

Chapter 1

Exploring Emotional Intelligence

Redefining Intelligence and Achievement

Do you remember your high-school valedictorian? How about the class brain, who got straight As and seemed destined to follow a path of uninterrupted triumph? Chances are, you don't know what happened to these youthful academic achievers, but you can probably name one or two classmates who went on to chalk up major (and maybe highly unexpected) success. Perhaps they created and now head companies of their own or became prominent and well-respected leaders in their communities. But who'd have thought it at the time? Back then, they were busy socializing, playing guitar in the basement, or tinkering with mysterious spare parts in the garage. Maybe they just squeaked through school with passing grades. Their stars shone brightly only when they went out into the real world.

It is scarcely a revelation that not everyone's talents fit the school system's rather restrictive model for measuring achievement. History is full of brilliant, successful men and women who failed miserably or underachieved in the classroom, and whose teachers and guidance counselors relegated them to life on the margin. But despite this convincing body of evidence, society has persisted in believing that success in school equals success in life—or, at the very least, in the workplace. Now that assumption is being overturned.

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Most of us know in our bones that there's a world of difference between school smarts and street smarts—between braininess and general savvy. The first has its place, but the second, while more intangible, is much more interesting. It's the ability to tune in to the world, to read situations and connect with others while taking charge of your own life. Now, thanks to the EQ-i, undeniable evidence has shown a close link between this ability—which has relatively little to do with intellect per se—and long-term success.

What is success? Let's define it as the ability to set and achieve your personal and professional goals, whatever they may be.

That sounds simple, but of course it's not. An individual's definition of success will quite naturally ebb and flow over time. We want different things and pursue different goals simply because we age, accumulating experience and shouldering responsibilities. Youthful idealism makes room for mature reality and the need for compromise; different imperatives or ingredients assume different intensities, depending on the particular role we're attempting to fill—for example, that of worker, spouse, or parent. What is our main concern at any given moment? To advance our career, to enjoy a happy marital relationship, or to offer loving support and guidance to our children? Perhaps we're faced with a serious illness, beside which all else pales in comparison, and success becomes a matter of survival. So much for supposedly simple definitions. But the basic aim on which most of us would agree—to succeed on our own terms (or on terms acceptable to us) in a wide variety of situations—remains a constant.

That's more than can be said for society's ideas of success, which are changing as we speak. Driven by the hot pursuit of science and technology, 20th-century culture long emphasized cognitive intelligence as the cornerstone for progress—just as financial reward has long been considered the primary result of that intelligence. The trouble is that sometimes this equation hasn't worked out as planned, as seen in the question: if you're so smart, why aren't you rich? Only in recent years have we begun to appreciate the powerful links between emotional intelligence and a greater, more satisfying, and more well-rounded definition of success which embraces the workplace, marriage and personal relationships, social popularity, and spiritual and physical well-being.

If you stop to think about your friends and family members—in fact, about your co-workers and the people you encounter in all sorts of day-to-day settings—whom do you consider to be the most successful? Who



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seem to enjoy the fullest and happiest lives? Are they necessarily the most intellectually or analytically gifted of individuals?

More likely they have other characteristics, other skills, which underlie their capacity to achieve what they desire. The more emotional and social sense you have, the easier it is to go efficiently and productively about your life. After decades of working in the fields of psychology and psychiatry, we've concluded that it's at least as important to be emotionally and socially intelligent as it is to be cognitively or analytically intelligent.

What Are the Differences between IQ and EQ?

Simply put, IQ is a measure of an individual's intellectual, analytical, logical, and rational abilities. As such, it's concerned with verbal, spatial, visual, and mathematical skills. It gauges how readily we learn new things; focus on tasks and exercises; retain and recall objective information; engage in a reasoning process; manipulate numbers; think abstractly as well as analytically; and solve problems by the application of prior knowledge. If you have a high IQ—the average is 100—you're well equipped to pass all sorts of examinations with flying colors, and (not incidentally) to score well on IQ tests.

All that's fine, yet everyone knows people who could send an IQ test sky-high, but who can't quite make good in either their personal or working lives. They rub others the wrong way; success just doesn't seem to pan out. Much of the time, they can't figure out why.

The reason why is that they're sorely lacking in emotional intelligence, which has been defined in several different ways. Reuven Bar-On called it "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."¹ Peter Salovey and Jack Mayer, who created the term "emotional intelligence" (as it applies today), describe it as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth."² In developing the EQ-i 2.0, emotional intelligence has been defined as "a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way."³

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In other words, it's a set of skills that enables us to make our way in a complex world—the personal, social, and survival aspects of overall intelligence, and the elusive common sense and sensitivity that are essential to effective daily functioning. In everyday language emotional intelligence is what we commonly refer to as “street smarts,” or that uncommon ability we label “common sense.” It has to do with our capacity to objectively assess our strengths, as well as be open to viewing and challenging our limitations, mistaken assumptions, unacknowledged biases, and shortsighted/self-defeating beliefs. Emotional intelligence also encompasses our ability to read the political and social environment, and landscape them; to intuitively grasp what others want and need, what their strengths and weaknesses are; to remain unruffled by stress; and to be engaging and the kind of person others want to be around.

