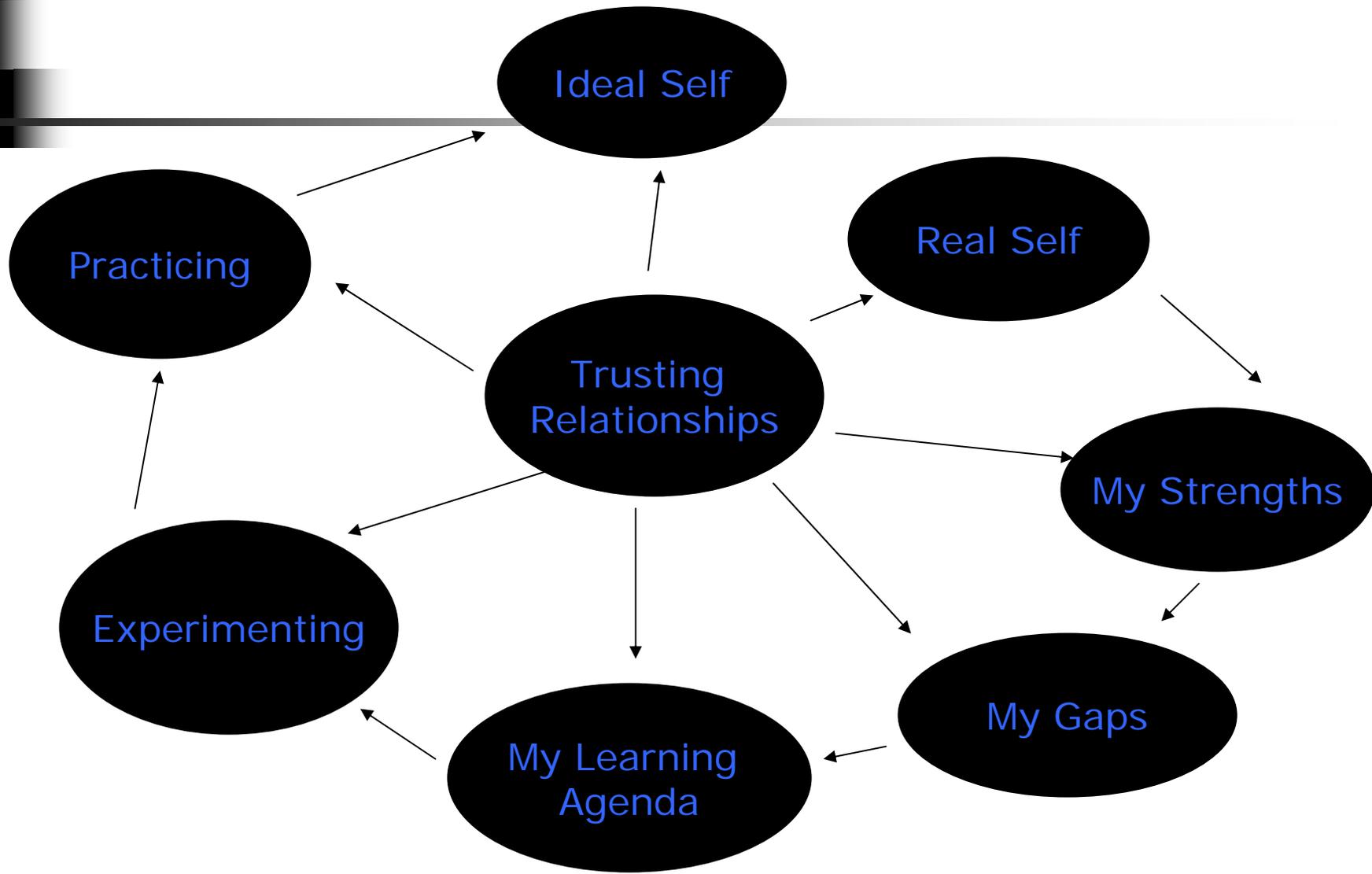
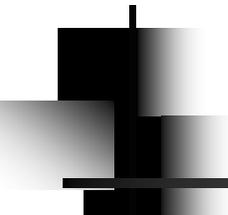


Emotional Intelligence

Why does it matter?

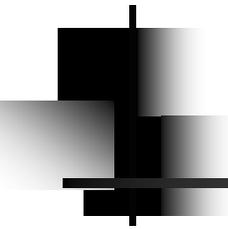
Created by
Nancy M. Campbell
nancy@nmcampbell.com





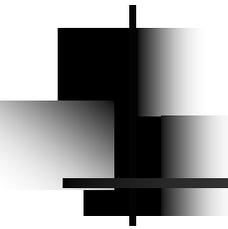
Rethinking Intelligence

- Although IQ is often equated with success, common sense, as well as research, now tells us that being able to make your way in a complex world by successfully dealing with people and your environment is the most important element of intelligence.
- This element is Emotional Intelligence (EI)



What Do We Know About IQ?

- Predicts school grades relatively well
- Does not predict success in life
- Predicts 6% of jobs success
- Peaks in late teens
- Culture-bound
- Racial controversies
- Gets you in the door



What is Emotional Intelligence?

- Factors that are related to success in life
- Helps us understand why some people do well in life while others struggle
- Distinct from IQ (Cognitive Intelligence)

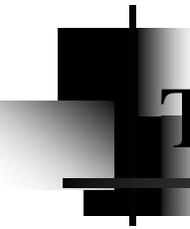
Defining Emotional Intelligence

- **There is no ONE way of defining this construct.**
- **There are a number of definitions to choose from.**
- **According to the *Encyclopedia of Applied Psychology* (2004) there are currently 3 major EI models:**

The Salovey-Mayer Model

The Goleman Model

The BarOn Model



The BarOn Model of EI:

Emotional intelligence is a cross-section of emotional and social competencies that determine how well we understand and express ourselves, understand and relate with others, and cope with daily demands and pressures.

What Emotional Intelligence Is Not

- Cognitive intelligence (IQ)
- Aptitude
- Achievement
- Vocational interest
- Personality
- Static-results (can change over time)

IQ Versus EQ

IQ	EQ
Cognitive, intellectual, logical, analytical, and rational abilities	Emotional, social, communicative, and relational abilities
Personal information bank-memory, vocabulary, etc.	Grasping own as well as others' wants and needs
Gauges how well one acquires and organizes new knowledge	Gauges how well one copes with environmental demands and pressures

What Daniel Goleman Has to Say...

