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At NUS and the world at large, the relevance and importance of cultivating EQ continues to grow. To increase awareness and prompt discussion among our readers, we are pleased in this issue of *CDTL Brief* to present several informed perspectives on the subject of **EQ**.

## *Nurturing Emotional Intelligence in University Students*

**Professor Hang Chang Chieh**  
**Deputy Vice-Chancellor**

Producing well-rounded students and achieving academic excellence are traditional goals in education emphasised by NUS in its strategic plan for the 21<sup>st</sup> century and recently reaffirmed by the Ministry of Education in its publication, *The Desired Outcomes of Education*. The need to cultivate the mind, or rational intelligence, and personal qualities and interpersonal skills, or emotional intelligence, has never been more crucial than before.

The term emotional intelligence was coined by Peter Salovey and John Mayer in 1990 and then popularised by Daniel Goleman in 1995 in his ground-breaking bestseller, *Emotional Intelligence: Why It Can Matter More Than IQ?*. According to Goleman, rational intelligence (or rather, intelligence quotient – IQ for short) only contributes about 20% to the factors that determine success in life. Some extraneous factors such as luck, and particularly the characteristics of emotional intelligence (or rather, emotional quotient – EQ for short), constitute the other 80%. These vital EQ characteristics are the abilities to motivate oneself and persist despite frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from overwhelming thought; and to empathise and to hope.

Management guru Stephen Covey, author of the bestseller, *The Seven Habits of Highly Effective People*, has observed that highly effective people are proactive; begin with the end in mind; put first things first; think win/win; seek first to understand, then to be understood; synergise; sharpen the saw. But beyond understanding the importance of such qualities, one has to practise them constantly and, in so doing, internalise them as habits. Consequently, part of our role as teachers is to nurture EQ to assist such habituation.

### *Definition of EQ*

The study of emotion and its practical importance has interested people for many centuries. In the 1<sup>st</sup> century B.C., Publilius Syrus said: "Rule your feelings, lest your feelings rule you." For David Packard, a guiding principle in developing and managing Hewlett-Packard has been the advice given by his football coach: "Given equally good players and good team-work in a championship, the team with the strongest will to win will prevail."

Yet, the developing of emotional strength was not explicitly regarded as a skill that can be learnt and mastered until Daniel Goleman published *Emotional Intelligence*. Other authors have since further expanded the meaning, development and applications of emotional intelligence. The following are two simple definitions EQ:

*"EQ is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence."*  
(Robert Cooper and Ayman Sawaf)

*"EQ is the ability to monitor one's own and other's feelings, to discriminate among them and to use this information to guide one's thinking and actions."*  
(Peter Salovey and John Mayer)

It is clear from these definitions that a person with high rational intelligence does not automatically possess high EQ. For all students to be well rounded, it is thus necessary to enhance both their IQs and EQs.

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## **EQ Qualities**

EQ consists of five major qualities or characteristics:

- Self-awareness
- Mood management
- Self-motivation
- Impulse control
- Interpersonal skills

The first four can be broadly grouped under intrapersonal EQ. They each influence the development of one's courage, perseverance, enthusiasm and passion. Such personal qualities are vital in competitive sports, breakthrough scientific research, inventions, entrepreneurship and extraordinary achievements. They also make the difference because creative solutions or radically new approaches are usually considered illogical based on conventional wisdom; they only become logical on hindsight.

An example is the development of fuzzy logic. When Professor Lotfi Zadeh first proposed the concept in 1965, most scientists and engineers could not accept this radically new proposal and disregarded its potential practical significance. They thought it was absurd to have logic that was not precise. More than 15 years later, Japanese engineers successfully demonstrated the wide applications of fuzzy logic, ranging from controlling high-speed trains to simple cameras and washing machines. Consequently, fuzzy logic is now the foundation of the new science of 'Soft Computing' that deals rationally with imprecise knowledge. Through the years of being rejected, Professor Zadeh remained passionate about his discovery and continued to champion it, thereby demonstrating extraordinary intrapersonal EQ.

