



Emotional Intelligence and Social Intelligence

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Emotional Intelligence



Learning Objectives

Increase self-awareness regarding one's own feelings, what they are communicating, and how to use that information to increase one's effectiveness

Increase awareness of what's happening with others, tune in to what they are likely feeling, discern from the context what the feelings may be communicating, and use that information to be more effective in interacting with them

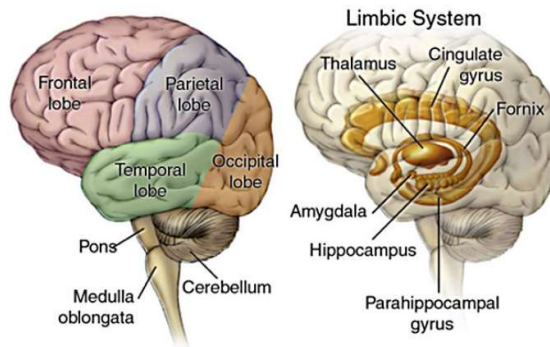
Glimpse how institutional and cultural socialization label expression of certain feelings as acceptable or unacceptable differentially depending on identity, such as gender, race, or the intersection of gender and race

First, a little brain science...

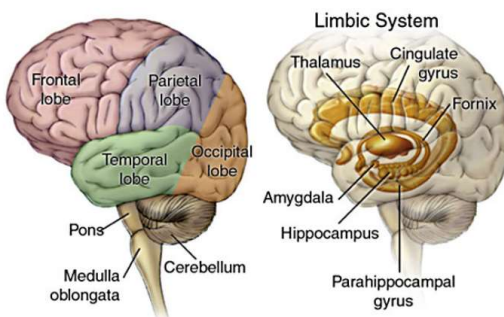
Anatomy of the Brain

The frontal lobe is the most uniquely human of all brain structures. The prefrontal cortex (which covers the front part of the frontal lobe) plays a major role in a wide variety of Executive Functions, such as:

- Focusing one's attention; problem-solving
- Predicting the consequences of one's actions; anticipating events in the environment
- Impulse control; managing emotional reactions
- Planning for the future
- Coordinating and adjusting complex behaviors ("I can't do A until B happens")



Anatomy of the Brain



Deep within and near the middle of the temporal lobe is a collection of nuclei known as the **amygdala**. The name is derived from the Latin term for “almond” because of its shape. Most often referred to in the singular, there are actually two amygdalae – one in each cerebral hemisphere.

The amygdala is considered our Emotional Processor. It stimulates the hypothalamus that, in turn, signals adrenal glands to produce hormones, such as adrenaline and cortisol. Memories of emotional experiences are imprinted in the amygdala.

Making this more relevant and practical...

We have a Reflective higher brain and a Reactive lower brain (sometimes referred to as the “reptilian” brain, because it has the same parts of the brain found in reptiles)

If an experience triggers a “fight, flight or freeze” response, the amygdala can hijack the rational brain.”Freaking out” or seriously overreacting to an event is known as the “**amygdala hijack**” (coined by Daniel Goleman).



This emotional brain processes information about 6 **seconds** earlier than the rational, thinking brain. Our ancient ancestors relied on the amygdala for survival. It’s responsible for signaling the release of adrenaline and directing blood to our arms and legs. Life in danger – fight or flight? Then, this is great. But, need to think through something? This puts us at a disadvantage.



An active amygdala impedes the neural pathway to our prefrontal cortex. You may feel disoriented in heated discussion, complex decision-making is diminished, access to multiple perspectives disappears.

The 6-second rule – waiting for just six seconds causes the brain chemicals that cause amygdala hijacking to dissipate. Breathing deeply and consciously activating your frontal cortex helps prevent your amygdala from taking control and causing a quick, emotional response.



During those six seconds direct your thought process to think of what you want from this situation and for yourself. These steps will help you gain your composure, to focus on what is most important in the here and now, and prepare you to take constructive action.