- “I think you (Reuven Bar-On) may be ahead of everyone in already having developed an EQ scale. This is a promising, pioneering effort in assessing key elements of emotional intelligence.” Daniel Goleman, Ph.D. *Emotional Intelligence*
- Daniel Goleman, Ph.D., *Emotional Intelligence*

Why Assess Your Emotional Intelligence

- To examine your overall ability to deal with your immediate world
- To take an inventory of your emotional and social skills (The first step toward personal growth and development.)
- To identify strengths and weaknesses in individuals and in groups (The first step towards individual or group facilitation.)

Why Assess Employees' Emotional Intelligence

- To take inventory of employees' emotional and social skills
- The first step in employees' personal development and career path development process
- Helps to benchmark team skill sets
- To identify leadership development needs

Emotional Intelligence and Work

- Increasing emotional intelligence makes individuals more efficient, productive, and successful
- Organizations can become more productive by hiring emotionally smart people and by offering opportunities to enhance these skills in the workplace

Emotional Intelligence and Gender

- Across cultures and nationalities:
 - Women tend to score higher in two categories: social responsibility and empathy
 - Men tend to score higher in one category: stress tolerance
- In North America:
 - Women tend to score higher in one category: interpersonal relationship
 - Men tend to score higher in one category: self-regard

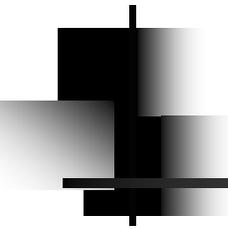
Emotional Intelligence and Success

- Success is defined as your ability to set and achieve your personal and professional goals.
- IQ's relevance to success is estimated to be low
 - Sternberg (1997) 4 to 25 percent, may be no higher than 10 percent
- EQ's relevance to success is estimated to high
 - Stein & Book (2000) estimate 27 to 45 percent of job success

Why was the BarOn EQ-I developed?

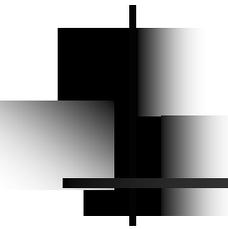
- To help answer a basic question:

Why do some people with a high IQ struggle in life, while others with a moderate IQ succeed?



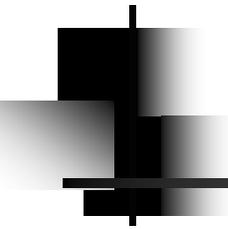
What the EQ-I Does

- The BarOn EQ-I measures the emotional, personal, and social aspects of intelligence (non-cognitive intelligence).
- Non-cognitive intelligence is capable of predicting success in various areas of life.
- One's degree of common sense and street smarts are revealed.



Why Use the EQi?

- It is a scientific measure of Emotional Intelligence
- One of the best normed instruments of Emotional Intelligence
- Administered to over 42,000 individuals in 36 countries
- It is multifaceted and examines all aspects of emotional and social intelligence
- It has multicultural applicability



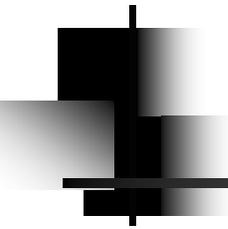
Applications of the EQi

- Team building
- Leadership development
- Coaching
- Performance management
- Self-development
- Change management

Predictive Validity Studies Conducted on the EQ-i

[R. Bar-On, 2004; R. Bar-On, in press; R. Bar-On et al., in press]

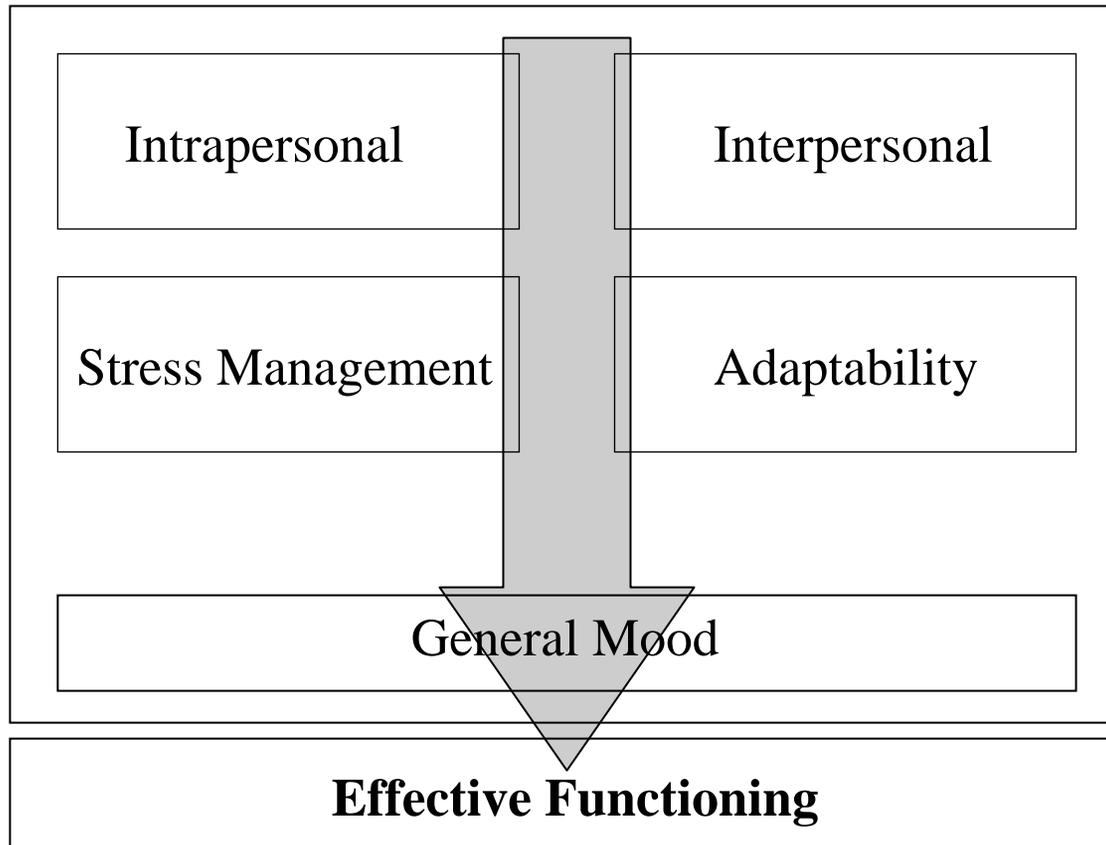
Type of Functioning Predicted	Validity Coefficient
<i>Scholastic</i>	.41
<i>Effective Teaching</i>	.52
<i>Occupational</i>	.52
<i>Occupational (stress-related)</i>	.55
<i>Occupational (leadership)</i>	.74
<i>Physical Health</i>	.49
<i>Psychological Health</i>	.39
<i>Overall Quality of Life</i>	.66

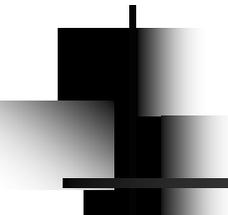


How Does the EQi Work?

