chose to tackle this thorny question head-on. As a result of this furor, the findings and interpretations they reported were investigated by a special task force appointed by the American Psychological Association. And the acrimonious, though largely inconclusive, debate hasn’t completely died down in the intervening years.

Figure I-1: EQ Variance Across Ethnicities
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This is one reason we attempted to compile the world’s first data analysis of racial differences (if they existed at all) when it came to the components of emotional intelligence. Our first study was based on approximately 1,000 people located throughout North America who had completed the EQ-i. We compared the results obtained by members of the three races mentioned earlier, as well as those obtained by Hispanic-Americans. The average overall scores varied by less than 5 percent—a difference so small it might have arisen by chance. Nor were there any significant differences among average scores for each of the EQ-i’s five realms. In short, there seem to be no emotional advantages or disadvantages whatsoever based on race. Thus members of any ethnic group can confidently take and benefit from the EQ-i, and EQ itself remains a measure that can be applied in good conscience throughout a range of multicultural settings.

These results were replicated in our 2010 study with the new EQ-i 2.0. This time we included a sample almost four times larger (3,888 people) from
throughout North America in the testing. The results, as seen in Figure I-2 below, parallel what we found 17 years ago.

![EQ-i 2.0 Total Score Bar Chart]

**Figure I-2: EQ-i 2.0 Total Score**
Reproduced with permission of Multi-Health Systems (2011). All rights reserved. www.mhs.com

The last, and perhaps most important, point is that people are buoyed by the knowledge that—as you shall see in the following chapter—EQ is not permanently fixed. Age, gender, or ethnic backgrounds do not deter you from enhancing your EQ. The skills defined and measured by each of the EQ-i’s component scales can be improved no matter how old you are, and the stronger your skills, the greater your chances for success. The stronger your emotional intelligence, the more likely you are to be successful as a worker, a parent, a manager, an adult child to your own parents, a partner to your significant other, or a candidate for a workplace position. It’s never too late to make a change for the better. And if you really want to make that change in your life, you can.

Furthermore, the process can be started in childhood, which is why a version of the EQ-i for youths was also developed. Like its adult counterpart, the youth version helps children and adolescents to become more aware of their emotions; to be more positive about themselves; to get along better with others; to be better problem solvers; to better cope with stress; to be less impulsive; and to enjoy life. Research on emotional intelligence has demonstrated that it is a preventative measure against bad behavior.
there have been some shifts in scores of the population over the 13-year period. Most important is that the slight shift downward has now moved up to the 70-year-olds (as opposed to the 50-years-plus cohort).

None of this ought to come as a surprise: we get older but wiser. We live and learn, and one of the things we learn is to balance emotion and reason. But these lessons are often submerged, worn away by sometimes conflicting duties and harsh realities. Take heart. To paraphrase Dr. Benjamin Spock, you feel more than you think you do. Better yet, you can do more about your feelings and behaviors whenever you wish, because emotional intelligence is so specific. That is, you can work on particular challenges as they arise in any of the EQ-i’s 15 component scales; you needn’t tackle everything
at once. (By the way, the very real possibility of lifelong improvement as opposed to inevitable calcification or decline argues for the very important contributions that can be made by older people in the workplace. A shrewd employer would do well to anchor his or her staff with mature individuals. As might be expected, we’ve found that these elders add much-needed stability, but—more surprisingly—they also tend to prove more adept than their junior counterparts at problem solving and frequently have a firmer grip on reality.)

So much for a few of the major differences between IQ and EQ. But one or two misconceptions remain. For example, some people persist in confusing EQ with other psycho-social concepts that have made their way into other tests and surveys of human potential. To understand what makes EQ distinct, and to appreciate why the EQ-i 2.0 is a superior measuring tool, let’s look at some of the things that EQ is not.
Chapter 1: Exploring Emotional Intelligence

What Are the Building Blocks of EQ?

A full description of the development and refinement of the EQ-i 2.0 appears in Appendix A at the back of this book.

Reuven Bar-On originally developed a model that captured emotional intelligence by dividing it into five general areas or realms, and 15 subsections or scales. Based on updated research and the latest theories on emotional intelligence, the MHS team has created the new EQ-i 2.0, with some revisions. Chapters 3 through 17 will describe these realms and scales.

The Self-Perception Realm concerns your ability to know and manage yourself. It embraces Emotional Self-Awareness—the ability to recognize

![Figure 1-3: Model of Emotional Intelligence](http://www.mhs.com)

