

Emotional Intelligence: A Summary

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General introduction to EQ

The word “intelligence” did not appear in books before the twentieth century, nor did it appear in Baldwin’s *Dictionary of Philosophy and Psychology*, which was published in 1902. As late as 1927, the majority of the best accredited books on psychology did not mention the word “intelligence” (Spearman, 1927). The term “emotional intelligence” does not yet appear in dictionaries.

Psychologists have been trying to categorize and define intelligence for many years. For the past century, intelligence has been measured with IQ, which attempts to tap one’s cognitive capacity and functioning (e.g., one’s ability to learn, recall, apply, think, reason, and abstract). More specifically, IQ tests generally include a verbal IQ score based on six subtests (information comprehension, arithmetic, similarities, digit span, and vocabulary) and a performance IQ score based on five subtests (digit symbol, picture completion, block design, picture arrangement, and object assembly). The concept of emotional intelligence brings new depth to the understanding of human intelligence; it expands the ability to evaluate one’s general or overall intelligence.

Like cognitive intelligence, emotional intelligence is difficult to define. Broadly speaking, emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Emotional intelligence is tactical (immediate functioning), while cognitive intelligence is strategic (long term capacity). Emotional intelligence helps to predict success because it reflects how a person applies knowledge to the immediate situation. In a way, to measure emotional intelligence is to measure one’s “common sense” and ability to get along in the world. 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.”

It is important to note, however, that emotional intelligence combines with other important determinants (of one’s ability to succeed in coping with environmental demands), such as biomedical predispositions and conditions, cognitive intellectual capacity, as well as the reality and limitations of the immediate and ever-changing environment. Behavior is always a function of the person and the situation. Since behavior never takes place in a vacuum, but always occurs in a situational context, it is meaningless to talk about characteristics of an individual’s behavior without specifying the situation in which the behavior occurs.

Why do some people have better psychological well-being than others? Why are some individuals more able to succeed in life than others? These questions commanded a thorough review of factors (emotional skills) thought to determine general success, in addition to success in maintaining positive emotional health. It soon became clear that the key to determining and predicting success is not cognitive intelligence alone – many cognitively intelligent people flounder in life, while many less cognitively intelligent individuals succeed and prosper. During

these efforts to identify the most important factors involved in coping with environmental demands, no significant correlation was found between cognitive and emotional intelligence and the examination is continuing to examine the contribution of both forms of intelligence to success in various aspects of life.

Daniel Goleman's book, *Emotional Intelligence* (1995), has served to popularize this relatively new area. He has presented his adaptation of a few existing models of emotional intelligence and emphasized how it is altered throughout life, the ways basic emotional skills can augment one's ability to function better and to succeed in life, and the price paid for what he calls "emotional illiteracy."

The genesis of the study of emotional intelligence has its roots in David Wechsler's idea of "nonintellective aspects of general intelligence," which reaches as far back as 1940 (Wechsler, 1940). The following excerpt illustrates Wechsler's foresight and recognition of the importance of emotional intelligence:

The main question is whether nonintellective, that is, affective and conative abilities, are admissible as factors of general intelligence. The contention of this paper has been that such factors are not only admissible, but necessary. I have tried to show that in addition to intellective there are also definite nonintellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the nonintellective factors (Wechsler, 1943, p. 103).

In 1948, Leeper proposed that "emotional thought" is part of and contributes to "logical thought" and intelligence in general (Leeper, 1948).

These early proposals were succeeded nearly a half century later by the ideas of Harvard University's Howard Gardner, who broadened the way people have traditionally considered cognitive intelligence since the early twentieth century (Gardner, 1983). Gardner feels intelligence encompasses multiple dimensions, combining a variety of cognitive elements of emotional intelligence (or "personal intelligence," as he called it). The emotional (or personal) dimension of his concept of "multiple intelligence" includes two general components thus far referred to as "intrapyschic capacities" and "interpersonal skills."

Other psychologists continued to challenge the conventional view of intelligence. John Mayer at the University of New Hampshire and Peter Salovey at Yale University concentrated their research efforts on the "emotional" aspect of intelligence. They expanded upon Gardner's approach and looked primarily at six components of emotional intelligence that are very similar to the current conception of it – emotional self-awareness, assertiveness, empathy, interpersonal relationship, stress tolerance, and impulse control.

Why is it important?

From Daniel Goleman's 1998 book "Working with Emotional Intelligence"

- ❑ I.Q. is about 24 points higher now than in 1918 – due to better nutrition, more school, smaller family size, etc. However, EQ is down compared to the last generation. Kids now are more lonely and depressed, more angry and unruly, more nervous and prone to worry, more impulsive, and more aggressive. Now, there are rising rates of despair, alienation, drug abuse, crime and violence, eating disorders, unwanted pregnancies, bullying, and dropping out of school.
- ❑ Predicting job performance is a favorite past time in business and psychology. When job performance is comprehensively measured according to superiors, peers, and subordinates, E.Q. predicts higher performance three times better than I.Q. This finding has been replicated by dozens of different experts in close to five hundred corporations, government agencies, and nonprofit organizations worldwide.
- ❑ Leadership is largely an emotional intelligence. Some estimates put it as high as 90%. Leadership encompasses influence, achievement drive, self-confidence, team skills, and political awareness. Failed leaders were too critical, moody, angry, defensive, and lacked empathy.
- ❑ All interaction can be gauged along a continuum from emotionally toxic to nourishing. Emotionally intelligent people are aware of that, and, consequently, so are the people around them.
- ❑ Two-thirds of workers say communication problems are the leading cause preventing them from doing their best work.
- ❑ Rhode Island has incorporated an emotional intelligence curriculum for the whole state – schools, hospitals, prisons, government employees, etc.

