



BEHAVIORAL EQ[®]



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Introduction

Emotional intelligence (EQ) has become a popular and meaningful strategy for helping people improve their self-insight and understanding of others. Its influence has been strengthening steadily since the 1990s. EQ was born out of a renewed emphasis on the importance of emotions and the influence emotions have on people.

Emotional intelligence is focused on how effectively people work with others. The skills associated with emotional intelligence are different from those associated with technical skills and cognitive intelligence (IQ).

THINK ABOUT IT

- What are some technical skills important for your profession or organization?

- What do you think cognitive intelligence or IQ means?

Emotions, Behavior, and the Brain

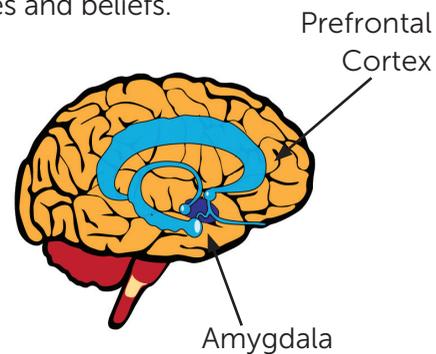
Neuroscientists are making fascinating discoveries about how specific parts of the brain are related to emotions and behavior. A basic finding from this research shows the important role of the amygdala (pronounced a-mig-de-la) for interpreting information and creating emotional and behavioral responses. The amygdala is a tiny section of the brain, near the brain stem, that evolved prior to the outer layers of the prefrontal cortex, and it plays a critical role in our emotional lives.

The amygdala responds just milliseconds more quickly than the prefrontal cortex, which is the slower and more rational part of our minds. In particular, the amygdala becomes dominant when we feel threatened or surprised, resulting in a fight, flight, or fright response. The reaction is immediate and lacks the precision of the logical prefrontal cortex. The amygdala floods the blood stream with adrenalin and other hormones. In such situations, emotions overpower rational thought and guide our behavior according to the lightning quick assessment of the amygdala.

Because the amygdala responds so quickly, it has the ability to usurp more rational thinking. This results in feelings and behavior that do not have the benefit of rational thought, which requires more time and effort. When

we let our emotions get the best of us, the amygdala is largely responsible. It takes most people between fifteen and twenty minutes to calm down after an amygdala attack. By slowing down and forcing ourselves to think through the emotion, using the more logical parts of our brains, and behaving more rationally as a result, we are preventing the amygdala from controlling our emotions and behavior.

One more concept about the brain is important for our discussion of emotional intelligence, and this is called *neuroplasticity*, which simply means that the brain is flexible. When the brain is damaged, it often loses some ability, for example the ability to recall certain memories. Fortunately, to a certain degree the brain can rewire itself to overcome such injuries. New neural pathways are formed to recover lost functions. Even without injury, we can rewire our brains to think in different ways through practice. Keep this concept in mind later in this guide when we discuss behavioral change and the effect this can have on attitudes and beliefs.



THINK ABOUT IT

- Think of a recent situation in which you had an emotional reaction. What did you do? Was it appropriate to react quickly and emotionally or would it have been more appropriate to slow down and think before you reacted?

Situation	How I Reacted	Was My Reaction Appropriate?
Example: Child was running into the street	Yelled loudly at the child to stop immediately	Yes. Quick reaction was necessary. The child stopped and was saved from potential harm.



Behavior – The Key Component to Behavioral EQ®

We can't see inside of people's heads to know exactly what they are thinking or feeling; however, we can see and hear what people do, their behavior. People often give subtle behavioral signals about how they are feeling. For example, if you are asking a person to do something, but he is unclear about your request and feels too intimidated to admit it, he might frown slightly and glance downward without saying anything. By paying attention and noticing this behavior, you can then act on this by clarifying your request.

In this small example, you have noticed a subtle aspect of another person's behavior and, in turn, you have acted on this with your own behavior. You have increased your effectiveness by ensuring that the other person understands your request.

