Emotional Competence Framework
Much of the material is modified from Working with Emotional Intelligence by Daniel Goleman (Bantam, 1998). The Consortium for Research on Emotional Intelligence in Organizations. (www.eiconsortium.org)

Introduction and background
Emotional intelligence is a convenient phrase with which to focus attention on human talent. Even though it is simple as a phrase, it incorporates the complexity of a person's capability. Building on this, an integrated concept of emotional intelligence as outlined below, offers a framework for describing human dispositions and more specifically, it offers a structure for the organization of personality and links it to job performance (Goleman, 1995).

Goleman (1998) defined an "emotional competence" as a "learned capability based on emotional intelligence that results in outstanding performance at work." Integrating the work of Goleman (1995 and 1998) and Boyatzis (1982), the following descriptive definition is very useful in understanding this work:

emotionai intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-regulation/management, relationship management and social awareness at appropriate times and ways in sufficient frequency to be effective in the situation.

To be adept at an emotional competence that supports effective Conflict Management requires an underlying ability in EI fundamentals, specifically, Social Awareness and Relationship Management. However, emotional competencies are learned abilities: having Social Awareness or skill at managing relationships does not guarantee we have mastered the additional learning required to handle a situation adeptly or to resolve a conflict. It just means that we have the potential to become skilled at these competencies. We need development and application to test out our abilities and a willingness to learn and change as we receive feedback about our efforts.

The Framework
The emotional competence framework is divided into 5 clusters essential to emotional intelligence. It provides a description of each area that can be linked to the emotional intelligence questionnaire.

Personal Competence

SELF - AWARENESS

Emotional awareness: Recognising one's emotions and their effects. People with this competence:
- Know which emotions they are feeling and why
- Realise the links between their feelings and what they think, do, and say
- Recognise how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:
- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:
- Present themselves with self-assurance; have presence.
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures
SELF – MANAGEMENT/REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:
- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:
- 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

Conscientiousness: Taking responsibility for personal performance. People with this competence:
- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organised and careful in their work

Adaptability: Flexibility in handling change. People with this competence:
- 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

Innovativeness: Being comfortable with and open to novel ideas and new information.
People with this competence:
- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

SELF - MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:
- 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

Commitment: Aligning with the goals of the group or organisation. People with this competence:
- Readily make personal or group sacrifices to meet a larger organisational goals
- 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

Initiative: Readiness to act on opportunities. People with this competence:
- Are ready to seize opportunities
- Pursue goals beyond what’s required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilise others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:
- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
• See setbacks as due to manageable circumstance rather than a personal flaw

Social Competence

RELATIONSHIP MANAGEMENT

*Empathy*: Sensing others’ feelings and perspective, and taking an active interest in their concerns. People with this competence:
• Are attentive to emotional cues and listen well
• Show sensitivity and understand others’ perspectives
• Help out based on understanding other people’s needs and feelings

*Service orientation*: Anticipating, recognising, and meeting clients’ needs. People with this competence:
• Understand others’ needs including clients’ needs and match them to services or products
• Seek ways to increase staff and clients’ satisfaction and loyalty
• Gladly offer appropriate assistance
• Grasp other’s perspectives, acting as a trusted advisor

*Developing others*: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:
• Acknowledge and reward people’s strengths, accomplishments, and development
• Offer useful feedback and identify people’s needs for development
• Mentor, give timely coaching, and offer assignments that challenge and grow a person’s skills.