- 133 brief items answered on a 5-point scale from “Not true of me” to “True of me”
- Standard scores based on “100” as the average
- Includes the following scales:
 - Total EQ
 - 5 EQ Composite scales
 - 15 EQ Content Scales
 - 4 Validity scales

The BarOn Model of Emotional Intelligence





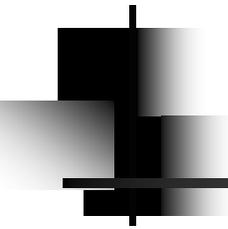
EQ-i® Factors

- Intra-Personal
 - Emotional Self-Awareness
 - Assertiveness
 - Self-Regard
 - Self-Actualization
 - Independence
- Inter-Personal
 - Interpersonal Relationship
 - Empathy
 - Social Responsibility
- Adaptability
 - Problem Solving
 - Flexibility
 - Reality Testing
- Stress Management
 - Stress Tolerance
 - Impulse Control
- General Mood
 - Optimism
 - Happiness



Pre-Test

- Knowing what you know about yourself and the EQ-I, rank order the domains from your greatest to lowest areas of strength

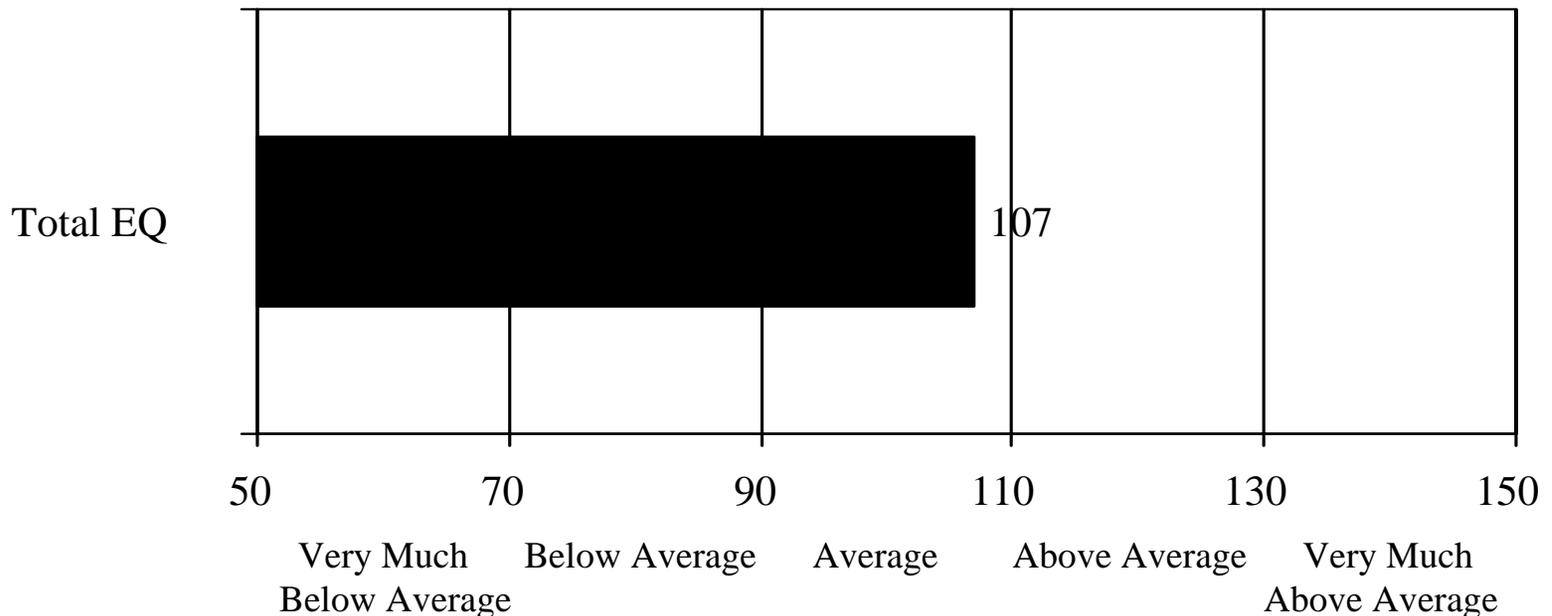


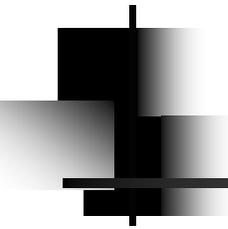
Questions for Review

- For each domain:
- Review your results by yourself
- Share with the group your highest and lowest trait (you should not share scores)
- Explain why you are or are not surprised by the results

Total EQ Scale Score

This score encapsulates how successful the individual is in coping with environmental demands and presents a “snapshot” of his or her present emotional well-being.





What the Numbers Mean

- Normal distribution, Standard scores
- Mean = 100, SD = 15
- 85 to 115 is within average range
- Greater than 115 is considered a high score
- Below 85 is considered a low score

What Does an Average Score Mean?

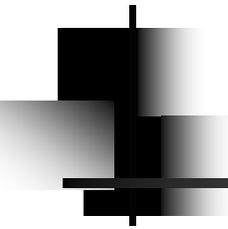
- Scores in the average range indicate *effective functioning* in that factor--the respondent functions efficiently, handling situations and meeting environmental demands.

What Does an Above Average Score Mean?

- Above average scores indicate *exceptional functioning*, compared to the thousands of people who have taken the EQi.
- A high score indicates that, at the present time, the person is well-developed, strong, and efficient in the factor being measured.

What Does a Below Average Score Mean?

