

Emotional Intelligence: Here to Stay

Emotional intelligence is not a fad or a trend. Nor is it quite as new as many people believe. It seems novel only because it was shuffled aside, sent into hibernation by the 20th century's fixation on "hard" data and rationalism at any cost. Only now, in the 21st century, are the social sciences catching up and coming to grips with those aspects of personality, emotion, cognition, and behavior that were previously judged incapable of being identified, measured, and fully understood. Now they're increasingly recognized as crucial to effective functioning at school, in the workplace, and in our personal lives. Good relationships and coping strategies are keys to our success in every area of human activity, from the initial bonding between parent and child to the ability of teachers to bring out the best in their students.

In fact, one of a number of emotional intelligence breakthroughs took place in the 1980s, when the American-born Israeli psychologist Dr. Reuven Bar-On (1988) began his work in the field. He was perplexed by a number of basic questions. Why, he wondered, do some people possess greater emotional well-being? Why are some

people better able to achieve successful relationships? And—most important—why do some people who are blessed with superior intellectual abilities seem to fail in life, whereas others with more modest intellectual gifts succeed? By 1985, he thought he'd found a partial answer in what he called a person's emotional quotient (EQ), an obvious parallel to the long-standing measure of cognitive or rational abilities that we know as IQ, or intelligence quotient.

But what exactly makes up one's emotional quotient (also called emotional intelligence)? Bar-On's original definition (1997) has been revised to the current definition we use: "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" (Multi-Health Systems, 2011, p. 1). EQ covers everything from how confident we feel, to our ability to express emotions constructively instead of destructively, to our skills in forming successful relationships, to our ability to stand up for ourselves, to setting and achieving goals, to handling the stress we all face.

The EQ Explosion

What is it about emotional intelligence that has made it so popular all over the world? First, people are excited and relieved to receive confirmation of what they've instinctively known all along—that factors beyond just IQ are at least as important as intelligence when it comes to success in life. In fact, one can make the argument that in order for us to take advantage of and flex our cognitive intelligence to the maximum, we first need good emotional intelligence. Why? Because regardless of how brainy we may be, if we turn others off with abrasive behavior, are unaware of how we are presenting ourselves, or cave in under minimal stress, no one will stick around long enough to notice our high IQs. One day—ideally sooner rather than later—we will assess EQ in schools at least as often as we test IQs.

Second, emotional intelligence is important in navigating the challenges of life, whether you're a teenager, young adult, or grandparent.

Remember Joe? His lack of emotional intelligence hurt his academic performance, and it also contributed to some questionable decisions as a teenager. Joe was more likely to take unnecessary risks without weighing the consequences and to act impulsively, often getting himself into serious trouble. And he wasn't very realistic about which colleges he could get into, so he ended up getting into only one college that he really didn't want to attend.

Emotional intelligence is essential for personal happiness and well-being. It affects your relationship skills and your ability to deal successfully with others. Consider Suzy. Her emotional intelligence helped her to build strong friendships. She was skilled at listening to her peers and made an effort to get to know others and let them get to know her. She always worked effectively on teams and as a result was often asked to lead or serve as captain. Suzy's success in the interpersonal area of her life made her very happy. Even when bad things happened, Suzy was able to maintain a positive attitude because of all the support she got from friends.

Although not all students show the more extreme ends of emotional intelligence as Joe and Suzy do, we all fall somewhere within a continuum. Some of us find it easier to navigate our emotions and social behaviors than others do. The good news is that we can all learn to improve ourselves in these areas.

Young people like Suzy are the ones who will most likely emerge as leaders in their professional careers. Why? Because so much of what we do in the professional world involves working effectively with other people. Leaders who are well-liked and know how to motivate others will get higher productivity levels from people they supervise. Professionals who are good problem solvers, have clear goals, and do their fair share of work on projects get noticed by leaders. Colleagues who elevate the work morale by their positive attitude and cheerful disposition get along better with their peers. So, as you mature, learn more, and develop personally, it's just as important to pay attention to your emotional intelligence development as to your knowledge development.

Redefining Intelligence, Achievement, and Success

Most of us can remember the smartest person in our class—the class brain, the person who got straight A's and seemed destined to follow a path of uninterrupted triumph. Some of those class brains will be highly successful adults. But others won't.