A Brief History of Emotional Intelligence

How did emotional intelligence evolve? Plainly, it evolved along with humankind; the need to cope, to adapt and to get along with others was crucial to the survival of the early hunter-gatherer societies. The human brain reflects this undeniable fact. Sophisticated mapping techniques have recently confirmed that many thought processes pass through the brain's emotional centers as they take the physiological journey that converts outside information into individual action or response.

On the one hand, then, emotional intelligence is as old as time. In the 1870s, Charles Darwin published the first modern book on the role of emotional expression in survival and adaptation.⁴ However, to gain a practical perspective, we'll focus on the development in the 20th century of the concept of EQ. Back in the 1920s, the American psychologist Edward Thorndike talked about something he called “social intelligence.”⁵ Later, the importance of “emotional factors” was recognized by David Wechsler, one of the fathers of IQ testing. In 1940, in a rarely cited paper, Wechsler urged that the “non-intellective aspects of general intelligence” be included in any “complete” measurement.⁶ This paper also discussed what he called “affective” and “conative” abilities—basically, emotional and social intelligence—which he thought would prove critical to an overall view. Unfortunately, these factors were not included in Wechsler's IQ tests, and little attention was paid to them at the time.

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In 1948 another American researcher, R.W. Leeper,⁷ promoted the idea of “emotional thought,” which he believed contributed to “logical thought.” But few psychologists or educators pursued this line of questioning until more than 30 years later. (One notable exception was Albert Ellis, who, in 1955, began to explore what would become known as Rational Emotive Behavior Therapy—a process that involved teaching people to examine their emotions in a logical, thoughtful way.⁸) Then, in 1983, Howard Gardner of Harvard University wrote about the possibility of “multiple intelligences,” including what he called “intra-physic capacities”—in essence, an aptitude for introspection—and “personal intelligence.”⁹

By this time Reuven Bar-On was active in the field and had contributed the phrase “emotional quotient” or EQ.¹⁰ The term “emotional intelligence” was coined and formally defined by John (Jack) Mayer of the University of New Hampshire and Peter Salovey of Yale University in 1990.¹¹ They expanded on Professor Gardner’s concept, settled on the definition of emotional intelligence cited earlier in this chapter, and—with their colleague David Caruso—have since developed an alternative test of emotional intelligence that, unlike the EQ-i (Emotional Quotient Inventory), is not self-reporting but ability-based. This test, called the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) has generated a considerable amount of research over the past nine years.¹² We have worked with them in the development of this test in the hope that looking at the phenomenon of emotional intelligence from two different perspectives will shed even more light on this important capacity. Some of the findings are presented later on in this book.

What About Cognitive Intelligence?

During the past 100 years cognitive intelligence and the means by which it’s measured—that is, IQ and IQ testing—have dominated society’s view of human potential.

In 1905 the French psychologist Alfred Binet, together with his colleague, the psychiatrist Theodore Simon, developed the first formal intelligence test.¹³ Binet had been asked by the Parisian school commission to come up with a way children could be categorized according to ability. The aim was somewhat less than benign: to weed out the “feeble-minded,” those who would not benefit from a publicly funded system. Binet had long believed that intelligence was an interlocking process which involved judgment, problem solving, and reasoning. Now he could put his theories into practice. He

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and Simon completed and published an IQ test—administered, at first, to children—that enabled him to obtain performance standards for different age groups. These formed the basis of what became known as “mental ages.” The results of a test would give the mental age of a person in relation to average levels of growth and intellectual development.

In 1910 the Binet-Simon test migrated to the United States, where the educator and psychologist Henry Goddard¹⁴ founded his own school for the “feeble-minded” in New Jersey. Later the test was modified and standardized for a wider American population by Lewis Terman at Stanford University, began to be administered to both children and adults, and became known as the Stanford-Binet test.¹⁵

At this time, the ability to measure cognitive intelligence assumed new importance. Not only could it identify and sidetrack the “feeble-minded” who would benefit only marginally from education, it could pick out those who scored high and could be expected to put their learning to best effect. IQ soon took on a life of its own. It was generally agreed to be a major factor not only in school but in the workplace and in personal relationships. But soon, cracks began to appear, and IQ was under attack.

First came a number of lengthy debates centering on the influence of genetics and the environment, nature versus nurture. Stormy controversies arose over cultural and racial differences. Foes of IQ testing said, in effect, that people were being unfairly and arbitrarily labeled—a harkening back, in a way, to the bad old days of spotting the “feeble-minded.” By the 1960s, more and more studies had begun to question the relative importance of cognitive and analytic factors as a measure of overall intelligence. But—given the absence of a solid alternative framework—IQ persisted as the norm, no matter how muddled the original concept had become with the passage of time.

