

# **EMOTIONAL IQ: EIQ**

**Ann Anzalone**

**[ann.anzalone@gmail.com](mailto:ann.anzalone@gmail.com)**

## EMOTIONAL INTELLIGENCE

the ability to motivate oneself; to persist in the face of frustrations, to control impulse and delay gratification, to regulate one's moods, to keep distress from swamping the ability to think to empathize, to hope, to be able to handle frustration, to control emotion, and to get along with other people

- SELF-AWARENESS
- IMPULSE CONTROL
- PERSISTENCE
- ZEAL
- SELF-MOTIVATION
- EMPATHY
- SOCIAL DEFTNESS

## EMOTIONS

anger  
sadness  
fear  
enjoyment  
love  
surprise  
disgust  
shame

**EMOTION:** impulses to act; feeling and its distinctive thoughts, psychological and biological states and range of propensities to act

The emotional mind reacts to the present as though it were the past. The working of the emotional mind is to a large degree state-specific, dictated by a particular feeling ascendant at a given moment.

**anger** is the mood people are worst at controlling; it is the most seductive of the negative emotions, it is energizing, even exhilarating, anger has a seductive, persuasive power, the train of angry thoughts that stokes anger is also potentially the key to one of the most powerful ways to defuse anger, undermining the convictions that are fueling the anger in the first place; reframing a situation more positively is one of the most potent ways to put anger to rest

**anger** – endangerment – symbolic threat to self-esteem or dignity – being treated unjustly, being insulted or demeaned, being frustrated in pursuing an important goal – instant trigger for a limbic surge that has a dual effect on the brain – when the body is already in a state of edginess and something triggers an emotional hijacking, the subsequent emotion, whether anger or anxiety is of especially great intensity; anger builds on anger; at this point people are unforgiving and beyond being reasoned with; their thoughts revolve around revenge and reprisal, oblivious to what the consequences may be

## **EMOTIONAL SKILLS**

- IDENTIFYING AND LABELING FEELINGS
- EXPRESSING FEELINGS
- ASSESSING THE INTENSITY OF FEELINGS
- MANAGING FEELINGS
- DELAYING GRATIFICATION
- CONTROLLING IMPULSES
- REDUCING STRESS
- KNOWING THE DIFFERENCE BETWEEN FEELINGS AND ACTIONS

## **COGNITIVE SKILLS**

- SELF-TALK
- READING AND INTERPRETING SOCIAL CUES
- USING STEPS FOR PROBLEM-SOLVING AND DECISION-MAKING
- UNDERSTANDING THE PERSPECTIVE OF OTHERS
- UNDERSTANDING BEHAVIORAL NORMS
- A POSITIVE ATTITUDE TOWARD LIFE
- SELF-AWARENESS

## **BEHAVIORAL SKILLS**

- NONVERBAL
- VERBAL

### **Emotional Self-Awareness**

- improvement in recognizing and naming own emotions
- better able to understand the causes of feelings
- recognizing the differences between feelings and actions

knowing one's emotions – self-awareness – recognizing a feeling as it happens; ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding; people with greater certainty about their feelings are better pilots of their lives; having a surer sense of how they really feel about personal decisions

### **Managing Emotions**

- better frustration tolerance and anger management
- fewer verbal put-downs, fights, and classroom disruptions
- better able to express anger appropriately, without fighting
- less aggressive or self-destructive behavior
- more positive feelings about self-school, and family
- better at handling stress
- less loneliness and social anxiety

managing emotions – handling feelings so they are appropriate is an ability that builds on self-awareness; capacity to soothe oneself, to shake off rampant anxiety, gloom or irritability, and the consequences of failure; people who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life’s setbacks and upsets

### **Harnessing Emotions Productively**

- more responsible
- better able to focus on task at hand and to pay attention
- less impulsive; more self-control

motivating oneself- marshaling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity. Emotional self-control – delaying gratification and stifling impulsiveness – underlies accomplishment of every sort, being able to get into the “flow” state

### **Empathy: Reading Emotions**

- better able to take another person’s perspective
- improved empathy and sensitivity to others’ feelings
- better at listening to others

recognizing emotions in others – empathy – people who are empathetic are more attuned to the subtle social signals that indicate what others need or want