Over time, you can change the way your brain responds to emotional triggers, preventing the amygdala hijacking response. To rewire your brain in this way, think carefully about the triggering situation after you tame your emotional reaction. Identify the trigger and determine a more appropriate response to use next time. Your amygdala learns from past experiences, allowing you to change the way in which you react to a similar situation in the future.



Emotional Intelligence

A definition

The ability to accurately perceive emotions in oneself and others, to use emotional knowledge to enhance thinking and problem-solving, and to manage emotions in relationships with others.

In his book Working With Emotional Intelligence, Daniel Goleman cites Harvard Business School research that determined that EQ (Emotional Intelligence) counts for twice as much as IQ and technical skills combined in determining who will be successful.

Emotions

Emotions are natural. They may be considered pre-cognitive. That is, we may experience a feeling before we gain intellectual awareness of what precipitated it. Feelings are a way that our bodies are trying to communicate something to us. They provide precious information that can help us to take quick and effective action.

Unfortunately, our culture has discounted the value feelings serve. (Perhaps attributable to the western European, white male influence on our culture) corporate America tends to view emotions as a liability rather than the great asset they can be. We have, therefore, neglected educating ourselves on how to identify and use them effectively.

As we learn to listen and identify our feelings we create new possibilities for effective action. Even the most “rational” among us can find value in enhancing his/her emotional literacy.

Feelings, Thoughts and Behaviors

I feel as though...

I feel as if...

I feel like...

Distinguish **Feelings** from **Thoughts** and each as distinct from **Behaviors**

A helpful cycle of awareness and discerning mindful action in response to feelings may be:

1. Sensing (being aware of the feeling)
2. Thinking (identifying feeling, clarifying the message, and considering options)
3. Acting (on the option chosen)
4. Experiencing Relief or Recycling the Process

Feelings as Messengers

Feeling	What's the Message?	Potential Action
Anger		

Angry, mad, annoyed, furious, bugged, bothered, enraged, outraged, resentful, wrathful, exasperated, indignant, pissed, vexed, acrimonious, animosity, irritable, hostile (and, perhaps at extreme, pathological hate)

Feelings as Messengers

Feeling	What's the Message?	Potential Action
Anger	An agreement, boundary or expectation has been violated Ask: <i>What is the Violation?</i>	Reset, clarify or defend boundaries, limits. Use the energy to bring about the desired change

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Fear		

Fear, scared, afraid, frightened, terrified, concerned, worried, hesitant, nervous, anxious, apprehensive, consternated, misgiving, qualm, dread, terror (and, as a psychopathology, phobia and panic)

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Anger	An agreement, boundary or expectation has been violated Ask: <i>What is the Violation?</i>	Reset, clarify or defend boundaries, limits. Use the energy to bring about the desired change
Fear	Danger; a real or imagined threat is perceived Ask: <i>What is the Danger?</i>	Re-establish protection, safety

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Sadness		

Depressed, down, grieving, sorrowful, mournful, cheerless, blue, gloomy, melancholy, self-pity, lonely, dejected, despair (and, when pathological, severe depression)

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Joy		

Joyful, glad, happy, peaceful, relieved, content, blissful, delight, amused, proud, powerful, confident, pleased, thrilled, gratified, satisfied, euphoric (and at the far edge, mania)

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Joy	Pleasure Ask: <i>Where is it coming from?</i>	Keep on! Whatever we're doing is working

Composites

Some emotions don't fall completely within one feeling group. When that is the case, break it into its component feelings. Identify each feeling group that comprises that feeling, and work with each component individually.

Covers

Often, people will use words that do not fit clearly into any of the feeling groups, like “fine” or “miserable”. Words like these do not articulate the feelings and, therefore, limit our ability to respond effectively. This may be a means for the individual to avoid going where s/he does not want to go, i.e. address the underlying feeling(s). Or, it may be that the individual does not have a framework for articulating her/his feelings.