Now think about other classmates and guess which one or two of them will go on to chalk up major life success. Perhaps they will create and lead companies of their own or become prominent and well-respected leaders in their communities. These future stars in the professional world may be honing their teamwork skills through athletics, learning how to lead a diverse group by serving as a club president, or gaining empathy by engaging in lots of community service. They may not, however, be making straight A's because EQ and IQ are two different things.

It is scarcely a revelation that not everyone's talents fit most school systems' rather restrictive model for measuring achievement. History is full of brilliant, successful men and women who underachieved in the classroom, sometimes dropping out of formal education; this list includes Bill Gates, American astronaut and U.S. Senator John Glenn, and Whoopi Goldberg, among many, many others. But despite these well-known individuals and a growing body of research evidence (which you'll read about in Chapters 19–22), many people believe that success in school equals success in life—or, at the very least, in the workplace. Now that assumption is being overturned, and schools like yours are taking on the challenge of teaching emotional intelligence.

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 grow older, accumulate experience,

and shoulder new responsibilities. What is our main concern at any given moment? Maybe it's to get into or graduate from the most prestigious college, to make terrific grades, to be the star of the team, to become a famous pianist, or to have a great romantic relationship. 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 most of us would agree that to succeed on our own terms (or on terms acceptable to us) in a wide variety of situations remains a constant goal.

If you stop to think about your friends and family members—in fact, about many of the students, teachers, and the people you encounter in all sorts of day-to-day settings—which ones do you consider to be the most successful? Which of them seem to enjoy the fullest and happiest lives? Are they necessarily the most intellectually gifted, with the most prestigious job title or the highest income? It's more likely they have other characteristics, other skills, which underlie their capacity to achieve what they desire. And some of those with the highest positions, such as a chief executive officer (CEO) of a company, don't always succeed in that role.

Why CEOs Fail

In the June 21, 1999, *Fortune* cover article, authors Ram Charan and Geoffrey Colvin indicated 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. Although he was an excellent accountant and a first-rate strategist, he lacked people skills. His arrogance alienated workers, 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.

Paul Wieand, CEO of a leadership development program in Pennsylvania, was profiled in *Fast Company* at a turning point in his career (Kruger, 1999). He had a resignation letter written, but instead of resigning, he took stock of himself, and he came to understand that strong leadership begins with self-awareness: knowing who you are and what your values are. He accentuated the importance of communication, authenticity, and the capacity for nondefensive listening—nothing to do with strategic planning or budgetary knowledge, but everything to do with emotional intelligence. Wieand's emphasis on self-awareness can be traced back to Peter Drucker, a seminal thinker on management who, in his book *Management Challenges for the 21st Century* (Drucker, 1999), stresses that self-awareness and the capacity to build mutually satisfying relationships provide the backbone of strong management.

Those most familiar with the business world agree that a new CEO has about 90 days to make an impression. According to them, an incoming CEO, having first obtained boardroom backing, should hit the road and hold face-to-face 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.

Your Best and Worst Teacher

Here's a real-life example from your current world. Take a moment to think about the worst teacher, coach, or supervisor you have ever

experienced—the person who brought dread into your heart at the thought of returning to school, practice, or work the next day. The person that made you—or almost made you—want to quit school, the team, your piano lessons, or your job. Jot down half a dozen of the characteristics that made this person so unbearable.

Now think of the best teacher, coach, or supervisor you ever had—someone you learned from, who understood you and made you want to do better. 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 poor knowledge of the subject matter, lack of knowledge of the sport, or bad budgeting skills? We bet not. We bet that most—if not all—of the qualities of the teacher, coach, or supervisor you dreaded did not reflect limitations in his or her IQ, but rather shortcomings in EQ. Here's how you can tell. If you wrote down things like “Yelled at me,” “Didn't care about my opinion,” “Didn't know my name,” “Didn't care if I understood the instructions,” or “Was always negative,” then you've identified characteristics of a low EQ person.

