

EMOTIONAL INTELLIGENCE AND RELATION DEVELOPMENT FOR TEACHER EDUCATORS OF TEACHER TRAINING COLLEGES

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Abstract :

This paper is discusses about what is emotional intelligence, and as a teacher educator how one teacher can develop it, how it will it stand as useful for his over all development.

Although "regular" intelligence is important to success in life, emotional intelligence is key to relating well to others and achieving your goals. Many people believe that emotional intelligence is at least as important as regular intelligence, and many companies now use EI testing to hire new staff.

Emotional intelligence is an awareness of your actions and feelings – and how they affect those around you. It also means that you value others, listen to their wants and needs, and are able to empathize or identify with them on many different levels.

Key Words : Emotional intelligence, Attributes of emotional intelligence, Self awareness, Self management.

Introduction :

In teaching field ,we all have different personalities, different desires and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where emotional intelligence becomes important. motional intelligence is the ability to recognize one's emotions, understand what they're telling you, and realize how teacher's emotions affect students colloques as well as people around of them. Emotional intelligence also involves one's perception about others:

when you understand how they feel, this allows you to manage relationships more effectively.

What is emotional intelligence?

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and diffuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If you have a high emotional intelligence you are able to recognize your own emotional state and the emotional states of others and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life. Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (1990).

The Four Branches of Emotional Intelligence :

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

1. **Perceiving Emotions :** The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
2. **Reasoning With Emotion s:** The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. **Understanding Emotions:** The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean

that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

4. **Managing Emotions:** The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

According to Salovey and Mayer, the four branches of their model are, "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion" (1997).

Emotional intelligence consists of four attributes :

Self-awareness – The person can recognize his/her own emotions and how they affect their thoughts and behavior, a person can know his strengths and weaknesses, and have self-confidence.

Self-management – The person able to control impulsive feelings and behaviors, manage his emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

Social awareness – A person who can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.

Relationship management – The person who know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Ten habits of emotionally intelligent people :

People with high **Emotionally Intelligent** :

1. Label their feelings, rather than labelling people or situations.
2. Distinguish between thoughts and feelings.
3. Take responsibility for their feelings.
4. Use their emotions to help make decisions.

5. Show respect for others' feelings.
6. Feel energised, not angry.
7. Validate others' feelings.
8. Practice getting a positive value from their negative emotions.
9. Don't advise, command, control, criticize, blame or judge others.
10. Avoid people who invalidate them or don't respect their feelings.

What is relationship ?

Defining a relationship : The coming together of two or more people for their mutual benefit.

Types of relationship:

- Personal partnerships(personal level, for life or profession, or business)
- Friendships.
- Relationships with work colleagues.

Reasons why we get together:

- Companionship
- Sense of belonging
- Establish a support system
- Build our identity
- Personal development
- Love
- Enhance a sense of common purpose
- Develop a sense of teamwork
- Produce a product or service

What makes an effective relationship ?

1. Reciprocity :

This means meeting each other's needs : You support – I support. For example, if you repeatedly ask colleagues for help, advice or information, but do not find time to respond to their enquiries, eventually they will withhold their know-how and support. (Think how devastating this could be at an organizational level.) Check out your perceptions.

2. Skills :

Dynamic listening: Actively listen by paying attention to both verbal and non-verbal cues to identify what is really being said / not said.

Establish empathy : Step into their shoes and tune into their language to access their map of reality.

Use questions : Directly ask what an individual's needs are. Don't mind-read.

Remember, to **ASSUME** is to make an **ASS** out of **U** and **ME** !

3. Relating over time :

Continuity : Build up a picture of the other person. See them in different situations and different contexts in order to gather clues about who the person is, their beliefs, values and hot buttons. This will help you to relate better.

Build trust : Establishing rapport involves trust and comfort, both of which need to be nurtured. Learn from each interaction and use this new knowledge to ensure subsequent interactions are positive and productive.

4. Engage in exchange :

To build an effective relationship, exchange factual information, thoughts, feelings and ideas. It is an interactive process: what you disclose has an impact on the other person, which affects how you respond.

Remember, the ways people treat us are reflections of the ways we treat ourselves. Relationships are not made outside, they are made inside.

Six steps to building effective relationships :

Tips for sharing thoughts, feelings and ideas:

1. **Know the boundaries of the relationships** (what can and can't be said or done; behaviors that are acceptable outside of work may be inappropriate within the workplace.)
2. **Check out expectations** (respective needs and wants)
3. **Review your perceptions** (avoid making assumptions on basis of little evidence)
4. **Review the other person's perceptions of you** (take a risk, ask yourself what is the worst that can happen – use the *worry buster* to help)

5. **Examine interactions** (consider what worked well or not so well, and why this might be the case)
6. **Determine the desired outcomes** (set exceptional goals that have **power**)

Top ten tips for building exceptional relationships with colleagues at work :

1. Appreciate their individual skills, knowledge and capabilities.
2. Make time to get to know them and actively listen to what they have to say.
3. Remember, you can have a good relationship without having to be their bosom pals.
4. If you have a disagreement with someone, look for an early solution.
5. Spend some social time as well as work time with them.
6. Give positive feedback for a job well done.
7. Seek their advice and opinions whenever you can.
8. Support them through the tough times.
9. Recognize individual uniqueness, be flexible in your style and approach, understand their map of reality.
10. Use common courtesies and friendly greetings (research shows that leaders have a powerful impact on the emotional climate within a workgroup; being miserable can be contagious!)