Intrapersonal EQ qualities are equally important to all of us in our daily lives. Through self-awareness, we are conscious of our feelings and can deal with them better. Self-awareness also helps us to catch any worrisome episode as soon as possible. Through mood management, we can act to overcome any negativity (e.g. being angry or depressed) that prevents us from accomplishing our goals. To hope or think positively helps us to sustain our morale in the face of setbacks or defeats. Self-motivation is the internal drive to scale new heights, overcome obstacles, disappointments and frustrations, and search proactively for opportunities. It also prompts us to initiate resolving conflicts, seeking clarification and mending relationships. Impulse control allows us to resist temptation and delay gratification; it encourages a person to pursue higher goals as he/she copes better with the stress associated with a difficult task, foregoes short-term rewards for more substantial long-term goals, and follows through on difficult plans.

The fifth quality can be called interpersonal EQ. It is the ability to understand other people: what motivates

them, how they work, how to work co-operatively with them. It requires the fundamental skill of empathy – identifying oneself mentally with a person and understanding his/her feelings. Empathy makes other people feel safe enough to talk freely without fear of being judged. There is a great difference between listening and empathetic listening. In listening, we listen but may not hear what the speaker is saying; instead, we may be trying to interpret what they mean. In empathetic listening, we place ourselves in the speaker's shoes, undergo what he/she is feeling and identify with his/her problems.

Empathy and the four intrapersonal EQ qualities combined together create other important interpersonal skills that Hatch and Gardner of Harvard University have identified:

- Organising groups
- Negotiating solutions
- Personal connection
- Social analysis

In all, these are the stuff of interpersonal polish, the necessary ingredients for charm, social success and even charisma!

Interpersonal EQ is essential in the practice of management with 'heart'. Managers with low interpersonal EQ criticise easily and are frugal with praise. In contrast, managers with high interpersonal EQ empathise, show compassion, praise others generously, avoid prejudice, and accommodate mistakes by using them as opportunities for staff to learn and gain experience. With their positive outlook, they are easy to interact with; they also gain trust, build consensus and co-ordinate teams well.

Such managers will be very important in the knowledge-based economy of the 21<sup>st</sup> century for effective teamwork in a flat organisation of empowered knowledge workers will be a critical competitive advantage. There is need to pay special attention to developing such skills, particularly as life becomes potentially more impersonal with technology – email and distance deliveries, for instance, becoming increasingly pervasive.

## **EQ Improvement**

Unlike IQ that may only be marginally improved over the years, EQ can be nurtured and significantly strengthened and it is never too late for students to improve their EQ. It is, however, harder to nurture EQ than IQ in a classroom setting. Traditionally, schools and universities have used opportunities such as extra-curricular activities to provide a rounded education, indirectly facilitating the development of students' EQ.

Other more direct and conscious strategies can be adopted too. The first essential step, naturally, is to have students gain a better understanding of the fundamentals

## IQ - dominant

- Confronts threats head-on.
- More effective during times of calm.
- Avoids taking risks (intolerant of failure; quick to punish).
- Prone to short-term thinking (certainty).
- Quick to formulate strategy and implement it.
- Fails to act (sees more and more layers to a problem).

## EQ - dominant

- Tries to avoid confrontation.
- More effective during times of stress/crisis.
- Uses more gut feeling (forgives and learns from failure).
- Prone to long-range thinking (uncertainty).
- Spends more time defining problems and strategizing.
- Knows when to wait and when to act (perseveres).

**Table 1 Comparison of Reactions of People who are IQ or EQ Dominant**

of EQ. This might be achieved through awareness courses or self-study. Having been made aware, they should be encouraged to reflect on the differences between high IQ vs. high EQ people as illustrated in Table 1. What follows should then be the practice of what has been learnt till these habits become automatic and integral components of one's character. For instance, if impulse control is weak, walking often amongst peaceful surroundings might have a calming effect while regular exercise improves general well being. Participation in committee work would be one way of practising people skills. All these efforts could be part of achieving EQ improvement as a life-long pursuit.