Comparing IQ and EQ

Cognitive intelligence, to be clear, refers to the ability to concentrate and plan, to organize material, to use words and to understand, assimilate, and interpret facts. In essence, IQ is a measure of an individual’s personal information bank—his memory, vocabulary, mathematical skills, and visual-motor coordination. Some of these skills obviously contribute to doing well in life. That is why EQ’s detractors are barking up the wrong tree when they claim that anyone who promotes emotional intelligence is out to replace IQ,

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or to write off its importance altogether. The fact remains, however, that IQ does not and cannot predict success in life. As for IQ's relevance in the workplace, studies have shown that it can serve to predict between 1 and 20 percent (the average is 6 percent) of success in a given job.¹⁶ EQ, on the other hand, has been found to be directly responsible for between 27 and 45 percent of job success, depending on which field was under study.

In the book *The Millionaire Mind* by best-selling author Thomas Stanley,¹⁷ a survey was taken of 733 multi-millionaires throughout the United States. When asked to rate the factors (out of 30) most responsible for their success, the top five were:

- Being honest with all people
- Being well disciplined
- Getting along with people
- Having a supportive spouse
- Working harder than most people

All five are reflections of emotional intelligence.

Cognitive intelligence, or IQ, was 21st on the list and only endorsed by 20 percent of the millionaires. In fact, it went even lower when millionaire attorneys and physicians were taken out of the analysis. SAT scores, highly related to IQ, were on average 1190, higher than the norm, but not high enough for acceptance to a top-rated college. What about grade point averages? They came in at 2.92 on a 4.0 scale. Again, nothing to make mom and dad especially proud.

Another major difference between cognitive and emotional intelligence is that IQ is pretty much set. It tends to peak when a person is 17, remain constant throughout adulthood, and wane during old age. EQ, however, is not fixed. A 1997 study of almost 4,000 people in Canada and the United States (see Figure 1-1) concluded that EQ rises steadily from an average of 95.3 (when you're in your late teens) to an average of 102.7 (where it remains throughout your 40s). Once you're past 50, it tapers off a bit, to an average of 101.5—not exactly a precipitous decline. The same pattern, you'll be pleased to know, holds true for both men and women.

We recently repeated this study during the revision process and development of the EQ-i 2.0. As seen in Figure 1-2, the data, collected in 2010, roughly parallels the findings from 13 years earlier. Our data this time around was based on 4,000 U.S. and Canadian citizens matched to the government census on gender, region, race, ethnicity, and social class. You'll notice that

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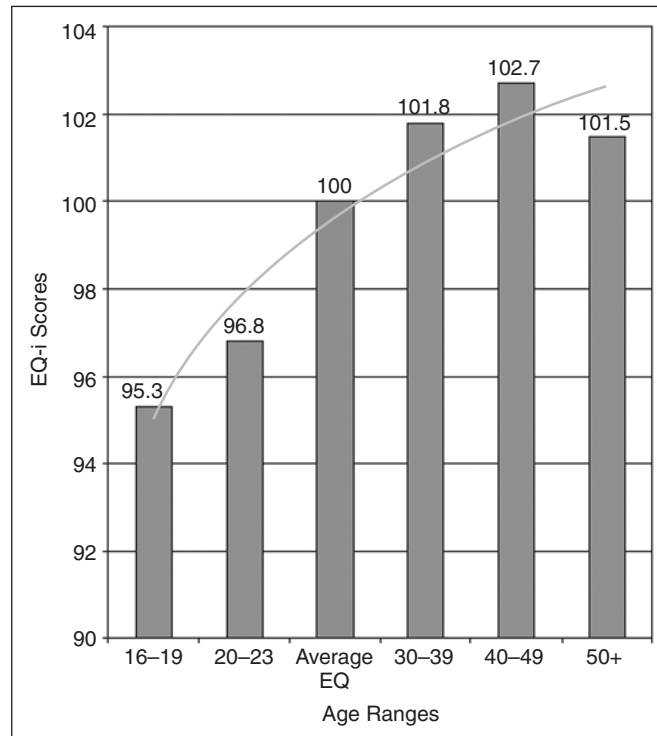


Figure 1-1: EQ Over the Age Span (1997)

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there have been some shifts in scores of the population over the 13-year period. Most important is that the slight shift downward has now moved up to the 70-year-olds (as opposed to the 50-years-plus cohort).

None of this ought to come as a surprise: we get older but wiser. We live and learn, and one of the things we learn is to balance emotion and reason. But these lessons are often submerged, worn away by sometimes conflicting duties and harsh realities. Take heart. To paraphrase Dr. Benjamin Spock, you feel more than you think you do. Better yet, you can do more about your feelings and behaviors whenever you wish, because emotional intelligence is so specific. That is, you can work on particular challenges as they arise in any of the EQ-i's 15 component scales; you needn't tackle everything

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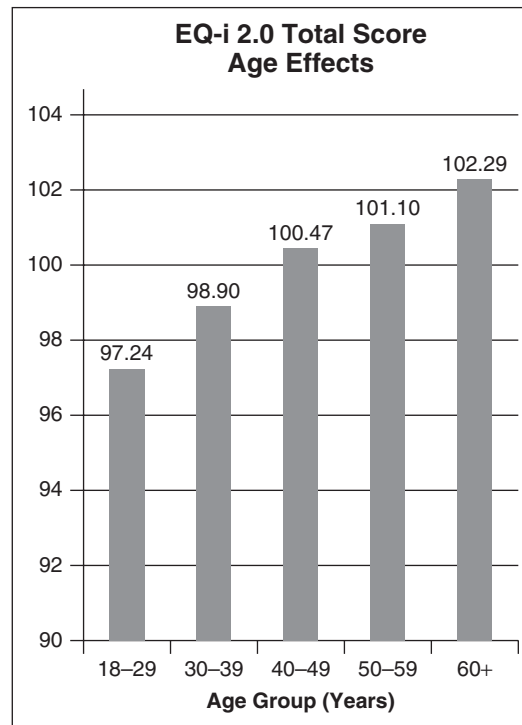


