

ODSPOT

Centre for Organisation Development *Newsletter*

Spring 2003

Emotional INTELLIGENCE



Over the past few months, CfOD has received a number of enquiries about Emotional Intelligence (EI): clients want to know what it is, and if it is relevant for their training and development programs. There is understandable confusion about the range of Emotional Intelligence models and the different measures to determine people's Emotional Intelligence or their Emotional Quotient (EQ).

Emotional Intelligence is generally accepted to be the capacity to recognise, use, understand and manage emotions in yourself and others. The recognition of these abilities as an important life-skill is not new and existed long before the recent branding.

Aristotle said: *"Anyone can become angry... that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose and in the right way ... that is not easy."*

Tools to enable people to recognise, understand and manage emotions are included in a range of programs offered by CfOD, including: Team Management and Development, Conflict Management, Facilitation Skills, NLP and Influencing Skills, and MBTI® and Personality Type. These programs, dealing with the 'people' side of organisational development, are an important aspect of CfOD's services.

However, we do not call these programs Emotional Intelligence because that term belongs to a recently emerged concept that is still in development, and there is considerable debate regarding its definition, scope and its implications for the workplace environment.

The term 'Emotional Intelligence' first appeared in 1985, when a graduate student at an arts college in the USA included it in the title of his doctoral dissertation. Five years later, two American, academic journals published the work of university professors John Mayer and Peter Salovey, which proposed a definition of Emotional Intelligence as a set of skills and abilities contributing to the appraisal of emotions, the regulation of emotions, and the use of emotions in reasoning.

Since then other researchers have proposed alternative theories including: Bar-On, 1997; Epstein & Meier, 1989; Goleman, 1995, 1998; and Petrides and Furnham, 2000.

The most notable of these is Daniel Goleman, who propelled EI to giddy heights. Goleman, a Harvard PhD and New York journalist, was planning and researching a book called *Emotional Literacy* when he came across the work of Mayer and Salovey. He liked the provocative term 'emotional intelligence', and asked if he could use it, and their research findings, in his forthcoming book. Goleman's publisher must have liked the term too, because at some stage, someone decided to change the title of his book to Emotional Intelligence, and that is where the confusion begins.

Goleman's book, published in 1996, was an immediate success in the States and went on to become an international bestseller, but the ambitious claims that the book made had

little to do with the definition of EI as proposed by Mayer and Salovey. Whilst they had focussed on the fluid interplay between emotions and intellect and how emotions can help us in reasoning, Goleman portrayed an emotional intelligent person as one possessing all the qualities of a 'nice' person. He included a range of qualities in his assessments, such as zeal and persistence, which are not usually associated with emotions; he claimed to 'redefine what it means to be smart' and to reveal why 'EI can be more important than IQ'.

Meanwhile, Mayer and Salovey, along with many other researchers and academics, remain cautious about making claims as to what Emotional Intelligence means on a practical level and what it might predict in terms of success and happiness. They emphasise that Emotional Intelligence is yet to be properly understood and completely defined. However, what is pertinent is that they do not see this as an impediment to the development and possible use of Emotional Intelligence, and are pleased that the continuing publicity has launched a hitherto obscure area of research into the public arena.

The development of competing models of Emotional Intelligence has resulted in the construction of different measures designed to assess people's Emotional Quotient. These measures tend to be grouped into three categories: self-report, ability-based, and observer-rated. Researchers have not reached a consensus with regard to the most appropriate method of measurement for Emotional Intelligence, although many feel a self-reporting method to be no more accurate than it would be if you asked people to self-report on their intelligence.

"Emotional intelligence is hypothesized to enhance workplace outcomes but does not guarantee it in the absence of suitable skills."

David Caruso

Contact Us

- To receive a copy of our new services guide
- To enquire about our services
- To join our mailing list

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Books from the CfOD library...

GOOD BUSINESS

Leadership, Flow and the making of meaning By Mihaly Csikszentmihalyi

Since Mihaly Csikszentmihalyi published the groundbreaking *Flow* more than a decade ago, world leaders such as Tony Blair and former President Clinton have been

inspired by the book. *Flow* explored the notion that people enter a 'flow' state when they are fully absorbed in activity during which they lose their sense of time and have feelings of great satisfaction.

In this latest book, Csikszentmihalyi leverages his definition of 'flow' to create a blueprint for a workplace in which bringing out the best in workers comes before products and profit. He interviewed several dozen exemplary CEOs whose wisdom provides the radical job description of the book's premise: "*Leaders make it possible for employees to work with joy, to their heart's content, while responding to the needs of society.*"

Csikszentmihalyi (pronounced chick-sent-me-high-ee) offers some inspiring stories from leaders who engage employees to go with the flow, including: Body Shop founder Anita Roddick, McDonald's chairman and CEO Jack Greenberg, Patagonia crown prince Yvon Chouinard, and AOL Time Warner's Ted Turner.

Each chapter deals with a facet of creating and developing flow and is augmented by a section of notes, explaining the origins of the concepts cited and where to find further information and teachings.

