

# Applied Social Intelligence

*A Skills-Based Primer*

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## The Social Intelligence Skills Model

This book is primarily written to be a supplement to interactive classroom or web-based training. Therefore, throughout the book, you will see references to “the training” and “your instructor.” Having said that, we recognize that some readers will be seeking to read, enjoy, and hopefully learn this material independently, and we are glad to have you with us.

During this training, you will be exposed to a learning method known as the **Tell-Show-Do-Feedback** model. Each learning module begins with a brief lecture, reading, and written exercises. The skills, sub-skills and sequential steps of the program are shown in Figure 1.

During this training session, you will be exposed to a learning method known as the **Tell-Show-Do-Feedback** model.

Upon completion of the lecture and exercise, one or more specific skills will be demonstrated to you in a useful context. You will then be given the opportunity to replicate the new skill(s) during role-playing exercises. The instructor and other class participants will give you constructive feedback on your performance. This method of providing interpersonal skills training has been found to be very effective.

Remember, this is a course designed to teach you *skills*. This is not unlike other skills you may have learned such as sports, language, math, computers, etc. According to Dreyfuss (1980), there are five stages to acquiring a skill. First, the learner is a novice. At this point, the learner knows only the most basic and rudimentary components, or rules, around the subject matter. During this state, the instruction process begins by breaking down the skills into their smallest features (or sub-skills) that the learner can recognize. Then, the learner is given rules for determining when and how to apply the sub-skill. Self-monitoring along with instructional feedback are basic components at this stage as the learner needs them to ensure she or he is “doing it right.”

During the competence stage, the student has practiced the sub-skill and received instructional feedback to the point that the learner begins to see patterns in how to use the sub-skills and how they “connect” together. This still involves applying the rules and receiving feedback or performing self-monitoring.

The proficiency stage, or third stage, involves even more practice of the sub-skills and skills in a broader variety of circumstances and contexts. We will experience this in our role plays. This will introduce the learner to applying the rules in novel situations that will broaden the ability to apply the skill correctly.

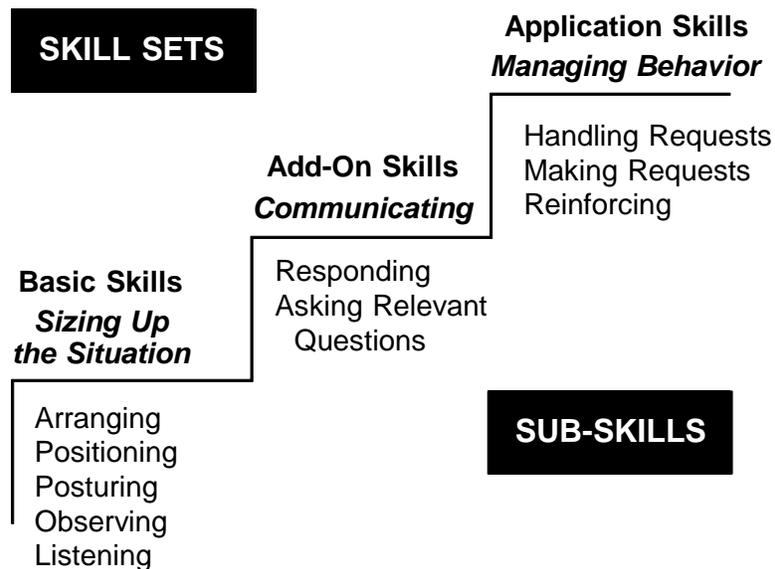
During the expertise stage, the learner begins to use intuitive responses when applying the skills in novel situations. Until now, the learner has had to rely on step-wise improvement and rules. Now, the “repertoire of experience” is so large due to the amount of practice, feedback, and self-monitoring, the learner is able to associate a specific response to each circumstance or situation.

The final stage of mastery is reached when the learner is capable of experiencing and applying the skills without conscious thought about the appropriate response. It is now a part of the learner’s normal performance, and the mental energy previously used to rehearse and think through the application of the skills can be spent on something else.

