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Emotional Intelligence:
 The Key to Succession Management

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*Walter Coffey, President/CEO
 Aging Services of Georgia*

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Emotional Intelligence:
 The Key to Succession Management

Terminology

- Replacement planning
 Identifying back-up
- Succession Planning
 Identifying critical management positions
 throughout organization






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Emotional Intelligence:
 The Key to Succession Management

Terminology (continued)

- Succession Management
 The daily role of grooming employees for
 higher level responsibility
- Talent management
 Attracting the best people to the organization

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Essential Components for a Succession Planning Program

- Seven Components (Rothwell)
- Role of the Board
Vision & Community Impact; Core Values
- Board - CEO
CEO - other staff

Succession Management

Succession management focuses on the supervisors daily role in developing employees for higher level responsibilities. It goes beyond replacement planning and succession planning. The goal is to build the capacity of employees through on the job daily coaching, mentoring and giving feedback.

The Emotional Intelligence Connection

The achievements of an organization are the results of the combined effort of each individual. ~ Vince Lombardi

*Leaders lead
throughout the organization*

Learning to Lead with Emotional Intelligence (EQ)

Your ability to recognize and understand emotions, and your skill at using this awareness to manage yourself and your relationship with others.

www.talentsmart.com EI Quick Book

What is EQ Physically?

Understanding



Stimulus

EQ combines the two

What is EQ Physically? (continued)

- Stimulus (what we are experiencing) must travel across the brain before we can have our first rational thought about them.
- The limbic system (between) is where emotions are processed and experienced.
- New neural connections between the rational and emotional parts of the brain can be formed.

What EQ is Not

- Cognitive Ability (IQ)
- Personality

EQ can change because it is a set of skills.
 EQ predicts an average of 58% of job performance across all jobs and fields.

Emotional Intelligence (EQ) A Skill with 4 Parts

	What I See	What I Do
Personal Competence →	Self Awareness	Self Management
Social Competence →	Social Awareness	Relationship Management

Self Awareness

The ability to accurately recognize your emotions as they happen and understand your general tendencies for responding to different people and situations.

- Awareness of your emotional state
- Recognizing how your behavior impacts others
- Understanding how other people influence your emotional state

Self Management

Using awareness of your emotions to choose what you say and do, in order to positively direct your behavior.

- Making the most of any situation
- Resisting the desire to act or speak when doing so will only make things worse
- Taking responsibility for your part in things

Social Awareness

Recognizing and understanding the emotions and perspectives of others.

- Recognizing the mood in the room
- Caring what others are going through
- Hearing what others are really saying

Relationship Management

Using awareness of your emotions and the emotions of others to manage interaction successfully.

- Effective communication
- Handling conflict well
- Recognizing and meeting your needs and the needs of others

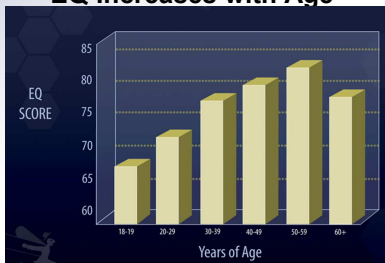
Use EQ Skills To ...

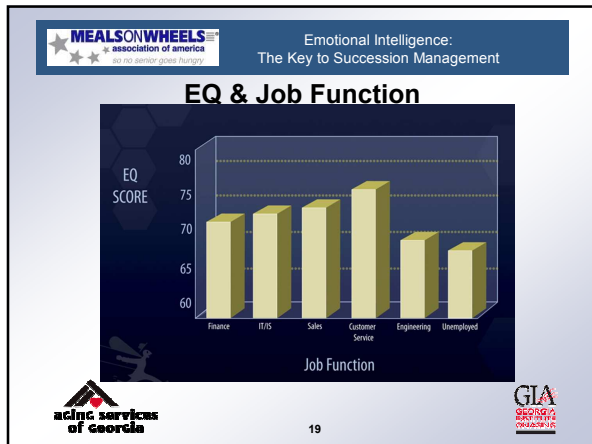
- Know yourself
- Understand others
- Make better decisions
- See and seize opportunities
- Identify problems before they escalate
- Manage difficult situations and conversations

