

# EMOTIONAL INTELLIGENCE

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## SUMMARY

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### IN THIS BOOK YOU WILL LEARN:

- Why we have emotions/ the anatomy of emotions
- The nature of EI
- How to Apply EI
- Ways to increase / teach EI
- Everyday opportunities to use/apply and teach EI

Daniel Goleman's research and studies has led him (and others) to now believe and account for a new type of intelligence—emotional intelligence.

“Emotional intelligence measures abilities such as being able to motivate ones self 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” (Goleman, p.34. 1995). These are all qualities deemed necessary for success in the “real world”.

Goleman states that performing well academically, our modern day culture would classify you as “intelligent”; however, being academically intelligent is only

a small piece of the puzzle, and does nothing to prepare you for life's hardships, or how you will react in crisis or unfavorable circumstances.

Goleman finds that people who have a higher emotional intelligence, generally feel more satisfied with their relationships and choices. As mammals, we are genetically programmed to react to certain situations in a certain manner i.e. during a confrontation with someone who we perceive as a threat, our innate reaction is the fight or flight response; however, as we grow older, and find ourselves in professional positions and relationships, these responses may not always be the most helpful responses. Being emotionally intelligent, allows

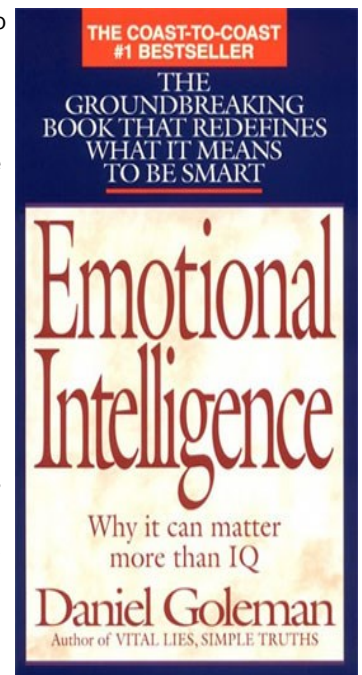
us to control these responses rather than having innate reactions. EI can be taught and is not predetermined in the same way as someone's IQ.

## GOLEMAN'S AIMS

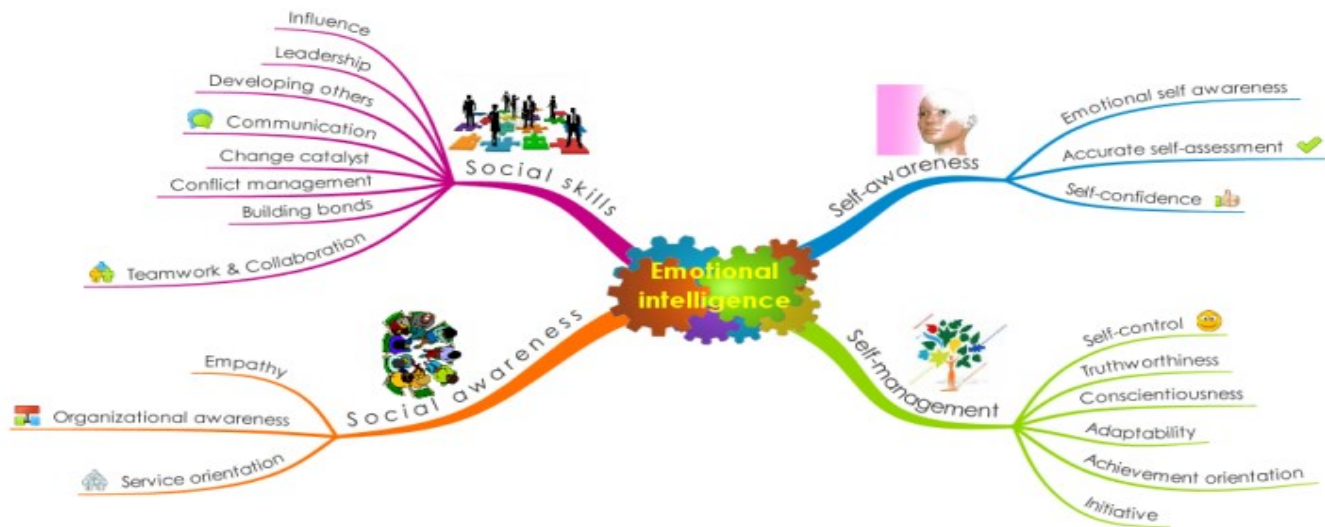
Daniel Goleman is a Ph.D. Graduate and lecturer from Harvard University. He has studied education, leadership and behaviors extensively for decades, and in the early 90's put forth his theory of Emotional Intelligence, and its relationship to measures of success.

