

# Emotional Intelligence: Understanding, Applying, and Measuring

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presentation in order to benefit fully



# Goals of the session

- Understand what Emotional Intelligence (EQ) is and why it is important
- Obtain an overview of the EQ domains
- Delineate parenting/counseling styles that foster or fail to grow EQ
- Be exposed to general EQ building principles
- Understand what the measurement options are

# Realities / Caveats

- Normally do this over ½ a day, but Tri-state is only 1 ¼ hours
- Better to have fuzzy whole picture than a small, clear piece of it
- Focus is on understanding instead of application (which is touched on)  
How to increase or application would each be a session in itself
- Couldn't give you 40 page handouts, but can download other information from my website
  - ❖ Greater detail on what EQ is
  - ❖ Self-assessment for EQ parenting/counseling style
  - ❖ Greater detail on how to raise an emotionally intelligent child
  - ❖ Complete behavior management plan for raising an emotionally intelligent child
  - ❖ Applying EQ to interpersonal relationships

*What are your  
expectations?*

*Why are you here?*

# Outline

- 1) Introduction
  - i) What is emotional intelligence?
  - ii) Domains of emotional intelligence
  - iii) Why is EQ so important
- 2) Emotional intelligence in detail
  - i) Intrapersonal
  - ii) Interpersonal
  - iii) Adaptability
  - iv) Stress management
  - v) General mood
- 3) Emotionally intelligent parenting
  - i) Dismissing
  - ii) Disapproving
  - iii) Laissez-faire
  - iv) Emotion coaching
    - (a) The emotion-coaching process
    - (b) Problem-solving process
- 4) General EQ building principles
- 5) Measuring EQ
- 6) Useful web sites
- 7) Book shelf

# What is Emotional Intelligence (EQ)

- The word “intelligence” did not appear in books before the twentieth century
- “Intelligence” wasn’t common until after 1930
- The term “emotional intelligence” does not yet appear in dictionaries

# What is EQ?

- Emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence
- EQ is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings
- A dictionary definition might include “an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environment demands and pressures.”
- Mr. Spock and PBS brain injury case study

# Domains of Emotional Intelligence

## Intrapersonal

- Emotional self-awareness
- Assertiveness
- Self-regard
- Self-actualization
- Independence

## Interpersonal

- Empathy
- Interpersonal relationship
- Social responsibility

## Adaptability

- Problem-solving
- Reality testing
- Flexibility

## Stress management

- Stress tolerance
- Impulse control

## General mood

- Happiness
- Optimism



# Why is EQ so important? (1 of 3)

## From Goleman & Gottman's books

- E.Q. predicts higher work performance three times better than I.Q. Prediction range varies between 15 – 45%
- Leadership is largely an emotional intelligence.
- All interaction can be gauged along a continuum from emotionally toxic to nourishing
- Two-thirds of workers say communication problems are the leading cause preventing them from doing their best work.
- E.Q. is one of the best predictors of divorce and marital satisfaction

# Why is EQ so important? (2 of 3)

From Dr. BarOn's research

- EQ scores help predict:
  - ❖ Academic drop out
  - ❖ Ability to cope with severe medical condition
  - ❖ Aggression in the work place
  - ❖ Suicide attempts
  - ❖ Ability to recover from mental illness
- EQ scores help discriminate between:
  - ❖ Members of Young President's Association and chronically unemployed
  - ❖ Prisoners and a local normative sample
  - ❖ Successful and unsuccessful alcohol treatment participants
  - ❖ Therapists and their clients

# Why is EQ so important? (3 of 3)

From Goleman, Gottman, & Pipher

- Over the past two decades, children have become more:
  - ❖ Depressed and lonely
  - ❖ Impulsive and disobedient
  - ❖ Nervous, prone to worry, and irritable
  - ❖ Prone to eating disorders
- What are some possible causes?
  - ❖ Parents have less free-time with their children
  - ❖ Less relatives in children's lives these days
  - ❖ Both parents often work
  - ❖ There is more TV watching and computer game playing
  - ❖ One learns EQ from a social life, which has been decreasing.

