

# **EMOTIONAL INTELLIGENCE IN THE WORKPLACE**



**Dr. Hassan M. Abdulhaqq**

**AHRC**  
N A S S A U

# Keynote Presenter

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Dr. Hassan M. Abdulhaqq a Human Resources Executive, professor and keynote speaker who led amongst the largest global & Domestic, Not for Profit and financial institutions to success for more than 25 years. He now serves as the Vice President of Talent Acquisition, Development and Engagement of AHRC Nassau, a Long Island based not-for-profit organization with over \$230 million in combined revenues & approximately 3000 employees.

Dr. Abdulhaqq is an adjunct professor on contract with Columbia University, New York University, Stony Brook University, Webb Institute, and more. He holds a Ph. D in Organizational Behavior. He is a captivating Motivational Speaker who travels nationally to corporations, higher education institutes, and other not-for-profit organizations. His successes have been acknowledged globally as he won two bronze Stevie Awards for the American Business Award Human Resources Executive of The Year in 2014 and 2017. Long Island Business News named him one of Long Island's 50 Most Influential Men in 2012. Dr. Abdulhaqq is a Diversity Officer of Organizational Development Network of Long Island and a member of the National Black Master of Business Association.

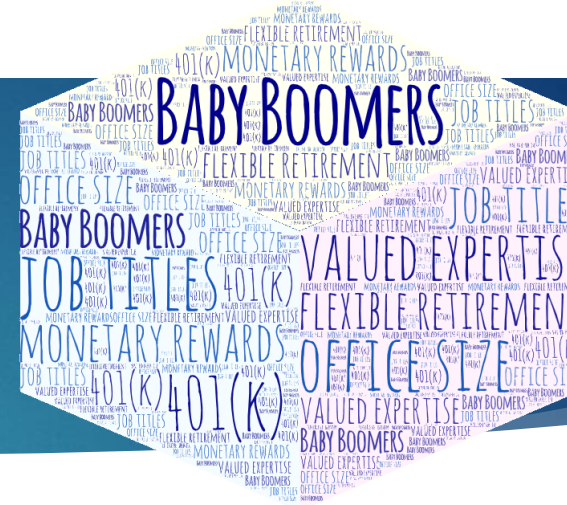
# Agenda

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- Engaging a multi-generational workforce
- Effective communication to a Diverse workforce.
- The importance of Cultural Intelligence (CQ) & Emotional Intelligence (EQ) in our training.



# Baby Boomers



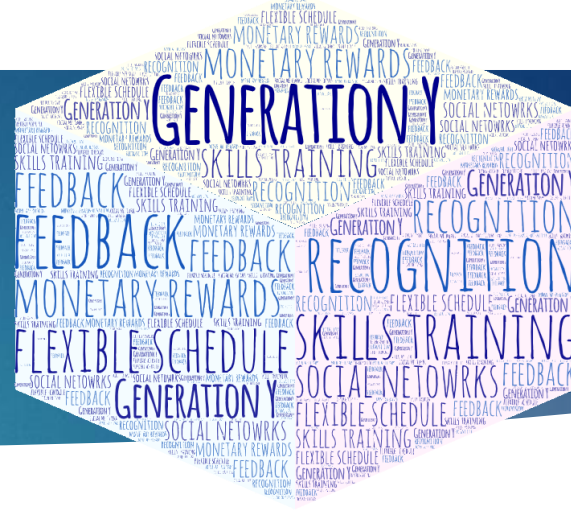
- ▶ **Baby Boomers**, those born 1946-64, are expected to drop from 31 percent of the workforce in 2015 to 22 percent in 2020 (nearly 70 million are expected to retire by that time).
- ▶ **Baby Boomers, like Traditionalists, prefer monetary rewards but also value nonmonetary rewards such as flexible retirement planning and peer recognition.** They do not require constant feedback, having an “all is well unless you say something” mindset, Abel-Lanier pointed out in her paper. This is an ambitious, goal-oriented generation that is motivated by promotions, professional development, a desire to be in a position of authority, and having their expertise valued and acknowledged. They prefer recognition from their peers rather than their supervisors, she said.  
*Preferred recognition style:* acknowledgement of their input and expertise; prestigious job titles and parking places and office size are measures of success for this group.  
*Welcomed benefits:* 401(k) matching funds, sabbaticals, catch-up retirement funding.





# Generation Y

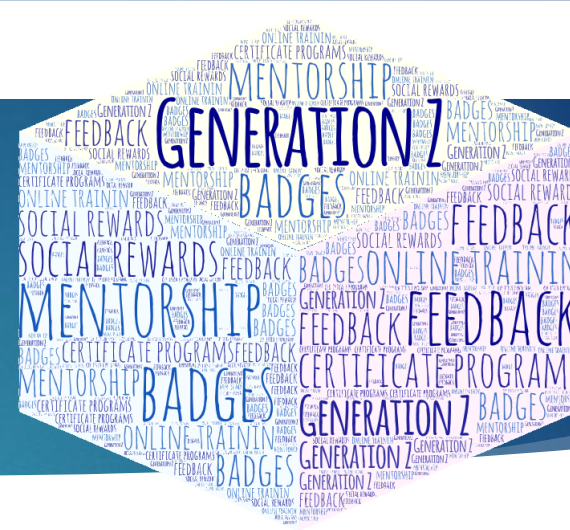
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- ▶ **Generation Y** (also known as the Millennial generation), those born 1980-95, is expected to increase from 45 percent of the workforce in 2015 to 50 percent in 2020.
- ▶ **Generation Y wants stock options as a monetary reward and values feedback as a nonmonetary reward.** Members of this generation are motivated by skills training, mentoring, feedback and the workplace culture. They respond to recognition from the boss, time off and flexible schedules as rewards. *Preferred recognition style:* regular, informal communication through company chat or social networks. *Welcomed benefits:* flexible schedules, continued learning.