From John Gottman's 1997 book "Raising an Emotionally Intelligent Child"

- ❑ From the mid 1970's to the late 1980's, children (as rated by parents and teachers) have become more nervous and irritable, more sulky and moody, more depressed and lonely, more impulsive and disobedient, and so on for more than 40 indicators. Impulsive girls are more likely to become pregnant by the end of their teen years and impulsive boys are at a higher risk for delinquency, violence, and using drugs and alcohol.
- ❑ Why? Parents have less free-time with their children, less relatives in children's lives these days, and both parents often work. There is more TV watching and computer game playing. One learns EQ from a social life, which has been decreasing.
- ❑ High EQ kids are able to regulate their emotional states – better at soothing themselves, calm their hearts faster, have fewer infectious diseases, better at focusing attention, better at understanding people, higher academic achievement, and had better friendships with other children. High EQ children don't have the negative outcomes from divorce such as aggression, academic failure, and problems with peers.

Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

Leeper, R.W. (1948). A motivational theory of emotions to replace "emotions as disorganized responses.": *Psychological Review*, 55, 5-21.

Spearman, C. (1927). *The abilities of man*. New York: The Macmillan Co.

Wechsler, D. (1940). Nonintellective factors in general intelligence. *Psychological Bulletin*, 37, 444-445.

Wechsler, D. (1943). Nonintellective factors in general intelligence. *Journal of Abnormal Social Psychology*, 38, 100 – 104.

From several empirical research studies on the concept

- ❑ Emotional intelligence assessments have been useful in predicting success and failure in corporate settings, small business, and blue collar occupations. They have also predicted academic dropout, ability to cope with a severe medical condition, aggression in the workplace, suicide attempts, and ability to recover from mental illness. Although the level of prediction varies (too complex to reiterate here), EQ assessments have accounted for significant and impressive amounts of variance.
- ❑ There is a very small gender difference – women, on average, score 1% higher than men.
- ❑ Psychometrically, the Cronbach internal consistency score is, on average, .76 – very good. Average one month test-retest reliability is .85 – very good. The instrument demonstrated content and factorial validity. Construct validity and divergent validity was evidenced via comparison with ten other quality scales. Predictive or discriminant validity was evidenced by the ability to successfully differentiate between: members of the Young President’s Organization and chronically unemployed, successful and unsuccessful military academy students, successful and unsuccessful air force recruiters, successful and unsuccessful college students, prisoners versus a local normative sample, stress management seminar students and an untrained control group, and successful and unsuccessful alcohol treatment participants.

EQ Web sites

<http://www.casel.org/>
<http://eiconsortium.org/>
<http://eqi.org/>
<http://emotionaliq.com/>
<http://www.eqparenting.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*

Components of Emotional Intelligence

Listed below are the 15 conceptual components of emotional intelligence. Emotional intelligence and emotional skills develop over time, change throughout life, and can be improved through training and remedial programs as well as therapeutic techniques.

“General intelligence” is composed of cognitive intelligence, which is measured by IQ, and emotional intelligence, which is measured by EQ. The well-functioning, successful, and emotionally healthy individual is one who possesses a sufficient degree of emotional intelligence and an average or above average EQ score. The higher the EQ score, the more positive the prediction for general success in meeting environmental demands and pressures. On the other hand, lack of success and the existence of emotional problems are a function of the extent and degree of deficiency evident in these factors (skills) over time. Moreover, lower scores on the following subscales should be considered more problematic for coping with one’s environment: Reality Testing, Problem Solving, Stress Tolerance, and Impulse Control. EQ scores, when combined with IQ scores, will give a better indication of one’s general intelligence and, hence, offer a better indication of one’s potential to succeed in life.

Intrapersonal

Emotional Self-awareness Emotional self-awareness is *the ability to recognize one’s feelings*. It is not only the ability to be aware of one’s feelings and emotions, but also to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Serious deficiencies in this area are found in alexithymic (inability to express feelings verbally) conditions. The accuracy of emotional assessment surveys depends, to some degree, on at least a moderate ability here. This EQ skill is also manifested by people who purposefully seek feedback about their performance – in life or on the job. These individuals thrive on open, honest, compassionate feedback about their strengths and weaknesses. They seek a more accurate view of themselves than they alone could provide.

Assertiveness Assertiveness is *the ability to express feelings, beliefs, and thoughts and defend one’s rights in a nondestructive manner*. Assertiveness is composed of three basic components: (1) the ability to express feelings (e.g., to accept and express anger, warmth, and sexual feelings), (2) the ability to express beliefs and thoughts openly (i.e., being able to voice opinions, disagree, and to take a definite stand, even if it is emotionally difficult to do and even if one has something to lose by doing so), and (3) the ability to stand up for personal rights (i.e., not allowing others to bother you or take advantage of you). Assertive people are not overcontrolled or shy – they are able to outwardly express their feelings (often directly), without being aggressive or abusive.

Self-Regard Self-regard is *the ability to respect and accept oneself as basically good*. Respecting oneself is essentially liking the way one is. Self-acceptance is the ability to accept one’s perceived positive and negative aspects as well as one’s limitations and possibilities. This conceptual component of emotional intelligence is associated with general feelings of security, inner strength, self-assuredness, self-confidence, and feelings of self-adequacy. Feeling sure of oneself is dependent upon self-respect and self-esteem, which are based on a fairly well developed sense of identity. A person with good self-regard feels fulfilled and satisfied with himself/herself. At the opposite end of the continuum are feelings of personal inadequacy and inferiority.