Figure 1-2: EQ Over the Age Span (2010)

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at once. (By the way, the very real possibility of lifelong improvement as opposed to inevitable calcification or decline argues for the very important contributions that can be made by older people in the workplace. A shrewd employer would do well to anchor his or her staff with mature individuals. As might be expected, we've found that these elders add much-needed stability, but—more surprisingly—they also tend to prove more adept than their junior counterparts at problem solving and frequently have a firmer grip on reality.)

So much for a few of the major differences between IQ and EQ. But one or two misconceptions remain. For example, some people persist in confusing EQ with other psycho-social concepts that have made their way into other tests and surveys of human potential. To understand what makes EQ distinct, and to appreciate why the EQ-i 2.0 is a superior measuring tool, let's look at some of the things that EQ *is not*.

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First of all, it isn't aptitude, which concerns a person's ability to perform well in a particular technical skill or activity or discipline. It isn't achievement, which concerns specific sorts of performance—as, for that matter, does a school report card. It isn't vocational interest, which centers on a person's natural inclination toward or predilection for a particular field of work: vocational testing might show that you have an interest in work which involves looking after the emotional needs of others, such as psychology, social work, ministry, or counseling; however, your aptitude might indicate that that you have excellent manual skills, which give you the capacity to perform well in jobs such as surgery, masonry, wood-working, or construction. Vocational interests and skills frequently do not coincide.

Nor is EQ personality—the unique set of traits that help form a person's characteristic, enduring, and dependable ways of thinking, feeling, and behaving. Imagine someone's personality as the way he or she meets and greets the world, or as the capsule answer to the question: what is he or she like? A reply might be, well, he's shy and thoughtful, a real straight-shooter. Or, she's kind of soft-spoken, but she's got a great sense of humor once you get to know her.

Personality is the concept most often confused with emotional intelligence, but it differs in two important ways. First, like IQ, the traits which comprise our personalities are fixed. If we're by inclination honest, introverted, or loyal, we're unlikely to strike off in some new and unexpected direction. Psychologists call these traits “static,” and term an individual's personality, as a whole, “strategic”—another way of saying that it operates over the long haul. This enables personality tests to divide people into “types”: the adventurer, the nurturer, the sensitive individual, and so forth. As a result, people can be rather too neatly pigeonholed: witness the so-called Type A personality (hard-driving and prone to anger) versus Type B (relaxed and less ambitious). The trouble with these arbitrary divisions is that the possibility of change for the better gets lost in the shuffle. People tend to feel they're stuck with the hand they were dealt by fate.

Emotional intelligence, however, is made up of short-term, tactical, “dynamic” skills which can be brought into play as the situation warrants. Thus the individual building blocks of emotional intelligence—and its overall structure—can be improved by means of training, coaching, and experience.

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What Are the Building Blocks of EQ?

A full description of the development and refinement of the EQ-i 2.0 appears in Appendix A at the back of this book.

Reuven Bar-On originally developed a model that captured emotional intelligence by dividing it into five general areas or realms, and 15 sub-sections or scales. Based on updated research and the latest theories on emotional intelligence, the MHS team has created the new EQ-i 2.0, with some revisions. Chapters 3 through 17 will describe these realms and scales.

The Self-Perception Realm concerns your ability to know and manage yourself. It embraces Emotional Self-Awareness—the ability to recognize