### ***Creative Thinking and Intuition***

EQ can also be cultivated via academic pursuits. As university education increasingly requires the exercise of creative thinking skills through open-ended assignments and project work, students will have more opportunities to practise and improve their EQ skills. The conventional educational approach where obtaining the right answer all the time is emphasised tends to prevent new ideas from emerging that might unravel complex difficulties. In contrast, creative problem solving encourages the development of multiple ideas, no matter whether they are 'right' or 'wrong'. This process allows for questioning of the *status quo*, prompts a 'why not' mindset, and promotes humility and tolerance for ambiguity and multiplicity of viewpoints, embracing even those from non-experts. Clearly, this concurrent nurturing of both problem-solving and EQ skills will better prepare students for the competitive knowledge economy that requires the flexibility and fortitude to solve real-world problems for which no easy answers might be found.

A more advanced source of problem-solving skill is intuition, defined in the dictionary as "direct knowing without the conscious use of reasoning". Intuition, when followed by thorough analysis and planning, has sparked many innovations and successful business developments

globally and is now a widely sought-after quality in an entrepreneur, leader, or great scientist. This is because intuition is a great asset when there is not enough information or when there is too much data that confuses the situation. It may be described as 'gut feeling' or a form of self-awareness (one of the basic qualities of EQ) that enables us to listen to our hearts and distinguishes opportunity from vulnerability; truth from politics; depth from motion. A heightened dimension of emotional intelligence, intuition can be better understood and practised continually, drawing on emotional wisdom garnered through past experiences.

Other intrapersonal EQ qualities also help in the process of learning and practising intuition. For instance, one needs to overcome fear when dealing with the unknown. We cannot be intuitive if we are anxious about being right. We need to gain experience and hence should not be afraid to make mistakes. This requires emotional strength. As General Bolivar Buckner once said: "Judgement comes from experience and experience comes from bad judgement."

### ***Concluding Remarks***

I shall now address the inter-relation of IQ and EQ. First, emotions are known to be powerful organisers of thought and action. EQ often complements IQ when we need to solve complex and vague problems or make a key decision, and helps in accomplishing these tasks quickly and with exceptional results. Emotions invoke intuition, helping us to anticipate uncertainties and plan our actions accordingly. IQ and EQ in tandem lift intelligent energy. As NUS increasingly emphasises creative thinking, independent research and teamwork, the nurturing of EQ will contribute tremendously to academic performance. All university students should be urged to develop their EQs to match or even surpass their IQs.

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Second, the mutually complementing roles of IQ and EQ are crucial in teamwork. A team leader should have a high EQ if the team is to have a good chance to perform brilliantly. The high-EQ leader would muster team members with high IQ and EQ and harness both these strengths to boost team performance.

Much of what I have discussed in this paper is common sense, but certainly not common practice. NUS provides many opportunities and an excellent learning environment for enhancing knowledge while nurturing EQ. By highlighting the importance of acquiring EQ to students, we will, hopefully, cultivate EQ literate graduates who will become champions of EQ as well

as role models of life-long learners in EQ in their future workplace. ■

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# **Summary of Chan Cheng's EQ For Youths For You**

**Ms Neo Chee Szu  
Administrative Officer, CDTL**

*EQ For Youths For You* (Singapore: SNP Publishing Pte Ltd, 1999) is a book written in Chinese by Asst Prof Chan Cheng from the Department of Social Work & Psychology, Faculty of Arts & Social Sciences, based on his experiences working with the Juvenile Court and various youth organisations in Singapore. Targeted at teenagers, the book aims to help young people to understand the concept of Emotional Intelligence (also known as Emotional Quotient or EQ) and how it relates to their lives.

The book has three main sections. The first explains the concepts of EQ. The second consists of eleven local case studies that highlight teenagers who ineffectively exercised their EQ and include the author's suggestions on how to better manage their problems. The third section contains some useful tips on EQ training methods for teenagers, youth workers, and teachers. Also included in this section is a locally formulated EQ questionnaire with local norms for comparison.

