



# Unit 1

## Emotional Intelligence; An introduction and History

### Learning Outcomes

**By the end of this unit the learner will be able to:**

- ✓ Understand what emotional intelligence means
- ✓ Recognize how our emotional health and physical health are related
- ✓ Learn techniques to understand, use, and appreciate the role of emotional intelligence in the workplace

## Unit 1

# Emotional Intelligence: An Introduction and History

## History of Emotional Intelligence

### 1848: Phineas Gage – Emotional Center

In Antonio R. Damasio's book *Descartes' Error* he describes the case of Phineas Gage, a construction foreman who in 1848 survived a freak accident in which a 3 ½ foot iron rod passed through his head. Although Gage's intellectual capacity was not affected, his emotional center (the prefrontal cortex) was damaged. He was no longer able to make good decisions since he lacked his emotional center.

### 1875: Charles Darwin – The Expression of the Emotions in Man and Animal

Charles Darwin made the observation that in man and animals, the expression of emotions was similar. He was the first to posit that emotions were universal. Although the idea was dismissed by anthropologist Margaret Mead who believed that the expression of emotions changed from culture to culture, we now understand (through the work of people like Paul Ekman, author of *Emotions Revealed*) that emotions among humans are universal although the cultural display of emotions is not.

### 1936: Robert Thorndike – Social Intelligence

During World War II, Robert Thorndike worked as a psychometrician and was an Air Force Major. At the time, testing for pilots and bombardier crews was ineffective. Thorndike's work included analyzing multiple abilities and developing more subtle techniques to test aircrew performance.

### 1940: David Wechsler, Ph.D. – Nonintellectual Intelligence

David Wechsler is best known for having developed tests that measure intelligence, such as the Wechsler Adult Intelligence Scale (WAIS). He was responsible for developing the 100 point scale in intelligence testing. However, he also acknowledged and paid attention to the non-intellective abilities such as affective, personal, and social factors. He proposed that those non-intellective abilities were largely responsible for predicting success in life.

### 1972: Paul Ekman – Study of Emotion in the Human Face

In 1965, Paul Ekman was a graduate student and he received a grant to do cross-cultural studies of nonverbal behavior. He started the project believing that expression and gestures were something we learned from those around us. He asked a revered group of research psychologists and cultural anthropologists for advice, including people such as Margaret Mead, Gregory Bateson, Edward Hall, Ray Birdwhistell, and Charles Osgood.

Ekman is reported to have remembered that Charles Darwin had made the opposite claim, but reportedly did not read Darwin's book, because he was so convinced that Darwin was wrong. Ekman travelled to Papua, New Guinea and discovered that what Charles Darwin said was true. He went on to map all of the emotions on the face in work that is often referred to in police investigations, by human resources interviewers, and others. His work was also relied upon heavily in the short-lived TV show "Lie to Me."

### 1972: Candace Pert – Molecules of Emotion

Candace Pert wrote the book *Molecules of Emotion* and was the first to discover that emotions create a chemical change in the body that affects our health.

### 1973: Peter Sifneos – Alexithymia

Alexithymia literally means no words for emotion. In 1973, psychotherapist Peter Sifneos found that psychosomatic patients tended to have documentable constriction in emotional functioning, a "poverty of fantasy," and an inability to find appropriate words to describe emotions.

### 1983: Howard Gardner – Multiple Intelligences

Howard Gardner formulated a list of seven intelligences. The first two have been evaluated and applied in terms of education and schooling, the next three often applied to the arts, and the last two often used in terms of our ability to work with others, and then to understand ourselves.

- Ñ Linguistic intelligence (involving language abilities)
- Ñ Logical-mathematical intelligence (involving analysis and math skills)
- Ñ Musical intelligence
- Ñ Bodily-kinesthetic intelligence (involving mental and physical co-ordination)
- Ñ Spatial intelligence (involving pattern recognition skills)
- Ñ Interpersonal intelligence (involving the ability to work with others)
- Ñ Intrapersonal intelligence (involving the ability to understand oneself)

### Test Your Knowledge, Part One

Where is your highest intelligence based on the seven intelligences of Gardner?

---



---



---



---



---



---

**What do you do in your workplace that reflects your highest intelligence?**

---

---

---

---

---

---

---

---

---

---

**Test Your Knowledge, Part Two**

**Why do you do this?**

---

---

---

---

---

---

---

---

---

---

**Why is that (the answer to the first question) important?**

---

---

---

---

---

---

---

---

---

---

**What about (the answer to the second question) that really matters to you?**

---

---

---

---

---

---

---

---

---

---

**What is one action or feeling you could have at work tomorrow that would make (the answer to the third question) more a part of your day's work?**

---

---

---

---

---

---

---

---

---

---

**1983: Robert Sternberg – Non-Academic Intelligence**

Psychologist Robert Sternberg believes that the focus on specific types of measurable mental abilities is too narrow. He believes that studying intelligence in this way leads to an understanding of only one part of intelligence and that this part is only seen in people who are school smart or book smart.

