Volunteer Florida
Member Management:
Feedback, Emotional Intelligence, and Conflict Resolution

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4 October 2017
Ground Rules

1. Turn any cell phones or other noise makers to the off or silent position.
2. Be on time.
3. Listen actively.
4. Keep an open mind.
5. Be respectful to everyone; don’t interrupt.
6. If you break any rules, you sing. 😊
Introductions

• Name
• Where you are from
• Respond to a thumbball question
Learning Objectives

By the end of this session, you should be able to:

• Discuss the benefits of feedback.
• Define emotional intelligence.
• Assess your emotional intelligence.
• Discuss the five competencies of emotional intelligence.
• Practice effective conflict resolution techniques including applying the CALM model of conflict resolution.
• Develop an action plan for improvement of emotional intelligence.
<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
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<tbody>
<tr>
<td>1400</td>
<td><strong>Ground Rules, Objectives, Introductions</strong></td>
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<tr>
<td>1410</td>
<td><strong>Emotional Intelligence</strong></td>
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<td>▶ Definition</td>
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<td>▶ Self-Assessment</td>
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<td>▶ 5 Competencies</td>
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<td>1500</td>
<td><strong>Resolving Conflict</strong></td>
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<td>▶ CALM Model of Conflict Resolution</td>
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<td>▶ Application and Practice: Role Play</td>
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<td>1515</td>
<td><strong>Action Plan</strong></td>
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<td>1525</td>
<td><strong>Conclusions</strong></td>
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<td>1530</td>
<td><strong>Adjourn</strong></td>
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<td>Time</td>
<td>Agenda Item</td>
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<td>Conclusions</td>
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<td>1715</td>
<td>Adjourn</td>
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How Do You Manage People?

You don't manage people; you manage things. You lead people.

(Grace Hopper)
How Do You Lead People?

• Start the way that you want to finish, STRONG!
  – Have clear policies and practices in place to avoid major issues.
  – Have clear communication and expectations.
  – Provide beneficial feedback, both constructive and positive.
  – Improve your emotional intelligence and positively influence others.
  – Deal with conflict effectively.
Which is the shortest word in English that contains the letters A, B, C, D, E and F?

FEEDBACK!
Set Expectations

- Provide frequent feedback.
- Discuss measurable performance goals.
- Give positive feedback.
- Give appropriate corrective feedback.
Positive Feedback

Four components of praise:

1. Specific
2. Immediate
3. Earned
4. Individualized
Corrective Feedback

Four components of corrective feedback:

1. **Behavior**
2. **Effect**
3. **Expectation**
4. **Result/Consequence**
Emotional Intelligence

- 55% of Americans are not familiar with EI.
- 48% are not familiar with the negative effect that stress has on EI.
- EI has been scientifically proven to be a greater predictor of success in the workplace than IQ.

What does it mean?
Definition of EI

Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and others, and for managing our own emotions as well as influencing others.
History of EI

• Roots with Darwin in early 1900s
• Social Intelligence- Thorndike 1920s
• Influence of non-intellectual factors on intelligent behavior- Wechsler 1940
• Multiple Intelligences- Gardner 1975
• Reuven Bar-On first used the term “emotional quotient” in 1985
• EI- Wayne Payne’s dissertation 1985
Study That Initiated EI

• 1960s: 4-year-olds and marshmallows.
• Researcher told kids not to touch the marshmallows then left the room.
• Concluded that those who delayed gratification had higher EIs.
• Study followed kids to high school.
• Surveyed teachers, parents, and others.
• When kids took SATs, those who held out had 210 point average higher score.
Research on EI

• 2007 study showed correlation between EI and use of tobacco and marijuana.
• Those who started smoking at a young age and who regularly smoked had lower scores in emotional self-regulation.
• Conclusion: people who have strong EI and who clearly comprehend their emotions consume less tobacco and marijuana than those with low EI.
Research on EI

• According to a poll (Nov. 2007), stress has a detrimental impact on our EI and this can spell professional problems for working Americans.

• A strong EI can help build positive relationships and improve performance-ideal for workplace success.
Commercialization of EI

• Goleman is known for generating interest from the business world in EI.