Research backs up this behavioral approach.^{1,2} Studies have shown a clear distinction between emotional understanding (awareness of the person's confusion) and the ability to translate that understanding into outward behavior (clarifying yourself). While emotional awareness is important, acting on that awareness is what people notice, and it is these behaviors that have the greatest impact on personal effectiveness. If you had noticed

that the other person was confused but had simply walked away, would this have been an effective encounter? Probably not.

This example illustrates an important aspect of the Behavioral EQ Model™: It considers both emotional and behavioral intelligence.

Emotional intelligence is the ability to perceive and understand one's own emotions and the emotions of others. It includes having insight into oneself, and having awareness and empathy for others.

Behavioral intelligence is the ability to recognize the impact that emotions have on one's own behavior and the behavior of others, and to use this awareness to manage personal behavior and relationships.

As you will see later, we emphasize behavior for good reasons. Both emotional intelligence and behavioral intelligence are important, but emotional awareness alone will only take you so far; behavior is what helps people to be effective. Interestingly, focusing on improving your behavioral intelligence can actually improve your emotional intelligence as well. We'll explain more about this later. For now, let's see why Behavioral EQ is so important.

THINK ABOUT IT

- Can you think of any recent situations where you or someone you know could have increased your personal effectiveness by translating emotional understanding into effective behavior?

The Behavioral EQ Model™

Now that we've reviewed the background on Behavioral EQ and why it is important, let's look at exactly what it is.

The Behavioral EQ Model is best understood by examining the distinctions between emotional intelligence and behavioral intelligence. Your emotions are what you feel and experience inside your brain. They are not visible to others, though they are often expressed behaviorally. Your understanding and awareness of what others are experiencing and feeling is processed internally as well. You can gain insight into others, but then you will need to express that insight in an outward, behavioral way.

Let's start with the emotional and behavioral aspects of the model, related to Self. Then we'll explore those parts of the model related to others.



Emotional Intelligence – Self

We all have perceptions about our own emotions, but some people have learned to be more attuned to their emotions than others. **Emotional Intelligence - Self** is the ability to consciously identify and maintain awareness of one's own emotions and how these influence behavior. This includes insight into strengths and weaknesses, and level of self-confidence.

Emotion Awareness is awareness of one's own emotions and the impact these have on outward behavior. This includes understanding what caused the emotions and the ability to link emotions to one's behavior.

Self-Insight is the accuracy of one's awareness of personal strengths and limitations. It is an indicator of reflectiveness and the ability to evaluate oneself in an objective manner, as well as openness to feedback and self-development.

Self-Confidence is feelings of self-worth and personal competence. It is an indicator of the confidence a person feels in their knowledge and abilities, and their ability to convey this confidence to others.

SELF Emotional Intelligence



Behavioral Intelligence – Others

Just as we engage in personal behaviors related to our own emotions, we also behave in ways that affect others. **Behavioral Intelligence – Others** is the ability to manage behavior when interacting with others. It includes the capacity to direct emotions toward positive behavior, and encompasses skill at building good relationships, influencing others, motivating others, flexibility, and innovativeness.

Building Relationships is the ability to develop and maintain meaningful and positive relationships with others. It is an indicator of skill at building formal and informal networks and mutually beneficial relationships, building good rapport with others, and instilling a sense of trust.

Influencing Others is the ability to effectively persuade others. It indicates the capacity to present information in an influential way and use indirect methods of influence to build support.

Motivating Others is the ability to motivate and guide others toward a vision or goal. It indicates the capacity to take a leadership role as needed, regardless of formal position, and to guide the performance of others.

