



BEHAVIORAL EQ®

Emotional Intelligence & Versatility

Emotional Intelligence (EQ) focuses on how effectively people work with others. EQ skills are unique from a person's technical skills and cognitive abilities. Multiple studies have shown that Emotional Intelligence competencies often account for the difference between star performers and average performers, particularly in positions of leadership.

This paper discusses the relationship between EQ and the Versatility component of SOCIAL STYLE®.

SOCIAL STYLE Connections

SOCIAL STYLE is the world's most effective interpersonal skills model. The Connections Whitepaper Series looks at how SOCIAL STYLE complements and supports other popular workplace programs including SPIN Selling, Situational Leadership, Emotional Intelligence, Crucial Conversations and The Five Dysfunctions of a Team.



SOCIAL STYLE teaches us that people are different

For more than sixty years, the SOCIAL STYLE Model™ has been the world's most effective behavioral style model and a fundamental offering of the TRACOM Group.

SOCIAL STYLE is based on people's Assertiveness and Responsiveness. Understanding SOCIAL STYLE allows people to identify the preferences of others and modify their behavior to make others more comfortable. This is known as Versatility, and it is the key to maximizing interpersonal effectiveness. Put simply, Versatility is a measure of how well one works with others, regardless of their Style. It allows people to navigate different situations effectively and garner respect and support from colleagues with a wide variety of needs and preferences. Research shows that managers with high Versatility are 27% better at leading teams, 25% better at coaching others, and 19% more likely to be promoted. Versatility has also been linked to higher job performance, with correlations similar to intelligence, education, and personality.

SOCIAL STYLE is based on the fact that there are fundamental behavioral differences among people. Some people speak quietly, some are louder, some are more rigid and concerned with facts and data, while others are more casual and focus on opinions and stories. Behavioral patterns and preferences are developed early in life based upon what behaviors prove to be successful for us. The SOCIAL STYLE Model reveals four distinct behavioral types: Amiable, Analytical, Driving and Expressive. Because of various behavioral preferences and patterns, different people prefer to be treated differently. For example, imagine Marcus, the Director of Sales at his company. He is a reserved and task-oriented individual. Recently, he has been having trouble with a particular employee he manages, Jenny. By learning about Style and Versatility, Marcus discovers why he and Jenny haven't been seeing eye-to-eye on how to conduct business, and recognizes that one of the key reasons for this tension is that he has an Analytical Style and Jenny has an Expressive Style. Marcus realizes that he has been maintaining his usual behavioral pattern with Jenny, when he needs to adjust the ways he treats Jenny to accommodate her Style-based preferences. Rather than orienting meetings completely around tasks, details, and structures, he can be more open and enthusiastic, create a personal connection, discuss the big picture, and provide recognition as a way of appealing to Jenny.

SOCIAL STYLE offers Marcus concrete behavioral guidelines to improve his personal effectiveness. These small adjustments in behavior can lead to better relationships and improved employee morale, collaboration, and productivity.

But perhaps Marcus returns to work, begins to implement his new knowledge and skills, but realizes that there are still some problems in the relationship, particularly when stress levels are high. He finds himself engaging in backup behavior with Jenny. Backup behaviors are counterproductive behaviors we engage in when our fundamental Style needs are not being met. Marcus has found himself retreating into his office, withdrawing from Jenny; avoidance is the backup behavior for the Analytical Style. At this point, the behavioral goal is clear but he has difficulty managing his emotions and personal behavior to achieve this goal. A primary lesson from Style and Versatility is that enhancing interpersonal effectiveness never stops; there is always more to develop. Versatility can change over time and fluctuate across people and circumstances. For example, Marcus may have developed the skills to interact effectively with Amiable Style people at work, but for some reason, finds himself struggling to maintain self-control or manage stress when interacting with Expressive or Driving Style individuals. The question, then, becomes: How can individuals continue to challenge themselves to enhance their effectiveness?