This book identifies the factors crucial to the operation of a good business; trust, respect, commitment to fostering the personal growth of employees, and the dedication to creating a product that helps mankind. *Good Business* is sure to become a must-read text for anyone who values the positive contributions of individuals in the changing world of business.

A copy of *Good Business* is available from the CfOD Library.

Get Qualified!

Certificate IV in Assessment & Workplace Training

We have designed an accelerated program for people who have a basic understanding of training in the workplace. Group sizes are small to ensure a flexible, relaxed and accelerative learning environment.

WEEKEND PROGRAM	WEEKDAY PROGRAM
Sat 15 & Sun 16 November 2003	Tue 18 & Wed 19 November 2003
Sat 22 & Sun 23 November 2003	Tues 25 & Wed 26 November 2003
Sat 29 November 2003	Tue 2 December 2003

Programs run from 9am to 5pm | Cost:\$995, which includes materials, venue and parking | Call our office on 9645 4466 to enrol

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To muddy the waters even further, many organisations and training companies are simply repackaging existing courses and labelling them 'Emotional Intelligence'. No wonder there is such confusion!

At CfOD, we concur with David Caruso, who, on the Mayer-Salovey-Caruso website, writes:

"We walk a fine line when we discuss emotional intelligence and its importance. On the one hand, we firmly reject the popular presses' (sic) notion that emotional intelligence is critical in all aspects of our life. We also reject the idea that emotional intelligence is about being a 'nice guy'... On the other hand, we do believe that emotional intelligence can play some sort of role in leadership, career development and our work-life. This role is being defined as we speak, through empirical research and theorizing.

"Emotional intelligence does not and should not be thought of as a replacement or substitute for ability, knowledge or job skills. Emotional intelligence is hypothesized to enhance workplace outcomes but does not guarantee it in the absence of suitable skills."

While research continues in universities and institutions throughout the world, and new models and measurement methods are emerging every few months, CfOD will continue to collect data and keep up-to-date with recent findings on Emotional Intelligence, its measures and its applications.

If you would like to discuss Emotional Intelligence or know more about CfOD's suite of services and how we help people to recognise and manage emotions in themselves and in others, please call CfOD on (03) 9645 4466 or email services@cfod.com.au

Introducing **ELSPETH SHARP**



Elspeth Sharp epitomises the qualities of the CfOD consultant. She is passionate about personal

and professional development; she is a highly skilled facilitator and trainer with substantial experience in a range of industry sectors; she creates a motivating and stimulating learning environment; and she works well with groups and individuals from all levels – through to the highest level of management.

Elspeth has worked with CfOD for the past year, gaining rave reviews from the groups and individuals that she has worked with. Courses that Elspeth has designed and conducts on behalf of CfOD include: Team Building, Leadership and Management Skills, Interviewing Skills, Performance Management and Business and Report Writing.

Elspeth is refreshingly understated about her strengths and it is her considerable achievements over more than 20 years as a consultant, course designer and facilitator, which give you a measure of her commitment to personal and professional development.

She is renowned for creating development programs customised for individuals and organisations and has designed and conducted team-building courses for Adidas; designed Performance Review Systems for a number of organisations; initiated a graduate coaching and mentoring program at NMRB; developed Training Need Analysis for several local councils; and designed, developed and conducted a self-development program for women in management positions.

"I like to encourage managers to talk to their staff about their learning needs. In my experience, people are keen to learn and are career conscious, often seeing training as a reward and a motivator to continue their career growth," explained Elspeth, who believes that people are often starved of workplace training and development opportunities.

Elspeth's formal qualifications include a Master of Commerce (Organisation Behaviour), Bachelor of Arts, Diploma of Education and Certificate IV in Assessment and Workplace Training. In addition, she is an accredited administrator of the Myers-Briggs Type Indicator (MBTI)[®], DiSC[®] and Team Management Index[®].

Her professional roles include former Chair of the Grading Committee of Australian Human Resources Institute, Member of the Recognising Prior Learning Coordinating Committee of Australian Institute of Banking and Finance, and she is currently a member of the Bachelor of Business (Business Administration) Course Advisory Committee at RMIT.

But it is the work that Elspeth has done in the community that best illustrates her commitment to development and growth in the lives of other people. She has served on a number of boards in a voluntary capacity, including National Council of Women of Australia; UNIFEM – the United Nations Development Fund for Women; St John's Homes for Boys & Girls (now Anglicare); and the Box Hill Hospital Ethics Committee.

If you would like more information on courses that Elspeth develops and conducts on behalf of CfOD, please contact us on (03) 9645 4466.

Conference REVIEWS

ICF Australian Conference

Star City Casino, Sydney

August 2003

The 2003 ICF conference, held at Star City Casino, was host to 290 delegates from around the world, who met for three days to listen to inspiring informational keynote speakers, such as: Sir John Whitmore, Matt Church, Gloria Burgess and Alexander Caillet. As you would imagine, the energy was electric. This was added to by the local presenters, who were also of a very high standard.

The coaching profession is ever evolving and the opportunity to benchmark our coaching practice against dynamic and world renowned practitioners was extremely useful and empowering.

