






Training and Development: EQ Leader Meets Best Practice Guidelines¹









Cary Cherniss, Ph.D., of Rutgers University, and Daniel Goleman, Ph.D., estimate that \$5.6 - \$16.8 billion is wasted on emotional skill training programs that rely on traditional training methodology because results do not last.









Cherniss and Goleman examined research literature in training, psychotherapy, counseling, and sports psychology to identify guidelines for effective emotional skill training. A complete description of these “best practice” guidelines, along with a report of the underlying research, can be found on the EI Consortium website (www.eiconsortium.org).

The following table maps each item of the EQ Leader Program to the corresponding best practice guideline.

BEST PRACTICE GUIDELINE	EQ LEADER PROGRAM COMPONENTS MEET GUIDELINES	
Assess the organization’s needs	<ul style="list-style-type: none"> ▪ Map EQ-i® skills to organization’s competency model ▪ Keynote menu exercise ▪ Sales process: study their business to determine needs ▪ Keynote exercise – how do you spend your time 	
Assess the individual	<ul style="list-style-type: none"> ▪ EQ Interview ▪ EQ-i® 	
Deliver assessments with care	<ul style="list-style-type: none"> ▪ Carefully written report that goes beyond computer report ▪ Individual feedback processes 	
Maximize learner choice (re: participation)	<ul style="list-style-type: none"> ▪ Participation is voluntary ▪ Performance is mandatory 	
Encourage people to participate	<ul style="list-style-type: none"> ▪ Pre-workshop exercises <ul style="list-style-type: none"> › Menu design › Exercise that links their key activities with EQ-i® skills ▪ Support of senior management ▪ Keynote address in which we make business and leadership case 	

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Link learning goals to personal values	<ul style="list-style-type: none"> Identify participants values/goals through interview Link them with EQ-i® results 	
Create appropriate expectations about what will be learned and benefits without over promising.	<ul style="list-style-type: none"> Pre-Keynote exercise – menu Keynote <ul style="list-style-type: none"> Business case Identify that IQ, business acumen, technical skills, and opportunity all contribute to success 	
Gauge readiness (for Training)	<ul style="list-style-type: none"> Program is voluntary Interview identifies when low motivation or other issues exist 	
Foster a positive relationship between the trainers and learners	<ul style="list-style-type: none"> Begun in the keynote – how the presenter relates to the participants Continues in assessment, report writing and feedback Ten step process Coaching 	
Make change self-directed	<ul style="list-style-type: none"> Ten step process leads participants through creating their own plan Coaching emphasizes personal choice and responsibility 	
Set clear goals	<ul style="list-style-type: none"> Ten step planning process Example: “I am going to win greater cooperation from my directs by learning more about their thoughts, feelings, and interests (empathy) as well as by forming better relationships.” 	
Break goals into manageable steps	<p>Ten Step Planning Process</p> <ul style="list-style-type: none"> Example: Interpersonal Relationship “In two months, I will have found one or more things that I actively like about each of my direct reports. I will have mentioned what I like to them so that they will know.” Example: ESA – “In two months, my log will show that I can easily identify four of my emotions per day that go beyond anger and fear. I will have learned how my thoughts, impulses and physical reactions align with these emotions.” 	
Provide opportunities to practice	<ul style="list-style-type: none"> Keynote address problem solving exercise Coaching 	

<p>Give performance feedback</p>	<ul style="list-style-type: none"> ▪ Coaching ▪ Feedback from manager ▪ Ten step: step 8 – set up feedback systems <ul style="list-style-type: none"> ▸ Peers ▸ Directs ▸ Spouse ▸ Friends 	
<p>Rely on experiential methods</p>	<ul style="list-style-type: none"> ▪ Keynote exercises ▪ Coaching role plays 	
<p>Build in support</p>	<ul style="list-style-type: none"> ▪ Coaching ▪ Ten Step #7: Identify and list potential sources of information and support 	
<p>Use models</p>	<ul style="list-style-type: none"> ▪ Ten Step #7: Identify role models – “Who do you know who already acts as you want to develop?” 	
<p>Enhance insight</p>	<ul style="list-style-type: none"> ▪ Ten step process builds insight ▪ Coaching 	
<p>Prevent relapse</p>	<ul style="list-style-type: none"> ▪ Coaching 	
<p>Encourage use of skills on the job</p>	<ul style="list-style-type: none"> ▪ Coaching use of new skills on the job ▪ Approval by boss re: goals ▪ Set up feedback from boss and other co-workers 	
<p>Develop an organizational culture that supports learning</p>	<ul style="list-style-type: none"> ▪ Selling this as an intervention with top management indicates a pre-disposition to growth ▪ The program supports growth which is likely contagious 	

Evaluate

- Ten step #3: organization wide – coaches could collect this information, i.e., how many assignments do participants complete?
- Establish program evaluation component during sales process or initial consultation re: implementation. Use several measures
 - › Demand for program by others in organization
 - › Performance against competency model
 - › Retention of employees
 - › Profitability long term
 - › Repeat of EQ-i®

