



The Four Colour Energies



good day...



bad day...

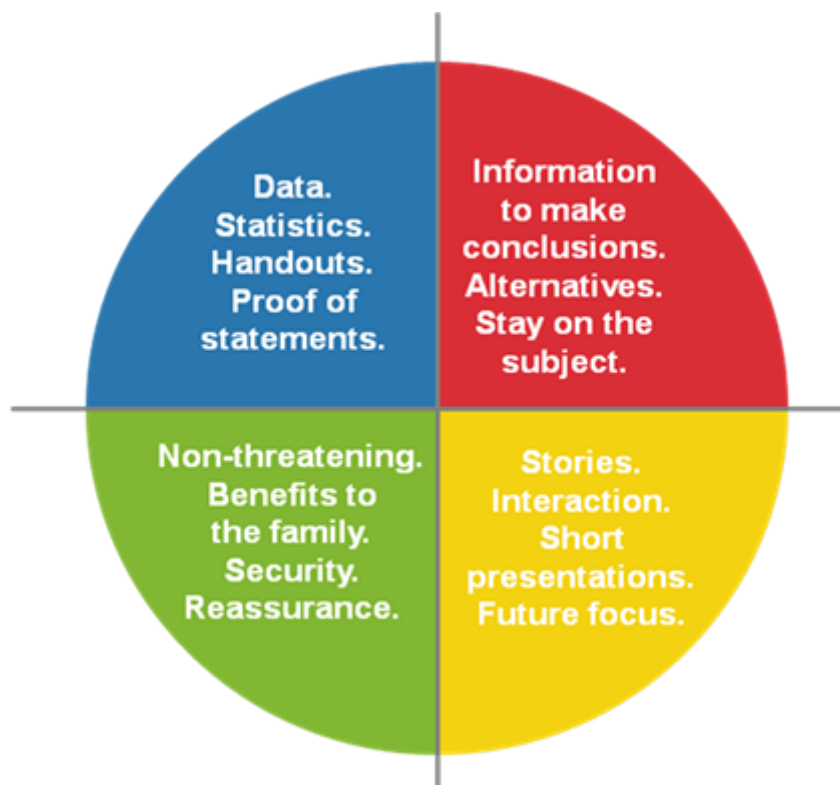




Steps to Building Better Relationships

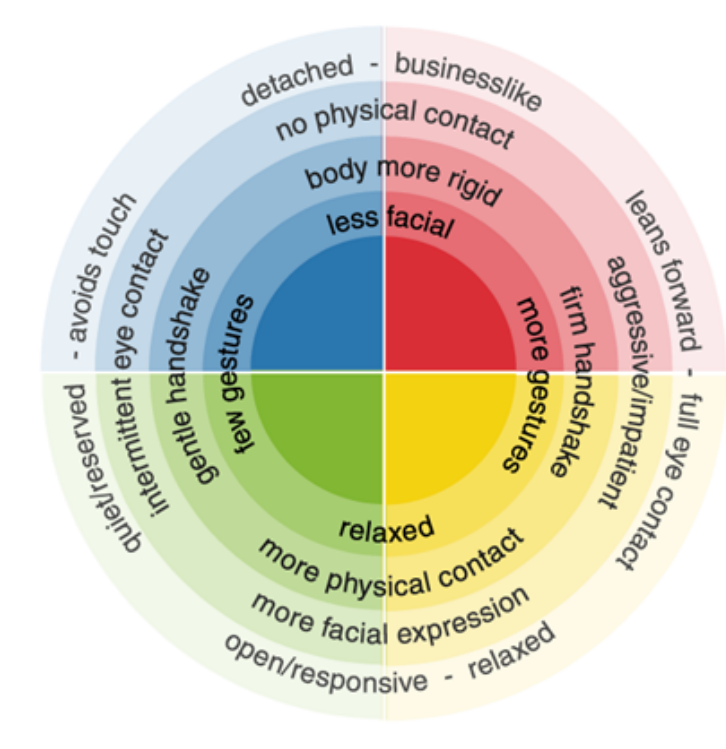


Influenced By

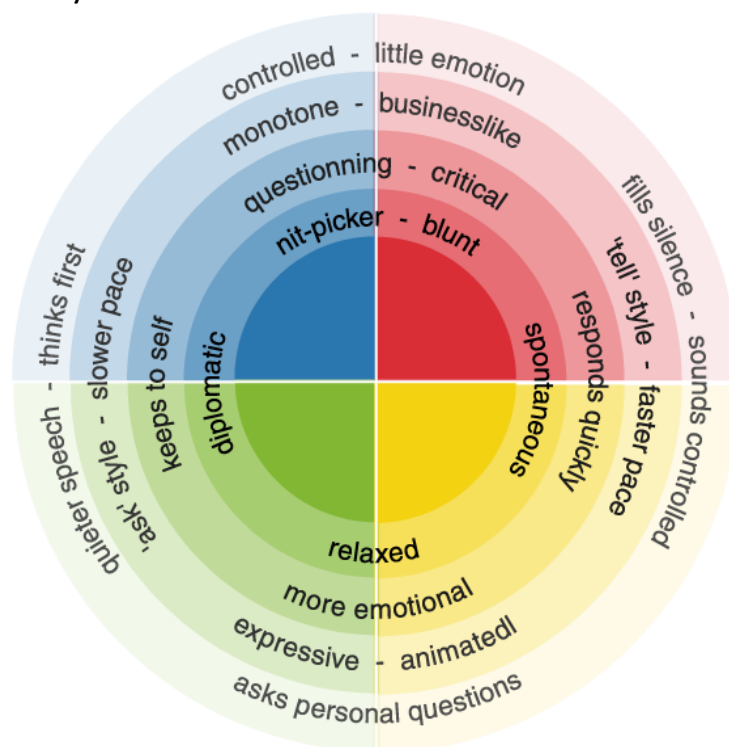




Clues from Body Language



Clues from Verbal Style





Clues from Working Environment



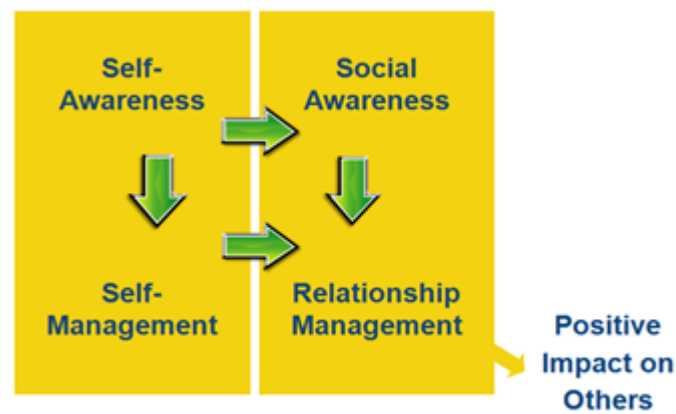
Remember

- We all have access to all four colour energies
- No position on the wheel is better than any other
- You can be effective from any position on the wheel
- Each position offers unique gifts and strengths
- Every position on the wheel is capable of adapting and connecting