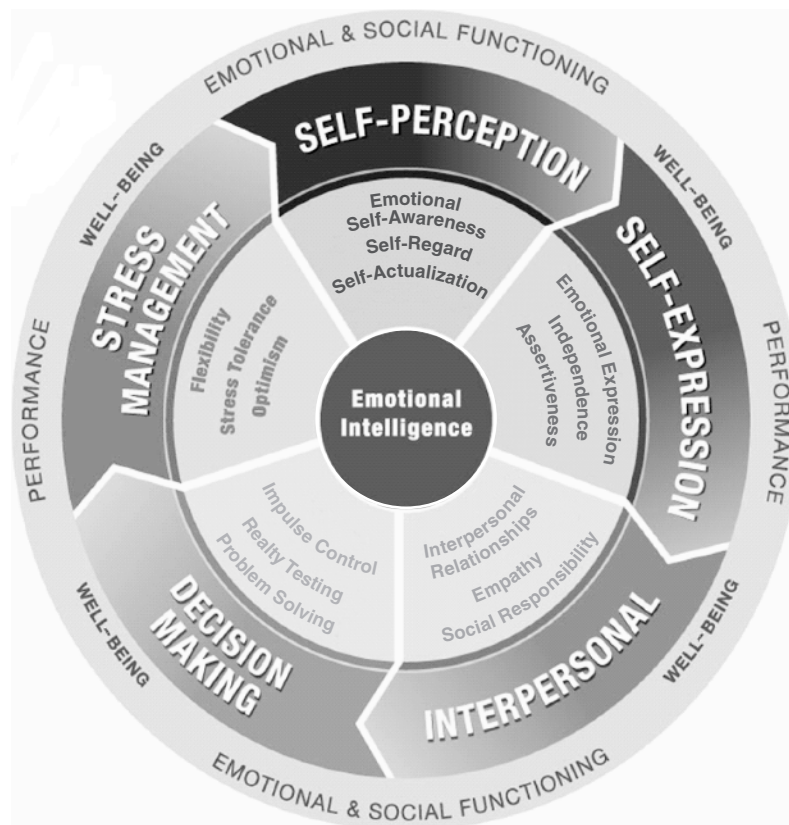


Figure 1-3: Model of Emotional Intelligence

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how you're feeling and why you're feeling that way, and the impact your emotions have on the thoughts and actions of yourself and others; Self-Regard—the ability to recognize your strengths and weaknesses and to feel good about yourself despite your weaknesses; and Self-Actualization—the ability to persistently try to improve yourself and pursue meaningful goals that lead to a richer life.

The Self-Expression Realm deals with the way you face the world. It includes Emotional Expression—the ability to express your feelings both in words and non-verbally; Assertiveness—the ability to clearly express your thoughts and beliefs, stand your ground, and defend a position in a constructive way; and Independence—the ability to be self-directed and self-controlled, to stand on your own two feet.

The Interpersonal Realm concerns your “people skills”—your ability to interact and get along with others. It is composed of three scales. Interpersonal Relationships refers to the ability to forge and maintain relationships that are mutually beneficial and marked by give-and-take and a sense of trust and compassion. Empathy is the ability to recognize, understand, and appreciate what others may be feeling and thinking. It is the ability to view the world through another person's eyes. Social Responsibility is the ability to be a cooperative and contributing member of your social group and to society at large.

The Decision-Making Realm involves your ability to use your emotions in the best way to help you solve problems and make optimal choices. Its three scales are Impulse Control—the ability to resist or delay a temptation to act rashly; Reality Testing—the ability to see things as they actually are, rather than the way you wish or fear they might be; and Problem Solving—the ability to find solutions to problems where emotions are involved using the right emotion at an optimum value.

The Stress-Management Realm concerns your ability to be flexible, tolerate stress, and control impulses. Its three scales are Flexibility—the ability to adjust your feelings, thoughts, and actions to changing, challenging, or unfamiliar conditions; Stress Tolerance—the ability to remain calm and focused, to constructively withstand adverse events and conflicting emotions without caving in; and Optimism—the ability to maintain a realistically positive attitude, particularly in the face of adversity.

There is also an independent indicator of your Happiness. Happiness is the ability to feel satisfied with life, to enjoy yourself and others, and to experience zest and enthusiasm in a range of activities.



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Table 1-1
The EQ-i 2.0 Scales and What They Assess

EQ-i 2.0 Scales	The EI competency assessed by each scale
Self-Perception	
Emotional Self-Awareness	<i>Ability to be aware of and understand one's feelings and their impact</i>
Self-Regard	<i>Ability to respect and accept one's strengths and weaknesses</i>
Self-Actualization	<i>Ability to improve oneself and pursue meaningful objectives</i>
Self-Expression	
Emotional Expression	<i>Ability to express one's feelings verbally and non-verbally</i>
Independence	<i>Ability to be self-directed and free of emotional dependency on others</i>
Assertiveness	<i>Ability to express feelings, beliefs, and thoughts in a nondestructive way</i>
Interpersonal	
Interpersonal Relationships	<i>Ability to develop and maintain mutually satisfying relationships</i>
Empathy	<i>Ability to recognize, understand, and appreciate the feelings of others</i>
Social Responsibility	<i>Ability to contribute to society, one's social group, and to the welfare of others</i>
Decision Making	
Impulse Control	<i>Ability to resist or delay an impulse, drive, or temptation to act</i>
Reality Testing	<i>Ability to remain objective by seeing things as they really are</i>
Problem Solving	<i>Ability to solve problems where emotions are involved using emotions</i>

(continued)

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Table 1-1
The EQ-i 2.0 Scales and What They Assess (*continued*)

EQ-i 2.0 Scales	The EI competency assessed by each scale
<i>Stress-Management</i>	
Flexibility	<i>Ability to adapt one's feeling, thinking, and behavior to change</i>
Stress Tolerance	<i>Ability to effectively cope with stressful or difficult situations</i>
Optimism	<i>Ability to be remain hopeful and resilient, despite setbacks</i>
<i>Additional Scale</i>	
Happiness	<i>Ability to feel satisfied with oneself, others, and life in general</i>

Definitions presented with permission of Multi-Health Systems. Slightly modified from *Emotional Quotient Inventory 2.0 Manual (2010)*, Multi-Health Systems, Inc., Toronto, Canada. www.mhs.com

This Book and the EQ-i 2.0

The EQ-i 2.0 is composed of 133 items, and is self-reporting. You fill it out, responding to how often each item applies to you, with one of five possible answers ranging from “never/rarely” to “always/almost always.” Each of the 16 scales is individually scored, as is each of the five realms. Finally, a total score is obtained. Rather like an IQ test, this ranges up or down from 100—as do scores in each of the realms and scales.

