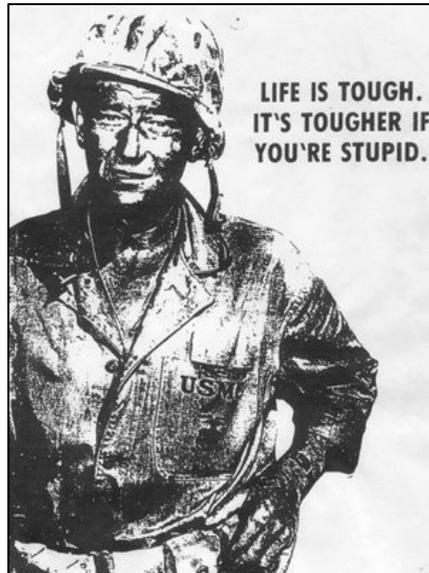


WHY TEST & TRAIN FOR “EMOTIONAL INTELLIGENCE”?

by

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WHAT IS YOUR EQ?

**Being an educated person is no longer enough. We have to ...
get into competencies ... do you like pressure ... can you be
steady ... empathy is a practical competence.”**

“Managing in a Time of Great Change”

~ Peter Drucker

IT ALL BEGINS WITH EMOTIONAL INTELLIGENCE

EMOTIONAL INTELLIGENCE.

It refers to our ability to control our own **EGOS** and **EMOTIONS**. If an organization is filled with emotionally immature people, then distrust and a dysfunctional environment will prevail. Persecution will follow whenever someone dares to disagree with the “emotional hypersensitive child.” These emotional children ultimately kill any diverse ideas coming from the organization’s employees because they kill the trust. It is not safe to speak up, so no one does.

Simply put, emotionally immature people have very fragile egos and are unable to control their emotions. They cannot stand for anyone to tell them they are wrong or that there might be a better way of doing something. In the end, their goal is to be “right” and to boost their own egos ... **not** to do what is best for the team. “Winning” a disagreement becomes the primary goal. Actually, the success of the organization, as well as the attainment of that person’s own personal goals, becomes secondary.

In short, if you do not have emotionally intelligent people working with you, **none** of your programs that require a sharing of ideas will work.

For instance ...

- When jobs that have an average degree of complexity, which included sales clerks and mechanics, top performers were shown to be **12 times more productive** than those at the bottom and these top performers were actually **85 percent more productive** than the average performers. Further, in the those jobs that were classified as being the most complex, which included insurance salespeople and account managers, top performers were found to be **127 percent more productive** than the average performers. ¹ Competency research reveals that only about one-third of this difference is due to technical skill and cognitive ability. However, two-thirds of this difference in the level of performance and the success of these individuals, and thus the success of the organization, is due to the level of Emotional Intelligence in these individuals. Not surprisingly, the level of Emotional Intelligence in the executive team accounts for over **four-fifths of their success**. ²
- In the 1990s, the US Air Force used Emotional Quotient Tests to select their front-line human resource personnel: their recruiters. The Air Force found that the most successful recruiters scored significantly higher in such Emotional Intelligence skills as “Assertiveness,” “Empathy,” “Happiness” and “Emotional Self Awareness” than those who were not as successful. The Air Force also found that by using Emotional Intelligence scores to select recruiters, they increased their ability to predict successful recruiters by nearly **300 percent**. This increased accuracy in hiring the right recruiters saved the Air Force \$3 million annually. Congress then asked the Secretary of Defense order all branches of the armed forces to adopt the use of EQ Assessment in all of its recruitment and selection procedures. ³
- In one study, the experienced _____ partners in a multinational

consulting firm were assessed on four various competencies, one of which was their level of Emotional Intelligence. However, even though the three other competencies held constant, the partners who scored above average on 9 or more of the 20 EQ competencies were **\$1.2 million more profitable** on their accounts than those experienced partners who did not have as high EQ scores. The difference between the partners with a high level of Emotional Intelligence and those with a lower level of Emotional Intelligence was **139 percent in total performance**.⁴

