacy on the academic achievement and emotional intelligence of the students at secondary level, therefore, the study has proved significant. Finally, on the basis of the findings of the study, the researcher provided some feasible and practicable suggestions/recommendations in this area.

5.2 Findings of the Study

5.2.1 Findings to Address Objective No.1

1. The results of statistical analysis revealed that difference between both the groups regarding pre-test scores in Urdu was not significant. As the computed value of t was found to be 0.038 which was not statistically significant at 0.05 level. The mean score of control and experimental group on pre-test in Urdu was 53.26 and 53.10 respectively.

2. Going to the Table 4.4, it could be observed that the mean scores of experimental and control groups on post-test in Urdu were 59.03 and 71.90 respectively. The computed t-value found to be significant at 0.05 level in favour of experimental group.

5.2.2 Findings to Address Objective No.2

3. Referring to Table 4.2 the calculated value of t is 0.095 that is not significant. It means that the mean scores of high achievers of control and experimental groups on pre-test are not significantly different. The mean scores of high achievers of control and experimental group on pre-test in Urdu were 67.57 and 67.92 respectively.
4. As per Table 4.3 the difference between mean scores of low achievers of both groups on pre-test in Urdu, was not significant. The mean score of both the groups were 40.75 and 40.12 in that order.

5. Table 4.6 reflects the picture that means scores of experimental and control groups on post-test in Urdu were 47.06 and 63.75 respectively. The calculated t-value is significant at 0.05 level for experimental group.

6. The Table 4.7 reveals that mean scores of high achievers of experimental and control groups on post-test in Urdu were 72.71 and 81.21 respectively. The computed t-value is significant at 0.05 level in favour of experimental group.

7. It is obvious from Table 4.5 that after the application of 2 x 2 ANOVA both the values of F achieved on “treatment” and “achievement level (Urdu Language)” as source of variation were statistically significant. Moreover, there was non-significant “interaction effect” between above mentioned sources of variation at 0.05 level.

8. According to Table 4.9, the calculated value of t is 0.064 which is not significant at 0.05 level. It means that the mean scores of high achievers of control and experimental groups on pre-test in emotional intelligence are not significantly different.

9. The Table 4.10 highlights that the mean scores of low achievers of both groups on pre-test on pre-test in emotional intelligence are not significantly different as the calculated value of t (0.715) is not significant at 0.05 level.
10. It is depicted in Table 4.13 that mean scores of low and high achievers of experimental and control groups were 125.0 and 194.37 respectively. The t-value is significant at 0.05 level regarding experimental group.

11. Table 4.14 of the study illustrates that mean scores of high achievers of experimental and control groups were 205 and 250 respectively. The t-value regarding experimental group is significant at 0.05 level.

12. It is obvious from Table 4.12 that both the values of F achieved on “treatment” and “achievement level (Emotional Intelligence)” as source of variation, were statistically significant. Moreover, there was non-significant “interaction effect” between above mentioned sources of variation of the students at 0.05 level.

5.2.3 Findings to Address Objective No.3

13. It is manifested from Table 4.8 that the comparison of mean score of the pre-test in emotional intelligence between the control and experimental group are 48.35 and 48.89 respectively. The computed value of t is not statistically significant at 0.05 level.

14. Glancing at Table 4.11, it could be seen that the mean scores of experimental and control groups as 162.33 and 220.33 respectively. The t-value is significant at 0.05 level towards experimental group.

5.3 Discussion

**H₀₁:** In the present study, at the time of dividing the sample into experimental and control groups, it was hypnotized that no significant difference existed in the performance of these groups because they were equated and equalized on the basis of their scores in the pre-test of the subject of Urdu. To confirm this, a comparison between
the control group and the experimental group, on the basis of variable of pre-test scores in Urdu, was made and t-test was applied. The results of statistical analysis showed that difference between both the groups regarding pre-test scores in Urdu was not significant as the computed value of $t$ was not statistically significant at 0.05 level, therefore, the hypothesis that there is no significant difference between the performance of control and experimental groups on pre-test, proved acceptable. Thus, the two groups could be taken as equivalent and alike (see Table 4.1).

**H$_0$ 2:** For further confirmation the scores of high achievers of both the groups were also compared using $t$ test. The calculated value of $t$ was 0.095 that is not significant at 0.05 level. It means that the mean scores of high achievers of control and experimental groups on pre-test were not significantly different. Consequently, the null hypothesis that there is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in Urdu was also accepted. Hence, high achievers of experimental and control groups proved to be equal (See Table 4.2).

**H$_0$ 3:** The comparison between low achievers of both the groups was also worked out by using t-test. As per Table 4.3 the difference between mean scores of low achievers of both groups on pre-test in Urdu, is non-significant, therefore, the hypothesis that there is no significant difference between the performance of low achievers of the control and experimental groups on pre-test was statically confirmed and was accepted. As a result, low achievers of experimental and control groups can also be taken as equivalent and comparable. [The results depicted in tables 4.8-4.10 also strengthen the equivalence of both the groups on the variable of emotional intelligence measured through pre-test of emotional intelligence].
**H₀ 4:** When treatment was applied on experimental group for 12 weeks and the experiment was completed and post-tests for Urdu and emotional intelligence were administered and t test was applied to determine difference between their performances. From the results as reported in Table 4.4, it can be observed that the mean scores of experimental and control groups are 59.03 and 71.90 respectively. The calculated value of t is significant at 0.05 level towards experimental group. Therefore, the null hypothesis stating that there is no significant difference between the performance of the control and experimental groups on post-test in Urdu, is rejected. Therefore, performance exhibited by the experimental group could be treated as better due to the independent variable that is treatment of Emotional Literacy.

**H₀ 5:** To ensure precision and accuracy in the findings, (2x2) Analysis of Variance was applied. It is obvious from Table 4.5 that after the application of (2x2) ANOVA both the values of F achieved on “treatment” and “achievement level” as source of variation were statistically significant. Moreover, there was non-significant “interaction effect” between above mentioned sources of variation at 0.05 level. Consequently, the hypothesis that there is no significant interact effect between mean scores on post-test in Urdu of low achievers and high achievers of control group and experimental group, is accepted. It indicates that performance of high and low achievers of experimental group was considerably better as compared to the performance of high and low achievers of the control group respectively. However, the low achievers of experimental group had not performed better than high achievers of the control group.

**H₀ 6:** Table 4.6 reflects “means scores” of experimental and control groups as 47.06 and 63.75 respectively. The calculated t-value is significant at 0.05 level in favor of
experimental group. Therefore, the hypothesis stating that there is no significant difference between the scores on post-test in Urdu of low achievers of control group and experimental groups, proved false and is rejected. Therefore, performance exhibited by the low achievers of experimental group was significantly enhanced as compared to the performance of low achievers of control group.

**H₀ 7:** The mean scores of high achievers of experimental and control groups given in Table 4.7 are 72.71 and 81.21 respectively. The calculated $t$-value regarding experimental group is significant at 0.05 level. Consequently, the null hypothesis that there is no significant difference between the scores on post-test in Urdu of high achievers of control group and experimental groups is also rejected. Performance of the high achievers of experimental group significantly improved as compared to the performance of high achievers of control group.

From the results depicted in tables 4.4-4.7, it is evident that the performance of experimental group either in the form of whole group or as high achievers and low achievers considerably improved than the performance of control group as a whole group or in the form of its subgroups in the post-test score of subject of Urdu. This indicates the positive effect of emotional literacy on the academic achievement of experimental group.

It is pertinent to state that the results stated above are consistent to the outcomes of the research work of Hawkins et al., (1994); Elias et al., (1997); O’Donnell, Hawkins, Catalano, Abbott & Day (1994); Novick, Kress, and Elias (2002); Elias and Clabby (1992) and Utne O’Brien, Weissberg, Shriver (2003).

**H₀ 8:** It is manifested from Table 4.8 that the comparison of mean score of the pre-test in emotional intelligence between the control and experimental groups are 48.35
and 48.89 respectively. The computed value of t is not statistically significant at 0.05 level. Therefore, the null hypothesis that there is no significant difference between the performance of control and experimental groups on pre-test in emotional intelligence is proved true and is accepted. Hence, the experimental and control groups are equal on the variable of pre-test in Emotional Intelligence.

\textbf{H}_0 9: As given in Table 4.9, the computed value of t is 0.064 that is not significant. It means that the mean scores of high achievers of control and experimental groups on pre-test in emotional intelligence are not significantly different. That is why, the null hypothesis stating that there is no significant difference between the performance of high achievers of the control and experimental groups on pre-test in Emotional Intelligence, is rejected. Therefore, high achievers of experimental and control could be treated as equal.

\textbf{H}_0 10: Table 4.10 highlights that the mean scores of low achievers of both groups on pre-test are non-significant. Therefore, the null hypothesis that there is no significant difference between the performance of low achievers of the control and experimental groups on pre-test in Emotional Intelligence, proved acceptable. Consequently, low achievers of experimental and control groups are proved to be equal.

\textbf{H}_0 11: From Table 4.11, it can be seen that the mean scores of experimental and control groups is 162.33 and 220.33 respectively. The computed t-value is significant at 0.05 level in favor of experimental group. Therefore, the hypothesis stating that there is no significant difference between the performance of the control and experimental groups on post-test in emotional intelligence is found to be false, therefore hypothesis is not
accepted. It signifies that the performance exhibited by the experimental group could be treated as better due to the independent variable.

**H₀₁₂:** It is obvious from Table 4.12 that both the values of F achieved on “treatment” and “achievement level” as source of variation, were statistically significant. Moreover, there was non-significant “interaction effect” between above mentioned sources of variation of the students at 0.05 level. The twelfth hypothesis is acceptable. It indicates that performance of high and low achievers of experimental group was considerably better as compared to the performance of high and low achievers of the control group respectively. However, the low achievers of experimental group had not performed better than high achievers of the control group in the post-test of EI.

**H₀₁₃:** Table 4.13 above that mean scores of low and high achievers of experimental and control groups were 125.0 and 194.37 respectively. The t-value is significant at 0.05 level regarding experimental group. The hypothesis is not accepted. Therefore, performance exhibited by the low achievers of experimental group was significantly enhanced as compared to the performance of low achievers of control group.

**H₀₁₄:** Table 4.14 of the study illustrates that mean scores of high achievers of experimental and control groups were 205 and 250 respectively. The calculated t-value regarding experimental group is significant at 0.05 level. The hypothesis is not accepted. Therefore, work shown by the high achievers of experimental group was significantly enhanced as compared to the performance of high achievers of control group.

These findings are supported by the findings of the study conducted by Elias and Clabby (1992); Hawkins et al., (1994). These findings also support the findings of ‘Child

It is apparent from the rejection of null hypotheses 4, 6, 7, 11, 13, 14 that experimental group performed significantly better as compared to the performance of control group on the post-tests of Urdu and emotional intelligence on the variable of overall achievement.

To elucidate the comprehensible effectiveness of the experimental treatment, the results of the post-tests in Urdu and emotional intelligence are referred (tables 4.4 and 4.11). In the post-test in Urdu the mean scores of experimental group and control group were 71.90 and 59.03 respectively. Likewise, the mean scores on post-test in emotional intelligence were 220.33 and 162.33 respectively of the both groups. The results of the above mentioned two tests were found highly significant. Hence, it can be inferred that the experimental group performed significantly better than that of control group on both post-tests in Urdu as well as emotional intelligence.

5.4 Conclusions

The conclusions drawn on the basis of statistical analysis are as under:
1. The emotional literacy was found to be more effective in enhancing achievement level of students because it made the students emotionally stable, increased their interest in learning and enhanced their motivation.

2. The emotional literacy was equally effective in improving emotional intelligence of the students and was also effective by contributing positively in their emotional and personality development.

3. During the treatment, the students of experimental group were found more attentive and cooperative because their emotional training (emotional literacy) played a significant role in teaching learning process.

4. The Emotional Literacy played an effective role in making classroom environment healthy and helpful for teaching learning process.

5. The results show that emotional literacy was helpful and effective for both high achievers as well as the low achievers. It can be used effectively as a remedy for slow learners.

6. The results also indicate that inclusion of emotional literacy in the curriculum did not prove an extra burden rather it worked as a facilitating agent and catalyst in teaching learning process because students of experimental group who were being taught emotional literacy performed significantly better than students of control group who were not taught emotional literacy.

5.5 Recommendations

In view of the findings and conclusions, the following recommendations are put forward:
1. The emotional literacy need to be included in the School & College Curriculum as a compulsory subject, particularly at secondary level, which is a crucial stage of cognitive and emotional development of the students as emotional literacy proved to be having far-reaching effect on academic achievement of the students.

2. The emotional literacy may be utilized in solving the issues of problematic behaviours of children in the schools.

3. Capacity building programs for teachers and Educational Administrators to familiarize them with the process of emotional literacy is recommended.

4. The managers of educational institutions may monitor teaching learning process with a view to implementing emotional literacy policy.

5. A special curriculum model suitable for the subject of emotional literacy may be devised.

6. Public awareness about the importance of emotional literacy should be increased by using electronic and print media.

7. Teachers, managers, curriculum developers and policy makers need to recognize emotional needs of students, thus it should be made an important element of their professional training.

**Avenues for further research**

8. The findings of the present study pertain to the secondary level students. Some other areas would be to research the effect of emotional literacy on academic achievement and emotional intelligence of the students of college and university levels.
9. The present study indicates only the interlinking between emotional intelligence and academic achievement of students. However, the association of emotional quotient (EQ) with intelligence quotient (IQ) is another aspect which needs to be addressed.


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## STATISTICAL DATA

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Appendix-D

SYLLABUS OF URDU LANGUAGE FOR EXPERIMENT

سلسلہ برائے اردو وغیرہ دویم (تجربہ کے لئے اٹھارہ دویم)

دوراتی: ساہی

1. حصہ نشر

پورپوز اسپیکن: حضرت عطاف الرحمن کی بہتر ہوئے ایاد

2. حصہ نظام

ادمیت میں تغییرات: ربات کرت 3 ضمومہ

پہلا تعلیمی تغییرات: دو مرحلے خفیف ہیں اور دکھائی دی جاتی ہے

3. حصہ قواعد اور انشاء

مظاہرہ: میری پہنچ کے بعد، علم ایک لازوال دولت ہے: تحریک نوال، تحقیق عام، ایک کچھ کا کچھ ہے: دیکھائی
Appendix-E

ACDEMIC ACHIEVEMENT TEST (POST-TEST)

پیچاردوالزمی برے جماعت وہم

وقت 1 گھنٹے 15 منٹ

سوال نمبر 1: دیجیتال شارڈر کے شوکنگ کریکر کی خودکشی کے تعلق کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 2: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 5۔

سوال نمبر 3: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 20۔

حصہ معیاری

وقت 1 گھنٹے 15 منٹ

سوال نمبر 1: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 2: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 3: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 4: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 5: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 6: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 7: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 8: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 9: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔

سوال نمبر 10: وقت کے اندازے میں درج ذیل میں رفتار کا شوکنگ کریکر کی خودکشی کے تعلق کی ایک بات ہے۔ اس کے متعلق، کتنی عوام اور مصنف کا مجموعہ 10۔
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3- دریخت اللفاظ کی طرح یہ سوال ہے کہ یہ کیسے ہے؟ اصطلاحات کی لیکھیں (5)

- کافیہ
- روشنی
- صدیق وصاف
- غائب
- رات
- پہلوی
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<tr>
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(4) دو مرحلہ میں حضرت عائشہ کی کہانی۔ ہمیں بیان دیتی ہے۔

(5) دو مرحلہ میں حضرت عائشہ کی کہانی۔ ہمیں بیان دیتی ہے۔

سوالات:
1. حضرت عائشہ کی کہانی کے سب سے زیادہ طرف صرف کیا ہے؟
2. بہادر کی تربیت کے پہلے دو سالوں کا تاریخ خوبصورت ہے؟
3. حضرت عائشہ کی کہانی کے سب سے زیادہ طرف صرف کیا ہے؟
4. حضرت عائشہ کی کہانی کے سب سے زیادہ طرف صرف کیا ہے؟
5. بہادر کی تربیت کے پہلے دو سالوں کا تاریخ خوبصورت ہے؟

نتیجہ:
5- دو مرحلہ اشاعتی کے تفسیر کریں (10)
1- دو مرحلہ اشاعتی کے تفسیر کریں (10)
۲. دل بھکجان تھیتے کیون کرو پیڑیکے دل سے موت نہیتی، جان سے موت نہیتی

تشریح:

سر چہتی آنہا دیاں کا لچک بن کہار، فیض میں وہ میں زہر سے پہلی ہوی

تشریح:

سہ. تناول نہیتے کہ ہے ویکا، وہ ہورتوں نہیں دہ کھانے دیکھتا

تشریح:

ہے موت کا ایک تناول بنیا، فیض کی موتی ریہ کے سامنے آئی

تشریح:

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EMOTIONAL INTELLIGENCE TEST
(PRE-TEST For Ph.D. Study)

Researcher

Muhammad Zaheer-ud-Din Khan
Faculty of Advance Integrated Studies and Research
NUML, Islamabad

Name of respondent/student___________________________________________

Father’s name ______________________________________________________

Class_________________________Age_________________________________

Name of school ____________________________________________________

Date _____________________________________________________________
EMOTIONAL INTELLIGENCE TEST  
(PRE-TEST)

INSTRUCTION: The 15 question given below will measure your emotional reactions to the given situations. Answer by ticking one of them on the basis of how you FEEL and not what you THINK. There are no right or wrong answers. Answer honestly and do not spend too much time on any one item. Usually your first response answer is the best response. Do not leave any question unanswered and complete in one sitting.

The test:

1. You have been ignored for a promotion as a captain of your school cricket team by the team management for which you were eligible. Moreover one of your juniors has been promoted. You are upset and feel frustrated. What do you do?
   a. Talk it with you PET (team manager) and ask for the reconsideration of the management’s decision.
   b. Start abusing the student who superseded you.
   c. Move to headmaster to get justice.
   d. Identify your shortcomings and try to improve your performance.

2. A newly admitted student joins your class. After a few weeks he complains to you that his class fellows and teachers were not taking him seriously. What will you suggest to him?
   a. Ask him to handle the situation himself and not bother you with trivial matters.
   b. Tell him that such behavior should be ignored.
   c. Ask him to be bold. Face the challenge and overcome the problem.
   d. Empathize with him and help him to figure out ways to get proper attention of others.

3. In the class due to some misunderstandings, your class fellows stop talking to you. You are convinced that it was not your fault. How will you react?
   a. Wait till they come and start taking again.
   b. Take the initiative go forward and start talking to them.
   c. Let things take their own time to improve.
   d. Ask someone to mediate.
4. You get into an argument with your classmate (friend) in the course of which you end up personally attacking him. However you never intended to tarnish the image of your friend. How will you tackle this ugly situation?

a. Sit calmly and consider that triggered of the argument and was it possible to control your anger at that point of time.
b. Avoid future arguments and leave the scene.
c. Apologize to your friend.
d. Continue with the argument till you reach some definite conclusion.

5. Imagine you are an insurance salesman approaching prospective clients at their doorstep to purchase insurance policies. A dozen people in a row slam the door on your face. What will you do?

a. Blame yourself and stop work for the day.
b. Reassess your capabilities as an insurance salesman.
c. Come out with fresh strategies to overcome similar situations in future.
d. Contact the clients again some other day.

6. While speaking to an audience, you:

a. Find it difficult to convey your ideas.
b. Find that only a part of the audience follows your speech.
c. Are comfortable in conveying your ideas to the audience.
d. Don’t know if the audience follows you or not.

7. You are on an aircraft and suddenly the pilot announces that it has been hijacked by the terrorists. Everyone is in state of shock. What will be your reaction?

a. Blame yourself for choosing an inauspicious day for traveling.
b. Be in emotional control and attend to the instructions of the pilot/air hostess.
c. Continue to read your magazine and pay little attention to the incident.
d. Cry out and vow not to travel by air in future.
8. Imagine that you are a police officer posted in a sensitive area. You get information of violent ethnic clashes between two religious groups in which people have been killed from both sides and property damaged. What action will you take?

a. Decide not to visit the spot personally as there may be danger to your life.
b. Relax this is not the first time riots have occurred.
c. Try to handle the situation by taking all desired remedial measures.
d. Reach the spot and assuage the feelings of the victims.

9. At the time of your college admission your father has told you strictly that he wants to see you a doctor. But you don’t want to be a doctor. You want to get admission in arts classes. How will you tackle him?

a. Accept the order in helplessness.
b. Go to mother to favor you.
c. Manage your feelings and explain your point of view as patiently as possible.
d. Talk to him and understand his feelings, attitude and point of view.

10. In an argument, if you lose, you:

a. Feel totally beaten.
b. Wait for next opportunity to beat your opponents.
c. Winning and losing are the part of the game.
d. Analyze the reasons for the loss.

11. Imagine that you are a teacher in a school; while taking a class, a student comments that you have not prepared the topic properly and you are just passing the time. How will you react?

a. Report the headmaster of the school about the behavior of the student.
b. Ask the student to leave the class room.
c. Ask him to meet you after the class to explain what he wants.
d. Listen to the needs of the class and promise to prepare the topic properly in future.
12. As the CEO of a company, while taking meeting with the union, one of the union leaders levels serious allegations of corruption and favouritism against you. How will you react?

a. Continue with the discussion and listen to their demands with a cool head.
b. Suspend the union leader from the job.
c. Cancel further negotiations and ask the union leader to apologize first.
d. Leave the room after assigning the responsibility to your subordinate to continue with the meeting.

13. You have a conflict on a trivial matter with your neighbor and are not on speaking terms for some times. The situation is causing mental disturbance for both of you. What will you do?

a. Stick to your stand, after all you were not at fault.
b. Ask your neighbor to mend his ways if he wants peace in the mohalla.
c. Try to break the ice by analyzing the reasons for the conflict and ease the situation.
d. Wait for your neighbor to make the first move to restore normality.

14. You hail from the rural area and got admission in a city school. You find that your classmates taunting you as you are not smart and are unable to speak good English. How do you react?

a. Ignore them.
b. Shout back and tell them to mind their language (own business).
c. Leave studies half way and go back to your village.
d. Accept the challenge and prove that you can match them.

15. When someone directly criticize your behavior. You:

a. Tend to close up and stop listening.
b. Carefully listen to their opinion.
c. Tend to get upset about it.
d. Think of ways to change your behavior.
EMOTIONAL INTELLIGENCE TEST
(POST-TEST For Ph.D. Study)

Researcher

Muhammad Zaheer-ud-Din Khan
Faculty of Advance Integrated Studies and Research
NUML, Islamabad

Name of respondent/student___________________________________________
Father’s name ______________________________________________________
Class_________________________Age_________________________________
Name of school  ____________________________________________________
Date _____________________________________________________________
EMOTIONAL INTELLIGENCE TEST  
(POST-TEST)

INSTRUCTION: The 15 question given below will measure your emotional reactions to the given situations. Answer by ticking one of them on the basis of how you FEEL and not what you THINK. There are no right or wrong answers. Answer honestly and do not spend too much time on any one item. Usually your first response answer is the best response. Do not leave any question unanswered and complete in one sitting.

The test:

2. You find out that the reward you were hoping for was given to someone else. Your response:

a. You will weep bitterly in isolation.
b. You obsess over what the student had that you didn’t and compare yourself to him/her unmercifully.
c. You forget about it. You didn’t want the reward that much anyway.
d. You continue doing your best: you know the next reward is yours.

2. A close relative is on life-support, and the doctor states there is a 0% chance for him to regain consciousness. The relative is not very old and would have the chance to live for many years on life-support. The decision whether or not to pull the plug is completely up to you. Would you:

a. Pull the plug---there is no chance, he will come back.
b. Tell him that such behavior should be ignored.
c. You will support him to the extent you can afford it.
d. Take a job, get a loan, do whatever it takes to keep life-supports running, no matter what it is.

3. Your long-term friend has ended his relationship and you are upset because you want the relationship to continue. Your response:

- You cry bitterly over it.
- You decide to make the best of it and find healthy outlets for your feelings.
- You immerse yourself in many projects, may be you won’t to think about it.
- You will make friendship with someone else and forget about the first one.
4. **If someone gets angry with you, you react by?**

   a. Try to understand (analyze) the situation by considering you at his side.
   b. Getting decisive-after all you were never at fault.
   c. You will satisfy him that you are feeling very sorry at this.
   d. Identify your short comings and try to improve the situation.

5. **You are in private service. Your boss has assigned you a big plan. Your future depends upon the success or failure of that plan. What will you do?**

   a. You will be puzzled and think about the plan randomly.
   b. You will spend (continue) next whole week in complete and careful planning without telling any other person.
   c. You will remain calm and cool and think about the plan. Then discuss it with your friend and select (make) the alternatives of that plan in order to create confidence in yourself.
   d. You will put that plan aside to work it out in future.

6. **In a business exhibition your boss ask you to brief the audience only in five minutes about he plan on which you have been working for the last few months. The audience is some hundred workers of your factory. You are aware of every bit of your plan and perhaps you can address for half an hour about the plan. But you are not mentally prepared for it. What will you do?**

   a. You will get puzzled and think that once you started, it would not be difficult.
   b. Your tongue will not support you (find it difficult to speak).
   c. If you were prepared then it was not difficult.
   d. You cannot decide where to start it from?

7. **You are going to a picnic trip under the guidance of your teacher to a hill station. Suddenly on the way, the driver declares that the brakes are failed. What will you do?**

   a. Blame yourself for choosing an inauspicious day for traveling.
   b. Control yourself and listen to the instructions of your teacher carefully.
   c. Leave yourself to the circumstances by closing your eyes.
   d. Thinking about jumping out of the bus.
8. You are referee in a hockey match. The players of the both teams become emotional on a goal (a goal creates contention among both the teams).

   a. Remain away from the conflict in order to defend yourself from any harm.
   b. Relax—this is first time conflict that has occurred.
   c. Try to stop the conflict to some extent.
   d. You will make the fair decision.

9. You have been planning for a month to spend the weekend holiday out of the city. But a day before, your boss says to do some work in the office rather to avail the leave. You will not be upset if you have full confidence in your boss but you will be shaky. How will you react?

   a. You will tell your boss that you have been planning for this for last month and will not do more work in the week. If he is not agreed then you will cancel your plan.
   b. To do work and cancel the program is out of question.
   c. You will tell a lie that your mother is seriously ill (In order to escape from the work you will pretend of a domestic problem).
   d. You will tell your boss that you are canceling the program. But you will ask him for a reward on this sacrifice.

10. You have been defeated in a match. What will be your reaction?

    a. Take yourself a defeated person (You feel totally beaten).
    b. Wait you find the opportunity to defeat him/them (Wait for the next opportunity to beat your opponents).
    c. You will take it as a part of the game.
    d. Analyze the reasons for the defeat.

11. You are the monitor of your class. One of your class-fellows complains your bias for some students. Your reaction will be?

    a. Complain to the teacher.
    b. Angry with him and you will ask him to apologize you
    c. With out listening him you will leave the scene angrily.
    d. You will listen to his arguments carefully.
12. Imagine you are the competent batsman of your school team. A junior player, who has recently joined your team, criticizes your batting. What will be your reaction?

a. Report to the captain of the team about the behaviors of the junior player.
b. Try to get him expelled out of the team.
c. Ask him to meet you after the game.
d. Identify your shortcomings under his criticism and try to improve your performance.

13. One of the habits of your friend teases you many times. What will be your reaction?

a. You will tell him which of his habits teases you and why.
b. You will tell him a joke so that he may find the clue to get rid of his habit.
c. You will threaten him to end up with him if he does not change his habit.
d. You will compromise with him because you might have such habits which are disliked by others.

14. You are busy in your work. Two of your friends are telling about your ridiculous haircut. What will you do?

a. Escape from the scene that they could not see you will remain upset whole the day.
b. Angry with them because they were backbiting you.
c. Ignore them that they are wasting their time. It was not your personal problem.
d. You will share their laughing because it was really a ridiculous haircut.

15. In a meeting when someone directly criticizes your shortcomings. Then you:

a. Tend to turn deaf ears and stop listening.
b. Listen to his/her opinion carefully.
c. Get upset about it.
d. Think of ways to improve yourself.
جذباتی ذہانت کی آزمائش
(پہلی بیٹی برائے پیشہ ذہمت کی چھوٹی)
سمیع
محمدرضا رلی دین خان
مختصاً پیشگوئی آف ماؤن لینک میجر اسلام آبد

نام طالب علم
ولدت
جماعت
عمر
مشاغل
جذباتی ذهانت کی آزمانش

(پری شیت)
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جذبائی ذہانت کی آزمائش

(پوستہ نشیت برائے تعلیمی انجنیئرینگ کی)

محترم
محمدرضا نکان
مختصرات اور کمپیوٹر فنون کے اہم م öğrenیات

نام طالب علم

ولیت

جماعت

عمر

میٹرکس
جذباتی ذهانت کی آزمانش

(پوستہ شپت)
3. جب چپ سے شوپوٹی نارتھ وچ جا سکتا ہے تا س چپ کار گرگر کیا ہوگا؟

4. اپنے ہاتھوں کے لیے گرگر کرے تا س چپ کا گرگر کیا؟

5. اپنے ہاتھوں سے پھانچی ہوئی چپ قل چپ کا گرگر کیا؟

6. اپنے ہاتھوں سے پھانچی ہوئی چپ چپ کا گرگر کیا؟

7. اپنے ہاتھوں سے پھانچی ہوئی چپ چپ کا گرگر کیا؟

8. اپنے ہاتھوں سے پھانچی ہوئی چپ چپ کا گرگر کیا؟

9. اپنے ہاتھوں سے پھانچی ہوئی چپ چپ کا گرگر کیا؟

10. اپنے ہاتھوں سے پھانچی ہوئی چپ چپ کا گرگر کیا؟

207
208

آپ اس پر کیا چیز میں رلی ری یوں رول کر کچھ بھی نہیں کیا ہے۔ اپنے اہم کرائے کہ آپ کیا کے علاوہ کچھ کیا ہے؟

ا. آپ کے رویوں میں سے کوئی ایک نئی کارکردگی کی ہے۔
ب. آپ کی رول آر ٹو آر میں سے کوئی ایک نئی کارکردگی کی ہے۔
پ. کچھ بھی کہا کہ آپ کیا کرئے جب آپ کو چوک کر رہے تھے۔
ئ. کچھ بھی کہا کہ آپ کا کوئی دیکھ کے نہیں کریں۔

9. آپ کہا کہ کسی کو کسی دوسرے کے ساتھ کاUNS کا کاUNS کا اہدے کے لیے کسی کو کسی ہاتھ دہی کا کسی ہاتھ دہی کا پاہینا ہے۔

ا. آپ چاہئے تو باہر کا کچھ شامل کریں۔
ب. آپ چاہئے تو دوسرے کا کچھ شامل کریں۔
پ. آپ چاہئے تو کسی کو کسی کو اہدے کا کسی اہدے کا پاہینا ہے۔
ئ. آپ چاہئے تو دوسرے کا کچھ شامل کریں۔

10. آپ کی کمی کیلئے کمک کی جانے والی کمی کی کمی کیلئے کمک کی جانے والی کمی کی۔

ا. آپ کہا کہ آپ کا کبھی کوئی کبھی اہدے کا کمی کی کمی کی۔
ب. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔
پ. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔
ئ. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔

11. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔

ا. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔
ب. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔
پ. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔
ئ. آپ کہا کہ آپ کا کبھی کوئی اہدے کا کمی کی کمی کی۔
13 آپ کا کیسے کافی کھانے کے اس کے بعد آپ کی حالت کتنی بہتر ہو جاتی ہے؟

آپ کی حالت کتنی بہتر ہو جاتی ہے؟

آپ کا کافی کھانے کے بعد آپ کی حالت کتنی بہتر ہو جاتی ہے؟

14 آپ کا کافی کھانے کے بعد آپ کی حالت بہتر ہو جاتی ہے؟

آپ کا کافی کھانے کے بعد آپ کی حالت بہتر ہو جاتی ہے؟

15 آپ کا کافی کھانے کے بعد آپ کی حالت بہتر ہو جاتی ہے؟

آپ کا کافی کھانے کے بعد آپ کی حالت بہتر ہو جاتی ہے؟

-----------------------------------------------
**Appendix -J**

**Answer Key of Emotional Intelligence Tests**

Name: ____________________________ Sex: ____________ Age: ____________

### Response sheet

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Response</th>
<th>Question No.</th>
<th>Response</th>
</tr>
</thead>
<tbody>
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<td>1 a.</td>
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### Scoring key
Calculate score using the following table.

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<th>Question No.</th>
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<th>Score</th>
<th>Explanation</th>
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<td>2</td>
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</tr>
</tbody>
</table>

**Emotional Competency:** when frustrated people respond in ways which are emotionally not intelligent. Response A is most suitable.

**Emotional Sensitivity:** Empathising and helping people in distress reflects high EQ. Response D is best.

**Emotional Competency:** Learning to avoid ego problems and have healthy interpersonal relations reflects high EQ. Response B is best.

**Emotional Competency:** Emotional self-control during angry situation helps to cool down temper. Response A is best.

**Emotional Competency:** The situation measures levels of optimism. Response B is best.

**Emotional Competency:** communicating your self to others effectively is an important emotional competency. Response C is best.

**Emotional Maturity:** Adapting to a given situation reflects high EQ. Response B seems most appropriate.

**Emotional Sensitivity:** Interpretation of human expressions and responding to them with sensitivity and human touch reflects emotional intelligence. Response C appears most suitable.

**Emotional Maturity:** Appreciating others’ point of view requires high EQ. Response C seems most appropriate.

**Emotional Competency:** Learning to avoid negativity of emotions is a sign of emotional intelligence. Response D appears most appropriate.
**Total Score =**

**Interpretation of scores**

<table>
<thead>
<tr>
<th>Your Score</th>
<th>Percentile</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>285 and above</td>
<td>P-90</td>
<td>Extremely high EQ</td>
</tr>
<tr>
<td>250-274</td>
<td>P-75</td>
<td>High EQ</td>
</tr>
<tr>
<td>200-249</td>
<td>P-50</td>
<td>Moderate EQ</td>
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<td>150-199</td>
<td>P-40</td>
<td>Low EQ</td>
</tr>
<tr>
<td>149 and below</td>
<td>P-15</td>
<td>Try some other day</td>
</tr>
</tbody>
</table>
Appendix-K

LIST OF COMMITTEES FOR CONSTRUCTION, VALIDATION AND TRANSLATION OF INSTRUMENTS USED IN THE STUDY

1. URDU SYLLABUS TAUGHT BY
   • Mr. Zia Ullah Khan, Secondary School Teacher, GHS Isa Khel
     Qualification MA (Urdu), M.S.Ed.

2. EMOTIONAL LITERACY SYLLABUS TAUGHT BY
   • Mr. Muhammad Zaheer ud Din Khan
     (Researcher himself)

3. PAPER SETTING COMMITTEE
   (Achievement Post-test)
   1. Mr. Zia Ullah Khan, SST, GHS Isa Khel.
   2. Mr. Basher Ahmed Khan, SST, GHS Mari Indus.
   3. Mr. Salah Uddin, Subject Specialist, HSS, PAEC, DG Khan

4. VALIDATION EXPERTS
   (Achievement Post-test)
   1. Mr. Shafi Ullah Malik, Principal, GCC, Isa Khel
   2. Mr. Nadir Khan Principal, Government College, Isa Khel
   3. Mr. Masroor Javed Lecturer Urdu, GCC, Isa Khel
   4. Mr. Hashim Raza Lecturer, GCC, Mianwali

5. TRANSLATION EXPERTS
   (Emotional Intelligence Tests)
   1. Mr. Zaka Urrehman SSE (English), GHS Isa Khel
   2. Mr. Nadir Khan Principal, GC, Isa Khel
   3. Mr. Masroor Javed Lecturer (Urdu), GCC, Isa Khel
   4. Mr. Zaheer Uddin Khan (Researcher)

6. VALIDATION COMMITTEE
   Emotional Intelligence Test (post-test)
   1. Dr. Muhammad Saleem, Deputy Educational Advisor, Ministry of Education, Islamabad.
   3. Dr. Professor Syed Jameel Hussain Shah, Department of Education, BZU Multan.
   4. Mr. Iftikhar Ahmad, Lecturer, GC Chak 75 Janoobi, Sargodha.
   5. Mr. Lutf Ullah Khan Senior Subject Specialist, Education College Mianwali.
CURRICULUM FOR EMOTIONAL LITERACY

Working with Emotional Intelligence

By

Daniel Goleman

Parts 2-3 (Self-Mastery, People Skills)

For

Class IX (Experimental Group)

(Duration: 12 weeks)

Topic of Research Study

The Effect of Emotional Literacy on Academic Achievement and Emotional Intelligence of the Students at Secondary Level

Name of Researcher

Muhammad Zaheer-ud-Din Khan
2

Self-Mastery
Living by the Inner Rudder

Richard Abdoo has a resolution: Now matter how busy his work gets, he reserves eight hours a week for solitary reflection: As CEO of Wisconsin Energy, a $2-billions-a-year utility company, that resolution takes some effort. A devout Catholic, Abdoo often uses those hours for long walks. Or sometimes his contemplative time takes other forms, like working in his home shop or riding his Harley. “You have to force yourself to spend some time away from the hustle and bustle of your in order to get down to reality again,” Abdoo explains. “If you don’t spend enough time doing that, you can lose hold of the reins and get into all kinds of trouble.”

What kind of trouble? Drifting away from our guiding values are not lofty abstractions but intimate credos that we may never quite articulate in words so much as feel. Our values translate into what as emotional power or resonance for us, whether negative or positive.

Self-awareness serves as an inner barometer, gauging whether what we are doing (or are about to do) is, indeed, worthwhile. Feeling give the essential reading. If there is a discrepancy between action and value, the result will be uneasiness in the form of guilt or remorse, and the like. Such uneasiness acts as an emotional drag, stirring feelings that can header or sabotages our efforts.

Choices made in keeping with this inner rudder, on the other hand, are energizing. They not only feel right but also maximize the attention and energy available for pursuing them. In a study of “knowledge workers” (in this case, engineers, computer programmers, and auditors), the star performers made career choices that let them work with their own sense of meaning intact or enhanced, where they felt a sense of accomplishment and believed they made a contribution. While average workers were content to take on whatever project they were assigned, superior performs, thought about what project would be invigorating to work on, which person would be stimulating to work under, which personal idea would make good project. They knew intuitively what they did best and enjoyed and what they did not. Their performance excelled because they were able to make choice that kept them focused and energized.

People who follow their inner sense of what is worthwhile minimize emotional static for themselves. Unfortunately, too many people feel that they cannot speak up for their deep values at work, that such a thing is somehow impermissible.

The silence about values skews the collective sense of what motivates people, making money alone seems to loom much larger than it actually is for many of us. In the University of Southern California study of sixty highly successful entrepreneurs, ostentatious displays of wealth were rare. What motivated these successful entrepreneurs more than money, the report concluded, were things like the excitement and challenge of starting a business, the freedom of being the boss, the chance to be creative, and opportunity to help others by helping themselves.

Except for the financially desperate, people do not work for money alone. What also fuels their passion for work is a larger sense of purpose or passion.
Given the opportunity, people gravitate to what gives them meaning, to what engages to the fullest their commitment, talent, energy, and skill. And that can mean changing jobs to get a better fit with what matters to us.

**Managing Your Career**

The drive to establish us and make our mark in the world is most urgent in our twenties and thirties, and into our forties. But by our mid-forties or early fifties people typically reevaluate their goals, because they often come to the radical realization that life is limited. With this acknowledgment of mortality comes a reconsideration of what really matters.

“By midlife, there are many, many corporate executives and lawyers pulling down seven-figure salaries who wish instead they were doing social work or running a restaurant,” says Stephen Rosen, who counsels professionals who are trying to find more fulfilling livelihoods__ or who have no choice, having lost a job.