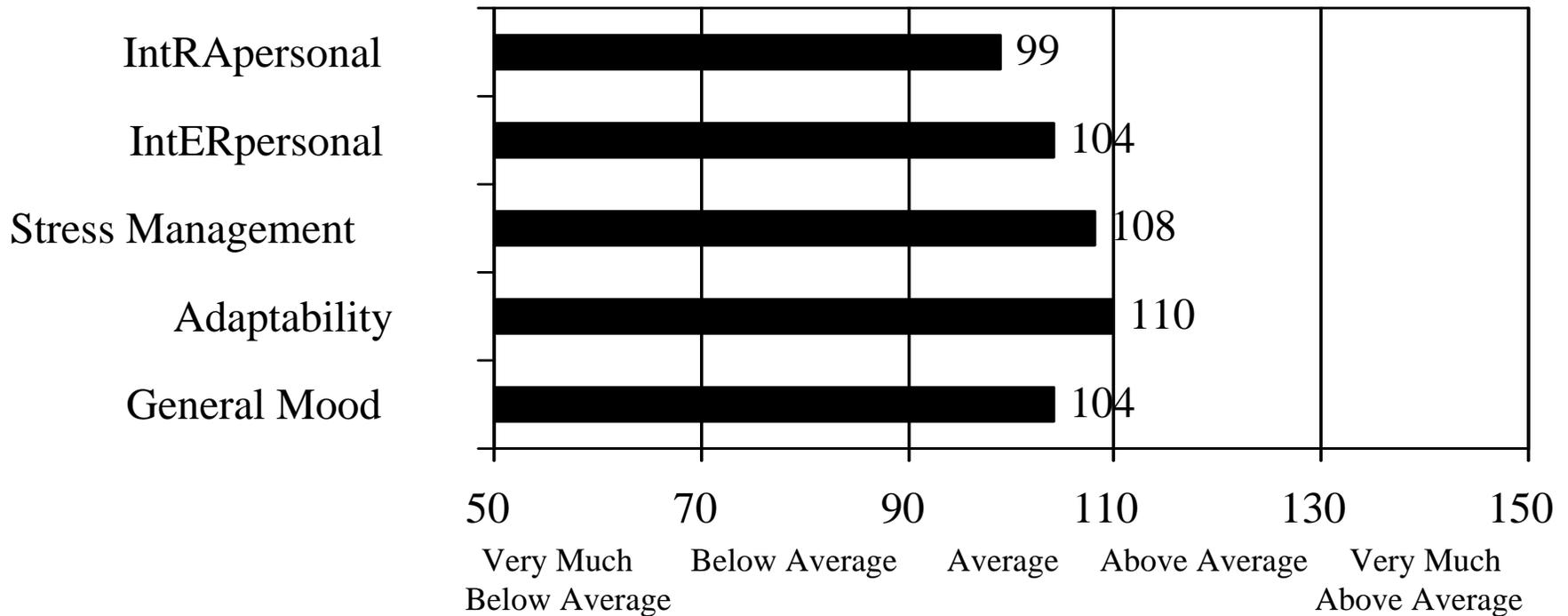
- Below average scores indicate that, at the present time, the person could do better in meeting environmental demands.
- Low scores identify skills that need to be improved to increase overall functioning and chances for success.

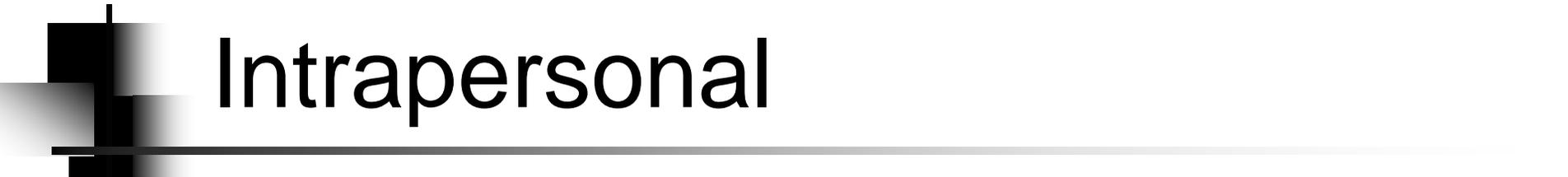


EQ-i Composite Scales

- Intrapersonal
- Interpersonal
- Adaptability
- Stress Management
- General Mood

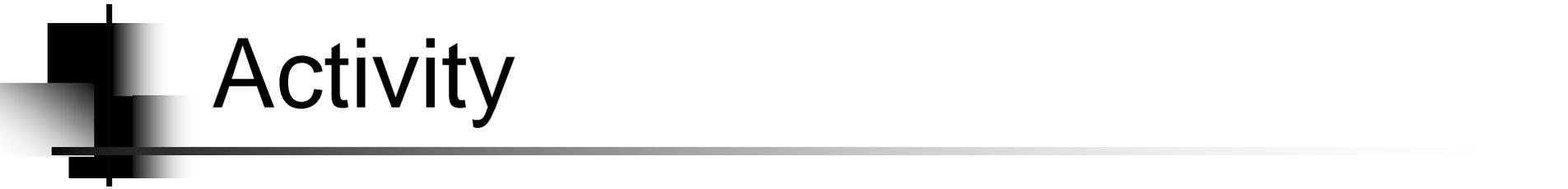
Composite Scales





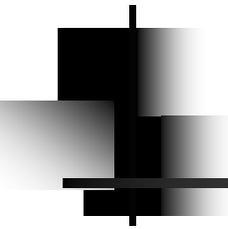
Intrapersonal

- Self-regard
- Emotional Self-Awareness
- Assertiveness
- Independence
- Self-Actualization



Activity

- Review your results
- First look at the trends
- Then the details
- What trends do you see?
- How does one score inform another?