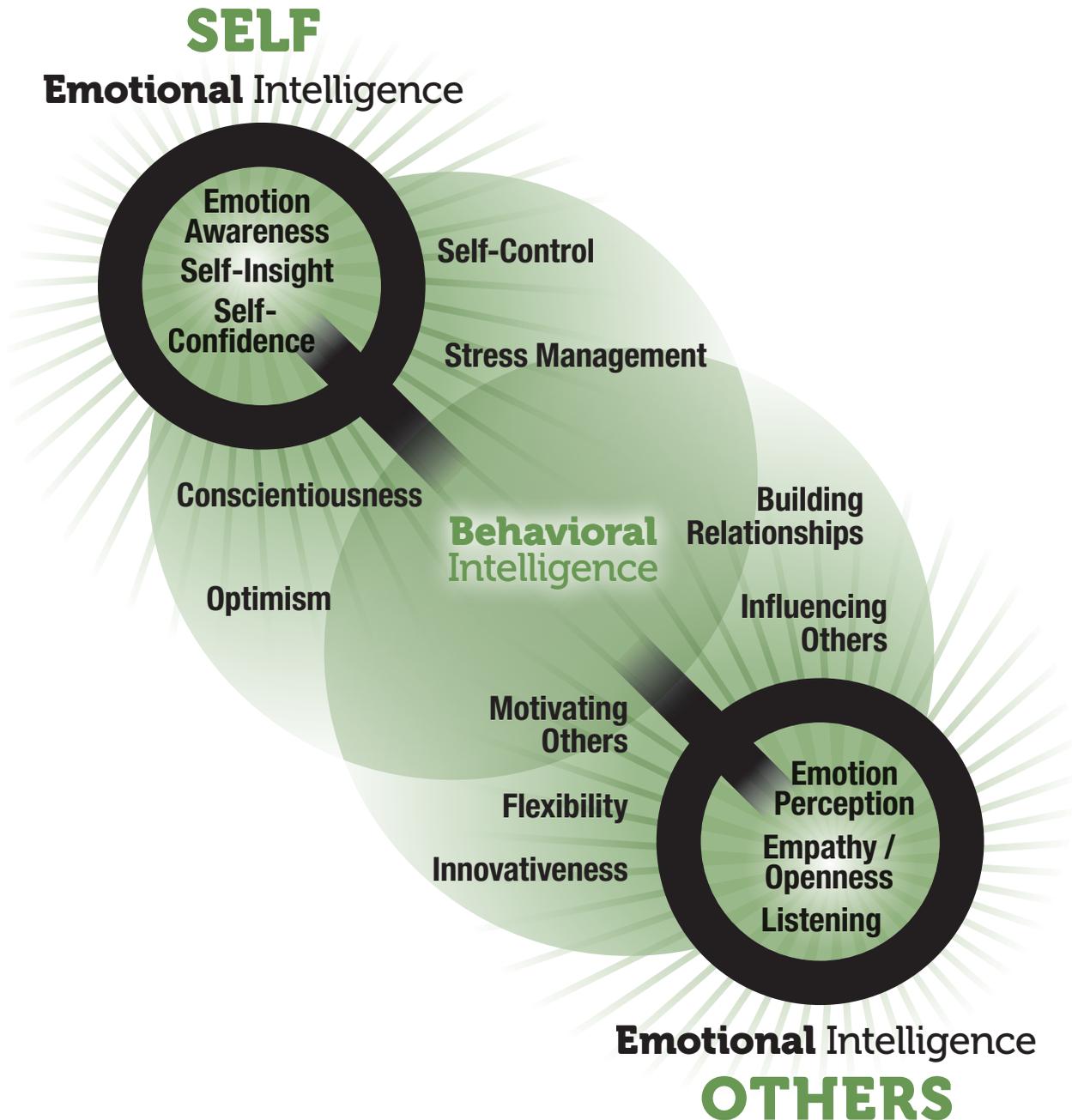
Flexibility is the ability to adapt to new circumstances. It indicates capacity to manage multiple demands and changing priorities, and flexibility in how a person views events and the ability to change thoughts and behavior as circumstances change.

Innovativeness is the capacity to generate novel ideas and to be open to new information. It is an indicator of the ability to adopt new perspectives in one's thinking, seek out ideas from various sources, spawn new ideas, and encourage others to be creative.