**1983: Reuven Bar-On – Coined Term EQ and Created EQ-i®**

Reuven Bar-On is a pioneer and internationally acknowledged expert in emotional intelligence. He has been involved in defining, measuring, and applying this concept since 1980, and was responsible for the term EQ as well as creating the EQ-i®, which is the first measure of emotional intelligence to be published. He co-edited the *Handbook of Emotional Intelligence* in 2000. His work has been described in encyclopedias, books, and articles.

**1989: Peter Salovey and Jack Mayer – Emotional Intelligence as an Intelligence**

In 1990, two American psychologists (Dr. Jack Mayer and Dr. Peter Salovey) were having a conversation about Gary Hart, a current political candidate who (although brilliant) seemed to consistently mess up because he couldn't manage his emotions. He would misread situations and react in ways that did not help his political career. They purported that if there was a cognitive intelligence or IQ then there must be an emotional intelligence (sometimes known as EQ). They wrote a white paper article on emotional intelligence based on their findings.

**1995: Daniel Goleman – Book on Emotional Intelligence**

With a Ph.D. from Harvard, Dr. Daniel Goleman was working as a science writer for the New York Times. He chanced upon the whitepaper article written by Dr. Mayer and Dr. Salovey and he was intrigued by the concept.

Goleman sums up his position like this: "... emotional and social skills give people advantages in realms where such abilities make the most difference, like love and leadership. EI trumps IQ in 'soft' domains, where intellect matters relatively little for success." (Source: <http://www.danielgoleman.info/when-emotional-intelligence-does-not-matter-more-than-iq/>)

This means that in a competitive marketplace, and where intelligence levels are equal, EQ can be the determining factor for success.

**1997: MHS – Publishes Bar-On EQ-i®**

In 1997, Multi-Health Services (MHS) published the first fully validated test on emotional intelligence that was developed by Dr. Reuven Bar-On. Since that time many tests have been developed. The Bar-On EQ-i still remains the most widely used and highly validated test of social and emotional functioning.

**2001: MSCEIT is published**

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is the first published EI ability-based test. It uses the Multifactor Emotional Intelligence Scale (MEIS) to evaluate the four branches of emotional intelligence.

## Emotional Intelligence Defined

**Defining Emotional Intelligence**

Emotional intelligence is our ability to:

- ñ Accurately identify emotions in ourselves and others
- ñ Understand and manage emotions
- ñ Use and effectively communicate emotional feelings

To help us understand these concepts, let's look at some thoughts from the experts.

**Reuven Bar-On, Ph.D.**

“Emotional intelligence is an array of personal, emotional, and social competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

**John Mayer, Ph.D. and Peter Salovey, Ph.D.**

“[Emotional intelligence is] the ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and/or generate feelings when they facilitate thought (use); and the ability to regulate emotions in ways that assist thought (manage).”

Mayer and Salovey also developed the PUUM Model:

- Ñ Perceive
- Ñ Use
- Ñ Understand
- Ñ Manage

**Daniel Goleman**

“Emotional intelligence is the capacity not only to be aware of and able to express our emotions but to manage and moderate them effectively too. Emotional intelligence is what prevents anger from turning into rage and sadness into despair.”

**The Six Seconds Model**

Another way of thinking about emotional intelligence is the Six Seconds model:

### Know Yourself (Awareness)

- Increasing self-awareness and recognizing patterns and feelings let you understand what makes you tick and is the first step to growth.

### Choose Yourself (Intentionality)

- Building self-management and self-direction allows you to consciously choose your thoughts, feelings, and actions (vs. reacting unconsciously).

### Give Yourself (Purpose)

- Aligning your daily choices with your larger sense of purpose unlocks your full power and potential. It comes from using empathy and principled decision-making to increase wisdom.

### Test Your Knowledge

What do the definitions of emotional intelligence have in common?

---

---

---

---

---

---

---

---

---

---

How are they different?

---

---

---

---

---

---

---

---

---

---

**Come up with your own definition of emotional intelligence.**

---

---

---

---

---

---

---

---

---

---

## EI Blueprint

### Instructions

Review the reflective questions for each aspect of the emotional intelligence blueprint. Then, outline the skills and concepts involved in each aspect.

### Identify Emotions

#### Reflective Questions

- Ñ How do I recognize emotions?
- Ñ Where do I hold emotions in my body?
- Ñ How do I know for sure that what I believe is true?

