

EMOTIONALINTELLIGENCE

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Emotions & the tripartite brain

CHAPTER 1

How the brain grew?

- In order to understand the hold of emotions on the thinking mind, and why “feelings” and “reason” are constantly at war – we need to understand how the brain evolved.
- Human brains are triple the size of those in our nearest cousins of evolution, the non-human primates.
- Over millions of years of evolution, the brain has grown from the bottom up- with its higher centers developing as elaborations of lower, more ancient parts.

Brainstem

- Most primitive part of brain
- Brainstem surround top of the spinal cord
- This root brain regulates basic life function like breathing & metabolism of the body's other organs
- It controls stereotyped reactions & movements
- This primitive brain cannot think or learn
- It is a set of preprogrammed regulators that keep the body running as it should and reacting in a way that ensures survival
- In the reptile kingdom this brain reigned supremeeg. A snake hissing to signal the threat of an attack

Neocortex or thinking brain

- From the most primitive root the brainstem, emerged the most emotional centres
- Millions of years later in evolution, from these emotional centers evolved the thinking brain or the neocortex
- Neocortex is a great bulb of convoluted tissues that make up the top layers
- The fact that the thinking brain grew from the emotional one, reveals the friendship of thoughts to feelings
- There was an emotional brain long before a rational one

Olfactory lobe

- The most ancient root of our emotional life is the “sense of smell” that evolved from the olfactory lobe (the cells that take in and analyze smell)
- Every living entity has its own distinctive molecular signature that can be carried in the wind (living entity be it poisonous, nutritious, sexual partner, prey or predator)
- In primitive times, sense of smell was considered as a paramount sense for survival
- This olfactory lobe eventually grew large enough to encircle the top of the brain stem – thus the ancient centre's for emotion began to evolve

Olfactory lobe contd.....

- Olfactory centre initially was composed of thin layers of neurons gathered to analyze smell
- The first layer of cells took in what was smelled and sorted it into relevant categories: edible or toxic, sexually available, enemy or meal
- The second layer of cells sent reflexive messages throughout the nervous system telling the body what to do: bite, spit, approach, flee, chase
- This emotional life for these species can also be called an instinct life

Limbic system

- With the evolution of new mammals, came the key layers of the emotional brain, surrounding the brainstem
- This part of the brain rings and borders the brainstem hence it is called the limbic system (limbus:latinword for ring)
- This new neural territory added emotions proper to the brains functions
- Eg. Craving, fury, head-over-heels in love, recoiling in dread are some limbic functions

Limbic system contd.....

- As the limbic system evolved 2 it refined and developed 2 powerful tools: Learning & Memory
- These revolutionary advances allowed an animal to be much smarter in its choices for survival and fine-tune its responses to adapt to the changing demands, rather than having automatic & invariable reactions
- Eg. If a food led to sickness, it could be avoided next time
- Decisions like knowing what to eat & what to spurn/reject was till determined by the sense of smell

Rhinencephalon or nose brain

- Rhinencephalon or the nose brain is a part of the limbic wiring and the rudimentary basis of the neocortex the thinking brain
- This connection between the limbic system & the olfactory bulb started making distinctions among smells and recognizing them, comparing a present smell with past ones; and so discriminating good from bad

Neocortex evolution in Homo Sapiens

- The ancient mammalian two layered cortex brain evolved over 100 years and added few more layers of brain cells
- This great growth includes the regions that plan, comprehend what is sensed and coordinate movement, which offered an extraordinary intellectual edge to the species
- In homo sapiens the much larger neocortex, is the seat of thought; it contains centre's that put together and comprehend what the senses perceive
- It adds to a feeling what we think about it, and allows us to have feelings about ideas, art, symbols, imaginings

Evolutionary course

- This evolved neocortex allowed a judicious fine-tuning, providing an enormous advantage in an organisms ability to survive adversity; also more likely to pass these genes onward
- The survival edge is due to the neocortex's talent for strategizing and planning
- The addition of neocortex & connection to limbic system made human development possible by enhancing the emotional life
- Eg. In love: limbic structures generate feelings of pleasure & sexual desire – the emotions feed sexual passion
- Eg: mother-child bond is a basis of family unit, forms a long-term commitment to childrearing and makes human development possible

Evolutionary course contd....

