

13 – EMOTIONAL INTELLIGENCE (CHAPTER 7)

Overview Statement: Effective leaders know that they lead best when they truly know others as well as they truly know themselves.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Intelligence – “Ability to think and learn.” Encarta Dictionary

Empathy – “The ability to identify with and understand somebody else's feelings or difficulties.” Encarta Dictionary

Emotional Intelligence – “The intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that will enhance your results (Weisinger).” As quoted in *Learn to Lead*, Module Two

{Note to the instructor: The concept of Emotional Intelligence will be new for many of your cadets. Besides reading the *Learn to Lead* textbook, you should also research this concept online before teaching this lesson. However, the goal for this lesson is simply to introduce the concept. Because the time is brief, you should not try to teach everything you know about EQ. It is alright, and encouraged, that cadets will need to research this topic further on their own.}

INTRODUCTION

Attention: Other than Spock from Star Trek™, quickly name some people who are good at separating emotion from logic.

Motivation: There aren't a lot of names for a reason. Our emotions shape our logic. Understanding our emotions, and the emotions of others, is a key ingredient in leadership.

Overview: In today’s lesson we will introduce the concept of Emotional Intelligence (EQ) and how understanding these personal attributes will help you to be a more successful leader.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE CONCEPT OF EQ

We have heard about the IQ test to measure intelligence. Those who study leadership know that successful leaders have varying IQ scores, so IQ alone is not a great indicator of leadership potential, nor was the IQ test designed to reach this outcome.

Researchers looked at how people gauge emotions and discovered that those who gauge their own emotions and others’ well tend to be more successful in life. Many researchers believe that Emotional Intelligence, or EQ, is a better indicator of success than IQ. When you go home, you can go online and search for the term, Emotional Intelligence, and even take tests to see how well you do. {Remind the cadets that tests should be taken with certified folks interpreting the results specifically for the individual. Most other tests are simply insightful and entertaining.}

Two researchers, John Mayer and Peter Salovey, decided that EQ can be well-described by five primary aspects: self-awareness, managing emotions, self-motivation, empathy for others and interpersonal skills.

{Draw on the board:}

self-awareness	managing emotions	self-motivation	empathy	interpersonal skills

As we look at each item, consider whether or not you are already practicing the aspect of emotional intelligence or if it is an area in which you can improve.

Increased Self-Awareness Question: Knowing yourself is important. Being self-aware means that you are aware of your mood. By being aware, you can readily alter your mood to communicate better. Describe a time when you thought you would fail at something. When we fill ourselves with

additional stress, like the possibility of failure, we often increase the chance that such things will happen.

- How can you become more self-aware? {Write the answers on the board.}

Managing Emotions Question: Describe a time when you said something and immediately thought, “I didn’t mean it that way.”

- Why did your mind trigger this response? {Write the answers on the board.}

Self-Motivation Question: Your emotional intelligence – how well you do or don’t understand or cope with your emotions – depends on how proactive you are. This is because Emotional Intelligence is closely related to your level of motivation, or your willingness to complete tasks. For example, if you feel so doomed by the largeness of a task – whether it be writing an essay or mowing a lawn – perhaps you will not even be able to start. You will doom yourself to failure before you even start, which will decrease your ability to feel good about yourself.

- Describe ways you were able to become self-motivated. {Write the answers on the board.}

Empathy Question: Understanding emotions in others can really set you apart as a leader. For example, describe the emotions of a cadet, one of your sharpest performers, will be going through as you counsel him or her regarding an infraction committed during an activity. You decide to begin the session with positive remarks and encouragement, so that he or she won’t be so nervous and can exit the session prepared to put the error behind him/her and move on.

- How does understanding someone else's emotions help you? {Write the answers on the board.}

Interpersonal Skills Question: Demonstrating interpersonal skill is a blending of several aspects of emotional intelligence, especially empathy and the ability to see and understand emotions in others. If you are aware of emotion in yourself and if you can control your emotions, you become a rock of stability who can see emotions in others and help those who may be struggling.

- How does the ability to understand other people help you to become a better leader? {Write the answers on the board.}

It sounds like we have a good basic understanding of Emotional Intelligence. Let’s explore some more how understanding yields better leadership.

MAIN POINT 2: UNDERSTANDING YIELDS BETTER LEADERSHIP

Think of someone who was angry. How did you know they were angry? Did the anger cloud or clarify this person's message? Understanding emotions allows you to understand the messenger. Once you understand the messenger, you will be in a better position to understand the message. When emotions and the message match, it is easy to understand. It requires some study of EQ to understand the message in spite of the emotion. Let's try an experiment to illustrate.

{Ask for two volunteers. One is the messenger and one is the receiver. State to the messenger that they are to say something nice to the receiver, but do it in a way that uses the wrong emotion, like anger or sadness. Let the messenger communicate the positive message with the wrong emotion.}

Question: {For the receiver} Did you believe the messenger's intent? Why or why not?

Question: {For everyone} Why is emotional intent so important in communication?

Question: How can leaders learn to use EQ to lead?

CONCLUSION

Summary: One expert asserts that individuals with high emotional intelligence can remain motivated even when facing challenges and they can detect emotion in others, feel empathy for those who may be hurting, and put themselves in the place of team members who may need counsel (Nahavandi, as quoted in *Learn to Lead*).

Remotivation: EQ is a powerful tool for leaders. You should go online or go to your library to more fully understand how you can improve your Emotional Intelligence.

Closure: While we were quick to point out that Spock separated his emotions from his logic at the beginning of this lesson, we should be mindful that Spock was not without emotion – he simply learned to understand and manage emotion as he applied logic. Fascinating.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last

25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Understanding emotions, intelligence, self-awareness, empathy.**