

EMOTIONAL COMPETENCIES

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- Emotional competence is a core construct that has been shown to explain success both at the level of individual employees and the organization.
- According to Goleman (1998), emotional competence is a learned ability which is based on emotional intelligence, and has a positive influence on the performance of employees at work.

- Goleman also asserts that emotionally intelligent individuals are better at learning and demonstrating emotional competencies that lead to enhanced satisfaction, better quality of life and happiness.

The Emotional Competence Model

- The model of emotional competence was given by Goleman (1995). It focuses on behaviors that lead to performance.
- This model conceptualizes emotional intelligence as a large range of dispositions and competences ranging from individual traits to learned abilities.

- Goleman has categorized these competencies into five categories. Each of the category is further divided into multiple elements.
- These categories are: (1) self-awareness; (2) motivation; (3) self-regulation; (4) social awareness and empathy and (5) social skills (Goleman, 1998).

EMOTIONAL COMPETENCIES

- The domain of emotional competence can be divided into two broad areas:
 - Personal Competence
 - Social Competence
- Personal competence is based on an individual's recognition of his/her own emotions, ability to appropriately express emotions and the ability to maintain emotional control and adapt.

- It forms the basis for social competence.
- The components that fall in the area of personal The 5 Components of EC
 - Self-awareness
 - Motivation
 - Self-regulation
 - Social awareness and Empathy
- Social skills Components of Emotional Competencies competence are: (1) Self-awareness, (2) Motivation, and (3) Self-regulation. Social competence refers to an individual's ability to appropriately recognize emotions in others and respond in an appropriate manner.

- The components that fall in the area of social competence are: (4) Social awareness and empathy, and (5) Social skills.

Self-awareness

- Self-awareness in the context of emotional competence implies an awareness of one's emotional state, including the possibility of acknowledging experience of multiple emotions simultaneously.
- Self awareness is the basic competence that serves as the root for other competencies to develop.

Table 3.1: Sub-components of Self-awareness

Sr. No.	Sub-Component	Behavioural Description (People with this competence)
1.	Emotional Awareness: Recognizing one's emotions and their effect on self	<ul style="list-style-type: none">• Know which emotions they are feeling and why• Realize the links between their feelings and what they think, do, and say• Recognize how their feelings affect their performance• Have a guiding awareness of their values and goals
2.	Accurate Self Assessment: Knowing one's strengths and limits	<ul style="list-style-type: none">• Are aware of their strengths and weaknesses• Are reflective in learning from experiences• Are open to candid feedback, new perspectives, continuous learning, and self-development• Are able to show a sense of humor and perspective about themselves
3.	Self Confidence: Being sure of self-worth and capabilities	<ul style="list-style-type: none">• Present themselves with self-assurance• Can voice views that are unpopular and be assertive for what is right• Are decisive, able to make sound decisions despite uncertainties and pressures

Self-regulation

- Self-regulation implies being able to manage and regulate one's emotional experience as well as expression, so that one is able to maintain and enhance one's functionality and effectiveness in relationships or at work.

Table 3.2: Sub-components of Self-regulation

Sr. No.	Sub-Component	Behavioural Description (People with this competence)
1.	Self-control: Managing disruptive emotions and impulses	<ul style="list-style-type: none"> • Manage their impulsive feelings and distressing emotions well • Stay composed, positive, and unflappable even in trying moments • Think clearly and stay focused under pressure
2.	Trustworthiness: Maintaining standards of honesty and integrity	<ul style="list-style-type: none"> • Act ethically and are above reproach • Build trust through their reliability and authenticity • Admit their own mistakes and confront unethical actions in others • Take tough, principled stands even if they are unpopular
3.	Conscientiousness: Taking responsibility for personal performance	<ul style="list-style-type: none"> • Meet commitments and keep promises • Hold themselves accountable for meeting their objectives • Are organized and careful in their work
4.	Adaptability: Flexibility in handling change	<ul style="list-style-type: none"> • Smoothly handle multiple demands, shifting priorities, and rapid change • Adapt their responses and tactics to fit fluid circumstances • Are flexible in how they see events
5.	Innovativeness: Being open to and comfortable	<ul style="list-style-type: none"> • Seek out fresh ideas from a wide variety of sources

Self-motivation

- Self-motivation in the context of emotional competence implies keeping oneself motivated and driven towards the goal by effectively managing the experience and expression of emotions.