Most people who work have to work with other people. No matter how enjoyable a job is, it can become stressful and unfulfilling or downright miserable if human relationships break down. The first thing to realize and accept is that you cannot change other people. All you can do is to change yourself.

When someone says or does something to annoy you, the annoyance is not in the thing being done, but in your response to the thing that is being done. Things and actions are not in themselves annoying: the annoyance lies within ourselves, in the response.

What teacher educator can do to raise his/her Ei ?

- The first step is to identify your own emotions. (Prepare the feeling word list opposite to help you.)
- Take responsibility for them. (This is much harder.)

- Learn what compassion and empathy are. (This is much easier if you have taken the first two steps; impossible if you haven't!)
- Read books on emotions. (Consult the *mind, body & soul* section of any good book shop.)
- Get involved with learning, Continuous Professional Development or other networks.
- Find a quiet place/time to express your feelings. Keep a feeling journal.
- Read emotional literature, watch emotional movies, label the feelings being acted out.
- Avoid people who invalidate you

Developing an emotionally intelligent

Step 1 : Secure Commitment -

Get buy-in by answering the following questions :

What are the key drivers or triggers for change, what *pain* exists within the society or school ?

- How can Ei help ?
- What are the hot buttons for people with whom I do work ?
- Who are the key stakeholders and what's in it for them ?
- What are the added value or bottom-line benefits for developing Ei capabilities ?
- How will you establish the critical success factors ?
- Who has high Ei and can champion ?
- How will Ei be communicated or infused within the organisation/society ?

Developing an emotionally intelligent :

Step 2 : Prepare for change -

Having established the stake holder's case you now need to :

- Identify what Ei capabilities need to be developed and are critical for successful performance
- Conduct a gap analysis between any existing competency frameworks and Ei capabilities
- Assess Ei development needs
- Gauge readiness of the learners

Remember: Ei is inside-out development and needs personal commitment You also need to establish :

- How the facilitators will convince learners that Ei capabilities can be developed
- How the facilitators will demonstrate the WIFM factor .

Step 3 : Train & Develop :

In designing and delivering the Ei intervention you need to ask yourself :

- Who is best placed to facilitate ?
- What resources are available ?
- Do the facilitators display the necessary emotional competencies ?
- How will I ensure that they do ?
- What will be included in the design and how much time will be spent on cognitive vs experiential activities ?
- How will real-time feedback be incorporated and handled ?
- How will Ei capabilities be practiced back on the job ?

As I noted earlier, Without feedback there is no learning. So, who is going to provide the support, what form of support will this be and how will you ensure this will happen commitment to on-going support.

Step 4 : Train & Develop :

Elements of an effective Ei development programme :

Developing emotional capabilities means unlearning old habits of thought, feeling and action. It also involves commitment, motivation, sustained effort and practice. Kate Cannon, designer of American Express's Ei programme, advocates three simple principles :

1. **Theory** - Background to Ei and why it is important to develop it within the organization.
institution.
2. **Practice** - Introduce core Ei skills and allow learners to practice, practice, practice
3. **Applications** - Support for learners to apply the tools back on-the-job

Step 5 : Train & Develop :

Elements of an effective Ei development programme :

Tips for design:

- Use multi-sensory methods and media (music, pictures, stories, poetry) that tap into multiple intelligences
- Appeal to different learning styles and preferences
- Stage the training over a number of weeks
- Use small groups (established teams work best)
- Incorporate *real-time* and on-going feedback
- Incorporate assignments that can be integrated back on-the-job
- Use tips and techniques suggested in this book

Step 6 : Maintain & evaluating Ei Development :

Kirkpatrick's (1967) model for training evaluation is useful here :

1. **Immediate reaction:** post-training feedback sheets (happy sheets) to gauge learner's satisfaction with programme
2. **Learning:** pre- and post-development assessments (ideally 360° Ei feedback)
3. **Behaviour:** manager appraisals of individual performance
4. **Performance :** assessment against original critical success factors/benchmarks for Ei

For wider programme evaluation :

- Establish *control* group (to compare performance of participants who have been through the programme, with that of similar group who haven't)
- Undertake validation study of Ei competencies
- Carry out qualitative evaluation (often referred to as *illuminative evaluation*)

How to Improve Your Emotional Intelligence :

The good news is that emotional intelligence CAN be taught and developed. Many books and tests are available to help you determine your current EI, and identify where you may need to do some work. You can also use these tips:

- Observe how you react to people. Do you rush to judgment before you know all of the facts ? Do you stereotype ? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs.

- Look at your work environment. Do you seek attention for your accomplishments ? Humility can be a wonderful quality, and it doesn't mean that you're shy or lack self-confidence. When you practice humility, you say that you know what you did, and you can be quietly confident about it. Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself.
- Do a self-evaluation. What are your weaknesses? Are you willing to accept that you're not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life.
- Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it. Keep your emotions under control when things go wrong.
- Examine how your actions will affect others – before you take those actions. If your decision will impact others, put yourself in their place. How will they feel if you do this ? Would you want that experience? If you must take the action, how can you help others deal with the effects?

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