SEPT 2020

MODULE 1

LEADERSHIP AND MANAGEMENT PRACTICE FOR THE CONSTRUCTION SECTOR

EMOTIONAL INTELLIGENCE

CALA CONSTRUCTION
ACADEMY OF EXCELLENCE

keystone

INSTRUCTIONS

The notion of Emotional Intelligence was first introduced by Daniel Goleman, a psychologist and best-selling author. This handout provides a brief introduction into the 5 components of EI: self-awareness, self-regulation, social skills, empathy, and motivation.

EMOTIONAL INTELLIGENCE

Self-Awareness	Self-Regulation	Motivation	Empathy	Social Skills
• Understands strengths & weaknesses • Understands how own actions often affect others • Able to handle & learn from constructive criticism	• Expresses emotions with restraint & control	• Self-motivated • Resilient & optimistic • Driven by inner ambition	• Compassion & understanding of human nature • Connects with others on an emotional level • Provides great service • Responds genuinely to other's concerns	• Able to build rapport & trust quickly with others • Avoids power struggles & backstabbing • Enjoys the company of others and has their respect

SELF-AWARENESS

Self-awareness refers to the capacity to recognise and understand emotions and to have a sense of how one's actions, moods and the emotions of others take effect. It involves keeping track of emotions and noticing different emotional reactions, as well as being able to identify the emotions correctly.

It also includes recognising that how we feel and what we do are related and having awareness of one's own personal strengths and limitations. Self-awareness is associated with being open to different experiences and new ideas and learning from social interactions.

SELF-REGULATION

This aspect involves the appropriate expression of emotion. Self-regulation includes being flexible, coping with change, and managing conflict. It also refers to diffusing difficult or tense situations and being aware of how one's actions affect others and take ownership of these actions.

MOTIVATION

Motivation, when considered as a component of EI, refers to intrinsic motivation. Intrinsic motivation is where an individual is driven to meet personal needs and goals, rather than being motivated by external rewards (e.g money, fame, recognition.

People who are intrinsically motivated also experience a state of 'flow', by being immersed in an activity. They are more likely to be action-oriented and set goals. Such individuals typically have a need for achievement and search for ways to improve. They are also more likely to be committed and take initiative.

EMPATHY

Empathy refers to being able to understand how other people are feeling. This component enables an individual to respond appropriately to other people based on recognising their emotions. It enables people to sense power dynamics that play a part in all social relationships, but also most especially in workplace relations. Empathy involves understanding power dynamics, and how these affect feelings and behaviour, as well as accurately perceiving situations where power dynamics come into force.

SOCIAL SKILLS

This refers to interacting well with other people. It involves applying an understanding of the emotions of ourselves and others to communicate and interact on a day-to-day basis. Social skills may include: active listening, verbal and non-verbal communication skills, leadership and developing rapport.

CASE STUDY
The Disastrous 1-2-1

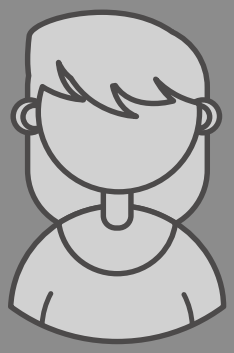
Please read the short case study below and jot down your answers to the questons posed below.

Meet Karen - she has been with CALA for 5 years and was recently promoted to Senior Site Manager. Several colleagues (some older and with more time in the business) went for the position but were unsuccessful, while others did not want to apply. Karen was promoted because her boss felt she had some good ideas, great operational insight and had the energy/enthusiasm to "shake things up a bit".

It was felt the previous boss of the team had been 'too friendly', had socialised with staff members and tended to treat those he liked within the team more favourably. This also left other team members feeling left out.The previous boss had an unofficial 'deputy' who was very close to him. This person still has a lot of influence and power within the team.

At a recent 1-2-1 Karen had cause to discuss the former deputy's breaks and late returns from meetings and lunches.She asked for more commitment to the work ethic of the team and got a verbally violent reaction. He accused her of bullying him and stormed out of the room, refusing to take part any further. He subsequently threatened to talk to HR to have her removed if she did it again.

Karen is devastated that things have taken this turn as she believed she had a good relationship with him. She is also questioning whether she is actually a bully.



CASE STUDY 3 continued:
The Disastrous 1-2-1

Questions to consider:

Does Karen need to modify her approach and, if so, why?

What emotionally intelligent skills could or should she be using to attempt to recover the situation?

Self-Assessment Exercise

DISCUSS a time you have experienced something similar to what Karen experienced in the case study.

What happened?

Why did it happen?

What strategies and tactics did you use to resolve it?

What did you learn as a result?