- Neocortex-to-limbic system connections being far greater In humans, we are able to display a far greater range of reactions to our emotions
- This also provides more subtlety & complexity of emotional life; such as ability to have feelings about our feelings

These higher centres do not govern all of emotional life. Even in emotional emergencies, we fall back on our limbic system.

Because so many of the higher centres extended from the limbic area, the emotional brain plays a crucial role.

As the root from which the newer rational brain grew, the emotional areas are entwined connecting circuits to all parts of the neocortex.

This gives the emotional centre's immense power to influence the functioning of the rest of the brain, including the centres of thought.

Emotional Competencies

- **Emotional competence** refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others.

Emotional Competencies

Daniel Goleman Competency Framework

Self-Awareness

Emotional Self-Awareness
Accurate Self-Assessment
Self-Confidence

Social Awareness

Empathy
Organizational Awareness
Service

Self-Management

Self-Control
Transparency
Adaptability
Achievement
Initiative
Optimism

Relationship Management

Inspirational Leadership
Influence
Developing Others
Change Catalyst
Conflict Management
Teamwork and
Collaboration

Emotional Quotient

- EQ Stands for Emotional Quotient (emotional intelligence).
- Definition: Emotional quotient (EQ) or emotional intelligence is the ability to identify, assess, and control the emotions of oneself, of others, and of groups.
- Abilities: Identify, evaluate, control and express emotions ones own emotions; perceive, and assess others' emotions; use emotions to facilitate thinking, understand emotional meanings.
- In the workplace: Teamwork, leadership, successful relations, service orientation, initiative, collaboration.
- Identifies: Leaders, team-players, individuals who best work alone, individuals with social challenges.

Enneagram – “ennea”(nine)+“gram” (something written or drawn)

- The Enneagram is a comprehensive guide into how people feel, think and behave
- It is a powerful system that describes nine fundamentally different patterns of action
- Each Enneagram type can be described as a form of internal strategy - How to manage ourselves in difficult situations?
Where do we focus our attention and what are we trying to avoid?
- The aim of Enneagram is not only to identify the type of an individual, but also to develop ourselves and break out from the internal strategy and patterns
- According to the theory only after recognizing our type we are able to reveal our true self
- Enneagram can be seen as a way to practice self-discovery.
- In business it is used in wide range of applications e.g. communication, leadership and teamwork.

9 Enneagram Styles

- According to the Enneagram theory, we all have some of the all types within us but one of the types is the most dominant
- In addition our **wing** and **arrow** types affect to our patterns of Thinking, Feeling and Behaving
- The types directly next to the individuals core types are called the **wing** styles.
- According to the Enneagram theory, one or both of the wing styles influence the individual
- The **arrows** in the Enneagram circle refer to the security type and stress type of the individual's style
 - *moving away* from the direction of the arrow indicates the **Stress** type of the predominant type.
 - *moving toward* the direction of the arrow indicates the **Security** type of the predominant type



- The **stress** type - is the personality type the person shifts into when feeling stressed, pressured or mobilizing for action
- The **security** type - is the personality type the person shifts into when feeling relaxed and secured, or paradoxically, overwhelmed and exhausted
- The wings and arrow theories make the Enneagram even more comprehensive guide to human personality