Understanding Your Insights Profile

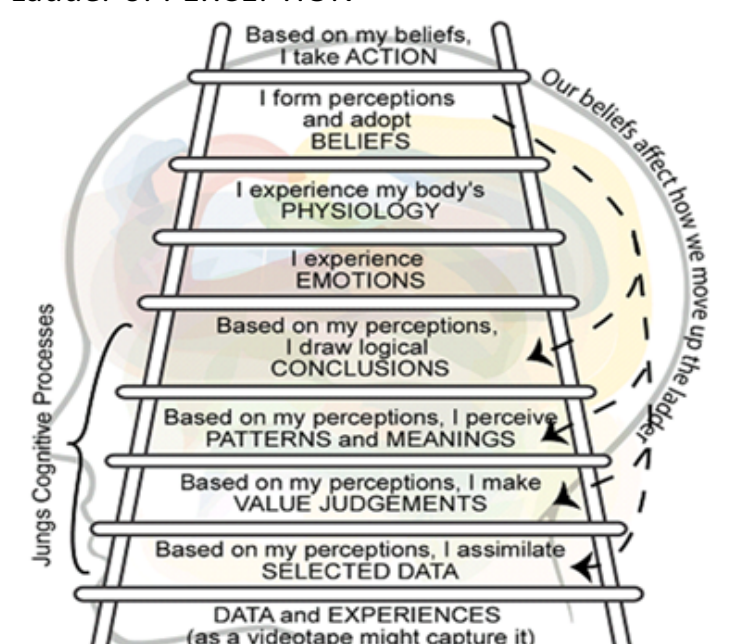
The Emotional Intelligence Framework



Steps to Building Better Relationships



Ladder of PERCEPTION

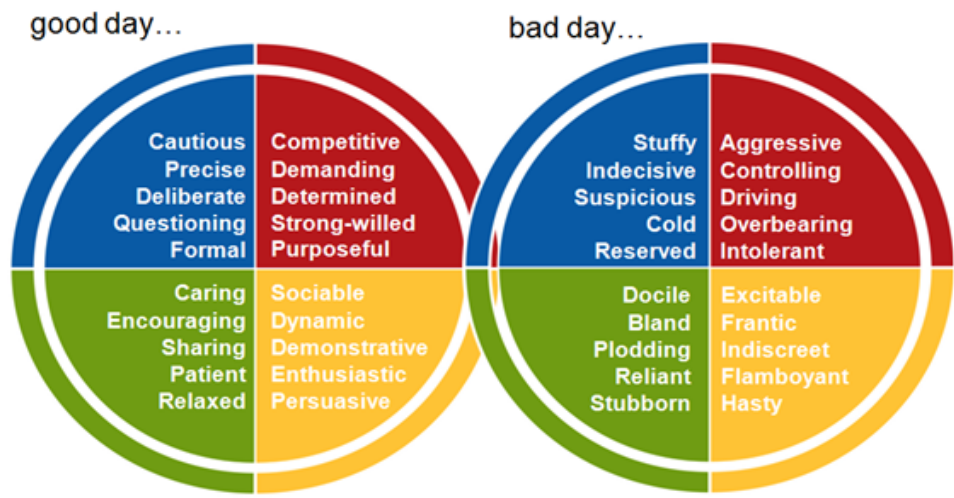


Acknowledgement of Source: 'The Ladder of Perception' is inspired by:

- 1) Chris Argyris's and his 'ladder of inference' detailed in 'Overcoming Organisational Defences'
- 2) Robert Ellis and his ABC model detailed in 'Theoretical and Empirical Foundations of Rational-emotive Therapy'
- 3) The four Jungian functions identified in 'The Psychology of C G Jung' by Jolande



Insights Discovery – Colour Energies



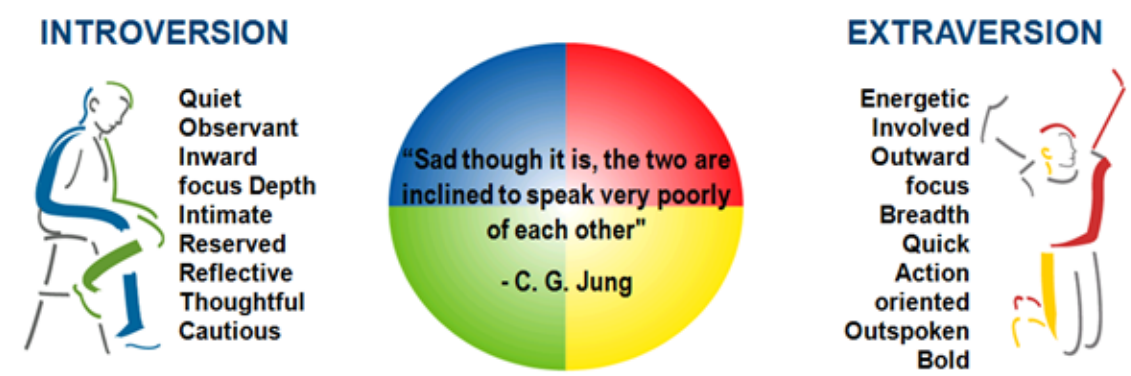
Psychological Preferences

Jung talked about three pairs of preferences:

- **Attitudes: Introversion and Extraversion**
 - the way we react to outer and inner experiences
- **Rational Functions: Thinking and Feeling**
 - how we make decisions
- **Irrational Functions: Sensation and Intuition**
 - how we perceive the world
 - how we take-in and process information