# Generation Z

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- ▶ **Generation Z** (also known as the Globals or the Gamer generation), those born 1996 and later, is expected to increase from 1 percent of the workforce in 2015 to 7 percent in 2020.
- ▶ **Generation Z is more interested in social rewards—mentorship and constant feedback—than money**, but this generation also is motivated by meaningful work and being given responsibility. They want to know how their work impacts the organization and their role in the organization’s big picture, Abel-Lanier said. “They want exciting projects they can be passionate about,” she said. Additionally, “more than any other generation, Gen Z will challenge businesses to think about their operational model.” This also is the most tech-savvy of the generations. “If we thought Millennials [Generation Y] were multitaskers, this group is multitaskers on steroids,” and members typically are plugged into five devices at once. The rewards they prefer include recognition from the boss, experiential rewards and badges such as those earned in gaming. Members of this generation expect workplace flexibility and diversity.  
*Preferred recognition style:* regular in-person public praise.  
*Welcomed benefits:* online training and certification programs



# We have Identified the 5 Generations, Now What?

## ASSUME NOTHING

There is a myriad of generational “truths” perpetuated in the media. Millennials are supposedly tech-savvy. Baby boomers are loyal to their employers. Gen Xers are cynical. Traditionalists are frugal. (I would be too if I were retired.)

Trends do not an individual make! Just because the baby boomer generation might statistically tend to stay at their jobs longer than millennials, according to data from the Bureau of Labor Statistics, that does not mean your baby boomer employee is not a flight risk. Just because millennials are generally tech-savvy does not mean that the millennials you know are tech-savvy.

## STOP USING LABELS

Using generational labels puts you at risk of alienating colleagues, even if you are well- intentioned. For example, Janice works for a med-tech startup and recently hired a millennial to the marketing department. In welcoming the new hire to the team, Janice proclaimed that as a millennial she could provide an innovative perspective on work the team is doing. While she intended to compliment the new hire, she ended up offending a generation X marketing employee on the team who later complained. By saying that millennials are innovative, she implied that other generations were not. If she had simply removed the generational labels from the equation, it would not have been exclusionary.

## REGULARLY CHECK YOUR OWN BIAS

Given the pervasive use of generational stereotypes, we might be forgiven for buying into the hype. However, overcoming stereotypes is not as simple as one might imagine. Subconsciously, we still might apply judgement to those around us without realizing our generational preconceptions.

For example, at a conference where I was speaking on the topic of generational stereotypes, a baby boomer from a state agency told me he realized he might be applying his own subconscious bias to his colleague, without truly understanding him.

Americans have become overly enamored with generational labels – such as “millennials,” “gen X”, and “baby boomers” – and their associated stereotypes. Used heavily by organizational leaders, marketing gurus, and self-proclaimed generational experts, these labels seem at first to conveniently simplify the complex diversity of the people around us.

**Recommendations base on generational stereotypes . . . lead to unfair discrimination, with real economic and human consequences.**

## PAY ATTENTION TO PEOPLE, NOT TRENDS

When you realize how misguided generational stereotypes are, you notice how much content there is out there on the subject. Because they perpetuate gross generalizations, headlines such as “How to Manage Millennials” and “What Millennials REALLY Want” are a waste of time. Ignore them. Refrain from clicking. Avoid sharing them. Resist the temptation to buy books that highlight generational differences, and to sign up for seminars that amplify generational stereotypes. The less interested we are collectively; the less motivated people will be to write about it.

Instead, talk to your colleagues and team members. If you want to know how to manage them, ask them! If you want to know what they really want, talk about it with them. Nothing can substitute for asking questions when trying to understand the people in your life.

## EMBRACE THE DIVERSITY WITHIN EACH GENERATION

If you’re still not convinced, think about this: What these self-proclaimed generational “experts” often forget to mention is that generational stereotypes are based on a middle-income, white, American-born demographic. The common stereotype that millennials are entitled trophy kids comes, in part, from the popular practice of handing out participation trophies in little league sports in the 1980’s and 1990’s. As children were praised for simply showing up, their entitled expectations grew.

However, America is a melting pot of cultures, socioeconomic classes, and nationalities. Children from lower-income areas might not have had access to competitive sports. Additionally, consider that over 16% of the workforce in America is foreign-born.

The labels are too simplistic to describe any one individual with accuracy. Working effectively with intergenerational colleagues means giving everyone – not his or her label – due respect.



# Emotional Intelligence





# Emotional Intelligence at Work

# Emotions at Work

- ▶ She's a jerk!
- ▶ I'm in big trouble....
- ▶ OMG, that client just doesn't get it!
- ▶ I can't believe I just did that....
- ▶ I'm gonna get fired!!!
- ▶ This sucks but I can get this done
- ▶ I love my boss
- ▶ I got the promotion!!
- ▶ (Eye rolls....)
- ▶ Oh #!\$\*%&@ (fill in your own)!!!!!!

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# Emotions

- ▶ In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior.
- ▶ In short, emotions affect our thinking, behavior and actions.