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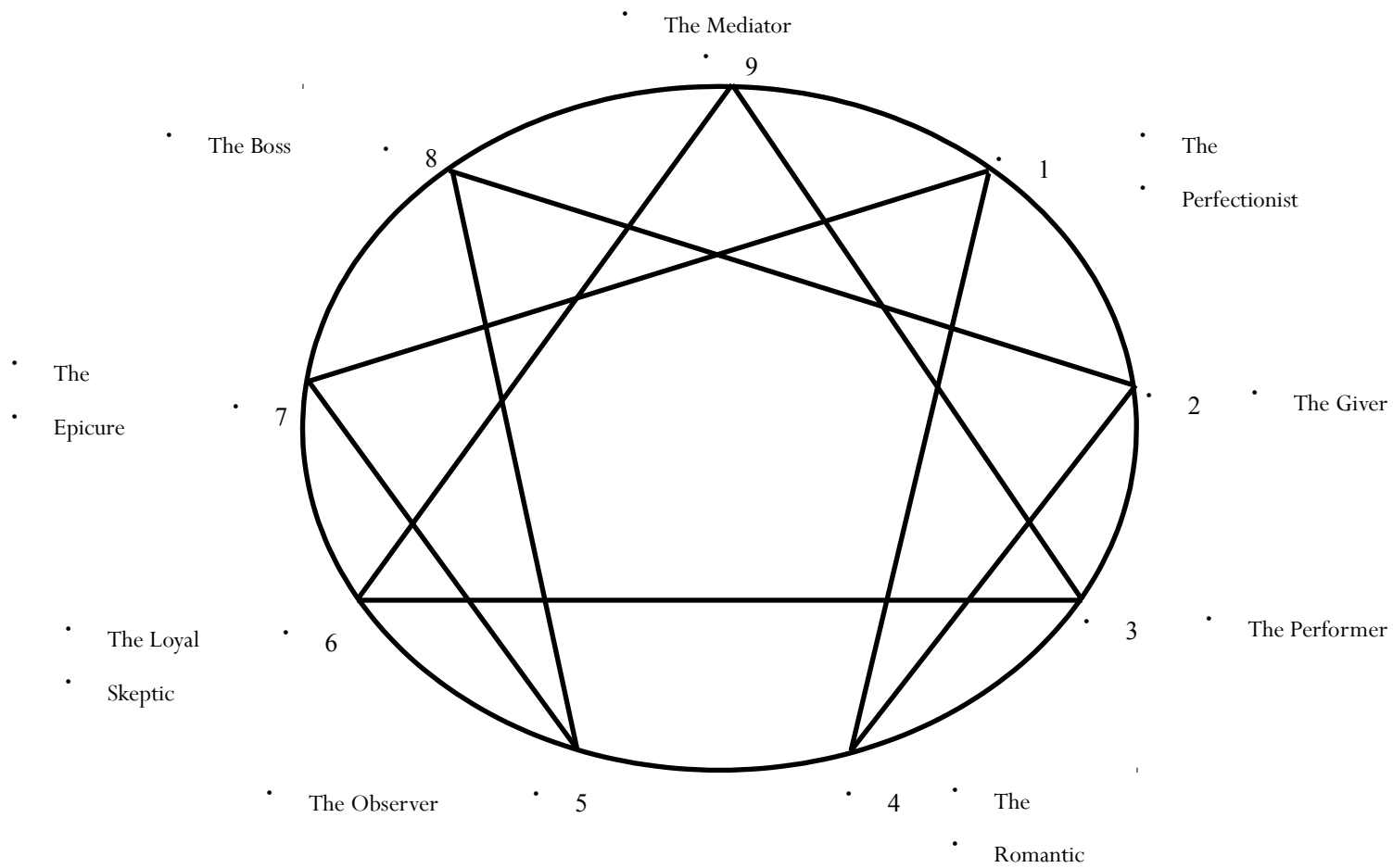
Centres of Intelligence

- There are three different centres of intelligence used in the Enneagram system
- The idea behind the centres refers to the way in which we discover and process information and make decisions

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ETT (Emotional Transformation Therapy)

ETT is a modality of psychotherapy that uses several techniques based on color and light frequency.