As for the teacher, coach, or supervisor you might “take a bullet for,” chances are your commitment to him or her was also not on basis of IQ, but on EQ. A high EQ teacher, coach, or supervisor would listen to you, show concern about your development, set high goals and communicate them calmly and clearly (and then give you the support needed to achieve them), create a positive environment, and so on.

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 good—in fact, it's terrific! Yet everyone knows people who could send an IQ test score sky-high, but who can't quite make good in their personal, educational, 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 most probable reason is they're sorely lacking in emotional intelligence.

Some people equate emotional intelligence with street smarts or common sense, but EQ is so much more than street smarts or 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 or self-defeating beliefs. Emotional intelligence also encompasses our ability to react appropriately to facts, to solve problems effectively, and to control impulses that could create problems for us. Those high in EI grasp what others want and need and what their strengths and weaknesses are and then work effectively with those people in teams. High EI people remain unruffled by stress; they create meaningful goals and then accomplish them. They are engaging and positive, the kind of person that others want to be around.

Cognitive intelligence, to be clear, refers to the ability to concentrate and plan, to organize material, to use words effectively, and to understand, assimilate, and interpret facts. In essence, IQ is a measure of an individual's personal information bank—one's memory, vocabulary, mathematical skills, and spatial-relations skills. 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, or to write off its importance altogether. The fact remains, however, that IQ does not and cannot solely predict success in life or in the workplace. EQ, across several studies (Bar-On, 1997, 2004; Bar-On, Handley, & Fund, 2005; Handley, 1997; Ruderman & Bar-On, 2003), accounted for an average

of 30 percent of variation in work performance. When compared with Wagner's (1997) extensive meta-analysis that revealed that cognitive intelligence accounts for approximately 6 percent of occupational performance, the findings presented here suggest that EQ accounts for much more variance than IQ when explaining work performance, especially within a given career. And researchers investigating the relative predictability of IQ and EQ for specific occupations found that EQ accounted for the three most significant predictors, followed by IQ and then three additional EQ skills (Aydin, Dogan, Mahmut, Oktem, & Kemal, 2005).

Millionaire's Opinions about EQ and IQ

In the book *The Millionaire Mind* by best-selling author Thomas Stanley (2001), he reported the findings of a survey of 733 multimillionaires 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. You may wonder how having a supportive spouse relates to emotional intelligence. Good marital relations are heavily influenced by emotional intelligence, as will be demonstrated in the final chapters of this book.

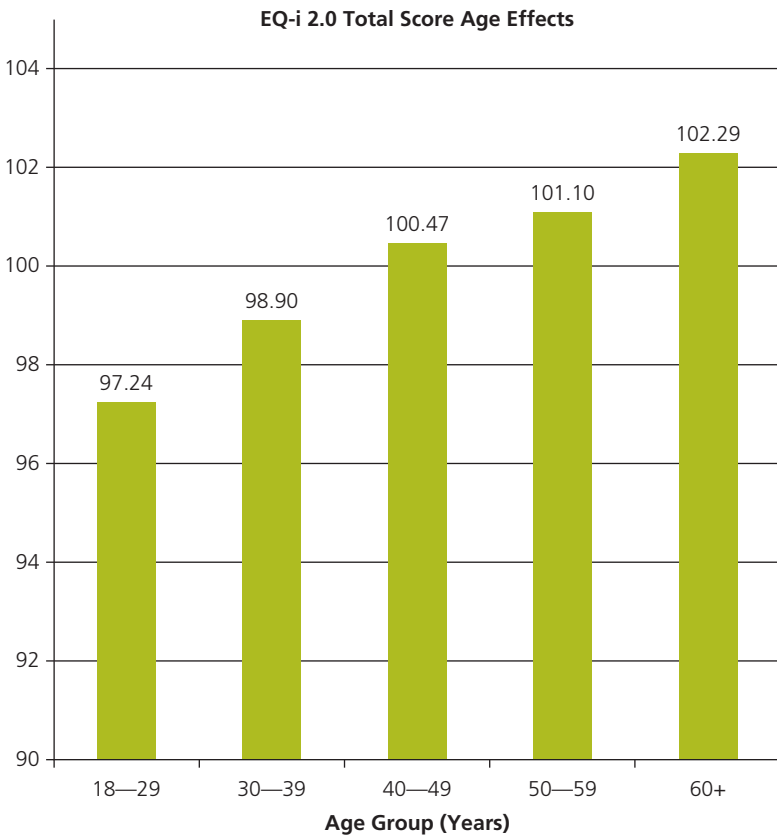
Cognitive intelligence, or IQ, was twenty-first on the list and endorsed by only 20 percent of the multimillionaires. In fact, it ranked even lower when the responses of attorneys and physicians were taken out of the analysis. SAT scores, highly related to IQ, were, on average, 1190—higher than the norm, but not high enough for acceptance to a top-rated college. And what about grade point averages? They came in at an average of 2.92 on a 4.0 scale for these multimillionaires.