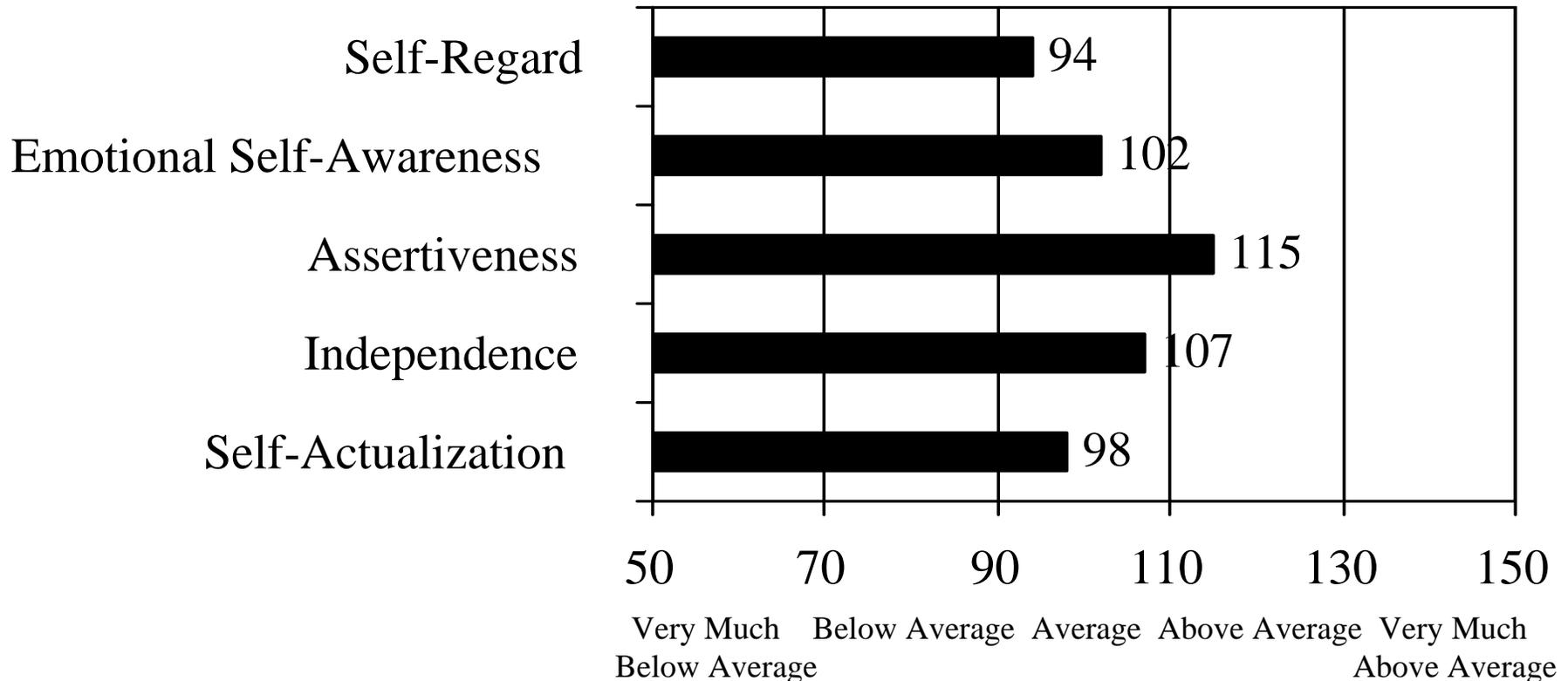


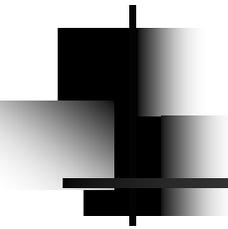
Questions for Review

- For each domain:
- Review your results by yourself (how do they compare with your pre-test?)
- Share with your partner your highest and lowest trait (you should not share scores)
- Explain why you are or are not surprised by the results

Content Subscales

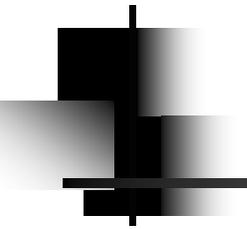
IntRApersonal





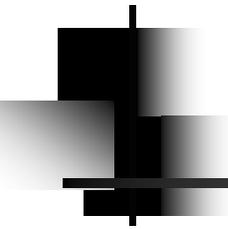
Self-Regard

- Definition: The ability to look at and understand oneself, respect and accept oneself, accepting one's perceived positive and negative aspects as well as one's limitations and possibilities.
- Benefit: Employees who have high self-regard have better work attitudes and behaviors. Better self-confidence means better performance.



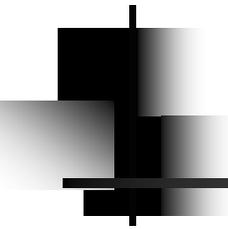
Emotional Self-Awareness

- Definition: The ability to recognize and understand one's feelings and emotions, differentiate between them, and know what caused them and why.
- Benefit: Good emotional self-awareness promotes successful conflict resolution and leads to improved interaction between staff.



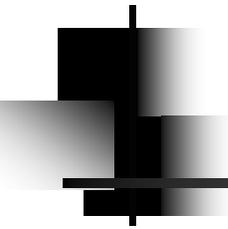
Assertiveness

- Definition: The ability to express feelings, beliefs, and thoughts and defend one's rights in a non-destructive way.
- Benefit: Proper assertiveness helps individuals to work more cohesively and to share ideas effectively. Good leaders have well-developed assertiveness skills.



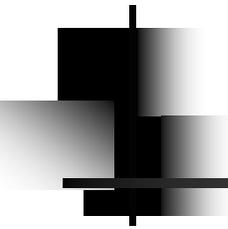
Independence

- Definition: The ability to be self-reliant and self-directed in one's thinking and actions and to be free of emotional dependency; these people may ask for and consider the advice of others, but they rarely depend on others to make important decisions or do things for them.
- Benefit: The proper balance is for people to “think for themselves” and yet still listen to and utilize ideas from others when appropriate.



Self-Actualization

- Definition: The ability to realize one's potential capacities and to strive to do that which one wants to do and enjoys doing.
- Benefit: High self-actualization is connected with good motivation and striving to optimize both individual and team performance. A well-rounded individual brings more life experience to the job.