### **Handling Relationships**

- increased ability to analyze and understand relationships
- better at resolving conflicts and negotiating disagreements
- better at solving problems in relationships
- more assertive and skilled at communicating
- more sharing, cooperation and helpfulness

handling relationships – skill in managing emotions of others – abilities that undergird popularity, leadership, interpersonal effectiveness

test of social skill – ability to calm distressing emotions in others; handling someone at the peak of rage is the ultimate measure of mastery

#### **4 abilities - interpersonal intelligence**

1. organizing groups - initiating and coordinating the efforts of a network of people
2. negotiating solutions - preventing conflicts or resolving those that flare up, excel in deal making, in arbitrating or mediating disputes, settle arguments
3. personal connection - empathy and connecting, read emotions from facial expressions
4. social analysis - detect and have insights about people’s feelings, concerns, easy intimacy, sense of rapport

Two actions always lead to rejection: trying to take the lead too soon and being out of synch with the frame of reference – this is what unpopular children tend to do: push their way into a group, try to change the subject too abruptly or too soon, offer their own opinions, or simply disagree with the others right away.

Popular children spend time observing the group to understand what's going on before entering in, do something that shows they accept it, wait to have their status in the group confirmed before taking initiative in suggesting what the group should do

**Worry** – a rehearsal of what might go wrong and how to deal with it, the task is to come up with positive solutions for life's perils by anticipating dangers before they arise; a narrative to oneself that jumps from concern to concern and more often than not includes catastrophizing, imaging some terrible tragedy; worries are almost always expressed in the mind's ear, not its eye – in words, not images

**Complaint:** state specifically what is upsetting and criticizes the action saying how it made you feel – an expression of basic emotional intelligence: assertive  
Person on the receiving end feels ashamed, disliked, blamed, defective; comes with contempt – most obvious form – mockery or insult, sneer or curled lip or rolling of the eyes

## ARTFUL CRITIQUE

- focuses on what person has done and can do rather than reading a mark of character into a job poorly done
- basic belief that leads to optimism: setbacks or failures are due to circumstances that we can do something about to change them for the better

**Be specific:** pick a significant incident, an event that illustrates a key problem that needs changing or a pattern of deficiency such as, the inability to do certain parts of a job well; focus on the specifics, saying what the person did well, what was done poorly and how it could be changed

**Offer a solution:** point to a way to fix the problem

**Be present:** critiques are the most effective face to face, in private;

**Be sensitive:** be attuned to the impact of what you say and how you say it on the person at the receiving end

# What Color Is Your Brain?

## Sheila N. Glazov

**Directions:** Rank the words in each row 4,3,2,1 with 4 being most like me to 1 being least like me. Use each number, 4,3,2,1 only once. Mark the total for each column under the corresponding letter at the bottom of the page.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Organized</b>	<b>Creative</b>	<b>Independent</b>	<b>Enthusiastic</b>
<b>Punctual</b>	<b>Communicative</b>	<b>Curious</b>	<b>Fun-Loving</b>
<b>Detailed</b>	<b>Flexible</b>	<b>Composed</b>	<b>Competitive</b>
<b>Responsible</b>	<b>Caring</b>	<b>Analytical</b>	<b>Resourceful</b>
<b>Committed</b>	<b>Sensitive</b>	<b>Contemplative</b>	<b>Courageous</b>
<b>Careful</b>	<b>Cooperative</b>	<b>Technical</b>	<b>Energetic</b>
<b>Accountable</b>	<b>Affectionate</b>	<b>Autonomous</b>	<b>Adventurous</b>
<b>Respectful</b>	<b>Authentic</b>	<b>Competent</b>	<b>Generous</b>
<b>Predictable</b>	<b>Nurturing</b>	<b>Investigative</b>	<b>Spontaneous</b>

1. When making decisions, I like to:

<b>Have a plan</b>	<b>Talk to others</b>	<b>Gather all facts</b>	<b>Trust instincts</b>
--------------------	-----------------------	-------------------------	------------------------