Continuing to improve

TRACOM developed Behavioral EQ® as a way to help people further explore and enhance their interpersonal effectiveness, in part by showing people “why” they react to others and behave in the ways they do. In this way, Behavioral EQ gives attention to people’s internal thoughts and emotions, while still remaining grounded in behavior. Behavioral EQ encompasses both our emotional and behavioral intelligence. While Emotional Intelligence refers to how we perceive and understand our own emotions and the emotions of others, Behavioral Intelligence is the behavioral manifestation of that awareness; it is our ability to use EQ to manage personal behavior and relationships.

Certain competencies are common or overlapping across Behavioral EQ and Versatility, but Behavioral EQ expands upon Versatility to include other dimensions of interpersonal effectiveness. While Versatility is about how learners can adjust their behavior to accommodate the preferences of others, Behavioral EQ gives learners even more insight into how they can manage their own emotions and behaviors as well as interpret emotions expressed by others.

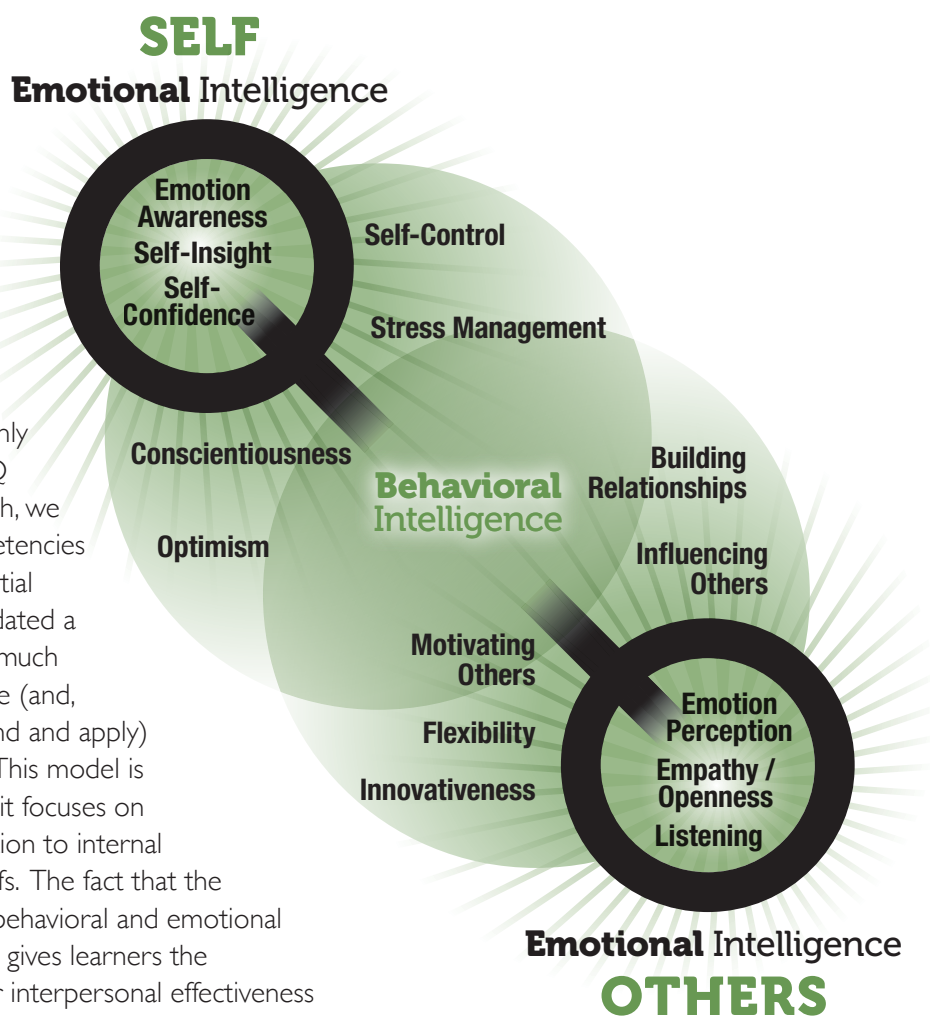


Building on Versatility

Behavioral EQ builds upon Versatility by providing learners with fresh insights into their own mindsets and behaviors. Humans are wired with certain glitches in their thinking, certain maladaptive ways of interpreting the world that keep them from optimizing their interpersonal effectiveness. Through the Behavioral EQ course, learners begin to recognize these patterns in themselves and correct for them.