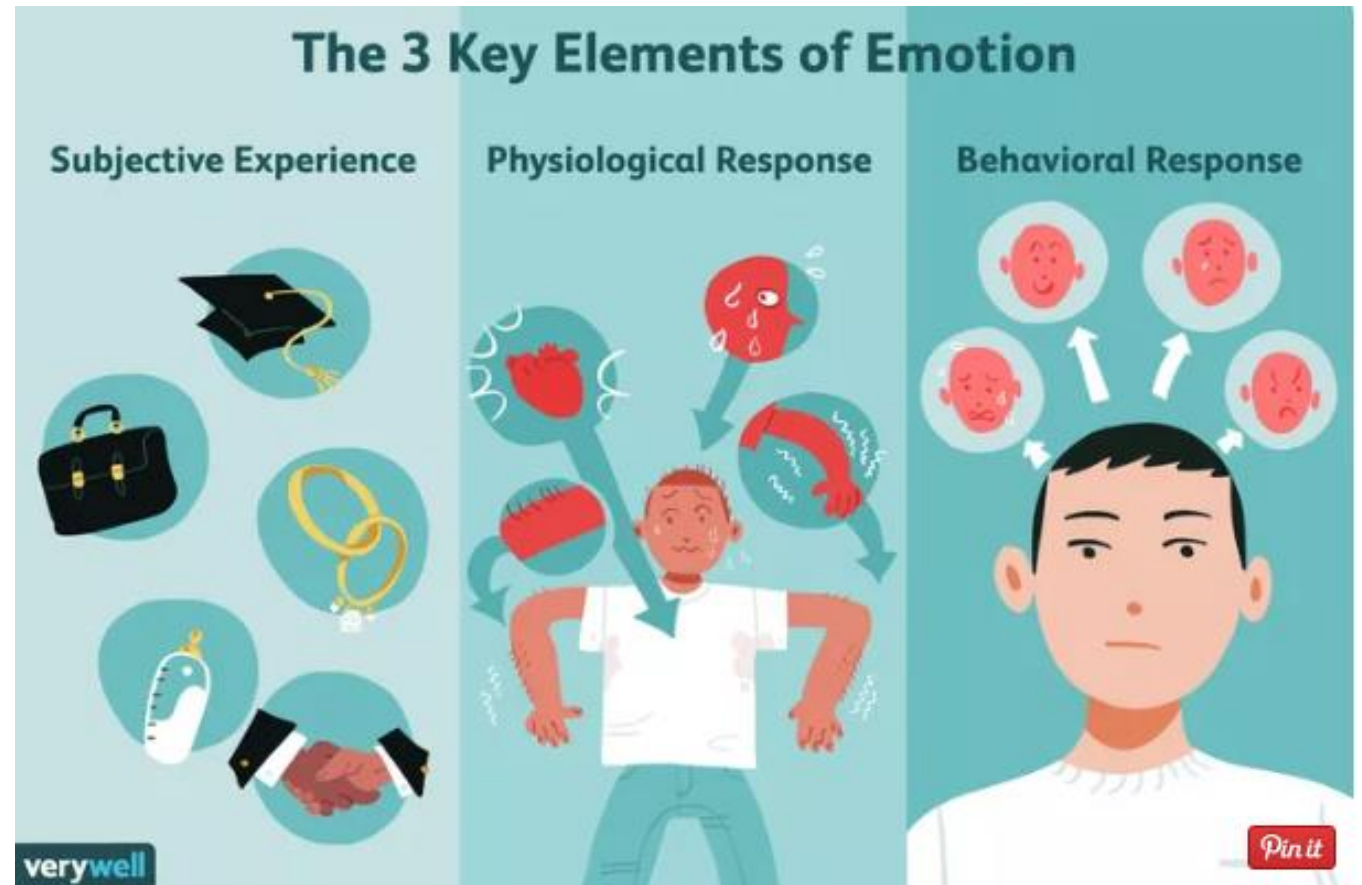
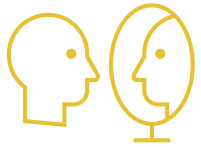


Illustration by Emily Roberts, Verywell

# Functions of Emotions



## Provides Data

Provides data about ourselves and others

*How am I feeling? How are my co-workers feeling? When's the best time to approach them on something I'd like to share?*



## Prepares us for action

The emotional reaction (fear, anger, happiness, surprise) gets us moving in a certain direction

*If I see a resident walking out the door, what should I do?*



## Shapes our behavior

We act—and respond—to our own and others' emotions

*If we can understand with what a co-worker is going through, how can we approach them?*