Personal Activity

Temporarily expand model from 4 to 6 feeling groups:

Anger
Fear
Sadness
Joy
Powerful
Peaceful

List these 6 feelings in order, starting with the one that is MOST OKAY for you to reveal/show to others, down to the one that's LEAST OKAY for you to reveal/show to others.

Draw a line, such that those feelings above the line are – to varying degrees – OKAY to reveal/show to others, and those below the line are – to varying degrees – NOT SO OKAY to reveal/show to others.

Why we might not be authentic with our feelings

First, we may substitute or hide feelings – completely outside of our awareness, subconsciously/with little awareness, or with full awareness and intentionality

Influences on how we understand feelings

- Our families of origin, home life, school, and society (TV, movies, advertisements, social media)
- Explicit messages regarding feelings
- Modeling by significant others (especially in childhood)
- Generational trauma

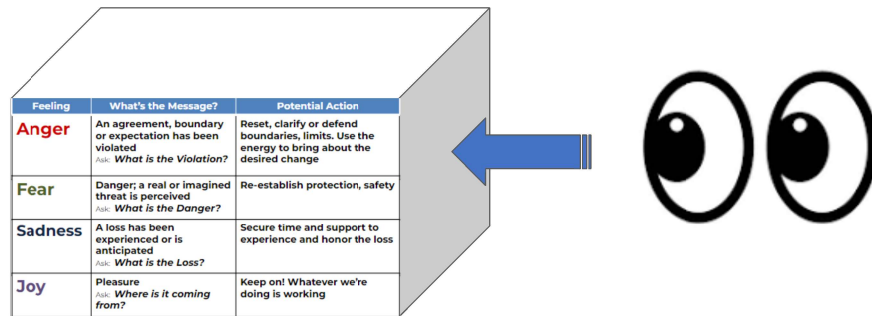
We may be Triggered - past experiences contribute to responding more strongly than the present situation warrants

Emotional Narratives

We all have emotional narratives, such that our responses to current situations are influenced by our pasts. To become more aware, we must uncover our own stories.

Brene Brown - "Owning our story can be hard but not nearly as difficult as spending our lives running from it."

Let's turn the model sideways and take another look at it...



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Substitutions Covers Masking Code-Switching Double-Consciousness

What you see is what you get...or maybe not

- **Substitutions** - Sometimes the energy of an “unacceptable” feeling comes out in the form of an “acceptable” feeling (or feelings)
- **Covers** - Sometimes we hide an authentic feeling, not wanting reveal what we're really feeling to others
- **Masking** - (Originating in the neurodivergent community,) sometimes we hide parts of ourselves for the comfort of the majority group.
- **Code-switching** – (Adopted by the Black American community,) the roots of this term can be traced back to the time of enslavement, when people had to modify their behavior for survival.
- **Double-Consciousness** – This W.E.B.DuBois' concept describe the experience of African Americans feeling the need to have more than one social identity.

Social Intelligence

The ability to read and properly react to social signals, monitor, understand, and manage one's own emotions, and of those around you, and to manage relationships effectively.

Discern what's going on with others.

Identifying verbal and non-verbal social cues.

"Reading the room"

Awareness of how others are perceiving us.

How we manage our emotions in social situations to respond appropriately.

Empathy is an E.I. competency – ability to understand what another person is experiencing from their point of reference.

Empathy is an intentional and conscious choice.

Process for practicing Social Intelligence

- 1 **Awareness** - what do I discern the other person is feeling?
- 2 **Think** - what is that feeling (or feelings) communicating?
- 3 **Assess/Analyze** - Explore options...how can I help that person satisfy their want/need in this situation?
- 4 **Act** - Take action that can secure what I and the other want/need. Explore options with other person, as necessary.

Substitutions

When the energy of a feeling *below the line* comes out in the form of a different feeling *above the line*. This is usually not within one's full awareness. It lacks authenticity and, therefore, is less likely to get resolved effectively.