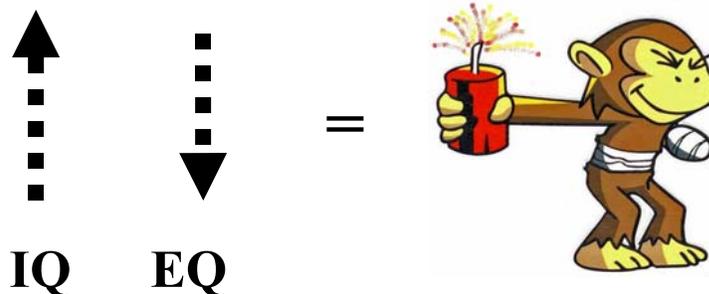
- In the field of debt collection, one study revealed that the most successful debt collectors scored significantly higher on their Emotional Intelligence Assessments than the lower performing debt collectors did. The higher performing debt collectors exceeded their goals by an average of **163 percent** over a three-month period. The less successful collectors who scored lower on their EQ Assessments only attained an average of 80 percent of their goals over the same time period of time.⁵

However, you can't just tell someone to "grow up" or to just control their ego and emotions. That is why we conduct Emotional Intelligence Assessments so we can specifically target what the person needs to improve in order to increase his/her level of EI.

Remember: Having a high IQ, believe it or not, also has a downside. As our IQ rises, as our titles increase, as the number of degrees we hold increases, as our time on the job increases, and anything else that boosts our ego ...

OUR EMOTIONAL INTELLIGENCE TENDS TO DROP LIKE A ROCK!⁶

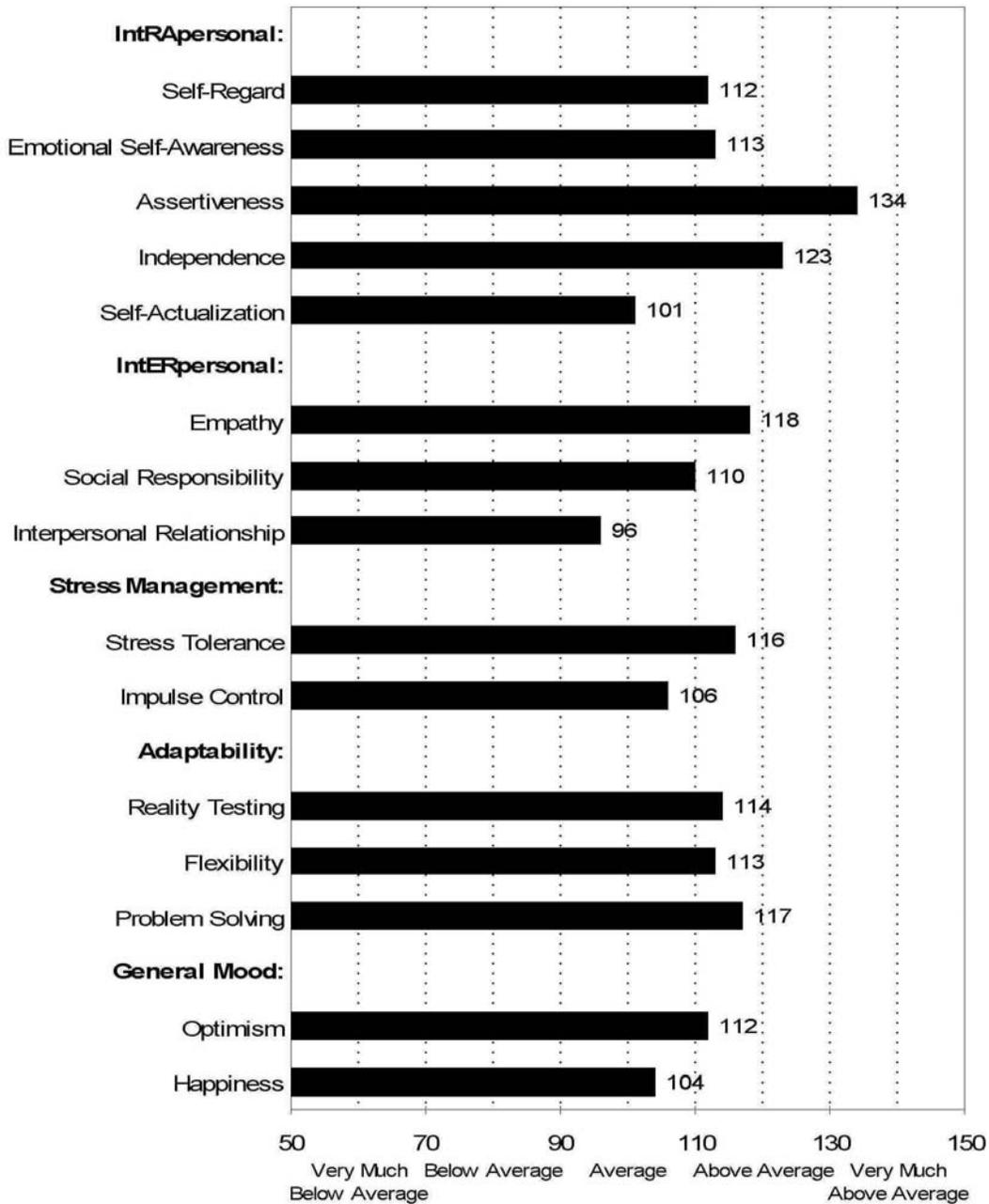
Why Do Really, Really Smart People Do Really, Really Stupid Things?



