Collaborations

> "If you don't want to encourage poor behavior, don't spend a lot of time on it."

Book Corner ~ *Whale Done*
by Kenneth Blanchard, Thad Lacinak, Chuck Tompkins and Jim Ballard
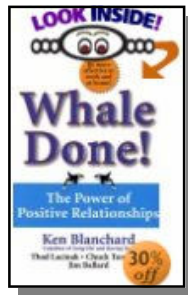
It's short. It's simple. And, as is always true of Blanchard's books, it has one very clear message. By accentuating the positive and redirecting the negative, we can help others demonstrate extraordinary performance and create an environment of happiness and success.

The book looks at both business and personal examples and shows us that the same approaches work in both environments. We are reminded that "The more attention you pay to a behavior, the more it will be repeated" and "If you don't want to encourage poor behavior, don't spend a lot of time on it."

We are given simple but effective approaches and tools that can be used immediately. If you want to create an environment of positive feedback and success, this may be the book for you!

Emotional Intelligence

*Q*uestion:

I've recently read many discussions about Emotional Intelligence and the impact it plays on an individual's success in working with people. What is Emotional Intelligence? What part does it play in effective performance on the job? Can Emotional Intelligence be improved or learned?

Collaborations Response:

Research has shown that Emotional Intelligence "EQ" (as it is often called) is a better predictor of success than "IQ". Basically Emotional Intelligence is the ability to recognize and manage emotions (yours and others). Daniel Goleman, spearheaded the work on EQ in his books "*Emotional Intelligence* and *Working with Emotional Intelligence*."
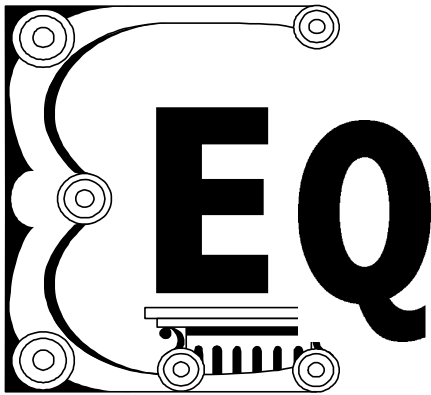
Goleman defines EQ as *"The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships."*

There is a difference between rational self-awareness and emotional self-

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Emotional Intelligence

awareness; and between rational reaction and emotional reaction. While we would like to think that our first reaction is rational, that is not the case. Research, and our own experience, tells us that we have an emotional reaction preceding a rational one. This is increasingly so as the situation is more "charged" or our own stress levels increase.

In day-to-day interactions with others almost everyone does quite well. However, all of us have probably experienced times when our EQ is pushed to the limit. The easiest way to recognize those times is to reflect on incidents after which we have said to ourselves, "I can't believe I said (or did) that." Or "I wish I had not said or done that." Typically we are prone to what might be categorized as an "EQ" breakdown or incident in emotionally charged situations, under the successive accumulation of stress, or when it's just a bad day and everything seems to be going wrong.

We all have some level of Emotional Intelligence (EQ). Just as we have differing "IQs" we also have differing levels of EQ. Individuals with a higher EQ easily recognize those times when they were blind-sided by their own feelings, or loss of self-control, or when they were insensitive or unaware of the feelings of others. Conversely, we all probably know individuals who seem unaware of how others are feeling, lack empathy, exercise poor self-control, and don't seem to be able to accurately "read" people or relationships. Typically someone like this really isn't aware of how they come across or impact others.

There are four different aspects of Emotional

Intelligence. These are self-awareness, social awareness, self-management and relationship management. There is a causal relationship running through those four aspects that directly dictates our impact on others.

Interestingly, unlike IQ, EQ can be improved and developed. Daniel Goleman partnered with Richard Boyatzis and David McClelland and other researchers at the Hay Group to develop the Emotional Competence Inventory (ECI). The ECI is a 360° feedback instrument that measures eighteen Emotional Intelligence competencies that outstanding performers exhibit more frequently in more situations for better results. These competencies are behavioral differentiators that contribute to these outstanding performers success.

