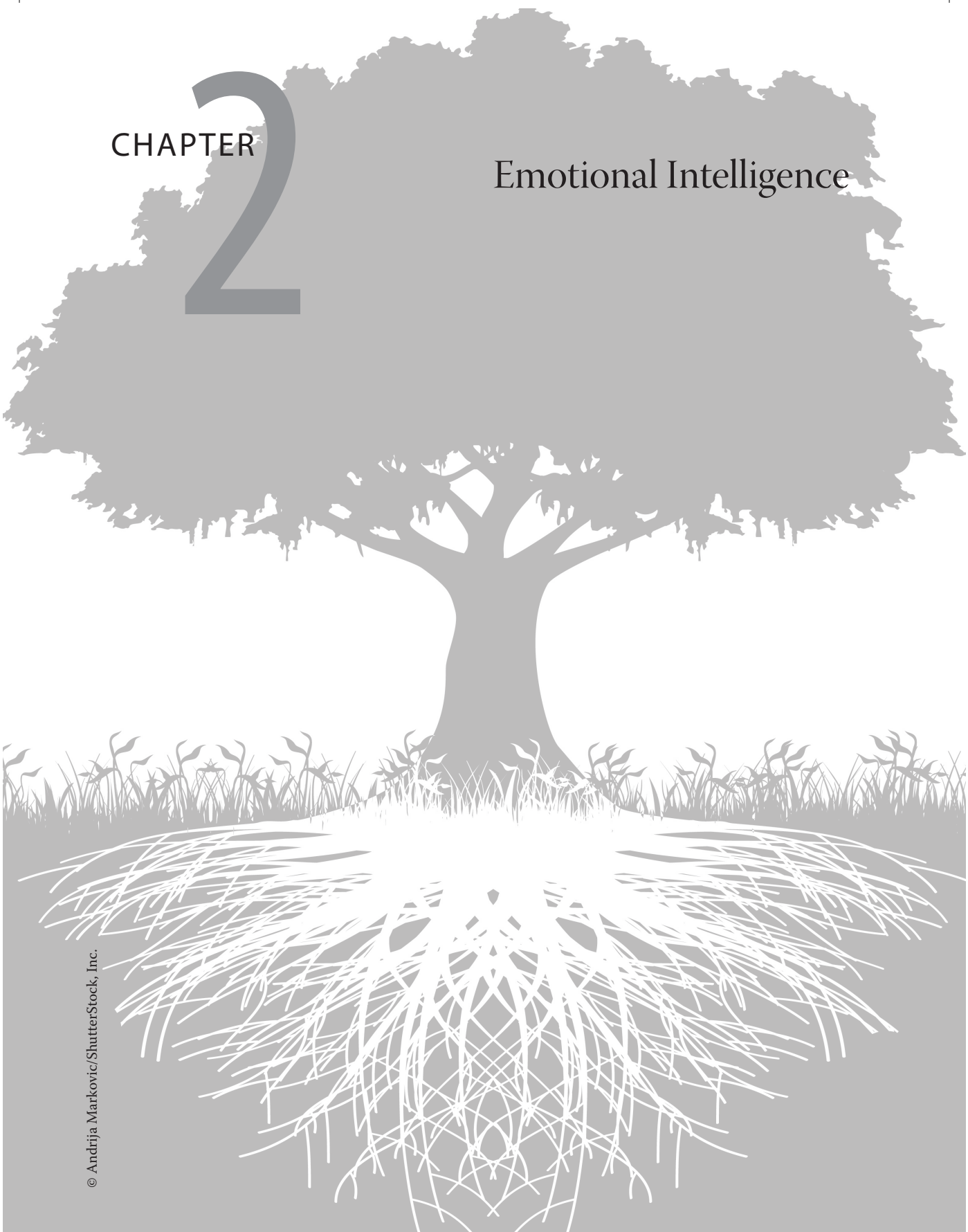


CHAPTER

2

Emotional Intelligence



# Pre-Assessment: Emotional Intelligence

## *Mind Mapping*

*Consider the term below. Without thinking or editing, write down the ideas, concepts, examples, contradictions, and theories that come to mind. Do not array them in any systematic or orderly manner. Scatter them about the page. Now, draw lines between your additions, indicating that there is a relationship between the terms. If something causes something else, indicate this with an arrow. Relationships may be reciprocal—both cause each other—requiring arrows at both ends. Indicate the strength of the relationship by darkening and thickening the lines; stronger relationships have darker and thicker lines. Most important: There is no right answer. Do not compare with your classmates. What you have is a mind map, your mental representation of the topic. Review to determine if anything has changed following this chapter.*

**Emotional intelligence**

### ◆ DESIRED EDUCATIONAL OUTCOMES

- Describe emotional intelligence.
- Describe the four domains of emotional intelligence.
- Discuss emotional hijackings.
- Discuss why emotional intelligence is important.