A consultant who has assessed top executives at firms such as General Electric, DEC, and Mobil Oil tells me that many at midlife are “highly excited about pet projects__ being on a school board, a small business they’re running on the side. But they’re bored by their own job.” One highly successful entrepreneur who had started a series of businesses found himself running one he hated: “This company is at the point where it controls me. I’m stuck… I don’t like what I’m doing. I’m much happier fixing the engine on my boat or something, but not this.

As the saying goes, “If you don’t know where you’re going, any road will get you there.” The less aware we are of what makes us passionate, the more lost we will be. And this drifting can even affect our health; People who feel their skills are not being used well on the job, or who feel their work is repetitive and boring, has a higher risk of heart disease than those who feel that their best skills are expressed in their work.

Self-awareness offers a sure rudder for keeping our career decisions in harmony with our deepest values. “Some women executives have suppressed their self-awareness to get where they are,” Kathy Kram, a professor of management at Boston University, told me. “These are high-achieving women who end up in senior management, but who suffer from relationship deprivation. Their connections are instrumental, goal-oriented__ the pattern more typical of men. The cost for them is that their personal lives wither.”

This problem is by no means limited to women. “Many executives, especially males, have never really thought it important to educate themselves about their interior landscape,” Michael Banks, a New York-based executive coach with KRW International, tells me. “They never made the connection between how they behave under stress and their ability to retain loyalty and talent or meet the bottom line. They may be moving into their late forties and get an inkling that something’s been missing. It might be triggered by a marriage falling apart or by finding they’re making mistakes because of their inner turmoil.” But these can be fruitful crises: “It starts to crack open their hard veneer__ they start to feel emotions they never let themselves feel before, and to take a new look at that side of their lives.”
Attention: Our Most Precious Resource

He was the managing partner of a prosperous corporate law firm, wealthy and accomplished. But at fifty, something was gnawing at him.

“He had always believed by the time he was fifty he would have more freedom and flexibility in his life.” Shoshana Zuboff, a psychologist and professor at the Harvard Business School, told me about the lawyer. “But instead he was himself a slave to billable hours, to the needs of his partners and demands of his clients. His success was his own prison.”

That reality came home to him as he made the journey through Odyssey, a unique program of self-reflection. Developed by Zuboff, the program was first offered only to alumni of the Harvard Business School, but by virtue of its popularity, it is now available to other businesspeople and professionals at midlife. The enthusiasm for Odyssey stems in large part from the chance it gives people to closely examine their lives by using their deepest feelings to find answers to questions like “Who am I going?” and “What do I want?”

The people who participate, says Zuboff, tend to be very successful, having achieved the goals they set for themselves in there twenties and thirties. But they’re looking forward to two or three decades more of productive work life and are asking, “What’s next?”

The standard approach to that question “encourages us to look at our work lives from the outside—how to make yourself a more attractive commodity, how to market yourself—and to think in terms of external variables, like what’s the salary or position or city a job is in, how am I doing compared to my peers? We take the opposite approach, looking from the inside out at our changing sense of self and what constitutes fulfillment,” Zuboff says.

For many of those in Odyssey, their careers have become like a train—pulling them along without giving them the time or space to decide if they really want to be going down that track. Odyssey gives people a chance to look within and reflect on their journey. The first week of the program helps focus people on paying attention to their inner world, and how they feel about what they are doing or would like to do—followed by three weeks off, to further digest and reflect, and then another week where they and their spouse come back to work out a plan for the future.

“People have to stop thinking of their feeling as irrelevant and messy, and realize they are in fact highly differentiated, nuanced patterns of reaction, knowable sources of information” Zuboff explains, “We only will know what to do by realizing what feels right to us. Attention is our most precious resource. Feelings are the body’s version of the situation; everything we want to know about our situation is revealed in our feelings. The big switch for businesspeople comes when they realize what they thought was soft is hard, and what they thought was hard is often arbitrary. In this sense, feelings are guides to the big issues, like ‘Where am I going?’

For the disgruntled lawyer, the week of reflection led to the realization, recounts Zuboff, that he no longer needed the law firm in the way he once did, though his partners still derived their main sense of identity from it. He was living for other people’s expectations. His real pleasure came from a cattle-trading
business he ran on the side with his son. Though the enterprise had started as a hobby, he found it engrossing, challenging, and fun.

With this self-knowledge, he resolved to reduce his billable hours by 50 percent over the course of two or three years and spend the other half of his time trading cattle. The result: Two years later he had done just that, plus started up two other businesses—and he made more from cattle sales in six months than he had in two years at the law firm.

More important, said Zuboff, “He’s happy. He’d been someone who dreaded gutting up in the morning and going to work. Now he’s excited, reenergized, renewed.”

ACCURATE SELF-ASSESSMENT.
Knowing One’s Inner Resources, Abilities, and Limits

People with this competence are

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

More Meyerson’s awakening started when he accepted an invitation to become CEO of Perot Systems, a computer services company. In the first six months at his new job he began to realize that, compared to the organizational world he had known years earlier as CEO of the computer services giant EDS, everything was different—not just the technology, the market, and the customers; but also the people who worked for him and their reasons for working.

He realized that he too must change. As he wrote about it in a surprisingly revealing and introspective article, “Everything I thought I knew about leadership was wrong. My first job as a leader was to create a new understanding of myself.”

Meyerson went through what he describes as a time of “intense self-examination,” wrestling with questions that went to the heart of the leadership style he had prided himself on. He came to see that during his years running EDS, he had been both extremely successful and extremely ruthless. To be sure, under his stewardship EDS saw profits climb every quarter without exception, making many employees with equity wealthy, but in looking back, Meyerson also saw that he had created immense personal misery for his employees even as he made them rich. At EDS eighty-hour workweeks were typical, people were shuffled from place to place without a second thought about the disruptions it might cause in their lives—and no questioning was tolerated. The employees’ term for assignments there was “death March.” the cultural tone was, as Myerson put it, “young, male, and military.”
While at EDS, Meyerson headed a fifty-person team designing the federal system for processing Medicare claims, with everyone working eighteen-hour days in order to meet a deadline. One day, despite a heavy snow, every member of the team made it in to work except for one, Max Hopper. Meyerson, furious, called him up and bawled him out. Hopper left the company at the first opportunity and went on to revolutionize the airline reservation industry with his invention of the SABRE computerized reservation system.

Recalling his alienation of Hopper, a brilliant, talented employee, Meyerson admitted he was too quick to make harsh judgments, too slow to see things from other people’s perspectives. Reflecting on the human cost of his old style years later, Meyerson came to realize that what he had considered strengths were now more clearly identifiable as weaknesses. For example, at EDS his communications with employees were in the old hierarchical model: “I showed up onstage every six months and delivered a pep rally speech.” His memos went only to the top dozen people; he had virtually no contact with the rest of his employees.

With the realization that a leader today needs to be receptive to honest, direct message from anywhere and everywhere in a company, Meyerson changed his ways. He got an e-mail address that received thousands of messages a month all of which he read from all over the company. He even fired off a congratulatory e-mail to a team that made a competitive sale and did so within an hour of their victory.

“Before you can lead others, before you can help others, you have to discover yourself,” says Joe Jaworski, formerly with Royal Dutch/ Shell’s scenario planning group. “If you want a creative explosion to take place, if you want the kind of performance that leads to truly exceptional results, you have to be willing to embark on a journey that leads to an alignment between an individual’s personal values and aspirations and the of the company.”

**Blind Spots**

Harry was a top manager at accompany that had began a major campaign to flatten the corporate hierarchy and give employees the authority to make critical decisions. Harry had all the right rhetoric about “sharing power” and delegating authority he just couldn’t do it when any hint of a crisis arose.

When things were going well, Harry was actually fairly good about handing down responsibility to his staff, which was extremely competent. But at the least whiff of an emergency, Harry grabbed the reins, rebuffing anyone else’s advice or efforts. This not only undermined the company’s initiative to push power down the line, but it damage the self-confidence of Harry’s staff. And his incessant talk about the virtues of sharing power while actually taking it back corroded his credibility.

“Unfortunately, Harry couldn’t see the contradiction, even when a subordinate had the nerve to point it out to him,” says Robert E. Kaplan, formerly of the center for Creative Leadership. “The first step in improving one’s performance is to identify a need for improvement, but, as in Harry’s case, such self-knowledge can be extremely difficult to come by.”

Being blind to our problem areas can put our career at risk. In a comparison of executives who derailed and those who did well, both groups had
weaknesses; the critical difference was that those who did not succeed failed to learn from their mistakes and shortcomings. The unsuccessful executives were far less open to acknowledging their own faults, rebuffing people who tried to point them out. This resistance meant they could do nothing to change them.

Among several hundred managers from twelve different organizations, accuracy in self-assessment was a hallmark of superior performance, something poorer performers lacked. It’s not that star performers have no limits on their abilities, but that they are aware of their limits and so they know where they need to improve, or they know to work with someone else who has a strength they lack.

**Our Strengths and Our Weaknesses**

He was promoted to the top tier of a large manufacturing company, bringing with him a reputation as a kick-ass turnaround artist because of the ruthless reengineering and job cutting he had conducted in the past. “He never smiled there was a scowl on his face all the time,” Kathryn Williams, an executive coach with KRW International, told me. “He was always impatient and quick to anger. When people brought bad news, he would attack the messenger, so people stopped telling him things. He had no idea he frightened people. His gruff, intimidating demeanor may have worked while he was the turnaround artist, but now it was undermining him.”

Williams was called in to consult with the executive. She videotaped him in action and then replayed the tape for him, pointing out the effect his habitual forbidding facial expression had on people. It was a revelation: “When he realized how he was coming across, he got tears in his eyes,” Williams remembers.

That was the beginning of positive change for the once gruff executive. But that is not always the case: People in high positions too often view their need to change as a sign of failure or weakness. The competitive striving that got them to the top can also stop them from admitting shortcomings, if only out of fear of their competitors in organizational politics.

We all share this tendency toward denial, an emotionally comfortable strategy that protects us from the distress that acknowledging the harsh truth would bring. Defensiveness takes many forms: minimizing the facts filtering out crucial information, rationalizations and “good excuse” anything to rob the facts of their emotional truth.

And people around us may tend to collude with our denial. Among the more difficult kinds of information to get in organizational life is honest, constructive feedback about how we are doing, especially about our lapses. Coworkers, subordinates, and bosses have an easier time complaining to each other out of earshot of a person than having an honest and open talk with that person about what’s wrong. There is a Faustian bargain in this collusion to act as though everything is fine when in fact it is not, for we buy the illusion of harmony and effectiveness at the cost of the truth that could open the way to genuine improvement.

Whenever someone consistently mishandles a given situation, that is a sure sign of a blind spot. In the lower reaches of an organization, such problems
can more easily be dismissed as “quirks.” But at higher levels these problems are magnified in consequence and visibility; the adverse effects matter not just to the person who has them, but to the group as a whole.

Here is a list of some of the more common__ and costly__ blind spots from a study of forty-two otherwise highly successful executives studied by Robert E. Kaplan. Those studied ranged from department heads to CEOs, but similar problems can arise in any position.

- **Blind ambition:** Has to win or appear “right” at all costs; competes instead of cooperates; exaggerates his or her own value and contribution; is boastful and arrogant; sees people in black- and-white terms as allies or enemies
- **Unrealistic goals:** Sets overly ambitious, unattainable goals for the group of organization; is unrealistic about what it takes to get jobs done
- **Relentless striving:** Compulsively hardworking at the expense of all else in life; runs on empty; is vulnerable to burnout
- **Drives others:** Pushes other people too hard, burning them out; micromanages and takes over instead of delegating; comes across as abrasive or ruthless and insensitive to the emotional harm to others
- **Power hungry:** Seeks power for his or her own interests, rather than the organization’s; pushes a personal agenda regardless of other perspectives; is exploitative
- **Insatiable need for recognition:** Addicted to glory; takes credit for other’s efforts and puts blame on them for mistakes; sacrifices follow-through in pursuit of the next victory
- **Preoccupation with appearances:** Needs to look good at all costs; is overly concerned with public image; craves the material trappings of prestige
- **Need to seem perfect:** Enraged by or rejects criticism, even if realistic; blames other for his or her failures; cannot admit mistakes or personal weaknesses

Such blind spots can actually motivate people to avoid self-awareness, since by knowing themselves they would have to admit to failings they cannot bear to acknowledge. This needs to deny makes such people resistant to any and all feedback__ and can make them a nightmare to work with and for.

All workplace competencies are *learned habits* if we are deficient in one or another, we can learn to do better. The arrogant and impatient person can learn to listen and take other views into account; the workaholic can slow down and find more balance in life. But those improvements will never happen without the first step, which is to become aware of how these habits damage us and poison our relationships. With no glimmer of what these behavior do to others, and us we have no motive to change them. As the head of executive development at a Fortune 500 company told me, “The biggest problem around here is the lack of self-awareness.”

Among 184 midlevel managers in a leadership program at the Center for Creative Leadership, there were telling discrepancies between how managers rated themselves on abilities like listening and adaptability and how their peers
rated them. In general, when there are such discrepancies, how our peers see us is the more accurate predictor of our actual job performance. For the most part such discrepancies averaged out, with managers rating themselves more leniently than peers on some competencies, more harshly on others.

But some managers had only a rosy view of themselves if they rated themselves significantly better on abilities such as being considerate and flexible, they would also see themselves as trustworthy and credible. At the extreme, this is the self-view of the narcissist, who admits no flaws, exaggerates his own abilities, and dodges feedback, not wanting to hear about any of his own deficiencies.

Roads to Improvement

A college professor tells about a small, inventive step he took to help himself become a more effective communicator. One day a student was brave enough to tell him about what amounted to verbal tic that distracted and confused his listeners: He ended sentences with the word “on it,” much as some people pointlessly insert “you know” into sentences.

The professor was shocked when he started monitoring his own lectures “on it” came up time and again without his having intended it or even realizing he was speaking the words. He had been utterly oblivious to this disquieting habit. But now, determined to change, he took a bold step, asking his students to raise their hands whenever they heard the words. And, he says, “With three hundred hands making me fully conscious of this habit, I change in no time.”

Superior performers intentionally seek out feedback; they want to hear how others perceive them, realizing that this is valuable information. That may be part of the reason people who are self-aware are also better performers. Presumably their self-awareness helps them in a process of continuous improvement.

And self-awareness in itself is an invaluable tool for change, especially if the need to change is in line with the person’s goals, sense of mission, or basic vales including the belief that self-improvement is good.

Knowing their strengths and weaknesses, and approaching their work accordingly, was a competence found in virtually every star performer in a study of several hundred “knowledge workers” computer scientists, auditors, and like at companies including AT&T and 3M. Says Robert Kelley of Carnegie-Mellon University, who did the study with Janet Caplan, “Stars know themselves well.”

SELF-CONFIDENCE

A Strong Sense of One’s Self-Worth and Capabilities

People with this competence

- Present themselves with self-assurance; have “presence”
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures
While he would never say so, his job performance was a profile in courage.

Brought in to head a privately owned airline in a small Latin American country, he found the business a quagmire. The falling revenues were due to a legacy of cronyism and favoritism: The main sales agent for the airline was a close friend of the owner, and his contract was far more favorable than his competitors’, though his agency was weak in sales. The excessively generous contract for the pilots, who were part of one of the most politically powerful unions in the country, was a major cash drain for the company. Their pay was far above the industry standard.

What’s more, two of the company’s planes had crashed on the way to a resort, and the bad publicity cut their market share from 50 percent to 20 percent within days.

People cautioned the new head of the airline not to take on the union; people who did such things sometimes found their families threatened or their own lives in danger. But he waded in. He told the pilots that the company would go bankrupt and be out of business if they didn’t renegotiate their contract. The pilots listened and upped the hours they worked without demanding more pay.

Then he went to the owner of the airline, bluntly detailing how the owner’s close friend, the head of the ticket agency, was incompetent and didn’t produce the revenue he shouts. “Get rid of that agency or I’m leaving,” he said. The owner listened too, and canceled his crony’s contract.

As a friend who knew this courageous executive put it, “He was willing to confront even when his own job or safety was at stake.”

Such self-confidence is the sine qua non of superior performance—without it; people lack the conviction that is essential for taking on tough challenges. Self-confidence, gives us the requisite self-assurance for plunging ahead or stepping in as a leader.

For those who lack self-confidence, every failure confirms a sense of incompetence. The absence of self-confidence can manifest itself in feelings of helplessness, powerlessness, and crippling self-doubt. Extreme self-confidence, on the other hand, can look like arrogance, especially if the person lacks social skills. And self-confidence is not to be confused with brashness; to have a positive impact, self-confidence must be aligned with reality. For this reason a lack of self-awareness is an obstacle to realistic self-confidence.

Self-confidence can reveal itself in a strong self-presentation, a projection of “presence.” Highly self-confident people can seem to exude charisma, inspiring confidence in those around them. Indeed, among supervisors, managers, and executives, higher levels of self-confidence set apart the best performers from average ones.

People with self-confidence typically see themselves as efficacious, able to take on challenges and to master new jobs or skills. They believe themselves to be catalysts, movers, and initiators, and feel that their abilities stack up favorably in comparison to others’. From such a position of inner strengths, they are better able to justify their decisions or actions, staying unfazed by opposition. One trait of outstanding auditors, for example, is not being intimidated or easily pressured.

Self-confidence gives the strengths to make a tough decision or follow a course of action one believes in despite opposition, disagreement, or even explicit
disapproval from those in authority. People with self-confidence are decisive without being arrogant or defensive, and they stand by their decisions. As Lee Iacocca, who rebuilt Chrysler into a world-class auto company, put it, “If I had to sum up in one word the qualities that make a good manager, I’d say that it all comes down to decisiveness… In the end you have to bring all your information together, set up a timetable, and act.

Having Talent and Believing It

When I was around nine or ten, I decided I wanted to earn money during the summer by mowing lawns. I lined up a mower, got my parents to agree to pay for the gas, and even had flyers printed. But when it came time for me to go door-to-door to solicit business, I lacked the confidence to approach even one house.”

That poignant memory comes from a student as an explanation for why, having returned to an executive MBA program after a few years as a manager, he is determined to increase his self-confidence. Even now, as an adult, he finds that “one of the most difficult things for me to do is to opportunities in which I am interested__ I lack the self-confidence.”

This story ends happily: Over the course of several months of systematic efforts to be more assertive, he grew in self-confidence. While some people seem born with a natural self-assurance, even those who are shy and timid can become more bold with practice.

Closely related to self-confidence is what psychologists call “self-efficacy,” the positive judgment of one’s own capacity to perform. Self-efficacy is not the same as the actual skills we have, but rather out belief about what we can do with the skills we have. Skill alone is not enough to guarantee our best performance__ we have to believe in our skills in order to use them at their best.

Albert Bandura, the Stanford University psychologist who pioneered the study of self-efficacy, points out the contrast between those who doubt themselves and those who believe in their abilities when it comes to taking on a difficult task. Those with self-efficacy; gladly step up to the challenge; those with self a doubt don’t even try, regardless of how well they might actually do. Self-confidence raises aspirations, while self doubt lowers them. Among 112 entry-level accountants studied, it was those with the highest sense of self-efficacy who ten months later were rated by their supervisors having the best job performance. Than the actually level of skill or training they had received before being hired.

There is a tight link between self-knowledge and self-confidence. We each have an inner map of our proclivities, abilities and deficiencies. For example, one young man who viewed himself as skilled at personal public relations. Able to carry of a job interview or sales call with style, felt shy in his personal life, whether at a party or on a date. Our sense of self-efficiency then is domain specific; how well we think we can do on the job does not necessarily match how well us believe we might do in a parallel activity elsewhere in life.

Workers who believe in their abilities do better in part because that belief motivates them; to work harder and longer and to persist through difficulties. We typically avoid situations or fields in which we fear we might fail; even if we actually have the abilities it take to succeed at a job; if we lack the belief that we can handle its challenges we can start to act in ways that doom us. The thought I can’t do this is crippling.
One of the more common traits found in workers who lack self confidence is the paralyzing fear of seeming inept. Another is too easily giving up on their own opinions and judgments even their good ideas when challenged. Others include chronic indecisiveness, especially under pressure; shying away from even the smallest risk; and failing to voice valuable ideas.

In a decades long study of managers at AT&T, self-confidence early in a person career predicted promotions and success in a higher management years later. And in a sixty year study of more than a thousand high IQ men and women followed from child hood through retirement those most self confident in their early years were most successful as their careers unfolded.

**The courage to speak out**

It was out of control blood pressure a result of neglecting to take his hypertension medication that had led the elderly man to suffer a massive make stroke. Now he was in intensive care in a hospital that specialized in brain injury, and the next few days would tell whether he would live or die. Frantic treatment focused on assessing the amount of brain image and trying to control any further bleeding.

His visitor, a close friends who was a registered nurse working in the same hospital happened to see the man’s medical chart and noticed that of the many medications was being given none was for controlling blood pressure. Concerned, she asked the neurology, resident poring over the result of a brain a scan at her friend’s bedside. Is he taking his blood pressure medication?

Irritated at the interruption, the brain specialist snapped, we only treat them from the neck up here,” and stalked out of the room.

Now alarmed that a medication crucial for her friends recovery seemed to have been overlooked, the nurse marched into the office of the hospital’s chief of medicine. She waited for him to finish a phone call, apologized for the interruption and explained her concern. The order to resume the patient’s blood pressure medication came immediately.

“I knew I was going outside proper channels by going to the chief of medicine,” the nurse explained to me. But I’d seen stroke patients die because their blood pressure wasn’t properly controlled. It was too urgent to let protocol get in the way.

The attitude that the rules and standard procedures can be bent, and the courage to do so, are hallmarks of self-confidents. Indeed in a study of 209 nurses at a large university hospital, those who had the strongest sense of self efficacy were most likely to speak out when confronting inadequate or medically risky situations, nurses high in self confidence would confront the physicians directly or, if that failed to correct things, go to their superior.

Such a confronting or protest is an act of courage especially given the low status of nurse’s ion the hospital hierarchy. The self-confident nurses believed that if they disserted, their opinions would carry weight in changing the problems for the better. The nurses who lacked off self-confidence had another in clination, rather then protest or make effort to right the wrong, they said they would quit.

Nursing may be special case, because nurses as a rule are highly employable. In occupations where the jobs market is tighter teaching, social work, is or middle management for instance to see a similar degree of courageous open
dissent. But no matter the kind of job or organizations, it is those with the greatest, self-confidence who will be most willing to take the risk of speaking up and pointing out problems or injustices that others only grumble about or quit over.

5

**Self control**

It’s every public speaker’s worst nightmare. My friends a psychologist had flown from the east coast to Hawaii to address a convention of police chiefs. Delayed planes and missed connection made him lose a night’s sleep leaving him both exhausted and jet lagged, and his speech was first thing the next morning. My friend has been apprehensive about the talk to begin with, since he was talking a controversial stand. Now exhaustion was rapidly converting that apprehension to outright panic.

My friends began to telling a joke but stopped just before the punch line. He had forgotten it. He froze his mind a blank. Not only couldn’t he remember the punch line, he couldn’t remember his speech. His notes suddenly made no sense, and his attention fixed on the sea of faces, riveted on him. He had to apologize, excuse himself, and leave the podium.

Only after several hours rest was he able to compose him. Self and give his lecture including the complete joke to great applause. Telling me later about his initial but of panic, he said, all I could think of was all those faces staring at me but I couldn’t for the life of me remember what I was supposed to say.”

The single most striking finding from brain studies of people under stress like giving a talk in front of a critical audiences show the emotional brain at work in ways that undermine the working of the brain’s executive center the prefrontal lobes, located just behind the forehead.

The prefrontal area is the site of working memory the capacity to pay attention and keep in mind whatever information is salient. Working memory is vital for comprehension and understanding, planning and decision making, reasoning and learning.

When the mind is calm, working memory functions at its best. But when there is an emergency the brain shifts to a self-protective mode, stealing resources from working memory and shunting them to other brain sites in order to keep the senses hyperalert a mental stance tailored to survival.

During the emergency, the brain falls back on simple, highly familiar routines and responses and puts aside complex thought, creative, insight, and long term, planning. The focus is the urgent present or the crisis of the day. For my friends this emergency mode paralyzed his ability to recall his speech, while focusing his attention on the threat at hand all those rapt faces in the audience waiting for him to speak.

While the circuitry for emergencies evolved millions of year ago, we experience its operations today in the form of troubling emotions; worries, surges of anxiety panic, frustration and irritation, anger rage.
The Three Million Dollar Amygdala Hijack

When Mike Tyson became enraged and bit off a chunk of Evander Holyfield’s ear during their 1997 heavyweight boxing title match it cost him $3 million—the maximum penalty that could be taken from his $30 million purse and a years’ suspension from boxing.

Tyson was in sense a victim of the brain’s alarm center. Located in the ancient emotional brain’s alarm circuitry centers on a series of structures that ring the brain stem, which are known as the limbic system. The structure that plays the key role in emotional emergencies—what makes us “snap”—is the amygdala.

The prefrontal area, the executive center, links to the amygdala through what amounts to a neural superhighway. These neural links between amygdala and prefrontal lobes act as the brain’s alarm, a setup that has had immense survival value during the millions of years of human evolution.

The amygdala is the brain’s emotional memory bank, repository for all our moments of triumph and failure, hope and fear, indignation and frustration. It uses these stored memories in its role as a sentinel scanning all incoming information—everything we see and hear from moment to moment—to assess it for threats and opportunities by matching what’s happening now to the stored templates of our past experiences.

For Tyson, a head-butting by Holyfield flooded him with angry memories of Holyfield’s doing the same eight months earlier, in a match that Tyson also lost and about which he had amygdala hijack, an instantaneous reaction with disastrous consequences.

In evolution, the amygdala most likely used its memory templates to answer questions crucial for survival, such as “Am I its prey, or is it mine?” The answers to such questions required astute sense to take in the situation, and formulate an instantaneous, ready response. Not helpful: Pausing to reflect deeply or mull things over.

The brain’s crisis response still follows that ancient strategy—it heightens sensory acuity, stops complex thought, and triggers the knee-jerk, automatic response though this can have dramatic drawbacks in modern work life.

When Emotions Boil Over

I can’t help but overhear the conversation of the woman on the phone next to me at O’Hare Airport—she’s in the middle of a messy divorce, and that her ex is being difficult. “He’s being a bastard about the house!” she shouts into the phone. “My lawyer beeped me out of a meeting to tell me we have to go back to court now. And I have to give a presentation this afternoon… This is the worst possible time for this bullshit!” She slams down the receiver, gathers her bags, and stalks off.

It’s always “the worst possible time” for the hassles and pressures that put us over the edge or so it seems. When stresses pile one on top of the other, they are more than additive—they seem to multiply the sense of stress, so that as we near a breaking point, each additional burden seems all the more unbearable, the last straw. This is so even for small hassles that ordinarily wouldn’t faze us but suddenly can seem overwhelming. As poet Charles Bukowski put it, “It’s not the
big things that send us to the madhouse, not the loss of a love, but the shoelace
that breaks when there’s no time left.”

To the body, there is no division between home and work; stress builds on
stress, no matter the source. The reason a small hassle can drive us over the brink
if we are already overwrought is biochemical. When the amygdala hits the brain’s
panic button, it induces a cascade that beings with the release of a hormone
known as CRF and ends with a flood of stress hormones, mainly cortisol.

The hormones we secrete under stress are enough for a single bout of fight
or flight but once secreted, they stay in the body for hours, and each successive
upsetting incident adds more stress hormones to the levels already there. The
resulting buildup can make the amygdala a hair trigger, ready to hijack us into
anger or panic at the least provocation.

One impact of stress hormones is on blood flow. As the heart rate shoots
up, blood is shunted away from the brain’s higher cognitive centers to other sites
more essential for emergency mobilization. Levels of blood sugar available for
fuel jump, less relevant body functions slow down, and heart rate climbs to
prepare the body to fight or run. The overall impact of cortisol on brain function is
to enforce that primitive strategy for survival: heightening the sense, dulling the
mind, and doing what’s most well rehearse, even if that habit is yelling or freezing
in panic.

Cortisol steals energy resources from working memory from the
intellect and shunts them to the senses. When cortisol levels are high, people
make more errors, are more distracted, and can’t remember as well even
something they’ve just recently read. Irrelevant thoughts intrude, and processing
information becomes more difficult.

If stress is sustained, the likely end state is burnout or worse. When lab
rats are put under constant strain, cortisol and related stress hormones reach toxic
levels, acute stress can make us momentarily inept; sustained stress can have a
lasting dulling effect on intellect.

Of course stress is a given it’s often impossible to avoid the situations or
people that swamp us. Take the message explosion. A study of workers at Major
Corporation. Found that each received and sent an average of 178 messages a day;
they were interrupted by a message three times or more an hour, each one with its
(usually false) air of urgency.

E-mail instead of reducing information overload, has added to the total
amount of messages coming by phone, voice mail fax letter, and so on. Being
flooded with intermittent messages puts people in a reactive, mode, as though
they are continually putting out small brush fires. The biggest impact is on
concentration; each messages serves as a distraction, making it all the harder to
return with full focus to the interrupted task at hand. The cumulative effect of the
messages deluge is chronic distractedness.

Indeed, a study of daily productivity in jobs like engineering found that
one major cause of low performance was frequent distractions. One outstanding
engineer, though, found a strategy that let him stay focused; he wore headphones
while working away at his keyboard. Everyone thought he was listening to music,
but he was actually listening to nothing the headphones were just to keep the
phone and coworkers from breaking his concentration! Such strategies may work
to some extent but we also need the inner resources to handle the feelings that stress triggers within us.

**The Just Say No Neurons**

The prefrontal lobes ordinarily keep the amygdala’s urges in check, bringing to this raw impulse judgment an understanding of the rules of life and a sense of what response is most skillful and appropriate these just say no circuits reassure the frantic amygdala that we are not in fact in danger and that a less desperate mode of response will do.

The basic design of the brain is built around a simple opposition; some neurons initiate action others inhibit that same action from the finely tuned orchestration of these counter posed tendencies come smooth execution whether it be the delivery of persuasive pitch of the precise incision made by a skilled surgeon. When people are too impulsive, the trouble seems to be in the operation of the prefrontal inhibitory circuitry for impulse rather than in the amygdala such individuals are not overly eager to act so much as unable to stop once they’ve started.

Because the amygdala is the brain’s alarm it has the power to override the prefrontal lobes within a split second to meet the emergency it proclaims. The prefrontal lobes on the other hand, cannot quickly and directly override the amygdala. Instead the prefrontal lobes have an array of inhibitory neurons capable of stopping the directives the amygdala so frantically sends__ much like punching in the secret code that shuts down a home security system’s false alarm.

Richard Davidson, the director of the Laboratory for affective neuroscience at the university of Wisconsin, conducted a land mark series of brain imaging studies that tested two groups of people one identified as highly resilient to life’s ups and downs the other easily upset by them. Davidson tracked their brain function as they performed stressful tasks, such as writing about the most upsetting experience in their lives or performing difficult math problems under times pressure.

The resilient people had remarkably rapid recovery from stress, with their prefrontal areas starting to calm the amygdala and them with in seconds. The more vulnerable people by contrast saw continued escalation of their amygdala’s activity and their stress or several minutes after he stressful activity ended.

The resilient people had already started to inhibit the distress during the stressful encounter. Davidson says. There are optimistic action oriented people. If something goes wrong in their lives, they immediately start to think about how to make it better.

This inhibitory circuit between prefrontal lobes and amygdala underlies many of the self-regulation competencies. Especially self control under stress and the ability to adapt to change both of which allow calm in the face of those existential facts of work life; crisis, uncertainty and shifting challenges. The prefrontal lobes ability to inhibit the amygdala’s messages preserves mental clarity and keeps our action on a steady course.

To go from the laboratory to reality consider the cost to a business when a manager the chief decision maker and people handler, does poorly at this most
basic emotional skill. A study of store managers at a large American retail chain found that the manager who was most tense beleaguered, or overwhelmed by jobs pressures ran stores with the worst performance, as measured four ways; by net profits sales per square foot sales per employees and per dollars of inventory investment. And those who stayed most composed under the same pressures had the best per store sales records.

The marshmallow kids grow up and go to work

Six friends all in college were drinking and playing cards late into the night when an argument broke to the Mack and Ted’s disagreement got louder and angrier until Mack flew into a rage, yelling and screaming at which point Ted became noticeable cool and reserved. But Mack’s temper was now out of control he stood up and challenged Ted to a fight. Ted responded to Mack’s goading very calmly saying he’d consider fighting Mack’s but only if they finished playing the card game.

Mack though boiling with rage, agreed. During the several minutes it took to play out the game, everyone else took Ted’s lead and finished the game as though nothing much had happened. This gave Mack time to settle down and collect his thoughts. At the end of the hand Ted calmly told Mack, now if you would like to discuss this further, I’ll step outside but Mack who by now had had time to quiet down and think things over apologized for his temper, and there was no fight.

They met again twenty years later, at their school reunion. Ted had a successful career in commercial real estate, while Mack was out of work and struggling with drugs and alcohol.

The contrast between the mask and Ted is telling testimony of the benefits of being able to say no to impulse. The key circuitry here is an array of inhibitory neurons in the prefrontal lobes that can veto the impulsive messages that come from the emotional centers primarily the amygdala in moments of rage and temptation. For Ted, that circuit apparently operated well; for Mack it too often failed.

The tale of Mack and Ted parallels neatly the life trajectory of two groups of children I wrote about in emotional intelligence who were part of an experiment at Stanford University known as the marshmallow test. Briefly four years olds in the Stanford preschool were brought in to a room one by one a marshmallow was put on the table in front of them and they were told you can have this marshmallow now if you want but if you don’t eat it until after I run an errand you can have two when I return.

Some fourteen years later, as they were graduating from high school the children who ate the marshmallow right away were compared with those who waited and got two. Those who grabbed, compared to those who waited, were more likely to fall apart under stress tended to become irritated and pick fights more often and were less able to resist temptation in pursuit of their goals.

Most surprising to the researchers, though was a completely unanticipated effect; those children who had waited the marshmallow, compared to those who hadn’t had score averaging a remarkable 210 points higher (out of a possible 1,600) on the SAT, the college entrance exam.
My best guess as to why impulsivity should diminish learning ability harks back to the link between amygdala and prefrontal lobes. As the source of emotional impulse, the amygdala is the font of distraction. The prefrontal lobes are the sites of working memory the capacity to pay attention to what is on our mind at the moment.

To the extent we are preoccupied by emotionally driven thoughts we have that much less attentional space left in working memory. For a school child this persists over years and years, the result is the deficiency in learning that was revealed by the lower SAT scores. The same is true for someone at work the cost of impulsivity and distractedness is a hampered ability to learn or adapt.

As the children in the Stanford study grew into adulthood and joined the workforce the differences became even more pronounced. In their late twenties, those who had resisted the marshmallow in childhood were still more intellectually skilled, more attentive, and better able to concentrate. They were better able to develop genuine and close relationships, were more dependable and responsible, and showed better self-control in the face of frustration.

By contrast, those who grabbed the marshmallow at four were now, in their late twenties, less cognitively adept and strikingly less emotionally competent than those who had restrained themselves. There were more often loners; the were less dependable more easily distracted, and unable to delay gratification in pursuing their goals. When stressed, they had little tolerance or self-control. They responded to pressure with little flexibility, instead repeating the same futile and overblown response time and again.

The story of the marshmallow kids holds larger lessons about the costs of out-of-control emotions. When we are under the sway of impulse, agitation, and emotionality, our ability to think and work suffers.

The Managed Heart

Emotional self-regulation includes not just damping down distress or stifling impulse; it can also mean intentionally eliciting an emotion, even an unpleasant one. Some bill collectors, I’m told, prime themselves for calls on people by getting themselves worked up into an irritable, ill-tempered state. Physicians who have to give bad news to patients or their families put themselves in a suitably somber, dour mood, as do morticians meeting with bereaved families. In retail and service industries, exhortations to be friendly to customers are virtually universal.

One school of thought argues that when workers are ordered to display a given emotion, they have to perform an onerous “emotional labor” in order to keep their job. When the dictates of the boss determine the emotions a person must express, the result is an estrangement from one’s own feelings. Retail clerk, flight attendants, and hotel staff are among the workers prone to such attempted management of the heart, which Arlie Hochschild, a sociologist at the University of California, Berkeley, Calls a “commercialization of human feelings” that amounts to a form of emotional tyranny.

A closer look reveals this perspective to be only half the story. Critical in determining whether emotional labor is onerous or not is how much the person identifies with the job. For a nurse who sees herself as a caring, compassionate
person, taking a few moments to console a patient in distress represents not a burden but what makes her job more meaningful.

The notion of emotional self-control does not mean denying or repressing true feelings. “Bad” moods, for instance, have their use anger, sadness, and fear can become source of creativity, energy, and connectedness, anger can be an intense source of motivation, particularly when it seems from the urge to right and to injustice or inequity. Shared sadness can knit people together. And the urgency born of anxiety if not overwhelmed can prod the creative spirit.

Emotional self-control is not the same as overcontrol, the stifling the feeling and spontaneity. In fact, there is a physical and mental cost to such overcontrol. People who stifle their feelings, especially strong negative ones, raise their heart rate, a sign of increased tension. When such emotional suppression is chronic, it can impair thinking, hamper, intellectual performance and interfere with smooth social interactions.

By contrast, emotional competence implies we have a choice as to how we express our feelings such emotional finesse becomes particularly important in a global economy, since the ground rules for emotional expression vary greatly from culture to culture. What is appropriate in one country may appear on unseemly outburst in another. For example executive from emotional reserved cultures like, those in northern Europe can be seen as cold.

And Aloof by Latin American Business Partners.

In the United State, being emotionally unexpressive often communicates a negative message, a sense of distance or indifference. One study of nearly two thousand supervisors, managers, and executives in American companies showed a strong link between lack of spontaneity and poor performance. While superior managers were more spontaneous than their mediocre peers, executives as a group were more controlled in expressing their personal feelings than managers at lower levels; the executives apparently gave more consideration to the impact of expressing the “wrong” feeling in a given situation.

That measured approach in the top tiers speaks to the sense in which the workplace is special case when it comes to emotions, almost a “culture” apart from the rest of life. Within the intimate zone of friends and family, we can bring up and mull over whatever weighs on our heart and should. At work, a different set of emotional ground rules more often prevails.

Self-regulation__managing impulse as well as distressing feelings__depends on the working of the emotional central in tandem with the brain’s executive centers in the prefrontal areas. These two primal skills__handling impulse and dealing with upsets__are at the core of five emotional competencies.

- **Self-control:** Managing disruptive emotions and impulses effectively
- **Trustworthiness:** Displaying honesty and integrity
- **Conscientiousness:** Dependability and responsibility in fulfilling obligations
- **Adaptability:** Flexibility in handling change and challenges.
- **Innovation:** Being open to novel ideas, approaches, and new information.
**SLEF-CONTROL**

**Keeping Disruptive Emotions and Impulses in Check**

- People with this impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

“Bill Gates is pissed. His eyes are bulging and his oversized glasses are askew. His face is flushed and spit is flying from his mouth. He’s in a small, crowded conference room at the Microsoft campus with 20 young microsoups gathered around an oblong table most loot at their chairman with outright fear, if they look at them at all.

**The Sour Smell of Sweaty Terror fills the Room**

So begin the narrative of demonstration of the high are of handling emotions. While gates continue his angry tirade, the hapless programmer fumbles and stutters, trying to persuade or at least placate him. All to no avail no one seems to be able to get through except a small, soft-spoken Chinese American woman, who seems to be the only person in the room who is unfazed by his tantrum. She looks him the eyes while everyone else avoid eye contact.