*If I'm angry, is that the best time to comment?*



## Helps us interact with others

"Read" people—Work towards effective and appropriate social interaction

*If I see my supervisor is busy, is that the best time to give them my ideas?*

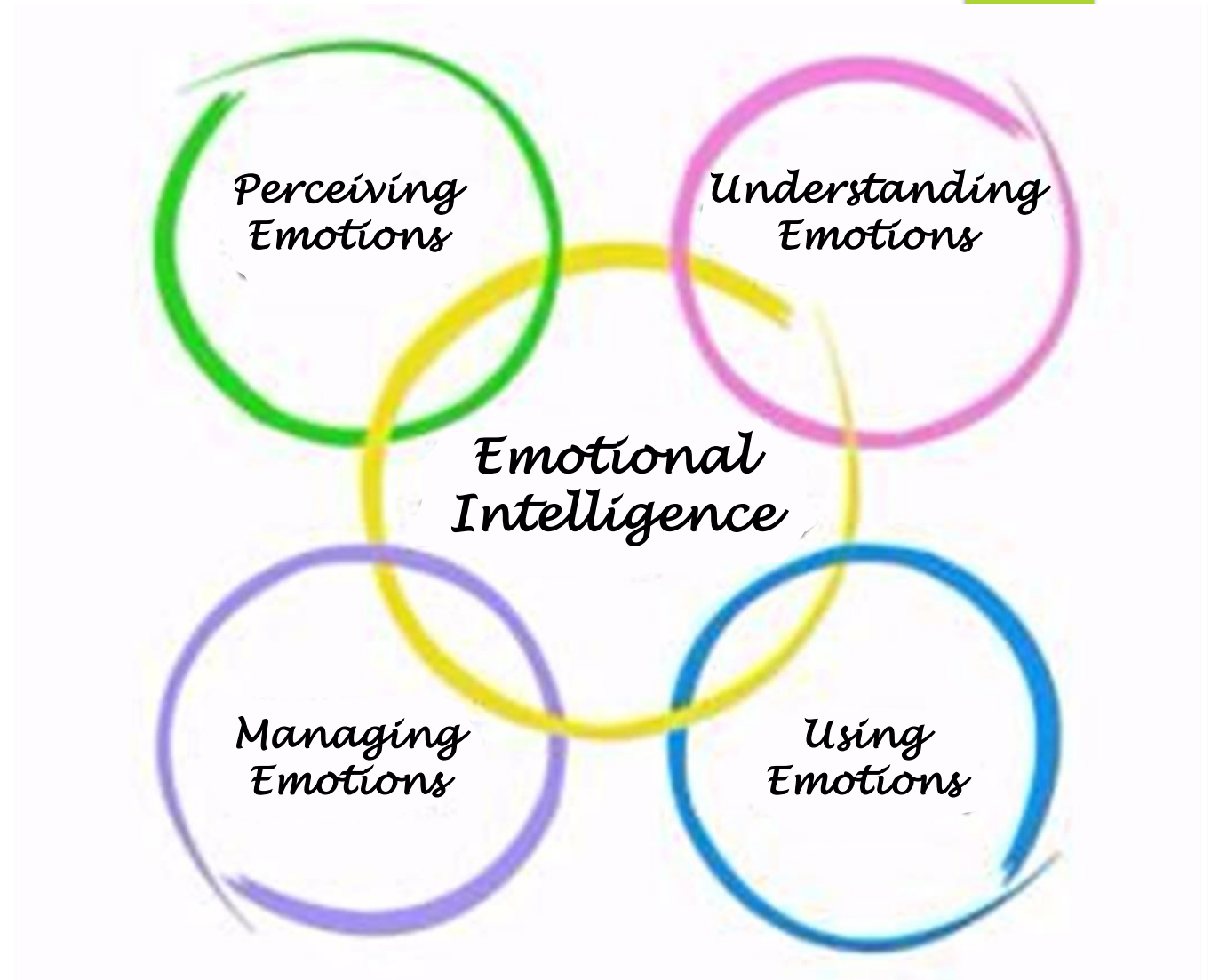
*If I see an experienced co-worker is doing something with a client I'd like to learn, what's the best way to get them to help me?*

# Emotional Intelligence is...

- ▶ “Quite simply, the intelligent use of your emotions; intentionally making your emotions work for you, to help guide your thinking and behavior in ways that enhance your results”

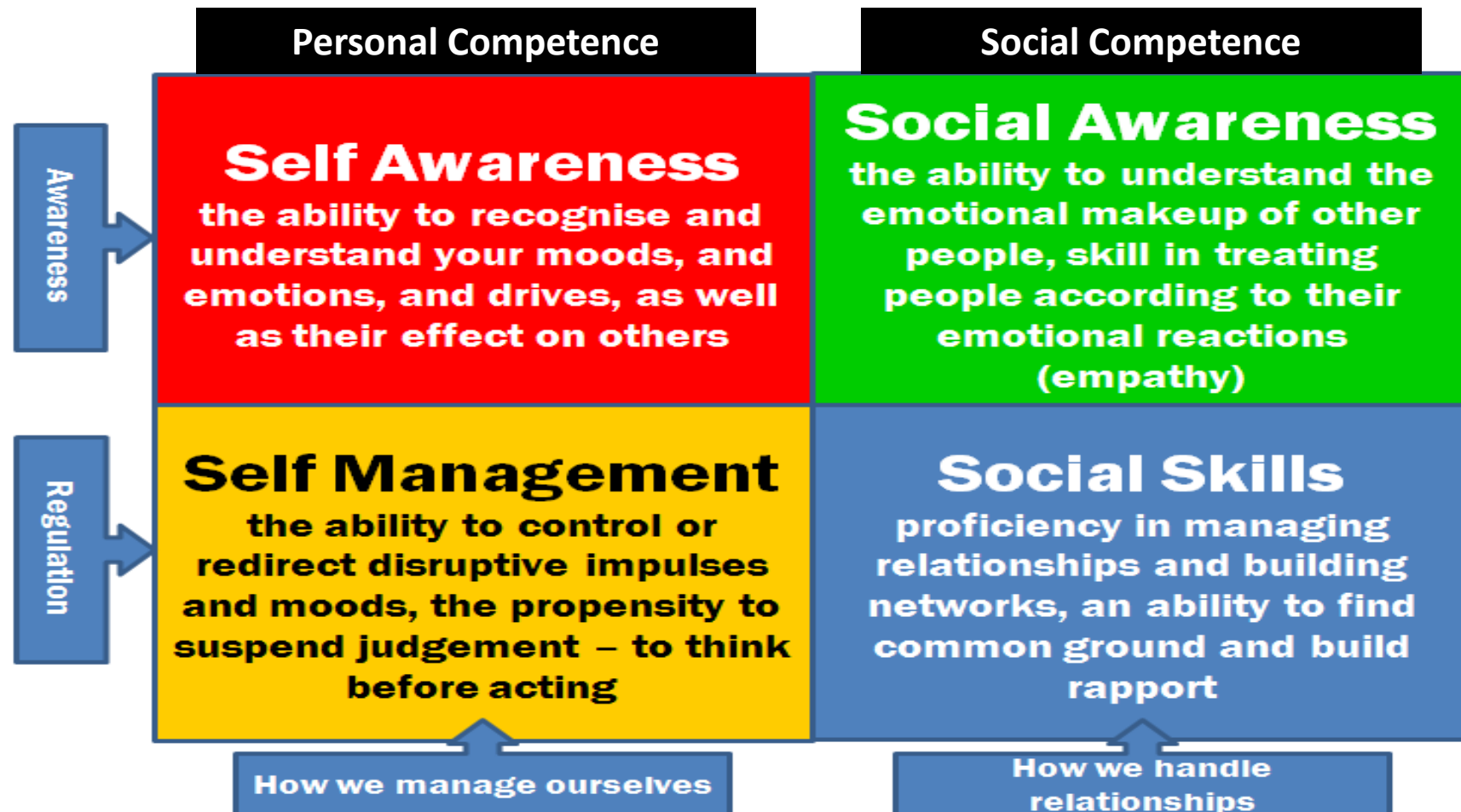
Weisinger, 1998

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# 4 Elements of Emotional Intelligence?