2. When working with others, I see myself as a:

<b>Coach</b>	<b>Team player</b>	<b>Problem solver</b>	<b>Trouble shooter</b>
--------------	--------------------	-----------------------	------------------------

3. I am most comfortable and thrive in an environment that supports my sense of:

<b>Stability</b>	<b>Harmony</b>	<b>Privacy</b>	<b>Freedom</b>
------------------	----------------	----------------	----------------

<b>Total A</b>	<b>Total B</b>	<b>Total C</b>	<b>Total D</b>
_____	_____	_____	_____

**Fundamentally we differ in our values, needs,  
motivations, wants and beliefs.**

Sheila N. Glazov

**We don't see things as they are. We see them as we are.**

Anais Nin

1. How do you feel about engaging in activities that present risks?
2. Do you consider life to be an adventure?
4. What do you do for entertainment or relaxation?
5. When asked, would you respond with what you think or how you feel?

## Point of View

<b>sees Yellow</b> organized dependable conservative predictable	<b>sees Green</b> abstract to the point problem solver perfectionist	<b>Yellow</b> <b>sees Blue</b> honest harmonious genuine sensitive	<b>sees Orange</b> impulsive impatient fun manipulative
<b>sees Blue</b> creative emotional nurturing sympathetic	<b>sees Yellow</b> organized anal retentive structured goal-oriented	<b>Blue</b> <b>sees Green</b> too intelligent intimidating cold focused	<b>sees Orange</b> fly by seat of pants courageous disorganized carefree
<b>sees Green</b> productive logical knowledgeable fair-minded	<b>sees Yellow</b> bureaucratic controlling rigid know-it-alls	<b>Green</b> <b>sees Blue</b> emotional caring smothering too talkative	<b>sees Orange</b> impulsive spontaneous unreliable inconsistent
<b>sees Orange</b> decisive capable smart hands on learner	<b>sees Yellow</b> controlling scheduling stubborn self-righteous	<b>Orange</b> <b>sees Blue</b> friendly caring poetic listeners	<b>sees Green</b> nerds fact finders geeks number crunchers

Sheila N. Glazov. What Color Is Your Brain? A Fun and Fascinating Approach to Understanding Yourself and Others. NJ: Slack Incorporated. 2008.

## A Selected Bibliography

- Bennett-Goleman, Tara. Emotional Alchemy How the Mind Can Heal the Heart. New York: Three Rivers Press. 2001.
- Bennett-Goleman, Tara and Goleman, Daniel, Ph.D. "Do You Know Your Emotional Schemas?" Bottom Line Health. January 2002.
- Benson, Dr. Herbert. The Relaxation Response. New York: Avon Press. 1975.
- Bloomfield, Harold M.D. and Robert Cooper, PhD. The Power of 5. Pennsylvania: Rodale Press. 1995.
- Cloud, Dr. Henry and Dr. John Townsend. Boundaries. When To Say Yes When To Say No To Take Control Of Your Life. Michigan: Zondervan Publishing House. 1992.
- Covey, Stephen R., A. Roger Merrill, and Rebecca R. Merrill. First Things First. New York: Simon & Schuster. 1994.
- Covey, Stephen R. The 7 Habits of Highly Effective People. New York: Simon&Schuster 1989.
- Glazov, Sheila. What Color Is Your Brain? A Fun and Fascinating Approach to Understanding Yourself and Others. NJ: Slack Incorporated. 2008.
- Goleman, Daniel Emotional Intelligence. New York. Bantam Books. 1995.
- Goleman, Daniel. Social Intelligence: The New Science of Human Relationships. New York: Bantam Books. 2006.
- Helmstetter, Shad. What To Say When You Talk To Your Self. New York:Pocket Books.1986.
- Marston, Stephanie. The Magic of Encouragement. New York: William Morrow and Co. Inc. 1990.
- Promislow, Sharon. Putting Out the Fire of Fear. Canada: Enhanced Learning. 2002.
- Ryce, Dr. Michael. Why Is This Happening To Me...Again?! Missouri: dr. michael ryce 1997. <http://www.kcmo.com/whyagain>.
- Selye, Hans. The Stress Of Life. New York: McGraw Hill Book Co. 1976.