Twice she interrupts his tirade to address him in quiet tones. The first time, her words seem to calm a bit before his shouting resumes. The second time, he listens, in silence, thoughtfully gazing down at the table. Then his anger suddenly vanishes and he tells her, “Okay __ this looks good. Go ahead.” With that he ends the meeting.

What the woman said was not much different from what the others had been saying. But her unflappability may well have allowed her to say it better, to think clearly rather than being swamped by anxiety. Her manner was certainly part of her message, sending the signal that the tirade did not intimidate her, that she could take it without becoming unhinged, that there was no real reason to be so agitated.

This still is, in a sense, largely invisible self control manifests largely in the absence of more obvious emotional fireworks. Signs include being unfazed under stress or handling a hostile person without lashing out in return. Another mundane example is time management; keeping ourselves on a daily schedule demands self control, if only to resist seemingly urgent but actually trivial demands, or the lure of time wasting pleasures or distractions.

The ultimate act of personal responsibility at work may be in taking control of our own state of mind. Moods exert a powerful pull on thought memory, and perception. When we are angry, we more readily remember incidents that supports our ire, our thoughts become preoccupied with the project of our anger, and irritability so skews our worldview that an otherwise benign comment might now strike us as hostile. Resisting this despotic quality of moods is essential to our ability to work productively.

**When Work Is Hell**

Many years ago I had a newly promoted boss who struck me as vastly ambitious. His strategy for looking good in his new post was to hire fresh writers __ “his people”____ and make sure their work got prominent display in the
publication. He would spend a great deal of time with the new folks, while studiously ignoring us old hands.

Perhaps my boss was under pressure from his boss—I never knew his motivation. But one day, to my surprise, he asked me to have a cup of coffee with me in the company cafeteria. There after a few words of perfunctory small talk, he abruptly informed me that my work was not up to standards. Exactly how I didn’t meet standards was vague—under a former boss my work had been nominated for major awards. But the consequence was clear; if I don’t improve he would fire me.

Needless to say, that caused me tremendous, relentless anxiety. Over my head in debt with children heading for college I desperately needed that job. Worse, writing itself demands high levels of concentrations, and those worries kept intruding, distracting me with vivid fantasies of career and financial catastrophe.

What saved my sanity was a relaxation technique I had learned years before—a simple meditation practice that I had done on and off for years. Though I had been lackadaisical in using it, now I became fanatical, allowing myself a half hour or even a full hour calming centeredness every morning before I started my day.

It worked. I kept myself together and sane, doing my best to turnout workmanlike articles on demand. And then came relief; my unbearable boss got his promotion to another department.

People best able to handle distress often have a stress management technique they call me on when needed, whether it’s a long bath, a workout or a yoga session—as I did with meditation. Having such a relaxation method in our repertoire does not mean that we won’t feel upset and distressed from time to time. But regular, daily practice of a relaxation method seems to reset the trigger point for the amygdala, making it less easily provoked. This neural resetting gives us the ability to recover more quickly from amygdala hijacks while making us less prone to them in the first place. The net result is that we are susceptible to distress less often, and our bouts are shorter.

A Sense of Helplessness

The feeling of helplessness about work pressure is in itself pernicious. Among small business owners and employees. Those with a stronger sense that they control what happens to them in life are less likely to become angry, depressed or agitated when faced with conflicts and strains on the job. But those who feel little control are more prone to getting upset or even quitting.

In a study of 7,400 men and women in London civil service jobs, those who felt they had to meet deadlines imposed by someone else and had little say in how they did their work or with whom they didn’t a 50 percent higher risk of developing symptoms of coronary heart disease than those with more job flexibility. Feeling little control over the demands and pressures of the work we have to do holds as a great a risk of heart disease as risk factors like hypertension. That is why of all the relationships we have at work, the one with our boss or supervisor has the greatest impact on our emotional and physical health. When volunteers at a British colds research unit were exposed to a cold virus and
followed for five days to see who would get sick, it turned out that those entangled in social tension were the most susceptible. An isolated tough day at the office was not a problem but having persistent trouble with a superior was stressful enough to lower immune resilience.

In the newly discovered anatomical links between brain and body that connect our mental state with physical health, the emotional centers play the critical role, with the richest web of connection to both the immune system and the cardiovascular system. These biological ties explain why distressing feelings—sadness, frustration, anger, tension, intense, anxiety—double the risk that someone with heart disease may experience a dangerous decrease in blood flow to the heart within hours of having these feelings, such decreases can sometimes trigger a heart attack.

It is no new to working mothers that they bear a unique physiological burden as ordinary work pressure are compounded by the mental strain of being on call for expected family problems, like a sick child. Single and married mothers alike who hold midlevel jobs where they have little control have substantially higher levels of cortisol, the stress hormone, that do their counter parts at work who do not have children at home.

At low levels, cortisol can help the body fight a virus of heal damaged tissues, but when too much cortisol flows, it diminishes the effectiveness of the immune system. As one researcher at the national institute of mental health put it, if you’re sitting here watching the shock market crash, your cortisol form the psychological stress is going to be up. Then, if someone coughs in yours face, you’re going to be susceptible to getting the flu.”

**How Self Awareness Pays Off**

A college professor with heart problems was given as portable heart rate monitor to wear, because when his heart rate exceeded 150 minute, too little oxygen reached his heart muscle. One day the professor went to one of the regular, seemingly endless departmental meetings, which he felt were a waste of time.

But he learned from the monitor that, while he thought he was cynically detached from the discussions, his heart was pounding away at dangerous levels. He had not realized until then how emotionally upset he was by the daily tussle of departmental politics. Self-awareness pays off as a key skill in handling stress, without careful attention, we can__like the college professor__ be surprisingly oblivious to just how stressful our work life really is.

Simply bringing simmering feelings into awareness can have salutary effects. When sixty-three laid off managers participated in a study at southern Methodist university, many were, understandably, angry and hostile. Half were told to keep a journal for five days spending twenty minutes writing out their deepest feelings and reflections on what they were going through. Those who kept journals found new jobs faster than those who didn’t.

The more accurately we can monitor our emotional upsets, the sooner we can recover from distress consider an experiment in which people watch a graphic anti drunk driving film depicting bloody automobile accidents. During the half hour after the film viewers report feelings distressed and depressed with their thoughts repeatedly going back to the troubling scenes they’ve just witnessed. The
quickest to recover are those with the greatest clarity about their feelings. Emotional clarity, it seems, enables us to manage bad moods.

Unflappability however, does not necessarily mean we have done the job. Even when people seem unflappable, if they are actually seething inside, they still need to handle their troubled feelings. Some cultures particularly those in Asia, encourage this pattern of masking negative, feelings. While this may keep relationship tranquil, it can have a cost to the individual. A psychologist teaching emotional intelligence abilities to flight attendants in Asia said, “imploding is the problem there. They don’t explode__ they hold it in and suffer.”

Emotional implosion has several drawbacks; Imploders often fail to take any action to better their situation. They may not show outward signs of an emotional hijack, but they suffer the internal fallout anyway: headaches, edginess, smoking and drinking too much, sleeplessness, endless self criticism, and they have the same health risks as those who explode, and so need to learn to mange their own reactions to distress.

Self Control in Action

It’s classic Manhattan street scene: a man stop his Lexus in a No stopping zone on a busy street hurries into a shop, makes a few purchases, and rushes out only to find a traffic cop has not only written out a ticket, but also called a tow truck, to which has Lexus is now being hitched.

“Goddamn”! The man explodes in rage, screaming at the traffic cop. “you are the lowest form of human slime!” he yells, pounding the hood of the tow track with his fist. The cop, visibly ruffled, somehow manages a calm response; it’s the law. If you think it’s wrong, you can appeal.” and with that he turns and walks away.

Self control is crucial for those in law enforcement. When facing someone who is the throes of an amygdala hijack, like the abusive motorist, the odds of the encounter ending in violence will escalate rapidly if his amygdala hijacks the officer involved, too. His amygdala hijacks indeed officer involved, too. Indeed, officers Michael Wilson, who teaches at New York City’s police academy, says these situations make many officers struggle to handle their visceral response to disrespect, an attitude they see no just as an idle threat, but as signaling a shift in powering the interaction which could pose a danger to their life. As Wilson puts it “initially, when someone gives you major grief, your body wants to react. But there is this little person inside your head saying, it’s not worth. I put my hands on this person, I lose.”

The training of police (at least in the united states, which sadly, has one of the highest levels of violence in the world) requires a careful titration of the use of force in amount that corresponds to the situation at hand. Threats, physical intimidation. And drawing a gun are last resorts, since each of these is itself likely to incite an amygdala hijack in the other person.

Competence studies in law enforcement organization find outstanding officers use the least force necessary, demeanor, and are adept at de-escalation. A study of New York City traffic cops found that those who managed a calm response even when faced with angry motorists had the fewest incidents escalate into outright violence.
The principle of remaining calm despite provocation applies to anyone who routinely faces obnoxious or agitated people on the job. Among counselors and psychotherapists, for example, superior performers respond calmly to personal attack by a patient. So do outstanding flight attendants faced with disgruntled passengers. And among managers and executives superior performers balance their drive, ambition and assertiveness, with self-control harnessing their personal needs in the service of the organization’s goals.

**Resilience — Thriving on Stress**

Compare two executives at one of America’s regional telephone companies, a company where stress has soared as the entire industry undergoes wrenching changes. One of the executives is plagued by tension; my life seems like a rat race. I’m always trying to catch up meet deadlines imposed on me, but most aren’t even important. They’re just routine. So even though I’m nervous and tense, I’m also bored a lot of the time.”

The other executive says, “I’m almost never bored. Even when there’s something I have to do that doesn’t strike me as interesting at first, usually once I get into it, I find it worthwhile in a way that teaches me something. I’m always out there straining to make a difference, to shape a productive work life for myself.”

The first executive was identified as low in and the second high in a quality called hardiness, the ability to stay committed, feel in control, and be challenged rather than threatened by stress. The study found that those who react to stress with hardiness, seeing work as strenuous but exciting and change as a chance to develop rather than as an enemy, bear the physical burden of stress much better, coming through with less illness.

A paradox of work life is that a situation can be seen by one person as devastating threat but by another as an invigorating challenge. With the right emotional resources, what seems threatening can be taken instead as a challenge and met with energy, even enthusiasm. There is a crucial difference in brain function between “good stress” the challenges that mobilize and motivate us and “bad stress” the threats that overwhelm, paralyze, or demoralize us.

The brain chemicals that generate enthusiasm for a challenge are different from those that respond to stress and threat they are at work when our energy is high, our effort maximal, and our mood positive. The biochemistry of these productive states revolves around activating the sympathetic nervous system and the adrenals to secrete chemicals called catecholamines.

The catecholamines, adrenaline and noradrenaline, arouse us to action in a more productive way than the frantic urgency of cortisol. Once the brain goes into its emergency mode, it starts pumping out cortisol as well as vastly elevated levels of catecholamines, but we do our best work at lower level of brain arousal, when only the catecholamines system is engaged. (And it doesn’t take a threat to our job or a negative comments from the boss to activate cortisol; boredom, impatience, frustration even tiredness will do it.)

In a sense, then there are two kinds of stress good and bad and two distinct biological systems at work. There is also a balance point when the sympathetic nervous system is pumping (but no too much), our mood is positive, and our ability to think and react in optimal. Here lies our peak performance.
TRUSTWORTHINESS AND CONSCIENTIOUSNESS

Maintaining integrity and taking responsibility for personal performance

People with this competence

For trustworthiness

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular

For conscientiousness

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

The inventor of a promising new product, a two-chamber air mattress that had the competitive advantage of preserving body heat, tells of talking to a businessman who offered to manufacture and sell the mattresses, giving the inventor a royalty. The businessman over the course of their conversation revealed with some pride that he never paid any taxes. “How do you do it?” the inventor asked incredulously.

“I keep two sets of books,” the businessman replied smugly. “So which set of books will you use to record the sales of my mattresses to compute the royalty you owe me?” the inventor asked.

To that question there was no reply. End of deal.

Credibility stems from integrity. Stars know that trustworthiness at work translates into letting people know one’s values and principles, intentions and feelings, and acting in ways that are reliably consistent with them. They are forthright about their own mistakes, and confront others about their lapses.

Workers with integrity are frank, even acknowledging their contributions to their aura of authenticity. By contrast, those who never admit a lapse or imperfection or who “hype” themselves, their company or a product undermine their credibility.

Integrity—acting openly, honestly and consistently—sets apart outstanding performers in jobs of every kind. Take those in sales roles that depend on the strength of ongoing relationship. In such a job, someone who hides crucial information, breaks promises, or fails to fulfill commitments undermines the trust so vital to repeat business.

“Of the general managers for sales who’ve worked for me and washed out. The single thing they lacked most was trustworthiness,” a senior vice president at a division of automatic data processors told me. “In sales, it’s trade-offs. I’ll give you this if you give me a concession on that. It’s an ambiguous situation, where you have to take someone’s word for it. A field, like finance that’s more science than art. It’s more clear cut. But in sales it’s grays, so being trustworthy is all the more important.”

Douglas Lennick, executive vice president of American express financial advisors, concurs; some people have the mistaken impression you can succeed in
business by cheating people or pressuring them into buying something they don’t need. That may work for you in the short term, but it will undermine you in the long run. You’ll be far more successful if you stay in alignment with your personal values.

“When business is business I met her on a plane, my seatmate for a few hours on a flight out west. We’d been chatting for a while when she found out I was writing about emotions at work. Then her story spilled out. “We do safety testing for the chemical industry, assessing their materials and how they handle them for risks like combustibility. We verify that their procedures for handling these substances meet federal safety standards. But my boss doesn’t care if the report is accurate; he just wants it done on time. His motto is, get the job done quick as you can and get the money.

“I recently found that the calculations for one job were wrong, so I redid them. But the boss gave me grief about it because it took more time than he wanted. I have to do what this guy tells me, even though I know he’s incompetent. So I’m always redoing calculations at home, on my own time. Everyone’s unhappy that the boss pushes us this way.”

Why does she put up with it?

She tells me about a messy divorce having to take care of her two children on her own, being stretched. “I’d leave if I could but I need the work. Jobs are tight just now....”

After a long reflective silence, she continues. “He signs all the work, even what we do. At first it bothered me that he was taking all the credit, but now I’m relieved__ I don’t want my name on those reports. It doesn’t feel right to me. There haven’t been any accidents, like fires or explosions, but there might be someday.”

Shouldn’t she speak up, report what’s going on?

“I’ve thought about saying something to someone, but I can’t say anything because I signed a secrecy agreement when I was hired. I’d have to leave the company and then be able to prove in court what I said__ that would be a nightmare.”

As our plane taxis in for a landing, she seems at once relieved and nervous about what she’s revealed__ so anxious, she won’t tell me her name or that of her company. Still, she takes my name and number, saying she has more to say. She’ll call me.

She never does.

The Ethics Officers Association commissioned a survey of 1,300 workers at all levels in American companies, and what they found is startling: About half admitted to engaging in unethical business practices.

For the most part, breaches of trust or codes of morality were relatively minor, such as calling in sick when they want time off, or taking home supplies from the company cabinet. But 9 percent admitted lying or deceiving a customer, 6 percent have falsified numbers in reports or documents, and 5 percent have lied to superiors on serious matters or withheld critical information. And 4 percent admitted to having taken credit for someone else’s work or idea. Some of the breaches are extremely serious: 3 percent have engaged in a copyright or software infringement, and 2 percent have forged someone’s name on a document. One
percent have reported false information when filing government forms, such as tax returns.

By contrast, a study of outstanding accountants at one of America’s largest firms discovered that one distinction was a competence called “courage”: they were willing to stand up to their clients and against pressures at their own accounting firms, to risk losing an account, to insist people do what was right. And the best accountants had the courage to speak up against even massive resistance to be sure the rules were followed__ a stance requiring immense integrity and self-confidence. (There was a good news/bad news edge to this finding: The good news that their best accountants had this kind of courage; the bad news was that most of their accountants did not.)

**Impulse Control: An Emotional Fault Line**

A corporate comptroller was fired because he sexually harassed the women who worked for him. He was also intensely aggressive in dealing with people generally.

An executive at another company was by nature outgoing, talkative, friendly, and spontaneous__ but also had little self-restraint. He was fired for leaking company secrets.

The head of a small industrial company was charged with criminal behavior in managing his company’s funds. He had selected a chief financial officer (an accomplice) who shared with him both a lack of conscience and little apprehension about the consequences of what they were doing.

These case studies of wrecked careers some from the files of a consulting company that assessed each of these executives in the course of testing 4,265 people, from company heads to blue__ collar workers. They all had a lack of impulse control, with little or no ability to delay gratification. With selfrestraint, people can think through the potential consequences of what they are about to do and assume responsibility for their words and needs.

The consulting firm that did the study of self-restraint in professions, recommends that, in general, “When selecting people for industrial jobs__ at all levels__ it is wise to reject candidates who are low or very low” in self-restraint, since “the odds of them creating problems of some kind are extremely high.” (It does note, though, that people can be helped to handle their impulsivity better__ poor impulse control need not be a sentence to a dead-end career.)

Even among football players, whose very role would seem to demand a certain level of spontaneous aggressiveness, restraint pays. In a study of more than seven hundred pros, NFL draft choices, and college players, those with higher levels of restraint were rated by their coaches as being more motivated, having better abilities as football players, being better leaders, and being easier to coach. On the other hand, those with low levels of restraint were rated as showing little respect for teammates and coaches and were unwilling to listen or take direction. They were cavalier about their agreements or contracts, used insulting “trash talk” with opponents, and indulged in show-offish end-zone dancing. Take two football players with very low levels of restraint: one was found to be using drugs, and the other was a troublemaker who punched and knocked out a teammate during practice.

**Quiet Virtue: The Conscientious**
By contrast, the everyday signs of conscientiousness—being punctual, careful in doing work, self-disciplined, and scrupulous in attending to responsibilities—are hallmarks of the model organizational citizen, the people who keep things running as they should. They follow the rules, help out, and are concerned about the people they work with. It’s the conscientious worker who helps orient newcomers or updates people who return after an absence, who get to work on time and never abuses sick leaves, who lawys gets things done on deadline.

Conscientiousness is a taproot of success in any field in studies of job performance, outstanding effectiveness for virtually all jobs, from semiskilled labor to sales and management, depends on conscientiousness. It is particularly important for outstanding performance in job at the lower levels of an organization; the mailroom clerk who never misplaces a package, the secretary whose message taking is impeccable, the delivery truck driver who is always on time.

Among sales representatives for a large American appliance manufacturer, those who were most conscientious had the largest volume of sales. Conscientiousness also offers a buffer against the threat of job loss in today’s ever-churning market, because employees with this trait are among the most valued. For the sales reps, their level of conscientiousness people that makes them seen even better than they actually are. Their reputation for reliability biases supervisors rating of their work, giving them higher evaluations than objective measures of their performance would predict.

But conscientiousness in the absence of empathy or social skills can lead to problems. Since conscientious people demand so much of themselves, they can hold other people to their own standards, and so be overly judgmental when others don’t show the same lofty levels of exemplary behavior. Factory workers in great Britain and the united states who were extremely conscientious, for example, tended to criticize coworkers even about mundane lapses that seemed trivial to those they criticized which strained their relationships.

When conscientiousness takes the form of a relentless conformity to expectations it can put a damper on creativity. In creative calling like art or advertising, openness to wild idea and spontaneity are at a premium. Success in such occupations calls for a balance however, without enough conscientiousness to follow through, people become mere dreamers with nothing to show for their imaginativeness.

. INNOVATION AND ADAPTABILITY.

*Being open to novel ideas and approaches, and being flexible in responding to change*

People with this competence

*For innovation*

- Seek out fresh ideas form a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks ion their thinking
For adaptability
- Smoothly handle multiple demands, shifting priorities and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

It was a subtle signal. Sometimes in the mid-1970s there was a shift in how Intel managers were treated by their peers in Japan. Where before they had been shown lavish respect, now they came back with the vague feelings that they were being viewed with a newfound derision. Something had changed.

That report from the front lines was a harbinger of the coming Japanese supremacy in the market for computer chips, at the time Intel’s main business. Andrew S. Grove tells Intel’s chairman as an example of how hard it can be for executives to adapt to shifts in an industry the story.

It took Intel’s top management, grove confesses, several more years to realize that Japanese companies had used their strength in precision manufacturing to beat Intel at its own game, making and selling memory chips.

Such moments, when changing circumstances turn a winning strategy sour, are crucial in the history of any company. These Moments amount to what grove calls, a “valley of death” if a company is not nimble enough to rethink its strategy while it still has the assets and strength to change and adapt, it is doomed to wither or die.

In facing such make or break moments, the emotional capabilities executives bring to bear make a crucial difference. The ability to be flexible, to take in new, even painful, information without tuning out in self-protection, and to respond nimbly is essential.

Too often corporate inertia takes over instead, with top management failing to read the signs of the coming sea change __or fearing to act on the implications__ even as the rules of the game are mutating.

At Intel the dominant assumption into the 1980s was that they were a memory company selling chips, even though by then their share of that market had shrunk to around 3 percent, barely, noticed was the sideline work that would become their new core business; microprocessors, or what we all now know as “Intel inside.”

The high tech industry perhaps the fastest changing of all is littered with the remains of companies whose management failed to adapt to market shifts. An engineer who had worked at Wang Laboratories during its heyday in the 1980s, when the company surged on to $3 billion in sales __and was there to see the company fail__ said, “I’ll seen what success does __it breeds arrogance. You stop listening to your customer and employees. You get complacent about your business, and finally get leapfrogged by competitors.”

**Change is the constant**

Grove contends a company’s ability to survive such a loaming valley of death depends on one thing: “how the top management reacts emotionally.” When their very status and well being __and that of their company__ faces a great threat, when their most cherished assumptions about their mission and their business are being undermined, what emotions take over?
At Intel adaptability was crucial in facing two major crises; the loss of the memory chip market and, more recently the disaster when a flaw in the company’s then new Pentium processor made millions of computer owners lose faith in the product. While the latter corporate drama took only about a month to unfold, beginning to end, that short period telescoped a classic management adaptation to challenging new realities; a cycle of initial denial followed by unavoidable facts, followed by a flood of distress, all of which was resolved when grove and his top executives came to grips with reality and finally made a wrenching, costly concession__ the promise to replace Pentium processors for all who asked, even though it would cost the company $475 million.

The half a billion dollars the replacements cost the company was the price for establishing Intel as a commercial brand name, the “Intel inside” campaign was intended to make computer buyers perceive that the microprocessor inside the computer is the computer. This built customer loyalty to Intel that went beyond whatever brand pc they might buy.

For any organization to reinvent itself basic assumptions, visions, strategies, and identities have to be questioned. But people hold emotional attachments to all these elements of their work life, making change all the harder.” Consider the disaster at the Schwinn bicycle company, America’s number one manufacturer of bicycles from the mid 1950s though the 1970s. A competition from abroad for the booming market in upscale bikes for adults. Top management, oblivious to the changing tides of bikers tastes, was far too slow in rethinking their marketing strategy. One sales manager even dismissed the new, lightweight bikes with the derisive comment, “are you gonna ride it or carry it”?

Its overseas suppliers__ including Giant bicycles of Taiwan, which Schwinn and inadvertently helped build into a bicycle manufacturing titan__ were among the creditors that eventually forced Schwinn into bankruptcy in 1992.

Such changes in market realities, of course are an inevitable part of competition in business large and small, an executive at a company that process data for auto dealers tells me, “One of our main competitors made four hundred million dollars a year supplying forms to auto dealers. Then we introduced a way for auto dealers to use computers and laser printers to do away with the forms. We grew to sixty millions dollar per year all business taken form that competitor. Just this month the finally woke up and introduced a computerized system competitive to ours__ but it took them four years and cost them a huge piece of their business.”

Surviving change: the emotional prerequisites
He was brilliant no question about it: a CPA who also had a master’s in economics an MBA and additional advanced course work in finance, all from an ivy league university. He had been a standout as a credit officers and risk manager for a major global bank for many years. And now he was being fired.

The reason; he could not adjust to his new job. His success had won him a place on a team the bank had put together to find promising companies to invest in. their mandate was to recoup the value of government bonds in countries where they had been devalued up to 80 %. Within the countries themselves, the bonds could still be invested at full face value. But instead of helping his team think through the positive scenarios that might make a company a good buys this
former risk manager simply continued with his old naysaying approach. “He kept insisting on analyzing for weakness, for what the downsize might be __killing business instead of building them, “I was told by the executive recruiter he saw when he lost his job. “His boss finally got fed up and fired him. He just couldn’t adapt to the new goal. ”At work these days, the constant is change. “We used to be very rigid in how we operated. You did it by the book, A,B,C,D __no other way,” an advertising sales rep for a major publication told me. “But now we make those decisions ourselves; there’s no set formula for how you work. We’re encouraged to take risks, work as teams. The atmosphere has changed. But some people seem at a loss. They just have a hard time with the new way of doing things.”People who lack adaptability are ruled by fear, anxiety and a deep personal discomfort with change. Many managers are having trouble adapting to the trend toward diffusing responsibility and decision making throughout organizations. As an executive at Siemens AG, the German conglomerate, explained, “people have old habits of authority. The new model empowers individuals to make decisions themselves, delegating responsibility downward in the hierarchy, closer to the customer. But when things go pooly__says, profitability is down for a month__some managers panic, fall back on their old ways, and tighten up control again. When they do, it undermines the new way of doing things.”

If there is any competence these times call for, it is adaptability. Star in this competence relish change and find exhilaration in innovation. They are open to new information and __like the management team at Intel__ can let go of old assumptions, and so adapt how they operate. They are comfortable with the anxiety that the new or unknown often brings and are willing to take a gamble on a new way of doing things.

Adaptability requires the flexibility to take into account multiple perspectives on a given situation, the ability to stay comfortable with ambiguity and remain calm in the face of the unexpected. Another competence that supports adaptability is self-confidence particularly the sureness that allows someone to quickly adjust their response even dropping everything without reservation as realities shift.

The openness to change that typifies adaptability, ties this competence to another that is increasingly prized in these turbulent times; innovation.

The innovators Levi Strauss, the huge garment manufacturer, faced a dilemma regarding two sewing subcontractors in Bangladesh who were using child laborers. International human rights activists were pressuring Levi Strauss to stop allowing contractors to use underage workers. But company investigators discovered that if the children lost their jobs, they would be impoverished and maybe driven into prostitution. Should the company fire them, in a principled stand against child labor? Or keep them on, to protect them from a worse fate?

The creative solution; neither. Levi Strauss decided to keep the children on the payroll while they went to school full time, and when they reached fourteen __the local age of maturity__ hire them back.

That innovative response offers a model of creative thinking for multinationals seeking to be socially responsible. Coming to such an original resolution demands entertaining ideas that may seen to radical or risky at first glance, yet having the courage to pursue them anyway.
The emotional foundation of the innovator at work is taking pleasure in originality. Creativity on the job revolves around applying new ideas to achieve results. People who have this knack can quickly identify key issues and simplify problems that seem overwhelmingly complex. Most important, they can find original connection and patterns that others overlook.

People who lack a flair for innovation by, contrast, typically miss the larger picture and get enmeshed in details, and so deal with complex problems only slowly, even tediously, their fear of risk makes them shy away from novel ideas. And when they try to find solutions, they often fail to realize that what worked in the past is not always the answer for the future. Deficits in this competence can go beyond mere lack of imagination. People who are uncomfortable with risk become critics and naysayers.

Defensive and cautious, they may constantly deride or undermine innovative ideas. The creative mind is, by its very nature, a bit unruly. There is a natural tension between orderly self control and the innovative urge. It’s not that people who are creative are out of control emotionally; rather they are willing to entertain a wider range of impulse and action than do less adventurous spirits. That is, after all, what creates new possibilities.

Self-control__ in the sense of following the rules__ predicts outstanding performance in large organizations, especially where a bureaucratic sense of doing the right thing is rewarded. But in entrepreneurial companies and in creative jobs like advertising, being overly controlled predicts failure.

A German venture capitalist decries the lack of support in his country for the innovative thinking and risk taking at the heart of entrepreneurial ventures. I hear the same concern voiced in Japan. The German venture capitalist tells me, “Many countries, like my own, are worrying about how to encourage the entrepreneurial skills that create jobs,” Risk taking and the drives to pursue innovative ideas are the fuel that stokes the entrepreneurial spirit.

**Old and New Paradigms for Innovation**

The act of innovation is both cognitive and emotional. Coming up with a creative insight is a cognitive act__ but realizing its value, nurturing it, and following through calls on emotional competencies such as self-confidence, initiative, persistence, and the ability to persuade. And throughout creativity demands a variety of self-regulation competencies, so as to overcome the internal constraints posed by emotions themselves. As Yale psychologist Robert Sternberg observes, these involve fluctuation is emotions from depression to elations, apathy to enthusiasm, and distractedness to focus.

The nineteenth century mathematician Jules Henri Poincare proposed a model of the basic four stages of the creative act that more or less holds true today. The first stage is preparation__ immersing ourselves in the problem, gathering a broad range of data and information. This is first stage more often than not leads to a sometimes frustrating impasse; lots of possibilities but no insights.

In the next phase incubation the information and possibilities simmer on a mental back burner. We let the mind play; daydreaming, free-associating, brainstorming, harvesting ideas as they float up. Then, with some luck, comes the
third phase, illumination__ that “aha” moment where the breakthrough insight comes. This is a brilliant moment, a culmination. But illumination is not enough: the working world is littered with promising ideas over never pursued. The final phase in execution, following through with action. This demands a dogged persistence despite all the objections, setbacks, trials and failure that typically arise with any innovation.

“there’s huge difference between someone who actually invents something and makes it real, and someone who just dreams about it,” says Phil Weilerstein, director of the national collegiate inventors and innovators alliance. Those who can follow through and execute their ideas he tells me, “tend to have a high emotional intelligence level. They see that a variety of elements__ most of them human have to come together to make something new happen. You’ve got to communicate with people and persuade them, collaborate.

“Ray Kurzweil, an inventor of voice recognition software, agrees; “courage is essential if you’re going to get a creative project off the ground,” he told me. “and not just courage, but salesmanship.

“Today the very paradigm of invention even in the science, is changing its focus from the individual to collaboration. “in fields of complex modern technology and business we are clearly in an era where the ideas of single person seldom lead to significant progress , “I heard Alex Broer, vice chancellor of Cambridge University and a former director of research at IBM tell a London briefing on emotional intelligence for British Telecom.

“The ideas of an individual must fit into a matrix of innovation that spreads across a group of researchers around the world, “dr. Broer added.” You have to talk to everybody. So today you need more emotional intelligence than before to know how and relevant ideas,” let alone to form the coalitions and collaborations that will bring those ideas to fruition.

Angel’s Advocates and Voices of Doom

New ideas are fragile and all to easily kill by criticism sir Isaac Newton is said to have been so sensitive to criticism that he withheld he publication of a paper on optics for fifteen years, until his main critic died. Manger who work with creative groups can help nurture these tendrils of new possibility by protecting them from too__ withering criticism that comes too early

“we having a standing rule that whenever someone offers a creative idea, the people who speak up about it first have to be angel’s advocates, people who support and defend it,” Paul Robinson, director of Sandia national laboratories, told me. “Only then can we hear the inevitable criticisms that otherwise might kill an in the bud.

”Marvin Minsky, the pioneer in artificial intelligence at MIT; observes that the problem in capitalizing on creativity is not just creating ideas, but choosing the ones to bet on. He told me that in the late 1970s Xerox had created six prototypes of the laser printer, the first of their kind, and loaned one to his group at MIT to try out. As Minsky recalls it, “we at MIT said, ‘this is fabulous,___ and some vice president at Xerox ignored our opinion and decided not to pursue the technology. Canon was the first to bring it to market, and Xerox lost a crucial head start on a billion dollar market,”
Just as chilling as the voice of doubt is its close cousin, the voice of indifference. Engineers have a term for it; NIH, “not invented here” — it’s not our idea, we’re not interested. Teresa Amabile, a psychologist at the Harvard business school, describes four creativity killers, each of which constricts working memory, the mental space in which brainstorms occur and creativity flourishes, and squelches risk taking:

- **Surveillance:** Hovering and constant scrutiny. This stifles the essential sense of freedom needed for creative thinking.
- **Evaluation:** a critical view that comes too soon or is too intense. Creative ideas should be critiqued — not all are equally good, and promising ones can be refined and honed by helpful criticism — but evaluation is counterproductive when it leads to a preoccupation with being judged.
- **Overcontrol:** micromanaging every step of the way. Like surveillance it foster an oppressive sense of constriction, which discourages originality.
- **Relentless deadlines:** a too intense schedule that creates panic. While some pressure can be motivating, and deadlines and goals can focus attention they can kill the fertile off time where fresh ideas flourish.

**Collective creativity**

Adapting nimbly to shifting market realities requires a collective creativity, a comfort with uncertainty at every level of a company. Consider SOL, a highly successful industrial cleaning business in Finland. When it was spun off from a larger family owned conglomerate in 1992 it had two thousand employees, fifteen hundred customers, and annual revenues of $35 million. Just four years later it had doubled its customer base, almost doubled its employees and reached revenues of $60 million.

Employees there have extraordinary freedom in how they do their work. It’s a workplace with no titles, individual offices, executive’s perks, or even secretaries. Nor are there set working hours, a radical innovation for Finland, where an eight to four work day is almost universal. SOL has freed its employees to be creative about how they do their business — and what business they do.

This autonomy has allowed SOL to shine for its nimble innovation in an otherwise stodgy, low-end business. At some hospitals for instance, SOL cleaner saw a niche and so have taken on some night nursing duties, like helping patients get to the bathroom or notifying doctors about emergencies. At several grocery chains, SOL cleaners use their nighttime hours to stock shelves.

Creativity tends also to be enhanced in organizations that, like SOL have less formality allow more ambiguous and flexible roles, give workers autonomy, have open flows of information, and operate in mixed or multidisciplinary teams.

Just as with creativity in individuals, there are several stages to the flourishing of innovations in organizations. Two crucial ones are initiation. Coming up with the bright idea in the first place, and implementation, getting the idea enacted.

In an organization the idea generators and those who champion the innovation are typically different people, from different groups. A study of thousands of people in the R&D arms of engineering firms show that the idea
generators tend to have strengths in a narrow range of expertise and find pleasure when immersed in abstract ideas. They also prefer to work alone.

By contrast, those who are effective champions of the resulting innovations are particularly adept at influence and political awareness: selling the ideas and finding support and allies. While it goes without saying that the relevant technical expertise is vital to generating innovative ideas, when it comes to putting those ideas to practical use, navigating the web of influence that permeates an organization makes all the difference. So an organization that values innovation needs to support both kind of competence in its key people.

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What Moves Us

Joe Kramer can fix anything. A welder who helps assemble railroad cars in a south Chicago plant, Joe is the guy everyone calls on when any piece of machinery breaks down.

Joe loves the challenges of finding out what makes a machine work. He started as a boy, fixing his mother’s toaster, and he continues to seek out new mechanical challenges. When he decided to put in a sprinkler system at home, he couldn’t find one that had a mist fine enough to make rainbows. So he designed his own and built it on his basement lathe.

Joe also knows every aspect of how the plant operates, and he can fill in for any of the two hundred or so other who works there. Almost sixty, Joe has been doing his job for close to forty years, and he still loves what he does. “if I had five more like Joe,” the manager says, “I’d have the most efficient railroad shop in the business.

Joe is an example of people who find their work exhilarating who perform at their best. The key to that exhilaration is not the task itself Joe’s job is often routine but the special state of mind Joe creates as he works, a state called “flow.” Flow moves people to do their best work, no matter what work they do.

Flow blossoms when our skills are fully engaged and then some say, by a work project that stretches us in new and challenging ways. The challenges absorbs us to much we lose ourselves in our work, becoming so totally concentrated we may feel “out of time. In this state we seem to handle everything effortlessly, nimbly adapting to shifting demands. flow itself is a pleasure.

Flow is the ultimate motivator. Activities we love draw us in because we get into flow as we pursue them. Of course, what gives people such pleasure varies; a machinist may love the challenge of a difficult weld: a surgeon gets contentedly absorbed in complex operation: an interior designer finds delight in the creative play of pattern and color. When we work in flow, the motivation is built in __ work is a delight in itself.

Flow offers a radical alternative to the widely held ideas about what motivates people at work. This is not to say that incentives don’t matter; they are key a prods or ways to keep score. There is, of course, value in reviews and promotions, stock options, and bonuses__ as there is with basic salary, but the most powerful motivators are internal, not external.

For instance when people kept a journal how they felt while they performed a range of tasks throughout the day, one result was clear; they felt
better doing work they loved rather than work they did only because they were rewarded for it. When doing a task for the pleasure of it, their mood was upbeat, both happy and interested. When doing something simply for the pay, they were bored, disinterested, even mildly irritated (and most unhappy if the tasks were stressful and onerous). It feels better to do what we have passion for, even if the rewards are greater elsewhere.

When all is said and done and a job has been pursued to its end, what are the ultimate sources of satisfaction? That question was asked of more than seven hundred men and women in their sixties, most of whom were nearing the end of successful careers as professional or business executives. Most rewarding was the creative challenge and stimulation of the work itself, and the chance to keep learning. The next three sources of reward; pride in getting things done, work friendships, and helping or teaching people on the job. Much lower on the list came status, and even lower was financial gain.

Traditional incentives miss the point when it comes to getting people to perform at their absolute best. To reach the top rung, people must love what they do and find pleasure in doing it.

Motive and emotion share the same Latin root, motere, “to move emotional are literally, what move us to pursue our goals; they fuel our motivations, and our motives in turn drive our perceptions and shape our actions. Great work starts with great feelings.

**Loving What Pays Off**

People in flow often make the difficult look easy, an external appearance that mirrors what is happening in their brain. Flow poses a neural paradox: we can be engaged in an exceptionally demanding task, and yet our brain is operating with a minimal level of activity or expenditure of energy. The reason seems to be that when we are bored and apathetic, or frenzied with anxiety, our brain activity is diffused: the brain itself is at a high level of activation, albeit poorly focused, with brain cells firing in far flung and irrelevant ways. But during flow, the brain appears efficient and precise in its pattern of firing. The result is an overall lowering of cortical arousal even though the person may be engaged in extremely challenging task.

And work is the main arena in life that gives people the chance for flow. Mihalyi Csikzentmihalyi, the university of Chicago psychologist who pioneered the study of flow, outfitted 107 people in positions from management and engineering to the assembly line with a beeper that periodically reminded them to note what they are doing and how they felt. The results were surprising. They reported on average, being in flow about half the time while on the job and less than 20 percent of the time during their leisure hours. The most common emotional state reported during leisure time was apathy!

But there was also a wide variation in just how much of the time people were in flow at work. Those with complex, challenging jobs, who had more flexibility in how they approached each task, were most likely to be in flow. Manager and engineers mean more opportunity to maximize flow. Control can take many forms even putting something off until the last minute as a way to up the challenge creating a pressured “rush” period that adds adrenaline to an other wise easy task.
For top performers there is an especially tight calibration of flow and task; flow occurs in the work that is most critical to their goals and productivity, rather than in fascinating diversions or irrelevancies, for the star, excellence and pleasure in work are in work is one and the same

**Psychological presence**

A project manager at an architectural firm notices a draftsman struggling over a simple aspect of blueprint. The project deadlines looms, and they are all under tremendous pressure. As she approaches her colleague, the project manager notices that her hands are clenched, her thoughts are fixed on angry feelings about the difficult deadlines, and she feels frustrated because the draftsman is not further along.

She relaxes a bit and asks the draftsman what’s going on _is something wrong?_ His response is a litany of frustrations of his own _about not having enough information to finish the drawing, about how much he was asking to do in so little time._

Sympathetic, the project manager asks the draftsman more detailed question about what he’s up against. Her speech is lively, animated, her gaze direct. She lets him know she feels overwhelmed by the pressure, too.

