

What is Emotional Intelligence?

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Emotional Intelligence refers to the capacity to recognize and manage our own feelings and to recognize and respond effectively to those of others.

This is important because children who have these skills often have better young adult outcomes. There was a study (Jones, Greenberg & Crowley, 2015) done with kindergarten students that showed those who had greater social and emotional competencies had increased positive outcomes when it came to educational attainment and future employment when assessed through age 25.

There are various theorists who have developed different models of emotional intelligence. They are very similar but have a few variations in how they are structured. For the purposes of these lessons, we have chosen to use Daniel Goleman’s model with four domains: self-awareness, self-management, social awareness and relationship management. This was originally developed in 1998 with five domains and redesigned in 2002 with four domains.

Each domain has the connected competencies listed inside the boxes. The following pages briefly provide some background on each domain in the quadrant.

Daniel Goleman’s Emotional Intelligence Quadrant

Recognition/Awareness

S e l f	<p>Self-Awareness</p> <p>Emotional self-awareness Accurate self-assessment Self-confidence</p>	<p>Social Awareness</p> <p>Empathy Organizational Awareness Service</p>	O t h e r s
	<p>Self-Management</p> <p>Emotional Self-Control Transparency Adaptability Achievement Initiative Optimism</p>	<p>Relationship Management</p> <p>Influence Inspirational Leadership Developing Others Change catalyst Building bonds Conflict Management Teamwork & Collaboration</p>	

Regulation/Control

Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
 Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*, Harvard Business School Press: Boston.
 Hughes, M. & Terrell, J.B. (2007). *The Emotionally Intelligent Team*. San Francisco: Jossey-Bass.
 Jones, D.E., Greenberg, M. & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health, 105*(11), 2283-2290.



Self- Awareness

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

According to John Mayer (University of New Hampshire psychologist and one of the first to study emotional intelligence) self-awareness is being “aware of both our mood and our thoughts about mood.” It is also explained by Goleman (2002) as the ability to read and understand your emotions as well as recognize their impact on others. It can simply be put that self-awareness is a basic understanding of how we feel and why we feel that way. The more we are aware of our feelings that easier they are to manage and dictate how we might respond to others.

Emotional awareness is the result of this sequence:

1. Sense the emotion (feeling)
2. Acknowledge the feeling
3. Identify more facts
4. Accept the feeling
5. Reflect on why the emotion is showing up in that moment. Notice what other feelings are present or came before it. Ask yourself what its purpose might be, what it is communicating, demonstrating, or trying to teach you.
6. Act – bring your thoughts and feelings up and take appropriate action, if needed.
7. Reflect on the usefulness of the response and what lesson you would like to take away.

The Emotionally Intelligent Team by Marcia Hughes and James Bradford Terrell, 2007, pg. 76-77

This sequence happens continuously all day long as each feeling comes into the picture. The importance of self-awareness is to better understand that these feelings are constantly coming and going and it is important to deal with them in an appropriate manner.

It is equally important to be able to evaluate how this impacts the moods and emotions of others. There was a study done by Sigal Barsade (2002) on “The Ripple Effect: Emotional Contagion and Its Influence on Group Behavior” that shows that our emotions can be contagious and shared with others, even if we do not mean to. There is a process innate in human behavior that can cause us to mimic another person’s facial expressions and is communicated through nonverbal behaviors. The study also found we can influence each other socially; positive emotions towards others influenced cooperativeness and conflict in the study.

Barsade, S. G. (2002). The Ripple Effect: Emotional Contagion and Its Influence on Group Behavior. *Administrative Science Quarterly*, 47, 644-675.

Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*, Harvard Business School Press: Boston.

Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review*, 78, 78-93.

Goleman, D. (1995). *Emotional Intelligence*. New York, New York: Bantam Dell.

Hughes, M. & Terrell, J.B. (2007). *The Emotionally Intelligent Team*. San Francisco: Jossey-Bass.

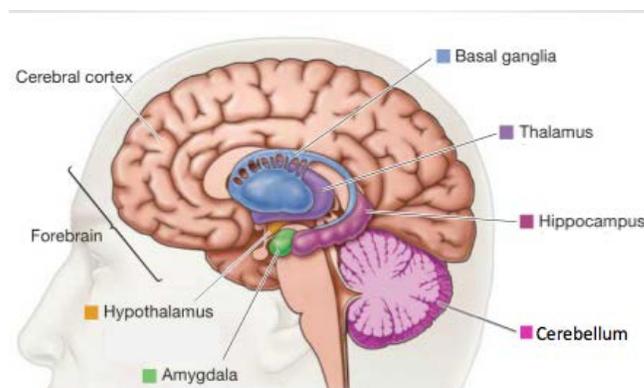
Salovey, P. & Mayer, J. D. (1997). *Emotional Development and Emotional Intelligence*. New York, New York: BasicBooks.