Goleman aims to educate the

reader about his theory, providing scientific research, as well as anecdotal notes on social experiments that help to prove his theory of emotional intelligence and its importance as a stepping stone towards personal satisfaction and success.



## A VISUAL REPRESENTATION OF EMOTIONAL INTELLIGENCE'S 4 QUADRANTS



## EMOTIONAL HIJACKING

Our emotions are a primal instinct, used to help protect us; however, not being aware of or in control of your instincts or emotions may lead to negative effects. There are many examples of rational, intelligent individuals, acting out in a moment of rage or fear. People complete irrational acts such as murder, in a quick unthoughtful moment. During these times, the “emergency” center

(amygdala) in your brain detects a direct threat. Before your “thinking” brain is able to perceive or evaluate the problem or decide if it is a good idea, the “emergency response” part of the brain has already set in motion or as Goleman states, has been “hijacked”. “The hallmark of such a hijack is that once the moment passes, those so possessed have the sense of not knowing what came over

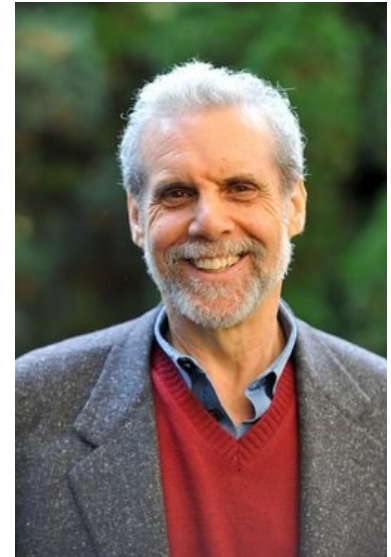
them” (Goleman, pg. 14, 1995). In a sense we have 2 brains– our rational and emotional– and how we do in life is determined by both (Goleman, page 28, 1995). In order to do so we must harmonize between our head and our heart.



## HOW TO IMPROVE EMOTIONAL INTELLIGENCE

1. Realize that emotional intelligence and academic intelligence activate different areas of the brain, thus training them will be different.
2. Emotional intelligence is most often learned in the early stages of life. Similar to the premise surrounding “muscle memory” in exercise. A behavior occurs, a response occurs. The learner continues to repeat this response continuously over time, that it soon becomes an automatic response to the learner as neural pathways in the brain form, informing future responses.
3. To retrain the brain, one can not simply “learn” about it, they must engage in continuously practicing alternative ways to respond to given situations. In time, the theory is that new pathways for a new “automatic response” eventually form. This a practice most commonly adopted among childhood behavioral treatment centers .

Style	Parent Response	Why it was harmful
Ignoring feelings all together	-Treat child emotional blow ups as a bother/ wait for them to pass	-Fails to use emotional moments to help child learn valuable lessons about emotional competence.
Being too laissez- faire	-notice how child feels - however the child chooses to handle the situation is fine	-rarely try to show child alternative response -try to "sooth" upsets with bribes/ bargaining
Being contemptuous, showing no respect for how the child feels	- disapproving/ harsh in criticisms and punishment	- reacting with anger when a child shows emotion can scar future ability to show and understand emotion



Positive Response: Using the opportunity of outbursts to be your child's mentor. Take the child's emotions seriously and suggest positive, future options. Bonus: Practice role playing. (Goleman, page 190, 1995)

### HEART START REPORT

Dr. T. Berry Brazelton, a Harvard pediatrician, wrote a report outlining a child's readiness for school depends on basic knowledge of *how* to learn (Goleman, pg.193, 1995). The report lists 7 ingredients that are crucial for this- all are related to emotional intelligence.