Her line of questioning leads him to see that he actually has more information than he thought, and that he can in fact, finish the drawing, he is buoyed, eager again to get back to the task. The project manager even makes a joke about now everyone was missing some data on this project especially the vice president who had made such a crazy commitment in the first place they who both laugh and get on with the work at hand.

What did the project manager do that was so right? She was present.

This encounter though nothing extraordinary exemplifies the quality of being emotionally present at work. When people are present in this sense they are fully attentive and completely involved in their work and so perform at their best. Other experience them as accessible and engaged and they contribute their creative ideas energy and intuitions fully.

The opposite a psychological absence is all to familiar from people who go through their work routines by rote, obviously bored, or otherwise disconnected. In a sense they may as a well not have shown up. The receptionist at the same architectural firm, who hates her job, puts it like this; sitting up here in front and smiling and typing and being friendly it’s all bullshit. It’s just a role and there isn’t any satisfaction in it for me. This eight or nine hours is a waste.

Being present requires not being disable by anxiety and so being open to others rather than closed. Says William a Kahn the psychologist at Boston university school for management who cites the project manager as a model, such presence shares a key attributes of flow; a total attention to or immersion in the task at hand in contrast the enemies of presence and of flow are the twin affliction of apathy and anxiety.

Presence begins with self-awareness. The project manager, in Kahn’s analysis, was attuned to her feelings: her clenched hands cued her to the anger she was feelings about the situation. And her empathy made her receptive to picking up the draftsman’s sense of frustration without taking it’s as a reflection on herself.

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The project manager’s ability to be comfortable with these distressing feelings let her deal with them effective rather than avoid them, instead of dismissing the draftsman’s frustration or preemptively criticizing his performance, she drew him out. And she was able to highlight information that transformed the frustration to enthusiasm, ending the encounter with a joke that put the onus where they both felt it to be\_\_ an emotional judo moves that tightened the bond between them.

When fully present, we are more attuned to those around us and to the needs of the situation, and we fluidly adapt to what is needed\_\_ in others words, we are in flow. We can be thoughtful, funny, or self-respective, drawing on whatever capacity or skill we need at the moment.

**Getting Better and Better**

A college professor describes why she loves her job: I enjoy the fact that in the position I’m in, I’m continuously learning new things it’s continuous stimulation. I have to keep on my toes because things are always changing. You have to keep my toes because things are always changing. You have to keep up.”

Our learning edge is at the point that most fully engages our maximum skill\_\_ and that precisely matches the zone of flow. Flow naturally propels self-improvement, for two reasons; people learn best when they are fully engaged in what they are doing, and the more people practice a task, the better they get. The result: continual motivation (enjoying flow) to master new challenges.

When a job lacks flow, even success can bring a curious malaise: what was once exciting can become boring. When a job has been mastered, the danger of stagnation rises sharply. That may explain why midlife is a notorious time for career changes.

“You get restless in midlife and midcareer, and that restlessness can have huge repercussions for your career,” says a psychologist who counsels executives. “You start answering calls from headhunters even though you don’t really want a new job. You start devoting your time and attention to a small business you start on the side. Or you get irritable and grouchy, or start collecting something like sports car, or have affairs.”

A main cause of such boredom is that people are no longer finding a challenge to their abilities. Their work, so familiar and easy, has gone stale. The psychologist adds, “A healthy response might be to take on a new, challenging project within the company, because you need to find a way to keep yourself engaged in your work.”

**Good Stress: The Engaged Challenge**

Remember the stormy tirade by Bill Gates that the unflappable woman handled so well? One school of thought holds that the well timed use of such controlled outbursts can be motivating\_\_ that they can be a way of raising the temperature of a group. Gates is famous for his confrontational, explosive style; at Microsoft its kind of badge of honor to be a target of his attacks.

As one friend told me, “My boss knew who could take it: he never yelled at me. He’d do it in a meeting where everyone was low-energy. He’d suddenly tear into someone and everyone would take up.”

Flow occurs in that middle zone between boredom and immobilizing anxiety. A moderate amount of anxiety in the air, a sense of urgency, mobilizes
us. Too little urgency and we are apathetic; too much and we are overwhelmed. The message “this matters” can be compelling.

Eustress, or “good” stress, refers to the pressure that mobilizes us to action. Its neurochemistry is revealing. When we are positively engaged by a challenge, our brain is being soaked in a bath of catecholamines and other substances triggered by the adrenal system. These chemicals prime the brain to stay attentive and interested, even fascinated, and energized for a sustained effort. Intense motivation is, literally, an “adrenaline rush.”

A German study show this relationship between motivation and the brain chemistry of eustress rather neatly. Volunteers were given a taxing mental challenge, 120 arithmetic problems that they had to solve in an ever shorter span of time, until they were wrong one in every four times. Whenever they felt confident that their answer were correct, they were checked: if right, they got a cash reward, and if wrong, they were penalized the same amount.

Those volunteers highest in hope of success—a variant of the need to achieve—were best able to keep their mobilization at a level that produced mostly catecholamines, rather than letting it rise to the emergency mode, where cortisol kick in. but those who were motivated by a fear of failure were swamped with cortisol. This proved to be a self-reinforcing effect. Those with lower levels of cortisol were better able to think and pay attention during the math challenge. Their heart rates showed they were no more anxious during the challenge than before it started: they stayed alert, calm, and productive. The effect on their performance was dramatic: they won more than twice as much as their peers.

Affiliation: the people motive

Eugenia Barton, in her twelfth year as a high school teacher, still adores her students: “I think I like them more every years. As I get to know them and have them in two or three classes, I become very close to them.”

In an evaluation of a large group of teachers, Barton rated among the most compassionate and caring. The pleasure she gets from her connection with her students bespeaks the any avenues people have for getting into flow.

There is a saying in India, “when a pickpocket meets a saint, all he sees are the pockets,. our motives shapes how we see the world.; all attention is selective, and what matters to us most is what we automatically scan for. Someone who is motivated to get results notices ways to do better, to be entrepreneurial, to innovate, or to find a competitive advantage. People like Barton, who is motivated by the pleasure of her relationships with her students, seek out opportunities for connection.

The need for achievement is one of the most frequently occurring competencies in star performers. The need for affiliation, By contrast, shows up less often, except in the helping professions, like nursing, medicine, and teaching. But affiliative interest—a genuine appreciation and enjoyment of other people is also a key element of success not just for top nurses and teachers. But also for client-relationship managers.

Affiliation as motive becomes an end in itself—a goal, if you will not a means to something else. This sounds quite positive, but when its is excessive or the main motivator, it can be detrimental to managerial performance. For instance
successful managers and supervisors often have relatively low affiliative needs and so are freer to refuse requests or set limits, despite objections.

Too high an affiliative drive can become distracting, even a hindrance. “Affiliation__ liking people__ is fine when it serves to strengthen relationships in the course of getting the task done,” Richard Boyatzis, who studied affiliation in managers, told me. “If you’re too caught up with personal relationships at work, you can lose sight of the manager’s task.

Affiliation as a motive may play its most basic role in determining one’s career choice. Those with high affiliation needs gravitate toward “people” jobs, like teaching and nursing. In this way, it operates as threshold competence and can set people on very fulfilling career paths, where relating__ not managing and delegating__ is a top priority.

The neurology of motivation
Different motives presumably involve differing mixes of brain chemicals, though we don’t know which. We do know that the amygdala houses the general brain circuitry that someone take pleasure in one set of activities rather than another as well as the repertoire of memory, feelings and habits associated with those activities, is stored in the emotional memory banks of the amygdala and its related circuits.

One frustration for computer scientists trying to build robotlike devices that can see and hear like humans is that computers lack the guiding hand of emotions. Without an emotional memory bank that can instantly recognize what matters to us__ what data arouses feelings__ computers haven’t a clue. They give equal value to all they see and hear, and so fail to pick out what in each moments is most salient. Computer lacks the guiding force that our emotions and motivations allow us.

Our motives guide our awareness toward the opportunities they seek out. The amygdala is part of a neural doorway through which whatever we care about__ whatever motivates us__ enters and is weighed in terms of its value as an incentive. A guide to what matters most to us it is the clearinghouse for our priorities in life.

People who suffer brain diseases or trauma that deprive them of their amygdala (but leave the rest of the brain intact) suffer from a disorder of motivation. They are unable to distinguish between what matters most to them and what is irrelevant, between what moves them and what leaves them cold. Every act is the same emotional valence, and so neutral. The result is paralyzing apathy, or an indiscriminate, uncontrollable indulgence in appetites.

This motivational circuitry__ our navigator through life__ connects to the prefrontal lobes, the brain’s executive center which brings a sense of context and appropriateness to the amygdala’s surges of passionate interest. The prefrontal area houses an array of inhibitory neurons that can veto or tone down the amygdala’s impulse adding caution to the circuitry of motivation: while the amygdala wants to leap, the prefrontal lobes want to look first.

Three motivational competencies typify outstanding performers:

- Achievement drive: striving to improve or meet a standard of excellence
- Commitment: embracing the organization’s or group’s vision and goals
Initiative and optimism: twin competencies that mobilize people to seize opportunities and allow them to take setbacks and obstacles in stride

ACHIEVEMENT DRIVE.

Striving to improve or meet a standard of excellence

People with this competence

- Are results oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find way to do better
- Learn how to improve their performance

“There are three hundred American companies selling auto insurance, and we’re the sixth largest,” Peter Lewis, CEO of progressive insurance, told me when I visited his Cleveland headquarters. “Our objective is to triple in size and be number three by the year 2000.” And progressive just may do it; only fifteen years ago it was ranked forty third. Their rapid climb has been marked by the introduction of several innovations that have raised the bar for the rest of what has traditionally been a stodgy, risk averse industry.

For example progressive promises to get one of its people to an accident scene within two hours of being notified. And the agents using laptop computer to price replacement parts and estimate repair cost write on the check on the spot. No other major insurer offers this swift on the scene claims service.

Even more radical is 1-800-AUTOPRO, a twenty four hours toll free service that quotes auto insurance rates from progressive’s and those of the three others insurers in the local market for the people shopping around. Progressive’s rates often, though not always, come out lowest. This open, easy comparison or rates is unheard of in the industry (and came about at the suggestion of a college classmate of Lewis’s consumer advocate Ralph Nader).

Another sign of the company’s success; progressive is one of the few insurance companies that is profitable just from its premiums. Lewis is blunt about his drive to do even better. To capture a larger and larger market share, and what that mean for the people who work for him; “we demand a very high standard, but the reward can be great, people can earn up to double their salary in bonuses. It’s an aristocracy of performers: we pay the best, but we demand the most and we fire people who don’t produce.”

Despite this perform-or-leave policy, the company has a turnover rate of around 8 percent, about par for the industry. The reason; those who gravitate to the company share Lewis’s commitment to achievement. As Lewis put it, “once of our core a value is doing better than you did before. It’s an enormous challenge but these are people who love it.”

Progressive’s statement of core values read in part of like a credo for the achievement competence: “excellence. We strive constantly to improve in order
to meet and exceed the highest expectations of our customers, shareholders and people.”

Success demands this drive to achieve. Studies that compare star performers in executive ranks to average ones find the stars show the following signs of the achievement competencies: they talk about and take more calculated risks; they urge and support enterprising innovation and set challenging goals for their employees; and they throw their support behind others’ entrepreneurial ideas, the need to achieve is the single strongest competence that sets apart star from average executives.”

For those at higher levels of management, the obsessions with getting results can express itself through the working of an entire department or company ___ progressive insurance is the vehicle for peter Lewis’s competitive drive no less than Microsoft is for Bill Gate’s. a study of the hundred wealthiest Americans throughout history___ including gates and John D. Rockefeller___ shows that what they all share is their competitive drive: a single-minded passion for their business.

**The Calculated Risk**

It seems like an innocent enough challenge: Toes a ring over an upright peg. The catch is that the farther away the peg is the more points you get to set the peg yourself. People who are too grandiose in their thinking typically set the peg beyond their throwing range. Those who are too cautious set the peg to close and score too few points.

The ring toss game is a metaphor for calculated risk taking in life. David McClelland, then my professor at Harvard, to assess the ability to set risky but manageable challenges, used it. Entrepreneurial drive demands that people be comfortable taking risks but know how to calculate them carefully. This skill at taking smart risks is a mark of the successful entrepreneur.

McClelland found outstanding performers set more challenging goals for themselves: they routinely calculated a placement for the peg that brought them around a 50 percent success rate.

This risk strategy in high achievers alerts them to specific performance benchmarks: they can tell you, “when I took over, efficiency was 20 percent__ now it’s 85 percent.” Their decisions are often based on a careful cost benefit analysis that frees them to take calculated risks.

High achievers__ those willing to commit to something new__ are restless in positions that stifle that urge. “When we trained assembly line workers at Ford to raise their need to achieve, most ended up leaving and starting their own business,” Lyle Spencer Jr., a longtime colleague of McClelland, tells me. “That same thing happened with a group of computer engineers at IMB.”

What seems absurdly risky to others will seem possible to entrepreneurs. When Leif Lundblad, the Swedish inventor of an automatic cash dispensing device for tellers, made a deal with Citibank to deliver the first batch of machines, he felt perfectly confident he could fulfill the order__ his first ever. But, Lundblad told be, after he had met the delivery date “the people at Citibank told me that they thought there was only a ten percent chance that I would succeed.”

The drive to do better shows up as a constant theme ion entrepreneurs, thoughts, and continuous improvement in performance. Consider a study of fifty-
nine entrepreneurs, most of them research scientists, each of whom had taken advantage of an innovative technology to found a high tech firm. Five years after establishing their firms, those who were highest in achievement traits (like seeking out feedback on their performance and setting goals) were the most likely to have flourished—they had an average increase in sales of $1 million a year, increased the number of employees by fifty or more, or sold their company for a substantial profit.

By contrast, those founders who were low in achievement competence had done poorly. They had four or fewer employees, had sold the business for a loss—or had simply given up.

A Passion for Feedback

When a major customer of the Donnelly Corporation, which supplies glass to the auto industry, kept rejecting large numbers of their products for being substandard, three Donnelly production workers drove four hundred miles to learn why the customer was unhappy with their product. Their startling discovery: the customer was offering its own employees a bonus for finding less than perfect parts from Donnelly. Rising to this challenge, the Donnelly workers raised their own quality control standards, being sure to ship only perfect parts.

Those enterprising workers are Donnelly exemplify the spirit of striving to improve that lies at the heart of the achievement motive. Whenever a working group meets, regularly to find way to improve performance, they embody a collective drive to achieve.

By contrast, when it comes to setting goals or standards for themselves, people low in achievement competence are lackadaisical or unrealistic, seeking work that is either too easy or unrealistic, ambitious. Likewise, supervisors, who lack this skill create a work climate where goals are fuzzy and people are unsure about their job objectives. They don’t give employees feedback on how they’re doing or what is expected of them.

Those driven by the need to achieve seek ways to track their success. For many, this means money—though they often say that money is less important for what it can buy than as feedback on how well they are doing. As one California entrepreneur put it, “money was never a big issue with me; it was just a way of keeping score. Another called it “a report card.”

Even those with moderate levels of achievement competence rely on performance measures like sales quotas or company quality standards. They may create their own measure of performance, setting goals like outperforming peers, doing a job more quickly, or beating some competitor.

In a small business such as restaurant, performance feedback comes daily; those who managed stock portfolios get it almost by the minute. But for many people getting performance feedback can frustratingly difficult because of the unquantifiable nature of their work. Such people have to develop a strong self-critical sense, to provide the feedback themselves. And top performers seek out the feedback they need at the point when it is most useful to them.

The Pursuit of Information and Efficiency

Nathan Myhrvold, Microsoft chief technology officer, is a prodigious reader, a collector of knowledge for its own sake, a tracker of data of every sort. He has to
be. As bit of data will be seed of the next billion dollar idea. He typifies the information addict, someone whose thirst for knowledge is limitless and feeds into a keen sense of innovativeness and competitiveness.

The chaotic modern world of work, the sheer volume of data and the queasy feeling that we are falling behind in tracking it can be a source of gnawing anxiety. One way to alleviate that anxiety is to monitor relentlessly what’s going on, like Myhrvold and so reduce the level of uncertainty. People with an intense need to achieve are voracious in seeking out new ideas and information, particularly as it pertains (even peripherally) to their goals. They regularly call on others to get their perspective, and recruit others into an ongoing network of informants to get fresh intelligence and essential feedback.

People who lack this competence settle for whatever information comes their way or consult only the obvious and readily available source of data. For executives this need to know can take the form of management by walking around or encouraging impromptu contacts or informal meeting with people at all levels. Such wide information gathering minimizes unpleasant surprises and maximizes the likelihood of spotting and seizing potential opportunities.

The craving for data runs in parallel to an urge to make things over more efficient. When this tendency takes the form of obsessive, rule bound, by the book supervision, it signifies poor performance. When high-level executives exhibit too much concern for detail and order, it can be sign that they are focused on a smaller scale than their job demands. This is the micromanager who bird dogs subordinates while paying too little attention to the bigger picture.

However, this drive to handle uncertainty can also foster meticulous attention to the detail that matter. Superior performers are adept at putting into place system that track progress or ensure a better quality and flow of data. One sales manager, frustrated by the long interval between reports from his large sales team, developed an automated phone system that beeped every salesperson at the end of the day, prompting them to punch in the sales they had made. This meant he had vital information not in two weeks put in eight hours!

Commitment

Aligning with the goals of a group or organization

- People with this competence
- Readily make sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group’s core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfill the group’s mission.

On learning that the American airlines national office was about to become their neighbor, enterprising employees at a Dallas branch of Herman Miller, the office furniture company, wrote a letter asking the airline to consider furnishing their new office with Herman Miller, products.

Their initiative paid off in a sizable order. But the week before the airlines office opened, the employees who went over to check that the order had been delivered properly found that the packing crates had crushed the plush on the fabric
of hundreds of chairs. So the employees of formed teams to work around the clock and over the weekend to raise the plush with steam irons.

The essence of commitment is making our goals and those of our organization one and the same. Commitment is emotional: we feel a strong attachment to our groups goals when the resonate strongly with our own. Those who value and embrace an organization mission are willing not just to make an all out effort on its behalf, but to make personal sacrifices when needed. These are the staff who chooses to work late into the night or over a weekend to get a project done on deadline, and the managers willing to leave town on a few hours’ notice when an urgent mission comes along.

Commitment can even express itself in unpopular decisions that are made to benefit the larger group even if these decisions rouse opposition or controversy. The truly committed are willing to make short-term sacrifices if they are for the larger good of the group. In short the committed are the “patriots” of a company natural boosters.

Among the competencies that Johnson Wax seeks to instill in its award winning sales team is an unselfish strategic vision doing what’s right for the long term, even if there are no immediate rewards. “It might take the organization two or three years to catch up with what you are doing and reward you fully for it, but if it’s right for the long term, you go ahead and trust that management will support you,” an executive there tells me.

High levels of commitment are, of course more likely in companies where people see themselves as “shareholders” (or actually are shareholder) rather than simply as employees. But workers who are inspired by a shared goal often have a level of commitment that is greater than any financial incentive. As Patricia Sueltz, an IBM vice president who is leading a drive to make her company a major presence on the internet, puts it, “I get called by headhunters all the time. They say, ‘we can make you very rich. But they don’t get it. I am going to change the world with this. I’m making a difference.”

Companies or organization that lack a well formulated mission or whose mission statements are little more than public relationships ploys offer people little to commit to. Employees need a clear sense of an organization’s core values to form an allegiance to them.

Self-awareness is a building block of commitment. Employees who know their own guiding values or purpose will have a clear even vivid sense about whether there is a “fit” with fan organization. When they feel a match, their commitment is spontaneous and strong.

I remember a woman who sold advertising space for the new York times telling me about an after hours conversation among people in her department: “we realized that we in advertising provide the diesel fuel for the rest of the time to work, that we’re crucial to the paper’s mission. We were talking about the time the paper ran a pictorial editorial on the crisis in Rwanda, triggering a flood of news coverage, and how the U.S government sent aid over right afterward. That made us all feel really good about what we do.”

Organizational Citizenship
The committed are the model citizens of any organization, they go the extra mile. And like pebbles in a pond, committed workers send ripples of good feelings throughout an organization.

Employees who feel strong organizational commitment will put up with highly stressful job conditions if need be—long hours, deadline pressure, and the like—out of devotion to collective goals. High levels of commitment allow employees to thrive under challenge and pressure that those who feel no particular loyalty to the organization and find only stressful and onerous. At one federal agency, those administrators who felt the greatest organizational commitment suffered the least from the high stress typical of their jobs and reported the most satisfaction with their work.

But if employees are not treated fairly and respectfully, no organization will gain their emotional allegiance. The more support employees feel from their organization, the more trust, attachment, and loyalty they will feel, and the better organizational citizens they will be. Organizational commitment grows from such emotional bonding. In a study of workers like teachers, clerks insurance reps, and police, officers, the key to how much effort they put organizational how proud to work there, how large their job figures in their sense of identify how much they feel part of the family.

The Uncommitted

I set it up so they got the credit—it really motivated the team, and our unit did quite well,” a manager reports about how he got his team to surpass their goal. By contrast, a consultant boasts, “I made sure I got the juiciest assignment did it well, and go the kudos. The others were envious, which is their problem.”

The manager used his position of power to share credit and so boost the morale of and motivate his team; the consultant could care less about the impact of his self-serving manipulation on his peers or the organization—he just wants the glory.”

Employees who see themselves as visitors rather than organizational residents show little commitment. But the same attitude can be found among workers who may have been in an organization for years. Employees who feel bitter, about being underpaid or otherwise taken advantage of by an organization are certain to feel about little commitment to its overall goals. So do those who see themselves as isolated and disconnected from decisions that impacts their work.

These disaffected people are most prone to using the resource of the organization solely for their own benefit. The opportunistic among them see their current position mainly as a step on the way to somewhere else. Those who feel disconnected aren’t even interested in moving up: instead their dissatisfaction manifests itself as lack of integrity (doctoring expense accounts, for example or stealing supplies.)

As attitude of self-interest is understandably, growing more common among once committed employees who now confront downsizing and other changes that make them feel their organization is no longer loyal to them. This sense of betrayal or distrust erodes allegiance and encourages cynicism. And once lost, trust and the commitment that stems from it are hard to rebuild.

Tom Peters points to an emerging balance. Between people needs to mange their own career and to commit to shared goals at work. As he puts it the emerging
nature of loyalty balances allegiance to one’s own goals and to the web of one’s working relationships. This variety of loyalty, to the company. It’s loyalty to your colleague’s loyalty to your team, loyalty project, to your loyalty to your customers and loyalty to yourself.”

Initiative and optimism

INITIATIVE AND OPTIMISM
Displaying Proactivity and Persistence

People with this competence
For initiative
- Are ready to seize opportunities
- Pursue goals beyond what’s required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others though unusual, enterprising efforts
  For optimism
- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

On several college campuses across America booths appeared selling snow cones with a difference— and a message, instead of the standard heaps of colorful, sweetly flavored crushed ice, these snow cones came only in black—a political protest against oil drilling in Alaska’s Arctic Wildlife, refuge. The snow cones were the brainchild of Adam Werbach whose first political action came when he was just seven: he circulated a petition to his fellow second graders urging the ouster of then secretary of the interior James wattr, an antienvironmentalist. By high school Werbach was organizing a drive to buy a truck for recycling the school’s trash, and in his senior year Werbach founded the Sierra student coalition, an organization of young environmental activists, which through his college years, he built into a thirty thousand members organization. He gave the environmentalist message a new immediacy for city dwellers by making lead poisoning of children the group’s signature issue. And he organized “dorm-storming” activists to sweep through college dormitories, encouraging students to use their computer to email their legislators about environmental issues. At twenty-four, Werbach was elected the youngest ever president of the Sierra club, America's largest environmentalist group.

Initiative often takes his form of being unusually enterprising. Take the shipping clerk who realized his company did enough business with federal express to get not just a volume discount, but also a dedicated computer to track shipping orders.

The clerk took it on himself to approach the CEO as he was leaving work and pitch the idea— and saved the company $30,000.
At PNC Bank in Pittsburgh, a credit supervisor did a back of the envelope calculation of the amount of electricity being eaten up by the bank’s hundreds of personal computers left on by people after they had gone home. Those sixteen hours of idle time, he calculated, cost the bank $268,000 each year.

But when he went to higher ups with his bright idea, they put him off saying that switching computers on and off would decrease the life of the PCs. Undaunted, he did more research, finding that most business computer systems became obsolete and were routinely replaced years before the components wore out. The bank finally bought the idea at a saving that would have required about $2 million in new revenues to have the equivalent bottom line impact.

**Ways to Seize The Day**

Those with initiative act before being forced to by external events. This often means taking anticipatory action to avoid problems before they happen, or taking advantage, of opportunities before they are visible to anyone else. And the higher up the executive ladder, the larger the window of anticipation: for a midlevel supervisor or manager, it may mean being able to see days or weeks ahead: a visionary corporate leader sees years or even decades ahead.

Possessing this farsightedness may mean taking steps when no one else sees the need to. This takes certain courage, especially when others object. Star performers in federal research agencies, for example, plead with a skeptical congress for basic research funds that, far into the future, might pay off with new cures for diseases.

Constantly reacting to events rather than being prepared for them works those who lack initiative. The failure to anticipate what’s coming means operating in crisis mode. Such workers tend to fall behind and are continually forced to handle emergencies they did not foresee. All of this as well as procrastination and not taking action in a timely way indicates a basic failure to plan for or anticipate what lies ahead.

In contrast, proactivity pays off. Real estate agents can simply wait for the phone to ring, or they can scour classified ads for houses being sold by owners and approach them to list the house with their agency. They can screen prospective buyers to ensure they spend their time with those most serious about purchasing a house. Such acts of initiative result in a greater number of listings, a greater number of houses sold, and larger commissions.

Seizing new opportunities as is crucial for success in fields like consulting, where there is no revenue without initiative. At Deloitte & Touche consulting, star performers stay alert to opportunities for “add-ons” that might extend a short term project into a larger one, and take advantage of serendipity and unexpected opportunities to develop new business.

Sometimes initiative simply means sheer hard work. One salesman with initiative said, “I was up at two o’clock this morning finishing my proposal. I’m calling stores during the day and preparing my programs and presentations at night.” Or take the tale of two trust officers—one exhibited high levels of initiative by selling an account to his doctor while he was in the hospital for a severe illness, while the other asked the researcher at the end of their interview if the had will, since to the trust officer everyone was a potential client!

**Hope and Perseverance**
My seatmate seems right at home in the first class cabin on our flight to Houston. A well-dressed thirtyish, organic chemist with an MBA he’s an account manager for a top chemical company.

But he tells me something surprising: “I grew up in Newark, New Jersey, on welfare. My parents had divorced, and I lived with my grandparents in a neighborhood where more kids went to jail than to college. I went back to visit there last month and saw one of my old friends__ he’s just been sentenced to three and a half years of dealing drugs. He told me, ‘That’s all we knew how to do.’ And it’s true. We never had any models for a way out.”

So what made the difference between this account manager and his drug dealing old buddy? “I was lucky. After high school my grandparents sent me to Texas to live with an aunt. I got a part time job helping out with some research. And I started to see that these Ph.D.s I was working weren’t much different from me. I thought, ‘I could do this, too.’ So I started to go to night school, and finally got my B.A in chemistry. Once you know what you want and see that it’s feasible, you can figure out the steps you have to take. Then its just persistence that gets you there.”

And his old friends? Those others kids gave up on themselves. They thought they didn’t have what it takes to go to college. The only way they knew how to get respect was with a handgun.”

A lack of initiative typifies those who feel a certain hopelessness__ that their best effort won’t really make a difference so, I like the chemist’s childhood friends, and they don’t pust themselves. They see themselves as victims or passive pawns in the game of life, rather than master of their fate. The chemist’s resilience may have owed more than he realized to the character lessons learned from his grandparents and aunts, but whatever its roots, those with initiative feel their own action determine their future. These attitudes in turn, determine how well we can deal with hardships and vicissitudes on the job. For example, among midlevel managers. At a large corporation those who saw themselves as masters of their fate were less faze by difficult challenges and more positive in the face of stress than were those who saw their destiny as being outside their control.

Those who lack initiative are most likely to give up on themselves__ and their jobs. This attitude can be seen in workers who need someone to direct them in performing their assignments. When it comes to going the extra mile__ for example, staying late to get a priority project finished on time, or putting their own work aside to help someone else__ such workers will often take a “not my job” line of resistance.

Too much initiative

While initiative is generally laudable, it needs to be balanced with social awareness in order to avoid unintended negative consequences.

Take the vice president of marketing at a large consumer Products Company, who discovered that one of his sales reps was unable to close a sale with a large national account. The VP had made many presentations many presentations to that same account in the past, and so on his own initiative he called and set up a meeting there. Then he phoned the sales rep with instructions to meet him at the account’s office the next day.

One result of the VP’s initiative was that they made the sale. Another, unintended result was that the sale rep was deeply humiliated.
Feeling he had been made to look foolish and incompetent in front of his client the rep protested, and his two bosses— the regional and the national sales managers— fired off irate memos to the vice president, claiming he had stepped out of bounds in going over their heads and humiliating their staffer.

But the warning had no effect. The same pattern continued for two years, with the VP acting high-handedly with other sales rep, until the president of the company, worried about a slump in sales, blamed it on the VP’s demoralization of the company’s sales force. The net result; the president gave the VP a choice— leave the company or step down to take a regional sales job.

Bosses whom micromanage— who take control over small details best left to subordinates— may seem to have initiative, but they lack a basic awareness of how their actions affect other people. Initiative without empathy— or a sense of the bigger picture— can be destructive and typifies manager who performs poorly.

Persisting__ And Bouncing Back

Two executives were both refused a promotion because of negative evaluations from a superior. One reacted to the setback with rage and fantasies of killing his boss; he complained to anyone who would listen and he went on a drinking binge.” It seemed like my life was over,” he said later.

He avoided his boss, lowering his head when they passed in the hall. “Even though I was angry and felt cheated,” he adds, deep down I feared that he was right, that I am sort of worthless, that I had failed, and there was nothing I could do to change that.”

The other passed over executive was also stunned and angry. But he had amore open-minded perspective: I can’t say I was surprised, really. He and I have such different ideas, and we’ve argued a lot.”

This executive went home and talked over the setback with his wife to figure out what had gone wrong and what he could do about it. Engaging in some introspection, he realized he hadn’t been giving his maximum effort. With that knowledge his anger faded and he resolved to talk with his boss. The result; I had some discussions with him and things went every well. I guess he was troubled about what he had done; I was troubled about not working up to potential. Since then, things. Have been better for both of us.”

The key competence here is optimism, which hinges on how we interpret our setbacks. A pessimist, like the first executive, sees a setback as confirming some fatal flaw in himself that cannot be changed. The net result of such a defeatist attitude is, of course, hopelessness and helplessness; if you’re doomed to fail, why try?

Optimists by contrast see a setback as a result of factors they have the power to do something about not some flaw or deficiency in themselves. Like the second executive, optimists can deal with a setback by finding a positive response.

Consider how optimism helps people recover from failure. Anne Busquet, once head of America express’s optima card division, was demoted in 1991 when five of her employees were revealed to have hidden $24 million in bad debt. Busquet though not responsible, was accountable and so lost her position as general manager of the division. Though devastated by the setback, Busquet felt a basic confidence in her abilities and rallied to another challenge she was offered at a
lower level; salvaging merchandising services, a failing division of American express.

Optimist can more readily make a realistic assessment of setback and admit how they contributed to it. Busquet for example reexamined her perfectionist, sometimes overly critical management style even considering that it might have cowed her employees into hiding losses. She underwent executive coaching to soften her style, becoming more patient and a better listener and under her direction, the failing merchandising services division reached profitability within two years.

Or take Arthur Blank whose personality clashes with his boss at Handy Dan’s a Los Angeles hardware chain, led to his being fired in 1978. Blank’s mother had kept the mail order drug company his father had founded going after his death when blank was young, and blank himself having witnessed how she overcome adversity, learned to keep trying instead of giving up when things went badly in life. So when an investor approached him, he jumped at the chance to found home Depot. The no frills high service, huge selection home improvement chain that has grown to be retailing giant.

Acquired in his years at Handy Dan’s to invent a business that could outcompete his former employer. He saw himself as having the ability to change things or the better. For an optimist, a failure is just a lesson to learn from for the next round.

Mistakes are treasures, as a German manager put it to me, a chance to improve but he added many managers have to realize they should be more tolerant of people’s mistakes not punish them for it, but help them learn from it.”

**Optimism And Hope**

Classic studies of how optimism bolstered sales productivity at MetLife, an insurance company was done by Martin Seligman a university of Pennsylvania psychologist. Seligman found that optimist sold 29 percent more insurance in the first year than did their more pessimistic peers, and 130 percent more their second year.

The value of an optimistic outlook has been proven in many organizations. At American express financial advisors, a pilot test of optimism training helped produce a rise in sales after just three months. Big enough to convince the company to make it a standard part of training. Other studies of superior managers show that they look at their failures as due to a correctable mistake and take steps to ensure that the problem won’t crop up again.

The near cousin of optimism is hope knowing the steps of needed to get to a goal and having the energy to pursue those steps. It is a primal motivating force, and its absence is paralyzing. Competence studies show that top performer in the human services everything from health care and counseling to teaching express hope for those they seek to help.

The power of hope was shown in a study of caseworkers whose task it is to help people with the most severe mental disabilities chronic schizophrenia, severe retardation carves out a life for themselves in supervised homes. The first year in such jobs in the toughest clients don’t get better, things go wrong people can be ungrateful, caseworkers burn out and quit. But those caseworkers who were the most hopeful optimistic about their clients potential for improvement and their own ability to help fared the best. After a year on the job, those who began with high
levels of hope survived with the most satisfaction were less emotionally exhausted, and were most likely to stay in their jobs.

In jobs like these, where stress is high and frustrations common, rosy outlooks Amy get better results. Hopefulness is crucial when anyone undertakes a tough tasks, positive expectations may be especially beneficial in the toughest jobs, where high optimism may be a pragmatic job strategy.

A caveat there is something very American about these upbeat competencies they reflect a frontier ideology that does not translate to all other cultures. In research done among up executives in a global food and beverage company, for instance optimism was found to predict star performance in America but not in Asia or Europe.

In many Asian countries, like Japan Taiwan, and India the can do attitude is seen as too bold or too individualistic, Mary Fontaine, managing director of the Hay/McBer innovation and research center, told me. In those cultures optimism typically manifests in more low-key ways. With the attitude this is very difficult challenge, and I’m trying, even though I may no be able to do it. You don’t hear people saying ‘I know I can do it, I know I’m good. And in Europe what Americans see as optimism can simply seem like arrogance.
3

People Skills
The major account was underperforming, baffling the sales team at Johnson Wax. Why were the sales on a key product far softer there than at other retailers?

The sales rep responsible for the account thought he knew the reason: the chain’s buyer wanted to place bigger order, but he was powerless; a battle between manager of two different departments at the retailer meant that the product was being sold in the wrong part of the store and so faring poorly. The department’s manager who was selling the product refused to give it up to the other department, and the buyer did not have the power to break the deadlock.

To solve the problem, Johnson Wax sales team called for the retail equivalent of a bilateral diplomatic commission; a meeting with three levels of executives above the sales rep and the buyer. At that meeting, Johnson wax shared data with the executive from the chain showing that if they handled the product differently, it could bring them $5 million more in profits annually. That hit home.

When they saw they were passing up a five million dollar opportunity because of battles between departments, they decided they had to break down the walls, says Patrick O'Brien, then vice president for north American sales. All three levels got behind the buyer. It had taken a year to have the discussion, but once they saw they wanted to do it. It took just days to make the change.

That sales strategy exemplifies one of the marks of empathy: being able to see a sales situations from the standpoint of the customer in order to help the customer succeed. Such sensitivity demands being able to read the political currents and reality of someone else’s organization.

The best approach is to have deep understanding of a buyer’s business need and objectives, and work toward that end, O’Brien comments. “The key is probing and listening to hear what’s important for that person success. It’s been one of the fundamental of sales success for the last century.”

When I spoke with O’Brien, he was flush with two triumphs; both Wal-Mart and Target, two of America’s largest retail chains, had just named his sales team vendor of the year.

One of the changing barometers for retail sales is “category management,” where retailers at a grocery store, for example, will treat all their snacks or air fresheners as a single category, and make judgments on which brand to carry collectively, rather than on a one by one basis. Paradoxically, this by the number...
approach has made personal relationships between sales rep and category managers all the more important.

“Our sales stars have the ability to balance these, the worlds of fact with the interpersonal world,” O’Brien notes. The sales profession has gone from rapport selling to number based sales; the field has been shifting from the traditional social skills of sales to a model of manager who works their numbers. Not their contracts; but you have to balance these, you need the interpersonal side because these are skill individual decisions.”

Empathy takes many forms. One is the kind of astute awareness the people at Johnson Wax had of their client’s needs. But it also can be seen in the company that has realistic, accurate sense of its own people, its customers and clients, its competitors and markets, and other stakeholders, from unions to shareholders. Being able to see reality from their perspective to sense how they are reacting to the company’s actions, offers a powerful set of readings for effective management.

The head of a private bank in Switzerland tells me, “My job is something like a family priest or doctor. You can’t be in private banking without using your emotional intelligence especially empathy. You have to sense what your client hopes for, fears— even if he can’t express it in words.”

Empathy Begins Inside

As Freud observed,” Mortals can keep no secret. If their lips are silent, they gossip with their fingertips, betrayal forces its way through every pore.” The nervous fidgeting of a negotiator belies her deadpan expression; the studied disinterest of a customer dickering over prices in an auto showroom is contradicted by the excited way he gravitates toward the convertible b covets. Being able to pick up on such emotional clues is particularly important in situation where people have reason to conceal their true feelings—a fact of life in the business world. Sensing what others feel without their saying so captures the essence of empathy. Others rarely tell us in words what they feel; instead they tell in their tone of voice, facial expression, or other nonverbal ways. The ability to sense these subtle communications builds on more basic competencies, particularly self-awareness and self-control. Without the ability to sense our own feelings or to keep them from swamping us we will be hopeless out of touch with the moods of others.

Empathy is our social radar. A friend tells me about her early sense of a colleague unhappiness; “I went to my boss and said, ‘something’s up with Kathleen—she’s not happy here.’ She wasn’t making eye contact with me; she stopped sending me her usual witty e-mails. Then she announced she was leaving for another job.”

Lacking such sensitivity, people are “off.” Being emotionally tone deaf leads to social awkwardness, whether from misconstruing feelings or through a mechanical, out-of-tune bluntness or indifference that destroy rapport. One from this lack of empathy can take is responding to other people as stereotypes rather than as the unique individuals they are.

At the very least, empathy requires being able to read an other emotions; at higher level, at entails sensing and responding to a person’s unspoken concerns or feeling. At the highest level, empathy understands the issues or concern that lie behind another’s feelings.
The key to knowing others emotional terrain is an intimate familiar with our own, shown in research by Robbert Levenson at the university of California at Berkely. Levenson has married couples come into his physiology lab for two discussions: a neutral “how was your day”? Talk and a fifteen-minute discussion of something the couple disagrees about. During this small battle Levenson records their responses in every way, from heart rate to changes in their facial expression.

After the disagreement, one partner leaves. The one who stays then watches a replay of the talk while narrating the hidden dialogue of what he or she was actually feeling but did not express. Then that partner leaves, and the other returns to narrate the same scene from the other partner’s perspective.

Partners adept at empathizing do something quite extraordinary physiologically: their own body mimics their partner’s while they empathize. If heart rate of the partner in the videotape goes up, so does the heart of the partner who is empathizing; if the heart slow down, so does that of the empathic spouse. This mimicry involves a biological phenomenon called entrainment, a sort of intimate emotional tango.