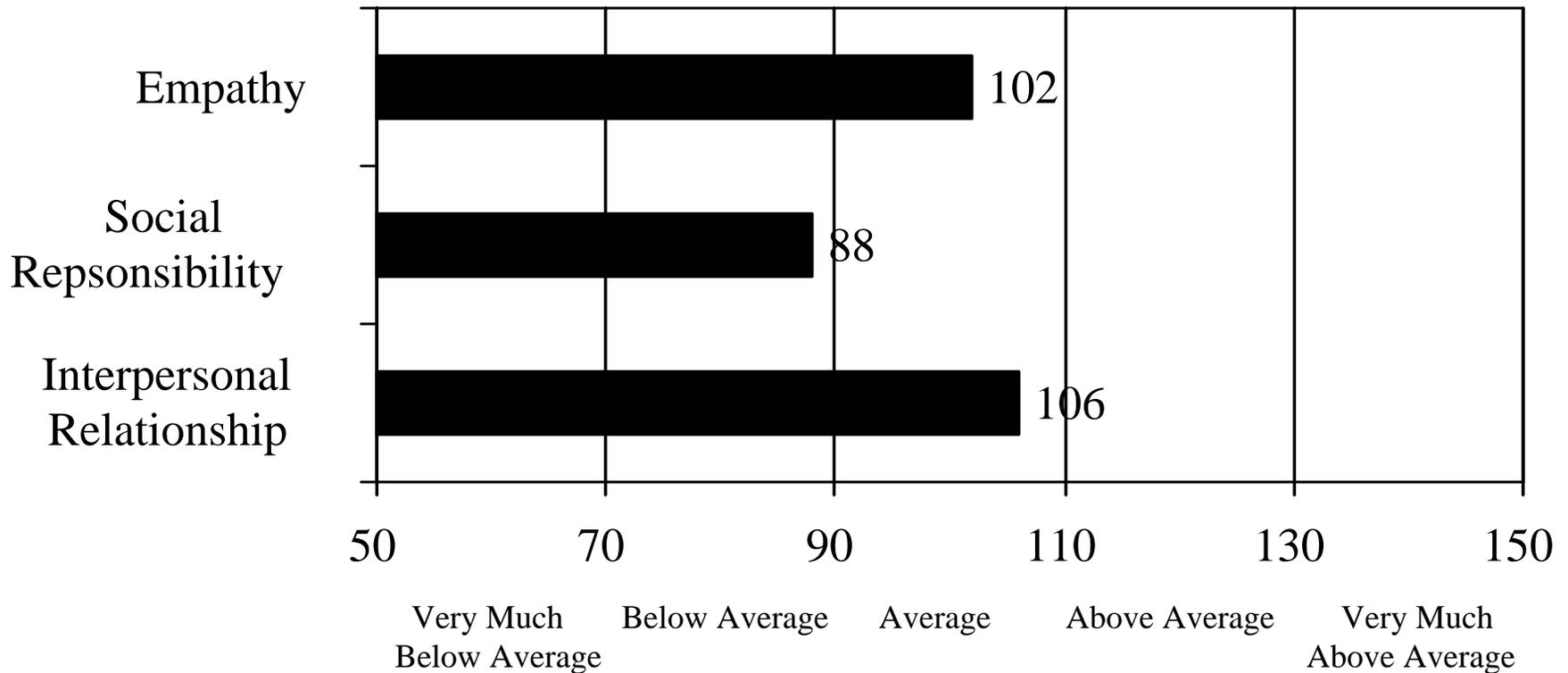


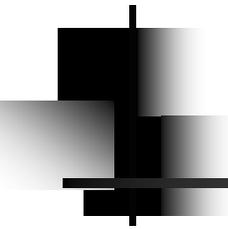
Interpersonal

- Empathy
- Social Responsibility
- Interpersonal Relationship

Content Subscales

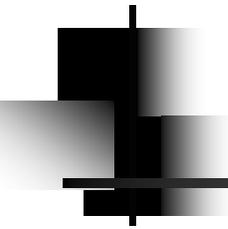
IntERpersonal





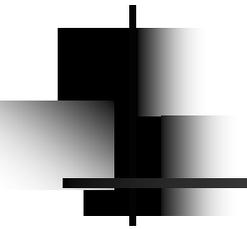
Empathy

- Definition: The ability to be attentive to, to understand, and to appreciate the feelings of others; being able to “emotionally read” other people.
- Benefit: Understanding the duties and demands being placed on fellow staff members creates cohesive functioning. Understanding others’ points of view will help make you a team player.



Social Responsibility

- Definition: The ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group.
- Benefit: Social responsibility means contributing to recognized departmental and company goals. It also means being aware of the greater good you and your group can contribute to society as a whole.



Interpersonal Relationship

- Definition: The ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection.
- Benefit: Good interpersonal relations translates into effective communication within and between departments.

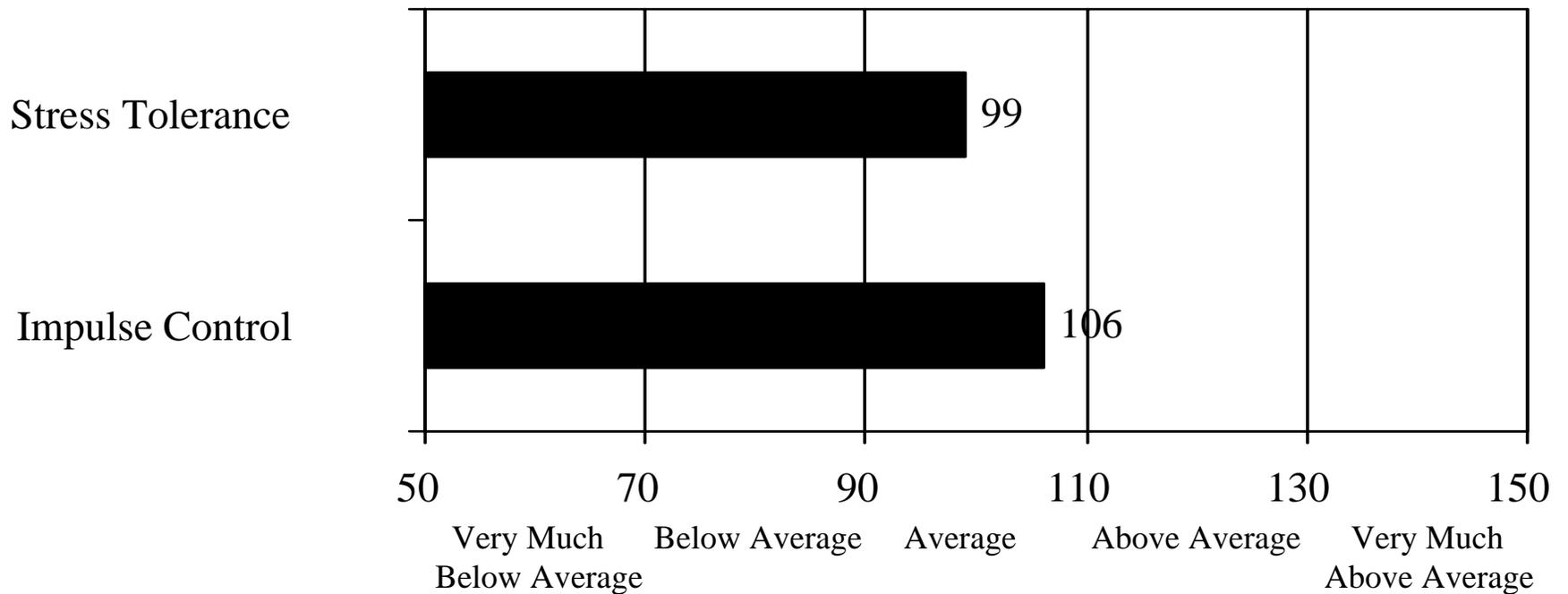


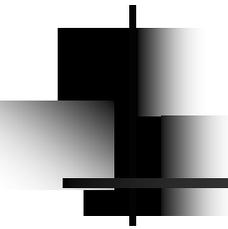
Stress Management

- Stress Tolerance
- Impulse Control

Content Subscales

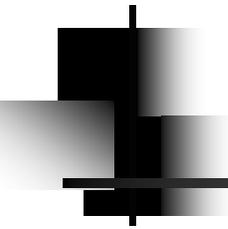
Stress Management





Stress Tolerance

- Definition: The ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress.
- Benefit: Effective stress tolerance has to do with managing reasonable workloads, establishing clear priorities, and meeting realistic deadlines.