### Skills and Concepts

---

---

---

---

---

---

---

---

### Understand and Manage

#### Reflective Questions

- Ñ Will my response help or hinder the situation?
- Ñ Can you increase your awareness of your actions so that you see their effects?

Ñ Am I hearing the unspoken messages?

**Skills and Concepts**

---

---

---

---

---

---

**Use and Communicate**  
**Reflective Questions**

- Ñ What is this emotion telling me?
- Ñ Do I know how to use emotional language to help understanding?
- Ñ Am I healing or hurting?
- Ñ What will my emotional reaction have on others?
- Ñ Will this emotion help me reach my goal?

**Skills and Concepts**

---

---

---

---

---

---

**Optimism**

**What is Optimism?**

Optimism and pessimism are attitudes which affect the way we see the world and what is happening around us. Optimists see success as the result of their own hard work, whereas a pessimist views success as being the result of good luck or fate.

**Optimists** see something like the loss of a job as a short term problem or the result of a lack of work in their field. They tell themselves that they will work hard to find another job, and as a result, another job will be secured. A **pessimist** sees a job loss as someone else's doing: their boss does not like them, the

system is against them, and/or life is not fair. When a pessimist loses their job, they see it as a huge barrier. They may even take it to the extent that they will never find work again.

In his long-running research and best-selling book *Learned Optimism: How to Change Your Mind and Your Life*, Dr. Martin Seligman describes how differently optimists and pessimists view the world. He also teaches how to shift our thinking to be more optimistic. The benefits to optimism are indisputable, as evidenced by repeated studies. Optimists have better overall health, live longer, and are able to more easily adapt to even the most harsh or horrible circumstances. Pessimists on the other hand, suffer more incidents of ill health, including increased clinical depression and anxiety.

Pessimists can learn to change attitudes and be more optimistic. Not only do they become healthier, but they also get more happiness from life in doing so.

Being an optimist is not always an approach that you can take in light of difficulty or adversity, however. If you want to focus on achievement, focus on improving morale, inspire, or teach, Dr. Seligman recommends an optimistic approach. However, pessimism also has a certain place, and even some benefits. Even the very optimistic can become pessimistic at times. Pessimism does have a way of looking at things realistically, which some optimists may fail to do.

### **ABC's of Optimism**

Here is a framework that you can use to work through any situation in an optimistic, realistic way. You can use the steps as outlined from A through E to help you define and work through the issue. (This model was originally developed by Dr. Martin Seligman.)

#### **A – Adversity**

Ñ Anything you see as a problem

#### **B – Beliefs**

Ñ Our thoughts on the adversity become our belief

Ñ How do we feel about the adversity?

#### **C – Consequence**

Ñ What action takes place because of our belief

## D – Disputation, Distancing, or Distracting

**Disputation** is arguing with yourself:

- Ñ What is the evidence for this belief?
- Ñ What are some alternative ways to look at the adversity?
- Ñ Even if my belief is correct, you say to yourself, what are its implications? De-catastrophe the situation.
- Ñ How useful is holding on to a negative belief?

**Distancing** means moving away from the pessimistic attitude.

- Ñ We can distance ourselves from the unfounded accusations of others but we are much worse at distancing ourselves from the accusations that we launch daily at ourselves. They are usually bad habits of thought produced by unpleasant experiences from the past.
- Ñ Stand back and defend yourself.

**Distracting** helps you break away from the pessimistic thoughts.

- Ñ Use a mental or physical technique to make yourself stop. Some people use an elastic band that they snap when they think pessimistically.
- Ñ Do what you have to do to turn your directions elsewhere.

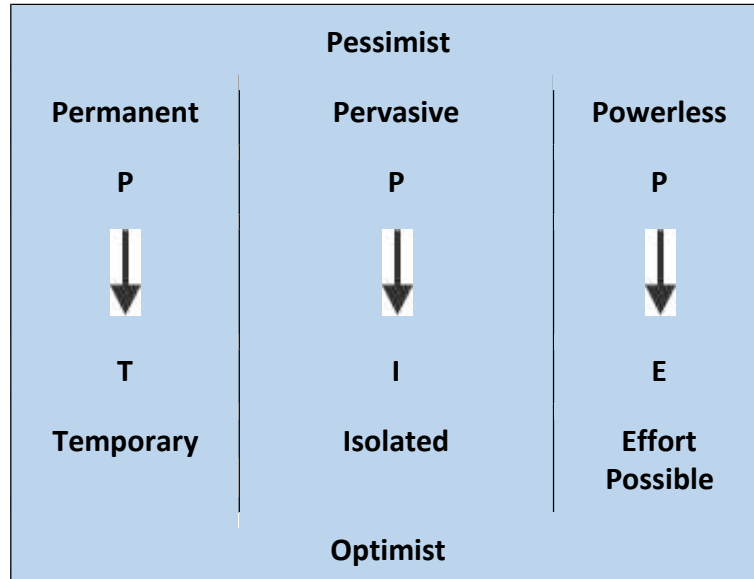
## Energization

- Ñ How disputing your pessimistic thoughts makes you feel.
- Ñ “When you come to the edge of all the light you know, and are about to step off into the darkness of the unknown, faith is knowing one of two things will happen: there will be something solid to stand on or you will be taught how to fly.” (Barbara J. Winter)