Such highly attuned rapport demands we put aside our down emotional agendas for the time being so that we can clearly receive the other person’s signals. When we are caught up in our own strong emotions, we are off on a different physiological vector, impervious to the more subtle cues that allow rapport.

Charles Darwin proposed that the twin abilities to send and read feelings have played an enormous role in human evolution, both in creating and maintain in the social order. In evolution, negative emotions fear and anger_ no doubt had immense survival value, impelling a threatened animal to fight or flee. In a sense this evolutionary holdover is still with us today; during our own amygdala hijacks, we read and respond more strongly to someone else who is also in a bad mood than to some one in a good one. This can be a recipe for emotional disaster, creating a feed back loop of negativity or rage.

The prerequisite for empathy is self-awareness recognizing the visceral signals of feelings in one’s own body. Among counselors, for instance, the most effective and empathic were essential for any job where empathy matters, from teaching to sales and management.

A subtle Dance

We had a woman who could clear a room in minutes ,”the marketing manager of a California based educational software firm tells me. “ She wouldn’t listen first and then join the conversion. She’d launch into a monologue_ some complaint or attack that had nothing to do with what was being talked about and she’d go on and on, oblivious to the yawns. She didn’t know when to stop. She didn’t have a clue.”

The smoothness in any social interaction depends to a great extent on spontaneous entrainment. When two people start to talk with each other, they immediately begin to a fall into a subtle dance of rhythmic harmony, synchronizing their movements and postures, their vocal pitch rate of speaking, and the other’s response.”

This mutual mimicry goes on outside conscious awareness and seems to be controlled by the most primitive parts of the brain. These mechanisms kick in with breathtaking rapidity, as quickly as a fiftieth if a second. If this automatic
coordination is missing, we feel slightly uncomfortable. One of the main mutual adjustments is in facial expression. When we see a happy face (or an angry one), it evokes the corresponding emotion in us, albeit subtly. To the degree we take on the pace, posture, and facial expression of another person, we start to inhabit their emotional space; as our body mimics the others, we begin to experience emotional attunement.

Our nervous system is automatically set to engage in this emotional empathy (again, the amygdala plays the key role in this attunement). But how well we use this capacity is largely a learned ability that depends on motivation. Animals and people who have been raised in extreme social isolation are poor at reading emotional cues in those around them not because they lack the basic circuitry for empathy but because, lacking emotional tutors, they have never learned to pay attention to these messages and so haven’t practiced this skill.

Our first lessons in empathy begin in infancy, when we are held in our mother or father’s arms. These primary emotional bonds lay the groundwork for learning how to cooperate and be welcomed into a game or group. The extent to which we master this emotional curriculum determines our level of social competence. Take children on the playground who don’t pick up the crucial cues for smooth interaction; when they want to join a game, they’ll often just wade in and there by disrupt it.

More socially skilled children, on the other hand, wait and watch awhile. They tune in to the game first and then enter seamlessly at a natural opening. It’s the same with adults: Picking up the social Rhythm and timing of these we work with is essential.

Because of difference in how well we have learned the basic skills of social awareness, there are corresponding differences among us in workplace competencies that build on empathy. Empathy represents the foundation skill for all the social competencies important for work. These include:

- Understanding others: sensing others feeling and perspective, and taking an active interest in their concerns
- Service orientation: anticipating, recognizing and meeting customers needs
- Developing others: sensing other’s development needs and bolstering their abilities
- Leveraging diversity: cultivating opportunities through diverse people
- Political awareness: reading the political and social current in an organization

**UNDERSTANDING OTHERS**

*Sensing other’s feelings and perspectives and taking an Active Interest in their Concerns*

People with this competence

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others’
- Help out based on understanding other people’s needs and feelings
As assistant at a large design firm describes the poisonous feelings emanating from a temperamental partner like this: “With a glance he became a closed door; he put up this don’t-bother-me sign, so I knew to stay away from him. But if I have to deal with him at some of those times, I keep it short. I don’t joke or any thing ___ I did once and he went nuts. So I get monotonic, almost moronic, with him.”

The key phrase here is “with a glance he became a closed door”, that was the cue that told the assistant how the around the temperamental design partner. At work we constantly pick up such emotional cues and adjust our behavior accordingly. Lacking such radar, we are vulnerable to shipwreck in the shoals created by the rocky emotions of those we work with.

Empathy is essential as an emotional guidance system, Piloting us in getting along at work.

Beyond more survival, empathy is critical for superior performance wherever the job focus is on people. Whenever an artful reading of persons ‘s feelings matters, from sales and organizational consulting to psychotherapy and medicine, as well as leadership of every kind, empathy is crucial to excellence as leadership of every kind, empathy is crucial to excellence.

Medicine is a field newly awakened to the benefits of empathy, in part for some compelling economic reasons. In a day of heightened competition for patient loyalty, those physicians who are better at recognizing emotions in their patients are more successful in treating them and their less sensitive colleagues. Physicians course need to sense the anxiety and discomfort of their patient so they can treat them effectively, but a study found how rarely them listen. Patients usually had an average of four questions in mind to ask, but during the visit they were able to ask just one or two. Once a patient started speaking the first interruption occurred, on average, within eighteen seconds.

Physicians who don’t listen get sued more at least in the united state among primary care physician those who had never a malpractice suit were shown to be far better communicators than their lawsuit prone peers. They took time to tell their patients opinion and check their understanding and to encourage the patients to talk.
And the time to needed for a doctor to be successfully empathic? Just three minutes.

Empathic Design

Empathy has come to R&D researches watch customers use a company products at home or at work much as an anthropologist might observe another culture. This peek in to the customer world offers a fuller understanding than can be gained through the typical round of focus group and market surveys.

Such intimate exploration into a customer’s life combined with a company’s openness to change is a potent mix for innovation. When Kimberly Clark sent observe to watch parents and toddlers use diapers, they realized that toddlers needed a first step toward grown up dressing. That insight led to the creation of Huggies pulls ups. Which toddler can pull on them selves and to $400 million in annual sales before competitors caught up.

The ability to read customers’ needs well comes naturally the best managers of product development teams. Being able to read what the market
wants means empathizing with customers and then developing a product that suits their needs.'

At Ford Motor Company, empathic design was used in a makeover of the Lincoln Continental. The engineers, for the first time, were given intensive contact with owners of the car they were all trying to reinvent.

Instead of the old method, where market researches would lead focus groups of car owners and distill the result, engineers spent a week talking to people who had bought Continentals. Their task gets a sense of what owner loved about the car.

"Customers sense and feel distinctive qualities they value in a product," Nick Zeniuk, then one of the project managers, told me. "So we had to tune in to our customers, feeling to do this we had to be empathic. I told the design managers, forget about the data you've seen from market research. Go out and talk to the people we're building this for. Listen, feel, sense, look into their eyes, get a gut sense of what they want.'"

This personal approach brought a strong sense of the customer in the room with the automotive engineers as they created their specifications. Zeniuk remembers, they 'd come back with a video of a customer and say, you can't see it, but right here he was feeling very strongly about what he was saying. We had to first get a sense of how all this needed to feel and then figure out what that would look like in engineering terms— the technical specification that would make the car feel comfortable or more responsive."

The Art of Listening

When you're desperate to make a scale you don't listen as well," the director of sales at a Wall Street brokerage firm told me. "There's nothing better in selling than when someone objects to something and you can say, you're absolutely right __ we should consider that. You do much better if you can listen and sympathize with their viewpoint."

A finely tuned ear is at the heart of empathy. Listening well is essential for workplace success. The U.S. Department of Labor estimates that of the total time we spend in communication, 22 percent is devoted to reading and writing, 23 percent to speaking, and 55 percent to listening.

Those who cannot or do not listen come across as indifferent or uncaring, which in turn makes others less communicative. And listening is an art. The first step is giving the sense that one is open to listening in the first place: managers with an "open door" policy, who appear approachable or go out of their way to hear what people have to say, embody this competence, and people who seem easy to talk to are those who get to hear more.

Listening well and deeply means going beyond what is said by asking questions, restating in one's own words what you hear to be sure you understand. This is active listening, a mark of having truly heard some one else is to respond appropriately even if that means making some change in what you do. But just how far we should go in adjusting our actions based on what another says is itself a matter of some controversy.

In sales circles some view empathy quite narrowly, arguing that taking the customer's perspective will kill sales of products or services customers don't really want to need." This, of course, implies a some what cynical or naïve view of
the sales, person’s task, as though it is only about making the sale not building or improving a relationship with the customer.

A more enlightened view of sales, though sees the task as being able to listen well and understand what the customer or client needs, and then find a way to meet those need this lesson that empathy is at the heart of effective selling, was borne out by a survey of a random sample of buyers for both large and small American retailers, who were asked about apparel sales reps.”

The old stereotype that sales go to the highly affable, out going salesperson did not hold up. It wasn’t enough to be a fast talking extrovert: the buyers, consensus favored the reps who cerns. That was especially true if the empathy went hand in hand with the sense that the sales reps could be trusted.

**When Empathy Lacks Integrity**

I want to assure you at the outset that the most important thing is the kid’s ___ they come first. I know some of you are worried. But if we find anything that might harm the kids, we’ll stop.”

So began the warm, reassuring presentation of the president of an outfit that specialized in recovering metals from the ash left by industrial burning. He had come to talk to the parent and teachers of a grammar school in the small town where his company was relocating the plant would be down the street from the school, pending final approval by the town government.

As the company president an ran through what would go on at the plant__ the jobs it would bring, the benefits for the local economy his sincerity and concern for the well being of the children and their community were winning over his audience. He seemed so understanding so empathic.

But then came the question and answer period. One of the parents a chemist asked, but aren’t you going to be processing ash that contains dioxin? And is not dioxin highly carcinogenic? How will you protect our children from that?

With the question the president became flustered, defensive even antagonistic especially when other parents now not so trusting challenged him on why he had failed to mention this unsettling fact earlier.

The meeting ended with the parents deciding to consult an expert on industrial toxins and to ask the town manager to hold public hearings before approving the plant.

Empathy can be used as a tool for manipulation. This manifests frequently as pseudoempathy, asocial pose that disintegrate quickly if recognized a friend complained to me about the salespeople in a pricey clothing store she likes to browse in: They always say how nice it is to see me and follow me around trying to make small talk. I just want them to leave me alone until I have a question then one day in an unguarded moment. One of the salespeople confessed that her boss had incomers who them to strike up a friendly conversation with customers who had made expensive purchases before but this forced friendliness just did not ring true ___ it actually put off my friend.

We may have natural safeguards against such artificial empathy___ the capacity to sense, as my friend did, when empathy is not sincere. And researchers who have assessed manipulative people find that those who are most motivated by a Machiavellian urge to use people for their own gain tend to be poorest at
empathy. But contrast, those who are trusting __ who believe that people are basically good __ tend to be more highly attuned to feelings.

**Empathy avoidance**

Sam was emotionally tone deaf. He picked up the phone heard a sobbing voice ask to speak with his wife, Marcy and handed her the phone with a cheery, “Marcy it’s for you!

Elaine Hatfield, the university of Hawaii psychologist who knows him, says “Sam was oblivious to emotional messages because he couldn’t care less.”

It’s not enough to have the potential to empathize we have to care. But some people who seem to lack empathy may actually be doing so strategically and intentionally: they may avoid caring in order to hold a hard line to and to resist the urge to help and in the right measure this is not necessarily a bad thing in the workplace.

Managers who go overboard in focusing on relationship or catering to people emotional needs at the expense of organizational requirements perform poorly. In situations where the perceived cost of empathy is thought to be too high __ for example, in a negotiation over wages people on both sides of the issue may have to blunt their sympathy. Lawyers too are notorious for they’re studied (though as we shall see in chapter 8 an extreme shutdown of empathy is not a fruitful negotiation strategy.

There may be some wisdom in tempering empathy, particularly when it comes to allocating tight resources in an organization. When we identify too strongly with someone else’s need, we are more prone to go to extremes in helping them, even when that decision harms the collective good.

By the same token, the head alone, without the heart, can make decisions that will backfire __, as has been the case with many companies that ruthlessly downsized, then found them loathed or distrusted by the dispirited employees, who were left. And some managers tune out of the feelings of those they work with simply to avoid having to take those feelings into account __ a tactic that can make them seem imperious or cold.

A lack of empathy may account for what happened with the surgeon who was going to treat a friend of mine for a blood clot in her legs. When he explained to her that one risk of the surgery was that she might lose her leg, my friend burst into tears.

His response if you’re going to cry you’ll have to find another physician to treat you.” So she did.

**Empathy Distress**

She had been a pediatric nurse for seven years, but now she was asking for a transfer to a different service at the medical center. Why? I just can take holding another little kid who is going to die of cancer. Its too hard on me.”

The nurse’s anguish offers a case study in empathy distress,” where one person catches another person’s upset instead of helping of helping the children out of their pain and distress the nurse found herself joining it.

Empathy distress is import common when we found ourselves deeply upset that someone we care about a is in pain. Or example, concern for a troubled
friend__ say a coworker who fears being laid off may stir the same troubling feelings in us. This phenomenon occurs when someone who is highly empathic is exposed to another person’s negative mood and doesn’t have the self-regulation skills to calm their own sympathetic distress.

Medical residents toughen themselves to handle empathy distress; their joking about patient near death as crispy critters or goners is part of this emotional shell a way to deal with their own sensitivities. The danger of course is that they will end up like the insensitive surgeon who drove my friend away. A new generation of medical school programs has begun to teach students ways to manage their own distress more effectively without forfeiting empathy.

Workers such as customer service representatives, who regularly deal with people in bad moods, are also in danger of empathy distress. This problem often plagues people in the helping professions, who are exposed day after day to people in dire circumstances. The alternative is to stay open to feelings, but to be adept in the art of emotional self-management, so that we are not overwhelmed by the distress we catch from those we deal with.

**The politics of empathy**

There is a politics of empathy those with little power are typically expected to sense the feelings of those who hold power, while those in power feel less obligation to be sensitive in return. In other words the studied lack of empathy is a way power holders can tacitly assert their authority.

During the days of the civil rights movement, Martin Luther King Jr, expressed surprise at how little insight whites had into the feelings of blacks; blacks he said head to be racist society. A parallel argument holds that to the degree women are oppressed in a society, they have had to be more empathic than men (for a review of the data on gender difference in empathy, see appendix 3).

Research in the 1970 and 1980s suggested a negative correlation between being in positions of power and empathic abilities. But that may hold less true today, since organizations are becoming more team oriented and less stiffly hierarchical. The demands of modern leadership now include competence at empathy; the authoritarian style of the past just doesn’t work as well as it once did.

Those who still dismiss empathy as out of place in business, or as too soft do so mainly because of two common misunderstandings. One is confusing empathy with psychologizing; the other is the mistaken belief that empathizing with people is the same as agreeing with them.

Richard Boyatzis told me, “at a major computer manufacturer I was assessing managers for empathy by asking them to describe a time they had helped someone with a problem. I found at that some people would tell about deeply exploring the other person’s psychological state and explaining it to them in the terms of its childhood roots or some pop-psych theory like codependency. But that is psychologizing, not empathy- you’re actually dismissing the problem by talking about its supposed causes.”

Psychologizing, Boyatzis found was related to mediocre performance in managers. The top performers listened and understood the others feelings and offered advice, without in posing their own diagnosis what was behind the problems such psychological theorizing may be of interest, even helpful over a
cup of coffee between friends__ but it is not appropriate at work and while it may
masquerade as empathy, it is not the same.

Similarly, understanding someone’s point of view or perspective
_knowing why they feel as they do_ does not in evitably mean embracing it. Particularly in business dealings understanding someone feels need not lead to
giving in but to more skillful negotiation and management. As a result, tough
decisions may generate less resentment and lasting ill will.

I remember talking with leaders of management teams at Lockheed
martin, an aerospace company that had gone through a period of major cutbacks. Many of the managers had lain off hundreds workers_ a process some described
as the hardest thing they had ever had to do. I mentioned that some managers fear
empathy will make them too softhearted to make the hard decisions of business
life and I asked them if they thought empathy will make them too softhearted to
make the hard decisions of business life and I asked them if they thought empathy
mattered. Absolutely, was one reply? When you have to let thousand of people
go, everyone else who stay is watching. They had to go through with the layoffs
despite the pain but they told me if they hadn’t gone about the process with
empathy, it would have demoralized or antagonized everyone.

Consider how employees were treated when plants closed at two
companies. At GE workers, had two years, notice that the plant would be closed,
and the company made an intense outplacement effort to help them find other
jobs. The other company announced the closing with just one week’s notice, and
made no effort to help workers locate other employment.

The result? Almost a year later, the majority of the former GE workers
said it had been a good place a to work, and 93 percent lauded the transition
services offered them. At the other company only 3 percent said it had been a
good place to work. GE preserved a large pool of goodwill, while the other firm
left a legacy of bitterness.

DEVELOPING OTHERS

_Sensing others’ development needs and bolstering their abilities_

People with this competence
- Acknowledge and reward people’s strengths and accomplishments
- Offer useful feedback and identify people’s needs for further growth
- Mentor, give timely coaching, and offer assignments that challenge and
  faster a person’s skill.

It was a small lessons, but one with lasting impact. As a high profile fact
track editor a national magazine, she had a problem I was prone to snap decisions
committing to project in a moment of enthusiasm, then having to suffer through a
torturous serious of rewrites with authors that ended in their articles being killed.
It was emotionally draining for me and it created too much animosity and just
plain.

But then she told me y editor in chief taught me a phrase that has helped
immensely
What was the phrase?
I’ll think about it

That simple bit of advice exemplifies coaching which lies at the heart of developing others. Excellence in this competence is emerging as second only to team leadership among superior managers. For sales managers developing others seven more important the competence most frequently found among those at the top of the field.

This is a person to person art; the heart of coaching and developing is the act of counseling and the effectiveness of counseling hinges on empathy and the ability to focus on our own feelings and share them.

In a study of supervisors, managers, and executives in twelve large organizations the impact of developing others was greatest among supervisors suggesting that this skill is crucial in managing those involved in front line work, salespeople, line workers, and the like. As the realm of a manager or executive influence increases, the direct opportunities for developing other may diminish while other competencies, like leadership, may emerge as more relevant.

Even so, the lead of an organization is essentially a teacher, Harry Levinson, a pioneer in consulting psychology, tells me. He adds people these days need to have the sense they are getting increasingly competent as they go on; or else they won’t stay.

Strongly coaching or mentoring helps employees perform better, enhances loyalty and job satisfaction, lead to promotions and pay increases, and lowers rates of turnover.

An open trusting relationship is the foundation of success in on the job coaching. That was the clear conclusion when fifty-eight top managers, all vice presidents or above at companies with annual sales of $5 billion or more, were asked about their own experiences. These executives focus on helping people they see as having high potential. As one high-level executive put it, I’m nice to those whom I just expect to do their jobs, but I really lean on the talented ones — I push them to transcend themselves.

They spent most of their coaching times trying to boost performance, mainly by giving feedback and offering tips on developing needed skills. By and large their comments were positive; they spent only about 5 percent of their time confronting poor performance.

The key to success of coaches? The best coaches show a genuine personal interest in that guide, and have empathy for and an understanding of their employees.

Trust was crucial — when there was little trust in the coach, advice went unheeded. This happened also when the coach was impersonal and cold, or the relationship seemed too one-sided or self-serving coaches who showed respect, trustworthiness, and empathy were the best. But when employees resisted change or were difficult, then the experience was so unrewarding for the coaches that they tended to drop the effort.

“In retrospect, one of my biggest failures in business was not looking for coaching in my early years.” A vice president at a large media conglomerate told me. “I was so afraid to seem inadequate that I didn’t ask for advice on how to handle things. So I shut down many potential coaching relationships. Now a
young associate of mine will appear in my doorway asking me to coach her on how to handle some situation. She’s being smart.

The standard image of coaching or mentoring I a seasoned hand helping a favored younger person along. But people who are gifted at helping others can do so with anyone even superior. Managing upward helping a superior do a better job is part of this art. A chief petty officer in the U.S Navy for example, recounted how he had to teach junior officers how to lead me I tell them you’re running the ship and I’m watching all this equipment for you; you’ve got a right to know how it’s running ask me. And ask me to help you when I can.

**The Art of Critique**

When it comes to giving feedback perhaps no one is better than Shirley Delibero head of the New Jersey transit authority, which under her direction emerged as the most efficient transit company in America. Delibero shows people she appreciates them, while giving them a consistent stream of positive and constructive performance feedback. I spend lots of time praising people; I send personal notes to people through out the company when they do a good job. Delibero told me.

“But I also let people know when they goof up. You do a disservice to people if you don’t evaluate their performance honestly. You have to let them know what they need to improve.”

Like Delibero, the helpful coach gives specific information about what is wrong combined with corrective feedback contrast the worst way to give feedback is during an amygdala hijack, when the result is inevitably a character attack. While that has a pernicious effect so does another common failing: neglecting to give any performance feedback at all.

In a study of the effects of performance feedback on self-confidence, MBA students either were praised, were criticized or received no feedback on their performance is a simulation of creative problem solving. They had been told that their efforts would be compared with how well hundreds of others had done on the same task. Those who heard nothing about how well they did suffered as great a blow to their self-confidence as those who were criticized. The report caution that when organization deprive employees of specific job related information they may unknowingly inhibit their performance.

People hunger for feedback, yet too many managers’ supervisors, and executives are inept at giving it or are simply disinclined to provide any. And in some cultures especially in Asia and Scandinavia there is a tacit prohibition against expressing criticism openly, particularly in front of others. An executive at a Saudi company told me, we have twenty seven different nationalities working together in our organization most come from countries where people were brought up not to say bad things about the people they work with. So it’s hard to get honest performance feedback.

On the other hand, giving brutal feedback can be a cover for pure competitive aggression an attack disguised as “helpfulness.” An executive at a bank in the Netherlands says, “Some people here give feedback to score in a macho game of one-upmanship; they pay no attention to the impact on the person receiving it; they’re far too blunt. But it’s not authentic help it’s part of game. They need more empathy. S
The Power of Pygmalion

They were a burden to their shipmates__sailors who were constantly in trouble, or simply did not do their jobs. “Undermotivated problem sailors” was the term the U.S. Navy used for them; the military acronym was “LP,” for “low performer.” But their supervisors were given a set of tactics to change the LPs’ behavior. The supervisors were taught something new: to expect the best of these low performers despite their abominable histories.

The supervisors let the LPs know they believed in their ability to change, and they treated them more like winners. That positive expectation proved powerful: The LPs began to do better on every front, receiving fewer punishments, showing better overall performance, even improving their personal appearance. It was Pygmalion effect in action: Expecting the best from people can be a self-fulfilling prophecy.

Athletic coaches and good managers alike have long known they can boost a person’s performance by giving them a suitable challenge coupled with a vote of confidence.

One way to promote positive expectations is to let others take the lead in setting their own goals, rather than dictating the terms and manner of their development. This communicates the belief that employees have the capacity to be the pilot of their destiny, which is a core tenet held by those who take initiative.

Another technique that encourages people to perform better is to point to problems without offering a solution; this implies they can find the solution themselves. Outstanding tutors use this strategy with their students. They initiate what amounts to a Socratic dialogue, leading person through a series of questions. This lets students find their own way to the answers, which will bolster their confidence in decision-making.

At a higher level of development, the coach or mentor arranges an ongoing assignment that will give the person needed training, experience, or challenges. This might take the form of delegating responsibilities, or putting the person in charge of a project that will call forth new skills. Doing this well demands a sensitivity to the readiness of the person being coached__ if the assignment is too easy, little will be learned; if it’s too difficult, the person may experience a setback. The skill lies in arranging successful. “Stretch” experiences that increase capability and confidence.

The ultimate support comes in the form of promoting employees to appropriate positions__as a genuine acknowledgment of their newly achieved level of competence, and a new proving ground for yet another level of skill.

Still the urge to help develop someone’s abilities can go overboard, conflicting with the better interests of the organization. Putting too much emphasis on coaching and development at the expense of other needs is a danger. Supervisors and managers who devote too much time and effort to coaching and too little to leading or managing end up doing a mediocre job at best.

SERVICE ORIENTATION
Anticipating Recognizing and Meeting Customers’ Need
People with this competence:

- Understanding customers' needs and match them to service or products
- Seeks ways to increase customer’s satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customer’s perspective, acting as a trusted advisor

To visit Stephane and Bernard a clothing boutique on the island eponymous owners attend visitors with a combination of Gallic charm, with, and undivided attention.

For two hours one lazy January afternoon, my wife and I luxuriated in that attention, my wife and Bernard talked about her life and her clothes, with Bernard running back and forth to the racks to find her the perfect piece. But he also took twenty minutes to carefully annotate a map of the island for me while regaling me with highlights of its restaurants beaches, and snorkeling spots.

“My business is first of all to make people feel good here to make everyone comfortable,” Bernard explains indicating their store, which crams clothes from fifteen top designers into just 450 square feet. Their tiny shop earns five times more per winter months of the tourist season.

The key to this success lies in their philosophy of customer service. I know my customers to help them__ how they like to dress what they like to do what part of their body they ‘re dissatisfied with,” Stephane tells me.

They eschew the commission approach to sales, “where the sales people don’t care if it looks good or not. They just want to make the sale, so they tell you that whatever you’ve picked is perfect.” Stephane continues, if I don’t like how something looks on a customer, I tell her so__ and why. I don’t want to sell her something that’s not right for her. I act as an advisor to my customers.”

That is exactly what they are to their three hundred or so regular customers. Their clients are so familiar to them that when Stephane and Bernard travel on buying trips, many purchase are made with a specific customer in mind. We build relationships,” say Bernard. “We keep a compete file on each customer follow what they bought what they’re looking for and over the years we help them build a wardrobe.”

Stephane and Bernard exemplify the highest level of customer service, which means being able to identify a client’s real underlying __ and often unstated __ needs, and then matching them to one’s products or service. It also means taking a long-term perspective and so sometimes trading off immediate gains in order to protect and preserve the relationship.

The service ideal of top performer transcends the ordinary customer service model altogether. Sales or continued patronage is no longer the sole goal of the relationship but rather a natural by product of serving the client’s needs. Superlative customer service entails being a trusted advisor as Stephane and Bernard realize. This stance can mean occasionally taking a position that runs against the immediate interests of one’s own organization but is the correct action for the client. This kind of trust-based relationship will only grow over time.

At the ultimate level of service one acts as the client advocate. This can lead to benefits in the long run __ for example, advising a client not to overextend...
credit on purchases may count will stay viable into the future. It might even mean on occasion suggesting a competitor’s product, which may lose an immediate sale but cement a long-term relationship.

A Broader View

In the modern organization, everyone has customers any colleague we need to assist or whose need our own job affects is a client of sorts. Star performances go out of their way to make themselves available to serve their client especially during crucial moments. Stars are also helping their clients look good: for example, doing something that creates a visible success for the client (or coworker).

For those in the compensation and benefits arm of Sandoz pharmaceuticals, outstanding customer service took forms like spending extra hours working closely with the head of sales to determine incentive targets, or giving a home phone number to a department head going through a critical period of reorganization, being able day or night to help out. It also meant: occasionally letting another person takes credit for a job well done.

To shine at service we need to monitor the satisfaction of customers not waiting to hear complaint but freely offering information that might be helpful without self-interest motivating the gesture. This lays the groundwork for a trusting relationship one where the client or worker will feel a positive regard and restart to see us as a source of reliable and helpful in formation elevating the relationship above one simply of buyer and seller.

That of course, take empathy considers the result from a study of the sales force of an office supply and equipment company that sells to industrial organizations and government agencies. The most successful members of the sales force were able to combine taking the customer’s viewpoint with appropriate assertiveness to steer them toward a choice that satisfied both their needs.

If a salesperson takes too much control, it can lead to resentment. Successful salespeople empathize at the outset of the interaction sensing the buyer’s viewpoint, and fine tuning their sense of what the buyer wants as the interaction continues for instance noting signs of discomfort in response to a suggestion, and expressing empathic concern before going on.

The shift toward making the customer’s need the center of the relationship goes hand in glove with having a friendly emotional tone. This crucial in handling disgruntled customers. “A customer was having some difficulty getting a refund check,” a manager in a large retail store recalls. “She came to me because she said our operations manager was rude to her. I’m sure that was just a misunderstanding, but I apologized, helped her get the check, and sent her on her way. It took only a few minutes to straighten out the problem, and she left feeling better than when she came in.”

That last line bears repeating: “She left feeling better than when she came in. How customer feel when they interact with an employee determines how they feel about the company itself in a psychological sense, the company as experienced by the customer is these interactions Loyalty is lost or strengthened in every interaction between a company and its customers to paraphrase business
maven Peter Drucker, the purpose of business is not to make a sale, but to make
and keep a customer.

**The costs of cost__ cutting**

Nancy Cohen walked into a pier I store intending to buy a new set of
kitchen chairs. The store had the chairs but she walked out empty handed and
furious.

I was presold, she told a colleague of mine but I couldn’t get anyone to
help me. The sales help were too busy chatting among them. I said to the woman
who finally faced me, I am interested in the chairs in the window. Do you have
any in stock and do you have any other colors,"

The reply: a vague gesture to a corner of the store filled with glassware,
and the even vaguer, almost mystifying response, I think it comes in that color
And with that the saleswoman walked away __ from an $800 sale.

That salesclerk was absolutely incompetent at customer service, the
critical ability for anyone who works at the interface between a company and its
clientele. And such incompetence is on the rise in American department and
discunt stores: a 1996 survey of four thousand consumers by Yankelovich
Partners rate such retailer eleventh out of twenty consumer services, behind
telephone companies, restaurants, and even the U.S post office. One villain seems
to be too sharply reduced staffing on sales floors; another, curtailing training; the
American retail industry now spend less on training sales people than any other
business.

One of the worst signs of incompetence at customer service is an us
against them mind set, where the customer or client is targeted as an enemy and
viewed only as someone to be manipulated. This stance hampers salespeople’s
effectiveness at selling because they don’t really see the customer. This can lead
to a misguided hard sell, where a salesperson come on too strong in a way that is
utterly at odds with the customer’

**LEVERAGING DIVERSITY**

*Cultivating opportunities through different kinds of people*

People with this competence

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity creating an environment where diverse people
can thrive
- Challenge bias and intolerance

I often tell the story about my encounter with an outgoing bus driver in
New York city who managed to keep up an upbeat patter with his passengers as
he navigated the streets of the city by the time people got off that bus their bad
moods had been lifted by exposure to his sheer exuberance. It was a breathtaking
demonstration of social adeptness.

I used to describe the bus driver as a black man around sixty but after one
lecture an African American woman came up and challenged me; why did you
mention he was black? Would you have mentioned it, if he had been Jewish or Japanese?"

I was stunned by her question. Thinking it over, I realized that, for me, mentioned the bus driver’s race was implicitly part of a rejoinder I was making to the book the bell curve, which had argued that IQ is the key to life success and that African Americans had a disadvantage relative to other groups in this area. In my analysis the book was based on flawed data, and besides. IQ was but one part of a spectrum of factors that led to life success, with emotional intelligence playing a major role.” I wanted to make the point that this African American man was gifted in that domain.

But the woman retorted that I hadn’t made any of that explicit and to her cars I seemed to be describing someone who gets along by being overly eager to please white people. At any rate his race was irrelevant, she argued.

And she was right. In the context in which I told the story, the man’s race was irrelevant. To call attention to his race was to raise a difference that was beside the point. I dropped any mention of his race from then on.

Calling attention to someone’s group affiliation when that identity is irrelevant can invoke a stereotype about that group in the minds of all concerned. And group stereotypes can have an emotional power that negatively affects performance.

Claude Steele a psychologist at Stanford University has revealed the destructive power of stereotypes _ particularly for members of minority groups in an organization _ in an elegant series of studies. Steele should know he’s one of very few African American members of that university’s mostly white faculty.

Stereotype threat is the term Steele coined to refer to a kind of emotional land mine, an expectation of low performance that, though unspoken permeates an organization, creating an atmosphere that negatively affects someone work abilities. Such expectations have the potential to cause levels of anxiety that seriously impair cognitive ability. As we saw in chapter 5, the aroused amygdala can shrink the space available in working memory, and stereotype threat is certainly capable of activating the amygdala.

**A Threat in the Air**

The test Steele devised was straightforward enough: college men and women who were strong in math were asked to solve problems taken from the qualifying exam for graduate school. They took the test in two to groups. The first group was men and women. The other was told nothing.

The women’s score on the test were appreciably lower than the men’s ___ but only when they had been told the test was sensitive to gender differences. The women who had not been reminded about gender issues did just as well as the men!

The same performance lowering effect occurred when black test takers were given a similarly threatening message. Steele’s experiments offer dramatic evidence of the power of even suggesting stereotype. The active ingredient in lowering the women’s scores, Steele found, was debilitating anxiety, though they had the potential to perform well, the anxiety triggered by the threatening stereotype impaired their performance.
Steele contends that the interpretive framework the stereotype creates worsens this anxiety. The usual anxieties of a challenging task are seen as confirming that they cannot perform, which amplifies their own anxieties so they do, so indeed, perform poorly.

Those most likely to feel the effects of stereotype threat are those at the vanguard of a group — the first women to become jet pilots say or the first minority group member to enter a law firm or brokerage house. Despite having the skill and self-confidence to enter this new territory, once there they can feel the full effect of stereotype threat and so, for the first time, may experience emotionally induced performance lapses.

Women who are at the higher reaches of executive ranks offer a case in point. A survey of women and their CEOs revealed that CEOs believed women’s lack of management experience and tenure was what prevented them from advancing to corporate leadership positions. The women executives though named as the number one and two reasons stereotyping and exclusion from informal networks in the organization.

The stereotype threat for women executive seems to come into play in specific circumstances. A review of sixty-one studies on workplace prejudice against women managers found that bias comes into play most when women managers found that traditionally have been held by men, or are evaluated by men rather than women.

**How Stereotypes Threaten**

Steele argues that stereotype threat may be one-reason women are underrepresented in math engineering and the physical sciences. While American girls show no difference from boys in math abilities through elementary and middle school, once they enter high school their scores on math tests start to lag, and the gap widens through college careers, women drop out of math, science and engineering programs at two and a half times the rate of men. American women earn just 22 percent of college degrees in these field and only 13 percent of the PhDs and hold just 10 percent of the jobs (where, incidentally then earn only three quarters of the salary paid to men in comparable positions).

This failure to perform has nothing to do with skill it has much to do with the presence of disabling stereotype Steele points to instances of underperformance by blacks and women despite high test scores as evidence of the role of emotional threat once people enter a domain where a threatening stereotype exists. At the point he argues people are particularly vulnerable to doubting their own abilities, questioning their talents and skills thus understanding their own sense of capability their anxiety acts as a spotlight both for themselves and (at least in their minds) those who are watching to see how well or how poorly they will do.

Black students for example are affected by rumors of inferiority such as those put forth in the book the bell curve that same kind of wrong thinking afflicts oppressed minorities around the world. Through long exposure, such negative social stereotypes take hold, Steele argues, and so intimidate those who belong to such groups. That intimidation becomes emotionally potent and destructive in the workplace.
Success Through Others

One of the watchwords at the Harvard business school these days is success through others who are different from you. There is strength in difference and this makes the ability to leverage diversity an increasingly crucial competence.

The vastly greater variety of people working in organization of every kind demands a greater awareness of the subtle distortions that stereotype and bias bring to working relationships. Among managers for example being able to read people accurately, without the distortions of emotionally laden stereotype sets superior performers apart from average.

We generally have difficulty reading the subtle nonverbal signals of emotion in those who belong to groups very different from our own whether a different gender race, nationality, or ethnic group. Every group has its own norms for expressing emotions and to the extent we are unfamiliar with those norms, empathizing grows more difficult. As we have seen a failure of empathy can throw any interaction off key. Making both people uncomfortable and creating an emotional distance, which in turn encourages us to view the other person through the lens of a group stereotype rather than see him or her as an individual.

The missing ingredient in many diversity programs is that they fail to take advantage of diversity by using it to help participants learn how to do their business better. It’s all well and good to make people of diverse backgrounds feel comfortable and welcome at work, but we can go further leveraging diversity to heighten performance across the board.

Beyond zero tolerance for intolerance, the ability to leverage diversity revolves around three skills: getting along well with people who are different, appreciating the unique ways other may operate, and seizing whatever business opportunity these unique approaches might offer.

These principles point the way to what David Thomas and Robin Ely contend, in a Harvard business review article, can be the potential benefits of leveraging diversity: heightened rapid adaptation to shifting markets:

To go that extra step requires questioning the widespread assumption that the only goal of diversification is simply to raise the number of different kinds of people in a workforce, channeling them to jobs specializing in dealing with customers like themselves. This assumes Thomas and Ely argues that the main special contribution minority group members can make to a company is in using their insider’s sensibility to help the company market better to members of their group.

That is decent goal so far as it goes, but it fails to reap the true benefits of diversity. Thomas and Ely propose that diverse people bring different important and competitively relevant knowledge and perspective about how to actually do work how to design processes, reach goals frame tasks create effective teams, communicate ideas and lead. And this knowledge can improve an organization.

Consider the case of a public interest law firm in the northeastern United States. In the 1980s the law firm all white staff became concerned that their main clients, women in workplace disputes, were also all white. They felt obligated to diversify their client base.
So the firm hired a Hispanic lawyer hoping the would bring in Hispanic clients. But something more happened. She brought in a new way of thinking about the basic business of the law firm itself. One result was that the firm expanded its practice beyond women’s issues, also pursuing precedent setting litigation challenging English only politics.

As the firm began to take on more nonwhite lawyers, says one of its principal partners it affected our work by expanding our notions of what are relevant issues and framing them in creative ways that would have never been done with an all white staff. It’s really changed the substance and in that sense enhanced the quality of our work.

When leaders of organizations value the insight brought to work by people of diverse backgrounds, it can lead to organizational learning that boosts competitiveness. Take a financial services company whose sales model had focused on rapid fire cold calls until it realized that its most successful salespeople were women who used a sales approach more in keeping with their gender style: the slow, sure building of relationships. This company now takes a more flexible approach to sales encouraging and rewarding the differing style that work better for salespeople of different backgrounds. The company was able to use the insight offered by the women’s success to question its own assumptions, learn and change __ and so do better by leveraging diversity.

**POLITICAL AWARENESS**

*Reading Social and Political Currents*

People with this competence
- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers or competitors
- Accurately read organizational and external realities

An outstanding diplomat tells of being posted to an oil rich African nation and quickly learning that it was “the prime minister’s executive’s mistress nephew” who actually called the shots on that nation’s petroleum policy. So the diplomat immediately arranged to get invited to a party where he could meet befriend, and eventually lobby the nephew.

The ability to read political realities is vital to the behind the scenes networking and coalition building that allows someone to wield influence _ no matter what their professional role. Mediocre performers lack such social acumen and so betray a distressingly low level of political savvy.

A director of training and development at a fortune 500 company asked me to help design a program for managers there, because as she candidly put it, you could describe many of the managers here as practically unconscious, oblivious to what’s going on around them.

Every organization has its own invisible nervous system of connection and influence. Some people are oblivious to this be low the radar world while other
have it fully on their own screen. Skill at reading the currents that influence the real decision makers depends on the ability to empathize on an organizational level, not just an interpersonal one.

People who maintain rich personal networks in an organization typically are savvy about what is going on, and this social intelligence extends to understand the larger realities that affect the organization. For example, knowing how to read the currents in the client organization typifies people outstanding in corporate sales. One politically savvy star performer gave this example: “An executive VP who was relatively new on the board was a rising star and a ‘favorite son’ of the president of the corporation we sell to. He was really the decision maker: He had carte blanche from the president. We found that fostering a relationship with him was very much to our benefit and the key to the sale.”