## **I. The Five Underlying Concepts of EQ**

Studies have shown that a person with high EQ has a higher chance of success compared to a person with high IQ (but low EQ), as a high-EQ person is better able to manage his emotions appropriately and overcome his problems. There are five underlying concepts of EQ (*For further elaboration of these 5 qualities, please see box on following page*): -

1. *Self-knowledge*: A lot of people do not know themselves and therefore are unaware of their true feelings, often making them regret their actions or words. With self-knowledge, one is better equipped to cope with life. Especially when faced with negative emotions, self-knowledge can help one overcome and gain control over such negativity.
2. *Control of Emotions*: The emotions the author mentions here are the negative ones such as anger. Like temporary insanity, an emotional outburst prevents one from thinking clearly. By learning to control their emotions and keep calm when faced with problems or conflicts, teenagers are then able to handle the situation and maintain friendships.
3. *Self-motivation*: From his counselling experience, the author considers that self-motivation is what often differentiates a good from bad student. The former is able to set his own goals and push himself to achieve his targets. In contrast, the latter lacks self-control, makes no self-demands and is unable to accomplish anything when lacking external supervision.
4. *Impulse Control*: Many students always lament that they are unable to finish their schoolwork during the holidays despite good intentions, blaming the fault on the many activities that entice them away from the schoolwork. But the main problem is their inability to exercise self-control over their impulses for immediate gratification. Teenagers must learn to defer short-term gratification to achieve long term goals.
5. *Social Skills*: Empathy is the basis of interpersonal relations. In order to develop good social skills, one must first be able to see things from another person's point of view, and understand their feelings. With a sense of empathy, one will be able to choose the appropriate actions to take when dealing with problems.

## II. Case Studies

To illustrate the need to apply each of the five EQ qualities mentioned above, the author presents several real life case studies. One example of the importance of developing self-motivation is as follows:

A boy who did very well during his primary school years was regularly rewarded by his school as well as by his parents for his excellent grades. He subsequently entered into a local elite secondary school. The new school did not have the same reward system the boy was used to. The boy soon find himself resenting the school for not acknowledging his performance. He lost interest in his study. His initial internal motivation (i.e. curiosity to learn and explore new knowledge) to study was replaced by external motivation (i.e. rewards by school and parents) to perform. He incorrectly attributed his attitude towards school to reinforcement from external sources rather than to the sense of accomplishment from within himself. The constant external rewards have effectively murdered the boy's intrinsic drive to self-improve.

## III. EQ Training Methods/Questionnaire

The final section of the book contains topical exercises and training methods that readers can use to improve their EQ. For instance, one important aspect of effective communication is the ability to process and express non-verbal bodily or facial expression. Readers are given guided instructions to practise their facial expressions of the different emotions in front of a mirror to make themselves more aware of their non-verbal expressions. Teachers, parents, counsellors and youth workers can also help develop youngsters' EQ by discussing with them the various concepts of EQ and how to apply it in their daily lives. Last but not least, the book comes with an EQ inventory checklist for each of the five components of EQ; readers can take a short test and compare their scores with the normative data to see where they stand. The aim of this questionnaire is to promote active introspection and improve self-awareness among readers as well as for readers to determine if they have grasped the concepts of EQ.

The book also includes interesting cartoons to illustrate important concepts. The foreword is written by Deputy Vice Chancellor Professor Hang Chang Chieh. The book has been endorsed by the Curriculum Planning and Development Division of the Ministry of Education as recommended reading for students. The author is currently working on an English version of *EQ For Youths For You* that will be published by Longman Wisely. ■

### The Core Qualities of EQ

In a workshop on EQ that Asst Prof Chan Cheng gave at CDTL on 6 March 1999, he explained EQ as follows:

- **Self-awareness:** Knowing one's strengths and weaknesses, knowing your life goals and potentials in achieving those goals are keys to a person's self-concept and self-confidence. Without which, one will be floundering in life and may find success and life satisfaction to be remote entities.
- **Mood Management:** While self-awareness helps us to know our potentials, mood management skills help us to handle negative life events. Successful people can see new opportunities (e.g. start a business, revamp company policies) in the face of negative encounters (e.g. retrenchment, lose a contract). The skills help us to avoid unnecessary conflicts in life and have more positive drives to focus on important life goals.
- **Self-motivation:** Ever wonder why some people just have that extra time and energy to do the things they set out to do? Well, self-motivation is the answer. A motivated person knows how to plan and manage his time in a productive way. He is willing to leave his comfort zone of life style and venture into risk zone where he is likely to experience some stress. However, his purpose in life gives him the strength to overcome the anxiety associated with stress. Self-motivation differentiates a proactive from a passive individual, a doer from a procrastinator, an achiever from a failure.
- **Reward Delay:** Shakespeare once wrote, "What win I, if I gain the thing I seek? A dream, a breath, a froth of fleeting joy. Who buys a minute's mirth to wail a week?" He was talking about sacrificing one's future for a brief moment of joy. In real life, are there not many of those who cannot resist momentary impulses to buy a minute of happiness (mirth) for a week's worth of pain? A sheep gets lost and separated from the herd because it nibbles at the juicy grass that meet the eyes but forgets to look up to see the whole green lawn ahead of him. So, be it for school, career, or other life aspirations, the ability to control impulses to get immediate but insignificant gratification in the interest of long-term life goals is the crux to many great successful life stories.
- **People Skills:** One quality that characterises successful people is their social aptness. They have good social networks, are pleasant to be with, and win support. Successful people tend to get things others find difficult or even impossible done. Do they do the tasks themselves? The answer is often "no". They get things done because they can mobilise their friends and associates to help them achieve the tasks at hand. The skills involved are categorised under the notion of people skills in EQ. ■

# *Emotional Intelligence and Careers*

**Asst Prof Tey Tsun Hang  
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## ***Introduction***

The workplace is changing, and changing fast. It is no longer just how smart we are, by our professional training and expertise, which determines success in careers. Today, more than ever, personal qualities like initiative, empathy, adaptability and persuasiveness feature prominently. Whatever the career, understanding how to cultivate these capabilities is essential for success.

## ***New Environment***

Companies today do not just compete on products alone anymore. It is becoming more important to manage the people in the company well. Massive change is constant. The pace of technical innovations, global competition and the pressures from investors are forces that compel change. Organisations trim and downsize. Job security has been much weakened. The people who remain are made to be more visible and more accountable.

This is the price we pay for a dynamic economy. Economists tell us that as the economy moves to a high-tech, service-based stage of development, labour market flexibility is here to stay, and becoming ever more prominent. And that brings about fear, apprehension and confusion for everyone. Instead of 'job for life', it is now about having a suitable job for the present bag of skills one has at any stage of personal development.

Maintaining higher wages across the board also demands a new kind of productivity. Structural fixes or technological advances are no longer the complete picture for success takes more than intellectual excellence or technical prowess. Competencies like managing one's emotions, handling encounters well, teamwork and leadership, count more than ever. Team building, adaptability to change and new challenges all demand new talents and competencies, as well as internal qualities, like initiative, optimism and adaptability.

We already see more and more job advertisements that feature requirements like listening and oral communication; adaptability and creativity in responses; confidence and motivation; co-operation, teamwork and interpersonal skills; and leadership potential and skills at negotiation. Academic competence is naturally required, but constitutes only a relatively small part of the picture.

## ***Success in Careers Takes More Than IQ***

Law, engineering, medicine, and MBA graduates will find it more important to have a high competence level in emotional intelligence. We know that university admission policy for professional degrees is generally very selective, focusing almost exclusively on intellectual abilities. One needs a certain threshold competence to get into such courses, research showing the entry level to be within the range of 110 and 120 in IQ. Once someone jumps over that strict barrier, he/she is going to find himself/herself surrounded by colleagues within the top 10 - 12% of intelligence.

