Emotional Intelligence

By Raeann Yount
Main Topics

- Who discovered Emotional Intelligence: EI?
- What is EI?
- Why we need EI and who needs it
- EI in the workplace
- EI in schools
- Conclusions on EI
Who discovered EI?

- Jack Mayer, Ph.D.: psychology professor at University of New Hampshire
- Peter Salovey, Ph.D.: Yale psychologist

- Mayer and Salovey published first definition of EI in 1990, and helped publish first EI ability test

- Based his definition and ideas of EI from Mayer and Salovey’s work
What is EI?

- Daniel Goleman’s Definition:
  - “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope”

- Mayer and Salovey’s most recent definition:
  - “Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and /or generate feelings when they generate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional intellectual growth.”
What is EI?: Salovey’s Definition: Five Domains of EI

1. Knowing one’s emotions (emotional awareness)
   - self awareness - recognizing a feeling as it happens - keystone of EI
2. Managing emotions (one’s own)
   - handling feelings so they are appropriate in an ability that builds on self-awareness
3. Motivating oneself
   - being able to get into the “flow” state enables outstanding performance of all kinds
4. Recognizing emotions in others (empathy)
   - another ability that builds on emotional self-awareness is the fundamental “people skill”
5. Handling Relationships (coaching other’s emotions)
   - art of relationship is in large part, skill in managing emotions in others
What is EI?:

Q&A: Interview with Mayer by Psychology Today

- **Q:** Is this an intellectual skill? Not just having feelings but feeling able to understand what they mean?
  
  **A:** It involves two sides. The first involves the intellect understanding of emotion. The second involves the emotion reaching into the intellect system and bringing about creative thought and ideas, which is hard to pin down in lab, but still believed to exist.

- **Q:** Can EI be learned?
  
  **A:** It is believed to be shaped partly by genetics and environment if it is like most other abilities. It can be taught what different feelings might mean and how they relate to yourself and others.

- **Q:** Does having EI guarantee that you’re always in control of your emotions?
  
  **A:** EI is independent of emotional state. One can be depressed and have high EI since everyone experiences sadness or depression. Although given two individuals, the person with the higher EI will come out of a state of sadness or depression easier and more rapidly with a higher EI.
Why We Need EI

“EI is the master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them.”

Goleman

Research has found:
- people who manage their own feelings well and deal effectively with others are more likely to live content lives, and retain information more effectively
- provides key ingredients to understand how to learn: students who learn to learn are more apt to succeed
  - confidence, self-control, relatedness, communication, ability to cooperate
- provides positive influences in corporations and schools nationwide
- has proven better predictor of future success than traditional methods like GPA, IQ and standardized test scores
## Who Needs EI?: The value of EI

- EI is more than 85% of what sets star performers from the average.

### Level of Job Complexity

<table>
<thead>
<tr>
<th>Complexity Level</th>
<th>Impact of EI</th>
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<tbody>
<tr>
<td>Low complexity jobs</td>
<td>- The top 1% produce 3x’s more output than the bottom</td>
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<tr>
<td>(machine operators or clerks)</td>
<td></td>
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<tr>
<td>For medium complexity jobs</td>
<td>- The top 1% is 12x’s more productive than the bottom 1%</td>
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<tr>
<td>(sales clerks or mechanics)</td>
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<tr>
<td>For high complexity jobs</td>
<td>- The added value to the top 1% is 127% greater than average</td>
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<tr>
<td>(insurance sales people,</td>
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<td>account managers, physicians)</td>
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EI In the Workplace

Use of Emotional Competence

-EC: a learned capacity based on EI that results in outstanding performance at work.

-For superior performance in jobs of all kinds EC matters 2x’s as much as IQ plus technical skills combined

-Involves personal and social competence

Personal Competence

- self awareness

- self management

Social Competence

- social awareness

- social skills
EI In the Workplace

Why Organizations Are Interested In Developing EI?
- studies show EI on decline across all economic groups and cultures
- largest decline in the generation entering the workforce today

How Do Organizations Benefit From Having Employees with EI?
- ability to outperform others depends on relationships of people involved which relates to the degree of EI of its employees
- leaders possessing EI will create an effective work climate to further develop EI at the subordinate levels
EI In the Workplace

Success Factors of EI Organizations
- organizational commitment to a basic strategy
- initiative to stimulate improvements in performance
- open communication and trust-building with all stakeholders
- building relationships outside that offer competitive advantage
- collaboration, support and sharing resources
- innovation, risk taking and learning together
- a passion for competition and continual improvement
- balance between the human financial side of the company’s agenda

Case Studies
- improved financial results:
  - senior managers with high EI outperformed annual earnings goals by 20%
- improved productivity:
  - the top 1% of programmers produces 1,272 percent more than average
- increased sales:
  - sales people in the top 10% of sales force makes more than twice the sales per person than the average sales person
EI In Schools

- **Developing EI In Schools**
  - Many believe emotional growth is parents’ responsibility not schools, but studies show children spend more time at school than home, therefore schools must help with emotional growth.
  - Research shows formation of emotional skills much easier in “formative years” (birth to late teens).
  - Courses in EI cannot be added to current curriculum.
  - Teachers must incorporate opportunities for developing emotion regulation into curriculum at every level and in every subject.
  - EI can be developed in students using:
    - Pupil mediators to resolve peers’ conflicts.
    - Parent-teacher associations.
    - Artistic expression groups.
    - Clubs.
EI In Schools: EI In Schools: Case Studies

Seattle Social Development Project
-evaluated in Seattle elementary and middle schools by independent testing and objective standards, in comparison to non-program schools

Results:
- more positive attachment to family an school
- boys less aggressive, girls less self-destructive
- less drug-use initiation
- better scores on standard eyes achievement tests

Resolving Conflict Creativity Program
-evaluated in New York city schools, grades K-12, by teacher’s ratings

Results:
- less violence in class
- fewer verbal put downs
- more caring atmosphere
- more willingness to cooperate
- more empathy
- improved communication skills
Conclusions On EI

- EI is as great an influence or more at times than IQ
- EI can be taught as an emotional knowledge
- EI produces positive effects on children and their ability to learn when used in education
- EI in the workplace results in outstanding work and productivity
References:


Web Sites:

About Learning/EQ. 1998 Funderstanding
http://www.funderstanding.com/eq.html
Emotional Development and EI: Educational Implications
http://eqi.org/salovey.htm