Impulse Control

- Definition: The ability to resist or delay an impulse, drive, or temptation to act.
- Benefit: Rash actions can be costly. Mistakes can often be avoided by simply taking time to stop and think.

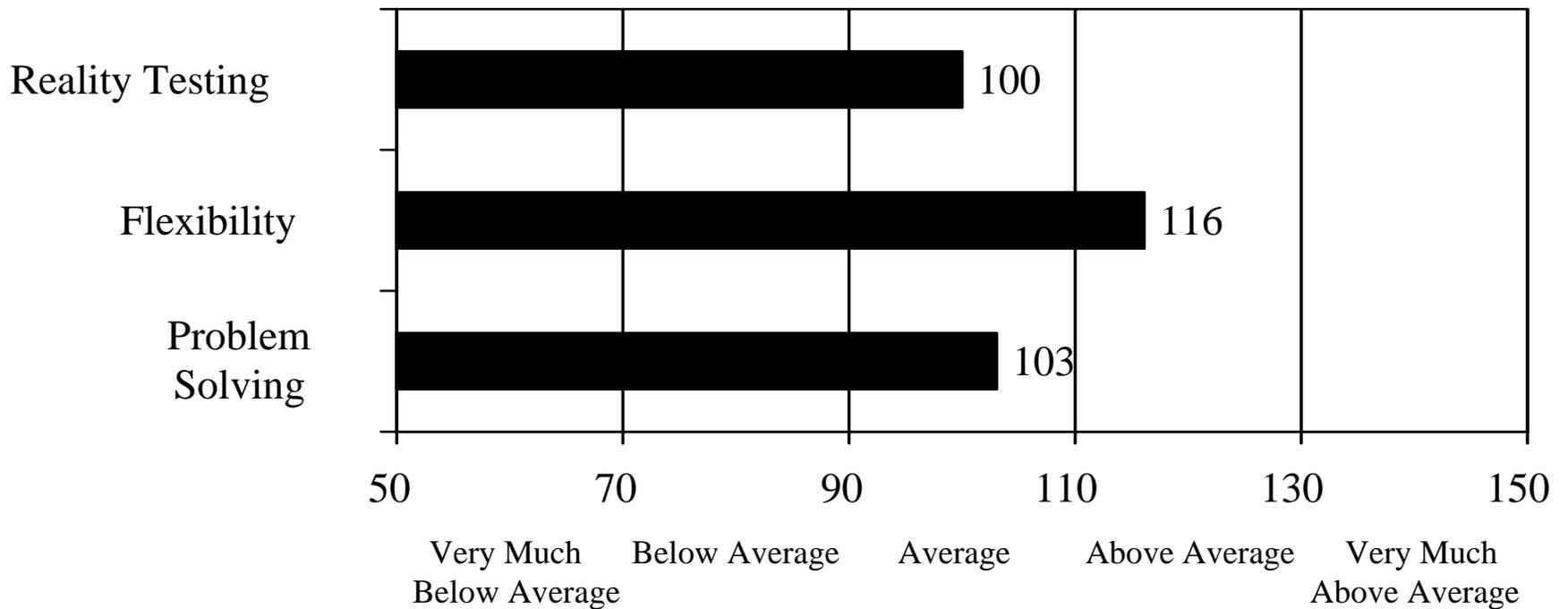


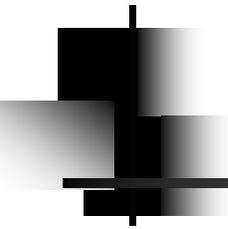
Adaptability

- Reality Testing
- Flexibility
- Problem Solving

Content Subscales

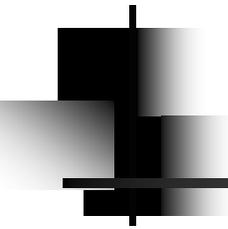
Adaptability





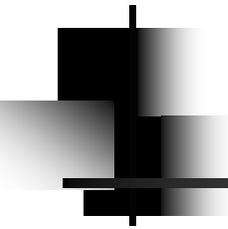
Reality Testing

- Definition: The ability to assess the correspondence between what is experienced (the subjective) and what in reality exists (the objective).
- Benefit: The focus should be on practicality and not unrealistic expectations.



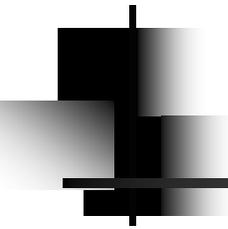
Flexibility

- Definition: The ability to adjust to one's emotions, thoughts, and behavior to changing situations and conditions.
- Benefit: Those high in flexibility perform better in positions where tasks are dynamic and changing. Those low in flexibility may perform better at more well-defined tasks requiring reliability and consistency.



Problem Solving

- Definition: The ability to identify and define problems as well as to generate and implement potentially effective solutions.
- Benefit: The method used for problem solving is critical: viable alternative solutions must be considered, including a cost/benefit analysis and long-term implications.