Self-Actualization Self-actualization pertains to *the ability to realize one’s potential capacities*. This component of emotional intelligence is manifested by becoming involved in pursuits that lead to a meaningful, rich, and full life. Striving to actualize one’s potential involves developing enjoyable and meaningful activities and can mean a lifelong effort and an enthusiastic commitment to long-term goals. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one’s abilities, capacities, and talents. This factor is associated with persistently trying to do one’s best and trying to improve oneself in general. Excitement about one’s interests energizes and motivates him/her to continue these interests. Self-actualization is affiliated with feelings of self-satisfaction.

Independence Independence is *the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency*. Independent people are self-reliant in planning and making important decisions. They may, however, seek and consider other people's opinions before making the right decision for themselves in the end; consulting others is not necessarily a sign of dependency. Independence is essentially the ability to function autonomously versus needing protection and support – independent people avoid clinging to others in order to satisfy their emotional needs. The ability to be independent rests on one's degree of self-confidence, inner strength, and desire to meet expectations and obligations, without becoming a slave to them.

Interpersonal

Empathy Empathy is *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. Empathetic people care about others and show interest in and concern for others. They also show a keen ability to understand and respond to the issues and concerns behind another's feelings.

Interpersonal Relationship Interpersonal relationship skill involves the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. Mutual satisfaction includes meaningful social interchanges that are potentially rewarding and enjoyable. Positive interpersonal relationship skill is characterized by the ability to give and receive warmth and affection and to convey intimacy to another human being. 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 and to possess positive expectations concerning social intercourse. This emotional skill generally requires sensitivity towards others, a desire to establish relations, and feeling satisfied with relationships.

Social Responsibility Social responsibility is 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. Socially responsible people have social consciousness and a basic concern for others, which is manifested by being able to take on community-oriented responsibilities. This component relates to the ability to do things for and with others, accepting others, acting in accordance with one's conscience, and upholding social rules. These people possess interpersonal sensitivity and are able to accept others and use their talents for the good of the collective, not just the self. People who are deficient in this ability may entertain antisocial attitudes, act abusively towards others, and take advantage of others.

Adaptability

Problem Solving Problem solving aptitude is the ability to identify and define problems as well as to generate and implement potentially effective solutions. Problem solving is multiphasic in nature and includes the ability to go through a process of (1) sensing a problem and feeling confident and motivated to deal with it effectively, (2) defining and formulating the problem as clearly as possible (e.g., gathering relevant information), (3) generating as many solutions as possible (e.g., brainstorming), and (4) making a decision to implement one of the solutions (e.g., weighing the pros and cons of each possible solution and choosing the best course of action). Problem solving is associated with being conscientious, disciplined, methodical, and systematic in persevering and approaching problems. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them.

Reality Testing Reality testing is the ability to assess the correspondence between what is experienced and what objectively exists. Testing the degree of correspondence between what one experiences and what actually exists involves a search for objective evidence to confirm, justify, and support feelings, perceptions, and thoughts. Reality testing involves “tuning in” to the immediate situation, attempting to keep things in the correct perspective, and experiencing things as they really are, without excessive fantasizing or daydreaming about them. The emphasis is on pragmatism, objectivity, the adequacy of one's perception, and authenticating one's ideas and thoughts. An important aspect of this factor is the degree of perceptual clarity evident when trying to assess and cope with situations; it involves the ability to concentrate and focus when examining ways of coping with situations that arise. Reality testing is associated with a lack of withdrawal from the outside world, a tuning into the immediate situation, and lucidity and clarity in perception and thought processes. In simple terms, reality testing is the ability to accurately “size up” the immediate situation.

Flexibility Flexibility is the ability to adjust one's emotions, thoughts, and behavior to changing situations and conditions. This component of emotional intelligence refers to one's overall 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.

Stress management

Stress Tolerance Stress tolerance is the ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress. It is the ability to weather difficult situations without getting too overwhelmed. This ability is based on (1) a capacity to choose courses of action for coping with stress (i.e., being resourceful and effective, being able to come up with suitable methods, and knowing what to do and how to do it), (2) an optimistic disposition toward new experiences and change in general and towards one's ability to successfully overcome the specific problem at hand (i.e., a belief in one's ability to face and handle these situations), and (3) a feeling that one can control or influence the stressful situation (i.e., keeping calm and maintaining control). This component of emotional intelligence is very similar to what has been referred to as "ego strength" and "positive coping." Stress tolerance includes having a repertoire of suitable responses to stressful situations, Stress tolerance is associated with the capacity to be relaxed and composed and to calmly face difficulties, without getting carried away by strong emotions. People who have good stress tolerance tend to face crises and problems, rather than surrendering to feelings of helplessness and hopelessness. Anxiety often results when this component of emotional intelligence is not functioning adequately, which has an ill effect on general performance because of poor concentration, difficulty in making decisions, and somatic problems like sleep disturbance.

Impulse Control Impulse control is the ability to resist or delay an impulse, drive, or temptation to act. It entails a capacity for accepting one's aggressive impulses, being composed, and controlling aggression, hostility, and irresponsible behavior. 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.

General mood

Happiness Happiness is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happiness combines self-satisfaction, general contentment, and the ability to enjoy life. This component of emotional intelligence involves the ability to enjoy various aspects of one's life and life in general. 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 associated with a general feeling of cheerfulness and enthusiasm. Happiness is a by-product and/or barometric indicator of one's overall degree of emotional intelligence and emotional functioning. A person who demonstrates a low degree of this factor may possess symptoms typical of depression, such as a tendency to worry, uncertainty about the future, social withdrawal, lack of drive, depressive thoughts, feelings of guilt, dissatisfaction with one's life and, in extreme cases, suicidal thoughts and behavior.

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.