Outstanding performers in most organizations share this ability. Among managers and executives generally, this emotional competence distinguishes superior performers; their ability to read situations objectively, without the distorting lens of their own biases or assumptions, allow them to respond effectively and the further up the organizational ladder, the more this matter.

Executives continually are put in the predicament of having to balance seemingly conflicting points of view or interests, whether from within or from the world at large. Without this political astuteness, managers are at a loss to balance the multitudinous perspective of peers, bosses, subordinates, customers, and competitors.

People who do this well are able to distance themselves a bit, setting aside their own emotional involvement in events to see with more objectivity. For example, when faced with a conflict within their organization, they can take multiples perspectives, describing with some accuracy the position of each counter few events _especially emotionally loaded ones_ about which we have no opinion or feeling. This emotional competence builds on both emotional self-control and empathy, allowing people to see clearly rather than be swayed by their own point of view.

**Political Savvy**

The vice chairman of a large American oil company went to china during rule of Deng Xiaoping. While there he gave a talk to a small group of Chinese official and made some comments critical of President Clinton.

His audience sat listening in a frozen silence, and when he finished, no one said to word. The next day someone came to the offices of the oil company to apologize, saying with some delicacy, “we are sorry we were not able to carry on a conversation in a more interactive way yesterday but you understand that many of the topics you vice chairman brought up are foreign to us.”

The employee who received the message said later, “I considered them very gracious. What they did not say to my face was, ’your vice chairman can criticize Clinton and feel that okay. But if one of us did the same thing to our head of state, he’d probably be in jail the next day.’”

The oil company vice chairman lacked sensitivity to the ground rules of the culture he was dealing with. And as with national cultures, every organization has its implicit ground rules for what is acceptable and what is not. Empathizing
at the organizational level means being attuned to the climate and culture of an organization.

The inevitable politics of organizational life create competing coalitions and power struggles. A sensitivity to these political fault lines of alliance and rivalry makes a person more understanding of the underlying issues and better able to address what really matters to key decision makers. At an even higher level of competence, this awareness extends to the larger force in the world—competitive or regulatory pressures, technological opportunities, political forces, and the like—that determine the global opportunities and constraints of the organization.

A caution: while political animals those who live to play the game of organizational politics in pursuit of their own interest and advancement eagerly study the invisible web of power their weakness lies in the fact that their motive for doing so is pure self-interest. They ignore information that does not bear on their personal agenda, and this can create blind spots. It also means they tune out the feelings of those around them except when pertinent to their own ambition and so political animals often come across as uncaring insensitive, and self-centered.

Disdain of (or disinterest in) organizational politics is also a liability. Whatever the reason, those who lack political astuteness more often blunder in trying to mobilize others to their cause because their attempts at influence are misdirected or inept. An accurate understanding of the formal structure of the organizational chart is not enough: what’s needed is a keen sense of the informal structure and the unspoken power centers in the organization.

Art of Influence

The merger of Salomon brothers and Smith Barney created one of the world’s largest financial firms. In the business press the event was heralded as a crowning achievement of Smith Barney’s CEO Sanford (“Sandy”) Weill, who engineered the merger (and who months later, would go on to let yet another with Citicorp)?

Within weeks of the announcement a series of meetings were held throughout the two firms, detailing just how the two heavyweight companies would morph into a single giant. As is usually the case in the mergers, hundreds of employees would lose their jobs since many functions were duplicated between the companies.

But how can that news be delivered without rendering this already worrisome reality all the more so?

One department head did it the worst way. He gave a gloomy, even menacing speech, saying essentially, I don’t know what I’m going to do, but don’t expect me to be exactly sure how I’m going to do, but don’t expect me to be nice to you. I have to fire half the people here, and I’m not exactly sure how I’m going to make that decision, so I’d like each of you to tell me your background and qualifications so I can start.”

His counterpart at the order company did much better. His message was upbeat: we think this new company will be a very exciting platform for or work,
and we’re blessed with talented people from both organizations to work with. We’ll make our decisions as quickly as we can, but not until we’re positively sure we’ve collected enough information to be fair. And we’ll update you every few days on how we’re doing. And we’ll decide both on the basis of objective performance data plus qualitative abilities, like teamwork.

Those in the second group, Mark Loehr, a managing director at Salomon Smith Barney, told me, “because more productive, because they were excited about the potential. And they knew even if they didn’t end up with a job it would be a fair decision.”

But in the first group he observed, everyone was unmotivated. They heard I am not being treated fairly. And it triggered a collective amygdala attack. They were bitter, demoralized. People were saying. I don’t know if I even want to work for this jerk anymore, let alone the company. Headhunters connected with his people and recruited some of the best away  but not those in the other group.”

Said Loehr, when Lehman didn’t full integrate Shearson when they merged; there was a massive failure. But when smith Barney took over Shearson, they were able to make it work. It’s how you treat people immediately after the merger that makes all the difference. It allows the roots of trust between the two cultures to start growing. Sandy Weill’s genius is his ability to integrate firms quickly so they don’t die.”

The art of influence entails handling emotions effectively in other people. Both department heads were, in this sense, influential  but in opposite ways. Star performers are communication able to sway an audience  in short, leaders.

**Emotions are contagious**

All these abilities take advantage of a primal fact: we influence each other’s moods. Influencing another person’s emotional state for better or worse is perfectly natural: we do it constantly: catching emotions from one another like some kind of social virus. This emotional exchange constitutes an invisible interpersonal economy, part of every human interaction, but it is usually too subtle to notice.

Even so, the transmission of mood is remarkably powerful. When three strangers all volunteers for study of mood, sat quietly in a circle for two minutes, the most emotionally expressive person transmitted his or her mood to the two other over the course of the two minutes in every such sessions the mood the most expressive person had going in the was also the mood the other two felt coming out  whether happy, bored anxious, or angry.

Emotions are contagious. As the Swiss psychoanalyst C.G Jung put it, “ in psychotherapy, eve if the doctor is entirely detached from the emotional contents of the patients has emotional has an effect upon him. And it is great mistake if the doctor thinks he can lift himself above it. He cannot do more than become conscious of the fact that he is affected. If he does not see that, he is too aloof and then misses the point.

What holds in the intimate exchange of psychotherapy is no less true on the shop floor, in the boardroom, or in the emotional hothouse of office life. We transmit moods among us with such ease because they can be vital signals for survival. Our emotions tell us what to focus on, when to be ready to act; emotions are attentions grabbers, operating as warnings, invitations alarms, and the like.
These are powerful messages, conveying crucial information without necessarily putting that data into words. Emotions are a hyperefficient mode of communication.

In a primitive human band, emotional contagion—the spread from person to person of fear—presumably acted as an alarm signal, quickly focusing everyone’s attention on an imminent danger, like a stalking tiger.

Today that same collective mechanism operates whenever word spreads of an alarming drop in sales, a coming wave of layoffs, or a new threat from a competitor. Each person in the chain of communication activates the same underlying emotional state in the next, and so passes on the message to be alert.

Emotions as a signaling system need no words—a fact evolutionary theorists see as one reason emotions may have played such a crucial role in the development of the human brain long before words became a symbolic tool for humans. This evolutionary legacy means that our radar for emotion at tunes us to those around us helping us interact more smoothly and effectively.

The emotional economy is the sum total of the exchange of feeling among us. In subtle (or not so subtle) ways, we all make each other feel a bit better (or a lot worse) as part of any contact we have: every encounter can be weighted along a scale from emotionally toxic to nourishing. While its operation is largely invisible, this economy can have immense benefits for a business or for the tone of organizational life.

**The Group Heart**

A group of managers are negotiating how to distribute a limited amount of bonus money. Each presents a worthy candidate from his or her own department, making the arguments for what size bonus each candidate will get. It’s discussion that can turn acrimonious or end in harmony, depending.

Depending on what? It’s turn out that what makes the difference is the moods that spread among the managers as they talk. The moods people catch from each other at work are a crucial yet often unnoticed ingredient in how well they work.

Sigal Barsade did a professor at the Yale university school of management one dramatic scientific demonstration of how the emotions rippling through a group can impact performance. A group of volunteers from the business school were brought together to act the part of managers allocating bonuses. Each volunteer had two goals; to get as large a bonus as possible for their candidate, and to help the committee as a group makes the best use of the pool funds for the company as a whole.

What they did not know was that among them was a plant who had been coached by Barsade. A trained actor, this manager always went first, and always made identical arguments but he did it in one of four emotional keys: with cheerful ebullient enthusiasm; with a relaxed, serene warmth, with a depressed sluggishness; or with an unpleasant and hostile irritability. His real role was to infect the group with one of another of these emotional states, like spreading a virus among unknowing victims.

The emotions did spread like a virus. When the actor argued with cheerfulness or warmth, those feelings rippled through the group making people more positive as the meeting went on. And when he was irritable people felt
grumpier. (Depression, on the other hand, spread little, perhaps because it manifests as a subtle social withdrawal—indicated, for instance, by little eye contact—and so has little amplification.)

Good feelings spread more powerfully than bad ones, and the effects were extremely salutary, boosting cooperation, fairness, collaboration, and overall group performance. The improvement was more than just a glow from good feelings; objective measures showed the groups were more effective in this case better able to distribute the bonus money fairly and in ways that would most benefit the company.

In the world of work no matter the business at hand emotional elements play a crucial role. Emotional competence requires being able to pilot through the emotion undercurrents always at play a rather than being pulled under by them.

**Handling the other person’s emotions**

It’s the end of the long tiring muggy day at Walt Disney world, and a busload of parents and children are starting the twenty-minute ride back to their hotel. The children are over stimulated and cranky, and so are the parents. Everyone is whiny.

It’s a bus ride from hell.

Then, rising above the miasmic drone of complaining children and parents, comes a thin, persistent warble: The bus driver has started to sing the song “Under the Sea,” from the movie *The Little Mermaid*. Everyone begins to quiet down and listen. Eventually a little girl chimes in, then several more children. By the end of the ride everyone is singing “The Circle of life” from the movie *The Lion King*. The bus ride from hell has become the pleasurable, song-filled end to a full day.

That bus driver knew just what he was doing. In fact, the singing drivers are part of an intentional strategy to help keep customers mellow. I still remember (with some delight) the driver of a Mickey Mouse bus breaking into the theme song for the then-popular *Mickey Mouse Club* TV show when I visited Disneyland as a child way back in the 1950s; it remains my most vivid memory of the holiday trip.

This strategy takes clever advantage of emotional contagion. We are all part of each other’s emotional tool kits, for better or worse; we continually prime others’ emotional states, just as they do ours. This fact offers a powerful argument against the uninhibited expression of toxic feelings at work: They poison the well. On the flip side, our positive feelings about a company are to a large extent based on how the people that represent the organization make us feel.

The most effective people in organization know this innately; they naturally use their emotional radar to sense how others are reacting, and they fine-tune their own response to push the interaction in the best direction. As Tom Pritzker, president of Hyatt Hotels told me, “The lady at the front desk who wins over the customer with her smile can’t be quantified, but you can sense the advantage.” (It happens that smiles are the most contagious emotional signal of all, having an almost irresistible power to make other people smile in return. And smiling in and of it primes positive feelings.)

The same brain mechanisms that underlie empathy and allow for emotional attunement also create the pathway for emotional contagion. But n
addition to the circuitry emanating from the amygdala, the basal areas (including the brain stem), which regulate reflexive, automatic, functions are also involved. These areas operate to create a tight loop of biological connectedness; re creating in one person the physiological a state of the other and this seems to be a pathway emotions follow in traveling from one person to another.

This is the system at work when someone is skilled at swaying an audience, as Howard Friedman, a psychologist at the University of California at Irvine; observe the essence of eloquent passionate, spirited communication seems to involve the use of facial expressions voices gestures and body movements to transmit emotions. Friedman’s research shows that people who have this emotional adeptness are better able to move and inspire others, and to captivate their imagination.

In a sense emotional display is like theater. We all have a backstage the hidden zone where we feel our emotions, and a stage front, the social arena where we present the emotions we choose to reveal. This private split between our public and private emotional lives is analogous to the concept of the front of the store and the back office. Emotional displays are more often carefully stage managed when interacting with customers, and less well managed backstage, and this discrepancy can be unfortunate. As one organizational consultant put it, many an executive who appears highly charismatic out of the office comes back and acts like a jerk with his employees. Or as the director he’s just too impassive completely unexpressive. He’s so hard to read I don’t know how take much of what he says to me it’s very difficult to work with him being poor at managing and appropriately expressing emotions can be a major handicap. Social skills in the essential sense of handling another person’s emotions artfully, underlie several competencies. These include:

- **Influence:** Wielding effective tactics of persuasion
- **Communication:** Sending clear and convincing messages
- **Conflict management:** Negotiating and resolving disagreements
- **Leadership:** Inspiring and guiding
- **Change catalyst:** Initiating promoting or managing changes

### INFLUENCE

*Wielding Effective Tactics for Persuasion.*

People with this competence

- Are skilled at winning people over
- Fine tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

A representative of an American company in Tokyo was taking his visiting boss to a series of meeting with their Japanese counterparts. On the way to the first meeting the representative, who spoke Japanese fluently, advised his
American boss not to ask him to translate in front of the Japanese, but to rely instead on the translator. His boss readily agreed.

Why?

They’ll think I’m just a mouthpiece to send things back to New York. I wanted to make sure they saw me as having real power to make decisions on the spot. I wanted to be seen as the person who did most of the talking. I had the answers. Not New York.”

That sensitivity to the impact of such a seemingly trivial matter bespeaks competence at influence. At the most basic level, influence and persuasion hinge on arousing specific emotions in the other person—whether that is respect for our power, passion for a project, enthusiasm for outdoing a competitor, or appropriate outrage over some unfairness.

People adept at influence are able to sense or even anticipate their audience’s reaction to their message and can effectively carry everyone along toward an intended goal. Star performers at Deloitte & Touche consulting for example know that a simple good argument may not be enough to win clients over, and they have the ability to sense what kind of other appeals will persuade key decision makers. Critical in these skills is being able to notice when logical arguments are falling flat and when appeals that are more emotional may add impact.

This emotional competence emerges over and over as a hallmark of superior performers, particularly among supervisors, managers, and executives. At every level, however, a sophisticated understanding of influence is called for. “In entry level positions, being too highly power driven and overly concerned with having an impact can trip you up, especially if you try to put on airs and take on the trappings of power,” Richard Boyatzis tells me. “If you were just made sales manager and you try to impress people by imposing distance or by feigning status—you start wearing expensive three piece suits or tell subordinates to stop calling you by your first name, for example—you can alienate people.”

The stratagems used by top performers include impression management, appeals to reason and facts, dramatic arguments or actions, building coalitions and behind the scenes support, emphasizing key information—and on and on. For instance, one outstanding manager was put in charge of quality control at a large manufacturer. The first thing he did was to change the name to quality services, a subtle but crucial shift of emphasis; “the image I wanted to create was that it’s not just a policeman organization, but it provides technical input, too. Now we have an iron grip on the production people don’t get defensive right away.

Dramatic action can capture attention and arouse emotion: if well done; this is among the most effective of influence strategies. Dramatic does not necessarily mean having flashy visuals in presentations; sometimes the effect is felt thought the most prosaic means. One outstanding salesman wowed a prospective account by spending the better part of a day with his sleeves rolled up, using one of his products to fix a piece of equipment—equipment that had been purchased from a competitor!
What got him the account was his dramatic demonstration of the level of service his prospective client could expect. As he put it, "they were amazed."

**FIRST, BUILD RAPPORT**

Empathy is crucial for wielding influence; it is difficult to have a positive impact on others without first sensing how they feel and understanding their position. People who are poor at reading emotional cues and inept at social interaction are very poor at influence. The first step in influence is building rapport.

For a business analyst at a global American oil company, that meant changing the way he approached the representatives of a South American bank. He said I have a lot of funds going back plays an important role, and in South America friendship ties mean a lot when you’re doing business. I wanted to be able to call a commercial rep and say, Hey, I’ve got a problem and have them be willing to work with us to get our work done. His tactic: a long leisurely meeting over coffee with several key representatives, where they talked about themselves, their lives not just business.

Similarly, a manufacturer’s rep told me, “When you walk into a customer’s office, the first thing you do is scan the room to pick up on something he’s enthusiastic and excited about that’s where you start the conversation.” His approach takes for granted that building rapport necessarily precedes persuasion. As one outstanding salesman put it, sometimes it means I go in with out a briefcase and say, ‘hey how ya doin today? Want a hot dog from the guy across the street? Let’s go out and get it together. And I know that if I’m going to call on the man in the jeans and the flannel shirt, I won’t wear my three piece suit.”

Similar persuasion kills are seen in the executive who is trying to recruit someone to talk a job that requires moving to another city. He knows the prospect loves sailing, and so show her the local marina. Or he capitalizes on the prospect’s spouse’s love of riding by introduction him to friends who are equestrians, so that he will be on board for the move, too.

Identifying a bond or commonality step lubricates persuasion. An announcement taking time to establish one is not a detour but an essential step. An announcement made by a remote and largely invisible CEO may have less immediate persuasive power than the same message delivered by someone workers have day-to-day contact with. One strategy for spreading change in a large and far flung organization then is to use networks of local leaders, the individuals within a working group that everyone knows likes and respects.

At the highest levels of effectiveness, the influential rely on indirect strategies so that their hand is virtually invisible. They have a third party make the crucial argument, establishing chains of influence; they set up effective behind the scenes coalitions for support or shape the presentation of information in subtle way so that everyone easily and fluidly arrives at the desired consensus.

The rule of thumb is that consensus building is crucial, but this is ignored to a surprising degree. In a study of strategic decisions at 356 American companies, more than half were never adopted, were implemented only partially, or were abandoned at the outset.
The signal most common reason of for the failure of these plans was that the lead was that the lead executives were imperious, trying to impose their ideas instead of building a supporting consensus. When the imperious approach was employed, 58 percent of the time the result was failure. But when executives first conferred with colleagues to rethink their long-term priorities, strategic plans were adopted 96 percent of the time. As Paul McNutt, the Ohio State University professor of management who did the study, says, “If you involve people in at least some of the steps of the process, they will become missionaries for you.”

**The Failure to convince**

The benefit was for a good cause — a new preschool for children poor, single working mothers. A local artist of some national prominence had invited about a hundred friends to a special show of her newest work and a buffet dinner contributed by several local restaurants. After the meal, the hostess gathered everyone together on the lawn and introduced the head of the organization, that run the preschool, who began with a detailed rundown of the events in her life that had led her to take her present job. Then she gave a blow-by-blow account of how the preschool got started. After that she proceeded to run through the entire history of the preschool, in what turned out to be excruciating detail.

A talk that might have been effective had it lasted for ten minutes went on for almost an hour. And she hadn’t even introduced some mothers and teachers, each of whom was going to say a few words.

The audience, all-sympathetic at the beginning, began to drift off. Dusk had arrived, and with it swarming mosquitoes.

Finally the hostess’s husband a somewhat cantankerous older gentleman, got up conspicuously, ambled straight for the cake table, and bellowed, “Too much detail! The cakes are falling!”

With that all semblance of an attentive audience collapsed, and everyone headed for dessert.

People who, despite their good intentions, fail to connect emotionally with their audience fall at the bottom of the influence competence, hierarchy: they may mean well, but they lack the means to get their message across. The blunt critique by the hostess’s husband captured the mood of the audience at that moment far better than the speech by the long-winded school head.

Those who rely too heavily on the persuasive effects of aids such as elaborate overhead projection or elegant statistical analysis of data also can miss the boat. An audience must be emotionally engaged, but mediocre presenters rarely go beyond the same dry litany of facts, however flashily displayed, and never take into account the emotional temperature of the audience. Without an accurate reading of how a listener is taking in an idea, that idea is in danger of falling on deaf, indifferent, or even hostile ears.

No matter how intellectually brilliant we may be, that brilliance will fail to shine if we are not persuasive. That is particularly true in fields where entry has high hurdles for cognitive abilities, like engineering and science, medicine and law, and executive ranks in general. As the director of research at one of Wall Street’s largest brokerage firm put it to me, “to get into our business you need to be highly adept at numbers. But to make things happen, that’s just not enough — you have to be able to persuade.”
Sign of weakness in the ability to persuade include:

- Failure to build a coalition or get “buy-in”
- Overreliance on a familiar strategy instead of choosing the best one for the moment
- Bullheaded promotion of a point of view, no matter the feedback
- Being ignored or failing to inspire interest
- Having a negative impact

**The Machiavellian Manipulator**

For him, appearance was all. He married a woman from a noble family, and he himself was extremely polished socially. As a highly placed manager in a German industrial dynasty, he was in charge of a division with revenues of more than $1 billion annually. But on the job he focused all his considerable charm upward, toward his own boss; and outward, to impress those who met him. When it came to those who reported to him, he was a petty tyrant mistreating his serfs.

When you met him he could be quite beguiling, but people who worked for him were afraid of him, “I was told by an outside consultant who was hired to do an impartial appraisal of the manager. He had no respect for the people under him. If there was low performance, he shouted at people; if high, he said noting. He demoralized his subordinates. His CEO finally asked him to leave__ but, because he makes such a good first impression, he landed another high-level job immediately.”

The slick German manager exemplifies a type who can thrive in organizations that are more politically oriented than performance oriented. Such people are “effective upward, but poor downward, because they don’t really care,” the consultant told me. “They are often self centered, don’t like people, feel an obligation only to themselves, not to the organization.”

Charm and social polish in themselves do not add up to competence at influence; social skill in the service of oneself, and to the detriment of the group as a whole, is sooner or later recognized as a charade. True influence as a positive competence is socialized and harmonious with the collective goal, rather than exclusively for selfish again.

As one analyst of influence in close to three hundred organizations put it, we have not found the best performance pursuing their own status, prestige, or gain at the expense of others or of the organization.”

**COMMUNICATION**

**Listening Openly and Sending Convincing Messages**

People with this competence

- Are effective in give and take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good
For Bill Gates at Microsoft, it’s an e-mail address: for Martin Edelston, president of the Boardroom, Inc., it’s an old-fashioned suggestion box. And for Jerry Kalov, CEO of Cobra electronics, it’s a phone extension known only to his employees. Any call on that confidential number is a priority; he picks it up whenever it rings.

Each of these conduits of communication represents one way of resolving every boss’s dilemma; are they telling me only what they want me to hear instead of what I need to know? “Kalov got the idea for his phone line long before he became an executive. “Every often I had things I wanted to say but my immediate boss didn’t let me, because he wanted to take the credit,” Kalov remembers. “Or maybe be he didn’t agree with it. So I felt like I had good ideas or thing to say but I couldn’t get through … who knows where the next brilliant idea is going to come from?”

The phone line, Kalov adds, works better than management by walking around, because people may be intimidated to be seen talking to the chief executive or may be too shy every to approach him. The phone line offers discretion and confidentiality, which ads to open even daring communication. Such open channels pay. A note in Edelston’s suggestion box from a level employee someone who ordinarily would never speak to him saved the company half a million dollars a year. The suggestion from a shipping clerk was to keep company company mailings under a four-pound postal rate limit. By reducing by one eighth the size of the books the company mailed out the cumulative savings was hugely significant.

Creating an atmosphere of openness is not a trivial gesture. The biggest single complaint of American workers is poor communication with management; two thirds say it prevents them from doing their best work.

“I’d say you’re unlocking the value of person’s when you communicate openly with them, mark Loehr, a managing director at Salomon Smith Barney, observed to me. “when you communicate only you open the possibility of getting the best of people_ their energy, creativity. If you don’t then they just feel like cogs in a machine, trapped and unhappy.”

Mood and Meaning

My boss withholds her emotions,” an advertising account manager at a $2 billion –a –year media company complains to me. “She never praises anything to do. I just convinced a really big account to go from around three hundred thousand dollars a year in billings to almost double that. Her response when I told her wasn’t ‘you did a great job but sure they took your offer __ it’s great deal. ‘There was no feeling whatsoever in her voice, no warmth or enthusiasm. Then she just walked away. When I told other sales managers about my coup, they complimented me. It was the biggest sale I’d ever made, and my boss just didn’t acknowledge all the work I’d done to get the deal,”

The account manager continues; I started to feel that something must be wrong with me, but lots of other people feel the same about her: she never shows any positive feelings or gives any encouragement __ not with little things, not with big things… Our team is productive, but there’s no sense of any bond with her.”
Being an adept communicator is the keystone of all social skills. Among managers, communication competence strongly distinguishes star performers from average or poor ones; the lack of this ability, as seen in the account manager’s boss, can torpedo morale.

Listening well, the key to empathy is also crucial to competence in communicating. Listening skills__ asking astute question being open minded and understanding not interrupting, seeking suggestions__ account for about a third of people’s evaluations of whether someone they work with is an effective communicator. Understandably, listening is among the most frequently taught business skills.

Being in control of our own moods is also essential to good communication. A study of 130 executives and managers found that how well people handled their own emotions determined the degree to which those around them preferred to deal with them. In dealing with peers and subordinates, calmness and patience were key. Bosses likewise preferred dealing with employees who were not overly aggressive with them.

It doesn’t matter what mood we’re in __ the challenge is to stay cool and collected. Aiming for a neutral mood is the best strategy in anticipation of dealing with someone else, if only because it makes us an emotional clean slate and allows us to adapt to whatever the situation calls for. It’s like putting a car into neutral so that you can more readily shift into reverse, low, or high gear, as the emotional terrain demands. A neutral mood leaves us ready to be more fully involved, present rather than emotionally removed.

Keeping cool

Being caught up in a strong consuming mood is a roadblock to smooth interaction. If we enter into a conversation while preoccupied by a strong mood, the other person is likely to experience us as being unavailable, or what the sociologist Irving Goffman has called “away”__ just going through the motions of the conversation while obviously distracted.

The ability to keep cool helps us to put preoccupations aside for the time being, staying flexible in our own emotional preference. People who can stay collected in an emergency or in the face of someone else’s panic or distress have a reassuring sense of self-control, enter smoothly into a conversation and stay effectively involved. In contrast, people who are burdened by their emotions are much less available for whatever the present moment demands.

A study of middle and upper level managers found that those rated best as communicator shared the ability to adopt a calm, composed, and patient manner, no matter what emotional state they were in. They were able to put inside the imperatives of their own feelings even when turbulent, in order to make themselves fully available for the person they were with. As a result manager were able to take the time needed together essential information and find to be helpful, including giving constructive feedback. Instead of being dismissive or attacking, they tended to be specific about what they were hearing fine-tuning their responses instead of taking a one size fits all approach.
Being socially outgoing an extroverted is not in itself a guarantee of being skilled at communication in one culture or social setting can fail miserably in another. Sometimes effective interaction means underplaying one’s presence. Among the staff at an elite resort in the southwestern United States, effectiveness correlated negatively with being highly extroverted. In such a posh setting, those who were too loquacious and outgoing were experienced by guests as being instructive. The guests were there for privacy, so the resort required its staff to be friendly and helpful but other wise to be utterly inconspicuous.

**CONFLICT MANAGEMENT**

*Negotiating and resolving disagreements*

People with this competence

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help de-escalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

“A banker wanted to sell a copper company to investors, and he needed a research person expert in mining to write about it so he could convince people in sales to pitch the deal. But the researcher, so the banker complained to me.” says Mark Loehr, of Salomon Smith Barney.

“I want to the researcher who told me he was over whelmed. He was already working seventy to eighty hours a week, had to finish analyses of eighteen companies by the end of the month, make a hundred phone calls, run off to meetings in Boston and this report would have taken him another forty hours to do. After we talked, he went back to the banker and explained how swamped he was, but added, if you want me to do it, I will.”

Once the banker understood the researcher’s predicament, he decided to find another way to get the job done. But there could have been a blowup. Everyone I so busy and overwhelmed, his or her listening abilities dwindle to nothing. And they tend to just assume that no one is as busy as they are so they make imperious demands.

“It’s so hard to get people to take the time to be good listeners. It’s not just about being nice until you’re a good enough listener, until you can sense what the other person is going through, you won’t be able to make a reasonable suggestion to come up with something they’ll buy.”

One talent of those killed at conflict resolution is spotting trouble as it is brewing and taking steps to calm those involved. Here, as Loehr points out, the arts of listening and empathizing are crucial; once the investment banker understood the researcher’s perspective, he became more accommodating and the conflict ended.

Such diplomacy and tact are qualities essential for success in touchy jobs like auditing, police work or mediation or any job where people depend on each other under pressure. One of the competencies sought in tax auditors by the U.S.
government is the ability to present an unpopular position in a way that creates little or no hostility and preserves the other person’s sense of dignity. The word for this skill is tact. At American Express, the ability for one’s own role, apologize if need be, and engage openly in a discussion of each person’s perspective is prized in their financial advisor.

**Reading the Sign**

Charlene Barshefsky had finally gotten the Chinese government, after months and months of negotiation to agree to clamp down on the piracy of American movies, compact discs, and computer software. How? Barshefsky had refused to accept their final offer just another in an outgoing series, all of which she felt were inadequate but this time, the head of the Chinese delegation thanked her for her work, told her he would respond at a later date, and then moved his shoulders back in a slight shrug. That simple and subtle gesture indicated she had won there cooperation.

Barshefsky had been closely studying the faces across the table from her that day, and she had sensed far less acrimony than before in the endless, tedious meetings. That day reactions were muted and question few__a striking change from the combative sharply challenging dialogue that had marked the early rounds of the negotiations.

Barshefsky’s reading of those subtle signals proved right; that was the Chinese delegation stopped fighting and started moving towards the trade agreement the countries later signed.”

The ability to read the feelings of the opposition during a negotiation is critical to success. As one of my lawyers, Robert Freedman, says about negotiating contracts it’s mainly psychological. Contracts are emotional__it’s not just what the words say, but how the parties think and feel about them, that matter.

who have mastered the art of the deal realize the emotionally charged nature of the any negotiation. The best negotiators can sense which points matter most to the other party and gracefully concede there, while pressing for concession in points that do not carry such emotional weight. And that takes empathy.

Skill at negotiation obviously matters for excellence in professions like law and diplomacy. But to some extent very one who works in an organization needs these abilities. Those who can resolve conflict and head off trouble are the kind of peacemakers vital to any organization.

In a sense a negotiation can be seen as an exercise in joint problem solving since the conflict belongs to both parties. The reason for the negotiation, of course it that each side has its own competing interests and perspective and wants to convince the other to capitulate to its wishes. But the very act of agreeing to negotiate acknowledges that the problem is a shared one and that there may be a mutually satisfying solution available.

In the sense negotiation is a cooperative venture, not just a competitive one. Indeed, as Herbert Kelman, a Harvard psychologist who specializes in negotiations, points out, the process of negotiation itself restores cooperation between conflicting parties. Solving their problems together transforms their relationship.
That resolution requires that each side be able to understand not just the other’s point of view, but their needs and fears. This empathy, Kelman observes, makes each side “better able to influence the other to their own benefit, by being responsive to the other’s needs,” in other words, to find ways in which both parties can win.”

Negotiating Channels

Negotiations, mostly informal, happen all the time. Take the negotiation between a manufacturer and the retail stores that sell its products, like this one; “I’ve been cut off from carrying one of our main lines of women’s jewelry,” a boutique owner explained.

I wanted to negotiate a better deal with the distributor we have been a good outlet for them. But he got a better offer from a store across town. So I make a counterproposal. But the other store got the account and the company only wants one outlet in a town this size. So now I’m out of luck.”

Such channels of distribution are essential for manufacturers’ very survival, just as the retailers depend on the manufacturers for their stock. But each party has an array of choices. The result is an ongoing negotiation over such issues as how large markups will be, the term of payment, and timeliness of deliveries.

Most channel relationships are long term and symbiotic and in any long term relationship, problems simmer and boil to the surface from time to time, when they surface; those involved on either side of manufacturer retailer disputes typically use one of three style of negotiation; problem solving in which both parties try to find the solution that works best for each side; compromise, where both parties give in more less equally regardless of how that serves their; needs and aggression, where one party forces unilateral concessions from the other side.

In a survey of retail buyers in department store chains, each of which handled merchandise worth $15 million to $30 million, the style of negotiating was an accurate barometer of the health of the manufacturer-retailer relationship. Predictably when negotiations were typically aggressive, revolving around threats and demands, it boded line. But for those relationships in which aggressiveness was ruled out in favor of problem solving or compromise, the longevity of the relationship increased.

Threats and demands poison the water of negotiation. As the survey showed, even when one party is far more powerful than the other a magnanimous spirit may be a winning strategy in the long run, particularly when the parties will have continued dealings. And this is why even when a retailer was completely dependent on a single manufacturer, negotiations were most often noncoercive; given the desire for a long term relationship and their mutual dependence, a spirit of cooperation always worked best.

Resolving Conflict Creatively

One evening Linda Lantieri was walking down a desolate, dangerous block lined with abandoned, boarded up buildings when suddenly, out of nowhere, three boys about fourteen years old surrounded her. One pulled out a knife with a four-inch blade as they pressed in around her.

“Give me your purse! Now! The boy with the knife hissed. Though frightened Lantieri had the presence of mind to take some deep breaths and reply
coolly, “I’m feeling a little uncomfortable. You know, guys, you’re a little into my space. I’m wondering if you could step back a little.”

Lantieri studied the sidewalk and, to her amazement, she saw three pairs of sneakers take a few steps back. “Thank you,” she said, then continued, “now I want to hear what you just said to me, buy to tell you the truth, I’m a little nervous about that knife. I’m wondering if you could put it away.”

After what seemed an eternity of silence and uncertainty, the knife went back into a pocket,

Quickly reaching into her purse, Lantieri took out a $20 bill, caught the eye of the one with the knife, and asked, “Whom should I give it to?”

“Me,” he said.

Glancing at the other two, she asked if they agreed. One of the two nodded.

“Great she said, handling the leader the $ 20 bill. “now here’s what’s going to happen. I’m going to stay right here while you walk away.

With puzzled looks on their faces, the boys slowly started to walk away, glancing over their shoulders at Lantieri and then broke into a run. They were running form her.

In a sense that, small miracle of turning the tables is no surprise: Lantieri is the founder and director of the New York City based Resolving Conflict Creatively Program, which teaches these skills in schools. Lantieri has immersed herself in the crafts of negotiation and handling conflict amicably. While she learned her trade as a teacher for a while in a Harlem school not far from that desolate block she now trains other in more than four hundred schools throughout the United States.

Lantieri does more than just promote education in conflict resolution __ she first convinces skeptical school boards to approve her program. In fact, when two paralyzed the school board of one California town bitterly bickering factions both sides were so impressed by her negotiating skills they asked Lantieri to come in and help then heal the split.

Lantieri’s maestro performance on the street illustrates some classic moves for cooling down conflicts:

- First, calm down tune in to your feelings, and express them.
- Show a willingness to work things out by talking over the issue rather than escalating it with more suggestion.
- State your own point of view in neutral language rather than in an argumentative tone.
- Try to find equitable was to resolve the dispute, working together to find a resolution both sides can embrace.

These strategies parallel those espoused for win-win solutions by experts at Harvard’s Center for Negotiation. But while following these strategies may seem simple, implementing them as brilliantly as Lantieri did requires the prerequisite emotional competencies of self awareness self confidence, self control and empathy. Remember empathy need not lead to sympathetically giving in to the other side’s demands ___ knowing how someone feels does not mean agreeing with them. But cutting off empathy to hold a hard line can lead to polarized position and deadlocks.
LEADERSHIP

*Inspiring and guiding individuals and groups*

People with this competence

- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of the others while holding them accountable
- Lead by example

Here’s an extraordinarily instructive contrast in leadership; Ronald W. Allen, former CEO of Delta Air lines, and Gerald Grinstein, a former CEO of western airlines an ailing company when he took it over in 1985, he spent hundred of hours in cockpits, behind check in counters, and in the baggage handling pits getting to know his employees.

The rapport he built was crucial in convincing western airlines, workforce to agree to concessions on work rules and to take pay cuts, all for this promise of solvent company in which they would have bigger state. With those concessions in hand, Western airlines landed solidly in the black, and Grinstein was able to sell the airline to Delta for $860 million after just two years.

In 1987 he became CEO of Burlington Northern, another money losing company, and again Grinstein worked his interpersonal magic, he flew a selected group of maintenance workers, secretaries, and train crews from all over the country to company headquarters in Fort Worth to dine with him. He rode the railroad’s routes and talked with crews, all the while working successfully towards convincing them to buy into his cost cutting plans.

A close friend of Grinstein observed of his leadership style, you don’t have to be an SOB to be tough.

Though the railroad was laden with $3 billion of debt when he took it over, Grinstein turned it around. And in 1995 he created the largest U.S rail network when Burlington Northern bought Santa Fe Pacific.

Now Let’s look at Ronald W. Allen, who was fired by his board as CEO of Delta air lines in April of 1997, even as the company was enjoying record profit.

Allen had moved up through the ranks to become CEO in 1987 taking the helm just as the airline industry was deregulated. His strategic plan was to become more globally competitive in 1991 he bought just bankrupt pan American world airways, for access to its European routes. That turned out to be a miscalculation, loading delta with a huge debt burden just as the industry saw profits plummets. Delta, always profitable in the past, plunged $500 million more into debt over each of the three years following the Pan Am purchase.

However, it was not this disastrous financial decision that cost Allen his job. Allen ruthless reacted to the hard times by becoming a tough, almost ruthless boss. He gained a reputation for humiliating underlings by berating them in front of other employees. He silenced opposition among tip executives, even moving to replace the chief financial officer, the one person who had openly disagreed with him on the acquisition of Pan Am. Another top executive (with whom Allen had
competed to become CEO) announced he was leaving to become president of Continental Airlines, and Allen is said to have responded by demanding the keys to the executive’s company car on the spot, leaving him to find another way home.

Such pettiness aside, Allen’s main failing was his heartless downsizing. Allen hacked away twelve thousand jobs, about a third of the total Delta workforce—some position fat, no doubt, but many others the muscle, sinew, and nerves of the organization. With the deep cuts came a precipitous drop in the airline’s once-enviable customer service ratings. Complaints about Delta suddenly skyrocketed—everything from dirty squeezed the spirit out of the company with the fat.

Delta employees were in shock; the company had never treated them so harshly before. Insecurity and anger were rampant. Even after the cuts put the airline into her black again, a company-wide survey of the twenty-five thousand remaining employees revealed a skeptical, frightened workforce, half of them hostile to Allen’s leadership.

In October 1996 Allen publicly admitted that his draconian cost cutting campaign had had devastating effects on Delta’s workforce. But his comment was, “so to be.” And that become the battle cry for the employees’ protest; pins with the phrase so be it sprouted on the uniform of pilots, flight attendants, and mechanics alike.

With Allen’s contract up for renewal, the Delta board looked beyond the numbers to the overall health of the company. Delta’s reputation for outstanding service was tarnished; talented managers were leaving the company. And worst of all, morale among employees was abysmal.

So the board__ led by none other than Gerald Grinstein acted. Allen, the man whose power had once been so great that he held the titles of chairman, CEO and president, was out at age fifty-five, largely because he was killing the company’s soul.

Leadership as Giving Energy

The twin ales of Robert W. Allen and Gerald Grinstein demonstrate that the art of leadership lies in how a person implements change, not just in the change itself. Both men went through the painful process of cutting costs, but one did so in a way that kept employees’ loyalty and spirits high, while the other demoralized and alienated an entire workforce.

The artful leader is attuned to the subtle undercurrents of emotion that pervade group, and can read the impact of her own actions on those currents. One way leader establish their credibility is by sensing these collective, unspoken feelings and articulating them for the group, or acting in a way that tacitly shows they are understood. In this sense, the leader is a mirror, reflecting back to the group its own experience.

However, the leader is also key source of the organization’s emotional tone. The excitement from a leader can move an entire group in that direction. As Birgitta Wistrand, the CEO of a Swedish company, put, “Leadership is giving energy.”