### ◆ DESIRED PERSONAL OUTCOME

- Acquire an enhanced personal level of emotional intelligence.

## What Is Emotional Intelligence?

EMOTIONAL INTELLIGENCE IS THE ABILITY to understand your own and other people's emotions, and craft a functional behavior that is suitable to the context. Emotional intelligence does not require that emotions be suppressed or denied; rather, emotions are used to achieve objectives. Some people are better at understanding themselves and the needs of others, and building successful and productive relationships. These people are emotionally intelligent. Emotional intelligence is the social lubrication that facilitates relationships between people.

The idea of emotional intelligence emerged from research on multiple intelligences suggesting that people vary not just in their cognitive abilities, the traditional idea of intelligence, but also on other dimensions, such as musical, spatial, kinesthetic, and intra- and interpersonal understanding.

Whether it is really intelligence or actually a skill that can be learned is debatable. For our purposes, emotional intelligence is viewed as a skill. From this perspective, levels of emotional intelligence are not fixed, but can be improved on.

## What Are the Domains of Emotional Intelligence?

EMOTIONAL INTELLIGENCE HAS FOUR DOMAINS or core skills: self-awareness, self-management, social awareness, and relationship management. The first two skills, self-awareness and self-management, are

primarily about the individual; they are internal. The second two skills, social awareness and relationship management, are about the individual's relationship to the world; they are external.

### *What Is Self-Awareness?*

Self-awareness is the ability to understand who you are. What are your tendencies; what are your emotional reactions to certain circumstances? What type of people upset you? Which challenges energize you, and which intimidate you? What are you afraid of? The potential number of things you can learn about yourself is unlimited, as experience reveals unfathomed aspects of yourself. The level of self-awareness that is appropriate does not require plumbing the inner depths of your soul and subconscious. Instead, ask yourself in an objective way: Do you understand how you operate in the world? Self-awareness is the foundation on which other aspects of emotional intelligence are built.

### *What Is Self-Management?*

Self-management is what you do, or do not do, that is appropriate to the context. Context is key. Behaviors appropriate to a student graduation party are ill-advised at a company Christmas party. Self-management requires monitoring your behaviors in specific, discrete circumstances as well as your entrenched tendencies. Self-management requires sublimating your immediate emotional needs for your longer term success. It is difficult to react appropriately in all circumstances; often you will get it wrong. Effective self-management requires self-correction, the quicker the better. A self-managed person is the CEO of the self.

### *What Is Social Awareness?*

Social awareness requires paying attention to the people and the world around you. You have to look and listen—effectively. This requires that you stop talking and stop listening to the internal dialogue in your head. Social intelligence requires seeing people as they are, not as you would like them to be. There is a tendency for all of us to seek confirmation of our own internal beliefs. We do this by focusing on the things that confirm our beliefs and ignoring disconfirming information. Socially aware people understand this bias and understand “it is what it is.”

### *What Is Relationship Management?*

We all live in the shadow of one another. Relationships are the key to everything. Relationship management builds on the three other emotional intelligence domains. Relationships build over time and take work. They require give and take. Relationship management is a delicate balance between doing things to preserve the relationship and doing things to preserve personal integrity.

## What Are Emotional Hijackings?

**E**MOTIONAL HIJACKINGS, OR FLASHPOINTS, ARE circumstances, people, or objects that provoke uncontrolled emotional reactions. Road rage following being cut off in traffic exemplifies an emotional hijacking. Lashing out at someone if you feel belittled is another example. For some, a spider on the wall elicits panic and fear out of proportion to the threat. Emotional hijackings, or reacting without thinking, can be considered a form of emotional *unintelligence*. A significant aspect of emotional intelligence is understanding and managing emotional hijackings.

## Why Is Emotional Intelligence Important?

**I**N THEIR BOOK *EMOTIONAL INTELLIGENCE 2.0*, Bradberry and Greaves (2009) report the following findings:

- Ninety percent of high performers in their jobs are also high in emotional intelligence.
- Just 20 percent of low performers at work are high in emotional intelligence.
- Emotional intelligence is the single largest predictor of success at work.
- Those high in emotional intelligence, on average, earn \$29,000 more than those low in emotional intelligence.

These findings hold true across all industries, at all levels, and in all countries of the world. These results are based on a sample of more than 500,000 individuals. The results speak for themselves regarding the impact of emotional intelligence on career trajectory.