Quoted, in part, from Bar-on technical manual on EQ

Four Styles of Parenting

THE DISMISSING PARENT

- 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
- may ridicule or make light of a child's emotions
- believes children's feelings are irrational, and therefore don't count
- shows little interest in what the child is trying to communicate
- may lack awareness of emotions in self and others
- feels uncomfortable, fearful, anxious, annoyed, hurt, or overwhelmed by the child's emotions
- fears being out-of-control emotionally
- focuses more on how to get over emotions than on the meaning of the emotion itself
- believes negative emotions are harmful or toxic
- believes focusing on negative emotions will "just make matters worse"
- feels uncertain about what to do with the child's emotions
- sees the child's emotions as a demand to fix things
- believes negative emotions mean the child is not well adjusted
- believes the child's negative emotions reflect badly on their parents
- minimizes the child's feelings, downplaying the events that led to the emotion
- does not problem-solve with the child; believes that the passage of time will resolve most problems

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.

THE DISAPPROVING PARENT

- displays many of the Dismissing Parent's behaviors, but in a more negative way
- judges and criticizes the child's emotional expression
- is overaware of the need to set limits on their children
- emphasizes conformity to good standards or behavior
- reprimands, disciplines, or punishes the child for emotional expression, whether the child is misbehaving or not
- believes expression of negative emotions should be time-limited
- believes negative emotions need to be controlled
- believes negative emotions 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
- sees negative emotions (especially sadness) as a commodity that should not be squandered
- is concerned with the child's obedience to authority

Effects of this style on children. Same as the Disapproving style.

THE LAISSEZ-FAIRE PARENT

- 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
- is permissive; does not set limits
- does not help children solve problems
- does not teach problem-solving methods to the child
- believes there is little you can do about negative emotions other than ride them out
- believes that managing negative emotions is a matter of hydraulics; release the emotion and the work is done

Effects of this style on children: They don't learn to regulate their emotions; they have trouble concentrating, forming friendships, getting along with other children.

THE EMOTION COACH

- values the child's negative emotions as an opportunity for intimacy
- 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
- sees the world of negative emotions as an important arena for parenting
- 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
- respects the child's emotions
- does not poke fun at or make light of the child's negative feelings
- does not say how the child should feel
- does not feel he or she has to fix every problem for the child
- uses emotional moments as a time to
 - listen to the child
 - empathize with soothing words and affection
 - help the child label the emotion he or she is feeling
 - offer guidance on regulating emotions
 - set limits and teach acceptable expression of emotions
 - teach problem-solving skills

Effects of this style on children: They learn to trust their feelings, regulate their own emotions, and solve problems. They have high self-esteem, learn well, get along well with others.

Raising an Emotionally Intelligent Child

John Gottman, Ph.D., 1997

Introduction

- From the mid 1970's to the late 1980's, children (as rated by parents and teachers) have become more nervous and irritable, more sulky and moody, more depressed and lonely, more impulsive and disobedient, and so on for more than 40 indicators. Impulsive girls are more likely to become pregnant by the end of their teen years and impulsive boys are at a higher risk for delinquency, violence, and using drugs and alcohol.
- Why? Parents have less free-time with their children, less relatives in children's lives these days, and both parents often work. There is more TV watching and computer game playing. One learns EQ from a social life, which has been decreasing.
- Obedience and compliance in children is important, but there are many roads to those ends. Want much more for one's child than that – self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem-solving, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism.
- Being concerned, warm, and involved are not enough. Can be all of those and still unable to effectively deal with children's (or their own) emotions.
- High EQ kids are able to regulate their emotional states – better at soothing themselves, calm their hearts faster, have fewer infectious diseases, better at focusing attention, better at understanding people, higher academic achievement, and had better friendships with other children. High EQ children don't have the negative outcomes from divorce such as aggression, academic failure, and problems with peers.
- There is a tradition of discounting children's feelings simply because children are smaller, less rational, less experienced, and less powerful than the adults around them. With adults constantly invalidating children's feelings, they lose confidence in themselves. They learn they can't trust their own feelings or that they are wrong.
- Distraction from emotions or scolding to stop them are not productive – even though they might be “effective.”
- Denying emotions isn't easy, but it can be done. People come up with distractions and diversions. Eating something, TV, video games, drugs, sex, and throwing yourself into work are great ways to get your mind off your troubles.
- Runaway or out of control emotions are when they happen frequently, are felt too intensely, and when one has trouble calming down afterwards.
- Bad parents use sarcasm, threats, derogatory statements, and spankings. Showing contempt, withdrawing, being defensive, and stonewalling are also deadly parenting practices. Take a child's dignity, self-esteem, or power, and little will be gained. Withholding of love yields the same negative outcomes.
- Think about the way emotions were perceived in the house where you grew up. What was your family's philosophy of emotion? Did they treat sad and angry moments as natural occurrences? Did they lend an ear when family members felt unhappy, fearful, or angry? Did they use such moments to show each other support, offer guidance, and help one another solve problems? Or was anger always viewed as potentially destructive, fear as cowardly, sadness as self-pitying? Were feelings concealed or dismissed as unproductive, frivolous, dangerous, or self-indulgent?

The Dismissing Parent

- Such parents are very surprised to hear themselves being characterized as dismissing. They adore their children – even pamper them. Some even want to fix their child's every hurt and right every injustice.
- However, they don't confront their children's emotions head-on. They believe that focusing on uncomfortable feelings is like watering weeds. They want to shut the door on negative feelings. They often like to shrink the problem down to size, encapsulate it, and put it away so it can be forgotten. Tickling, poking fun at bad feelings (good or bad). “It'll work itself out.” Taking the stance that the mere passage of time will make things better will get you less trouble in the short run, but more trouble in the long run. Problems are much harder to cope with after they have been neglected and your child has become emotionally distant.
- Children's emotions are treated as children's emotions – they are petty and immature when compared to adult-sized. Plus, children are irrational.
- 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.”