This transmission of emotional energy lets leaders be the pilots of an organization, setting its course and direction. For example, when Lou Gerstner
was brought in as CEO of IBM, he knew he had to transform the culture of the company to save it. And that, Gerstner said, “is not something you do by writing memos. You’ve got to appeal to people’s emotions. They’ve got to buy in with their hearts and bellies, not just their minds.”

The ability of leaders to get that buy-in hinges in part on how emotions spread from the most expressive person on a group. But this ability to transmit emotions is amplified for leaders, since people in groups spend more time looking at the leader than at anyone else. This attention magnifies the impact of the leader’s mood on the group; a small change in the facial expression or tone of voice of a powerful figure can have more impact than dramatic shows of feeling by someone in a lesser position of power.

People not only pay more attention to leaders, they also tend to mimic them. Lore has it that at Microsoft people rock back and forth as they are pondering or arguing a point in a meeting, a nonverbal homage to Bill Gate’s habit. Such mimicry is an unconscious way of showing allegiance and attunement to the most powerful person in a group.

During his presidency Ronald Reagan was known as “the Great Communicator.” A professional actor, the emotional power of Reagan’s charisma was shown in a study of how his facial expressions affected those of his listeners during an election debate with his opponent, Walter Mondale. When Reagan smiled, people who watched him—even on videotape—tended to smile, too; when he frowned, so did viewers. Mondale, who lost the election, had no such emotional impact, even on viewers who were sympathetic to his views.

The ease with which emotions spread from a leader through the group has a downside, too. As the old saying holds, “A fish rots from the head down.” Brutish, arrogant, or arbitrary leadership demoralizes a group. Birgitta Wistrand uses the term “emotional incontinence” for the leakage of destructive emotions from the top down: “With disturbing emotions a leader saps other people’s energy by making them anxious, depressed, or angry,” she says.

On the other hand, extremely successful leaders exhibit a high level of positive energy that spreads throughout the organization. And the more positive the mood of a group leader, the more positive, helpful, and cooperative are those in the group.

In general, emotional charisma depends on three factors: feeling strong emotions, being able to express those emotions forcefully, and being an emotional sender rather than a receiver. Highly expressive people communicate through their facial expression, their voice, and their gestures—their whole body. This ability allows them to move, inspire, and captivate others.

The ability to convey emotion convincingly, form the heart, requires that a leader be sincere about the messages being delivered, truly believing the emotional messages is what separates the charismatic leader from the self serving manipulative one. Manipulative leaders may be able to play act for a time, but then less readily convince followers of their sincerity. Cynicism undermines conviction; to be a charismatic messenger the leader must act from authentic belief.

The Leader’s Competence Tool Kit
Each emotional competence interacts with others; this applies to the leadership competence more than most. The task of the leader draws on a wide range of personal skills. My analysis of myriad jobs found that emotional competence makes up about two thirds of the ingredients of star performance in general, but for outstanding leaders emotional competencies as opposed to technical or cognitive cues make up 80 to 100 percent of those listed by companies themselves as crucial for success.” Mathew Jucehter, chairman of the American Society for training and development, agrees. “Leadership is almost all emotional intelligence especially in distinguishing between what managers do and what leaders do__ things like taking a stand, knowing what’s important to you, pursuing your goals in partnership with others.” For the most effective CEO, there are three main clusters of competence. The first two fall under the emotional intelligence heading; the first includes personal competences like achievement, self-confidence, and commitment, while the second consists of social competence like influence, political awareness, and empathy. This broad band of capabilities typified high performing CEOs in Asia, the Americas, and Europe suggesting that the traits of outstanding top leaders transcend cultural and national boundaries.

The third cluster of competencies in the CEO was cognitive: they think strategically, seeking out information with a broad scan, and apply strong conceptual thinking. As with the analysis of leaders in fifteen major corporations in Chapter 2, what distinguished standouts was the ability to see the big picture, the recognize telling patterns amidst the clutter of information and to think far into the future.

But great leaders go a step further, integrating emotional realities into what they see, and so instilling strategy with meaning and resonance. Their emotional intelligence allows the blending of all of these elements into an inspired vision.

The best leaders, say Robert E. Kaplan of the center for creative leadership, “having an almost magical ability to turn a phrase and articulate their agenda for the organization graphically, compellingly, memorably.” In other words, leadership entails exciting people’s imagination and inspiring them to move in a desired direction it takes more than simple power to motivate and lead.

Nice Guys Finish first

An analysis of the power of a leader to set a positive__ or negative__ emotional tone in an organization was undertaken with in the U.S Navy, where the standards for superior performance are cut and dried; annual awards are given to the most efficient, safest, and most prepared squadrons. In an extensive comparison of superior and just average commands a striking difference in the emotional tone the commanding officers set was revealed. The very best commands, it turned out were run not by Captain Ahab types who terrorized their crews, but by, well… nice guys.

The superior leaders managed to balance a people-oriented personal style with a decisive command role. They did not hesitate to take charge, to be purposeful, assertive, and businesslike. But the greatest difference between average and superior leader was in their emotional style. The most effective leaders was more positive and outgoing, more emotionally expressive and dramatic, warmer and more sociable (including smiling more), friendlier and
more democratic, more cooperative, more likable and “fun to be with,” more appreciative and trustful, and even gentler than those who were merely average,

By contrast, the mediocre navy leaders reflected the classic stereotype of the military taskmaster. They were legalistic, negative, harsh, disapproving and egocentric. Compared to the superior commanders, the average ones were more authoritarian and controlling. More domineering and tough minded, more often. They led by the book through the rules and the assertion of the raw power of their position. And it did not work, even in the military, where this emotional style might seem to find its natural home.

The Leadership Ripple Effect

The emotional tone set by any leader ripples downward with remarkable precision. When successive levels from top to bottom of an organization are analyzed, the effect is very much like a set of Russian dolls, one stacked inside the other, with the leader containing all the rest.

This is most easily seen in military hierarchies, where as was found in the navy study the most effective leaders were warm and outgoing, emotionally expressive, democratic and trusting and so were leaders on down through the ranks though not to the same extent as the top commander. By contrast, less effective officers were harsher and more disapproving distant and irritable, legalistic and uncooperative and so their subordinates were also. While average leaders tend to be invisible the best leaders frequently walk around and strike up conversations with their staff, asking about their families and other personal matters. They also let it be known that they want to be informed creating an atmosphere of openness that makes it easier for communication to take place. This two-way channel encourages people at all levels to keep their superiors informed.

In mediocre military commands, junior-level people were reluctant to send news upward, especially bad news, because the top commanding officers so often “sent ballistic” when given bad news, and instead of delegating authority to the lowest possible level, steppe in to micromanage.

To be sure, the best officers were highly task-oriented and firm in swiftly reprimanding people whose actions threatened performance standards. But they were flexible when it came to trivial rules. The mediocre commanders made no distinction between meaningful and trivial regulations, holding instead to a legalistic, inflexible standard that did nothing to boost morale or performance.

Realizing that unity and cohesiveness are built from personal bonds, the best officers organize downtime events like softball games and awards celebrations and make a point of attending themselves. From this shared downtime, with the attendant in-jokes and warm social climate, comes a strong sense of shared identity, which in turn pays off in superior on-the-job performance. By contrast, the mediocre officers are more concerned with whether the equipment is functioning than they are with their people.

When to be tough

To be sure, leadership does demand a certain toughness at times. The art of leadership entails knowing when to be assertive for example confronting someone directly about their performance lapses and when to be collegial and use less direct ways to guide or influence.
Leadership demands tough decision-making: someone has to tell people what to do, hold people to their obligations, and be explicit about consequences. Persuasion, consensus building, and all the other art of influence do not always do the job. Sometimes it comes down to simply using the power of one’s position to get people to act.

A common failing of leaders, from supervisors to top executives, is the failure to be emphatically assertive when necessary. One obstacle to such assertiveness is passivity, as can happen when someone is more concerned with being liked than with getting the job done right, and so tolerates poor performance rather than confronting it. People who are extremely uncomfortable with confrontation or anger are also often reluctant to take an assertive stance even when it is called for.

Incompetence here can show up in something as commonplace as failing to take the helm in a meeting and so letting it meander rather than steering it directly to key agenda items. Another deficiency in leadership in this area is the inability to be clear and firm. This results in workers not knowing what’s expected of them.

One sign of an assertive leader is the ability to say no firmly and definitively. Another is to set an expectation of high standards for performance or quality and insist people meet them, even publicly monitoring performance of necessary.

When people fail to perform, the leader’s task is to give helpful feedback rather than let the moment and the lapse go unnoted. And when someone consistently performs poorly, despite all attempts at helpful feedback development, the lapse has to be confronted directly and openly.

Take the manager who says, my predecessor didn’t establish any discipline about meetings. The first meeting I ran, people straggled in late and weren’t prepared. So when it happened a third time I put my foot down. I said, ‘Ladies and gentlemen, I can’t accept this behavior. I’m postponing this meeting for two days. Be on time and be prepared or there’ll be hell to pay.

This does not describe the petty tyrant or office bully, however. This is a strategy that comes into play only when other, less severe approaches have failed not as a first response. If the one described above typifies a manager’s everyday style, then there is something wrong with his abilities to build rapport and influence people. In other words, constant toughness is a sign of weakness not a sign of strong leadership.

The glorification of leaders who are oafish, arrogant, and brash ignores the cost to the organization. To be sure, certain decisiveness in making hard decisions is necessary but if that decision is carried out with imperious ruthlessness, the boss who did it will end up hated and a failure as a leader.

During hard times, leaders need to call on whatever reserve of goodwill they may have built up over time. This even resented by his people but he got things done. Muhammad Amin Kashgri an executive vice president at the Savola Company Saudi Arabia largest food manufacturer, told me. But when things changed and the market got tougher, and we all had to work harder to maintain our market share, he added, that manager’s autocratic style defeated him. The star manager that emerged when was some one people liked and who inspired
everyone to work harder. But the imperious manager just kept pushing in the same
old way and his people abandoned him.

Having the ability to keep raw, unrestrained lust for power under control is
one mark of mature leader. A classic long term study at AT&T found that,
particularly in large organization managers who combined self control with the
ability to have a high impact but lacked the basics of self control foundered in top
performing managers and executives the drive of personal ambition is held in
check by strong self control and focused toward collective goals.

**The virtual leader**

It’s a fogged in desperate day at the San Francisco airport. Flight after
flight is being canceled, and the lines at the airlines service desks are snaking out
of sight. Tension has been building by the hour with people sniping at the airlines
representatives and at each other. David Kolb a professor of management at
Case Western Reserve University who tells this story: decided to try to change the
mood of the mob at least of those near him. So he announced” I’m going to get
some coffee anyone else want some?

He took down orders from a building chorus of frustrated fellow
passengers, trundled off, and returned with a stack of drinks. And that was enough
to trigger a rippling cascade of good feeling.

Kolb, at that moment, emerged as the natural leader of this inchoate group.
His spontaneous rises speak to the fluid nature of leadership itself.

Someone’s formal position on the organizational chart and her actual role
as leader don’t always match up. People may come forward to take a leadership
role for a time, as some special need arises it can be in something as small as
taking a supplier to task for sloppy job then fade back into the group. Such
assertiveness can also be direct upward, as when a lower level employee
challenges a higher level one a difficult issues or truths vital to the well being of
the being of the organization.

For instance higher ups at an oil company that was establishing offices in
a south American city chose to rent space in a brand new high rise tower in the
most expensive part of town. But the manager of that branch when talking with a
local minister was told sarcastically, that sound a like something a company like
yours would do.”

Puzzled, the manager asked around and finally realized that locating their
offices in that part of town had sent a message that the company was more
interested in making an impression than in doing business. With that information
in hand, he took it upon himself to abandon the original plan and look for offices
in a growing business district, a location that would send the signal they were
serious. Then the called his bosses back in the United States and told them what
he had done and why.

His bosses, response: we disagree with you, but we’re not down there you decide what’s best.”

Such a move, of course requires self-confidence and initiative, both
emotional competencies essential to leadership. The surfacing of such virtual
leaders is becoming a standard mode of operating in high-tech fields, where very
junior people may be very senior in terms of newly emergent areas of expertise.
At Finland’s Nokia Telecommunications Group, about 70 percent of the employees are engineering with an average age of thirty-two. A large percentage of these engineers are fresh out of university and are more familiar with newer technologies than are their fortyish bosses. Veli-Pekka Niitamo, head of competence management and recruitment there, says, “We’ve redefined the nature of leadership. Everyone has leadership—a young engineer takes leadership as necessary. Our model is that you are your own boss inside the Nokia world. The old static structure of managers and subordinates is outdated.”

Indeed all-static structures are outdated in today’s business climate. Which gets us to the next competence: leading change.

**CHANGE CATALYST**

*Initiating or managing change*

People with this Competence

- Recognizing the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

The personal epiphany came late in 1993 for John Patrick. And it took him just twenty-four months to transform that inspired insight into company policy.

The company is IBM; 1993 marked the year Lou Gerstner came to the helm and began the organization’s turnaround. But massive, deep change happens not just from the top down; in Patrick’s case, his minirevolution was a grassroots victory.

It all revolved around the Internet. That day in 1993, Patrick, then a senior strategist for the company, was fiddling with a program called Gopher, an Internet software utility. As he tells it, “I became captivated by the idea of sitting at home and cruising around in someone else’s computer. Being remotely connected was hardly a new idea at IBM but being inside someone else’s computer no matter what kind of computer either of us had—a light went off.

At that point IBM was a company focused on computer hardware. The burgeoning Internet was beneath its radar, and the company had virtually no products or plans for the web. Gerstner was about to change that—but it was people like Patrick dispersed throughout the company who made it reality.

Patrick created the manifesto “get connected” in which he argued that Internet-like connections would reinvent the nature of organization industries, and work. He offered some practical suggestions to buttress his idea: give an email address to everyone in the organization, encourage newsgroups within the company in order to build communities of mutual interest, and put an IBM website.

While those ideas are widely accepted now, at the time and especially at IBM they were radical. But the audience was there, spread throughout the company. As soon as he distributed his manifesto, Patrick started hearing from people by fax, email, and phone, from everyone corner of IBM so Patrick started a
mailing list and used it to stitch together a kind of virtual organization with in IBM that cut across its formal groups.

The members of these new groups were from around the world. They had no formal status, authority or budget. And though they were still undetected by the organization radar, they got things done. Their first project was up and running by my 1994 it involved putting up IBM company website, one of the first such by any major corporation.

That same month, Patrick committed the company to participate in the next internet world forum__ without permission from IBM this moment of risk taking took courage and vision__ and perhaps a bit of sample faith as well.

That faith paid off. Patrick approached various division of the company for funding, collection $5,000 here, $5,000 there, and by the time Internet world rolled around, fifty four people from twelve different units to had signed on to represent IBM the effort still had no formal status within company, nor any budget.

But with this momentum, IBM developed a formal Internet strategy, convened a task force and created its Internet division. That division came into being on December 1, 1995. Its task, defining and pursuing the company’s Internet initiatives, was to be led by John Patrick, vice president in charge and chief technology officer. What was once a loose-knit virtual team was now a formal division with six hundred people?

One of its projects was wildly successful website for the 1996 Olympics in Atlanta; the site average eleven million hits each day. The IBM team, using software in development to handle all that traffic, found the experience a natural R&D opportunity. They realized that they had developed software that could handle massive amount of traffic, and rolled it over into what became commercial software__one of many product lines for the Net that are the fruit of Patrick’s original epiphany.

The Change Catalyst: Key Ingredients

Today, organizations are reshuffling, divesting, merging, acquiring, flattening hierarchies, and going global. The acceleration of change through the 1990s has made the ability to lead it a newly ascendant competence. In earlier studies in the 1970s and 1980s being a change catalyst was not highly valued. But as we approach the millennium, more and more companies are putting a premium on people who can lead through change.

What are the qualities that make someone an effective change catalyst? “When we work with a company to help them transform their business, the personal abilities of the leader of their team count immensely,” John Ferreira, a partner at Deloitte & Touche Consulting, tells me. “Say we’re helping them cut the time it takes to fill orders. To do that, you have to work across the separate silos of the organization, and you need someone who’s not at too high a level __ not a theorist, but someone with enough hands-on expertise that they’re close enough to what’s going on that they can cut across all the functions involved and see the real situation. It’s often a second level manager.”

Beyond technical expertise, the change catalyst needs a host of other emotional competencies. “You want the kind of second- level manager who has the ability to go into a vice president’s office and lay on the table what that VP
needs to do, without being intimidated by the fact that he’s just a second-line manager,” Ferreira adds.

For example, at a large financial services company going through the turmoil of deregulation and a newly competitive market, the leaders who were most confident in their abilities led division that flourished despite the changes.

In addition to high levels of self-confidence, effective change leaders have high levels of influence, commitment, motivation, initiative, and optimism, as well as an instinct for organizational politics. As Ferreira puts it: “You need someone who takes this as a mission, not just a job---who is passionate about the change, gets up in the morning thinking about it. It’s something like the difference between a renter and an owner__owners are dedicated. That’s crucial, because it also takes perseverance__you get lots of smoke screens thrown up, lots of resistance. You need to know how to use us, the consultants, to help make your case to the right people at the right time. And you have to keep presenting your case, building coalitions of support, until you reach a critical mass that gets it over the top.”

**The Transformational Leader**

Change leaders are not necessarily innovators. While leaders recognize the value of a new idea or way of doing things, they often are not the ones who originated the innovation. For organizations riding the waves of change (and what organization is not these days?), traditional management is not enough. In times of transformation, a charismatic, inspiring leader is called for.

The model of “transformational leadership” goes beyond management as usual; such leaders are able to rouse people through the sheer power of their own enthusiasm. Such leaders don’t order or direct; they inspire. In articulating their vision, they are intellectually and emotionally stimulating. They show a strong belief in that vision, and they excite others about pursuing it with them. And they are committed to nurturing relationships with those they lead.

Unlike more rational modes of leadership, in which leaders use standard rewards like they pay and promotions to encourage their workers, the transformational leader goes to another level, mobilizing people for organization change by arousing their emotions about the work they do. In doing so, such leaders appeal to people’s sense of meaning and value. Work becomes a kind of moral statement, a demonstration of commitment to a larger mission that affirms people’s sense of sharing a valued identity.

Doing this requires the leader to articulate a compelling vision of the new organizational goals. Even through the goals may be somewhat utopian, committing to them can be emotionally satisfying in it. Arousing people’s emotions in this way and harnessing them in pursuit of lofty or noble goals gives a leader a powerful force for change. Indeed, studies show that this kind of leadership brings greater efforts and better performance from subordinates, making their work more effective.

**The Emotional Craft**

A test of this transformational leadership style came at a large Canadian financial service company that was struggling with immense market turbulence and high levels of uncertainty brought on by deregulation. What had once been a
staid and successful company in a protected market now had to be nimble to keep a place in a market it had once dominated.

A group of senior managers from the company’s top four levels were followed for a year as they led their units through these chaotic times. At the end of that period each was evaluated in terms of productivity improvement, premium income, and salary-to-budget ratio. There was a wide range of success: Some leaders met as little as 17 percent of the targeted goals, while others achieved up to 84 percent of the targets.

Those who relied on the transformational style had the greatest success. Indeed, those who practiced standard management were seen as trying to control and restrict workers.

People who worked for them as highly charismatic and flexible rated the successful leaders. They seemed to spread their own sense of confidence and competence, and they inspired people to be more imaginative adaptive, and innovative.

His study echoes what John Kotter, a Harvard business school leadership expert, cites as the difference between management and leadership. In the way he used the words, management refers to the ways complex enterprises are kept orderly, nonchaotic and productive. Leadership, by contrast, refers to effectively handling the changes that the competitiveness and volatility of the times have wrought.

As Kotter puts it, Motivation and inspiration energize people not by pushing them in the right direction as control mechanisms but by satisfying basic human needs for achievement a sense of belonging, a feeling of control over one’s life and the ability to live up to one’s ideals. Such feelings such tough us deeply and elicit power response. Leadership of this kind then is then is the emotional craft.

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Collaboration, teams and the group IQ

None of us are as smart as all of us.

Japanese proverb

It was a seminal moment in the early history of Silicon Valley. It at 1982 of the Silicon Valley computer club, with hundreds of engineers packing the room a writer of the San Jose Mercury asked the assembly how many of you plan to start hands shop up.

Since then thousand of companies including Silicon graphics oracles and Cisco system have popped up the common theme of all these enterprises is the conviction that a great idea or innovation technology can make a difference. But there is something else that needed if a great idea is to become the need of a great business: collaboration

The quest for superb teams represents a modern grail of sorts for business. “In the world today there’s plenty of technology, plenty of entrepreneurs, plenty of money, plenty of venture capital. What’s in short supply are great teams.” So way Johan Doerr, a legendary Silicon Valley venture capitalist who has backed industry-changing start-up from Lotus and Compaq to Genentech and Netscape.
Doerr’s company Kleiner Perkins Caulfield and Byers, gets twenty-five hundreds business plans each year from hopeful entrepreneurs. Of these they pick about a hundred to consider seriously and they invest in about twenty five says Doerr a team thinks it’s selling as on the technology and the product or service but actually we’re thinking about them the team members we want to understand who they are, how they will work together, during this meetings with prospective start the probes the group’s dynamic; how they might manage themselves agree on priorities, measure weather they’re doing their jobs well handle someone who isn’t working out. I’m checking their instincts, their navigation system, and their values.”

Crucial to such a team is the right mix of intelligence and expertise or what Doerr calls really smart people and Doerr cautions the two must be balanced not all brilliance and experience not just drive, energy and passion. Getting that mix right is the difference between ventures that achieve greatness and start ups that are merely successful, or worse.”

**Survival of the social**

Humans are the primordial team players: our uniquely complex social relationships have been a crucial survival advantage. Our extraordinarily sophisticated talent for cooperation culminates in the modern organization.

Some evolutionary thinkers see the key moment for the emergence of interpersonal skills as the point when our ancestor moved from treetops to life on the broad savannas when social coordination in hunting and gathering paid huge dividends. Learning the essential skills for survival meant children needed, schooling in that critical period, up to age fifteen or so during which the human brain becomes anatomically mature. Cooperation provided this advantage and with it came a complex social system and a new challenge to human intelligence.

This view of the crucial role of cooperation in evolution is part of a radical rethinking of just what the famous phrase. Survival of the fittest means. In the late nineteenth century social Darwinists seized on that phase to argue that fitness meant the strong and ruthless would inevitably triumph over the weak. They used that as a rationale to celebrate unbridled competition and to ignore the plight of the poor and disenfranchised.

Today that idea has been overturned in evolutionary theory by the simple insight that evolutionary fitness is measured not by toughness, but by reproductive success: how many of one’s children survive to pass on one’s genes to future generations. That genetic legacy is the true sense of survival in evolution.

From that perspective, the group working together foraging for food, nurturing children, fending off predators has been the key to human survival, not the ruthlessness of lone rogues. And, indeed, Darwin himself first proposed that human groups whose members were ready to work together for the common good survived better and had more offspring than those whose members were self-serving, or those who were not part of any group at all.

Even today the benefits of a close-knit band are evident in the few remaining human groups that subsist as hunters and gathers, the mode of living throughout the millions of years during which our brain took on its present architecture. In such groups, one of the main determinants of children’s health is
whether they have a living grandmother or other elderly relative who can supplement the mother and father’s efforts to garner food.

One modern legacy of this past is the radar for friendliness and cooperation most of us have; people gravitate to those who show signs of these qualities. We also have a strong early-warning system that alerts us to someone who may be selfish or untrustworthy. An experiment at Cornell University had groups of strangers mix and meet for thirty minutes and then rate each other on how selfish or cooperative the others were. Those ratings held up when compared with how the people actually performed in a game where they could choose selfish or cooperative strategies for winning. Likewise, people are drawn to other who are as cooperative and friendly as they are groups made up of cooperative strangers are as altruistic and helpful to each other as are members of the same family.

Socializing Shape the Brain

One great anatomical legacy of the human need to band together is the neocortex, the brain’s topmost layers, which gives us they capacity to think.

The adaptive challenges that matter most to the survival of a species are what lead to evolutionary changes in that species. Operating in a coordinated band__whether it be a working corporate team or a roving group of protohumans__demands a high level of social intelligence, skill in reading and handing relationships. If the more socially intelligent have the greatest number of surviving offspring__and therefore are the most “fit”__then nature would select changes in the brain human brain that better handle the complexities of living in the groups. In evolution, a today group members had to balance the advantages of cooperation in fending off enemies hunting and foraging, and caring for children with the disadvantage of competition with in the group for food, mates, or other limited, resources, particularly in times of scarcity, add to that having to compute hierarchies of dominance, social and kinship obligations, and quid pro quo exchanges, and the result was a staggeringly large amount of social data to track and use well.

There in lies the evolutionary pressure to develop a thinking brain with the capacity to make all these social connection instantly. In the animal kingdom, only mammals have a neocortex at all. Among primates (including us humans) the ratio of neocortex to total brain volume increases in direct proportion to the size of the group typical of that species. For early humans that group could number in the dozens or hundreds and in today’s organizations life it can be in the thousands.

In this view social intelligence made its appearance well before the emergence of rational thought: the abstract thinking abilities of the human species piggybacked later onto a neocortex that had initially expanded to deal with the immediate interpersonal world. The neocortex, however, evolved from more ancient structures in the emotional brain, like the amygdala, and is heavily laced with circuitry for emotion.

The neocortex, with its sophisticated understanding of group dynamics must interpret its data in attunement with emotional signals. Indeed, every mental act of recognition (“that’s a chair”) has embedded within an emotional reaction (“….and I don’t like it”).

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This same brain circuitry lets us know immediately, for instance whom among those standing near us in an elevator we should greet and whom not ("the boss looks like she’s in a bad mood today—I think I won’t bother her"). And it forges every detail of the cooperative working relationships that are the key to survival in today’s organization.

Even as we pass the driest information back and forth, our neural monitors for emotional nuance are reading innumerable tacit cues—tone of voice, choice of words, subtleties of posture, gesture, timing—for the textured messages that give that information its emotional context. These emotional signals have the power to keep the conversation or the group on track or not. Smooth coordination depends on the emotional channel as such on the explicit, rational content of what is said and done.

**The Art of Collaboration**

John Seely Brown, chief scientist at Xerox Corporation and a cognitive theorist himself, point out that the crucial nature of social coordination is perhaps nowhere more evident than in today’s scientific enterprises, where cutting-edge knowledge grows through orchestrated, collaborative efforts.

Brown explains, “Many theorists think of learning from a purely cognitive viewpoint, but if you ask successful people to reflect on how they learned what they currently know, they’ll tell you: ‘We learned most all we know from and with each other.’ That takes social intelligence, not just cognitive ability. Many people have trouble because they don’t understand how you become part of a human situation, part of a relationship. It’s easy to focus on cognitive ability and ignore social intelligence. But it’s when you bring those together that you can create magic.”

At Xerox Corporation’s legendary Silicon Valley R&D facility, which Brown directs, he tells me, “Everything is done collaboratively, like everywhere in today’s high-tech world. There are no lone geniuses anywhere. Even Thomas Edison was brilliant knowledge manager. We traffic in human capital; ideas don’t come a lone head, but from collaboration in a deep sense.”

Social intelligence matters immensely for success in a world where work—especially research and development—is done in teams. “One of the most important skills in management is the ability to read the human context, to be aware of what’s in play,” says Brown. “Power in management is the ability to make things happen. But how do you let the world do some of the work for you? It takes what amounts to organizational judo—being able to read the situation, the human currents, and move accordingly. The more we operate in less controlled environments, the more we need to be able to read human energies.”

Brown continues, “There are some people who are blind to the dynamics of a groups. I’ll walk out of a meeting with one researcher, and he won’t have a clue about what went on, while another researcher will have read the dynamics in the room perfectly: knowing when to step in, how to put things, what matters. That person can carry ideas beyond work out into the world.

The art of “making an impact through people,” Brown adds, “is the ability to pull people together to attract colleagues to the work to create the critical mass for research. Then once you’ve done that, there’s the next question: how do you engage the rest of the cooperation? And then how do you get the message our and
convert the rest of the world? To communicate is not just a matter of pushing information at another person. It’s creating an experience, to engage their put__ and that’s an emotional skill.

**Team Advantage: The Group Mind**

In today’s workplace, this is a fundamental fact: each of us has only a part of the information or expertise we need to get our jobs done. Robert Kelly, of Carnegie Mellon University has been asking people working at a wide variety of companies the same question for many years: what percentage of the knowledge you need to do your job is stored in your own mind?

In 1986 the answer was typically about 75 percent. But by 1997 the percentage had slid to between 15 and 20 percent.” This no doubt reflects the explosive growth of information. More knowledge has been generated in the twentieth century, it is said, than in all of history before, and the rate of increase continues to accelerate as we enter the twenty-first.

Given this fact, the network or team of people to whom we can reach out for information and expertise is increasingly vital. We’ve come to depend on the group mind as never before.

“My intelligence does not stop at my skin” is how Howard Gardner, the influential Harvard theorist, puts it. Rather, he points out, it encompasses his tools, such as his computer and its database, and, just as important, “my network of associates__office mates, professional colleagues, other whom I can phone or to whom I can dispatch electronic massages.”

There’s no doubt the group mind can be far more intelligent than the individual; the scientific data on this point is overwhelming. In one experiment, students studied and worked in groups while taking a college course. For their final exam, they first took a portion of the exam individually. Then, after they turned in their answer sheets, they were given an additional set of questions to answer as a group.

Result from hundred of groups showed that 97 percent of the time the group scores were higher than those of the best individuals. This same effect has been found over and over again, even for extremely short-lived groups, ones that were formed solely for the purposes of an experiment. When teams of strangers listen to a narrative about the ups and downs of someone’s career, the more people on the team, the better their collective memory: There people did better than two, four better than three, and so on.

“As a math major, I believed that the whole is equal to the sum of its parts__until I worked with teams,” Chuck Noll, the legendary former coach of the Pittsburgh Steelers, told me. “Then when I became a coach I saw the whole is never the sum of its parts__it’s greater of lesser, depending on how well the individuals work together”.

Lubricating the mechanisms of the group mind so that it can think and act brilliantly demands emotional intelligence. Superb intellect and technical talents alone do not make people great team members.

That was shown in a compelling series of experiments at a business school at Cambridge University. Researchers there put together 120 simulated management teams to make decisions for a mock business. Some of the teams were composed entirely of people who were highly intelligent. But despite this
obvious advantage, the high-IQ teams performed worse than other teams whose members were not all so brilliant. And observation of the teams in action tells why: High-IQ members spent too much of their time in competitive debate, and the debating became an unending session of academic showmanship.

Another weakness of the high-IQ teams was that all the members opted for the same kind of task: applying their critical abilities to the intellectually intriguing parts of the job at hand engaging in analysis and counteranalysis. No one got around to other necessary part of the job: planning collecting and exchanging practical information, keeping track of what had been learned, coordinating a plan of action. Everyone was so busy try to be the intellectual star that the team flopped.

**The group IQ**

They’re lost on a desert the sun beating down mercilessly, mirages shimmering, not a recognizable landmark in sight. Their water is running low, and they have no compass or map. Their only hope is to set out in search of rescue__ but their supplies are too heavy. They have to choose what to take and what to leave in order to survive.

It’s life and death scenario. But not life threatening it’s a simulation used to test the teamwork skills of participants. The scenario allows each person to be rated on his or her individual choices to be compared to those made by the group as a whole.

The conclusion, from hundreds and hundreds of trails in that groups fall into one of three performance level at the worst frictions within the group make it fail as a team, with performance that is poorer than the average individual score. When the team works reasonably well, the group score will be greater then the average individual score. But when the team has real synergy, its score far exceeds even the best individual score.

For example, in terms, of technical expertise and experience the members of the management team at the auto division of one of Europe’s largest automakers outmatched those on the equivalent team in the truck division__you’d think they would be mediocre compared to that other team,” the management consultant who worked with the teams told me. “Yet when they operated as a unit, they were superb.”

What makes a team perform better than the best person on it? That question is key. Outstanding team performance raises the “group IQ” the sum total of the best talents of each members on a team, contributed to there fullest. When team operates at their best, the result can be more than simply additive__they can be multiplicative with the best talents of one person catalyzing the best talents of one person catalyzing the best of another and another to produce results far beyond what any one person might have done. The explanation of this aspect of team performance lies in the members’ relationships__in the chemistry between members.

In a classic study of group IQ by Wendy William and Robert Sternberg at Yale, the interpersonal skills and compatibility of the group members emerged as key to their performance (a result found time and again). Williams and Sternberg found that those who were socially inept, out of tune with other’s feelings, were a drag on the whole effort, especially if they lacked the ability to resolve differences
or communicate effectively. Having at least one high-IQ member was essential for good performance but not sufficient; the group had to click in other ways, too. Another potential liability was the eager beaver, a member who was too controlling or domineering to allow the full contribution of the others.

Motivation mattered greatly. If members cared and were committed to the goals, they tried harder and so did better. All in all, the social effectiveness of the group predicted how well it would do, more than did the individual IQs of its members. The conclusion, groups perform better when they foster a state of internal harmony. Such groups leverage the full talent of their members.

A study of sixty work teams in a large American financial service company found that many elements mattered to some extent for the team’s effectiveness. But the single dimension that mattered most was the human element, how members interacted with each other and those the team connected with. Several competencies of star performers are rooted in the basic human talents for social coordination:

- **Building bonds**: Nurturing instrumental relationship
- **Collaboration and cooperation**: working with others toward shared goals
- **Team capabilities**: creating synergy in working toward group goals

### BUILDING BONDS

_Nurturing instrumental relationships_

People with this competence

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Jeffrey Katzenberg is furiously making connections. Three headset wearing secretaries function as his antennae, probing and searching the entertainment industry for his next point of contact. Incessantly ringing people to arrange times, calling back to reschedule or with a reminder of the upcoming call, all so that Katzenberg can be continuously on the phone during any and all free moments, reaching out to the hundreds of people he stays in touch with as a matter of routine.

Katzenberg, one of the three founders of the Hollywood creative company DreamWorks SKG, is a networker with out equal. The motive for his manic flurries of calls is, mainly, just to stay in touch—not explicitly to “do business” but his telephone to routine primes these relationships, keeping them fresh so that when he business need comes along he can call on them seamlessly: make a proposal pin down a deal.

In the entertainment industry, relationships are the key to doing business, because the projects—a film, a TV series, an interactive CD ROM—are all short term, goal focused and time limited they require knitting together an instant organization a pseudofamily of director, producers, actors, an production people all of whom dissolve back at the end into a loose network of potential players. Katzenberg keeps a weblike thread of connection epitomizes star in almost every
kind of job. For instance, studies of outstanding performers in fields like engineering; computer science, biotechnology and other knowledge work fields find the building and maintenance of networks crucial for success. Even in the fields like technology the networks are linked the old fashioned way, face to face and by phone, as well as through e-mail.

But what cements a connection is not physical proximity (through it helps) so much as psychological proximity. The people we get along with trust, feel simpatico with, and are the strongest links in our networks.

The networks of top performers are not random; they are carefully chosen, with each person being included because of a particular expertise or excellence. These networks traffic expertise and information back and forth in an artful, ongoing give and take. Each member of a network represents immediately available extension of knowledge or expertise accessible with a single phone call.

People who work a network well also have an immense time advantage over those who have to use broader, more general that for every hour a star puts into seeking answers through a network, an average person spends three to five hours gathering the same information.

The Art of Networking

Weblike connectivity is the secret of success in many industries where people spend less of their careers in a single organization and more in short-lived, high-intensity relationships. Entertainment is certainly one such field. But this pattern, some predict, will come to typify many or most field’s in the years to come. In such a fluid reality, where virtual organizations from to do projects, them dissolve once the project is complete, the key to success is not whom you have worked for but whom you have worked with and whom you are still in touch with.

The electronics industry offers a case study in the crucial role of human networks in entrepreneurship. One estimate of the growth in value of the personal computer industry from 1981 to 1990 puts is going from virtually nothing to nearly $100 billion an immense accumulation of wealth spurred by the alliances forged between enterprising technical wizards and equally enterprising venture capitalists. Two thirds of high tech firms were backed by venture capitalists, a breed of investors that has had a symbiotic relationship with America’s high-tech industry since its earliest days, long before banks, let alone financial markets, would invest a penny.

Venture capitalists in Silicon Valley do far more than just spot a promising idea and put money into the startup they stay involved with the company they invest in. their involvement typically includes giving the fledging company access to the people they know in management, finance, and the high tech industry itself, and even helping recruit key talent.

For example, just about all of the start-ups funded by the venture capital firm of Kleiner Perkins Caulfield and Byers were sent to them by someone they knew and trusted. John Doerr a lead partner at the firm, talks about this rich web of relationships this way: think of Silicon Valley as an effective system for getting people, projects and capital together. Such a system of connections can spawn vast wealth and the absence of such a system can take dire toll, especially during hard times,
Social Networks Personal Capital

It was the 1980 on Wall Street, when just about anything went. He was only twenty-four, yet he managed a $3 billion money market fund, and his earnings were spectacular. But his investments were almost entirely in junk bonds, and the fund lost virtually all its value in the crash of October 1987. He lost his job.

“That was when he learned relationship everything in business,” his wife tells me. “There was no one there to protect him. He had gotten so cocky and full of himself, he hadn’t bothered to cultivate the kind of friendships that might have led someone to say let’s keep him. Then, the tried to look for a new job, he didn’t know anyone who would help him find something at another company.

After six months and five hundred fruitless phone calls he finally landed another, far less prestigious job from which he began to work his way up the ladder again. But his basic attitude has changed.

Now he’s the president of his local professional society. And he knows all the other key people in the business his wife says. The question we ask ourselves is, if he lost his job tomorrow, how many phone calls would it take for him to get a new job? Today it would take just one.”

Networks of personal contacts are a kind of personal capital. Doing well in our jobs depends to a greater or lesser extent on the work of the web of others. As one executive put it, while it may seem that he has control over how well he does his job, in reality, in addition to my direct control over but who can affect the performance of my job. At least two dozen of these people are crucial.

One of the virtues of building relationships is the reservoir of goodwill and trust that arises. Highly effective managers are adept at cultivating such relationships, whereas less effective managers generally fail to do so. This is particularly crucial for advancement from the lower rungs of an organization to the higher levels; these human links are the routes through which people come to be known for their abilities.

These networks may be quite distinct from the web of friendships we cultivate primarily for pleasure. Relationship building has a motive; these are friendship with a purpose. People skilled at networking often mix their private life and their work life, so that many or most of their personal friendships are made through work, though it takes clarity and discipline to keep work and private agendas from becoming entangled.

People who are shy, introverted, or reclusive are, of course, poor at cultivating such relationships. And people who merely accept the invitations they are extended but make none themselves or restrict their conversation to work matter do little to enlarge their web of relationships.

Another common failing is that people are too protective of their own work time and agendas. Turning down requests to help or to work cooperatively; the result is often resentment and a stunted network. But people who can’t say no whenever any one makes a request of them are in danger of taking on so much that there own work suffers. Outstanding performers are able to balance their own critical work with carefully chosen favors, building accounts of good will with people who may become crucial resources down the line.
Rapport building is central to developing strong, useful relationships. Rapport hinges on empathy and typically emerges naturally in the course of casual conversation about family, sports, children and the stuff of life. Finally the building of a close work friendship means establishing an alliance, a relationship that can be counted on. Those highly adept at relationship building, like Katzenberg or Doerr, can call on an extensive and ever expanding network of friends.

**Bring In the Relationship Managers**

Mark and Spencer, the huge British retail chain, gives an unusual gift to its regular supplier; a special key card that let’s them into the chain’s head offices anytime. Although they still have to make appointments, the key card makes them feel like members of the Mark & Spencer, family.