All of this can sound a little intimidating. Be assured that during and after each session, your questions and thoughts about the training and its applications will be thoroughly addressed.

Figure 1.

## The Skill Sets



So, although backed by the rigors of academic research, you will find that the Social Intelligence Skills Model is firmly grounded in common sense. You can expect your instructors to actually use the skills in the classroom as they share them with you.

Obviously, since this is a training program and not counseling or psychotherapy, there is no requirement for you to discuss anything that you may find uncomfortable. In fact, as an added precaution, your instructor will frequently remind you of this so you do not inadvertently share something about which you may later have misgivings.

Remember this is a skills-based training course. The goal of this training is to see that you demonstrate new skills so that you become more adept at managing other people. Only you can choose how and when to apply these new skills.

For example, imagine being confronted by a strong-willed person who has an opposing or critical view of you or of a situation in which you may be involved. Through the effective employment of the **responding skills**, you will be able to summarize the other person's point of view and provide that person with *your* point of view without becoming argumentative. Whether you are dealing with a peer, supervisor, or subordinate, you will be able to gain control of the situation by responding appropriately.

The ability to effectively employ social intelligence skills ensures that you may **choose** not to take a passive role. In reality, such skills allow you to increase work quality, productivity, and situational control.

# The Skill Sets and Performance Objectives

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The Social Intelligence Skills Model utilized in SoTelligence training consists of skill sets that comprise sub-skills. These skill sets consist of:

- Basic Skills
- Add-On Skills
- Application Skills

Each of these skills sets addresses specific interpersonal proficiencies that have been shown through research to be critical to your performance as a manager. This data will be shared with you during your SoTelligence participation, but for now, let's examine the skill sets and the competencies that they address.

## The Basic Skills Set

The Basic Skills Set includes the skills and sub-skills necessary to help you size up situations and people and determine what information you need for successful interaction. This skills set also helps you determine which of the other skills you need to employ in order to get the results you want.

The sub-skills previously shown in Figure 1, such as arranging, positioning, posturing, observing, and listening, seem so obvious and simple that they must be common sense, right? Unfortunately, that is not the case. These nonverbal skills are not only simple and obvious, they have a profound impact on communication. Many social scientists say that accurate communication is actually *at least* up to 70 percent nonverbal. We will look at the research behind this more closely later, but here are a few behaviors that have been identified as necessary for successful interpersonal management that the Basic Skills will help with:

- creates an environment of openness and trust
- gives others undivided attention
- respects others' "personal space"
- faces and maintains appropriate eye contact with others
- conveys interest by maintaining an erect posture while standing/ sitting still
- accurately observes people, events, and things
- lets others speak without interruption

- suspends judgment while the other person is speaking
- interacts with people enough to know and appreciate each one's values
- interacts with people enough to know the difference between typical and atypical behaviors
- recognizes other's emotions
- works well with different types of people
- appreciates and understands the importance of diversity
- appears confident, capable, and calm

## **The Add-On Skills Set**

The Add-On Skills Set will enhance your communication skills. There are many **interpersonal** (between persons) and **intrapersonal** (within person) uses for this skill set. This skill set is labeled the Add-On Skills Set because it is literally added on to the Basic Skills. These skills will make you a better communicator in social, as well as supervisory, situations. You will be able to establish rapport more effectively, thus enabling you to get better results. In general, the Add-On Skills Set will add to your ability to obtain your objectives. The following specific Add-On Skills Set behaviors have been identified as being important to successful interpersonal interactions:

- clarifies what others are saying to ensure understanding
- creates good "give and take" with others in conversations and meetings
- asks good questions
- encourages suggestions for improvement
- manages his/her own emotions and the emotions of others
- adjusts his/her motivational approach to individual styles/needs
- is respected for fair and effective negotiating
- deals well with resistance
- demonstrates sensitivity to situations that could result in conflict
- accepts criticism well
- respects people's feelings
- finds common ground
- understands the importance of what is NOT said as well as what IS said
- shows concern for others' growth and development
- effectively manages crises and stress
- conducts effective group meetings