Technical expertise and professional education are like a baseline cut-off point determining if you can get the job. Thus, IQ does not offer much competitive edge in careers. Once you are in, it is the other competencies, such as emotional intelligence, that you bring to your professional expertise, which to a great extent, determine your performance. And the higher hierarchy one occupies in an organisation, a higher level of emotional intelligence is required.

## ***Personal Competence***

Emotional competence can be grouped into personal competence and social competence. Personal competencies, like self-awareness, self-regulation and motivation, determine how we manage ourselves.

Emotional awareness occurs when we recognise how various emotions shape what we perceive, think and do. Our feelings are always with us. However, we are too seldom aware of them. Instead, we typically are aware of emotions only when they build up and boil over.

That awareness therefore, can be advantageously used to fine-tune on-the-job performance of every kind, managing our unruly feelings, keeping ourselves motivated, tuning in with accuracy to the feelings of those around us, and developing good work-related social skills, including those essential for leadership and teamwork.

Except for the financially desperate, people do not work for money alone. What also fuels our enthusiasm for work is a larger sense of purpose or passion. Given the opportunity, people take jobs that give them meaning, that which engage to their fullest their commitment, talent, energy and skill. The less aware we are of what makes us passionate, the more lost we are. Self-awareness, therefore, offers us the chance to keep our career decisions in harmony with our deepest values.

Self-confidence is necessary for superior performance. Without it, people lack the conviction essential for taking on tough challenges. The absence of self-confidence can manifest itself in feelings of helplessness, powerlessness, and self-doubt. In contrast, self-confident people see themselves as efficacious, able to take on challenges and to master new jobs and skills. Not just skill alone, but also a belief in our skills can guarantee our best performance.

Self-regulation would include managing one's internal impulses and the ability to keep disruptive emotions in check. When stresses pile together, they seem to multiply the sense of pressure. If stress is sustained, the likely result is burnout or worse. However, resilient people, who are optimistic and action-oriented, have a remarkably rapid recovery from stress. If something goes wrong in their lives, they immediately start to think about how to make it better.

When we are preoccupied by emotionally driven thoughts and under the sway of impulse, agitation and emotionality, our ability to think, work, learn or adapt suffers. However, self-control boosts our ability to stay committed and upbeat, feel in control, and be challenged rather than threatened by stress. In fact, with the right emotional resources, what seems threatening by others can be taken instead as a challenge, and met with energy, and enthusiasm.

Emotional intelligence also underpins motivation. Motivation here means that achievement drive, the drive towards excellence, the commitment, having initiative, and a high dose of optimism, in the face of setbacks and obstacles. To reach the top, people must love what they do and find pleasure in doing it. Emotions are what fuel our motivations, and our motives in turn drive our perceptions and shape our actions. For star performers, excellence and pleasure come together.

### ***Social Competence***

Social competencies, such as empathy and social skills, determine how well we handle relationships. Sensing what others feel without their saying so captures the essence of empathy. Social skills would include influence, communication, conflict management, leadership, building bonds, collaboration, co-operation and teamwork.

At the very least, empathy requires being able to read another's emotions. At a higher level, it entails sensing and responding to a person's unspoken concerns or feelings. And at the highest levels, empathy is about understanding the issues or concerns that lie behind another's feelings. Unless we have self-awareness, it will be difficult to be conscious of others' emotional terrain.

Empathy is essential as an emotional guidance system, helping us to get along well at work. Particularly in business dealings, understanding how someone feels

leads to more skilful negotiation and management. As a result, tough decisions may generate less resentment and lasting ill will for the other parties. Also, the ability to read what the market wants means empathising with customers and then developing the products that suit their needs.

Star performers are artful at sending emotional signals, which makes them powerful communicators, able to sway an audience. Emotions are an extremely efficient mode of communication. The essence of eloquent, passionate, spirited communication involves the use of facial expressions, voices, gestures and body movements to transmit emotions. People who have this emotional adeptness are better able to move and inspire others, and captivate their imagination. For instance, people wielding effective tactics for persuasion are able to sense or even anticipate their audience's reaction to their message and can effectively carry someone along towards an intended goal.