If these results are not sufficient to impress upon you the impact of emotional intelligence, consider the following. As a pharmacy student, you have self-selected and been selected into a group of individuals who on average have an IQ in the neighborhood of 120. In other words, everyone in pharmacy school is smart. Essentially, there is no significant variance in the intelligence level of pharmacy students. What's left to predict career success: emotional intelligence. Thirty years from now those students highest in emotional intelligence will sit at the top of the career ladder, whereas those less self-aware, unable to manage their emotions, who have difficulty reading social situations, and are ill adept at relationships will be working for their classmates. We acknowledge there is individual variation in this prediction, but on average it will hold true.

## What Are Some Examples of Emotional Intelligence?

THE FOLLOWING SITUATIONS CAPTURE ASPECTS of emotional intelligence:

- Michael Jordan was cut from his high school basketball team. He used the stigma of this public humiliation to fuel the anger that drove his quest for basketball perfection and success.
- Your 10-year-old son comes home with his first “F” grade on a paper. Rather than lashing out in anger or disappointment, you try to understand his embarrassment and shame. Although not condoning his actions, you discuss the reason for the performance and how to improve while conveying you still love him.
- You witness a large man abusing his 9-year-old daughter in public. You use the anger invoked by this injustice to intervene to protect the child without escalating your response to a personal attack on the abusive father.

## Emotional Intelligence at Work

THE FOLLOWING IS A SAMPLE scenario related to emotional intelligence involving RPG (recent pharmacy graduate):

Having graduated 3 years ago with his Doctor of Pharmacy degree, nothing but good things had happened for RPG. He secured precisely the job he wanted in a major healthcare setting. Each year his responsibilities have increased. His performance has been exemplary on all counts. Coming in to work today, RPG discovered that the technician responsible for mailing IV medications from his department made a mistake in switching mailing labels on two separate orders. Consequently, two patients would receive their medications late. To correct this oversight, both orders had to be reconstituted and delivered overnight at considerable expense. The original orders had to be picked up and destroyed because it was not clear that the required storage conditions had been met. RPG was steaming; he was frightened. His natural inclination was to burst into the department and start yelling, not only at the responsible technician, but at all the staff. In his mind, RPG thought there was no place for subtlety when people's lives were in the balance.

How would you recommend RPG handle the situation?

## Assignment: What Do the Practitioners/ Others Say?

BE PREPARED TO DISCUSS EMOTIONAL intelligence based on any *one* of the following:

- A discussion with your colleagues, or others, on how they feel and what they know about emotional intelligence
- An article on emotional intelligence, either from the research literature or any other source
- A movie/television program/YouTube video about emotional intelligence
- A book on emotional intelligence (literary, historical, psychological, or any other source)



## EXERCISES



### ◆ How Would You Rate Your Emotional Intelligence?

Ask yourself the following questions, assigning a rating from poor to good. If possible, ask someone else close to you to answer the questions on your behalf. That external perspective will help prevent self-reporting bias. Rate yourself from 1 to 10 on these points, with 1 being poor and 10 being good.

1. How good are you at understanding others from their perspective?  
\_\_\_\_\_
2. How sensitive are you about the feelings of others? \_\_\_\_\_
3. Do you easily make friends? \_\_\_\_\_
4. Are you willing to express your emotions to others? \_\_\_\_\_
5. Are you good at solving conflicts? \_\_\_\_\_

If you (and others) consistently rate you on the high end of the scale, you're lucky: it sounds as if you have a high EQ. If not, you should put some effort into the further development of this crucial part of human functioning.

*Source:* Kets de Vries, M. (2001). *The leadership mystique*. London: Pearson Education.

### ◆ Emotional Type

All of us have a particular style of relating to our emotions and to the world. This is the filter through which we see the world. Understanding our type helps us understand how we behave. Our emotional type is due to inborn temperament and parental influence. No single type is superior to another. Understanding your emotional type is a key element to developing your emotional intelligence. It is a key aspect of self-awareness, but only a beginning. Emotional type can evolve over time. Also, most of us are combinations of several emotional types.

#### *The Intellectual*

Intellectuals live in their head. They are cerebral. The world is seen through a rational filter. Intellectuals are at risk of being cut off from their emotions. To determine if you are an intellectual, consider the following:



Do I believe that I can think my way through to any solution?

When presented with a problem, do I immediately start analyzing the pros and cons rather than noticing how I feel?

Am I uncomfortable when people get highly emotional?

Do I tend to get overly serious?

Do I distrust decisions made by the gut?

Do I prefer planning to being spontaneous?

### ***The Empath***

Empaths feel everything. They have a finely tuned antenna for emotions. For the empath, intuition is the filter for their world. To determine if you might be an empath, consider the following.