*Leveraging diversity*: Cultivating opportunities through diverse people. People with this competence:
• 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

*Political awareness*: Reading a group’s emotional currents and power relationships. People with this competence:
• Accurately read key power relationships
• Detect crucial social networks
• Understand the forces that shape views and actions of clients, stakeholders and/or competitors
• Accurately read situations and organisational and external realities

SOCIAL AWARENESS and SKILLS

*Influence*: Wielding effective tactics for persuasion. People with this competence:
• Build rapport well
• Are skilled at persuasion
• Fine-tune presentations to appeal to the listener
• Use complex strategies like indirect influence to build consensus and support
• Utilise events to effectively make a point

*Communication*: Sending clear and convincing messages. People with this competence:
• Are effective in give-and-take, registering emotional cues in attuning their message
• Deal with difficult issues straightforwardly
• Listen well, seek mutual understanding, and welcome sharing of information fully
• Foster open communication and stay receptive to bad news as well as good
Leadership: Inspiring and guiding groups and people. People with this competence:
- Inspire others
- 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

Change catalyst: Initiating or managing change. People with this competence:
- 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

Conflict management: Negotiating and resolving disagreements. People with this competence:
- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflicts, bring disagreements into the open, and help deescalate
- Encourage dialogue and open discussion
- Orchestrate win-win solutions

Following more recent research, Goleman added an extra three groups of competencies to the Social Awareness/Skills cluster that are not reflected in the questionnaire but are certainly useful and needed in workplaces.

Building bonds: Nurturing instrumental relationships. People with this competence:
- 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

Collaboration and cooperation: Working with others toward shared goals. People with this competence:
- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:
- 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

Discussion

Relationship between the clusters
The clusters within the model have a developmental relationship. Self-Awareness is a prerequisite for effective Self-Management, which in turn predicts greater Relationship Management skill. A secondary pathway runs from Self-Awareness to Social Awareness (particularly Empathy). Managing relationships well, then, depends on a foundation of Self-Management and Empathy, each of which in turn requires Self-Awareness.

Although our emotional intelligence determines our potential for learning the practical skills that underlie the EI clusters, our emotional competence shows how much of that potential we have realized by learning and mastering skills and translating intelligence into on-the-job capabilities.
In regards to conflict, the Self-Management cluster is significant. Heading the list is the Emotional Self-Control competence, which manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out or withdrawing in return, but working to engage the person effectively. This leads to considering other clusters.

**Relationship Management cluster**
The Relationship Management cluster is also essential for working more effectively with conflict. The Empathy competence gives people an astute awareness of others’ emotions, concerns, and needs. The empathic individual can read emotional currents, picking up on nonverbal cues such as tone of voice or facial expression. Empathy requires Self-Awareness; our understanding of others’ feelings and concerns flows from awareness of our own feelings. This sensitivity to others is critical for superior job performance whenever the focus is on interactions with people. For instance, physicians who are better at recognizing emotions in patients are more successful than their less sensitive colleagues at treating them (Friedman & DiMatteo, 1982). In an increasingly diverse workforce, the Empathy competence allows us to read people accurately and avoid resorting to the stereotyping that can lead to performance deficits by creating anxiety in the stereotyped individuals (Steele, 1997).

**Communication competence**
Creating an atmosphere of openness with clear lines of communication is a key factor in organisational success. People who exhibit the Communication competence are effective in the give-and-take of emotional information, deal with difficult issues straightforwardly, listen well and welcome sharing information fully, and foster open communication and stay receptive to bad news as well as good. This competence builds on both managing one’s own emotions and empathy; a healthy dialogue depends on being attuned to others’ emotional states and controlling the impulse to respond in ways that might sour the emotional climate. Data on managers and executives show that the better people can execute this competence, the more others prefer to deal with them (J. Walter Clarke Associates, cited in Goleman, 1998b).

**Conflict Management competence**
A talent of those skilled in the Conflict Management competence is spotting trouble as it is brewing and taking steps to calm those involved. Here the arts of listening and empathising are crucial to the skills of handling difficult people and situations with diplomacy, encouraging debate and open discussion, and orchestrating win-win situations. Effective Conflict Management and negotiation are important to long-term, relationships in the workplace.

Like the other clusters, this one is linked to many others. In order to spot trouble as it is brewing people have to be aware of what is happening in their team. It requires a level of understanding and appreciation of difference and diversity as well as the ability to tune into others emotions. Effective management of conflict cannot be developed without anticipating what types of issues in the workplace are likely to cause conflict including: personality clashes and workplace changes that are occurring as well as recognising our own responses and reactions and noting how these impact on those people we work with.