# EQ in more detail (1 of 8)

## Intrapersonal

- **Emotional self-awareness**

Ability to be aware of one's feelings and emotions, to be able to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Thrive on open, honest, compassionate feedback

- **Assertiveness**

The ability to express feelings, beliefs, and thoughts and defend one's rights in a nondestructive manner. Assertive people are not overcontrolled or shy. Can express themselves without being aggressive or abusive.

# EQ in more detail (2 of 8)

## Intrapersonal (cont.)

- **Self-regard**

The ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This person possesses inner strength and self-confidence.

- **Self-actualization**

The ability to realize one's potential capacities. Involved in pursuits that lead to a meaningful, rich, and full life. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one's abilities, capacities, and talents. This person persistently tries to improve oneself in general.

# EQ in more detail (3 of 8)

## Intrapersonal (cont.)

- **Independence**

The ability to function autonomously versus needing protection and support. These people have self-confidence, inner strength, and a desire to meet expectations and obligations, without becoming a slave to them

## Interpersonal

- **Empathy**

The ability to be aware of, to understand, and to appreciate the feelings of others. It is “tuning in” (being sensitive) to what, how, and why people feel the way they do. Being empathetic means being able to “emotionally read” other people.

# EQ in more detail (4 of 8)

## Interpersonal (cont.)

- **Interpersonal relationship**

The ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. This component is not only associated with the desirability of cultivating friendly relations with others, but with the ability to feel at ease and comfortable in such relations.

- **Social responsibility**

The ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group. This ability involves acting in a responsible manner, even though one may not benefit personally. This person takes on community-oriented responsibilities.

# EQ in more detail (5 of 8)

## Adaptability

- **Problem-solving**

The ability to identify and define problems as well as to generate and implement potentially effective solutions. This person logically and methodically goes through a problem and picks the best solution. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them.

- **Reality testing**

The ability to assess the correspondence between what is experienced and what objectively exists. This person searches for objective evidence to confirm, justify, and support feelings, perceptions, and thoughts. In simple terms, reality testing is the ability to accurately "size up" the immediate situation.



# EQ in more detail (6 of 8)

## Adaptability (cont.)

- **Flexibility**

Ability to adapt to unfamiliar, unpredictable, and dynamic circumstances. Flexible people are agile, synergistic, and capable of reacting to change, without rigidity. These people are able to change their minds when evidence suggests that they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways, and practices.

# EQ in more detail (7 of 8)

## Stress management

- **Stress tolerance**

The ability to withstand adverse events and stressful situations without “falling apart” by actively and positively coping with stress. Also involves problem-solving, optimism, knowledge of stress coping strategies, and practice using them. People who have good stress tolerance tend to face crises and problems, rather than surrendering to feelings of helplessness and hopelessness.

- **Impulse control**

The ability to resist or delay an impulse, drive, or temptation to act. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger control problems, abusiveness, loss of self-control, and explosive and unpredictable behavior. Sometimes this skill is also called self-regulation or delaying gratification. It involves self-control and the ability to handle our emotions.

# EQ in more detail (8 of 8)

## General mood


- **Happiness**

The ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happy people often feel good and at ease in both work and leisure; they are able to "let their hair down," and enjoy the opportunities for having fun. Happiness is a by-product and/or barometric indicator of one's overall degree of emotional intelligence and emotional functioning.

- **Optimism**

Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is a positive approach to daily living. Optimism is the opposite of pessimism, which is a common symptom of depression.