That is exactly the point. The key card is part of an intentional effort by Mark & Spencer to nurture a relationship of trust and cooperation with its suppliers. That effort also includes trips with suppliers to trade shows and to other countries to visit sources of raw materials. The goal: to strengthen mutual understanding as well as to spot new possibilities for products they can develop jointly.

The Marks & Spencer program exemplifies a trend among suppliers and retailers to build collaborative relationships, rather than simply playing one potential partner against another. That cooperative strategy has tangible payoffs: an analysis of 218 retailers carrying the products of a replacement auto parts manufacturer compared to those who distributed it, were 22 percent less likely to have alternative sources of supply, and to have 78 percent higher sales of the products.

While links between such large organizations may seem abstract, they boil down the day-to-day connections of sales reps, account managers, products managers and the like. These people to people coalitions across companies have concrete benefits for both sides: they can share mutually important proprietary information and allocate people and resources to customize business those from one company can sometimes act as de facto consultants for another. For example, a sales team from Kraft foods took it on itself to do a six months study of a retailer’s dairy case. The Kraft team then came up with recommendation for reorganizing shelf space and stocking new items that reflect recent buying trends. The result: sales for the retailer and of Kraft products to that retailer increased by about 22 percent.

Another example: Procter & Gamble used to pay its sales manager on the basis of the total amount of inventory they got retailers to take, even if that inventory ended up back in the warehouse. But that meant P&G salespeople were rewarded for a strategy that in the end hurt retailers and eroded business relationships. Now P&G has shifted its policy to compensate its salespeople for maximizing both P&G results and those of the stores that sell its products.

Since a company-to-company relationship is nothing more than the ties between the people from each the interpersonal chemistry is crucial. For that reason, Sherwin Williams, the pain manufacturer, actually invites managers from Sears, Roebuck, one its main retailers, to help choose the representative who will handle, the Sears account.
As Narmalya Kumar, writing about this approach in the Harvard business Review put it, the trust game has implications for the type of people that a company recruits to work with [its] partners…. Traditional manufacturers, salespeople, and retail buyers have had a volume or price focus. They need to be replaced by relationship managers with appropriate bedside manners.”

**COLLABORATION AND COOPERATION**

*Working with others toward shared goals*

People with this competence

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Intel the huge successful computer processor manufacturer had a paradoxical problem: its success was in a sense killing it. An extremely task focused organization the company concentration on product development, staying ahead of the curve in creating new technologies, and improving turnaround for new product introduction paid off in huge market share and profit. Yet for too any people, it just wasn’t fun anymore. That, at any rate, is how a consultant to a division at Intel, who was called ion for some advice, put it to me.

“They wanted a workshop on how to attend to the relationship side of their business, because it was becoming increasingly unenjoyable the consultant told me.” At the personal level they liked each other, but they were so intensely task oriented, their working relationship were suffering the needed to let supervisors know it’s not enough just to get the job done if you destroy the relationship within the working group. They needed management to appreciate that neglecting the soft side has hare consequences.

This interpersonal crisis at Intel points to the value of a collaborative cooperative spirit. Groups that have fun together__who enjoy being in each other’s company, who can joke together and share good times__ have the emotional capital not just to excel in the good time but to get through hard times as well. Group who do not share this emotional bond are more likely to become paralyzed or dysfunctional to disintegrate under pressure.

Even those who subscribe to the tough minded business is war ideology and seen no point in cultivating a humane tone may do well to ponder the immense effort put into cultivating esprit de corps at the platoon level in armies. The sophisticated understanding of what makes a unit work well under extraordinary pressures has always been that emotional bond are crucial to morale, effectiveness and the unit’s survival.

**The Organizational Marriage**

Everyone knew the meeting was a personal disaster for Al, a fledgling vice president at a large medical center. To be sure, all agreed the meeting was a good purpose to be created a vision and strategy for a failing community program Al had been brought in to run. But Al sabotaged both himself and the meeting. As he admitted afterward, I got my behind kicked.
Al’s first mistake was calling the meeting of the hospital’s already overscheduled senior management group on too short notice, selecting a day when he knew the VP of the nursing unit__someone with a crucial contribution__was usually out of the hospital. The consultant to the management team also couldn’t make it. Al’s second mistake was failing to offer a pre meeting briefing or preparation of any kind__he was winging even though this was his debut as new vice president. His and perhaps biggest mistake was to rebuff an offer from Sarah his boss and the president of the medical center, to help design a meeting that would be lively and more effective.

As the meeting unfolded it was painful evident to every one that Al was unprepared and flustered and those who came felt the session was waste of their time. Sarah felt Al’s disastrous performance reflected poorly on her judgment in bringing him into the job.

**What went so wrong?**

James Krantz, a professor at the Yale school of organization and management, who observed Al and Sarah on the job says the failed meeting was yet another symptom of something deeply amiss in their working relationship. With surprising rapidity they had settled into a pattern that brought out the worst in each other. Privately Al admitted to feeling that Sarah was overbearing and hypercritical of him, chronically dissatisfied with whatever he did Sarah said Al seemed passive, inept and sullen with her. At the emotional level, the two of them acted and looked like a couple trapped ion miserable marriage__except that this was work, not private life.

But Krantz observes it could happen anywhere__and with alarming ease. Any superior and an subordinates can slip into a destructive emotional dynamic, because each needs the other in order to succeed. A subordinate can make a boss seem effective__or pathetic__to the own boss’s since the superior is accountable for how well the subordinate does. And of course, the subordinate depends on the superior for promotions, raises and simply keeping a job__all of which makes the subordinates emotionally vulnerable to the boss.

There in lies the blessing or the curse. This interdependence ties a subordinate and superior together in a way that can become highly charged. If both do well emotionally__if they form a relationship of trust and rapport, understanding and inspired effort__their performance will shine. But if things go emotionally awry, the relationship can become a nightmare and their performance a series of minor and major disasters.

**The Vertical Couple**

The power of a subordinate to make a boss look good to her boss is, potentially, tremendous. But for Sarah, Al had become a magnet for some of her deepest anxieties about her own performance. She was embarrassed by the failure of the program Al had been brought in to run__she felt it reflected poorly on her own abilities as president and threatened her professional reputation. She now doubted Al’s ability to save the unit__and thus her reputation__and so was angry about his performance.

Al, for his part been perfectly capable at his previous job, but the promotion to vice president left him unsure of himself. He feared the others on the management team would see him as incompetent; at his worst moments, he felt
like an imposter. And, to make everything worse, Al sensed Sarah’s lack of confidence in him, which only compounded his anxieties and his ineptitude.

Each secretly felt the other was the cause of their problems: Al saw Sarah as undermining his confidence by being overly controlling as well as doubting his competence. Sarah, for her part, had started to see Al (just as he feared) as lacking both the confidence and competence to do the job she needed him to do, and so she felt obliged to be responsible, even aggressive, for both of them. The result was a downward spiral in which Al became more passive, unsure, and inept, and Sarah micromanaged, becoming more critical and controlling, finally trying to do Al’s job for him.

Krantz invokes a ponderous term for this dynamic between Sarah and Al: “projective identification.” Each of them projected onto the other their worst fears and doubts in an emotional self-fulfilling prophecy. Any close working relationship can take on such hidden undertones, though the one between a boss and subordinate is most prone to such emotional sabotage.

These unconscious agreements serve a rather sinister psychological function: They keep people from facing or even recognizing problems, had news, or conflicts. If a boss can blame some defect of his own and the resulting problems in the organization on a subordinate, then he never needs to face the real source of trouble: himself. One symptom Of this kind of projection “the problem is with him, not me” is a boss who can never find or name a replacement, even as retirement looms. No one is good enough; every candidate has fatal flaws.

Kiss Up, Kick Down

Sycophancy by subordinates, and a corresponding arrogance in the superior, is another all-too-common symptom of projection. The subordinates see the boss as having special power or ability; the boss buys into the projections and his sense of himself becomes inflated to the point where he feels the rules of decency no longer apply.

This pattern seems particular common in some cultures. I’m told by Deepak Sethi, an expert in executive education, that in India, his country of origin, the rule is “Kiss up And kick down.” As Sethi says, “There’s a lack of empathy downward in most old-style India companies. You see it in bosses who are openly angry with people. There’s no stigma to it; it’s completely acceptable to yell at your subordinates there.”

A major reason subordinates put up with it, Sethi says, is that so many Indian companies are privately held by powerful families, and there are many more highly qualified people than there are good jobs available, “So even if you’re a professional manager, you’re at the mercy of the owners.

An understandable result of the kiss-up-kick-down relationship is a large pool of resentment “that’s never expressed upward, but passed on downward, in a chain of angry rudeness.” This leads workers to sabotage the company’s success in passive ways, like not getting things done on time which, of course, makes the boss yell at everyone all again.

That bitter cycle echoes the stalemate between Sarah and Al: Sarah felt she couldn’t trust Al to do his job well enough, so she kept pushing him to do
tasks while hovering over him, expecting the worst. This, in turn, made Al feel demeaned and undermined his abilities.

The saga of Sarah and Al, fortunately, had a happy resolution. Sarah was acutely aware that something was off track in her relationship with Al, if only because it stood in such stark contrast to the effective ties she had to everyone else on the management team. Once the diagnosis was made, Sarah was able to stop micromanaging and show Al that she had some faith in his capabilities. She also clarified his responsibilities. No longer shadowed by the fear that she saw him as unfit for his job, Al was now able to take initiative and show his competence.

Their story is one with wide implications. Virtually every one who has a superior is part of at least one who superior is part of at least one vertical couple every boss forms such a bond with each subordinate. Such vertical couples are a basic unit of organization life, something akin to human molecules that interact to form the latticework of relationship that is the organization. And while vertical couples have all the emotional overlay that power and compliance bring to a relationship, peer couples__our relationships with coworkers__have a parallel emotional component, something akin to the pleasures jealousies and rivalries of siblings.

If there is anywhere emotional intelligence needs to enter an organization it is at this most basic level. Building collaborative and fruitful relationships begins with the couples awe are a part of at work. Bringing emotional intelligence to working relationships can pitch it toward the evolving creative mutually engaging end of the continuum; failing to do so heightens the risk of a downward drift toward rigidity, stalemate and failure.

**TEAM CAPABILITIES**

*Creating group synergy in pursuing collective goals*

People with this competence

- Model team qualities like respect, helpfulness and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

Teamwork is of utmost importance to companies like Owens-Corning, a building materials manufacturer, which found itself with about two hundred incompatible software systems, each tailored to a specific task like tracking shingle counts or invoices for insulation. To help their salespeople sell the company’s whole line, rather than just insulation or roofing, Owens-Corning needed a single, unified software system.

So Michael Radcliff, their chief information officer, turned to SAP, a German industrial-applications software company, which installed a system at Owens-Corning that connects all the information in the entire operation. When a sales rep sends in an order, the system automatically allocates the raw material for its manufactures, schedules its production and delivery, and takes care of billing all with a single data entry.
But there’s risk the SAP system is notoriously complex. And a small glitch can create company wide chaos. Owens corning and all Sap’s other manufacturing customers world-wide need to trust that they can rely on SAP to keep them running.

Before an SAP account rep tells me I sometimes would have a hard time getting people from other divisions come together with unified solution for a customer’s problem. After all if our software goes down, they can’t get their product out the door; they need to be assured they can count on us. Hence the formation of team SAP, the short and term for the teams of SAP employees available to all their customers at all times.

Similar teams to be everywhere in business these days management teams, task forces, quality circles, learning groups, self managed work teams, and so on. And then there are the instant, ad hoc teams called into being over the course of a meeting or as a short-lived virtual group working together on a one-time project. While people at work have always helped each other out and coordinated their efforts, the ascendance of work teams in large organizations puts a new premium on team skills.

About half the fortune 1,000 companies in a general accounting office survey said they were using self managed work teams, and expected to expand their use in coming years.

The advantages begin at the personal level people feel the combination of cooperation and increased autonomy offered by a self managed work team offers more joy and fulfillment. When teams work well, turnover and absenteeism decline while productivity tends to rise.

Perhaps the most compelling strength of teams for business is their pure economic potential. Just as individuals who are superior performers can add tremendous financial value, so it is with teams. The top work teams at a polyester fiber plant achieved an astonishing productivity advantage when compared to teams doing the exact same work. Each of the top ten teams produced 30 percent more fiber per year in total, about seven million pound more. At a market price of $1.40 per pound that meant an economic value added of $9.8 million!

As analyst Lyle Spencer Retold me, “There’s a huge leverage from better working teams. When you look at the economic value added, it’s out of all proportion to the salaries of team competencies or things like team building as ‘touchy-feely’ the benefits are quite real.”

Spencer adds, benefits from high-performing teams at the top offer even greater payoffs. “At the highest levels, the scope of thinking is bigger people are projecting five and ten years out and the economic advantages of a high-performance executive team for a company can be vast.”

Strong groups are essential in a climate of corporate upheaval. I visited AT & T in 1996, shortly after it had announced its intention to split into three separate companies and lay off forty thousand employees. An executive in a division that is now part of Lucent Technologies told me. “The pain is not being felt everywhere. In a lot of the tech units where people work in tight teams, and where they do together they’re fairly impervious to the turmoil.”

He added, “Whenever there’s a strong self-managed team, with clarity about its mission, high standards for its product, and a clear sense of how to do its
work, you just don’t see fears and uncertainty the way you do in other parts of the organization. Members put their trust in their teammates, no just in the organization or its leaders.

**The Team Achievement Drive**

A friend who manages a team of software engineers in Silicon Valley tells me, “With a single phone call, any of the people I work with could get a job across town for twenty thousand dollars more a year. But they don’t.”

Why?

I keep it fun.

The ability to make everyone on a team love what they are doing together is at the heart of team building and team leadership. Studies of the highest performing self-managing work groups find that a critical mass of their members love working in group. This team achievement outlook is a combination of a shared competitive drive, strong social bonds and confidence in each other’s abilities. Taken together these elements add up to what Spencer summarizes as “fast, focused, friendly, self-confident, fun teams.”

People on such teams tend to share a common motivational pattern. They are competitive and evenhanded in matching members to the best role for their talents. They have a strong affinitive need they like people for their own sake which makes them more harmonious better able to handle conflicts and offer mutual support. And rather than seeking power that is purely self-interested, they wield power in the best interest of the group they share a commitment to the group goal.

These are the kind of teams Spencer notes that are increasingly widespread in entrepreneurial high tech organizations where quick product development is vital to meeting the competitive pressure of an industry in which the shelf life of a product line is measured in weeks and months.

Just twenty years ago team skills were only threshold abilities, not a trait that defined outstanding leaders. In the 1990s, though, team skills are a defining quality of star performers. At IBM, 80 percent of the time a person’s strength as a team leader predicts whether someone is atop performer or just average, Mary Fontaine, of Hay/McBer, told me. These are people who can create compelling visions conceptualize their business in an exciting way, articulate it simply and emphatically, and so inspire others with enthusiasm in their work together.

In a study by the center for creative leadership of top American and European executives whose careers derailed the inability to build and lead a team was one of the most common reasons for failure. Team skills, which had been of little consequence in a similar study in the early 1980s had emerged as a key mark of leadership ten years later. By the 1990s teamwork became the most frequently valued managerial competence in studies of organizational around the world.

The number one challenge for leadership here is getting the heads of our unit to play together to collaborate, an executive at a fortune 500 companies tells me. That is the great challenge at any level, in any organization. Team ability comes into play anytime people work together toward a common goal, whether in an informal group of three or in an entire corporate division. The demand for team skills will only grow in the coming years, as work revolves more and more around ad hoc groups and virtual organizations, around spontaneous teams that arise and
dissolve as the need for them comes and goes and as tasks become so complex that no one person has all the skills needed to accomplish them.

**The value of star teams**

As with individuals, so with groups emotional intelligence is key to excellence. Of course intellect and expertise matter but what sets star teams apart has much to do with their emotional competence. Studies at companies like GE Abbott Laboratories and Hoechst Celanese asked: what competencies distinguish highly effective teams from mediocre ones?

To find that answer Vanessa Drukat now a professor at the Weatherhead School of management as case western reserves university, analyzed 150 self managed teams at a huge American polyester fiber plant run by Hoechst Celanese, the German chemical company and where Spencer’s data also came from. One the basis of objective performance data, she compared the ten most outstanding teams with average ones doing the same jobs.

These emotional competencies emerged as distinguishing capabilities of the ten star teams:

- Empathy or interpersonal understanding
- Cooperation and a unified effort
- Open communication setting explicit norms and expectations and confronting underperforming team members
- A drive to improve, so that the team paid attention to performance feedback and sought to learn to do better.
- Self-awareness, in the form of evaluating their strengths and weaknesses as a team
- Initiative and taking a proactive stance toward solving problems
- Self-confidence as a team
- Flexibility in how they went about their collective tasks
- Organizational awareness, in terms of both assessing the need of other key groups in the company and being resourceful in using what the organization had to offer.
- Building bonds to other teams

A case in point for how such competencies let teams work better can be seen in a study of strategic decision making in forty-eight top management team at food-processing companies across the United States. CEOs were asked to identify the most recent strategic decision their company had made. Researchers then contacted the members of the management team who had been involved in the decision

**Making team decisions presents a paradox:**

On one hand, the wisdom holds that the more freewheeling and intense the debate, the better the final decision; on the other hand, open conflict can corrode the ability of a team to work together.

Research on decision making in management teams shows that having people who possess the three qualities of high cognitive capabilities, diverse perspectives, and expertise leads to higher-quality decision making. But intellect and expertise are not enough; members also have to mix in a healthy interaction, one that furthers rigorous, open debate and critical examination of people’s assumptions.
Achieving this level of openness can be a delicate, emotionally loaded matter. Too easy a consensus risks a low-quality decision, while too much contention results in a lack of unity and resolve. What allows a management team to argue heatedly but end up with strong consensus? The presence of emotional intelligence.

And what makes a group go off track, with healthy debate devolving into open war? When disagreement is couched as personal attack, or when debate is in the service of political gamesmanship, or when a dispute triggers acrimony in a group member.

The central finding if arguments become emotionally loaded, the quality of decisions suffers. As one consultant told me, the image of the well-coordinated management team is a myth when amygdala hijacks, conflicts and other undealt with emotional static interfere with their abilities to plan, decide, and learn together. On of the other hand, debate free of bad feeling carried out in a positive spirit of mutual inquiry with everyone feeling the process is fair and open and holding a shared concern for the organization rather than their narrow self interest__led to the best decisions.

In sum there is a middle way; teams can use intellectual battle to upgrade the quality of decisions, provided they keep debates free of the emotionality that might alienate or sabotage commitment to the decision such as self awareness, empathy and communication that is, in how well team members argue.

The glue people

The ability to keep a group working well together is a valuable talent in itself. Every high functioning group almost certainly has at least one member with this talent. The greater the complexity of the group’s task, the more evident in science and technology, where the mission is to discover or create. Take neuroscience: biomedical research is increasingly interdisciplinary high tech; no one can know everything,” says Dr. Jerome Engel, a neurobiologist and professor of neurology who directs the Seizure disorder center at UCLA. –It’s all research teams now. People who are great motivators and collaborators, who are gifted in making a medical project work, are the glue that holds it all together. The future of research depends on having people like that on your team.

Yet, at least in the academic world, these skills are sadly undervalued. When people come up for tenure review the Dr. Engel adds. These good collaborators tend to publish with other people. Usually their supervisor and tenure committees blindly assume it’s the superior’s work__though these people are key. It’s a disaster. I find myself fighting for the reviewers to understand that the collaboration is in itself a skill worth keeping someone for__it’s essential to biomedical research. But academic from disciplines like math and history, where research is a solitary pursuit, don’t understand.”

The result; there’s a counterreaction among the younger researchers, who are sometimes afraid to collaborate because of this which can mean they go off alone and do trivial or unimportant research,” Dr. Engel. It’s creating an atmosphere of paranoia, an unwillingness to share data or work together that’s undermining a scientific generation’s ability to collaborate.
Where academia has been slow to recognize the value of a talent for cooperation and teamwork, business has not. Richard Price, a psychologist at the institute for social research at the university of Michigan, calls these superbly nurturing types who are the cornerstone of strong work team health engendering people. or HEPs.” They’re crucial to a team,” says Price it doesn’t mean to everyone has to be social emotional leader, but if one HEP is there, the team will work ten times better.

One legendary team, the engineering group at the data general whose efforts whose efforts were memorialized in the best selling book. The Soul of a New Machine had two HEPs on board. The team’s second in command, Carl Alsing, was everyone’s confidant and emotional support. Alsing, who had planned to be a psychotherapist before heading into electronic engineering, became a group sounding board; everyone felt comfortable talking to him.

The second team nurturer was Rosemaric Seale, there secretary, who acted as a kind of den mother seeing that everyone’s material needs were taken care of and handling the minor crises of the day like paycheck gone astray, or making sure people joining the team were shown around. While such secretarial tasks may seen routine and mundane, they are crucial because they let people at work feel protected supported, and cared for and this some way is why secretaries or their equivalent will always be invaluable, despite technologies that would seem to render them obsolete.

The Competent Team Leader

An American pharmaceutical firm had an expensive problem: once a new drug was identified and patented, testing and development took an investment of around $100 million and up to thirteen years to get the FDA approval that allowed marketing. Because the patent on a new drug’s basic chemical compound last just seventeen years, that gave the company about a four year window to recoup its investment and turn a profit before the drug became available as a generic.

A task force looking into the dilemma recommended a new structure: project teams focused on specific drugs, headed by project leaders reporting directly to the head of R&D leaders who would be trained in the team leadership competencies. Such leaders could both be product champions within the company and bring entrepreneurial energy, enthusiasm, and collaboration to the team itself.

When these teams were compared three years later to others where the leaders had no such training, they not only had higher morale and esprit de corps, but also had cut product development time by 30 percent thereby doubling the time the company would have the drug exclusively.

The designated leader is something like a parent in a family. Like a parent, leaders have to be sure that their actions are perceived by everyone on the team as fair, and like a parent, a good team leader will look out for the team members, defending them. For example when their reputation comes under attack in the organization at large and providing for them by getting the practical support they need, in budgets, personnel, or time.

The best team leaders are able to get everyone to buy into a common sense of mission goals and agenda. The ability to articulate a compelling vision that serves as the guiding force for the group may be the single most important
contribution of a good leader. A charismatic leader can hold a team on course when all else fails.

Apart from molding the crucial emotional tone of a team, the leader provides coordination, which is the secret of cooperation and consensus. When people were put together in a leaderless group and told to work on solving a tough problem together, the more effective teams were those that spontaneously developed a structure where one person orchestrated their efforts, so they could solve a tough problem as efficiently as possible. Group that operated in a leaderless mode, with everyone communication with everyone else willy-nilly were less effective.

But strong team leaders do not act as the group’s brain or autonomous decision markers, so much as consensus builders. When team leaders express their own opinion too early in a decision-making discussion, the group generates fewer ideas, and so making poorer decisions. But when team leaders hold back, acting mainly as facilitators of the group’s process without imposing their views, not expressing them until toward the end of a discussion, the outcome is a better decision.

In this sense team leaders bead best when they lead least. This is especially true for self managed work teams, where the supervisors of the teams are not team members and the teams can perform autonomously.

In a study of self-managing customer service teams at a major American telephone company, the teams faltered when the supervisors gave suggestions and even “encouraging” advice. The “advice” seems to have been read by the team in two ways: either as a demoralizing message that they were doing poorly and so needed extra help, or as meddling that got in the way of the team doing its best work.

The dynamic was very different in customer service teams that were self-managing but directly run by a supervisor. In these more traditional teams the supervisor’s feedback had a positive effect on performance. The different in the impact of supervisory control seems to revolve around the team’s charter. When a team has a mandate run itself, a supervisor, no matter how well intentioned, may undermine team performance. So when it comes to self-managed teams, the best leadership seems to be little or no leadership at all.

The Team and Organization Politics

They’ve got these separate silos of authority and creativity, but no one talks across the boundaries,” a consultant called in by one of America’s largest food manufacturers tells me. “People who handle one brand won’t cooperate with people who manage another, let alone try to innovate new products or marketing approaches together. But to stay competitive, they’ve got to create teams that transcend these boundaries.”

Organizations of all kinds have come to the realization that the success of the whole demands that talents be orchestrated in teams that cut across traditional boundaries. This can be seen in ad hoc project teams and teams for planning, improving processes, developing products, and troubleshooting. All such teams are unified around a focused task, with members coming from discrete parts of the organization.
Such cross-functional teams are a special case, a kind of pseudo-team that brings together a mix of people who have their feet in two caps: their home base within the organization and their common meeting point as a team. Because they represent diverse parts of the organization, they have the potential for wider impact and coordination than would a team that is partitioned off. As these teams work together for the larger good of the organization each member remains beholden to a constituency back home.

But over allegiance to the home base can have disastrous effects for the team. At an American automaker, for example, a cross-functional steering committee working on a new prototype held a meeting to work out their mutual electrical needs. The car’s electrical power serves twenty different subsystems, including stereo, dashboard, headlights, and engine. A separate team, in turn, was developing the prototype for each of these subsystems, and when they met, they found that their combined solutions would consume 125 percent of the electrical power available. And since many members of the steering team were sent the meeting with instructions from their own bosses to make no compromises, the meeting was a disaster.

How can teams like this do their work effectively? An analysis of forty-three such teams at a global automaker__ the same study that tracked the electrical power meeting__ suggests several answers. The first lies in the organizational context, in which resources and power are given to the team itself and its members are rewarded based on the team’s performance.

Another solution lies in raising the collective level of emotional intelligence. This might include delegating someone as a “process leader,” who can track whether the group’s work exemplifies collaboration, mutual respect, openness to diverse perspectives, listening, empathy, and the other hallmarks that raise a group’s IQ. If the team process is on track, then members should feel the work is exciting, challenging, and important. Lacking these emotional intelligence team basics, the alternative is, as one member of a dysfunctional cross-functional team put it, “a fiasco.”

The Team as Hero

The world’s attention was captured for several weeks in 1997 by the spectacle of Sojourner, the spunky rover that sputtered along the rock-strewn landscape of Mars. The television coverage of the tiny rover pluckily threading its way through Mars’s jagged terrain like the Little Engine That Could was drama enough. But the real miracle was the remarkable team effort behind getting Sojourner there at all.

The project as originally conceived by NASA was a full-scale exploration of Mars. It suffered a near-fatal setback in 1992, when Congress froze funding, leaving barely enough to build a tiny, scaled-down demo model that had been planned only as a preliminary step in the larger plan.

So the project members were faced with converting what was to have been a nonworking scale model into a fully operational, miniaturized version of the probe.

Anthony Spear, the director of the Pathfinder project that delivered Sojourner, let Donna Shirley, the program manager, model a team on “Skunkworks,” the name of the famed R&D team at Lockheed that sequestered
itself and produced a stream of pioneering aviation prototypes, from America’s first supersonic jet fighter to the Stealth bomber.

Shirley assembled a small, sleek team that would accomplish only the work necessary for the mission. Spear made the team even more efficient by doing away with layer of bureaucracy that had typified past NASA apace projects. With the pathfinder, one group would do everything, from designing to operation.

The team shared the whole task, often in creative problem solving session that wore on into the night. These were open forums, where everyone, no matter their ostensible rank, was given equal hearing.

Though the challenge was daunting, the spirit was playful. Al, Sacks data system manager, recalls someone asking for more money yet again. So Sacks pulled a rubber dart gun from under the table and shot his teammate. This was serious business, says Sacks but we turned it into fun.”

The team had to be nimble, new challenges and surprises were constant. For instance, as Sojourner was being loaded into the pathfinder spacecraft that would carry it to Mars, the engineers noticed during a televised news conference, no less, that the large metal folding petals designed to protect the rover once Mars were not shutting all the way.

They were horrified.

Sending the press home, the team scrambled frantically to find the problem and solve it. Since they had never before but the whole rover together, they had not considered the possibility that the latches that closed the petals would sag under the weight of all the parts.

So team members pulled off an engineering model, made slight modifications, hand carried them form their facility in California to the lunch site at Cape Canaveral, and replaced them. It worked.

The team worked around the clock for six months before the launch. What kept everyone on track despite the grueling pace was the grandeur of his or her goal. Said Bridget Landry, deputy uplink systems engineer, the idea that what we’re building and testing right now will be used when we land on Mars was really exciting. I tried to think of that when the fourth revision in the last hour for the same sequence came in! Yet, she added, there are few jobs that are all glamour and no dirt; the good ones, like mine are those where the glamour excitement and emotional reward make up for the scut work.

That scut work produced a marvel. The six-wheeled rover had a surprisingly modest brain; while the best Pentium computers have more than five million transistors there are under seven thousand in the rover’s.

And when Sojourner was finally launched, the project was not only a spectacular success; it was also $7,000 under budget. The team had invited at least twenty-five new devices or processes and had produced a spacecraft in one-fourth the usual time. While the Mars observer, lost in 1991 before reaching the planet, cost $1 billion, Sojourner was successful and came in at a quarter of that cost.

As one team member says: “it was like we caught fire—nothing could stop us.” The Sojourner team was in flow.

**Group flow**
When I’ve asked seasoned executives and managers what it’s like when teams they’ve been on or run have caught fire and outdone they come up time and again.

- **A daunting challenge or a noble mission.** “One of the reason group goals often fail is they’re too materialistic, a vice president of space launch systems at Lockheed Martin told me. “I look for superordinancy__ goals big enough that the whole group can get behind them. Such work has compelling meaning and motivation; working toward something monumental deserves everyone’s best effort.

- The late Nobel Prize winning physicist Richard Feynman remembered how differently people worked on the Manhattan project before and after they knew what their effort was for. Originally strict security meant the whole team was kept in the dark, so they often worked slowly, and not always very well.

- They Feynman convinced Robert Oppenheimer to tell the team of technicians what they were actually working on__ it was during the darkest days of world War, 11 and their project was a weapon that might stop the axis enemy who were at the time ascendant. From that point on, Feynman recalled complete transformation. They began to invent ways of doing it better… he calculated that their work went ten times as fast after they understood the goal.

- **Intense group loyalty.** “When extraordinary teams talk about what made them so successfully you often hear them say it’s because they really love and care about each other, says Daniel Kim cofounder of MIT’s center for organizational learning and now with Pegasus communications. “If people were honest about what makes great teams in an organization, they say part of it is the emotional connections that allow both openness and caring.

- **Diverse range of talent.** The stronger the array of capabilities a team brings to its task, the more flexible it can be in meeting changing demands. Diversity begins with technical demands, but extends also to emotional competence__ including a “glue person”.

- **Trust and selfless collaboration.** People in successful teams feel they can count on each other. When Bob Taylor assembled the team at Xerox PARC that developed the prototype of the user-friendly computer (eventually the basis for the first apple computer when Xerox failed to follow through), he looked for people who could work collaboratively, and encouraged everyone to help out with other people’s work. You could spend forty percent of your time working as hands on some body else’s project recalls Alan Kay, one of the first computer scientists asked to join.

- **Focus and passion.** The demands of meeting a great inherently provide focus; the rest of life can seem not just mundane, but trivial by comparing for the duration the details of life are on hold. Focus can be sharpened by creating a working space for the group separate from the rest of the organization both in function and in place. The Manhattan project was members; the Skunkworks at Lockheed was in a windowless, singles building that was off limits to everyone else at the company.
Work that is intrinsically fun and rewarding, such intense focus is in itself a kind of high. Members works less for external perks like money, promotion or prestige than for the inner rewards of the work itself. Whether that thrill comes from the drive to achieve or a need to make an impact, there is an intense emotional payoff from outdoing all others as part of a group. As a member of the data general software team put it. There’s a big high in here somewhere for me that I don’t fully understand the reason I work is to win.

The Team as Learning Lab: The Five Secrets

Burt Swersey’s bright idea came to him when an article I wrote for the New York Times back in September 1995 caught his eye. It was about the Bell Labs study in which stars in an engineering division seemed to owe their success more to emotional intelligence skills than to technical ones, and it inspired Swersey to try something new with his engineering students at Rensselaer polytechnic institute.

He started his class by telling them about the Bell Labs study and what he called the “five simple secrets of success”, rapport, empathy, persuasion, cooperation, and consensus building. And he announced instead of spending the first day of class reviewing engineering basics, they would conduct a learning lab on the five secrets.

How would you go about establishing rapport with someone you don’t know? Swersey asked.

As the class, somewhat baffled and tentative at first, offered suggestion Swersey listed them on the blackboard: “introduce yourself, look at the person while you talk, ask them a question about themselves shake hands, tell them about yourself listen carefully…”

“These sound like the right answer, “Swersey told them. “Now pick someone you don’t know and take three minutes to establish some rapport.”

The students pitched in enthusiastically; the room was filled with their chatter and banter. Swersey had a hard time getting them to stop and focus on the next “secret,” the art of being empathic.

Asking them what empathy meant, he wrote these answer on the board; caring, listening being supportive a young man wearing a baseball cap backward, his feet on the desk muttered showing you give a damn.

“That seems to capture it pretty well,” said Swersey. Now I want you to come up with something in your lives you feel you need some support for and tell it to your partner. Partners, your job is to empathize the buzz in the room made it clear that this was going well, too.

So Swersey upped the ante: “now make up something that directly negatively impact your partner. If you’re the listener, no matter how hard it is to take, resist the temptation to tear the person apart just be empathic.” So the role-playing began and students spun out earnestly enacted, antagonizing tales; I smashed your car. I killed your goldfish. I slept with your girlfriend.”

For the empathizers Swersey insisted they go beyond a stoic “Okay” and put themselves in the shoes of their partner saying something like, I feel so bad for you, you must be so upset. That led to classwide discussion of a more realistic situation someone on an engineering team who fails to deliver their promised part
of a project on time. The student talked about taking the other person’s perspective and began to understand the importance of being supportive rather than angry.

They want on to practice persuasion and consensus building taking three minutes to decide as group which was the single best flavor of ice cream in the world and why (one consensus building answer: Neapolitan, a combination of three favorite flavors).

The result of this small social experiment?

“These sections turned out to be the best teams I’ve had in year of teaching introduction to engineering design,” says Swersey now. They not only worked better together than any students I’ve had, but they produced extremely ambitious innovative devices. I attribute a good part of their success to the time spent working on the five secrets.

Swersey’s humble experiment speaks to a larger problem in organizations, particularly ones that are laden with technical experts when I work with companies that have to manage engineers the main problem in team building is that as a profession, engineers don’t view people skills as relevant, Daniel Kim formerly at MIT tells me. Now these companies are waking up to the cost of not having emotional competences.

That awakening can be seen, too at professional school management these days more of the curriculum is becoming team based. Kim adds. This is in response to criticism for companies that MBA have been trained to excel at individual but they need to learn how to work well in teams, too.

What may team enthusiasts fail to see is that every team itself can become a learning lab for the very capabilities people of a team bring unique strengths and skills to the groups some technical some emotional and social capabilities observes Kathy Kram, a director of Boston university for mutual learning, if the team can make that learning an explicit goal or part of their contract together.

That opportunity is typically wasted, she adds because too often a focus on how team members relate is seen as a distraction from achieving the team’s goal, instead of a way to help them work better together. But using teams for learning team skills makes great sense especially in team used organization

And that brings us to the next point whether through a team or on our own each of us can strengthen and develop any of these emotional competencies_ if we know how.
MODEL LESSON PLAN
for
Emotional Literacy Class
******

Topic:  Empathy (Knowing Feelings, Sensations and Emotions of others)
Class:  10th
Class Size:  30 students
Time:  40 minutes

Specific Objectives:
The students will:

- Study a wide range of emotions and subsequent feelings.
- Learn new vocabulary to tell emotions.
- Explore different visual signals and cues to express emotions.
- Discuss and show means we can know the feelings of other people and respect different viewpoints.

Vocabulary for Learning

English:  Empathy, Tolerance, Respect, Stance, Emotional Hijacking, Viewpoint
Urdu:  Hamdardy, Rawadary, Bardasht, Hilm, Izaat, Ihtram, Hikmat, Ghaiz, Ghazab, Zid, Lachak, Moaqif, Nuqta-e-nazar, Dil Shikasta

Audio-visual Aids/ Materials

Digital camera, computer and printer, Working with Emotional Intelligence by Daniel Goleman

Background Knowledge

All human beings are capable of having a lot of different emotions and feelings. These emotions and feelings direct their actions. The emotions and feelings of an individual affect other people and vice versa. Knowledge and information about emotions and feelings of other people in the surroundings is very important and
essential for our existence and survival. We know about emotions and feelings of other people through their facial expressions, gestures and other body language.

**Procedure/Steps**

1. The teacher will read the definition of empathy. Then a student will be asked to read that definition loudly. After this the teacher will explain the term “Empathy”.
2. The students will be divided six equal groups.
3. Cameras will be distributed among groups.
4. The students of each group will be asked to describe various emotions. The will have to demonstrate these emotions by acting. During the demonstrations, the students will be encouraged to take pictures of group-mates, and then they will be asked to describe the pictures and talk with them about different perceptions.
5. 
   i. The importance of being able to identify and understand different emotions in other people to empathize will be talked about and students will be asked to present examples of ways they have shown empathy towards friends and family members.
   
   ii. It will be discussed that how it is necessary to show empathy to our friends and family members, and how difficult it can be to show empathy when we are emotionally hijacked.
   
   iii. “Emotionally hijacked” will be defined.
   
   iv. The importance of “Mashwara” will be highlighted and the verse from the Holy Quran “ Walkazimin-al-Ghaiz” will be explained with the examples from the Seerat-e-Tayyiba.

6. **Unsettled Emotional Situations**

   i. The students have already been divided into six groups.
   
   ii. A brief discussion will be made about how various families are made up.
   
   iii. The students will be asked to describe their family’s characters.
   
   iv. The will be asked to take the group as a family.
   
   v. Next, they will be asked to select an argument or an unsolved problem that can be played out but does not have a set on finish. The disagreement can rise into a shouting contest.
   
   vi. Five minutes will be given for this activity.
7. Situation Presentation

i. The students will be asked to take photos of the group members at different times during the arguments.
ii. Discussions after each improvisation will be carried out.
iii. All the photos taken by students will be discussed to talk about:

- How they think each of the members are feeling,
- Discovering why and how each person reach the point they are at
- And how the situation could be transformed from hot-blooded to a useful emotional experience by utilizing empathy.

8. Alternatives

i. **First Replay.** After presentation of argument by a group and subsequent discussion, the group will be asked to replay the situation and one of the members will be encouraged to assume the role of one of the members showing empathy toward another member.

ii. **Second Replay.** The situation will be replayed and in each scene by adopting one of the members the approach of a mediator empathizing with the other members and trying showing all the different viewpoints to help understanding the perspectives of one another.

iii. **Third Replay.** The situation will be replayed for the third time asking the whole group to add in some of the novel ways of empathizing other than discovered in the discussion.

iv. The students will be asked to utilize these information/skills to resolve the conflicts in the real life settings e.g. family, class, playground etc.

**Evaluation**

The proposals and ideas forwarded by the students for the unsettled situations will enable the teacher to judge whether they have comprehended and grasped the concept of empathy or not and they were provided the chance to employ their knowledge during group replay. Moreover, by observing their future conduct, behaviors and interactions with each other, teacher can assess change and the outcome of the lesson.

[Based on the content of Goleman’s *Working with Emotional Intelligence*: pp. 157-192(Chapter 7)]
Appendix-N

PERMISSION FOR CONDUCTING EXPERIMENT FROM
HEAD OF INSTITUTION

The Effect of Emotional Literacy on Academic Achievement and
Emotional Intelligence of the Students at Secondary Level

Emotional Literacy

... The effect of Emotional Literacy on Academic Achievement and Emotional Intelligence of the Students at Secondary Level

العازف

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HEADMASTER
Govt. High School
Isa Khel, Waliwalli