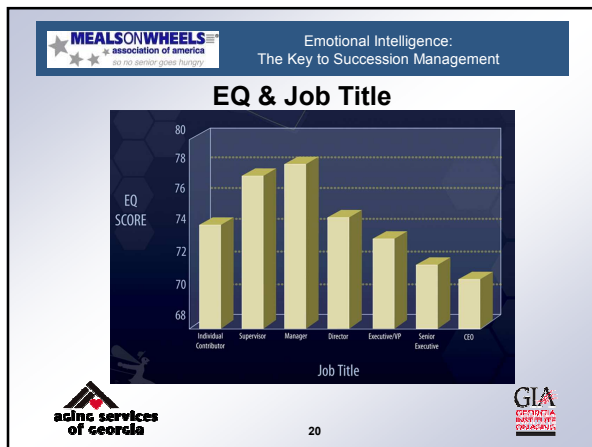
EQ and Job Performance

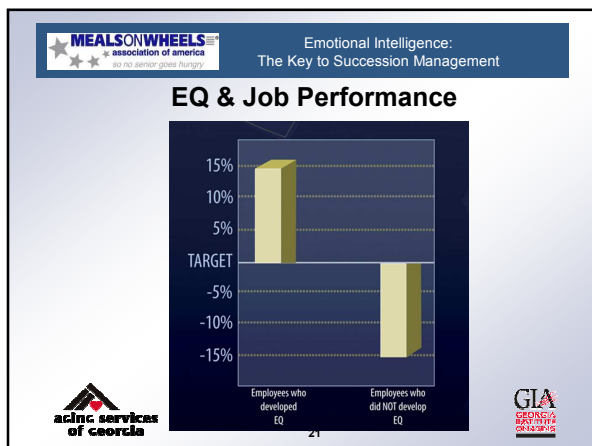
- EQ accounts for what % of job performance for supervisors through CEOs?
- What % of top performers are high in EQ?
- What % of low performers are high in EQ?

EQ Increases with Age









In the fields I have studied, emotional intelligence is much more powerful than IQ in determining who emerges as a leader. IQ is a threshold competence. You need it, but it doesn't make you a star. Emotional intelligence can.

Warren Bennis, author of *On Becoming A Leader*

Succession Management

Succession management focuses on the supervisors daily role in developing employees for higher level responsibilities. It goes beyond replacement planning and succession planning. The goal is to build the capacity of employees through on the job daily coaching, mentoring and giving feedback.

Useful resources

- Coaching Supervision
- Active Listening
 - Non-verbal, paraphrasing, open-ended questions
- 2-way Communication
- Pulling back
- Presenting the Problem

Active Listening

- **Using positive body language** to communicate nonverbally. *Body Language* refers to the way people communicate through facial expressions, posture, and gestures.
- **Paraphrasing** – i.e., repeating back in one's own words what the speaker has said to ensure understanding.
- **Asking open-ended questions** to clarify or gather additional information. These questions usually being with *how*, *what*, or *why*.



Paraphrasing (examples)

Original: "You wrote me up for no good reason."

Paraphrased: "What I hear you saying is you think my decision is unfair."



Open-Ended Clarifying Questions

- Begin with "can you tell me about ..." to determine *how*, *what*, or *why*.
- Used to clarify information and keep the conversation open by encouraging a person to share as much as they wish.



Closed Questions

- Result in simple “yes” or “no” factual answers
- Tend to bring the conversation to a stop, requiring more questions to get the full story

Pulling Back Key Points

- In a supervisory situation, when listening to a worker talk about a problem, the traditional supervisor often focuses on the worker as the problem.
- Coaching Supervisors shift their focus from the worker to *their own internal reactions*, because that is something the supervisor can change.
- If a supervisor changes his or her internal response in a difficult situation, that supervisor can affect what happens in the interaction.

Pulling Back: Definition

- A supervisor's ability to handle a situation well will be determined by his or her ability to stay calm and think clearly.
- To “pull back” means to be able to pause, get emotions under control, and clearly observe and assess the problem situation.
- After pulling back for a moment, a supervisor can make sure he or she understands what's going on and ask for additional information, if necessary.
- Good communication and problem solving can only come from clear and objective thinking.

Effective Coaching Supervision

1. Learning new skills requires practice.
2. Key task for this part of coaching supervision is to use the skills of active listening and self-management – including:
 - Paraphrasing
 - Asking open-ended clarifying questions, and
 - Pulling back
3. Supervisor's goal is to find out more about the worker and what lies behind the situation being presented.

Goals: Presenting the Problem

- To reinforce the importance of balancing empathy and support with holding workers accountable.
- To introduce one aspect of the process of holding workers accountable: *presenting the problem without blame or judgment*.
- To have participants practice using the three rules for presenting the problem: be clear and direct, use objective language, and indicate belief in the worker.

Three Rules for Presenting the Problem

1. Be clear and direct about what the problem is.
2. Use objective language that is free from blame or judgment.
3. Indicate belief in the worker's ability to resolve the problem.

Belief in the Worker's Ability

1. Supervisors convey to workers that they believe in them through tone of voice and body language as well as actual words.
2. The supervisor should be clear about the problem (without blaming), while demonstrating caring for the person.
3. Indicating, from observation or indirect reports, that the problem behavior is not the only thing the supervisor sees.



Guidelines for Presenting the Problem

1. Describe the behavior—don't pass judgment on it.
2. Be specific rather than vague.
3. Describe what you observed rather than what you assume to be the reason it happened.
4. Focus on a behavior rather than the person.
5. Don't avoid presenting the problem.



Supervisor's Coaching Model

1. Create Relationship with Worker
2. Present the Problem
3. Listen for the Worker's Perspective
4. Resolve the Problem with the Worker
5. Obtain Commitment to Action Steps





How Coaching Supervisors Save Time

1. Stronger and more positive relationships with workers
2. Fewer problems, and small problems caught earlier
3. Problems resolved more quickly and effectively
4. Longer retention of workers, leading to more experienced workers
5. Mentoring process improves workers own problem-solving skills

Summary:

Less supervisory time spent on discipline, termination, turnover, and orientation of new workers.