The Disapproving Parent

These parents are critical and lacking in empathy when they describe their children's emotional experiences. Often, children are reprimanded, disciplined, or punished for expressing sadness, anger, and fear. They do so because they love their kids.

Many disapproving parents see their children's tears as a form of manipulation and this disturbs them. Doing it for the attention. They want to toughen them up.

Some disapproving parents fear emotional situations because they are afraid of losing their grip on emotions. They fear it will take away their self-control. It will make them angry. "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."

It is common for parents to be disapproving only under certain circumstances. For example, negative emotions are tolerated as long as they don't last longer than the parent can accept. Also, one day a parent may be more dismissing and the next more disapproving.

"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."

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. Your fears are an obstacle to their progress.

The Laissez-faire Parent

Eager to embrace unconditionally whatever feelings their children expressed. Let your child express emotions and your work is done. Filled with empathy. The problem is they are often ill-equipped or unwilling to offer their children guidance. Some are unsure of what to teach children regarding emotion.

They don't teach their children how to solve problems and many have a hard time setting limits on behavior.

With such little guidance from adults, these children don't learn to regulate their emotions. They often lack the ability to calm themselves when they are angry, sad, or upset, and that makes it hard for them to concentrate and to learn new skills. Consequently, these children don't do well in school. They also have a harder time picking up on social cues, which means they may experience difficulty making and keeping friends.

An EQ Coaching Parent

In some ways, they aren't that different from laissez-faire parents. Both groups appear to accept their children's feelings unconditionally. Neither group tried to ignore or deny their kids' feelings. Nor do they belittle or ridicule their children for emotional expression.

Doesn't object to their children's displays of anger, sadness, or fear, nor do they ignore them. Accepts negative emotions as a fact of life and they use emotional moments as opportunities for teaching their kids important life lessons and building closer relationships. Give credence to their emotional experience and help them learn to soothe themselves. Negative feelings are an opportunity to empathize, to build intimacy, and to teach/guide children to ways to handle their feelings. They should not be feared or avoided.

Act as their children's guides through the world of emotion. Parents are very empathetic. They recognize that all emotions, even those we generally consider negative like sadness, anger, and fear, can serve useful purposes. Anger can motivate and sadness can inspire one to find out what's missing.

Teaching a child values within the context of helping to solve a difficult problem is much more effective than simply laying out abstract concepts that are unrelated to your child's everyday life.

Parents act as models as they understand emotion and trust themselves to display negative and positive emotions constructively. *Emotional awareness* means that you recognize when you are feeling an emotion, you can identify your feelings, and you are sensitive to the presence of emotions in other people.

LISTENING

Empathy is the ability to feel what another person is feeling. We can imagine ourselves in their position and feel their pain or joy. We can feel their frustration, their rage, their bliss, When we seek to understand our children's experience, they feel supported.

Often, children may not be able to articulate or even know the feeling they are having. If they do, they may not know the reasons for it. We can often decode messages children unconsciously hide in their interactions, their play, and their everyday behavior. It may help to step back and take a look at the big picture of what's going on in their lives.

Addressing feelings that are low in intensity before they escalate also gives families a chance to practice listening and problem-solving skills while the stakes are small.

Empathetic listeners use their eyes to watch for physical evidence of children's emotions. They use their imaginations to see the situation from the child's perspective. They use their words to reflect back, in a soothing, non-critical way, what they are hearing and help their children label their emotions. But most importantly, they use their hearts to feel what their children are feeling.

It is useful to know a lot about the people, places, and events in your child's life – know them intimately. This way, you will be better equipped to explore the possible source of your child's feelings and help your child label them. These mental “maps” of your child's life and environment need regular updating.

Often, telling “when I was a kid” stories helps to show empathy and understanding. To make sure you are really being empathetic, try and think of a similar adult situation. For example, for the addition of a new child in the family, imagine your spouse bringing home a new lover and announcing that all of you will now live happily together under one roof.

When talking about feelings, it's best not to apply logic or argue the fact. Rather, listening, labeling, and soothing come before problem-solving. To propose solutions before you empathize with children is like trying to build the frame of a house before you lay a firm foundation. Consider the following: Your wife arrives home from the office, distraught over a disagreement she's had with a co-worker. You analyze the problem and, within minutes, outline a plan for resolving it. But instead of feeling grateful for the advice, the wife feels worse. That's because the husband has given her no indication that he understands how sad and angry and frustrated she feels. He has only demonstrated how simply the problem can be solved. To her, this may imply that she's not too bright, or she would have come up with such a solution herself. Imagine how much better the wife would feel if, instead of instant advice, her husband offers her a back rub. And, as he massages her back, he simply listens while she describes the problem – and her feelings about the problem – in detail. With that done, she starts formulating her own solutions. Then, she might ask her husband for his opinion. In the end, the husband has the chance to offer his advice, and the wife has a solution she can hear. Instead of feeling put down, she feels empowered and supported by her partner.

Sharing observations works better than probing questions like “Why do you feel sad?” The child may not know yet or there may be a lot of things and the child may try and answer the question to give you an answer. The child may worry if it was the right answer or if the answer is good enough to justify the feeling.

Mixed feelings – a kid going to camp can be excited, proud, afraid, and homesick all at the same time. Encourage the child to express the full range of emotions and label them, assuring him or her that feeling two ways at once is okay and normal. Don't label emotions for the child.

“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.”

There are still arguments, harsh words, bruised feelings, sadness, and stress and they are a part of life and family life every now and then. There is still a need for discipline. There is still a need to voice and express disappointment. However, when children are given rules they understand and a sense of control over their own lives, they are less likely to misbehave in the first place. When children learn to regulate their own emotions, parental limit-setting and discipline are less frequently needed.

