

Emotional Intelligence in Multicultural Environments

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Workshop Agenda

- **What is Emotional Intelligence (EI)?**
- **Evidence that baseline EI can be learned/enhanced**
- **The critical importance of EI in quality of life and organizational improvement**
- **Introduction to EI by way of three short assessments**
 - **Empathy, Reality-Testing and Self-Awareness**
- **EI and multicultural work environment competence**
 - **Common emphasis on improving communications**
 - **How EI tools can reinforce and expand multicultural efficacy in the workplace and one's personal life**
 - **Introduction to Implicit Association Tests**
- **Individual and group application exercise**
- **Wrap-up + Eval**

Emotional Intelligence Defined

Emotional intelligence is an array of emotional, personal, and social skills that influence one's overall ability to cope with environmental demands and pressures...

Emotional Intelligence involves the extent to which an individual:

- Intuitively understands what others need and want;**
- Discerns their strengths and weaknesses;**
- Discerns how they can leverage mutual benefit with others;**
- Exhibits resilience in the face of stress;**
- Is engaging and positive – and the kind of person people want to be around.**

(composite definition from R. Bar-on, R. Handley, S Stein, and H. Book, 1999 and 2000)

Supplemental Definitions: Daniel Goleman's Five Emotional Competencies:

- **The ability to identify and name one's emotional states and to understand the link between emotions, thought and action**
- **The capacity to manage one's emotional states — to control emotions or to shift undesirable emotional states to more adequate ones**
- **The ability to enter into emotional states (at will) associated with a drive to achieve and be successful**
- **The capacity to read, be sensitive to, and influence other people's emotions**
- **The ability to enter and sustain satisfactory interpersonal relationships**

IQ Revisited

- **By comparison with EI:**
 - **IQ is a measure of an individual's intellectual, analytical, logical and rational abilities. It is (focused on) verbal, spatial, visual, and mathematical skills.**
 - **It gauges how readily we learn new things; (engage in) tasks; retain and recall objective information; reason; manipulate numbers; and think abstractly as well as analytically...**

(from Steven Stein and Howard E. Book, 2000)

Development of EI Research and Application in the 1990s

- Daniel Goleman, Peter Salovey and Ryeven Bar-On, key founders of current EI theory and application**
- Parallel and reinforcing emergence of positive psychology: Martin Seligman's work**
- Two of the best respected and widely used EI assessments: the EQ-i (Bar-On) and the MSCEIT (Mayer, Salovey and Caruso)**

Emotional Intelligence Variables

Bar-On (EQ-i) EI variables:

Intrapersonal:

Self Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-Actualization

Interpersonal:

Empathy, Social Responsibility, Interpersonal Relationship

Adaptability:

Reality Testing, Flexibility, Problem-Solving

Stress Management:

Stress Tolerance, Impulse Control

General Mood:

Optimism, Happiness

Three Brief EI Assessments

- **Empathy**
 - *Complete brief assessment in seminar handout; discuss with designated team; report back to seminar-at-large*
- **Reality Testing**
 - *Complete brief assessment; discuss with designated team; report back to seminar-at-large*
- **Self Awareness**
 - *Complete brief assessment; discuss with designated team; report back to seminar-at-large*

Cultural Competence Theories and Assessment Tools All Emphasize:

- **Knowledge** (about other cultures, people, nations, behaviors),
- **Empathy** (understanding feelings and needs of other people), and
- **Having Goals** (respectfully and clearly communicating your objectives).

Some Cross-Cultural

Differences/Competence Theorists:

Edward T. Hall, Geert Hofstede, Shalom Schwartz

EI and Cultural Competence Assessment Tools: Some General Comparisons

Both sets of tools are founded on the assumption that effective, reality-tested communication skills are critical

Remember:

- **We all operate with our own cultural assumptions (values and norms)**
 - **the range of what is perceived as “normal” is culturally-based**
- **Discomfort and confusion results when we encounter the unexpected and unfamiliar, as when, e.g.,**
 - **nonverbal communication differs (e.g. body language, gestures)**
 - **level of personal disclosure differs (e.g., open vs. closed)**
 - **values and norms re. business and personal priorities differ (e.g., establish personal familiarity before business?)**

Some Dimensions of Culture Taken from Various Cultural Competence Models

- **Individualist vs. collectivist (high-low context)**
- **Horizontal vs. hierarchical**
- **Form distrusted vs. form trusted**
- **Self in control vs. other in control**
- **Learn from experience vs. learn from authority**
- **Rules-observant vs. rules-bending**
- **Communication direct vs. indirect**
- **Uncertainty-tolerant vs. uncertainty-averse**
- **Different time orientations: past-present-future + monochronic vs. polychronic + short vs. long term**
- **Masculine (competitive) vs. feminine (collaborative)**

Implicit Association Tests:

- Valuable, easily accessed assessments at:
<https://implicit.harvard.edu/implicit/demo/>
- Encompass both EI and multicultural competence

*Individually complete
introductory, one page
example in seminar handout*

- *Discuss*

“YOUR ISSUES”

Application Exercise, Part 1:

- A. What EI and cultural competence issues are you encountering in your work environment (e.g., apparent deficits in empathy, reality testing or cultural bias) ?**

- B. What kinds of emerging needs and challenges do you see in dealing with your employees in these areas?**

***Discuss with designated
team; report
back to seminar-at-large***

Application Exercise, Part 2

- A. What organizational/team or individual resources can you better leverage to improve things?**

- B. Outline 3 or 4 key elements of a time-sequenced action plan to deal with one of these challenges.**

Discuss with designated team; report back to seminar-at-large

Workshop Conclusion

- **Review of Key EI and Multicultural Competence Applications**
 - **EI: the key to personal and professional success?**
 - **Growing evidence of personal and group benefits to enhancing empathy, reality testing, and self awareness**
 - **EI and Multicultural Competence Tools**
 - **Complementary assessments with very helpful, similar applications**
 - **Usefulness of Implicit Association Tests for both EI and multicultural arenas**
 - **Final Questions**
 - **Wrap up and evaluations**