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# Emotionally intelligent counseling/parenting

## Four parenting counseling styles

### In EQ language

- Dismissing
- Disapproving
- Laissez-faire
- Emotion-coaching

### Baumrind's typology

- Authoritarian / Uninvolved
- Authoritarian / Uninvolved
- Permissive
- Authoritative

**Wearing many hats**

# The dismissing parent (1 of 3)

## Characteristics

- Treats child's feelings as unimportant, trivial
- Disengages from or ignores the child's feelings
- Wants the child's negative emotions to disappear quickly
- Characteristically uses distraction to shut down child's emotions
- Does not problem-solve with the child; believes that the passage of time will resolve most problems
- Focuses more on how to get over emotions than on the meaning of the emotion itself
- They often like to shrink the problem down to size, encapsulate it, and put it away so it can be forgotten

# The dismissing parent (2 of 3)

## Examples

- When a pet dies, it's "Oh, don't worry, we'll get a new one." and "he was getting old and it was time for him to die." Don't confront and talk about child's sadness and perhaps fear of own death or parents death. Child needs to feel both understood and comforted.
- "When Jimmy is sad it makes me sad because you want to think that your kids are happy and well-adjusted. I just don't want to see him upset. I want him to be happy all the time." Wants the child's negative emotions to disappear quickly
- "Did he do that to you! Oh, don't worry honey. Why don't you go out into the garden and pick and prune some roses. I'll make you some of my lemonade."

# The dismissing parent (3 of 3)

## Effects of this style on children

- They learn that their feelings are wrong, inappropriate, not valid.
- They may learn that there is something inherently wrong with them because of the way they feel.
- They may have difficulty regulating their own emotions.
- They learn to ignore their feelings. They don't learn how to deal with emotions. They don't fully appreciate the joy inherent in being emotional.



# The disapproving parent (1 of 3)

## Characteristics

- Judges and criticizes the child's emotional expression
- Children are reprimanded, disciplined, or punished for expressing sadness, anger, and fear. They do so because they love their kids.
- Believes expression of negative emotions should be time-limited
- Believes negative emotions need to be controlled. They reflect bad character traits.
- Believes the child uses negative emotions to manipulate; this belief results in power struggles
- Believes emotions make people weak; children must be emotionally tough for survival
- Believes negative emotions are unproductive, a waste of time

# The disapproving parent (2 of 3)

## Examples

- “I tell Charley to save his sadness for major things like dead dogs. Losing a toy or tearing a page in a book is not something you should waste your time being sad on. But, the death of a pet – now that’s something worth getting sad over.”
- “If Cameron starts yelling, I just say ‘I won’t put up with that!’ Then, if he continues to act that way, he gets a spanking.”

# The disapproving parent (3 of 3)

## Effects of this style on children

- In general, the same as for the dismissing style
- Kids learn that emotional-intimacy or the expression of emotions is a high-risk proposition; it can lead to humiliation, abandonment, pain, and abuse
- Because you have bad feelings, you're the problem
- Your sadness is the fly in the ointment
- Your anger is an embarrassment to the clan

# The Laissez-faire parent (1 of 3)

## Characteristics

- Freely accepts all emotional expression from the child
- Offers comfort to the child experiencing negative feelings
- Offers little guidance on behavior
- Does not teach the child about emotions
- Does not teach problem-solving methods to the child
- Believes that managing negative emotions is a matter of hydraulics; release the emotion and the work is done

# The Laissez-faire parent (2 of 3)

## Examples

- Crying child. “There, there honey, it’s okay. Just let it all out, everything will be just fine.” Later, child eventually stops. “Okay, honey, let’s go into the kitchen and make some brownies!”
- Jane won’t come in for dinner when called. To wife, “Jane is playing in the yard again. I told her dinner was ready, but she won’t come in. Let’s just go ahead and eat and she’ll come in when she’s hungry.”