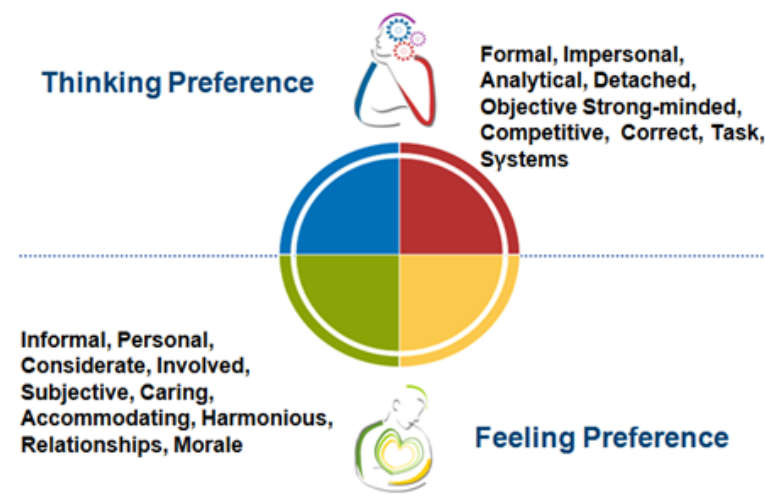


Introversion and Extroversion

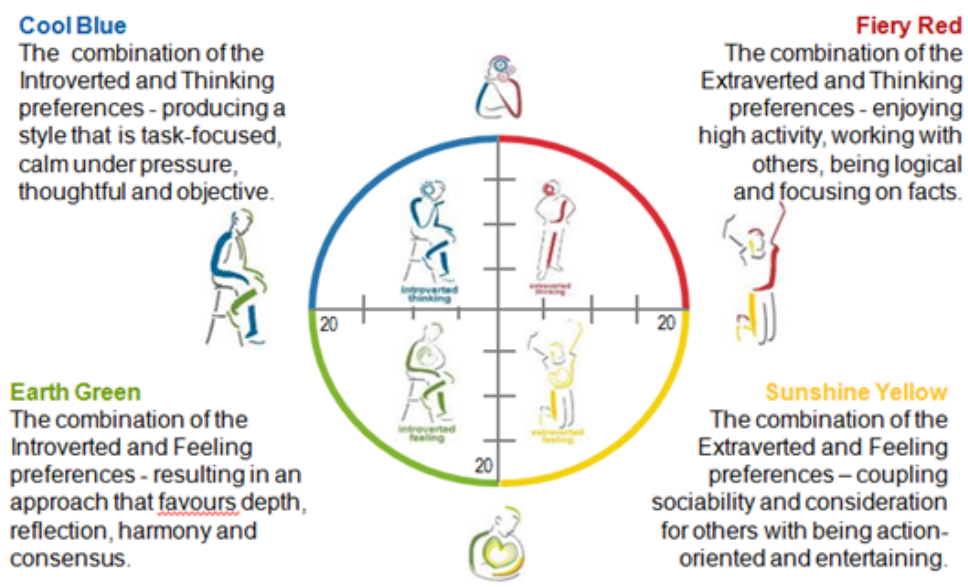




Insights Discoveries Colour Energies



Jung's Preferences and Colour Energies



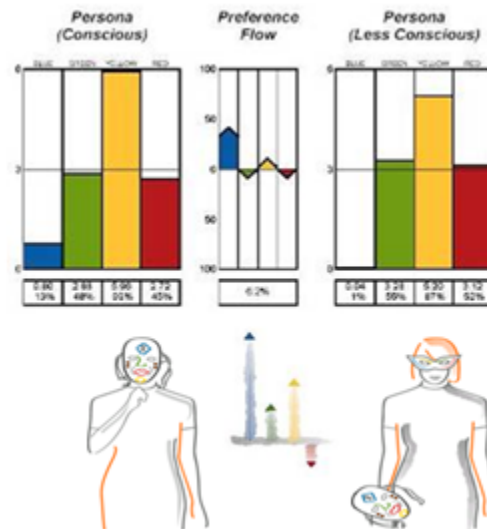
Jung's Irrational Functions How we Perceive the World