One talent of those skilled at conflict resolution is spotting trouble as it is brewing and taking steps to clam those involved. Here, the arts of listening and empathising are crucial. Diplomacy and tact are qualities crucial for success in touchy jobs like auditing and mediation as any negotiation is an emotionally charged event. The ability to read the opposition's feelings during a negotiation is critical to success. Resolution requires that each side be able to understand the others' viewpoint as well as their needs and fears. Obviously, skill at negotiation matters for excellence in professions like law and diplomacy. Yet, to some extent, everyone who works in an organisation needs these abilities. Those who can resolve conflict and head off troubles are the kind of peacemakers vital to any organisation.

### ***Leadership Skills***

Leadership entails exciting people's imaginations and inspiring them to move in a desired direction. It takes more than simple power to motivate and lead. The artful leader is attuned to the subtle undercurrents of emotions that pervade a group, and can read the impact of his actions on those currents. One way leaders establish their credibility is by sensing these collective, unspoken feelings and articulating them for the group, or acting in a way that tacitly shows they are understood.

Today, organisations are reshuffling, divesting, merging, and going global. The acceleration of change through the 1990s and into the 21<sup>st</sup> century has made the ability to lead a newly ascendant competence. More and more companies are putting premium on people who can lead.

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**Change & Collaboration**

Today, change is constant. Inflexible people are ruled by fear, anxiety and a deep personal discomfort with change. People competent in adaptability relish change and find exhilaration in innovation. They are open to new information, and can let go of old assumptions, and so innovate and adapt the way they operate.

Yet, the act of innovation is both cognitive and emotional. Coming up with a creative insight is a cognitive act. But realising its value, nurturing it and following it through calls on emotional competencies like self-confidence, initiative, persistence and the ability to persuade. Examples are everywhere, showing how risk taking and the drive to pursue innovative ideas is the fuel that stokes the entrepreneurial spirit.

Today, the paradigm of invention, even in science, is changing its focus from the individual to collaboration. In fields of complex modern technology and business, we are in an era where ideas of a single person seldom lead to significant progress. Indeed, adapting nimbly to shifting market realities requires a collective creativity, which in turn necessitates people to be comfortable with uncertainty at every level of a company.

Cutting-edge knowledge grows through orchestrated, collaborative efforts. Each of us has only a part of the information or expertise we need to get complex jobs done. The network or team of people of whom we can reach out for information and expertise is increasingly important. We have come to depend on the group mind as never before. Everything is done collaboratively. There are hardly any lone geniuses. Social intelligence matters immensely for success in a world where work, especially research and development is done in teams. There must be ability to pull people together, to attract colleagues to the work, to create the critical mass for research.

Research has shown that when the team works reasonably well, the group score will be greater than the average individual score. But when the team has real synergy, its score far exceeds even the best individual score. When teams operate at their best, the results are more than simply additive: they are multiplicative.

For groups to perform at their best, they need to foster a state of internal harmony. Such groups leverage the full talent of their members. Certainly, superb intellect and technical talents do not make people great team members. The extra element that makes a team great is a strong emotional bond amongst its members. This bond is crucial to morale and effectiveness, enabling each group to work well and excel under extraordinary pressures.

Teams are everywhere in business. There are the instant, ad-hoc teams called into being over the course of a meeting, or a short-lived virtual group working together on a one-time project. The ability to make everyone on a team love what they are doing together is at the heart of team building and team leadership. It is arrived through a combination of shared competitive drive, strong social bonds and confidence in each other's abilities. These are the kind of teams that are successful in today's entrepreneurial high-tech organisations. And the best team leaders are those able to get everyone to buy into a common sense of mission, goals and agenda.

**Conclusion**

The good news is all emotional competencies can be cultivated with the right practice. Unlike IQ, they can improve tremendously throughout life. In the normal course of a lifetime, emotional intelligence tends to increase as we learn to be more aware of our moods, to handle distressing emotions better, to listen and empathise. In the new workplace, with its emphasis on flexibility, teams and a strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job. ■