The EQ-i 2.0 has been designed to contain a great many nuances and shadings. It is not a test that spits out a measure of one's emotional intelligence. Rather, it must be administered and interpreted by a trained professional skilled in understanding these nuances and the interrelationships between the scores of the 16 components which constitute emotional intelligence. In addition, they must be able to give feedback to the person being tested to confirm or question the accuracy of the test results. The results give information at three different levels: how one is doing as a whole, compared with the population at large; how one is doing in the five realms; and how one is doing in the 16 scales. This specificity yields far more pertinent readings than many IQ tests, which provide only a single, cumulative figure.



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If you're interested in the EQ-i 2.0, we've explained in Appendix 1 how you can have it administered by a qualified professional in your area. For the moment, the aim of this book is to enable you to enhance your emotional intelligence on your own, whether or not you choose to take the EQ-i 2.0 itself. For additional information you can visit www.mhs.com and select "emotional intelligence."

Can I Really Enhance My EQ?

We know that emotional intelligence can be enhanced because we've seen it happen over and over again as we've worked with corporate CEOs and other executives, school teachers, military personnel, counselors and consultants, mental health professionals, and husbands and wives. Adopting proven methods found in cognitive and behavioral therapy, as well as from psychodynamic theory, we have trained many of these individuals to increase their emotional intelligence in easily understandable and proven ways.

Crucial to this is the issue of success, as defined earlier in the book. As we collected the EQ scores for hundreds of thousands of very different people, certain trends began to emerge. Those who are successful in their marriages have a particular profile that is more effectual than those who haven't been able to make their marriages work. People who are more successful in dealing with health problems score higher in various scales of the EQ-i 2.0 than those who do not. And, of course, those who succeed in all manner of different professions tend to excel in certain scales as well. So far, researchers at MHS have been able to use this ever-growing database to develop profiles for navy pilots, high-tech workers, lawyers, journalists, sales professionals, and a myriad other job descriptions.

How did we do so? Let's say that John Smith, a senior manager at a given company, feels he could be more successful, more efficient in his duties. Or, perhaps, his superiors feel he could be, and have urged him to upgrade his skills. First, we take a look at his job description. What does he do; what roles does he perform? The answers to these questions allow us to figure out which of the 16 scales are most germane to his position. But chances are that his position is not unique—so we move on to construct an EQ profile of his most successful peers within that firm, and in other comparable firms. Next, John himself takes the EQ-i 2.0, following which his results are scored and interpreted. We then submit a detailed report outlining his relative strengths and weaknesses. These are compared to his



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successful (and, in some cases, less successful) peers. If asked, we might go on to focus training on those attributes most crucial to his job, and on which he needs the most help. Eventually, his low or mediocre scores will improve, and his profile will begin to more accurately mirror that of stellar performers. He'll have developed new abilities or been able to bolster latent ones, so that he functions more like the successful senior executive he wishes to be.

Or perhaps John Smith, while functioning perfectly well at work, might be experiencing difficulties with his personal life. If so, we examine his EQ-i 2.0 results and compare them to the profiles of men of his age and position who enjoy a more successful marital relationship. Different flash points or trouble spots, and different shortcomings, may well emerge. Although every role a person seeks to fill—that of worker, spouse, parent, or what-have-you—requires the exercise of all of emotional intelligence's 16 scales, their relative weight or intensity within the mix will vary. Assessing John Smith now in another context—as a member of a group of married men—we can focus training on those abilities that enable husbands to get along better with their wives. His chances of achieving success in this role will be greatly enhanced if he knows what skills successful spouses possess.

In addition, there'll be an inevitable spillover or cross-pollination from role to role. Insight is gained, and can be brought to bear across the board. If John learns to communicate more openly and effectively with his wife, he's apt to take those lessons with him to the office, with beneficial results for all concerned.

In this way, the EQ-i 2.0 goes beyond a mere 100-based score for rating someone in relation to the population as a whole. It's a far more precise and subtle instrument that can capture and measure those skills directly related to attaining success in countless group categories, occupations, or personal situations. We have developed profiles for working mothers, single parents of both sexes, and middle-aged persons coping with and caring for an aging or incapacitated parent of their own. The list goes on, and is potentially endless, because emotional intelligence remains of importance across the socioeconomic spectrum.

At first glance, no two people could be more dissimilar than the CEO of a major corporation and a person rendered homeless by bad times. But both could agree on the definition of success offered earlier, and both can train themselves to develop the qualities they need to succeed in their respective

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environments. The CEO is looking for a way to better negotiate the snakes-and-ladders business world. The homeless person is looking for a way to effectively utilize health and social services and, with effort, eventually to re-enter the mainstream. This is not a flippant parallel. Successful homeless people have the skills that allow them to successfully access a safe bed in a hostel, survive on the mean streets, and willingly work toward a resolution of the problems that beset them. Success on their own terms is just as much an issue for them as it is for the CEO.