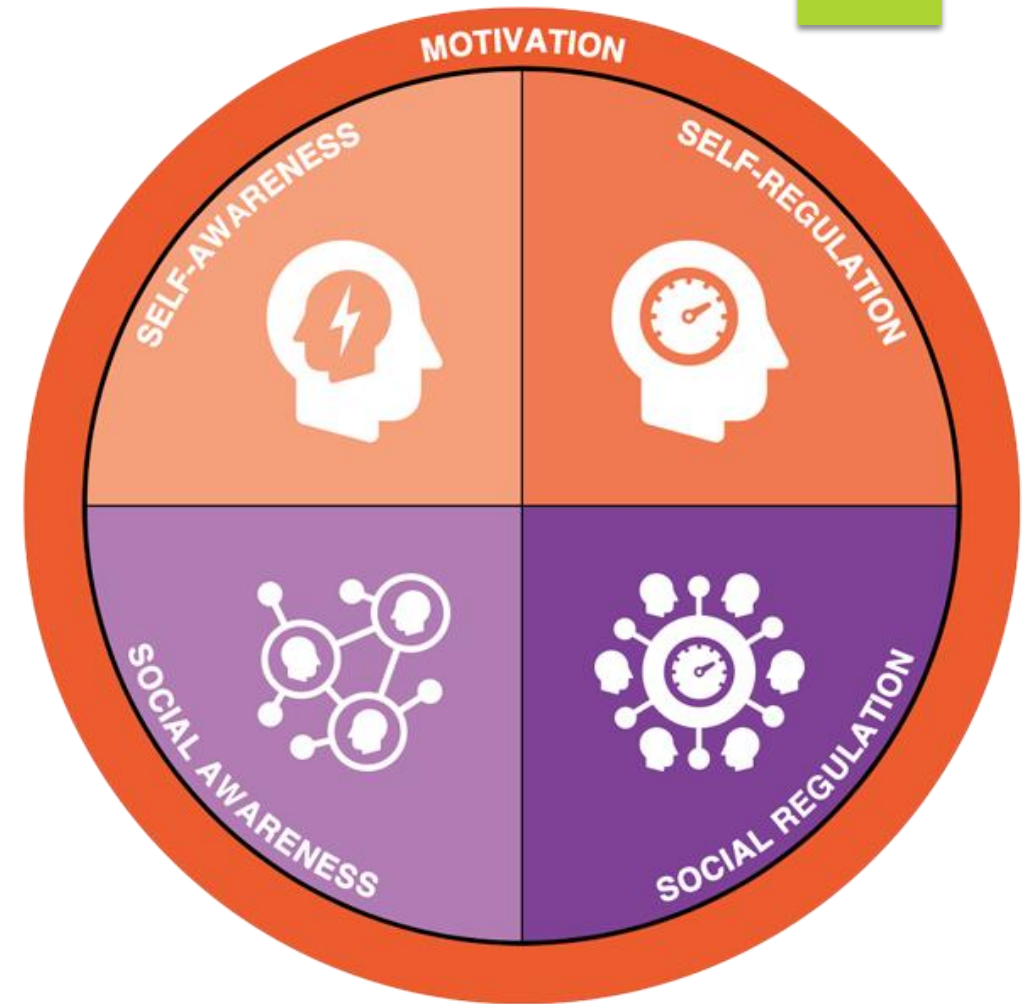
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# Emotional Intelligence Matters at work:

- ▶ Tools and techniques to *understand* and *regulate* your emotions so you can develop better ability to *understand* and *relate* to others
- ▶ Increases your ability to make better decisions
- ▶ Helps you build and sustain collaborative relationships with your colleagues
- ▶ Will help you deal more effectively with work and life stress
- ▶ Will provide a you with a better ability to cope with constant change