Self-Management

- Emotional self-control
- Transparency
- Adaptability
- Achievement
- Initiative
- Optimism

Self-Management, or self-regulation, can be defined as the ability to manage one's actions, thoughts, and feelings in flexible ways to get the desired results. Optimal self-regulation contributes to a sense of well-being, a sense of self-efficacy or confidence, and a sense of connectedness to others. The goal is for a self-regulating individual to be able to take his or her emotional responses as cues for both action and coping effectively in relationships. It is important to have an understanding of self-awareness first in order for this to be possible.

Emotions can swamp the brain causing feelings of frustration and overwhelming thoughts. This is due to what Goleman (1995) calls an "amygdala hijack". The amygdala is the area in the brain that is the center for the emotions and emotional behavior. This area of the brain goes into overdrive causing high activity causing us to focus and obsess about whatever is causing our distress. It makes it very difficult to be able to think about anything else. For example, you are working with your fellow teen leaders on planning an upcoming camp. Another counselor takes credit for your idea when sharing with the group. You get so focused on the unfairness of this that you miss what was said in the rest of the planning session.



<https://www.proprofs.com/flashcards/story.php?title=intro-mind-and-brain--topic-2-foundation-brains>

The goal of self-management is to be able to recognize these feeling as a hijack and bring the brain back to mental clarity and concentration to the task at hand. It is important to learn strategies to allow your brain to do this before responding to the negative emotions.

Goleman, D. (1995). *Emotional Intelligence*. New York, New York: Bantam Dell.

Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*, Harvard Business School Press: Boston.

Goleman, D. (2000). Leadership That Gets Results. *Harvard Business Review*, 78, 78-93.

Salovey, P. & Mayer, J. D. (1997). *Emotional Development and Emotional Intelligence*. New York, New York: BasicBooks.

Social Awareness

- Empathy
- Organizational awareness
- Service

Social Awareness is the ability to accurately notice the emotions of others and “read” situations appropriately. It is about sensing what other people are thinking and feeling to be able to take their perspective using your capacity for empathy.

Goleman explains, our ability actually comes from neurons in an extended circuitry connected to the amygdala. They read another person’s face, voice, etc. for emotion and help direct us how we should speak to them.

“Empathy refers to the cognitive and emotional processes that bind people together in various kinds of relationships that permit sharing experiences as well as understanding of others” (Eslinger, 2007).

Our brains take note how the other person responded and the amygdala and connected circuits keep us in an interpersonal loop of emotional connection. In order to do this, we must have already become aware of the emotions of others around us and the circumstances that impacted them. Social awareness is all about noticing the person in the room that is frustrated by the task at hand and responding in a way that can prevent further negative emotions.

Brain Circuitry Example (adapted from Goleman, D., Boyatzis, R. & McKee, A):

An example of how this brain circuitry sends you information looks something like this – *She’s getting angry by that last remark...she looks tired now...maybe I am boring her...oh, that’s better...I think she liked hearing that...*

This is what we use to decide what we should say next.

Empathy is not sympathy. Empathy takes other people’s feelings into thoughtful consideration and then we can make an intelligent decision in respond to those feelings. Strong empathy skills also help us get along better with others who see things differently from us. Careful listening with empathy can help avoid these misunderstandings.

Brené Brown does a good job of explaining the difference between these two in her video.

Video Link: <https://www.youtube.com/watch?v=1Evvngu369Jw>

Eslinger, P. J. (1998). Neurological and neuropsychological bases of empathy. *European neurology*, 39, 193-199
Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*, Harvard Business School Press: Boston.
Hughes, M. & Terrell, J.B. (2007). *The Emotionally Intelligent Team*. San Francisco: Jossey-Bass.

Relationship Management

- Inspirational leadership
- Influence
- Developing others
- Change catalyst
- Conflict management
- Building bonds
- Teamwork and collaboration

The ability to take one's own emotions, the emotions of others, and the context to manage social interactions successfully. This quadrant pulls together the other 3 dimensions and creates the final product – relationship management. Often if we have the other three dimensions figured out, this will flow more naturally.

This can be known as “friendliness with a purpose” or getting desired responses when working with others. This can be very depending on the situation and this is why this dimension actually has 7 competencies that fall under it that all have to do with relationships.

Relationship management can be used to influence those around us to make a good decision. We can sense other's reactions to the situation and fine-tune our response to move the interaction in a positive direction. It is critical that this is a genuine attempt to help everyone reach the best possible outcome and not to ever become an act of manipulation for self-interest.

Another example of relationship management is dealing specifically with conflict of others. Those strong in this area can see that conflict is forming and take steps to move others away from this in a more positive interaction. Listening and empathizing are critical skills to deal with these often difficult conversations.

10% of conflict is due to the difference in opinion and 90% is due to the delivery and tone of voice.

-Unknown

Relationship management can also be working with collaboration and teamwork of others. Using all of these skills from the earlier three dimensions in order to steer the group towards their goals. All teams are a collection of individuals and yet once together they can take on the emotions of others so it important to keep emotions positive.

Barsade, S. G. (2002). The Ripple Effect: Emotional Contagion and Its Influence on Group Behavior. *Administrative Science Quarterly*, 47, 644-675.

Goleman, D. (1998). Working with Emotional Intelligence.

Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*, Harvard Business School Press