The 360° feedback from the ECI is designed to give entry to discussions around Emotional Intelligence competencies and raise our self-awareness. It builds a case for why EQ is so important.

Last spring Dave attended a training and certification program for the ECI. Recognizing the important role Emotional Intelligence plays in an individuals success, Dave has now added the ECI to his consulting, training and coaching work.

For more information, discussion or questions please feel free to call or e-mail Dave. He would be happy to discuss with you whether the ECI might be helpful in your situation.

WELCOME, DAVE!

Please note from Dave's contact information that he has recently relocated to Texas, ya'll.

His contact information is on page 4.

Feedback Revisited

Over three years ago, we spent some time in *Collaborations* on the topic of Giving Feedback. The book *Whale Done* and the recent focus of our work have compelled us to approach the topic again.

We use the terms "Reinforcing Feedback" and "Developmental Feedback" to describe the two types of feedback that people typically give. We use these terms since they describe much more clearly the purpose of the feedback being given.

As we know from Blanchard's quote, "The more attention you pay to a behavior, the more it will be repeated," so "reinforcing feedback" is very appropriate instead of just "positive feedback." When someone says they are going to give us "constructive criticism," our experience is that we only hear the word criticism. If there isn't some help or a suggestion for growth and improvement to go with the feedback, it's not of much use. So we use the term "developmental feedback."

In workshops, when asked the value of reinforcing feedback, participants easily can create a list.

Value of Reinforcing Feedback

- Improves self-esteem
- Lets people know they are on the right track
- Improves morale
- Gets people doing more of the right things

When asked the value of developmental feedback, we also get an easily generated list.

Value of Developmental Feedback

- Refocuses the person
- Improves performance
- Let's the person know you care
- Stops problems before they become big

Interestingly enough, participants agree that there is great value in both types of feedback, yet when asked, most admit that they don't give enough of either type. It seems we "forget" to tell people when they are doing well, or we figure they already know. The job market is tight right now, but when it opens back up, these people may leave because they feel unappreciated or they don't understand how what they do contributes to the overall organization.

With developmental feedback, there are a number of reasons why we don't give it as often as we should. Some of these include bad past experiences, fear the person will cry or get angry, insecurity of how to give the message, not wanting to spoil the person's day, and not wanting to spoil one's own day. Yet, if people don't know what they are doing wrong, how can they improve? Blanchard tells us to redirect them -- that can be a key part of this process.

So, commit now to give more feedback. Here's a very simple model for both types of feedback. Try it!

Reinforcing Feedback Model

- State or Restate Expectations
- Share your Observations
- Explain the Impact
- Say "Thank you"

Developmental Feedback Model

- State or Restate Expectations
- Share your Observations
- Explain the Consequences
- Ask "What shall we do to fix this and move forward?"

The impact or consequences helps people see that they are connected to others. Asking how to move forward includes the person in the dialogue and decision about what to do and redirects towards something positive. It's empowering and increases the chances that they will refocus appropriately.

Collaborations

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Web Conferencing

Technology continues to help us work remotely more effectively. If you are beginning to use or are considering using web conferencing, here are a few tips:

- Be sure each person is set up in advance of the session. (One leader I know, won't enroll someone in the web conference until they have successfully signed onto a conference and communicated with him from the site.)

- Use the "white board" capability to record information that's being discussed. If you don't have that feature, just put a Word document on the screen and type into that. Discussion can move ahead more quickly if everyone can see the notes.

- If you are the leader, turn off your Instant Messaging -- it's embarrassing to have everyone on the conference see messages meant only for your eyes.

- Use the same guidelines you use for conference calls:
    - Have and follow an agenda
    - Include only the people who need to be included
    - Limit the time to 2 hours maximum

We'd Like to Hear From You
If you'd like to contribute to Collaborations or if you have a question or topic for us, we'd love to hear from you. Send an e-mail to sgerke@sbcglobal.net with your ideas or questions. We can't include everything, but will respond based on topics of most interest.