When you are emotionally connected to your child, limit setting comes out of your genuine reactions to your child's misbehavior. Your child responds to your anger, disappointment, and worries, so you don't have to resort to negative consequences like time-outs to amplify your feelings. The respect and affection you and your child have for each other become your primary vehicle for limit setting.

In terms of parenting styles (Baumrind), authoritative parents set limits, but are considerably more flexible, providing a lot of explanation and warmth. Children under this were cooperative, self-reliant, energetic, friendly, and achievement oriented. Authoritarian kids were conflicted and irritable and permissive kids were impulsive and aggressive and low in self-reliance and low in achievement.

Talks in terms of behavior instead of stable, trait terms. Accept all feelings, but not all behavior. Feelings are not the problem, the misbehavior acted upon is. Parents often absentmindedly describe their children with labels that stick like glue to the child's self-concept – John is hyperactive or Karie is the quiet one. Andrew is oversensitive. Janet is too aggressive. Sarah is scatterbrained. You are so careless and messy. You are such a slow reader. Labels are sticky and become self-fulfilling prophecies (positive and negative).

Gender . . . men and boys are just as capable as girls, but society doesn't always allow for equal expression. People can be emotionally aware without being highly expressive. Just because men are sometimes not as overt in their expressions of affection, anger, or sadness does not mean that they do not experience such feelings internally. Nor does it mean they are incapable of recognizing and responding to such emotions in others.

Emotion Coaching

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. – 6 step process
 - a) Find out the goal(s) of the behavior
 - b) Help child verbalize/discuss actions taken toward goal(s)
 - c) Assess effectiveness (from all angles) of behaviors
 - d) Examine full range of possible behavioral/attitude options
 - e) Choose the most effective option
 - f) Check back to see how the plan worked

TALK & FEEL UNDERSTOOD

LABEL

WAYS TO SOOTHE OR PROBLEM SOLVE

WHAT DID YOU WANT?

WHAT DID YOU DO TO GET IT?

HOW DID THAT WORK?

WHAT WERE / ARE ALL THE OPTIONS?

WHAT IS THE BEST CHOICE?

LET'S SEE HOW THAT GOES.

The process is more question driven than the giving of advice or answers. Children need practice weighing their options and finding solutions; they need practice understanding how they feel and how to deal with those feelings. In addition to a sense of responsibility, giving children choices helps them to build self-esteem. A child whose parents constantly limit choice gets the message, "You're not only small; your desires don't matter very much." If this works, the child may grow to be obedient and cooperative, but will have very little sense of him or herself.

The process requires some degree of patience and creativity, so counselors need to be in a reasonably undistracted (if not calm) frame of mind. Bad times are when you're pressed for time (set a time, institute a stopgap measure) or when you have an audience (isolate yourselves and if another person is involved, give both people equal (but separate) time).

Expressing your own feelings is appropriate, but it should be done in a non-derogatory manner – communication and understanding should be the goal. It's also appropriate to talk about community or personal values.

For step e, ask if the solution is fair, will it work, and how will the child and other people likely *feel*.

Although agreement is a good goal, it isn't always achievable and mutual understanding may be the next best thing.

Be mindful of children who are exposed to the process a lot; they may attempt to manipulate you with their feelings like anger or sadness or fear. Genuine emotions are fine, but they should never get you off the hook.

See behavior management resource for a thorough description of emotion-coaching and children's behavior.

Encouraging Emotional Self-awareness

- Meditation
- Journal writing free or in answer to questions like:
 - Do you remember the last time you cried or lost your temper? What was the catalyst? How did you feel about having the emotion? Did you feel relieved afterward or ashamed? Were others aware that you were having these feelings? Did you talk to anyone about the incident?
- Prayer
- Talks with an emotion coach
 - Such coaches should give just enough information for the mentee to get started. They should build a “scaffold” for the child to climb and not provide the finished structure and simply give a tour. The tour might be nice and somewhat helpful, but it’s nothing like building the place (emotional competence) yourself.
- Stories in the form of books, movies, plays, and tv are good tools as they can help children build a vocabulary for talking about feelings, and illustrate the different ways people handle their anger, fear, and sadness. Books and short stories work better because the reader and listener can stop at any point and discuss what’s happening in the story.
- Emotion Log
 - Both what you are feeling and your reactions to how other people are feeling and their reactions to their own feelings.

EMOTION	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Happiness							
Affection							
Interest							
Excitement							
Pride							
Desire							
Love							
Loved							
Thankfulness							
Stress							
Hurt							
Sadness							
Irritation							
Anger							
Pity							
Disgust							
Guilt							
Envy							
Regret							
Shame							

Increasing EQ areas

In general, all components of emotional intelligence require practice. As with most things, practice with a mentor is helpful (scaffolding). Any kind of discussion on how to increase domain areas would certainly be book length. This resource is a summary, thus books referenced on the topic should be consulted for information on how to improve individual domains. A *sketch* of some methods follows.