## Pessimism vs. Optimism

A pessimist and optimist view the same situations differently. Dr. Martin Seligman explains it like this:

- Ñ A pessimist sees things as **permanent, pervasive, and personal**.
- Ñ An optimist will see it as **temporary, isolated, and effort is possible**. They see that they have control.



### VET Process

VET is a way to help to explore the problem. VET stands for Validate, Explore, and Transform.

- Ñ **Validating** emotions means recognizing what it is and naming it. It doesn't try to ignore or change what the emotion is. It is accepting it for what it is... a piece of information.
- Ñ **Exploring** looks at understanding why you are feeling that emotion. Where did it come from and why is it useful information to have?
- Ñ The last process is **transforming** the emotion so you can create the best possible outcome.

### Adversities

Fill in the table below using these steps.

- Ñ Write out an **adversity** in your own life and the consequence.
- Ñ What **belief** or feeling did you have to have in order to have the **consequence**?
- Ñ Then, **debate, distance, or distract** and change the belief. Ask "How will that affect the consequence?"
- Ñ Finally, write down how this process makes you feel in the **Energization** column.

| <b>A</b><br><b>Adversity</b> | <b>B</b><br><b>Belief or Feeling</b> | <b>C</b><br><b>Consequence</b> | <b>D</b><br><b>Distance, Debate,<br/>Distract</b> | <b>E</b><br><b>Energization</b> |
|------------------------------|--------------------------------------|--------------------------------|---|---------------------------------|
|                              |                                      |                                |   |                                 |
|                              |                                      |                                |   |                                 |
|                              |                                      |                                |   |                                 |

## Validating Emotions in Others

### The VALUE Technique

Use the VALUE technique when someone is talking:

|          |   |
|----------|---|
| <b>V</b> | <b>Validate</b>   |
| <b>A</b> | <b>Ask questions</b>  |
| <b>L</b> | <b>Listen</b> , especially listen to the vocal (the tone) as well as the verbal (the words) |
| <b>U</b> | <b>Understand</b> the meaning that can be behind the words                                  |
| <b>E</b> | <b>Empathize</b>  |

Validation does not mean solving a problem or offering a solution. When we validate we acknowledge that we heard what the other person was saying. When someone is talking, listen without interrupting.

Paraphrase, nod your head, or make appropriate listening responses to what they have said to show you are listening. Allow for pauses and silence.

### The SOLER Technique

Use the SOLER technique while you are listening:

|          |   |
|----------|---|
| <b>S</b> | <b>Sit</b> quietly with your arms and legs uncrossed. Crossed limbs can be interpreted as unwilling to listen, closed-minded. |
| <b>O</b> | Maintain an <b>open</b> posture.  |
| <b>L</b> | <b>Lean</b> slightly forward in the direction of the speaker.   |
| <b>E</b> | Maintain <b>eye contact</b> . Be sensitive though – some people are uncomfortable with extended eye contact.                  |
| <b>R</b> | Stay <b>relaxed</b> . Pay particular attention to your shoulders and neck.  |

### Communication Tips

Ask open-ended questions that require more than a yes or no response. Ask the person for their perception of the problem.

Listen to what the person has to say. Defer judgment on what someone is saying and focus on finding out more. Don't jump in with a solution when someone is starting to express their concerns. Continue to listen until the speaker has finished.

Understand the non-verbal clues. Look at their body language. Is it consistent with what they are saying? The words we use can either be confirmed or denied by our non-verbal cues like body language, fidgeting, and eye contact.

Empathize, don't just sympathize. You do not need to agree, but you should try to understand why the person feels the way they do. Do you really understand the other person's perspective?

### Further Reading:

- ✓ *Bar-On, Reuven, and James D.A. Parker. The Handbook of Emotional Intelligence. Jossey-Bass, 2000.*
- ✓ *Brackett, Marc A., John D. Mayer, and Peter Salovey. Emotional Intelligence: Key Readings on the Mayer and Salovey Model . Dude Publishing, 2004.*
- ✓ *Bradberry, Travis, and Jane Greaves. Emotional Intelligence 2.0. TalentSmart, 2009.*