



# Emotional Intelligence: How Competent Are You?

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## What Makes a Leader? Emotional and Social Intelligence

### Emotional Intelligence Isn't a Trait -It's Skills

When I talk about emotional intelligence, I'm not referring to a fixed trait. Emotional intelligence is a set of skills that can be developed. In my model of emotional intelligence those skills fall into four domains: self-awareness, self-management, social awareness, and relationship management. Richard Boyatzis and I worked with KF Hay Group to produce a [tool](#) for assessing twelve emotional intelligence competencies nested within each of these four domains that make people stars in the workplace.

### Competence: Another Way of Saying Skill

Competence is another way of saying skill. It's learned and learnable. The concept of competence itself has been around for many years. Richard and I were in on it at the beginning working with our professor at Harvard, David McClelland. Companies saw this as a method to determine what abilities made their star performers so effective. This is important, competitive information. Organizations look at their top performers and average performers and systematically analyze what they see in the top people that they don't see in the

average. Then, they seek to help their employees develop these competencies and hire and promote people that look like the stars.

In our research, we've specified emotional intelligence competencies used by outstanding leaders that can be assessed objectively, behaviorally-everyone can see it, you know you're doing it. Those are the ones we included in the [Emotional and Social Competencies Inventory](#). The ESCI is a 360-degree assessment, meaning an individual completes a survey as do people above and below that person in an organization. Then, the individual receives the information about their own self-assessment as well as the anonymous ratings done by the others.

### **Learn More about the Twelve Emotional Intelligence Competencies**

This month, I'm working with [Key Step Media](#) on a video describing each of the twelve emotional intelligence competencies, what they are, why they matter, and how leaders can use them effectively. This video is part of a series that will be released this fall. I'll let you know when it is available. Until then, here are short descriptions of each of the competencies. Can you see these skills in your own behavior and in the actions of people around you?

Learn more about about competencies in [The Building Blocks of Emotional Intelligence: 12 Competency Primers](#).

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### **Emotional Intelligence**

#### **Self-Awareness**

##### *Emotional Self-Awareness*

Leaders who are attuned to their feelings and how they affect their job performance. They use their values to make decisions. Emotionally self-aware leaders are authentic and able to speak openly about their emotions.

#### **Self-Management**

##### *Emotional Self-Control*

People skilled at managing their emotions. Leaders with this skill remain calm and clear-thinking in stressful situations and hold on to their emotional balance.

##### *Achievement Orientation*

Leaders who hold themselves and others to high standards. They work toward challenging and measurable goals. They continually seek ways to improve their performance and that of their team.

### *Positive Outlook*

These leaders see every situation as an opportunity, even those that may look like a setback to others. They see other people positively and expect them to do their best. They expect the changes in the future to be for the better.

### *Adaptability*

Leaders with this skill handle many demands while staying focused on their goals. Uncertainty is both expected and comfortable for these leaders. They flex in response to new challenges and are quick to adjust to sudden changes.

## **Social Awareness**

### *Empathy*

Leaders who can comprehend an individual or group's unspoken emotions. They listen well and easily grasp other's perspectives. Empathetic leaders explain their ideas in ways other people understand and work well with people from diverse cultures and backgrounds.

### *Organizational Awareness*

Leaders who understands all aspects of an organization: where formal and informal power is held, relationships that provide opportunities for networking, conflicts, unspoken norms, and guiding values.

## **Relationship Management**

### *Influence*

Leaders who are skilled at appealing to others and developing buy-in from key players in a situation. They are engaging and persuasive with individuals and groups.

### *Coach and Mentor*

Leaders who take interest in assisting others. They know the individuals with whom they work, including their strengths and goals. They give constructive feedback to coworkers and help others focus on growth opportunities.

### *Conflict Management*

These leaders make an effort to recognize different perspectives. They focus on helping everyone find the common ground upon which they can agree. They allow everyone's opinion and direct efforts toward finding an agreeable resolution.

### *Inspirational Leadership (Inspiration)*

A leader who inspires can move people. Their articulation of a shared mission causes others to join them. They show others the purpose behind their day-to-day work.