Table 3.3: Sub-components of Self-motivation

Sr. No.	Sub-Component	Behavioural Description (People with this competence)
1.	Achievement drive: Striving to improve or meet a standard of excellence.	<ul style="list-style-type: none">• Are results-oriented, with a high drive to meet their objectives and standards• Set challenging goals and take calculated risks• Pursue information to reduce uncertainty and find ways to do better• Learn how to improve their performance
2.	Commitment: Aligning with the goals of the group or organization	<ul style="list-style-type: none">• Readily make personal or group sacrifices to meet a larger organizational goal• Find a sense of purpose in the larger mission• Use the group's core values in making decisions and clarifying choices• Actively seek out opportunities to fulfill the group's mission
3.	Initiative: Readiness to act on opportunities	<ul style="list-style-type: none">• Are ready to seize opportunities• Pursue goals beyond what is required or expected of them• Cut through red tape and bend the rules when necessary to get the job done• Mobilize others through unusual, enterprising efforts
4.	Optimism: Persistence in pursuing goals	<ul style="list-style-type: none">• Persist in seeking goals despite obstacles and setbacks• Operate from hope of success rather than

Social Awareness

- Social awareness as a component of emotional competence implies awareness of feelings and emotions of other individuals and groups.

Table 3.4: Sub-components of Social Awareness

Sr. No.	Sub-Component	Behavioural Description (People with this competence)
1.	Empathy: Sensing other's feeling and perspective and taking active interest in their concerns	<ul style="list-style-type: none">• Are attentive to emotional cues and listen well• Show sensitivity and understand others' perspectives• Help out based on understanding others' needs and feelings• Anticipating, recognizing, and meeting others' needs.
2.	Service orientation: Anticipating, recognizing, and meeting others' needs.	<ul style="list-style-type: none">• Understand others' needs and match them to how they can be helped• Seek ways to increase others' satisfaction level with the service being provided• Gladly offer appropriate assistance• Grasp others' perspective, acting as a trusted advisor
3.	Developing others: Sensing what others need in order to develop, and bolstering their abilities.	<ul style="list-style-type: none">• Acknowledge and reward people's strengths, accomplishments, and development• Offer useful feedback and identify people's needs for development

		<ul style="list-style-type: none"> • Mentor, give timely coaching, and offer assignments that challenge and grow an individual's skills.
4.	Leveraging diversity: Cultivating opportunities through diverse people.	<ul style="list-style-type: none"> • Respect and relate well to people from varied backgrounds • Understand diverse worldviews and are sensitive to group differences • See diversity as opportunity, creating an environment where diverse people can thrive • Challenge bias and intolerance
5.	Political awareness: Reading emotional currents and power relationships within the group	<ul style="list-style-type: none"> • Accurately read key power relationships • Detect crucial social networks • Understand the forces that shape views and actions of clients, customers, or competitors • Accurately read situations and organizational and external realities

Social Skills

- Social skills denote an ability to interact with others in a socially acceptable manner, at the same time ensuring personal, mutual or others' benefit as an outcome of the interaction.

Table 3.5: Sub-components of Social Skill

Sr. No.	Sub-Component	Behavioural Description (People with this competence)
1.	Influence: Wielding effective tactics for persuasion.	<ul style="list-style-type: none">• Are skilled at persuasion• Fine-tune presentations to appeal to the listener• Use complex strategies like indirect influence to build consensus and support• Orchestrate dramatic events to effectively make a point
2.	Communication: Sending clear andconvincing messages	<ul style="list-style-type: none">• Are effective in give-and-take, registering emotional cues in attuning their message• Deal with difficult issues straight forwardly• Listen well, seek mutual understanding, and welcome sharing of information fully

		<ul style="list-style-type: none"> • Foster open communication and stay receptive to bad news as well as good
3.	Leadership: Inspiring and guiding groups and people	<ul style="list-style-type: none"> • Articulate and arouse enthusiasm for a shared vision and mission • Step forward to lead as needed, regardless of position • Guide the performance of others while holding them accountable • Lead by example
4.	Change catalyst: Initiating or managing change	<ul style="list-style-type: none"> • Recognize the need for change and remove barriers • Challenge the status quo to acknowledge the need for change • Champion the change and enlist others in its pursuit • Model the change expected of others
5.	Conflict management: Negotiating and resolving disagreements	<ul style="list-style-type: none"> • Handle difficult people and tense situations with diplomacy and tact • Spot potential conflict, bring disagreements into the open, and help deescalate • Encourage debate and open discussion • Orchestrate win-win solutions

6.	Building bonds: Nurturing instrumental relationships	<ul style="list-style-type: none"> • Cultivate and maintain extensive informal networks • Seek out relationships that are mutually beneficial • Build rapport and keep others in the loop • Make and maintain personal friendships among work associates
7.	Collaboration and cooperation: Working with others toward shared goals	<ul style="list-style-type: none"> • Recognize the need for change and remove barriers • Challenge the status quo to acknowledge the need for change • Champion the change and enlist others in its pursuit • Model the change expected of others

8.	Team capabilities: Creating group synergy in pursuing collective goals	<ul style="list-style-type: none"> • Model team qualities like respect, helpfulness, and cooperation • Draw all members into active and enthusiastic participation • Build team identity, esprit de corps, and commitment • Protect the group and its reputation • Share credit
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