- **PSYCHOTHERAPY**
- **LIGHT THERAPY**
- **EYE MOVEMENT**
- **BRAINWAVE ENTRAINMENT/DISENTRAINMENT**

Role of Emotions in Decision Making

- Integral emotions influence decision making.
- Incidental emotions influence decision making.
- Specific emotions influence decision making.
- Emotions shape decisions via the content of thought.
- Emotions shape the depth of thought.
- Emotions shape decision via goal activation.
- Emotions influence interpersonal decision making.
- Unwanted effects of emotion on decision making can sometimes be reduced.

Kolb's Theory of Learning styles

- 1. concrete experience being involved in a new experience.

offer labs, field work, observations or videos

- 2. reflective observation: watching others or developing observations about own experience.

use logs, journals or brainstorming.

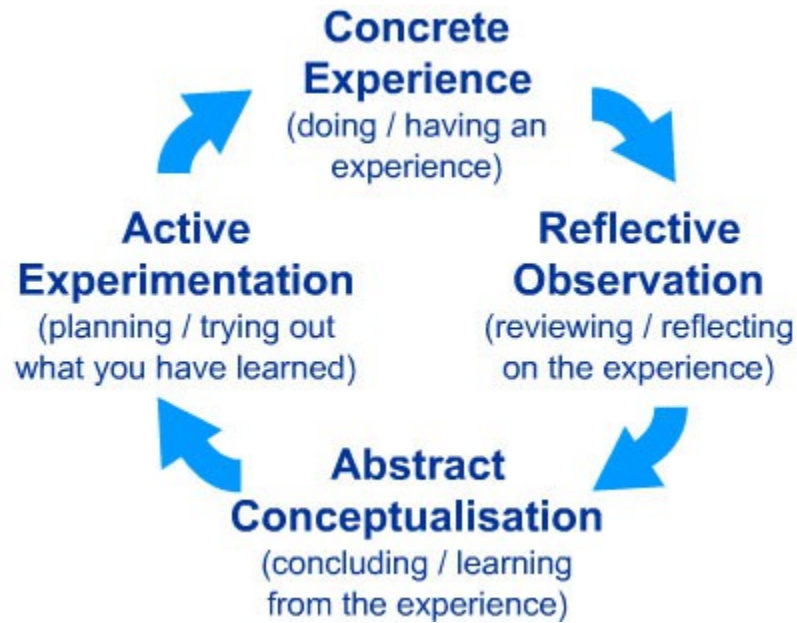
- 3. abstract conceptualization: creating theories to explain observations

lectures, papers and analogies work well.