• In 1995 his best selling book expanded Salovey and Mayer’s definition of EI to include the ability to motivate oneself.

• Time Magazine- 1995 article “The EQ Factor: New brain research suggests that emotions, not IQ, may be the true measure of human intelligence”
Importance of Self-Awareness

If you are tuned out of your own emotions, you will be poor at reading them in other people.

- Daniel Goleman
EI Misconceptions

• EI is NOT:
  • Being nice all the time
  • “Getting emotional”, “being soft”, or touchy-feely
  • Denying or stuffing your emotions, “sucking it up”
  • The solution to all problems
Emotional Intelligence

EI is:

• Being honest
• Being aware of your feelings and other people’s feelings
• Being smart with your emotions
• The ability to understand and use the power of our emotions wisely
• Maintaining poise under pressure*
Summary of EI Research

• People with high EI are happier, healthier, and more successful in their relationships.

• People with EI have:
  – Balance between logic and emotions
  – Awareness of their own feelings
  – Healthy self-confidence
  – Empathy and compassion for others
Summary of EI Research

- Everyone has different levels of EI.
- The way we express and use our emotions can be controlled.
- Feelings affect our physical health.
- Emotions are contagious.
- Unlike IQ, EI can be significantly raised.
## Emotional Intelligence Self-Assessment

1 = Strongly Disagree 2 = Moderately Disagree 3 = Neutral 4 = Moderately Agree 5 = Strongly Agree

**Part 1 - Rate Yourself.** Using the scale above, please *honestly* respond to the number that best describes your assessment of yourself for each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I use both negative and positive feelings to guide my decisions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I am the picture of grace under pressure.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Negative feelings help me address changes I need to make.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. I am effective at listening to other people’s problems.</td>
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<tr>
<td>5. No matter the obstacles or demands, I am good at focusing my attention to be productive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pages 1-2 of handout packet
Scoring the Assessment

Instructions:

1. Add numbers in each row and place the results in the boxes at the right.

2. Compare your results to see how well you scored!

Part II. Score. Add your scores (1-5 for each item) based on the instructions below.

<table>
<thead>
<tr>
<th>El Competency</th>
<th>Item Numbers</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>5 + 3 + 4 + 3 + 2</td>
<td>17</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>1 + 3 + 9 + 17 + 19 + 25</td>
<td></td>
</tr>
<tr>
<td>Self-regulation</td>
<td>2 + 7 + 8 + 10 + 18 + 30</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>5 + 12 + 14 + 16 + 22 + 29</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>4 + 11 + 20 + 23 + 26 + 28</td>
<td></td>
</tr>
<tr>
<td>Effective Relationships</td>
<td>6 + 13 + 15 + 21 + 24 + 27</td>
<td></td>
</tr>
</tbody>
</table>
EI Value and Benefits

• EI is more than 85% of what enables people to develop into great leaders.
• EI skills allow people to think clearly under pressure.
• For performance, EI is 2x as important as technical and cognitive skills combined.
• People with high EI don’t let emotions get in the way of solving problems and positively impact everyone they contact.
EI Value and Benefits

• Developing EI skills minimizes time wasted on turf wars or arguing.
• People with high EI are able to calm their minds quickly, opening the way for insight and creative ideas.
• People with high EI choose productive behaviors.
• Improved personal productivity and improved staff performance means people leave work at a reasonable time.
5 Competencies of EI

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Effective relationships aka social skills
1. Self-Awareness

People with high self-awareness:

• Interact easily with others
• Don’t stress over making decisions
• Accurately assesses themselves, others, and situations
• Are open
• Are quietly self-confident
Self-Awareness Activity
Increase Self-Awareness

- Spend 15 minutes daily on self-reflection.
- Know where in the body stress is held.
- Keep a journal of emotions and triggers.
- Ask for feedback; be open to what you hear.
- Find opportunities to improve self-confidence.
- Pause before reacting to a tense situation.
2. Self-Regulation

People with high self-regulation:

- Foster a climate of trust and fairness
- Surround themselves with talented people
- Focus on issues and not on politics
- Are role models and mentors for others
- Adapt quickly
- Build lasting relationships
Avoiding Emotional Highjacking

• Take charge of your thoughts
• Identify and manage emotional shifts
• Take control of behavioral patterns
Increase Self-Regulation

- Buy time
- Avoid generalizations, assumptions
- Develop constructive inner dialogues
- Derail counterproductive behavior
- Use humor
- Find balance
3. Motivation

People with high levels of self-motivation:

• Initiate improvements in their jobs
• Succeed at difficult assignments
• Are less likely to quit their job
• Motivate others personally and professionally
• Attract others with the same values
Motivation Activity
Sources of Motivation

• Yourself
• Support System
• Environment
• Mentor
Increase Motivation

• Using motivational self-statements (affirmations)
• Using positive mental imagery (visualizations)
• Give yourself opportunities for success
• Find an emotional mentor
4. Empathy

People with high levels of empathy:

• Keep people in the loop
• Promote collaboration and teamwork
• Develop others to their full potential
• Achieve high performance
Increase Empathy

- Assume people have the best of intentions.
- Put yourself in the other person’s shoes.
- Remember that you always learn more from listening than from speaking.
- Identify with the other person by reflecting on an experience you’ve had that produced a similar emotion in you.
Empathetic Listening Habits

• Listen for ideas and emotions
• Listen for what is not being said
• Control your emotional reactions
• Avoid prejudgments and distractions
• Use open-ended questions for active listening
Empathetic Driving!
5. Effective Relationships
aka Social Skills

People with effective relationships:

• Have a wide circle of colleagues and friends, and multiple circles
• Find common ground among differing views, often mediating others
• Effectively lead teams
• Are successful in managing change
Improve Relationships

• Expand your circles of social networks
• Get to know people who are seemingly different than you
• Think outside your comfort zone
• Ask for feedback from people you have had disagreements with
Promoting EI in Others

- Keep your emotional perspective
- Be a supportive listener
- Set expectations
- Anticipate the other person’s emotional state
- Use slow-down techniques
- Redirect the conversation
- Pay attention to cues in the other person’s behavior
- Use instructive statements
- Use relaxation techniques
Action Plan for EI

Emotional Intelligence Action Plan

Action Plan: Think about the items in today’s session. For each item, as we discuss it, write your strengths, areas that need improvement, and what you specifically plan to do to improve EI in yourself and others. Include goal dates for each.

Awareness


Motivation


Page 6 of handout packet
Conflict is inevitable, but combat is optional.

~Max Lucado, theologian
## Common Conflict Responses

<table>
<thead>
<tr>
<th>Response</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoidance</td>
<td>Maybe the problem will just go away.</td>
</tr>
<tr>
<td>Poor me</td>
<td>Complain to anyone within earshot, except the person you have the problem with.</td>
</tr>
<tr>
<td>Anger</td>
<td>Emotional outbursts that make everyone uncomfortable and solve nothing.</td>
</tr>
<tr>
<td>Revenge</td>
<td>Find ways to disturb the person who has disturbed you by “getting even” or even sabotaging their performance or reputation.</td>
</tr>
<tr>
<td>C</td>
<td>Clarify the issue</td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
</tr>
<tr>
<td>A</td>
<td>Address the problem</td>
</tr>
<tr>
<td>L</td>
<td>Listen to the other side</td>
</tr>
<tr>
<td>M</td>
<td>Manage your way to resolution</td>
</tr>
</tbody>
</table>
C: Clarify the Issue

Conflict Clarification Questions - Primary Questions

1. What am I upset about? In specific behavioral terms, what actually happened? Who else is involved? What did they do?
2. What emotions am I feeling: anger, hurt, frustration? Why am I feeling that way?
3. Have I contributed to the problem?
4. Am I just overreacting? If so, why?
5. In terms of actions and relationships, what are my desires for an outcome to this conflict? What will successful resolution look like?
6. If I was the other person involved in this situation, how would I want to be approached and dealt with?
C: Clarify the Issue