## EMOTIONAL INTELLIGENCE STATISTIC



90%  
OF TOP PERFORMERS  
HAVE HIGH EQ

EQ IS  
RESPONSIBLE FOR  
58%  
OF YOUR JOB  
PERFORMANCE



\$29,000  
PEOPLE WITH HIGH EQ MAKE  
\$29,000 MORE ANNUALLY THAN  
THEIR LOW EQ COUNTERPARTS

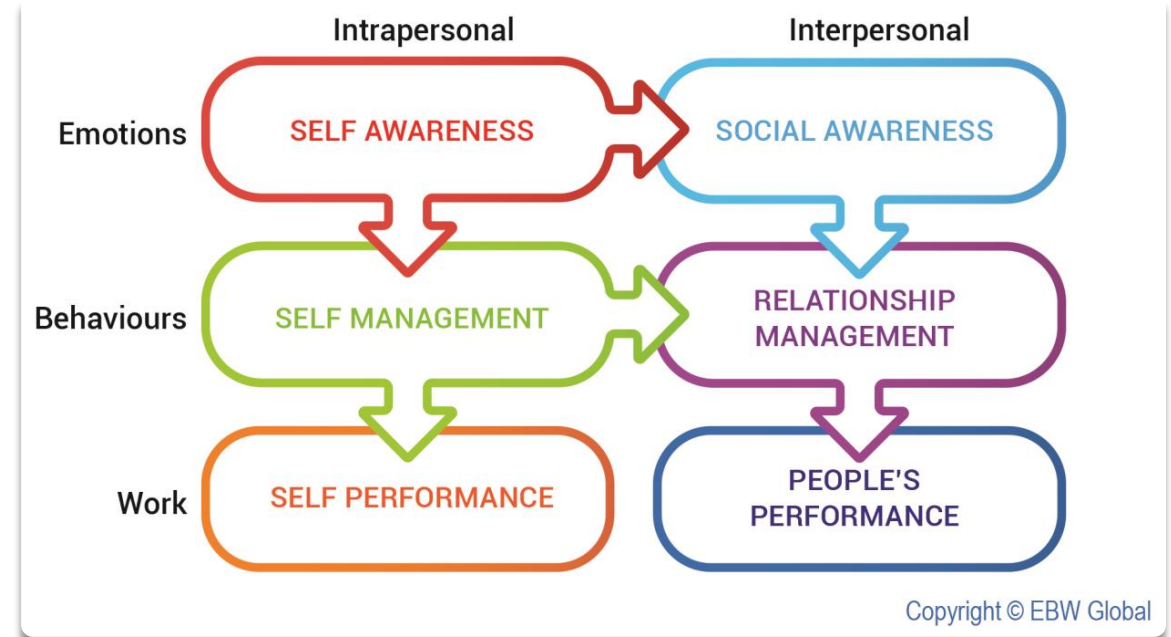
BY DR. TRAVIS BRADBERRY

## Emotional Intelligence Stats

# Core EQ Competencies

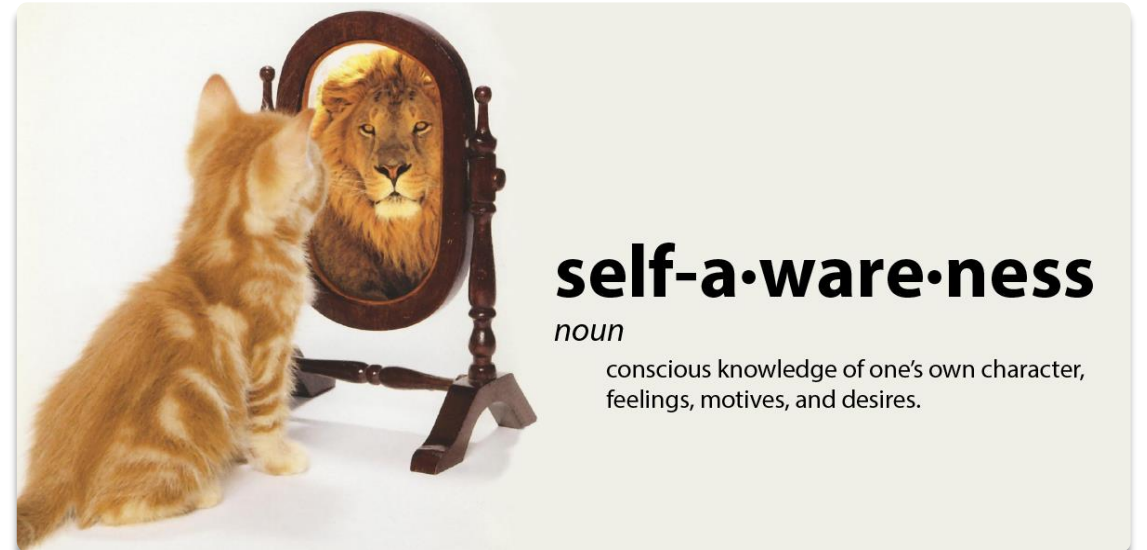
## Self Awareness is...

- ▶ Observing yourself and being able to recognize a feeling as it happens.
- ▶ The ability to accurately perceive and be cognizant of your emotions as you interact with others.
- ▶ The ability to stay aware of your emotions in the moment and understand your tendencies across situations
- ▶ Understanding your own passions and drives



# Exercise

- ▶ Improving Self-Awareness at Work
  - ▶ How well do I know myself?
  - ▶ What do I do well/not so well?
  - ▶ What do I want?
  - ▶ How am I feeling, and can I regulate it in a way that helps me?
  - ▶ What drives me?
  - ▶ Can I put myself in other people's shoes?
  - ▶ How are my relationships with others?
  - ▶ How can I make those relationships better?

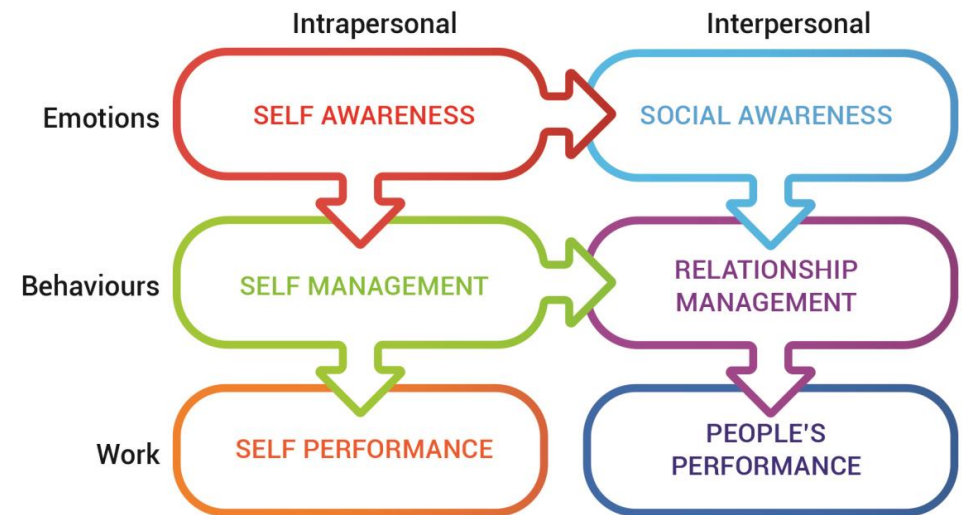


# Core EQ Competencies

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## Self-Management is...