Have I been labeled as too emotional or overly sensitive?

If a friend is distraught, do I feel it too?

Are my feelings easily hurt?

Am I emotionally drained by crowds and require time alone to revive?

Do my nerves get frayed by noise, smells, or excessive talk?

Do I prefer taking my own car places so that I can leave when I please?

Do I overeat to cope with emotional stress?

Am I afraid of becoming engulfed by intimate relationships?

### ***The Rock***

Rocks are emotionally strong. They are practical. They are cool. They care about your pain but maintain their boundary. They like life on an even keel but will deal with life's problems. Rocks internalize their emotions. To determine if you are a rock, consider the following:

Is it easier to listen than to share my feelings?

Do I often feel like the most dependable person in the room?

Do people tend to come to me with their troubles?

Am I able to stay calm when others are upset?

Would I rather avoid introspection?

Am I generally satisfied with the status quo in relationships but others are often trying to draw me out emotionally?

### *The Gusher*

Gushers are the opposite of rocks; they are intimately in tune with their emotions and want to share them. They tend to be spontaneous and authentic. Gushers unload stress by verbalizing it. To determine if you are a gusher, consider the following:

Is it easy for me to express my emotions?

Do I get anxious if I keep my feelings in?

When a problem arises, is my first impulse to pick up the phone?

Do I need to take a poll before finalizing a decision?

Are my friends often telling me, “Too much information”?

Do I have difficulty sensing other people’s emotional boundaries?

*Source:* Adapted from Orloff, J. (2009). *Emotional freedom*. New York, NY: Harmony.

### ♦ ♦ What About the People You Know?

Take a few moments to consider the characteristics of some of the most likeable and not likeable people you have met. Are there patterns in how they conduct themselves? Would you assess one as more emotionally intelligent than the other? How effective are they in their career, their dealings with other people? Note their characteristics in **Table 2.1**.

**TABLE 2.1 Characteristics**

Likeable Characteristics	Not Likeable Characteristics

### ♦ ♦ What About Famous People?

With several of your classmates, consider people in the news, presidents, celebrities, athletes, and the like. Think of your favorite reality-based program. Which of the people do you consider to be emotionally intelligent?

Based on their public behavior, appearances, and pronouncements, rate their emotional intelligence. Does anyone come to mind that you would rate highly on emotional intelligence? Is there anyone you would rate deficient in emotional intelligence?

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### ❖ **What's the Emotionally Intelligent Thing to Do?**

With several of your classmates, discuss the emotionally intelligent response to the following scenarios. Also, consider how not to handle these situations.

#### *The Dinner*

You and your fiancée planned a romantic weekend together to celebrate the end of the semester. The only thing left to do before moving and taking the job you want is graduation. The night before leaving you want to go out for dinner. There is considerable disagreement over the restaurant choice. Following a lengthy discussion, you agree to the restaurant your fiancée prefers. Unfortunately, the food, the service, and the ambience are terrible. As you pay the rather expensive bill, you are fuming at the waste of money. What do you advise?

#### *The Grade*

You always felt that your preceptor didn't really like you. You are not sure why, but others noticed that the preceptor seemed aloof with you, whereas with other students she was warm and giving. You just received your first evaluation from the preceptor. You were graded as deficient on everything. Even though you had some difficulties, and came to one presentation ill prepared, it was not likely you would be inadequate on all dimensions. You know for a fact that the other clinical staff enjoyed working with you. This evaluation was personally hurtful, the first time something like this has happened to you. It was a stress you did not need. You just found out your mother was going in for tests following a course of treatment for breast cancer. What do you advise?

***The Advice***

Pharmacy school has been a struggle for you—not because of intellectual deficiencies, but because much of your time was spent on school and national organizations. You served as president of your class, your sorority, and several campus-wide initiatives. You really loved these activities. You took to heart the recommendation that job prospects are enhanced by demonstrating your commitment to the profession and your organizational skills. As a result of these time commitments, you now find yourself in front of the student standing committee petitioning for readmission to the program following your third deficiency. The committee says they will consider reinstatement if you will drop all extracurricular activities and concentrate on academics. You still believe you can do both, it will just take a small adjustment in your time. What do you advise?

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Based on your responses to the exercises, write a one-paragraph description of yourself as it relates to emotional intelligence.

**♦ WHAT'S IMPORTANT TO YOU IN THE CHAPTER?**

With several of your classmates discuss the idea/ideas most likely to effect a change in your values, attitudes, or behaviors. Be succinct—no more than two sentences.

**♦ REFERENCES**

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## ◆ SUGGESTED READINGS

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