The Complete Behavioral EQ Model

This complete Behavioral EQ Model illustrates all four aspects and the skills in each. You will find this Model useful when you complete your Behavioral EQ Action Plan later in this Concepts Guide.



Your Behavioral EQ Self-Perception Results (Paper Questionnaire Only)

Before reading this section, you should have completed and scored the paper version of Behavioral EQ Self-Perception Questionnaire. Next, find the matching interpretation for each area on the following pages and take a few moments to read the interpretation.

Note: If you completed the online survey, refer to your Profile Report for interpretation.

Emotional Intelligence – Self

Emotional Intelligence - Self is the ability to consciously identify and maintain awareness of one's own emotions and how these influence behavior. This includes insight into strengths and weaknesses, and level of self-confidence.

My Score: _____

Locate the description below that corresponds to your score for this dimension.

Score 32 or lower.

- **Emotion Awareness:** You might have limited awareness of your own feelings and how your emotions affect your behavior. Likewise, it may be difficult for you to link your feelings to the events that caused them. Like many people, you have trouble expressing your emotions, and may limit this to a small number of people who are close to you and whom you trust.
- **Self-Insight:** You may hesitate to consider how others might view you, or to accurately evaluate your strengths and weaknesses. Therefore, when others give you feedback, it may come as a surprise, and this might cause you to avoid asking for feedback from others or from challenging yourself to develop new abilities.
- **Self-Confidence:** Related to self-insight, your self-confidence and how you display your self-assurance to others could be affected. Others might see you as hesitant to show your abilities, and this can come across as a lack of self-confidence.

Score 33 to 40.

- **Emotion Awareness:** You have some awareness of your feelings and how they affect your behavior, as well as how your emotions are affected by external events. You are able to express your emotions, though you may be selective when choosing those you confide in.
- **Self-Insight:** You can evaluate your abilities objectively, taking into consideration how others see you, though this may not be a particular habit for you. You have some insight into your areas of strength and weakness, and though you may not be particularly eager to receive feedback from others, you can usually accept it.



BehavioralEQ

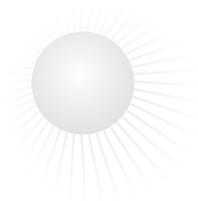
Putting Emotional Intelligence to Work™



TRACOM Sneak Peek Excerpts from **Self-Perception Questionnaire**



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Instructions

For each statement rate how frequently you typically engage in that behavior. In the column next to the statement, check the column corresponding to your response. Be honest with yourself and consider whether others would evaluate you the same way.

EXAMPLE	Never or almost never	Seldom	Sometimes	Often	Always or almost always
1. I understand how events affect my emotions.		✗			
2. I notice how my emotions affect my behavior.				✗	

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Version 1.1

	Never or almost never	Seldom	Sometimes	Often	Always or almost always
1. I understand how events affect my emotions.					
2. I notice how my emotions affect my behavior.					
3. I am comfortable expressing my emotions.					
4. I reflect on what I am good at and what I could improve upon.					
5. I am open to performance feedback.					
6. I seek out opportunities to expand my skills and abilities.					
7. I am confident in my abilities.					
8. I display self-confidence through my actions.					
9. Considering my strengths and weaknesses, I feel good about myself.					

	Never or almost never	Seldom	Sometimes	Often	Always or almost always
10. I develop networks of people that benefit me and them.					
11. I develop trusting relationships with others.					
12. I take the time necessary to build and maintain relationships.					
13. I influence others to my point of view.					
14. Others would describe me as influential.					
15. Others would describe me as persuasive.					
16. I set direction by clarifying others' roles and responsibilities.					
17. I assume the role of leader for particular tasks or projects.					
18. I am looked to by others for guidance or direction.					
19. I am flexible in my thinking.					
20. I am adaptable when confronted with unexpected changes.					
21. I easily make changes in how I do things.					
22. I generate creative solutions.					
23. I use existing concepts as a catalyst for even more creative approaches.					
24. I make it possible for others to show their creativity.					