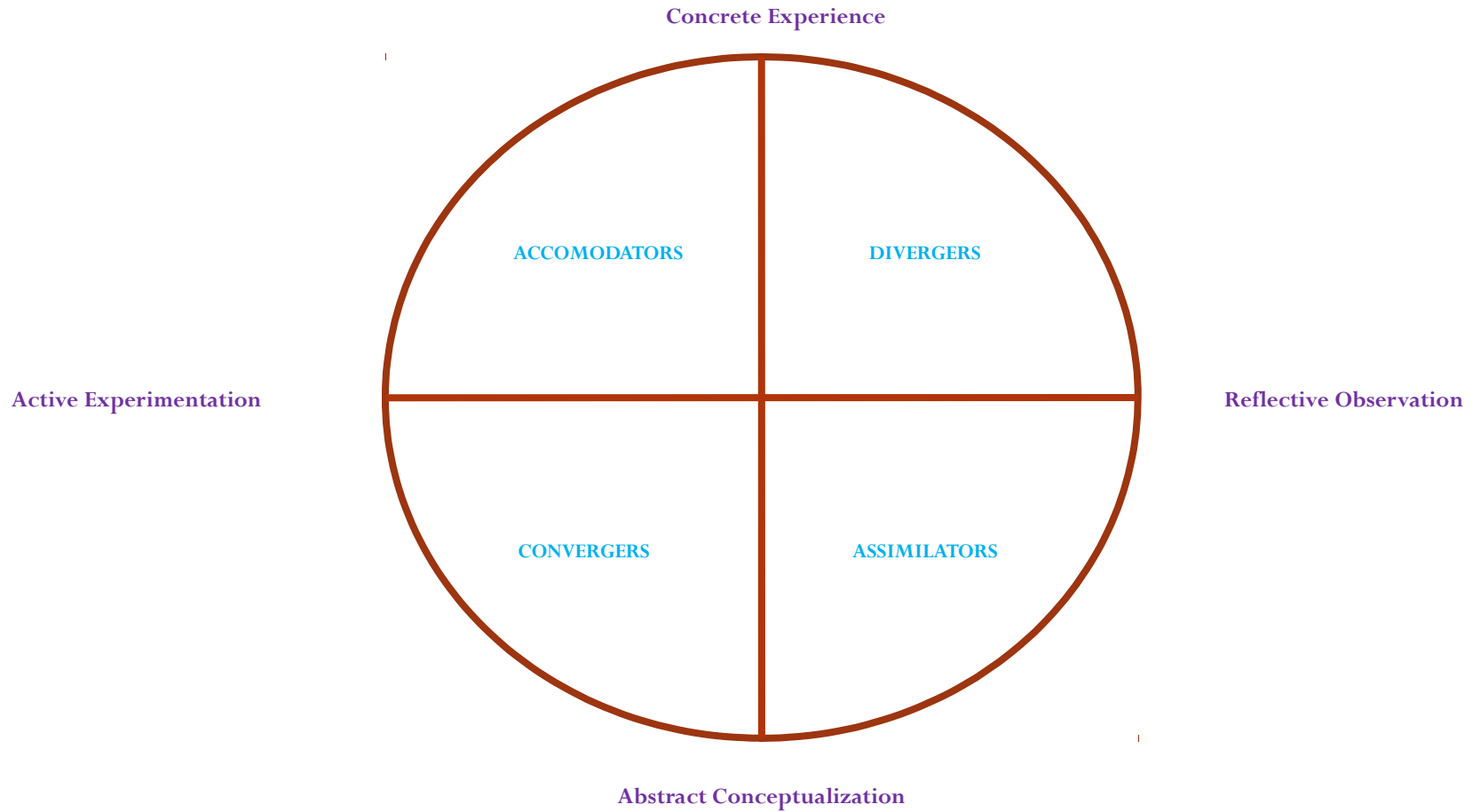
- 4. active experimentation: using theories to solve problems, make decisions

offer simulations, case studies and homework

Kolb's learning cycle



Kolbs Learning Styles



ACCOMODATOR Learning Style

- ACCOMODATORS dominant learning abilities are **Concrete Experience (CE) and Active Experimentation (AE)**.
- This person's greatest strength lies in doing things and involving oneself in the experience.
- This person can be more of a risk-taker and tends to adapt well in specific circumstances.
- This person tends to solve problems in an intuitive trial and error manner, relying often on other people's information rather than on own analytic ability.
- Suited for action-oriented jobs (business, marketing, sales).
- These learners are good with complexity and are able to see relationships among aspects of a system.
- A variety of methods are suitable for this learning style, particularly anything that encourages independent discovery allowing the learner to be an active participant in the learning process
- instructors working with this type of student might expect devil's advocate type questions, such as "What if?" and "Why not?"

ASSIMILATOR Learning Style

- **Assimilator's dominant learning abilities are Abstract Conceptualization (AC) and Reflective Observation (RO).**
- They are motivated to answer the question, "what is there to know?"
- They are good at creating theoretical models. Less interested in people more concerned with abstract concepts.
- This learning style is more characteristic of basic sciences and mathematics.
- They like accurate, organized delivery of information and they tend to respect the knowledge of the expert.
- They aren't that comfortable randomly exploring a system and they like to get the 'right' answer to the problem.
- Instructional methods that suit Assimilators include: lecture method, followed by a demonstration exploration of a subject in a lab, following a prepared tutorial (which they will probably stick to quite closely) and for which answers should be provided
- These learners are perhaps less 'instructor intensive' than those of some other learning styles.