IQ Is Stable; EQ Can Develop

Another major difference between cognitive and emotional intelligence is that IQ is pretty much set. IQ tends to peak when a person is about 17, remains constant throughout adulthood, and wanes during old age. EQ, however, is not fixed. EQ, like IQ, can be measured with a population average of 100 and a range that most people fall between—from 70 to 130. A study of almost 4,000 people in Canada and the United States concluded that EQ—which can range from below 70 to above 130—rises steadily from an average of 95.3 (when

Figure 1.1 EQ-i over the Age Span

Source: Reproduced with permission of Multi-Health Systems. All rights reserved. www.mhs.com



you're in your late teens) to an average of 102.3 when you're in your sixties (Multi-Health Systems, 2011).

Now you know the major differences between IQ and EQ. But one or two misconceptions remain. For example, some people persist in confusing EQ with other psychosocial concepts that have made their way into other tests and surveys of human potential. To understand what makes EQ distinct, let's look at some of the things that EQ is not.

What EQ Is Not

First of all, EQ isn't a measure of academic or other achievement, which concerns specific sorts of performance—as, for that matter, does a report card. It isn't a measure of vocational interest, which centers on a person's natural inclination toward or predilection for a particular field of work: vocational testing might show, for example, that you have an interest in work that involves looking after the emotional needs of others, such as psychology, social work, ministry, or counseling.

Nor is EQ the same as 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 that our personalities comprise are relatively fixed. If we're by inclination honest, introverted, or loyal, we're unlikely to significantly change these characteristics, especially the older we get. As a result, people can become rather too neatly pigeonholed: witness the so-called Type A personality (hard-driving and prone to anger) versus Type B (relaxed and less ambitious). People tend to feel stuck with the hand they were dealt. EQ, on the other hand, concerns behaviors and skills—things we can always change, especially as we become more aware of which behaviors and skills contribute the most to our

success and well-being. With practice, someone can become more assertive (an EQ skill) even though the person remains an introvert or fairly cautious—both personality characteristics. Second, emotional intelligence, unlike personality, is made up of short-term tactical skills that 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.

Where in the Brain Is Your Emotional Intelligence?

Although there is most likely no single point in the brain that is responsible for emotional intelligence, we are getting a better understanding of which parts of the brain may play a role. Neuroscientist Damasio (1994) proposed a theory in which a neural array in the brain called the “somatic marker” is the location for a lot of what we call emotional intelligence.

Damasio proposed that a number of sections of the brain—the ventromedial prefrontal, parietal, and cingulate areas—all contribute to emotional intelligence, as well as the right amygdala and insula. The work, based on studying people with lesions in these areas, demonstrated that they had emotional and social deficits. For example, they had problems reading social and emotional cues in other people (Damasio, 1994).

In some fascinating research carried out at the Walter Reed Army Institute of Research and McLean Hospital at Harvard Medical School, brain imaging was used in normal subjects to get a better picture of emotional functioning. The researchers, William Killgore and Deborah Yurgelun-Todd (2007), administered the EQ-i Youth Version (EQ-i YV) to 16 adolescents. They chose adolescents because that age is a prime time for the development of emotional and social competencies. Each of these teenagers was subjected to functional magnetic resonance imaging (fMRI), in which their brain waves were

carefully monitored while they were exposed to a series of fearful faces.