As a result, you cannot turn on the news today without seeing someone having an emotional hijacking. For instance, in 2004, Yankees pitcher Kevin Brown was terribly frustrated with his pitching performance against the Orioles. So, when he went into the locker room, threw his glove against the wall and then punched the locker, breaking two bones in his left hand. This is a typical of emotional hijacking. (I would think the Yankees would be *very upset* if one of their \$15,000,000 a year pitchers went around punching walls to release their stress.)

For instance ...

SALLY



Above you can see the EI scores of an assessment I did on a client of mine, Sally. As you can see, she had many excellent scores. Her Assertiveness and Independence scores were her highest. Her Empathy and Stress Tolerance scores were also high, as were all of her Adaptability scores. These scores made sense because Sally was a very aggressive engineer who had been promoted several times throughout the years. Of course, due to these promotions, she was now supervising other people.

In reading an Emotional Intelligence Assessment, you first look at the “high” scores ... and then you look at the “low” scores. In order to balance each other out, you want your scores to be no more than 10 points apart. Otherwise, the skills don’t balance each other out very

well. This is how a true “asset” can become a “detriment.”

It is a lot like sliding down a banister. You want to choose a banister to slide down that is as even and as smooth as possible. Any projecting “bumps” would feel very uncomfortable when you hit them.



Which Would YOU Choose?

In Sally’s case, even though she had great Assertiveness, Independence, Empathy, Stress Tolerance and overall Adaptability scores, her Interpersonal Relationship, Impulse Control and Self-Actualization scores were all 20 to 30 points below her high scores. Actually, her Assertiveness score of 134, which she had always viewed as one of her greatest strengths, was actually now becoming one of her greatest weaknesses. Her Assertiveness score was so high that it actually became a great weakness since her other scores were so much lower. She did not have other strong skills, such as “Interpersonal Relationship” skills, that could balance out her great “Assertiveness” skills. This is why ...

A weakness is nothing but a strength overplayed.

Being assertive is a very good thing, but not if you cannot control it. Such skills as the ability to build “Interpersonal Relationships” help to “balance out” and keep our other strengths under control.

As a result, even though Sally’s high level of assertiveness was a great asset to her as a CPA in performing her technical work, it was killing her as a supervisor. She now had to interact with people and help them in their duties. She was simply unable to do this because her aggressiveness was not tempered by her Interpersonal Skills. She was described as being “very difficult” to work with, “too demanding,” “egotistical” and “very inapproachable.” “Trust” in her department was non-existent.

First, this EI assessment allowed me to show her that the problem was NOT with everyone else. IT WAS HER! She was the one who needed to change, which was no small accomplishment by itself.

Next, her EI Assessment allowed me to specifically target what she needed to improve, rather than just telling her to “do better,” which is how most coaching in this country goes. She was then given two or three specific strategies to develop her Interpersonal Skills.

It is important to note that in developing Sally’s level of Emotional Intelligence, we want to make all of her various scores as close to one another as possible. We want them to balance each other out. However, this does not mean that Sally should lower any of her current scores. Sally had excellent high scores. The problem is that they were not evened out with her lower scores. So, what we want to do with Sally is bring her lower scores up.

This employee, like most employees, could do her job very well from a technical standpoint. However, it was her Emotional Intelligence that was going to be her undoing. Improving her skills in this area is what she needed.

In other words ...