## The Application Skills Set

These skills are directly related to the management of people. Applied with a set of standards, rules, and policies, they will substantially reduce your management difficulties. You are certainly aware of how difficult it is to change the distractive and disruptive people in your life and work environment. Now you will see that there is an **affective** and an **effective** way to manage such people with results favorable to you. Through the use of the Application Skills Set, you can increase the chances of making your point and influence others to listen and act more responsibly. Remember, more skillful management means less stress for you. Following are the desirable Application behaviors sought:

- knows the rules/regulations/policies and applies them fairly
- knows the difference between a request and a demand and when to use each
- investigates all requests to ensure that decisions are based on facts
- negotiates effectively
- introduces needed change even in the face of opposition
- attends to morale when making unpopular decisions
- notifies others of changes or issues that affect them
- admits when he/she does not know something
- works toward win-win solutions
- follows through on promises
- distributes time and attention to each person
- helps people see the importance of what they are doing
- holds people accountable for job performance
- recognizes and rewards people for the work they do
- provides corrective feedback in a professional and respectful manner

SKILL SET OBJECTIVES		
Basic Skills	Add-On Skills	Application Skills
<ul style="list-style-type: none"> <li>• Creates an environment of openness and trust</li> <li>• Gives others undivided attention</li> <li>• Respects others' "personal space"</li> </ul>	<ul style="list-style-type: none"> <li>• Clarifies what others are saying to ensure understanding</li> <li>• Creates good "give and take" with others in conversations and meetings</li> <li>• Asks good questions</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the rules/regulations/policies and applies them fairly</li> <li>• Knows the difference between a request and a demand and when to use each</li> </ul>

(continued)

## Skill Set Objectives (concluded)

Basic Skills	Add-On Skills	Application Skills
<ul style="list-style-type: none"> <li>• Faces and maintains appropriate eye contact with others</li> <li>• Conveys interest by maintaining an erect posture while standing/sitting still</li> <li>• Accurately observes people, events, and things</li> <li>• Lets others speak without interruption</li> <li>• Suspends judgment while the other person is speaking</li> <li>• Interacts with people enough to know and appreciate each one's values</li> <li>• Interacts with people enough to know the difference between typical and atypical behaviors</li> <li>• Recognizes others' emotions</li> <li>• Works well with different types of people</li> <li>• Appreciates and understands the importance of diversity</li> <li>• Appears confident, capable, and calm</li> </ul>	<ul style="list-style-type: none"> <li>• Encourages suggestions for improvement</li> <li>• Manages his/her own emotions and the emotions of others</li> <li>• Adjusts his/her motivational approach to individual styles/needs</li> <li>• Is respected for fair and effective negotiating</li> <li>• Deals well with resistance</li> <li>• Demonstrates sensitivity to situations that could result in conflict</li> <li>• Accepts criticism well</li> <li>• Respects people's feelings</li> <li>• Finds common ground</li> <li>• Understands the importance of what is NOT said as well as what IS said</li> <li>• Shows concern for others' growth and development</li> <li>• Effectively manages crises and stress</li> <li>• Conducts effective group meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Investigates all requests to ensure that decisions are based on facts</li> <li>• Negotiates effectively</li> <li>• Introduces needed change even in the face of opposition</li> <li>• Attends to morale when making unpopular decisions</li> <li>• Notifies others of changes or issues that affect them</li> <li>• Admits when he/she does not know something</li> <li>• Works toward win-win solutions</li> <li>• Follows through on promises</li> <li>• Distributes time and attention to each person</li> <li>• Helps people see the importance of what they are doing</li> <li>• Holds people accountable for job performance</li> <li>• Recognizes and rewards people for the work they do</li> <li>• Provides corrective feedback in a professional and respectful manner</li> </ul>