The researchers were able to find significant relationships between the EQ scores and brain activity. Specifically, the EQ scores were related to activity in the cerebellum and visual association cortex. The level of emotional intelligence on the EQ-i YV was inversely related to the efficiency of neural processing within the somatic marker circuitry during the emotional stimulation (Killgore & Yurgelun-Todd, 2007). Here's a quote from their study that summarizes these findings:

During the perception of fearful faces, higher levels of EQ in adolescent children were associated with greater activity in the cerebellum and visual association cortex, as well as with decreased activity in a variety of emotion-related limbic and paralimbic regions, including the insula, cingulate, ventromedial prefrontal cortex, amygdala, hippocampus, and parahippocampal gyrus. These findings suggest that EQ in adolescent children may involve greater neural efficiency of these key emotional-processing structures and, therefore, may lead to reduced reactivity in response to emotional provocation within the somatic marker circuitry believed to mediate the integration of somatic states and cognition during decision making. (Killgore and Yurgelun-Todd, 2007, p. 149)

Interestingly, these areas of the brain are quite distinct from the areas where most of the functions of cognitive intelligence are triggered.

Another study looking at emotional intelligence and the brain focused on people undergoing temporal lobe resections, which is a surgical procedure used on people suffering from certain types of epilepsy who are not benefitting from medication. The research was carried out at Dalhousie University in Canada by Gawryluk and McGlone (2007). They administered a battery of tests to 38 patients who underwent this type of surgery in the temporal lobe area of the brain.

The EQ-i scores of patients were affected after the surgery. The EQ-i scores were also related to the patient's psychosocial adjustment, in that higher EI scores reflected better postsurgical coping in these

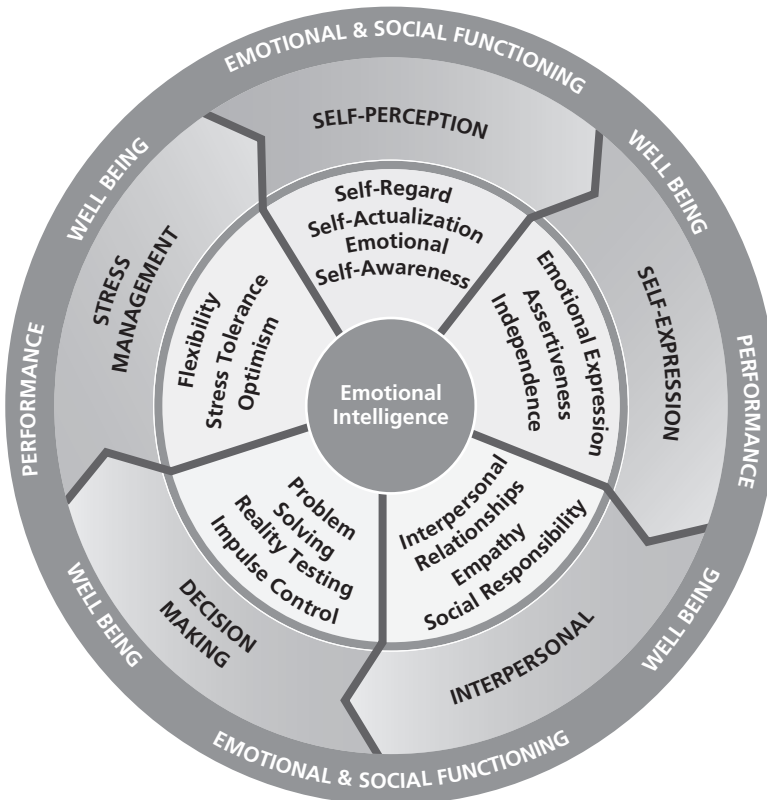
areas. The EQ-i scores were not differentially affected by which side of the brain where the operation occurred (Gawryluk & McGlone, 2007).

● What Are the Building Blocks of EQ?

Reuven Bar-On (1988, 1997) arrived at a way to capture emotional and social intelligence by dividing it into five general areas or realms and 16 scales. Continued research with the team at Multi-Health Systems created the current EQ-i version 2.0, shown in Figure 1.2 (Multi-Health Systems, 2011).