EQ components an emotion coaching (Gottman) style would likely ***directly*** affect

- ✓ Emotional self-awareness
- ✓ Assertiveness
- ✓ Empathy
- ✓ Interpersonal relationships
- ✓ Problem-solving
- ✓ Flexibility
- ✓ Impulse control

Indirect influence on:

- ✓ Social responsibility (requires empathy)

Self-regard

- See self-esteem resource

Self-actualization

- Goals / Future sense of self
- Motivation
- Self-efficacy (self-confidence)

Independence

- Self-efficacy (self-confidence)
- Empowered environment

Interpersonal relationships

- Review under Gottman's interpersonal relationship research

Social responsibility

- Self-efficacy (self-confidence)
- Responsibility – communal orientation

Problem-solving

- IQ
- Creativity
- Self-efficacy (self-confidence)
- Practice with problem-solving (reality therapy – see behavior management resource)

Reality testing

- Reality therapy (next class)
- Emotional self-awareness

Stress tolerance

- Self-efficacy (self-confidence)
- Internal locus of control
- Coping skills repertoire and practice using them
- Creativity
- Emotional self-awareness
- Problem-solving

Impulse control

- Stress tolerance
- Reality therapy

Happiness

- Self-actualization
- Self-esteem / regard
- Social support
- Play

Optimism

- Positive attribution style
- Self-efficacy (self-confidence)

General EQ Building Principles

Knowing does not equal doing

Understanding what EQ is does not automatically translate into EQ gains. Quite frequently, knowledge does not translate to behavior – e.g., drugs, eating well, safe sex, exercise, etc. Knowledge is a necessary but insufficient element.

Behavior change

- ❖ Life is the classroom.
 - Practice, practice, practice.
 - Takes months, not days, and that's with *concerted* effort
- ❖ Do-it-yourself EQ surgery is not the most effective or painless
 - Have 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

Motivation as necessary for change & the means to get there

- ❖ 4 levels of readiness people go through during a successful 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. Most people get stuck here with half-hearted attempts at action.
 - **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 life, resources, interests, and goals.

How divorce can be predicted with 94% accuracy

The Key Concept, Four Horsemen, & Sound Marital House predict divorce with 94% accuracy.

Taken from the following books, although other of his works were referenced briefly.

John Gottman, Ph.D. *The Seven Principles for Making Marriage Work* (1999)

John Gottman, Ph.D. *Why Marriages Succeed or Fail: And How You Can Make Yours Last* (1995)

Background and Statistics

1870 5% divorce rate

1989 67% projected divorce rate for people recently married

50% of divorces are within the first 7 years. Then, next hump is 16 years - especially if there are teenagers.

U.S. = the world leaders in divorce, followed by the U.K.

It is a world wide trend though.

Why?

Women don't have to put up with bad marriages

Women are able to make a living

Method of Study

In a nutshell, Dr. Gottman and cadres of others have been studying marriage for over 30 years. The approach has been to study "marriage masters" and relationships where things are falling (or fell) apart. These researchers took physiological measures, watched them in their daily lives (rigged houses with cameras), took psychological assessments, and examined couples during semi-structured interviews, among other things. The results of years of careful analysis is a deep understanding of some of the processes that make marriage (and any close relationship) work.

Consequences of Divorce

- lots of bad things happen to children of divorce (especially if there is hostility and conflict)
- longevity - genetics, smoking, exercise, and diet are all less able to predict life span than the quality of relationships. If your parents were divorced, you'll likely have 4 years less of life. If you too get divorced, you will likely have an additional 4 years less of life - 8 years.

Myths

- Feelings differences and gender-specific methods of problem solving are the main problems - John Gray and men are from mars point of view. Gender alone can't explain anything; it can only be an interacting variable. Plus, there is far more variability within gender than there is between genders.
 - Affairs cause break-ups. About 20% of marriages have affairs, but hard to assess. 90% of the time, the affair is not about sex. 80% of the break-ups are about the decline of intimacy and contact. It's basically a decline of the friendship. Affairs are symptomatic, not causes.
 - Sociobiology - women need monogamy so can have stability for child, while men need to propagate their genes and get as many women as possible. In fact, men invented monogamy so they could know whose child the woman was actually having. Also, women have more affairs than men.
-

Key Concept / Factor

- There needs to be a 5:1 relationship. For every negative event, there needs to be at least 5 positive ones. This is a strange bank account where for every dollar you take out, you need to put back in 5 more.
- However, some negatives are more negative than others and the 4 big ones are the horsemen of the apocalypse.

The 4 Horsemen Of The Apocalypse

Criticism

Instead of complaining, suggest something is actually wrong with your partner. It's silly to leave your shoes on inside, because the floor gets dirty. You wear too much makeup. Hurry up (I think you're being inconsiderate). How come you don't kiss me as much anymore (I need more intimacy)? You're always busy lately (aren't I important to you?)! You used to be so much nicer and more playful, what happened?

There is some trait or character flaw they have. Issues may exist, but when you make people wrong, you've lost their attention and usually their cooperation. See problem sets on next page. This leads to the second "horse"

Defensiveness

Warding off attacks - "It's not me, it's you!" How can I help you realize you're wrong?

a) meet complaint with a counter-complaint

b) whine - I was really listening! I'm the innocent victim! I'm doing good stuff here!
You don't appreciate me!

c) I haven't had this problem before. It must be you!

These things keep the person from accepting any responsibility.

Contempt

Morally superior. I'm on a higher plane. I'm a better human being.

Insults. Correcting someone behavior or grammar.

Facial expressions - one corner of mouth turned up (get a dimple) and sometimes an eye roll.

This can take 1/4 of a second.

This is the single best predictor of relationship failure and divorce.

This is sulfuric acid for love.

Stonewalling

Arms folded. Looking down with perhaps brief monitoring glances. Or, walking away and not addressing the issue upon return. Just tap me on the shoulder when you're done. Yes dear. Okay, okay, just get off it!

Heart sometimes exceeds 100 beats per minute.

Trying to be neutral and disengage drives people crazy

We're all human, but some are more human than others

However, even in great marriages, these things happen! In general, they tend to happen at a ratio of 5 good things to one of these bad things. Contempt is really rare in great marriages though.

In good marriages, there is repair.