Conflict Clarification Questions - Secondary Questions

7. Where was the other person coming from? Could they in fact have been motivated by good intentions?

8. Has this happened before, or is this a first time occurrence?

9. How is this situation affecting you and your work? Are others impacted? If so, how?

10. When dealing with this issue, what can you do to increase your chances of getting the results you want? What counter-productive behaviors do you want to avoid?
A: Address the Problem

• The Opening
• The Issue Description
  – Exactly what happened
  – How it made you feel
  – The negative impacts the situation caused
A: Address the Problem

Other things to remember:

1. Have a walk-in strategy; you may want to practice what you plan to say.

2. Don’t repeat what others have said; this is between the two of you.

3. Keep the end in mind; the goal is not to win an argument. The goal is to reach a respectful, collaborative result.
L: Listen to the Other Side

- Give the other person your TOTAL ATTENTION.
- NEVER interrupt.
- Ask questions for clarification.
- Paraphrase what you’ve heard.
- SHOW that you’re listening.
- Use positive body language.
Be An Empathetic Listener

- Acknowledge your acceptance of what the speaker is saying.
- Help the speaker clarify thoughts, feelings and ideas.
- Don’t interrupt; look for nonverbal signals; maintain a listening posture
- Rephrase the content and reflect on the feelings.
M: Manage Your Way to Resolution

• Gain agreement that a problem exists.
• Identify each other’s concerns and needs.
• Explore win-win solutions.
• Agree on a course of action.
• Determine how to handle missteps, should they happen.
• Close on a positive note.
No Time to Plan!

• Stop, breathe, and think.
• Acknowledge the conflict.
• Buy some time (and then do CALM).
• Take it somewhere else.
• Keep it respectful.
The CALM Model

- **C**larify the issue
- **A**ddress the problem
- **L**isten to the other person
- **M**anage your way to a resolution
Activity - Role Play

• Get with a partner.
• Discuss current, past, or possible conflict issues.
• Practice using the CALM model to role play the scenario.
• Be prepared to share.

Use page 3 of your handout packet.
Managing Change

“Some changes look negative on the surface but you will soon realize that space is being created in your life for something new to emerge.”

~ Eckhart Tolle
During Times of Change....

• Gossip goes from 19% of our day to 40%
• We drop from being 60% efficient to 15% efficient
• Organizations lose, on average, 2 hours of productivity per employee per day

Bureau of Labor Statistics
Page 3 of your handout packet.
Emotional Intelligence Tips of the Day

Implement a different tip each day, either in sequence (1-20) or by beginning with the areas of emotional intelligence where you need the most improvement.

1. SELF-AWARENESS

Tip of the Day #1 - David Caruso and Peter Salovey said, “Emotions are information.” Are you able to fully experience your emotions at work and use them as information? Or do you try to "leave emotions at the door?" Try logging every emotion you feel throughout the day today. Later tonight, spend some time reflecting on those emotions and see if you can understand the information that each emotion provides.

Tip of the Day #2 - Do you recognize when you are experiencing feelings during the day? A simple technique for increasing emotional self-awareness is to track emotions during the day using SASHET, an acronym for Sad, Angry, Scared, Happy, Excited and Tender. Keep a SASHET tally sheet today and see if there are patterns in the emotions you feel and those you don't feel.

Tip of the Day #3 - Sarcasm is usually an indication that someone is angry and scared. When you hear sarcasm, ask yourself what that person is angry and scared about. This is especially important if you are the one using sarcasm. Make note of the times today that you hear sarcasm being used and look behind the sarcasm to the emotions of the individual.
More Reasons to Work on EI/EQ

EQ is responsible for
58% of your job performance

90% of top performers have high EQ

$29,000
People with high EQ make $29,000 more annually than their low EQ counterparts
Emotional Intelligence Action Plan

• If you haven’t already done so, write your strengths, areas that need improvement, and what you specifically plan to do to improve EI in yourself and others. Include goal dates for each (p. 6).
Conclusions

• Use your action plans to direct your efforts to areas that need most improvement.
• Strive to continuously work to improve your leadership skills.
Thank You!

Your website portal:
http://gabrielleconsulting.com/volunteerflorida2017

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