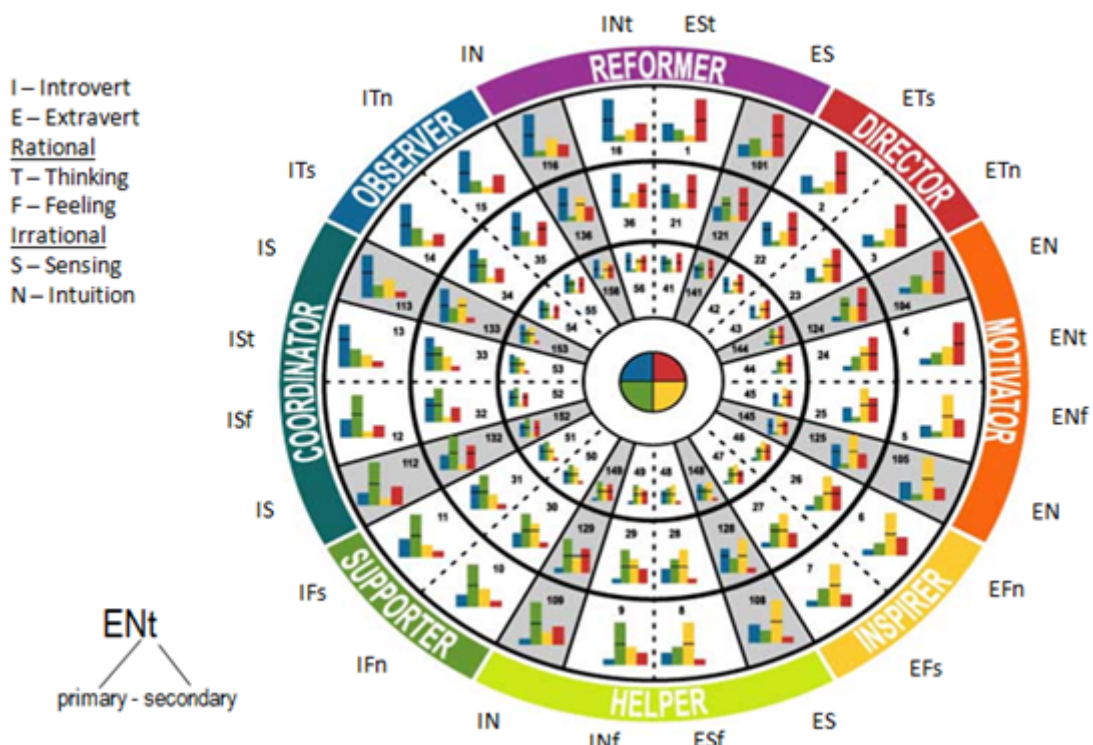


Preference Flow Graph

- The degree to which the public persona (who you see yourself to be, left graph) moves from the more instinctive you, the right graph
- Shows which colour energy preferences are currently having an impact on your (work) style and which are having less