Figure 1.2 Emotional Intelligence Model

Source: Reproduced with permission of Multi-Health Systems. All rights reserved. www.mhs.com



Model of Emotional Intelligence (EI)

The **Self-Perception** Realm concerns your ability to know and manage yourself. It includes *emotional self-awareness*—the ability to recognize how you’re feeling and why you’re feeling that way and the impact your emotions have on 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. *Emotional expression* involves the ability to express your feelings both in words and nonverbally; *independence* involves the ability to be self-directed and self-controlled, to stand on your own two feet; and *assertiveness* involves the ability to clearly express your thoughts and beliefs, stand your ground, and defend a position in a constructive way.

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 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 *reality testing*—the ability to see things as they actually are, rather than the way you wish or fear they might be; *problem-solving*—the ability to find solutions to problems where emotions are involved, using the right emotion at an optimum value; and *impulse control*—the ability to either resist the temptation to act rashly or to delay that action.

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 one additional indicator of your EI. *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. Happiness is related to four other areas of EI: self-regard, self-actualization, interpersonal relationships, and optimism.

Throughout this book, we'll be demonstrating how much emotional intelligence impacts your success as a student, in relationships, and in life. For starters, take a look at Table 1.1, which describes some of the key ways your EQ can influence your academic performance.

Measuring Emotional Intelligence in Students

There are many measures of emotional intelligence, but only a handful of them have been assessed for reliability and validity as has the Emotional Quotient Inventory (EQ-i) 2.0 (MHS, 2011). The research you will read in this book and the EI skills you will learn are based on the EQ-i 2.0. Steven, the CEO of MHS (the company that publishes the EQ-i 2.0), has been involved in the development and research of the EQ-i versions since its publication. Howard and Korrel are active practitioners and trainers with the EQ-i 2.0, and Korrel has assessed and taught emotional intelligence to college students for 15 years.

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 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.

Table 1.1 The EQ-i 2.0 Scales, What They Assess, and How They Relate to Students

EQ-i 2.0 Scales		Definition	Application to Students
Self-Perception			
Emotional Self-Awareness	Ability to be aware of and understand one's feelings and their impact	Emotional self-awareness is the foundation of EI; self-awareness allows a student to identify an emotion and how it is influencing behavior and interactions. A student without self-awareness is captive to his or her emotions, reacting without an accurate understanding of why.	
Self-Regard	Ability to respect and accept one's strengths and weaknesses; self-acceptance; resultant level of confidence	A lack of confidence could hinder performance; very low scores could indicate a mental health problem or a history of harsh criticism. Accepting one's limits allows one to seek improvement; acknowledgment of strengths builds confidence.	
Self-Actualization	Ability to improve oneself and pursue meaningful objectives; goal oriented	There is a strong body of literature demonstrating that students perform better once they have definitive goals for their education or for pursuing the major they've chosen.	
Self-Expression			
Emotional Expression	Ability to express one's feelings verbally and nonverbally	Those who can verbally express emotions in a constructive way will have more meaningful relationships and will resolve conflict more effectively; congruence between your verbal and nonverbal emotions results in better communication and less conflict.	
Independence	Ability to be self-directed and free of emotional dependency on others	Students who lack independence may have trouble separating effectively from parents or handling independent living; conversely, independence that is too high may cause a student to not seek help from others (tutors, counselors, faculty) when needed.	
Assertiveness	Ability to express feelings, beliefs, and thoughts in a nondestructive way	A base level of assertiveness is necessary to approach a professor for help, confront a roommate problem, say no to someone who is trying to take advantage of you, or just speak up in class.	

(Continued)

Table 1.1 The EQ-i 2.0 Scales, What They Assess, and How They Relate to Students (Cont'd)