# The Laissez-faire parent (3 of 3)

## Effects of this style on children

- They don't learn to regulate their emotions
- They have trouble concentrating, forming friendships, and getting along with other children
- They often lack the ability to calm themselves when they are angry, sad, or upset

# The Emotion-coaching parent (1 of 3)

## Characteristics

- Values the child's negative emotions as an opportunity for intimacy and an important opportunity for parenting
- Can tolerate spending time with a sad, angry, or fearful child; does not become impatient with the emotion
- Is aware of and values his or her own emotions
- Is sensitive to the child's emotional states, even when they are subtle; is not confused or anxious about the child's emotional expression; knows what needs to be done
- Does not poke fun at or make light of the child's negative feelings
- Does not say how the child should feel

# The Emotion-coaching parent (2 of 3)

## Examples

- “Nine times out of ten, she doesn’t really know where her feelings are coming from. So, I try to help her identify her feelings and then we talk about what to do next time, how to handle this or that.”
- “I want my children to know that just because they’re angry doesn’t mean they are bad or that they necessarily hate the person they’re angry with. . . .and I want them to know that good things can happen from the things that make them angry.”
- “Ten years down the road, I hope Jennifer will have dealt with these feelings enough times that she’ll know how to react. I hope she’ll have the self-confidence to know it’s okay to feel this way, and there is something she can do about it.”



# The Emotion-coaching parent (3 of 3)

## Effects of this style on children

- They learn to trust their feelings, regulate their own emotions, and solve problems
- Other EQ components such a style would likely *directly* influence
  - ❖ Emotional self-awareness
  - ❖ Assertiveness
  - ❖ Empathy
  - ❖ Interpersonal relationships
  - ❖ Flexibility
  - ❖ Impulse control
  - ❖ Self-regard
- *Indirect* influence on social responsibility (requires empathy)

# Emotion-coaching process

1. Become aware of the child's emotion
2. Recognize the emotion as an opportunity for intimacy and teaching
3. Listen empathetically, validating the child's feelings
4. Help the child find words to label the emotion s/he is having
5. Set limits while exploring strategies to solve the problem at hand

# After step 5, problem solve

- a) Find out the goal(s) of the behavior
  - WHAT DID YOU WANT?
- b) Help child verbalize/discuss actions taken toward goal(s)
  - WHAT DID YOU DO TO GET IT?
- c) Assess effectiveness (from all angles) of behaviors
  - HOW DID THAT WORK?
- d) Examine full range of possible behavioral/attitude options
  - WHAT WERE / ARE ALL THE OPTIONS?
- e) Choose the most effective option
  - WHAT IS THE BEST CHOICE?
- f) Check back to see how the plan worked
  - LET'S SEE HOW THAT GOES

# Problem-solving process impacts

- Problem-solving
- Interpersonal relationships
- Reality testing
- Stress tolerance (if that is the focus)
- Impulse control

# General EQ building principles (1 of 3)

## **Knowledge is a necessary but insufficient condition**

- Understanding what EQ is does not automatically translate into EQ gains
- Quite frequently, knowledge does not translate to behavior. For example:
  - ❖ Drugs
  - ❖ Eating well
  - ❖ Safe sex
  - ❖ Exercise
  - ❖ Seat belts
  - ❖ Stress control
  - ❖ Parenting skills
  - ❖ Speeding

# General EQ building principles (2 of 3)

## Behavior change

- Life is the classroom
  - ❖ Practice, practice, practice
  - ❖ Takes months, not days
- Do-it-yourself EQ surgery is not the most effective or painless
  - ❖ Having a mentor scaffold with you
  - ❖ Modeling from a mentor helps
  - ❖ Feedback lies at the heart of change
- General EQ building activities
  - ❖ Meditation
  - ❖ Journal writing
  - ❖ Prayer
  - ❖ Emotion log

# General EQ building principles (3 of 3)

## Without motivation, there's no mobilization

- 4 levels of readiness for behavior change
  - ❖ Oblivious – it isn't that they can't see the solution – they can't see the problem. Deny there is any problem at all
  - ❖ Contemplation – okay, there is a need for improvement, but substitute thinking about it for acting
  - ❖ Preparation – focus on the solution, develop a plan – usually in response to some crisis event
  - ❖ Action – start changing how they act
- To encourage motivation, one needs to relate change to person's values, hopes, goals, and dreams
- Change comes from learning that fits a person's life, resources, interests, and goals