- The energy flow to meet the demands of the current environment

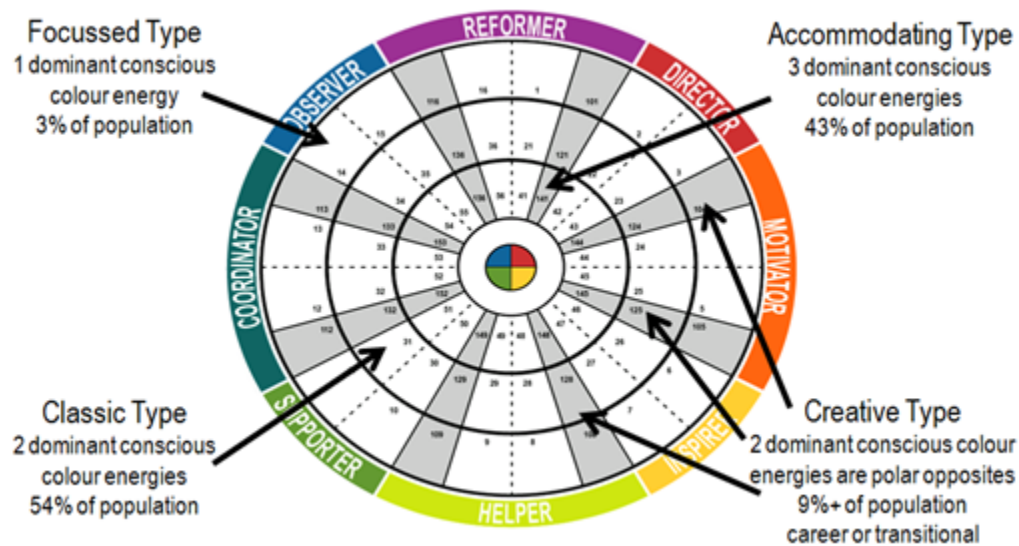


The Discovery Wheel





The Inner Middle and Outer wheel and the Creative Spokes



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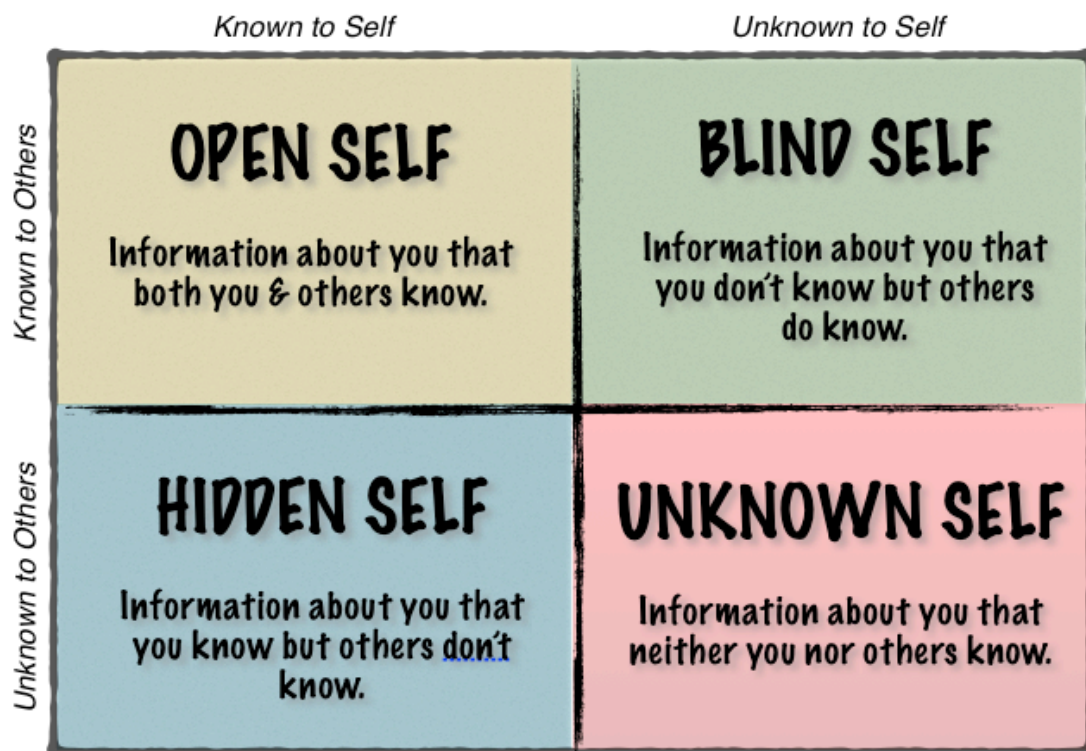