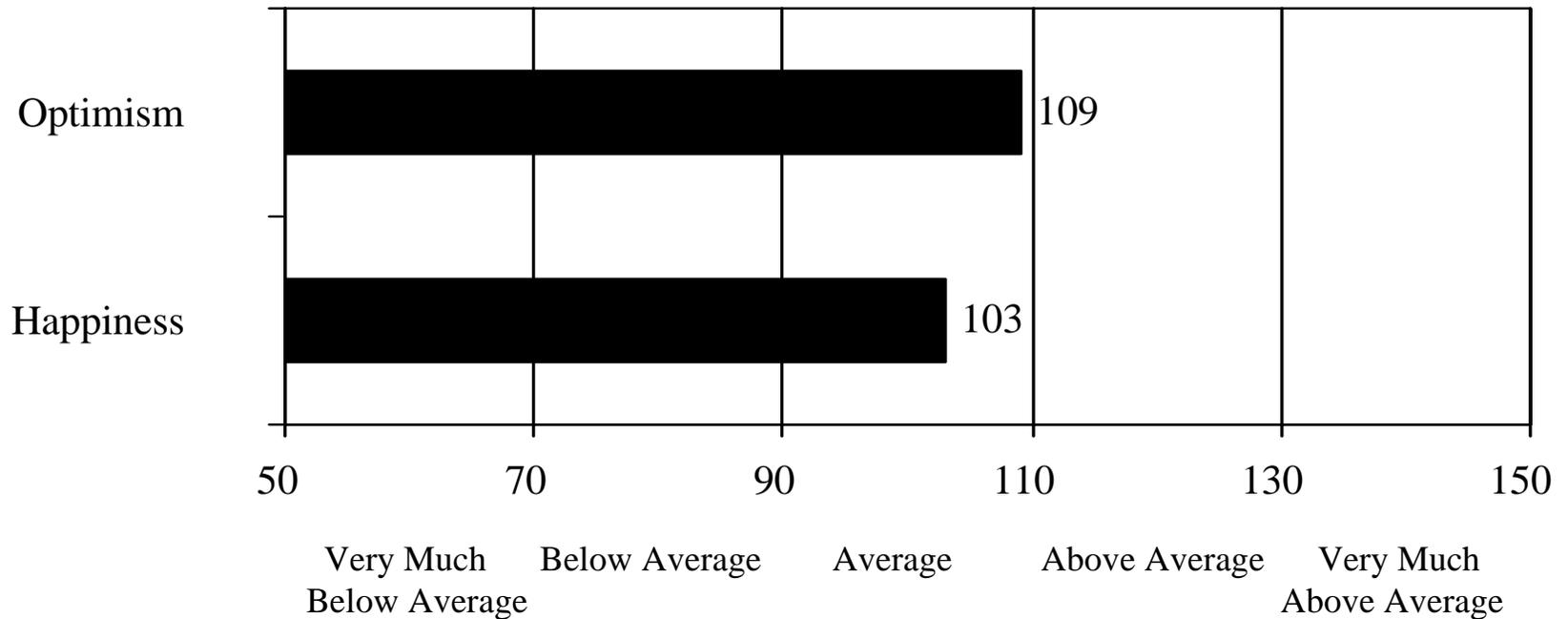


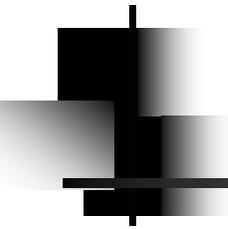
General Mood

- Optimism
- Happiness

Content Subscales

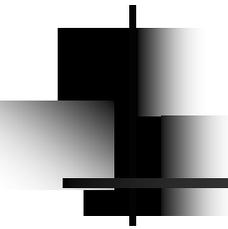
General Mood





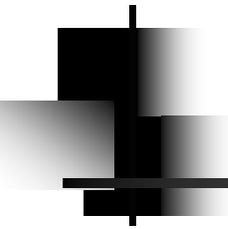
Optimism

- Definition: The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity.
- Benefit: There is such a thing as a self-fulfilling prophecy. When staff believe something is possible, they will often make it happen. An optimistic attitude also helps ward off stress.



Happiness

- Definition: The ability to feel satisfied with one's life, to enjoy oneself and being with others, and to have fun.
- Benefit: A positive atmosphere lifts spirits and helps overall performance.



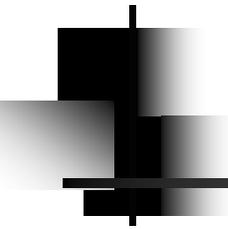
Feedforward Instructions

- Pick one EQ-i trait
- Ask for feedforward-two suggestions for the future that might help achieve a positive change in your selected trait. *Listeners may not give any feedback about the past. You are limited to future ideas only.*
- Listen attentively to the suggestions and take notes. *You are not allowed to comment on suggestions in any way. You may not even make affirming statements like “That is a good idea.”*
- Thank the other participant for his or her suggestion.
- Now change roles and ask the other participant what s/he would like to change.
- Provide feedforward-two suggestions aimed at helping them change.
- Say, “You are welcome” when thanked for your suggestions.
- Find another participant and repeat the process.

Predicting Successful Leaders

[M. Ruderman & R. Bar-On; CCL; n=300, US; R=.74, 86% accurate]

- **Social Responsibility** ($p=.001$)
- **Empathy** ($p=.005$)
- **Interpersonal Relationship** ($p=.008$)
- **Stress Tolerance** ($p=.013$)
- **Problem-Solving** ($p=.019$)



Predicting Effective Leadership

Bar-On

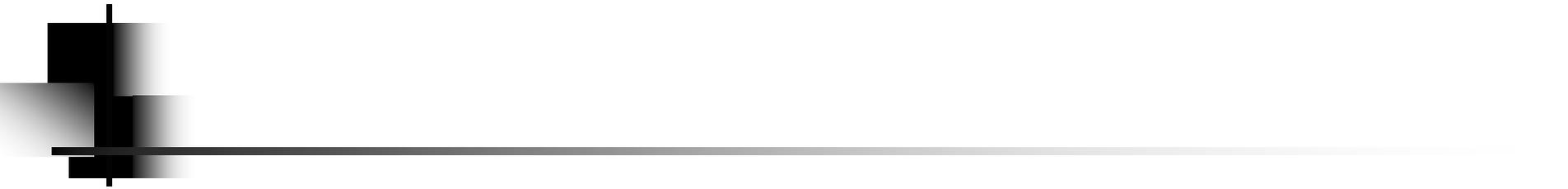
- Interpersonal
 - Stress Management
 - Impulse Control
 - Stress
-
- These qualities strongly associated with leadership because if you do not have these derailment occurs

How Can Scores Be Improved?

- Self-reflection and commitment to personal development
- Formal or informal training programs
- Reading, coaching, requesting feedback
 - Using the EQ-i workbook, *Emotional Intelligence and Your Success: A Guide to Improving Your EQ*.
 - Stein & Book. *The EQ Edge: Emotional Intelligence and Your Success*, 2000.

How Improving Your Scores Will Benefit You

- Become more effective in dealing with others
- Become better able to deal with daily demands
- Become more successful at meeting goals
- Feel better
- Make yourself “smarter”



**The real voyage of discovery
consists not in seeking new lands
but in seeing with new eyes.**

Marcel Proust