1. **Confidence**—control of ones body, behavior. Feels likely to succeed and adults will help.
2. **Curiosity**- finding out about things leads to pleasure.
3. **Intentionality**- a feeling of competence, and wanting to make an impact.
4. **Self-control**- control ones actions in age appropriate way
5. **Relatedness**- engage with others with a sense of being understood and understanding them.
6. **Capacity to communicate**- verbally exchange ideas, feelings, with others including adults.
7. **Cooperativeness**- balance ones needs with the needs of the group.

"At best, IQ contributes about 20% to the factors that determine life success, which leaves 80% to other forces" (Gardener, 1995)

### USING EMOTIONAL INTELLIGENCE IN THE CLASSROOM

Teachers, in general, spend more time with their students in a weekday than their own parents do. That being said, it is important that classroom teachers are aware of the fundamental aspects of emotional intelligence since a lot of fundamental training is done during the formative years. **Teachers can follow the following few steps to assist with success:**

1. Assess student responses to a given situation

2. Listen to the child's concerns
3. Speak in a calm demeanor
4. Offer suggestions to the child for positive reactions/ other options. (see impulse controls)
5. Discuss reactions and consequences to varying situations
6. Overtly teach the 7 principals listed above. Cross curricularly, provide lessons and role playing to engage students in the criteria for EI

Impulse	Control zones
Red (stop)	-Stop/ calm down/ think
Yellow (slow down)	Say the problem/ how you feel -Set + goal -solution/consequence
Green (GO)	- try best plan

## Critical Evaluation of the book

### QUESTIONS

1. How can we use emotional intelligence as a global community, to bring civility to our streets?
2. Should emotional intelligence be “graded” and provided a comment on report cards like other growths are? should they be charted similar to that of
3. Would you consider yourself an emotionally intelligent individual? It is difficult to teach what we do not possess ourselves



### REFERENCES

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- Emotional Intelligence Goleman Model. Retrieved October 17, 2015 from <http://www.biggerplate.com/mindmaps/CZsvaWUQ/emotional-intelligence-goleman-model>
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- Northouse, P.G. (2015). *Leadership: Theory & Practice* (6th Ed.). Thousand Oaks, CA: SAGE Publications Inc.

While reading “Emotional Intelligence– Why it can matter more than IQ”, I could not help but continuously have what I refer to as “lightbulb” moments– moments where I stopped to review my current situation under his theory of EI and was constantly agreeing with his premise and ideas. In reflecting upon my own circumstances, I believe that my own personal emotional intelligence has grown drastically in the past 5 years since I began my teaching career, and how much that has influenced my ability to relate to my students; it has made me a better teacher, and friend. I did, however, find the title to be misleading. “Emotional intelligence– why it can matter more than IQ”, can being the operative word. Although I believe emotional intelligence plays a large part in whether or not someone may or may not be successful in their endeavors, it does not always. A more true title would put a greater emphasis on the word “can”.

Goleman’s book was both informative and educational. I was able to understand it due to the fact that I have a background in anatomy and science; however, to the average parent wanting to know more about emotional intelligence to guide their practice, they may have found the first 2 chapters very difficult to understand and “wordy”. Goleman did however, make the rest of the book very approachable by including personal accounts and real life scenarios, which made it easy to visualize where EI may play a role in our everyday lives. As a classroom teacher, I would have preferred more school oriented examples; however, using other scenarios makes the book realistic for a larger group of followers.

## Leadership Style

Goleman’s theory of emotional Intelligence resonated with me as being a form of adaptive leadership. Adaptive leadership is “about how leaders encourage people to adapt– to face and deal with problems, challenges, and changes. Adaptive leadership focuses on the adaptations required of people in response to changing environment “( Northouse, 2015). The heart of EI, is the ability to adapt your emotions to changes in your environment, and to understand these changes.