Johari Window

The Johari Window was invented by Joseph Luft and Harrington Ingham in the 1950s. It is a simple and useful tool for illustrating and improving self-awareness, and mutual understanding between individuals within a group. Luft and Ingham called their Johari Window model 'Johari' after combining their first names, Joe and Harry.

Johari window four regions

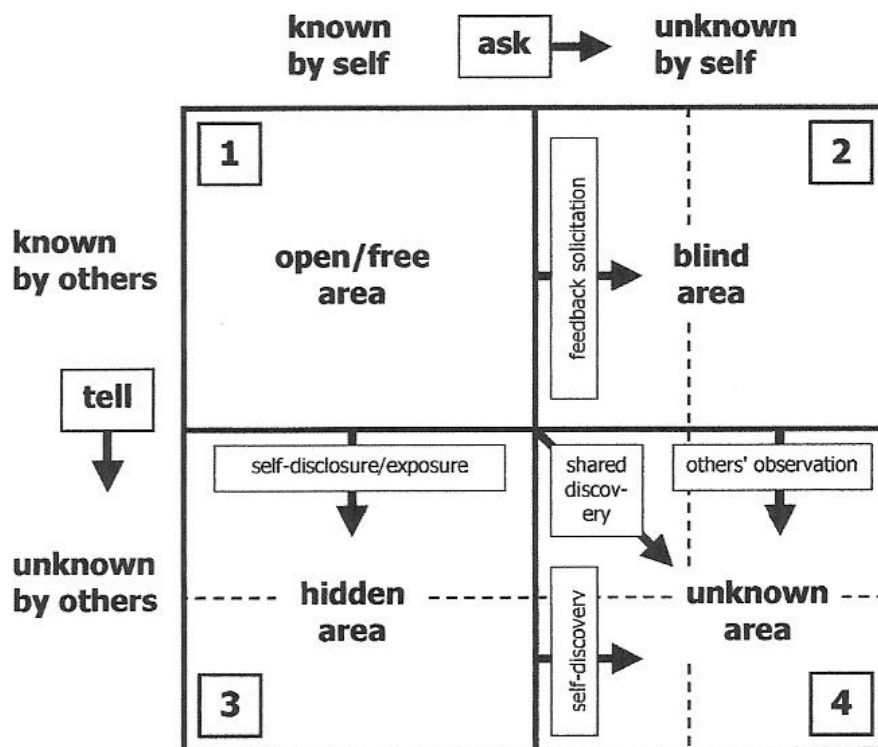
1. what is known by the person about him/herself and is also known by others - *open area, open self, free area, free self, or 'the arena'*
2. what is unknown by the person about him/herself but which others know - *blind area, blind self, or 'blindspot'*
3. what the person knows about him/herself that others do not know - *hidden area, hidden self, avoided area, avoided self or 'facade'*
4. what is unknown by the person about him/herself and is also unknown by others - *unknown area or unknown self*





Expanding 'open/free area'

The aim in any group should always be to develop the 'open area' for every person, because when we work in this area with others we are at our most effective and productive and the group is at its most productive too. This is the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.



Established team members logically tend to have larger open areas than new team members. A team member can expand their open area horizontally into the blind space, by seeking and actively listening to **feedback** from other group members. This process is known as 'feedback solicitation'. Also, other group members can help a team member expand their open area by offering feedback - sensitively of course. The open area can also be expanded vertically downwards into the hidden area by the person's **disclosure** of information, feelings, etc about him/herself to the group and group members. Also, team members can help a person expand their open area into the hidden area by **asking** them about him/herself. Managers play an important role in facilitating feedback and disclosure among team members, and in directly giving feedback to individuals about their own blind areas. Leaders also have a big responsibility to promote a culture and expectation for open, honest, positive, helpful, constructive, sensitive communications, and the sharing of knowledge throughout their organization. Top performing groups, departments, companies and organizations always tend to have a culture of open positive communication, so encouraging the positive development of the 'open area' or 'open self' for everyone is a simple yet fundamental aspect of effective leadership.