- ▶ Taking stock of your emotions.
- ▶ The ability to use your emotional awareness to stay flexible and direct your behavior.
- ▶ Delaying gratification and stifling impulses.
- ▶ Finding ways to handle fears and anxieties, anger, and sadness.





# Avoid the Emotional Hijack

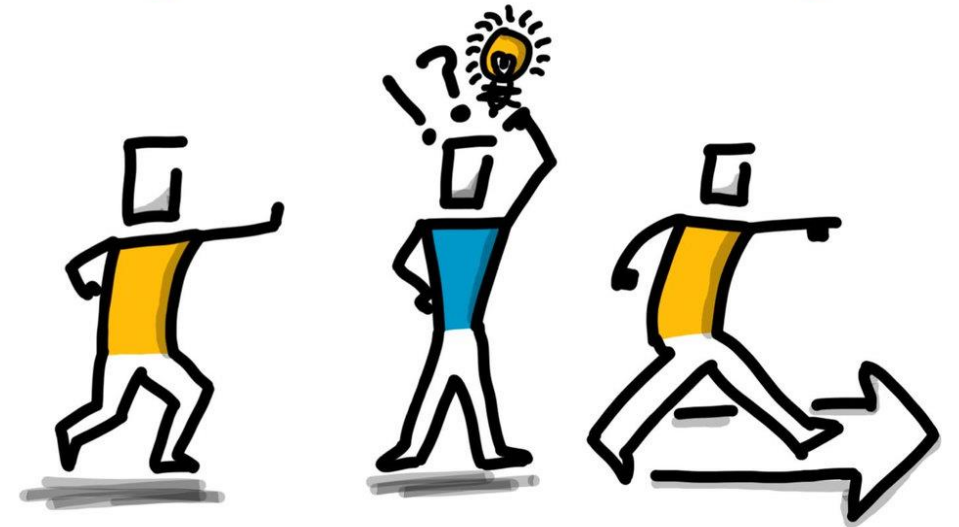
A situation in which emotions overrule our typical thought processes:

- ▶ Identify your triggers?
- ▶ Avoid immediate reacting
- ▶ What can you do?
- ▶ Pause: take a moment to reflect
- ▶ Challenge Yourself
  - ▶ Why did I react that way?
  - ▶ Can I think the situation through?
  - ▶ What is the other person trying to accomplish?
  - ▶ Can I choose the best option to respond?
- ▶ Change the setting/delay response

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2 of 100 #BeEvenBetter

## Don't just react - self empower



### STOP

Don't act  
mentally disconnect  
Breathe deeply  
Centre yourself  
Observe what is happening

### CHALLENGE

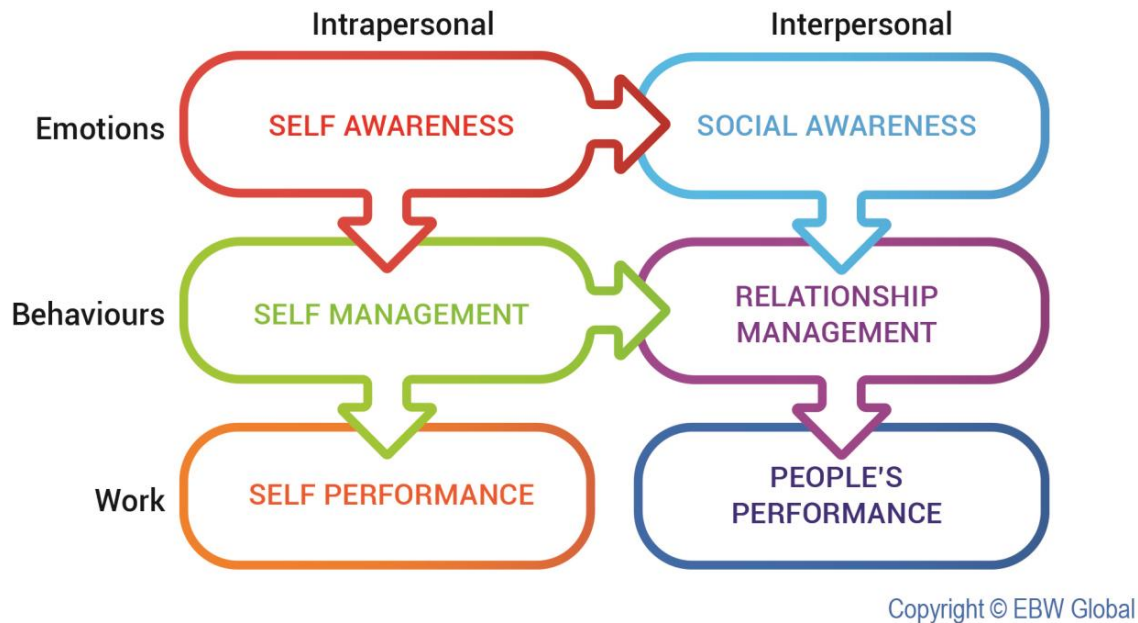
Ask yourself:  
What is causing your feelings?  
What are you telling yourself?  
What other interpretations are there?  
What data supports or negates your viewpoint?

### CHOOSE

Reflect on what is your optimal response:  
Base it on objective factual data  
Consider your longer term interests  
Choose it THEN do it



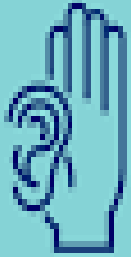
# Core EQ Competencies



## Social Awareness/Empathy is...

- ▶ The ability to read and understand the emotional cues of others and determine what causes them to respond positively or negatively.
- ▶ “Putting yourself in someone else’s shoes”
- ▶ Appreciating the differences in how other people feel about things, which may be different than your own.