Does It Matter Whether You're Emotionally Smart or Dumb?

If emotional intelligence redefines what it means to be smart, then Reuven Bar-On was correct when he remarked that “it levels out the playing field for success. It helps account for those cases where some high-IQ individuals falter in life, while others with only modest IQ can do exceptionally well.”¹⁸

Unfortunately, these and other statements have led to a rash of misinterpretation and ill-considered attacks on the very concept of emotional intelligence. We are not concerned with rebuttal, but one or two points should be made.

For some folk, the very presence of the dreaded E-word—“emotion”—sends them running in the opposite direction. In the course of our seminars and public presentations, we're often confronted by disbelievers who make the obligatory crack about “hugging one another,” or “women's style” taking over the workplace, if not the entire world. Often they settle down and start to both listen and learn. These individuals are almost always male. Men are far more apt to denigrate the importance of emotional intelligence—perhaps because of a lingering suspicion that they're more emotionally challenged. Soon, however, what the doubter had previously dismissed as intangible or airy-fairy will become solid and clear, and we'll often win a grudging convert.

Another favorite ploy is to dismiss EQ as a crutch, a magic wand, or a cure-all. It is none of these things. As we've stated, no one suggests that EQ will entirely displace or supplant IQ. Rather, the two are complementary; they can peacefully and productively co-exist. For one thing, you must have a certain baseline IQ to understand what EQ can do for you, and to put in the time and effort required to enhance your skills. Thus, IQ is a necessary foundation, without which you can't hope to flex your EQ. EQ is

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certainly not meant to prop up or excuse the real or imagined shortcomings of the intellectually disadvantaged. Developing an understanding of emotional intelligence doesn't mean launching emotional affirmative action.

We aren't denying that some people are more cognitively intelligent than others. This type of intelligence may take them further faster, if they choose certain paths in life. To be frank, there are areas where you don't need a whole lot of emotional intelligence on the job. A successful hit man, for example, would do well to subdue his capacity for empathy while going about his business.

More seriously, skeptics protest that, while emotional intelligence may have its place, "nice" people don't necessarily achieve scientific or medical breakthroughs, write timeless works of literature, or compose landmark music. It doesn't matter whether Shakespeare was emotionally intelligent; his work endures. Even if he were an awful person, he was still a genius, and we still have *King Lear*. True enough—but once again, the skeptics have missed the point. First, EQ isn't about being "nice" to everyone in every circumstance, as we shall see. And second, even a genius can use a bit of help. This is why we say the higher your IQ, the more important your EQ. After all, what else is going to define the differences between those who possess high IQs? What else will give them the edge they need to perform even better?

When a skeptic cites the lone inventor who makes an earth-shaking discovery or the "great man" who single-handedly alters the course of history—often for the worse—we have an answer ready. Think how much more these people could have achieved had they been able to exercise more suitable emotional skills! The real tragedy occurs when someone is intellectually well-endowed but, because of emotional stumbling blocks, is incapable of making the sorts of contributions to society—and to his or her own life—that might otherwise result from those superior mental powers. You might be as sharp as a tack, but if you can't convey what you know to other people, you're in trouble. As creative and skillful as you might be, if you're unaware of how you relate to others, if you behave disdainfully or angrily or impulsively, no one will stick around long enough to admire your skill and creativity. Metaphorically, IQ allows you to enter the elevator, but it is EQ that fuels your elevator's upward trajectory.

Too often, intellectually gifted individuals paint themselves into a small—although admittedly brilliant—corner. Their minds, in a way, are closed and inward-looking. Nor are they necessarily all that content with what they see,



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despite their gifts. Hence that old cliché, the misunderstood genius. Few of us are geniuses but, no matter where you are on the intellectual spectrum, EQ can galvanize you and enable you to take advantage of your full potential.

The Importance of Emotional Intelligence in the Business World

In his book *The Highwaymen*,¹⁹ which profiles leading players in the fields of communications and information technology, Ken Auletta quotes the investment banker Felix Rohatyn (who was then involved in the attempted takeover of Paramount Communications by Viacom International) as follows: “Most deals are 50 percent emotion and 50 percent economics.” Rohatyn was talking about the personalities involved, the shifting dynamics of the protracted negotiations, which were being conducted for the highest possible stakes. But the same could be said of the vast majority of business transactions, so shouldn’t they be approached from a position of strength?

If you still believe that emotional intelligence is somehow flighty, a fuzzy shortcut to some ill-conceived nirvana, some more real-world examples may change your mind. An industry survey asked 195 business owners in British Columbia which, out of 187 possible choices, they felt were the most important and desirable qualities when it came to hiring new staff.²⁰ The results were clear, by a landslide. The quality most prized was “common sense.” But what exactly does common sense entail? This same survey spoke to the question: some of the business owners called it “being responsive to customers, dealing with them effectively, and talking and writing in a relevant way.” In other words, the core skills associated with several of the scales of emotional intelligence.