Trait Based Leadership
(Kouzes & Posner)

Model the Way	<ul style="list-style-type: none">• Clarify Values• Set the Example
Inspire a Shared Vision	<ul style="list-style-type: none">• Envision the Future• Enlist Others
Challenge the Process	<ul style="list-style-type: none">• Search for Opportunities• Experiment and Take Risks
Enable Others to Act	<ul style="list-style-type: none">• Foster Collaboration• Strengthen Others
Encourage the Heart	<ul style="list-style-type: none">• Recognize Contributions• Celebrate the Value and Victories



Emotional intelligence

The concept of “intelligence” is so pervasive in our culture, that it is probably difficult to imagine life without it.

But over the last century, there has been much debate about what it is, and how we might measure and develop it. The story goes back to 1905 when Alfred Binet developed the first modern test to seek to measure it. He went on to develop the concept of a single measure, the Intelligence Quotient (IQ). This measure was used in the UK after the Second World War to decide the choice of secondary schooling.

More recently, it has become accepted that IQ measures only a limited range of human intelligence, i.e. that part of our minds relating to logic, analysis, maths and language.

We all owe a debt to the pioneering research of Howard Gardner and his 1983 book “Frames of Mind”, in which he defined a much broader palette of intelligences, as follows:

- Linguistic
- Logical-mathematical
- Musical
- Bodily kinesthetic
- Spatial
- Interpersonal
- Intrapersonal

In later years, Gardner went on to define two further aspects of intelligence:

- Naturalistic
- Spiritual/existential.

Here we trace the story of how 2 of Gardner’ aspects of intelligence (intrapersonal and interpersonal) were used as the basis for the concept of emotional intelligence and we



explore how this concept relates to Gardner's final aspect of intelligence, i.e. spiritual intelligence.

As a term, emotional intelligence made its first appearance in 1989 in an article by two American academic psychologists, John D Mayer and Peter Salovey. Based on earlier psychological works, some of which went back to the 1930s, the article defined emotional intelligence as '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'. The authors argued that emotional intelligence consisted of four separate elements (the Mayer-Salovey ability model):

- **Identifying emotions:** the ability to perceive emotions in oneself and others, as well as in objects, art and events.
- **Using emotions:** the ability to generate, use and feel emotion to communicate feelings, or employ them in thinking or creating.
- **Understanding emotions:** the ability to understand emotional information, how emotions combine and progress, and to reason about such emotional meanings.
- **Managing emotions:** the ability to regulate emotions in oneself and others so as to promote personal understanding and growth.

But it was not until 1995 that emotional intelligence came to public attention as a result of a book by Daniel Goleman *Emotional intelligence: why it can matter more than IQ*. In his book, Goleman, a psychologist and journalist, summarised the work of Mayer, Salovey and others to make it accessible to a wider audience. The book became an instant best-seller on both sides of the Atlantic and the emotional intelligence movement – some have described it as a bandwagon - took off.

Goleman himself, in association with the Hay Group, has developed the following model of competencies:

1. **Personal competence:** these competencies determine how we manage ourselves:
 - **Self-awareness:** knowing one's internal states, preferences, resources and intuitions.
 - **Emotional self-awareness:** recognising one's emotions and their effects.



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- **Accurate self-assessment:** knowing one's strengths and limits.
 - **Self-confidence:** a strong sense of one's self-worth and capabilities.
 - **Self-management:** managing one's internal states, impulses and resources.
 - **Self-control:** keeping disruptive emotions and impulses in check.
 - **Trustworthiness:** maintaining standards of honesty and integrity.
 - **Conscientiousness:** taking responsibility for personal performance.
 - **Adaptability:** flexibility in handling change.
 - **Achievement-orientation:** striving to improve or meeting a standard of excellence.
 - **Initiative:** readiness to act on opportunities.