*Ask almost anyone*

*&*

*they'll tell you they  
are emotionally  
intelligent*



# Measuring EQ (1 of 2)

- Multifactor Emotional Intelligence Scale
  - ❖ Has scores for 4 branches of emotional intelligence (Identifying Emotions, Using Emotions, Understanding Emotions, and Managing Emotions)
  - ❖ Chuck Wolfe at Wolfe and Associates: (860) 658-2737  
Cjwolfe5@earthlink.net
- Mayer-Salovey-Caruso Emotional Intelligence Test(tm)
  - ❖ (MSCEIT(tm), pronounced "mesquite") New version of the above assessment
  - ❖ <http://www.mhs.com> - available from this company
- On-line test of EQ. Unproven. Results may have nothing to do with your real EQ.
  - ❖ <http://www.queendom.com/emotionaliq.html>

# Measuring EQ (2 of 2)

- Emotional Competence Inventory 360 Degree Evaluation
  - ❖ Developed by Richard Boyatzis and Daniel Goleman
  - ❖ [http://www.eiconsortium.org/eci\\_360.htm](http://www.eiconsortium.org/eci_360.htm)
- Work Profile Questionnaire - emotional intelligence version
  - ❖ [http://www.eiconsortium.org/wpq\\_ei.htm](http://www.eiconsortium.org/wpq_ei.htm)
  - ❖ <http://www.cimtp.com/page8.htm>
- Bar-on Emotional Intelligence
  - ❖ <http://eqi.mhs.com>
  - ❖ Has a youth version, an adult version, an interview version, and a 360 degree evaluation version
  - ❖ This one and the ability measure (MSCEIT) are the best around
- Expect to pay \$100-\$150 to hire a professional to assess EQ for you
- If you have a certified MA or Ph.D. psychologist on staff, expect to pay \$10 - \$20 per assessment

# Useful web sites

- Collaborative for the Advancement of Social and Emotional Learning  
<http://www.casel.org/>
- Non-profit for the development of EQ in families, schools, communities, and corporations  
<http://www.6seconds.org/>
- Consortium on research on emotional intelligence in organizations  
<http://www.eiconsortium.org/>
- Emotional Intelligence Institute  
<http://eqi.org/>
- Dr. Caruso's (key scientist in area) information site  
<http://emotionaliq.com/>
- Emotional Intelligence University  
<http://www.equniversity.com/>

# Important / Related books

- Mark Davis (1996) Empathy: A Social Psychological Approach
- Maurice Elias (1997) Promoting Social and Emotional Learning: Guidelines for Educators
- Maurice Elias (1999) Emotionally Intelligent Parenting: How to Raise a Self-disciplined, Responsible, Socially Skilled Child
- Daniel Goleman (1995) Emotional Intelligence
- Daniel Goleman (1998) Working with Emotional Intelligence
- John Gottman (1997) Raising an Emotionally Intelligent Child
- William Ickes (1997) Empathetic Accuracy
- Mayer & Salovey, P. (1997). What Is Emotional Intelligence. In P. Salovey and D. Sluyter (Eds.), Emotional Development, Emotional Literacy, and Emotional Intelligence: Implications for Educators. New York: Basic Books.
- Mayer & Salovey & Caruso (1998). Competing models of emotional intelligence. In R.J. Sternberg (Ed.), Handbook of Human Intelligence (2nd edition).
- Peter Salovey (1997) Emotional Development and Emotional Intelligence: Educational Implications
- Martin Seligman (1996) The Optimistic Child
- Lawrence Shapiro (1998) How to Raise a Child with a High EQ: A Parent's Guide to Emotional Intelligence
- Karen Stone-McCown (1998) Self-science: The Emotional Intelligence Curriculum

*Questions*

*&*

*Discussion*