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Emotional Intelligence Training Development for Improved Performance and Productivity

What is Emotional Intelligence?

Emotional Intelligence means being intelligent about emotions – a different way of being smart. Emotional intelligence is your ability to acquire and apply knowledge from your emotions and the emotions of others in order to be more successful and lead a more fulfilling life.

Why is emotional intelligence so important in the workplace?

- People need to cope with massive, rapid change.
- People need to be more creative in order to drive innovation.
- People need to manage huge amounts of information.
- The organization needs to increase customer loyalty.
- People need to be more motivated and committed.
- People need to work together better.
- The organization needs to make better use of special talents available in a diverse workforce.
- The organization needs to identify potential leaders in its ranks and prepare them to move up.
- The organization needs to identify and recruit top talent.
- The organization needs to make good decisions about new markets, products, and strategic alliances.
- The organization needs to prepare people for overseas assignments.

Benefits of EQ

- Increase motivation, energy, and engagement to improve productivity.
- Increase trust and caring to improve customer service and customer loyalty.
- Increase critical, creative, and ethical thinking to improve business decisions.
- Increase flexibility, communication, and optimism to improve problem-solving and innovation.

Lack of EQ can lead to…..

- Lack of innovation and creativity.
- Unsuccessful reengineering and process improvement initiatives.
- Decreased productivity.
- Decreased customer satisfaction and customer loyalty.
- Career derailment.
- High turnover.
- Stalled change initiatives.
- Declines in revenue.
- Increases in stress and healthcare costs.
- Negative organizational climate/culture.
- Workplace violence.

EQ/EI Training Development

In order to ensure training effectiveness, the systematic approach for developing training programs consists of seven steps:

1. Create an Encouraging Environment

Actions speak louder than words. The program will be highly successful if the president actively participate in the program along with the employees. Research supports the proposition that the organizational environment is key, and it points to specific ways in which people in an organization can create an encouraging environment. Trainees in a manufacturing firm reported greater intention to apply what they were to learn when they received program information prior to the program, recognized that they would be held accountable by their supervisors for using what they learned, and believed that the program was mandatory. Other research has shown that in organizations where senior management has demonstrated a real commitment to learning by providing intensive a recurrent training, employees show a greater acceptance of it. Also important is the extent to which participants receive follow-ups to see whether they are applying what they have learned.

An especially important part of the learning environment is the trainer or coach. The most effective Social and Emotional Learning programs devote considerable attention to the selection, training, and ongoing monitoring of the trainer or coach. Effective trainers also monitor the emotional atmosphere during the training process by paying attention to their own feelings and those of the participants, and they address problems directly when they occur. In all these ways the trainer works to make the learning environment safe and encouraging.

2. Guage Readiness

Research on a wide variety of behavior change programs suggests that people go through several stages of readiness for change before they are ready to make a true commitment. In the first stage, they deny that they have any need for change. In the next stage, people begin to see that they need to improve, but they are not sure that anything can be done about their problems and they put off making a decision. In the third stage, the individual recognizes that there is a problem and also that there are ways of dealing with it, but the person has not made a concrete plan to act. It is not until the fourth stage that the person is ready to act. However, if they are still in first or second stage, the following processes are most appropriate for people in this group:

I.   Help Learners Recognize benefits

Appropriate strategies for people in this group involve helping them assess the benefits and costs of change. One such strategy is educational: the trainer provides data, information, and examples that show learners that EI competencies can help them to achieve greater satisfaction in their work and in the rest of the lives and also that such competencies can be taught and learned.

II. *Help Learners Assess Their Emotional and Social Competence and Provide Feedback.*

Even after learners recognize the value of social and emotional competencies, they may still not be convinced that they need to work on these competencies until they see how they measure up on them. There are a number of methods for assessing emotional competence for development purposes, including self-monitoring and observation, psychological tests, 360-degree assessments, simulations and assessment centers, and interviews. Negative feedback also should be provided skillfully by a neutral trusted source that built into the process.

III. *Make Learning Self-Directed.*

Another way to increase learner motivation and commitment to change is by making the learning process self-directed. One way is to offer participants more than one learning option, asking them to choose the one they think would be most effective for them.

IV. *Develop Positive Expectations for Success.*

Wanting to change is necessary but not sufficient. Learners also need to believe that it is possible for them to make the changes necessary to achieve the desired outcomes – referred to as *self-efficacy*. It is not enough to recognize that one should change and that there is a way to do it. One also must believe that one has the skills to be successful. Self-efficacy can be enhanced in several ways. The most effective is successful action. People are most likely to believe they can be successful when they *are* successful. This experience of success can be accomplished by encouraging the individual to try a very small, manageable step toward the goal. In many cases, success in achieving this behavior increased their self-efficacy enough that they became committed to a systematic program.

3. *Help Learners Set Clear, Meaningful, Manageable Goals.*

Setting goals is the primary task of the preparation phase. When a learner is ready to embark on a program of change, setting goals can greatly enhance motivation and help the individual sustain that motivation for an extended period of time. Making the goals specific and manageable is important. In general, specific goals are more effective than vague ones in helping people sustain motivation.

4. *Break Goals into Manageable Steps.*

For many people, trying to bring about even modest improvements in emotional competence can be frustrating. Although challenging goals are more motivating than simple ones, it also helps if the goals are attainable. When people reach a goal, their self-efficacy increases, which leads to the setting of new, more challenging goals.

5. Use Models of Desired Skills

Giving learners opportunities to observe live models of the skills to be learned can be very helpful. In any kind of learning it is important that the learners be clear about what it is that needs to be learned. In Social and Emotional Learning program, one cannot rely on words alone to clarify what needs to be learned because the emotional areas of the brain do not use ideas and words. Models provide a way of directly accessing these older parts of the brain that play a crucial role in emotional intelligence.

6. Maximize Opportunities to Practice.

The relationship between practice and learning is one of the oldest and best established principles in psychology. In social and emotional learning, there often must be more practice than in other types of learning because old, ineffective neural connections need to be weakened and new, more effective ones established. Such a process requires repetition over a prolonged period of time. And learners need to practice on the job, not just in the training situation, for transfer to occur.

Relying on a single seminar or workshop is more of the most common errors made in social and emotional learning programs. Even an intense workshop lasting several days usually is not sufficient to help people unlearn old, entrenched habits and develop new ones that will persist. The most effective training programs include repeated sessions of practice and feedback.

7. Provide an Organizational Culture that Supports EI Learning

The climate of the work environment is particularly important for transfer of social and emotional learning to the job. The organizational culture needs to support the desired change at the outset of training. Management should set up a system of rewards that continually encourages the learner to use the new skills. In addition, Self-reinforcement has been found to be more effective than social reinforcement for long-term maintenance. The researchers found that adding a self-management component at the end of each training session significantly improved the program's impact on participants learning and reduced post-training decay over the next six months. The self-management training showed the learners how to monitor their use of the skills they learned and how to reinforce themselves in using the skills.

Conclusion

In our every day life, we are faced with a multitude of tasks and responsibilities. One has to work for maintaining a livelihood, taking care of a family, maintaining a social status and good relationship with other people around him. His actions and interactions with others, his behavior, thinking process, decisions are often under the influence of his emotion at the time. Understanding of our emotions in

relationship with others in the light of rationalism is the basis of Emotional Intelligence or EQ. EQ enable us to co-exist harmoniously in our social life, in dispensing mature judgements and in our ability to face problems and handle them tactfully. It is an essential quality of life development, which bring us fulfillment in life and better achievement in works.

References

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