In the June 21, 1999, *Fortune* cover article, “Why CEOs Fail,” authors Ram Charan and Geoffrey Colvin demonstrate that unsuccessful CEOs put strategy before people. Successful CEOs shine—not in the arena of planning or finances—but in the area of emotional intelligence. They show integrity, people acumen, assertiveness, effective communication, and trust-building behavior.

In the late 1990s the CEO of a major corporation, a man who had been groomed for this position for a number of years, was fired after being at the helm for a short time. Why? He was an excellent accountant, a first-rate strategist. However, he lacked people skills. His arrogance alienated workers,

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his method of dismissing a top-ranking executive was an embarrassment to the board, and his strategies—particularly for a company that sees itself as people-friendly—appeared ruthless and greedy.

Writing in *Fast Company* (June 1999), Paul Weiland, CEO of a leadership development program in Pennsylvania, emphasizes that strong leadership begins with self-awareness: knowing who you are and what your values are. He accentuates the importance of communication, authenticity, and the capacity for non-defensive listening; nothing to do with strategic planning or budgetary knowledge—but everything to do with emotional intelligence. Weiland's emphasis on self-awareness is echoed by Peter Drucker, the seminal thinker on management, who, in his book *Management Challenges for the 21st Century*, stresses that self-awareness and the capacity to build mutually satisfying relationships provide the backbone of strong management.

An article in the business section of *The Globe and Mail*, a leading Canadian national newspaper, stated that any new CEO “has 90 days to make a mark on the company.” A number of executives and industry analysts were quoted in support of this notion. According to them, an incoming CEO, having first obtained boardroom backing, should hit the road and hold face-to-face, town-hall-style meetings; explain his or her vision and seek the advice of employees at every level; state the company's new goals and find out what stands in the way of their implementation; get a three-ring binder and take lots of notes; deliver bad news quickly and in person, thus putting a cap on lingering doubts; ensure needed political support by cultivating contacts with the appropriate level of government; and be available to and open with the media.

As you can see, not one of these activities involves the evaluation of assets and liabilities, the development of strategic planning exercises, the analysis of financial statements, or an all-consuming focus on the bottom line. Rather, each one depends on—indeed, constitutes—emotional intelligence: listening to and understanding people's concerns, fostering meaningful dialogue, building trust, and establishing personal relationships with all the parties involved.

Another illustration of emotional intelligence's real-world applicability comes from an interview we conducted with a senior police officer in a major American city. We wanted to talk about the impending retirement of the chief, who'd succeeded in uniting a fragmented and demoralized force. We asked how he'd gone about the task, expecting to hear the usual testimony as to how bright he was, how he'd increased his budget allocation, how he

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exemplified the nuts and bolts of police procedure as we dimly understood it. Rather, we learned that, although the departing chief wasn't the smartest man around, he commanded intense loyalty from everyone, because he talked straight to everyone regardless of rank. He made it clear that he expected and welcomed straight talk in return. He was genuinely interested in his staff, worked well under internal, political, and personal pressure, and was universally respected and admired. We took lots of notes, but they boiled down to the fact that the chief's success in the demanding world of law enforcement was explicitly connected to his emotional intelligence, even though he might not have recognized the term or admitted the connection.

Finally, here's a real-life example that is not the result of research—it's from your own world. Take a moment to think about the worst mentor or boss you have ever worked for—the person who brought dread into your heart at the thought of returning to work every Monday morning. The person who made you—or almost made you—quit your job. Jot down half a dozen characteristics that made this person so unbearable to work with.

Now, think of the best boss or mentor you ever had—someone whom you learned from, and who was a pleasure to work alongside. On the same piece of paper, write down a list of six or seven attributes of that person.

Were the ogre's qualities related to his inability to develop or fulfill the mission of that company, strategize successfully, understand and make use of financial information, be familiar with policies, procedures, and legal regulations? Was that boss/mentor whom you would "take a bullet for" held in such esteem by you because he did know how to carry out a SWOT analysis, prioritize objectives, outguess the stock market, or create and follow policies and procedures so magnificently? We bet not. We bet that most—if not all—of the qualities of the boss/mentor you dreaded did not reflect limitations in his IQ, but rather shortcomings in his EQ. As for the boss/mentor you might "take a bullet for," chances are your commitment to him was also not on the basis of his IQ, but on his EQ. For proof, just read down both lists—the limitations and strengths of the qualities you wrote function as your own research that emphasizes how EQ can outshine IQ in the workplace and beyond.

No matter what corner of the world you call your own, it's in your own best interests to open your mind to new possibilities and new ways to change. Those changes will not come easily; there's no such thing as a quick fix. Old habits, old modes of behavior are like old clothes—comfortable, broken-in, reassuring, and predictable. Building unfamiliar skills requires awareness,



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dedication, and practice on your part. As well, any change involves an element of risk—there's no guarantee of success. Nor, even when you achieve a higher level of emotional intelligence, will you deal with each and every situation in the best possible way. But you will possess a new level of knowledge that will enable you to chart new ways to behave in response to the conditions you encounter. You won't always perform at the top of your game, but you'll be better prepared, better trained. Based on our knowledge and experience, we believe that by reading and putting into practice the materials in this book, you can and will gain new insights into yourself and others which will enable you to change for the better and achieve greater success in your life.