A very energising and rewarding event for coaches at all levels.

1st Australian Evidence-Based Coaching Conference

University of Sydney

July 2003

A world first event convened by the Coaching Psychology Unit of the University of Sydney and held in the restful precinct of the university.

The conference was an academic event which created a forum for the presentation of current research into coaching psychology and practice. Coaching as a professional practice has little evidence-based data around it. Twenty-five speakers presented papers on peer-reviewed research on coaching practice, models and applications to an audience of 240 attendees, from a range of academic and professional roles.

The content of the presentations was outstanding and for two days the conference was the epicentre of serious coaching practice in the region.

The event will be held every two years and is a must for the professional coach. Congratulations to Dr Anthony Grant and his team for an excellent conference.

Peer Support Program UPDATE

A lot has been happening with the Local Government Peer Support Program. Customisation of the online program has begun and we are now conducting awareness sessions within councils. The following Charter Members are signed up: City of Frankston, City of Port Phillip, City of Greater Dandenong, City of Manningham and Cardinia Shire Council. Other Victorian councils are showing a keen interest in this sector-wide initiative, which will see local government employees being able to establish mentoring relationships with members in their own council as well as other councils across the state.

To find out more or to become a member council of the Peer Support Program, call CfOD on 9645 4466.



learning to LEARN

by Margaret Devlin Managing Director, Centre for Organisation Development

The concept of the 'learning organisation' was popularised by the writings of Peter Senge in the 90s and has since become part of our organisational development language. The question is, how well have we been able to integrate the concept into practice? In other words, how much learning actually goes on in organisations?

People generally confuse learning with training. They look to their HR, OD and training professionals to make the learning happen in much the same way we expect teachers to make the learning happen for children. Whilst the training room or classroom can be an important part of learning, it can equally be experienced as unsupportive, competitive and critical for many people – too closely associated with experiences of failure than success.

People will logically acknowledge the need for continuous learning and development, but in practice, ingrained fear of failure and an overemphasis on competence often limits them in being open to learning and relearning.

Unlike education and training that is often presented as an intellectual or brain experience, learning is a much more complex phenomenon, which engages the whole human system. In other words, learning is a holistic experience of mind, body, emotion and spirit. When we focus on one of these elements above others, we oversimplify the learning process. Peter Senge said in a

keynote speech on organisational learning: *"It [learning] is inextricably connected to the way we live our lives, and to the excitement, challenges, motivation, and support woven throughout our daily experience."*

When these principles are placed in an organisational system, it is not surprising that organisational learning, change and innovation cannot be carried out in a reductionist or fragmented manner. When we split off parts of the organisation to be restructured or reengineered or change-managed, we should not be shocked when the human parts of the system disengage, or even worse go into subtle sabotage as defences against fear and anxiety. Because the only way an organisation can be perceived as learning is if the people within it are learning – it is the organisation as a human system that evolves, innovates and learns new ways of being.

Ultimately learning in a human system is not about answers and solutions it is about endless questions. If we know the answers we may have learned something, but we are not necessarily learning. I find a most provocative question to ask people in organisations is: "How much of yourself do you bring to work?" Because when we can safely be present at work in mind, body, heart and soul, then perhaps we can really start to learn with all the consequent benefits of personal and professional growth, job satisfaction and increased productivity.



The New CfOD Services Guide

Some of you will have already received the latest Centre for Organisation Development Services Guide. If so, you will see that we have designed the latest edition as a folder, so that it may be customised to include the information on programs and services most relevant to your organisation.

Please keep the Services Guide as a reference. We will send you updates and information on new programs and services, as they are developed.

If you have not yet received your CfOD Services Guide and you would like a copy, or if you would like to know more about a particular program or service, please contact our office on (03) 9645 4466 or email services@cfod.com.au

ODSpot is a forum for discussions and issues relating to Organisational Development. We will highlight your workplace initiatives, innovative programs, industry developments, academic research and practical tips.

ODSpot welcomes your feedback, ideas and contribution. Please send comments, letters and articles to fiona@cfod.com.au.

We look forward to hearing from you!

OD Group update

Our August OD Group session, entitled 'Coaching on Purpose', explored lessons from the executive coaching field, and the implementation of results-focused, executive coaching initiatives. A panel of senior line managers, who have implemented executive coaching initiatives in their organisations, shared their insights in an interactive discussion. Topics covered included: success factors, quality assurance, project management, and positioning coaching effectively in the organisation.

The September session was designed for those who work in the not-for-profit sector. Roland Naufal, CEO of Villa Maria Society, talked about his journey as a CEO of a

large and complex organisation. In addition, he shared some of his learnings from a recent trip to the USA, where he visited the Greenleaf Foundation and other innovative not-for-profit organisations.

Our next OD Group Meeting, on 5 November, promises to be both highly entertaining and enlightening. We have invited Melbourne's Playback Theatre, a group of professional actors and musicians, who use a unique form of improvised theatre to tell the stories of the group.

If you would like to know more about the OD Group, please contact fiona@cfod.com.au