Emotional Intelligence
The New Science of Success

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Disclosures

The following faculty and planning committee staff have no financial disclosures:

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Brandon Knez</td>
<td>NMPD/Be The Match</td>
</tr>
<tr>
<td>Karl Mulle</td>
<td>Lifetrack Resources</td>
</tr>
<tr>
<td>Lara Rauchwarter</td>
<td>NMPD/Be The Match</td>
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<tr>
<td>Jackie Foster, MPH, RN, OCN</td>
<td>NMPD/Be The Match</td>
<td>Pfizer, stock owner (spouse)</td>
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Learning objectives

At the conclusion of this session, attendees will be able to:

• Identify how emotions and thoughts work together to influence our actions

• Learn how to increase employee engagement by meeting core emotional needs

• Practice cognitive and behavioral strategies for managing emotions intelligently
The Anatomy of an Emotion

Once upon a time...
The Anatomy of an Emotion

An emotion is a signal to take ______________ Action

That’s why it is called an E-MOTION
Will the Real Brain please stand up!

The **Thinking** Brain
(Neocortex)

The **Mammalian** Brain
(Limbic)

The **Reptilian** Brain
(Brain Stem)
So, what this really means is…

We are saber-toothed tigers with smartphones.
“The rules of work are changing. We are being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.”

- Daniel Goleman

*Working With Emotional Intelligence*
Emotional Intelligence Defined

Emotional intelligence is…

Using your emotions *intelligently*, to gain the performance you wish to see within yourself, and *to achieve interpersonal effectiveness with others*.

—Jeff Feldman and Karl Mulle

*Put Emotional Intelligence to Work*
Emotional Intelligence Defined

Emotional intelligence is the capacity for…

• Emotional Self-Awareness
• Emotional Self-Management
• Social Awareness
• Relationship Management
Self-Awareness:
Two Brain Systems That Control Your Attention

<table>
<thead>
<tr>
<th>System 1 Fast Thinking (Automatic System)</th>
<th>System 2 Slow Thinking (Reflective System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effortless, subconscious, skilled, associative, fast, impulsive, intuitive, instinctual, visceral</td>
<td>Factors abstraction, proactive, intentional, aware, conscious, effortful, deductive, cognitive, intellectual</td>
</tr>
<tr>
<td>Mental models, shortcuts, heuristics, framing biases, learned messages and stereotypes</td>
<td>Weighs multiple options, chooses rationally, challenges assumptions and rules</td>
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Source: Daniel Kahneman, *Thinking, Fast and Slow.*
Example

2  4  6
EQuip Yourself for Success

1. Manage Your Expectations

Expectations

Reality

[Diagram showing a relationship between Expectations and Reality]
EQuip Yourself for Success

2. Choose Your Battles

9–9–9 RULE
EQuip Yourself for Success

3. Practice Asking System 2 Questions

<table>
<thead>
<tr>
<th>System 1 Questions</th>
<th>System 2 Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>Why are you so</td>
<td>What can I do to</td>
</tr>
<tr>
<td>difficult?</td>
<td>support you?</td>
</tr>
</tbody>
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Source: Marilee Adams, *Change Your Questions, Change Your Life.*
4. Understand the Power of Reframes

“If you want to change a relationship, change the way you think about the relationship.”

<table>
<thead>
<tr>
<th>Impatient</th>
<th>Unrealistic</th>
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</thead>
<tbody>
<tr>
<td>Perfectionist</td>
<td>Critical</td>
</tr>
<tr>
<td>Stubborn</td>
<td>Unsociable</td>
</tr>
<tr>
<td>Worries too much</td>
<td>Resistant to change</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Attacks First</td>
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</tbody>
</table>
Social Awareness: Empathy

Your Understanding
Your view of the situation, your perspective, your intention, your needs and feelings, your behaviors

Their Understanding
Their view of the situation, their perspectives, their intentions, their needs and feelings, their behaviors

Understanding Gap

On whose side of the gap do you start to build the bridge?
EQuip Yourself for Success
What Not to Do

1. Feeling Blockers

<table>
<thead>
<tr>
<th>Judging Responses</th>
<th>Sending Solutions</th>
<th>Invalidating Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Criticizing</td>
<td>• Ordering</td>
<td>• Diverting</td>
</tr>
<tr>
<td>• Name-calling</td>
<td>• Threatening</td>
<td>• Logical Argument</td>
</tr>
<tr>
<td>• Diagnosing</td>
<td>• Moralizing</td>
<td>• Reassuring</td>
</tr>
<tr>
<td>• Praising Evaluatively</td>
<td>• Excessive Questioning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Advising</td>
<td></td>
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Source: Robert Bolton, Ph.D., *People Skills*
2. Choose certainty over clarity

“What we know and understand to be true is not reality, but reality as it is filtered through our method of questioning it.”

- Thomas Kuhn, *The Structure of Scientific Revolutions*
3. Practice the Skill of Motivation

Questions to ask:

- What are my values?
- What is my purpose?
- What do I like to do that I am good at?
- What are your values?
- Why did you choose your current role?
- What do you like to do that you are good at?
Motivation is a Skill

Fowler’s Spectrum of Motivation

High Quality
Low Quality
Self - Regulation

Psychological Needs

Disinterested
External
Imposed
Aligned
Integrated
Inherent

Source: Susan Fowler, *Why Motivating People Doesn’t Work... and What Does.*
EQuip Yourself for Success

4. Maintain Congruence – *words, tone, body language*

Albert Mehrabian, "Decoding Inconsistent Communication"
The Two Messages

The Two Messages You Send Every Time You Talk:

If you want to be successful with people, you need to send them positive feeling messages.
5. State Facts, then *Interprefacts*, then ask:

“How do you see that?”
6. Choose clarity over certainty

“The more you care about an issue, the less likely you are to be on your best behavior.”

- Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler, *Crucial Conversations*
Q & A
Evaluation Reminder

Please complete the Council Meeting 2017 evaluation in order to receive continuing education credits and to provide suggestions for future topics.

We appreciate your feedback!