### *Teamwork*

These leaders build an atmosphere of cooperation, helpfulness, and respect. They help others commit to the group's effort. They help a team develop an identity, positive relationships, and spirit.



**Daniel Goleman**



## **Influence: 4 Keys to Open Doors**

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Think you need to be in a position of power to have influence?

Think again.

While true that executives have influence, don't assume you need to work your way into a C-suite position before you can be influential. No matter what your position, you can have a powerful effect on those around you, if not the whole organization.

Influence is one of twelve [Emotional and Social Intelligence Leadership Competencies](#) in the model I developed with Richard Boyatzis. Influence as a competency refers to the ability to have a positive impact on others, to persuade or convince them, or to gain their support. With the Influence competency, you build buy-in from key people.

It's important to note that influence is not about getting people to do what you want because you hold the moral high ground. If your ideas are bad or would be detrimental to people, then ultimately your efforts

will be less convincing. But if your ideas are strong, could be beneficial, or have the potential to get agreement, then influence will help you mobilize the resources necessary to make things happen.

### **What Does It Take to Have Influence?**

Like many EI competencies, influence requires skillful use of other competencies. Emotional Self-Awareness and Emotional Self-Control help you avoid leaping in prematurely and pushing for your objective without fully understanding the viewpoint of those who would be impacted by your decisions. With such awareness and control, you know how your feelings impact your actions and can choose better how to further your goals. Empathy and Organizational Awareness are also key to developing influence. Each are forms of social awareness, one at the individual level, the other at the organizational level. Empathy starts with good listening, to better understand the other person's concerns. As for organizational awareness, to be influential in any group or organization you need to know it well. That takes not just listening, but active observation, a systems awareness, and openness to differing perspectives.

### **What Influence Looks Like in Action**

In *Influence: A Primer*, the new publication I co-authored with Dr. Boyatzis, Peter Senge, and other colleagues, I shared the story of someone who was adept at using the Influence competency to achieve his goal. Here's that story:

A water engineer from an African country worked for a global energy company. He remembered his own native town where there were repeated droughts. There was always a water crisis throughout his country. They didn't drill wells deep enough and many villages didn't even have them. He thought his employer could set up a division that would help countries like his own with water management, but such an idea was not likely to gain traction within the company unless there was a way for it to yield significant revenue.

The engineer spent time thinking deeply about how he could present this to the leaders of his organization in a way that would be appealing to them. First, he went from person to person in his company, explaining his vision and how to make it work. In each conversation, his task was influence-to persuade that person that his creative vision was both helpful to the company and the right thing to do.

He asked his peers for their thoughts on how to present this idea to company leadership and got valuable feedback. Next, he spent time speaking to members of the community who would most benefit from better well engineering in that area. He learned that economic gain could be had because farmers would increase their crop yields, the local economy would thrive, and the energy company would be positioned in a good light for helping to make this happen.

Finally, the engineer incorporated all of the feedback and ideas into a well-crafted presentation for higher ranked company leaders. He proposed a way that the company could recoup their investment and have some great PR to boot, making both shareholders and small-scale

farmers happy. He anticipated all the potential questions they might have and prepared responses in advance, even drawing up some engineering blueprints. He was patient, driven, and thoughtful, and most importantly, he listened to all the stakeholders in such a way as to make everyone believe that his idea was a win-win for all. As a result, the company decided to start a division just like he had envisioned.

The engineer exhibited a high level of the Influence competency in action. He didn't simply share his idea as soon as he thought of it, when it would come off as half-baked, with little research or support. He took the time to consider the perspectives of stakeholders and decision makers to present the idea in a way that considered each party's objectives and so, eventually, brought everyone on board.

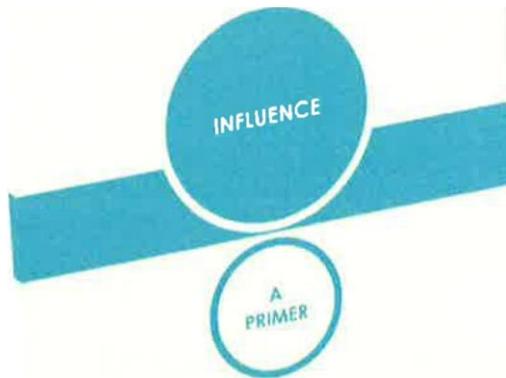
Influence lets us get enough buy-in to make our dreams real.