EQ-i 2.0 Scales		Definition	Application to Students
Interpersonal			
Interpersonal Relationships	Ability to develop and maintain mutually satisfying relationships	Maintaining existing friendships, making new friends, and becoming integrated into social groups helps students have meaningful relationships and avoid isolation; for college students, it is part of making a successful transition to living on campus; however, too much focus on relationships can hinder academic performance.	
Empathy	Ability to recognize, understand, and appreciate the feelings of others	Students who do not try to understand others' perspectives will experience more conflict and less satisfying relationships; they are also likely to be less tolerant of differences.	
Social Responsibility	Ability to contribute to society, one's social group, and the welfare of others	Students are members of numerous groups, from athletic teams to teams on a class project; students with social responsibility will do their share to make the team successful, cooperating and collaborating for the best outcomes. Those without this skill may be more likely to violate norms that could lead to rejection or perform ineffectively on teams and thus experience more conflict.	
Decision Making			
Reality Testing	Ability to remain objective by seeing things as they really are	Students with good reality-testing skills can accurately judge academic situations (How long will it take to write this paper? How well am I doing in this class?), social issues (Is this environment safe? Can I trust this person?), or financial situations (Can I afford this?).	
Problem Solving	Ability to solve problems where emotions are involved; using a systematic process	Students face many problems from friendship issues to financial concerns; students who realize a problem exists and can accurately identify the real problem can more effectively solve it. Part of problem solving is making sure emotions don't drive us to false conclusions, quick answers, or "analysis paralysis."	

Impulse Control	Ability to resist or delay an impulse, drive, or temptation to act	The ability to resist temptations to overindulge in food, drink, spending, and partying and the ability to control rash decisions—such as dropping a required class or sending a harsh email or text—protect a student from making bad choices that often lead to greater stress.
Stress Management		
Flexibility	Ability to adapt one's feeling, thinking, and behavior to change	The transition to college involves many adjustments (shared living space, shared baths, managing money, and so on). Those who do not adapt well to change will not fare as well. Also, students with too much flexibility may have difficulty making big decisions.
Stress Tolerance	Ability to effectively cope with stressful or difficult situations	Students face both positive (graduation) and negative (huge project due) stressors. Managing stress well results in better cognitive functioning (less disorganization) and less inner turmoil that can distract from goals.
Optimism	Ability to remain hopeful and resilient despite setbacks	Optimism is predictive of many beneficial outcomes throughout life, such as better health; students will inevitably face some adversity (bad grades, difficult roommate situation), and the ability to stay positive while also persisting to overcome the obstacle is a key to success.
Additional Scale		
Happiness	Ability to feel satisfied with oneself, others, and life in general	Emotions are contagious—an unhappy student can negatively affect the mood of those around him/her; also, very low scores on this dimension could signal depression and the need for counseling.

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 among the scores of the 16 scales that 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.

Higher Education and Youth Versions

There are special interpretations of the EQ-i 2.0 for students (aged 18 and up; high school, college, university students) and a different version for youth aged from 7 to 18. The youth version covers five general areas of emotional intelligence but doesn't get into the specific scales.

If you're interested in the EQ-i 2.0, you can have it administered by a qualified professional in your area, such as at your college counseling center. 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 about the EQ-i 2.0 assessment, visit www.mhs.com and select "emotional intelligence."

Gender and Race as Measured by the EQ-i: Are There Differences?

Earlier in this chapter, we pointed out that EQ does increase with age and eventually levels off before beginning to decline slightly in our seventies. But what about cultural, racial, or gender differences in EQ—do those exist?