**You do not intentionally lower your high scores to balance them out.
Instead, you raise the lower scores to balance out the high ones.**

After 9 months of working to improve her “Interpersonal” or “Social Skills,” her relationships improved greatly. She no longer came across as an “egotist” and she was able to build some trust with many of her subordinates and peers. As a result, her job was no longer in jeopardy.

CONCLUSIONS

While your IQ remains pretty much the same after the age of 25, your level of Emotional Intelligence, on the other hand, is quite malleable and can be increased at any age. Granted, Emotional Intelligence is simply easier for some people and harder for others, but most anyone can develop a high level of Emotional Intelligence.

If an organization wants to increase the Emotional Intelligence level of its employees, especially amongst its supervisors and managers, it is best to begin with an assessment for each person. Such an assessment will determine precisely where each person needs improvement. Where the person has weaknesses, coaching should be used to bring the person’s skill up to an acceptable range. If several individuals have the same weaknesses, then training should be used for these people, and then possibly counseling.

It is also a good idea to consider testing job candidates before they are hired to see if this person will have the maturity to perform well with others.

Still, there is no quick fix. Only a concentrated effort in exactly what the person needs to improve will do. However, until an individual becomes at least a relatively Emotionally Intelligent person, there is no use in trying to develop other skills.

It all begins with Emotional Intelligence.



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CEO Magazine's 2008 Human Resources "Superstar"

Nationally Certified Emotional Intelligence Counselor

2008, 2007, 2006 and 2003 SHRM National Diversity Conference Presenter

Scott Trains Managers and Employees ON-SITE in over 40 topics

Scott uses his unique background of **LAW** and **HUMAN RESOURCES** to help organizations avoid legal pitfalls while also helping them improve their employee relations and communication skills.

Scott travels the country presenting his revolutionary "**Emotional Intelligence, Tolerance & Diversity for White Guys ... And Other Human Beings: Understanding the Neurology of Intolerance.**" This one of a kind **SKILL-BASED** program creates an atmosphere of open communication so we are better able to resolve all kinds of conflicts in our organizations. **Scott's unique program is the ONLY Diversity/Tolerance Program in the country approved by HRCI-SHRM for STRATEGIC SPHR Credit because unlike most other EI/Diversity/Tolerance Programs, this program goes right to YOUR BOTTOM-LINE.**

Scott's "**Do It Yourself HR Department**" subscription CD is a favorite among Human Resource Professionals across the country to not only bring their departments into compliance ... **BUT TO KEEP THEM THERE!**

Scott's clients include the Adena Health Systems, St. Rita's Hospital, Ohio Department of Administrative Services, the Office of Housing and Urban Development, the Bayer Corporation, The Ohio State University, Area Agency on Aging, the Nebraska Army/National Guard, Heinz Frozen Foods, Boeing, EBMC, Honeywell, MTD Products (Cub Cadet, Troy-Bilt & Bolens Lawn Products), etc.

Scott's academic background and awards include:

- Capital University College of Law (Class Valedictorian (1st out of 233))
- Master of Labor and Human Resources and B.A. in Organizational Communication: The Ohio State University
- The Human Resource Association of Central Ohio's Linda Kerns Award for Outstanding Creativity in the Field of Human Resource Management and the Ohio State Human Resource Council's David Prize for Creativity in Human Resource Management

Solving Employee Problems BEFORE They Happen!

¹ Hunter, J. E., Schmidt, F. L., & Judiesch, M. K. (1990). Individual Differences in Output Variability as a Function of Job Complexity. *Journal of Applied Psychology*, 75, 28-42.

² Goleman, D. (1998). "Working With Emotional Intelligence." New York: Bantam.

³ The GAO report is titled, "Military Recruiting: The Department of Defense Could Improve Its Recruiter Selection and Incentive Systems," and it was submitted to Congress January 30, 1998. Richard Handley and Reuven Bar-On provided this information.

⁴ Boyatzis, R. E. (1999). From a presentation to the Linkage Conference on Emotional Intelligence, Chicago, IL, September 27, 1999.

⁵ Bachman, J., Stein, S., Campbell, K., & Sitarenios, G. (2000). Emotional intelligence in the collection of debt. *International Journal of Selection and Assessment*, 8(3), 176-182.

⁶ "The Emotional Intelligence Quick Book," by Travis Bradberry and Jean Greaves, page 42.