CONVERGER Learning Style

- **Converger's dominant learning abilities are Abstract Conceptualization (AC) and Active Experimentation (AE).**
- They are motivated to discover the relevancy or "how" of a situation
- Their greatest strength lies in the practical application of ideas.
- Application and usefulness of information is increased by understanding detailed information about the system's operation.
- They are relatively unemotional and prefer to deal with things rather than people.
- They like to specialize in the physical sciences and this learning style is characteristic of many engineers.
- Instructional methods that suit Convergers include: interactive, hands-on, not passive, instruction (labs, field work) computer-assisted instruction problem sets or workbooks for students to explore

DIVERGER Learning Style

- **Diverger's dominant learning abilities are Concrete Experience (CE) and Reflective Observation (RO).**
- Their greatest strength lies in imaginative ability.
- This person is very good at viewing concrete situations from many perspectives.
- They prefer to have information presented to them in a detailed, systematic, reasoned manner.
- Flexibility and the ability to think on your feet are assets when working with Divergers.
- Counsellors, managers are typical professions they are well suited to.
- Instructional methods that suit Divergers include: lecture method, hands-on exploration, brainstorming

Managerial Effectiveness

Many organizations expect managers who manage employees to exhibit both management and leadership qualities.

They are required to build relationships among direct-report employees and to motivate them to achieve individual and group goals.

The degree to which managers can successfully manage their staff's performance will be important for evaluating their worth to the organization.

One way to look at managerial effectiveness is this: it's the combined effect of a manager who uses different management tools and techniques.

Communication technologies, data, knowledge, action, performance feedback, boundary spanning, change and innovation. In this model, a manager brings all his actions together, providing different kinds of assistance to employees, such as helping them adjust to change and come up with new ideas that lead to innovation.

Another way to look at managerial effectiveness concerns the approach a manager takes to get people to produce desired outcomes. Some managers are less focused on interpersonal skills, perhaps having zero

Continued...

- "Effectiveness is doing the right things." – Peter Drucker
- Drucker put forward that effectiveness in leadership is learned, "To be effective is the job of the executive... whether he works in a business or in a hospital, in a government agency or in a labor union, in a university or in the army, the executive is, first of all, expected to get the right things done."
- "Management by Objective works--if you know the objective,"
- McGregor's X and Y theory.

Basic Practices by effective managers

- They are good time managers.
- They focus on achieving results.
- They empower the organization with the strength of the staff, their superiors and themselves.
- They concentrate on one activity at a time to get superior results.
- They take decisions after systematic analysis of fact and information.

Expectations from budding managers and entrepreneurs

- Strengthening self management competencies.
- Enhancing interpersonal competencies.
- Emotional Intelligence.
- Stress Management and time management.
- Group dynamics and team building.
- Management of conflict.
- Developing a positive attitude.

PDCA Cycle of Improving Effectiveness

- Plan -Establish the objectives and processes necessary to deliver results in accordance with the expected output (the target or goals).
- Do - Implement the plan, execute the process, make the product. Collect data for charting and analysis in the following "CHECK" and "ACT" steps.
- Check - Study the actual results (measured and collected in "DO" above) and compare against the expected results (targets or goals from the "PLAN") to ascertain any differences. Look for deviation in implementation from the plan and also look for the appropriateness and completeness of the plan to enable the execution.
- Act - If the CHECK shows that the PLAN that was implemented in DO is an improvement to the prior standard (baseline), then that becomes the new standard (baseline) for how the organization should ACT going forward (new standards areenACTed). If the CHECK shows that the PLAN that was implemented in DO is not an improvement, then the existing standard (baseline) will remain in place. In either case, if the CHECK showed something different than expected (whether better or worse), then there is some more

PDCA CYCLE

PDCA Cycle



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