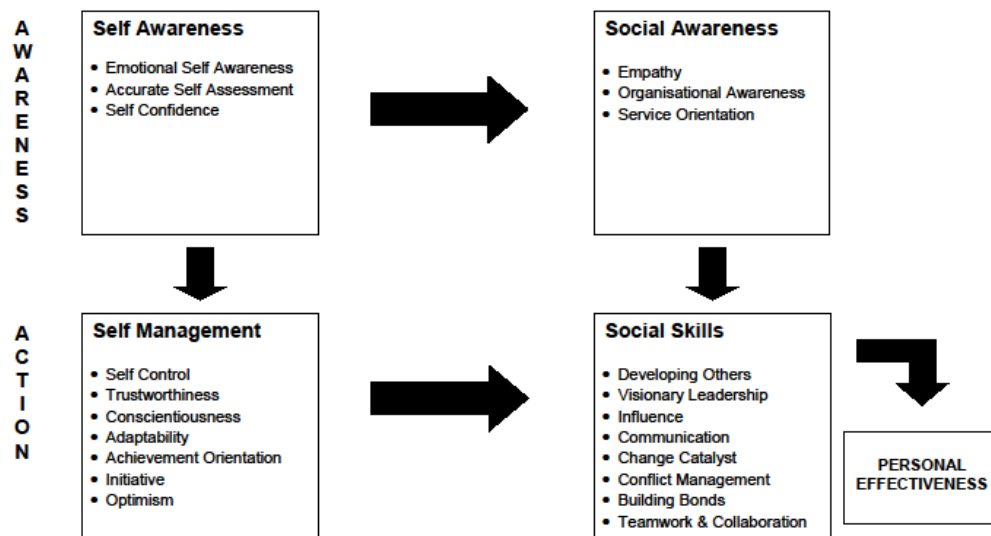
2. **Social competence:** these competencies determine how we handle relationships.

- **Social awareness:** awareness of others' feelings, needs and concerns.
- **Empathy:** sensing others' feelings and perspectives, and taking an active interest in their concerns.
- **Organisational awareness:** reading a group's emotional currents and power relationships.
- **Service orientation:** anticipating, recognising and meeting customers' needs.
- **Social skills:** adeptness at inducing desirable responses in others.
- **Developing others:** sensing others' developmental needs and bolstering their abilities.
- **Leadership:** inspiring and guiding individuals and groups
- **Influence:** wielding effective tactics for persuasion.
- **Communication:** listening openly and sending convincing messages.
- **Change catalyst:** initiating or managing change.
- **Conflict management:** negotiating and resolving disagreements.
- **Building bonds:** nurturing instrumental relationships.
- **Teamwork and collaboration:** working with others toward shared goals. Creating group synergy in pursuing collective goals.



There are now a number of well validated and researched models of EI, including some psychometric tests, the results of which, once fed back in a developmental context can provide a powerful means of personal evolution.

Emotional Intelligence – Emotional Competencies



One of the co-designers of this model, Tim Sparrow, and his co-author of “Applied IE” provide in their book one of the most effective definitions of emotional intelligence:

“Emotional intelligence is the habitual practice of:

- Using emotional information from ourselves and other people*
- Integrating this with our thinking*
- Using these to inform our decision making to help us get what we want from the immediate situation and from life in general.”*

One of the most interesting parts of this definition is the term “habitual practice”. The development of emotional intelligence is now recognised in organisational life. It’s useful because it draws attention to the following in particular:



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- There are aspects of management, leadership and teamwork in which competencies owing their origin to emotional states are at least as important as technical abilities.
 - Managing personal emotions and adapting them to circumstances, and understanding others' emotions, is an important aspect of leadership and teamwork.

Research by the Chartered Institute of Personnel and Development (summarised in their factsheet "*The role of front line managers in HR*") has shown that managers with better people skills in the areas of, for example, communications, responsiveness, coaching and guidance, get better performance from the people they manage.

Supporters of the concept claim that emotionally intelligent managers are (for example) better at resolving workplace conflict and are better negotiators and better leaders. Thus Goleman argues that most managers with MBAs have similar IQs (because to gain an MBA demands a certain level of intelligence), but the distinguishing feature of good managers among MBA-holders is higher levels of emotional intelligence. Mayer, however, has said that in his view not every manager needs to have emotional intelligence, though managers should be aware of it in others and value it. To some extent, this may be a fruitless debate: in the same way that some people have higher IQs than others, there is a continuum of emotional intelligence. Virtually everyone will have some degree of emotional intelligence, and the question may then become how it can be developed and harnessed.

All writers agree that emotional intelligence is not a substitute for IQ and technical and professional abilities. Managers need to be professionally competent first.

What evidence is there that emotional intelligence enhances job performance? Its proponents have carried out research which claims to show linkages. There are examples from different cultures:

- 'A very clear relationship' between a competency-based measures of emotional intelligence and British managers' career advancement over a seven-year period².
- American financial advisers who went through an emotional competence development programme had sales gains of 8% - 20%, significantly more than those who did not undergo the programme³.
- Ten emotional competencies emerged as the distinguishing capabilities of successful teams in a German chemical company³.



Iconis Learning

Emotional intelligence is also said to be an effective way of identifying leadership potential, because the qualities that constitute good leadership such as decisiveness, empowering others and openness to change all reflect aspects of emotional intelligence.