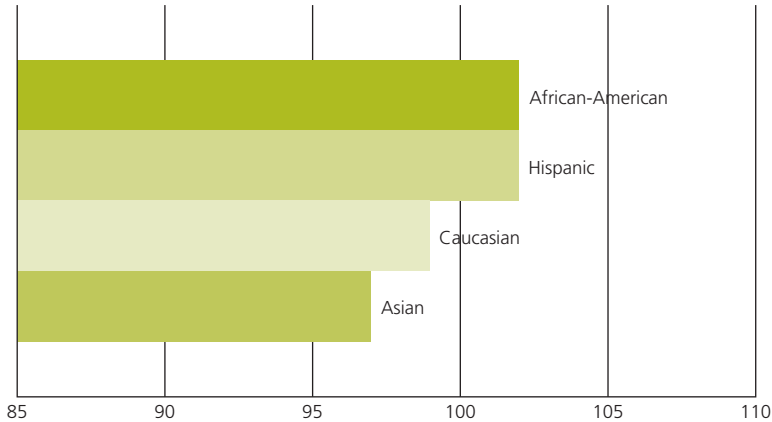
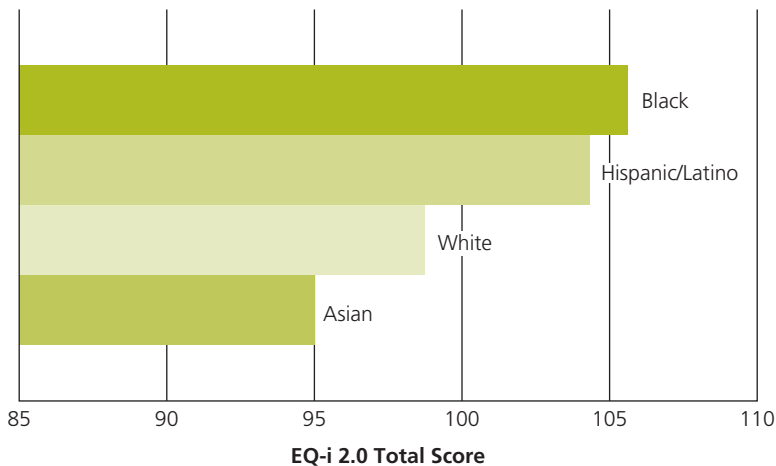
First, it's heartening to learn that emotional intelligence cuts across the gender gap. Over and over again, we have found that males and females have remarkably similar overall scores on the EQ-i 2.0, the world's most widely used test of emotional intelligence (Bar-On, 1997; MHS, 2011). This holds true in a number of diverse countries and cultures worldwide. However, in the interpersonal relationships

realm females do score higher than males. There are some small, but statistically significant differences in the scales as well, with males scoring higher in independence, problem solving, and stress tolerance. Females, on the other hand, score higher in emotional self-awareness, emotional expression, and empathy. In sum, males and females have small differences in emotional intelligence, but nothing that gives either gender a distinct advantage.

It's equally heartening to discover that emotional intelligence transcends race. Particularly in the United States, heated controversy has long surrounded the discrepancies (which arise for a number of complex and arguable reasons) that have been found between the average IQ scores for groups of Caucasians, African-Americans, and Asian-Americans.

This is one reason MHS attempted to compile the world's first data analysis of racial differences (if any existed at all) when it came to the components of emotional intelligence. Our first study was based on approximately 1,000 people located throughout North America who had completed the EQ-i. We compared the results obtained by members of the three races just mentioned, as well as those obtained by Hispanic-Americans (Bar-On, 1997). As you can see in Figure 1.3, the average overall scores varied by less than 5 percent—a difference so small it might have arisen by chance. Nor were there any significant differences among average scores for each of the EQ-i's five realms. In short, there seem to be no emotional advantages or disadvantages whatsoever based on race. Thus members of any ethnic group can confidently take and benefit from the EQ-i, and emotional intelligence itself remains a measure that can be applied in good conscience throughout a range of multicultural settings.

These results were replicated in our 2010 study with the new EQ-i 2.0. This time we included a sample almost four times larger (3,888 people) in the testing from throughout North America. The results, shown in Figure 1.4, parallel what we found 17 years earlier, but the gaps were a bit wider this time, with African Americans averaging 106 and Asian Americans averaging 95 (MHS, 2011).

Figure 1.3 Racial Groups and Emotional IntelligenceSource: Reproduced with permission of Multi-Health Systems. All rights reserved. www.mhs.com**Figure 1.4** Racial Groups and Emotional Intelligence, 10 Years LaterSource: Reproduced with permission of Multi-Health Systems. All rights reserved. www.mhs.com

Increasing Your Emotional Intelligence

Last, and perhaps the most important point in this first chapter, people are buoyed by the knowledge that EQ is not permanently fixed. You can learn to be more emotionally intelligent. Increasing EQ in

youths may help reduce the risk of harmful behaviors related to drug and alcohol misuse, aggression, and other self-defeating behaviors. Developing emotional intelligence at an early age gives individuals an edge well into adulthood (Mischel et al., 2011).

Now you know that age, sex, and ethnic background do not deter you from enhancing your EQ. The stronger your emotional intelligence, the more likely you are to be successful as a student, working professional, parent, leader, partner to your significant other, or candidate for a workplace position. It's never too early or late to make a change for the better.

No matter what comes of the world you call your own, it's in your own best interest 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, 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. 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 that will enable you to change for the better and achieve greater success in your life.