What idea would you bring to light - with the right dose of Influence?



**Daniel Goleman Influencer**

BUILDING BLOCKS of  
EMOTIONAL INTELLIGENCE



**For more in-depth information about this topic, see [Influence: A Primer](#).**

This Primer was written with Peter Senge, Richard Boyatzis, and several respected colleagues in the fields of Emotional Intelligence, research, and leadership development. It offers a concise overview of the Emotional and Social Intelligence Leadership Competency Model, and goes on to define how to develop influence regardless of your formal role.

# The Power of Influence

<https://www.kornferry.com/institute/influence-emotional-intelligence>

*Emotional intelligence remains a key ingredient in the development of corporate leaders. In this series, best-selling author and Korn Ferry columnist Daniel Goleman reveals the 12 key skills behind EI. This is an edited excerpt from his introduction to [Influence: A Primer](#).*

Influence as a competency refers to the ability to have a positive impact on others, to persuade or convince them to gain their support. With the Influence competency, you're persuasive and engaging, and you can build buy-in from key people.

Take this example:

A CEO who led a company based in Manhattan decided to move the company to a small city 1,000 miles away. He hoped to save money because there were tax benefits and labor was cheaper. Also, he had grown up there and never felt comfortable in Manhattan. But when he announced the move, it resulted in a wave of people quitting. They didn't want to go to that small city. He particularly lost people in the IT staff. With them went a lot of crucial, unwritten information about how IT operated at that company. The company ended up having to hire the former employees for a high consulting fee to retrieve the crucial information.

That CEO's lack of skill at the Influence competency cost his company a great deal of money and lost revenue.

There is scientific data about the important impact of influence. In a study of financial service sales executives, [the Influence competency predicted greater sales revenue](#). The ability to influence is essential to a successful sale. For the top salespeople and client managers, tellingly, building a strong, ongoing relationship turns out to be more important than making a specific sale. The stars would rather keep the customer or client than sell them something they would be unhappy with, a conclusion backed up by the analysis of 650 different jobs by Lyle M. Spencer, Jr., and Signe M. Spencer did in their highly-regarded research, *Competence at Work: Models for Superior Performance*. This points to the importance of the relationship itself for the ability to influence. Establishing trust, says noted social psychologist Robert Cialdini, seems a precondition for the ease of influence. To change someone's mind, it helps to first build a connection where they will be more open to hearing what you have to say.

Among the helping professions-such as healthcare or education-Spencer and Spencer found that Influence was the strongest competency distinguishing outstanding performers. In a helping role, success comes down to whether you can connect with

people's understanding of what matters, see their perspective, and use that insight to communicate powerfully. For physicians, it means that their patients comply with what the doctor tells them to do, whether it is to exercise more or take their medicine.

Influence has a strongly positive impact in the success of any executive. This may be particularly true for leaders who, for example, have many different groups reporting to them. Remember, leadership is the art of getting work done well through other people. And influence is the most powerful way to do that. By the same token, influence is also crucial when you work with a division over which you have no direct authority, yet their work is necessary to your own success. You can't order them to do what you want, you must persuade or inspire them to put forth their best efforts toward the clear objective you have defined.

To the extent each one of us has a personal sphere of influence, we are all leaders. When it comes to leadership styles, the visionary leader-who articulates a deeply felt vision that resonates with and motivates others-shows one obvious use of influence. But acting as a coach and mentor, another leadership style (and another competence), opens the way to a personal connection that can itself be a highway to influencing that person. Two other leadership styles-the consensus-seeker and the affiliative leader who sees the value in having a good time together-build the kind of positive relationships that allow them to exert influence during their ordinary interactions . All these styles have a positive impact on emotional climate through the use of influence.

**Daniel Goleman**

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