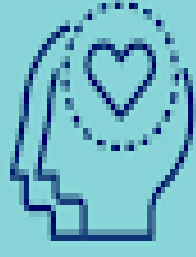
# Having Empathy at Work



Listen actively.



Withhold judgment.

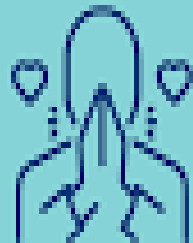


Be understanding.

## 6 Ways to Practice Empathy



Show empathic body language.



Practice mindfulness.



Ask open-ended questions.

**Listen**

Listen carefully

**Ask**

Ask questions

**Walk in**

Walk in someone else's shoes

**Be**

Be grateful

**Be**

Be accepting

**Don't make**

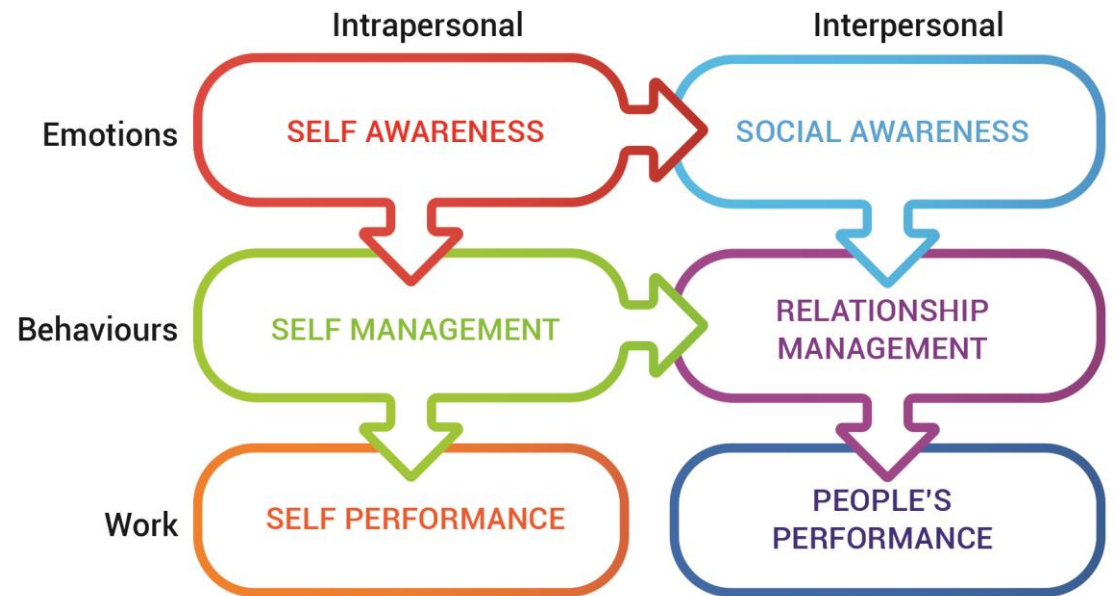
Don't make it about you

# Core EQ Competencies

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## Social Skills/Relationship Management is...

- ▶ The ability to use emotional intelligence “tools” to manage interactions with others more effectively to develop mutually beneficial relationships.
- ▶ Getting along with others
- ▶ Communicating well
- ▶ Setting a positive tone of cooperation.
- ▶ Managing conflicts effectively





# Why High EQ Matters in the Workplace

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## ► High EQ

- Make better decisions
- Better at problem solving
- Resolve conflicts more effectively
- Have greater empathy
- Listen better
- Lower absenteeism
- Reflect better
- Better able to handle constructive feedback (criticism)
- Greater responsibility
- Perform better!
- Higher job satisfaction

## ► Low EQ

- Playing the victim
- Not taking responsibility for errors and other issues
- Poor emotional control
- Poor team players
- Don't listen well
- Are overly critical
- Blame others
- Not open to other's opinions
- Being self-absorbed



# EQ: Building Strong Trust-based Relationships

- ▶ Genuine communication
- ▶ Authenticity
- ▶ Exercise humility ('cause you don't know everything...)
- ▶ Honesty (and be willing to apologize...)
- ▶ Dependability
- ▶ Sincerity
- ▶ Listen
- ▶ Ask questions
- ▶ Say thank you
- ▶ Be attentive
- ▶ Show up



# Do You Show Signs of High EQ?

(Mark Murphy, Forbes Magazine May 8, 2016)



You handle criticism without denial, blame, excuses or anxiety



You're open minded



You're a good listener



You don't sugarcoat the truth



You apologize when you're wrong

# Signs of Low Emotional Intelligence

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Being Argumentative



Blaming Others



Not Listening



Emotional Outbursts

# EQ Resources

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## EQ Tests

- <https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence>
- <https://www.mindtools.com/pages/article/ei-quiz.htm>
- <http://www.ihhp.com/quiz.htm>

## EQ Articles

- What Makes a Leader?, Daniel Goleman, HBR, 1998 (<https://thisisthrive.com/sites/default/files/What-Makes-a-Leader-Daniel-Goleman.pdf>)
- 10 Articles to Read about Emotional Intelligence, The Muse
- What is Emotional Intelligence, theeiinstitute.com
- Improving Emotional Intelligence, helpguide.org

## EQ Books

- Daniel Goleman, Emotional Intelligence
- Daniel Goleman, Working with Emotional Intelligence
- Bradbury & Greaves, Emotional Intelligence 2.0,
- Justin Bariso, EQ Applied



# ***Thank You!***



Name	Position	Email	Phone
Dr. Hassan M. Abdulhaqq	VP of Talent Acquisition, Development & Engagement	habdulhaqq@ahrc.org	516-293-1111 ext. 5129