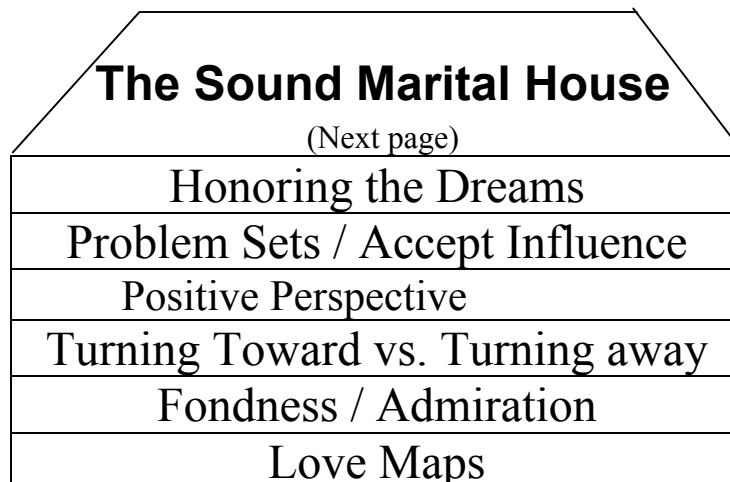
Repair doesn't often happen sweetly even in the best marriages - people fight.

"Let's start over" may be great, but "Shut up!" and "Let me talk!" are probably more common.

Some of the sweetest repair attempts fail for everyone.

The general trick is not to escalate.

What determines if repair attempts work or not is if there is emotional money in the bank. If you don't have a good ratio of positive to negative, then repair attempts will fail more often.



Love Maps - the ground floor

Knowing one another and feeling known.

Know what their concerns are, who the cast of characters in their life are, what their aspirations are

Know their eye color, favorite foods and places, what they did last weekend, what their day at work was like, etc.

These maps need to be updated! As a rule of thumb, it's a good idea to sit down and check in with your mate and ask how things are going and how they feel about life and you and everything. This is done naturally and often.

Fondness and admiration system

Remember how they met and all the details.

Can say what they love about their partner and have that comfortable spark

This is the antidote for contempt. You can't have contempt and have fondness and admiration.

Need to praise one another every now and for no reason.

Turning Toward vs. Turning Away

In everyday life, partners constantly make bids for attention and connection. These happen ALL THE TIME!

Do we need coffee? Look at that _____. Isn't that interesting. Do you like this? Doing something annoying.

Hmmmm. . . . Wow. Isn't that something. A sigh. A far away gaze. Leaving something out.

Probability that a bid will be re-submitted is virtually 0%.

Very subtle and almost always automatic in generation and response.

Just a small comment asking for an opinion or a comment - not big things at all.

Turning toward and engaging needs to be automatic because the bids rarely register in our consciousness as anything of note. Hard

to train for this as you can't be that mentally vigilant. It's being in synch with each other. It's habit. It's subconscious.

These bids are crucial and how the other deals with them is an excellent predictor.

70% of quality of sex life can be predicted based on how well and often bids are responded to.

Romantic gestures alone often don't work well without these three foundations.

These are the fuel for romance. Unhappy couples miss 50% of the good things that happen.

Positive Perspective

Can't have a chip on your shoulder. Some people are hyper-vigilant for slights and cut downs.

Something can be said very neutrally and it can be interpreted wrong. Intentions aren't conveyed/perceived well. Bad news.

Good relationships are characterized by, almost always, automatically giving each other the benefit of the doubt.

Problem Sets / Accept Influence

Myth - through fighting clean, you can achieve intimacy. There will be conflict, but it shouldn't be a fight.

When disagreements and fights occur, 69% of the time couples are talking about the same stuff / problems over and over again their whole lives with each other. If they're truly fighting about it, then they will likely end up in divorce.

These 69% issues aren't going to get solved - sorry. 31% of the problems will get solved.

Remember, that this isn't the universe, just the problems that come up. The universe of positive stuff is huge in

comparison. For example, you love 80% plus about your mate, and you have to deal with the other 20%. That other 20% can then be divided up into the 69% (or 14%) that will remain and the 31% (or 6%) that can be worked out.

When you are together with someone, the two of you are going to have a unique problem set. If you're with Jane, lateness and cleanliness is an issue, but with Jennifer it's the driving and spending habits.

The problem sets don't go away; they are like unwelcome friends.

In couples that divorce, the discussion of these issues is painful and hurtful. For those that stay married, they're not happy about the problems, but they learn to live with them and be happy anyway. They play with it.

For the 31% that can be resolved, it's a slippery slope that requires a high emotional intelligence.

Need to be approached softly and gently. It's a high art and it takes time and mental clarity

Not, "You're never there for me any more!" Instead, "Hon, I love you and need to be with you more. It was so nice when we were able to cuddle and be together last week for a while. How can we get more time like that together?"

Accepting influence is another key point. Women usually do this well.

Requests are made and an attitude that we can work it out or compromise needs to be adopted. "Good point" "Maybe you're right" "Let me think about that" "Let's compromise" If a person (or both) think that it really isn't their problem (it's the other person's issue really), then the boat has been missed completely. It's bad news when one person thinks, "I haven't had this problem in other relationships, so it's their fault and they need to fix it." In order to be influential, one needs to be influenced. Brick walls aren't very influential. People just go around or walk away from brick walls.

Honoring the Dreams

When people have unresolvable issues, there is usually a dream or aspiration or need there.

Within the fist, if you can delicately pry it open, is the dream waiting to be discovered and fly out.

First, a super person needs to get the fist to open up and do it lovingly.

When it's open and the feeling/dream/aspiration/need is revealed, the dream needs to be honored. Both people's dreams need to be honored. Compromise. Better to learn as many of these things as possible before marriage as dreams can be orthogonal to each other. In other words, the dreams need to be compatible.