Importantly, the Behavioral EQ Model™ is based on the latest research in neuroscience and behavioral effectiveness. Neuroplasticity is perhaps the greatest insight of neuroscience over the past decade – this is the idea that our brains are flexible and can form new connections, even more so than previously thought. We also know that there are particular patterns of brain activity associated with effective emotion regulation, empathy, and other abilities, and research shows that we can implement interventions to generate this kind of circuitry in the brain. Neuroscientific research also suggests that when people consistently engage in behavioral change exercises, their brains begin to carve out new neural pathways that alter thought processes and build new habits. We initiate this process in the Behavioral EQ course by introducing learners to research-supported development strategies and having them generate specific goals for behavior change.

Behavioral EQ is particularly powerful because it utilizes only the best approaches from EQ science. Through our research, we eliminated extraneous competencies to retain only the most essential elements. Ultimately, we validated a Behavioral EQ Model that is much simpler and more manageable (and, therefore, easier to understand and apply) compared to other models. This model is particularly valuable because it focuses on behavior, but also gives attention to internal thoughts, emotions, and beliefs. The fact that the model elements cover both behavioral and emotional elements is critical, because it gives learners the opportunity to optimize their interpersonal effectiveness by working from the inside-out as well as the outside-in.



Earlier we mentioned Marcus, an Analytical Style person, who was having trouble maintaining a productive relationship with Jenny, his Expressive Style coworker. Perhaps Marcus could benefit from improving his emotion awareness. This is an internal EQ skill that involves becoming aware of one's own emotions and the impact those have on behavior. By becoming aware of his emotional triggers and working from the inside-out in this way, Marcus can transform his stress response. Perhaps Marcus could also benefit from improving his self-control. This is an external Behavioral Intelligence skill that involves controlling emotions and impulsive urges. By mentally rehearsing common situations that set off his emotional triggers with Jenny, Marcus is working from the outside-in, allowing his behavior to influence his internal emotional state. This bidirectional approach gives Marcus more options and increases the chance he will improve his interpersonal effectiveness.

How does Behavioral EQ enhance effectiveness beyond what is provided by Versatility?

Behavioral EQ provides specific and descriptive feedback to learners about their standing on each of fifteen competencies. Behavioral EQ covers many elements within the Competence and Feedback portions of the Versatility model, including optimism, flexibility, innovativeness, empathy, listening, and building relationships. And, as mentioned before, Behavioral EQ expands upon these concepts to cover additional aspects of interpersonal effectiveness. While Versatility provides an introduction to interpersonal effectiveness via Image, Presentation, Competence, and Feedback, Behavioral EQ dives more deeply into the emotional and behavioral factors that relate to interpersonal skill.

Most importantly, TRACOM's Behavioral EQ course is highly prescriptive. The strategies for improvement are rich and specific, and they are organized according to the Behavioral EQ element that they primarily target. With all of these strategies in mind, as well as their survey feedback, learners identify the skills that they'd like to enhance and build personal development plans. Research shows that if people try to change too much, they are less likely to achieve their objectives. Through the Behavioral EQ Assessments, we encourage learners to take a look at their survey feedback, choose one skill that they would like to develop, and create a specific behavioral commitment around this skill area. For example, Marcus might choose to work on his stress management skills by planning ahead for his interactions with Jenny, reframing his thinking around her behavior, and actively engaging her by asking for her advice on how to work more effectively with her. All of the Behavioral EQ skills are interrelated, so learners will often find that working on one skill area will spill over and affect their performance in other skill areas. For Marcus, working on stress management might also improve his self-control, self-confidence, and conscientiousness. Ultimately, these small behavioral changes will improve his Versatility with Jenny and many others.

The Versatility component of SOCIAL STYLE is powerful by itself; however, we all know that we can never rest on our laurels when it comes to working effectively with others. Behavioral EQ is an extension to Style and Versatility. By expanding upon the Versatility concepts and providing more descriptive and prescriptive information, Behavioral EQ provides the next level of instruction to improve interpersonal effectiveness at work.

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