## Table 1-1
The EQ-i 2.0 Scales and What They Assess

<table>
<thead>
<tr>
<th>EQ-i 2.0 Scales</th>
<th>The EI competency assessed by each scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Perception</strong></td>
<td></td>
</tr>
<tr>
<td>Emotional</td>
<td>Ability to be aware of and understand one’s feelings and their impact</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>Ability to respect and accept one’s strengths and weaknesses</td>
</tr>
<tr>
<td>Self-Regard</td>
<td>Ability to improve oneself and pursue meaningful objectives</td>
</tr>
<tr>
<td>Self-Actualization</td>
<td></td>
</tr>
<tr>
<td><strong>Self-Expression</strong></td>
<td></td>
</tr>
<tr>
<td>Emotional Expression</td>
<td>Ability to express one’s feelings verbally and non-verbally</td>
</tr>
<tr>
<td>Independence</td>
<td>Ability to be self-directed and free of emotional dependency on others</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Ability to express feelings, beliefs, and thoughts in a nondestructive way</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>Ability to develop and maintain mutually satisfying relationships</td>
</tr>
<tr>
<td>Empathy</td>
<td>Ability to recognize, understand, and appreciate the feelings of others</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Ability to contribute to society, one’s social group, and to the welfare of others</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td></td>
</tr>
<tr>
<td>Impulse Control</td>
<td>Ability to resist or delay an impulse, drive, or temptation to act</td>
</tr>
<tr>
<td>Reality Testing</td>
<td>Ability to remain objective by seeing things as they really are</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Ability to solve problems where emotions are involved using emotions</td>
</tr>
</tbody>
</table>

(continued)
Table 1-1
The EQ-i 2.0 Scales and What They Assess (continued)

<table>
<thead>
<tr>
<th>EQ-i 2.0 Scales</th>
<th>The EI competency assessed by each scale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stress-Management</strong></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Ability to adapt one’s feeling, thinking, and behavior to change</td>
</tr>
<tr>
<td>Stress Tolerance</td>
<td>Ability to effectively cope with stressful or difficult situations</td>
</tr>
<tr>
<td>Optimism</td>
<td>Ability to be remain hopeful and resilient, despite setbacks</td>
</tr>
<tr>
<td><strong>Additional Scale</strong></td>
<td></td>
</tr>
<tr>
<td>Happiness</td>
<td>Ability to feel satisfied with oneself, others, and life in general</td>
</tr>
</tbody>
</table>

Definitions presented with permission of Multi-Health Systems. Slightly modified from Emotional Quotient Inventory 2.0 Manual (2010), Multi-Health Systems, Inc., Toronto, Canada. www.mhs.com

**This Book and the EQ-i 2.0**

The EQ-i 2.0 is composed of 133 items, and is self-reporting. You fill it out, responding to how often each item applies to you, with one of five possible answers ranging from “never/rarely” to “always/almost always.” Each of the 16 scales is individually scored, as is each of the five realms. Finally, a total score is obtained. Rather like an IQ test, this ranges up or down from 100—as do scores in each of the realms and scales.

The EQ-i 2.0 has been designed to contain a great many nuances and shadings. It is not a test that spits out a measure of one’s emotional intelligence. Rather, it must be administered and interpreted by a trained professional skilled in understanding these nuances and the interrelationships between the scores of the 16 components which constitute emotional intelligence. In addition, they must be able to give feedback to the person being tested to confirm or question the accuracy of the test results. The results give information at three different levels: how one is doing as a whole, compared with the population at large; how one is doing in the five realms; and how one is doing in the 16 scales. This specificity yields far more pertinent readings than many IQ tests, which provide only a single, cumulative figure.
1. Draw the five columns, as shown in Table 2-1 below.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Think of an upsetting situation you experienced over the past week. In the C (consequence) column, write down what your unpleasant feelings were and what behaviors accompanied them. Bobby’s responses are illustrated in Table 2-2.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I feel sad, worried, upset, pessimistic. I have become withdrawn.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Write down the incident—the activating event—that seemed to trigger this upsetting situation in column A, as Bobby has done in Table 2-3.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing Brenda’s car in the driveway; realizing she was home but hadn’t called.</td>
<td>I feel sad, worried, upset, pessimistic. I have become withdrawn.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. The key aspect of the ABCDE approach is to now capture your Bs: that almost imperceptible, easily overlooked self-talk triggered by the activating event. See if you can pin down what went on in your mind right after the activating event. Bobby homed in on his self-talk and discovered the beliefs in column B of Table 2-4 on the next page.
Table 2-4

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing Brenda’s car in the driveway; realizing she was home but hadn’t called.</td>
<td>Brenda should have called! She’s probably lost interest in me. I bet she found someone else. I knew this would happen. Nothing ever works out for me. I’ll never find anyone like her again. I can’t stand this feeling.</td>
<td>I feel sad, worried, upset, pessimistic. I have become withdrawn.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2-5

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Seeing Brenda’s car in the driveway; realizing she was home but hadn’t called.</td>
<td>Brenda should have called! She’s probably lost interest in me. I bet she found someone else. I knew this would happen. Nothing ever works out for me. I’ll never find anyone like her again. I can’t stand this feeling.</td>
<td>I feel sad, worried, upset, pessimistic. I have become withdrawn.</td>
<td>We haven’t been arguing more frequently. She hasn’t been calling me less frequently. She hasn’t been any less loving. She was tired after her trip and fell asleep. She went to visit her sister. Her parents are monopolizing her time. She still has the flu. She’s unpacking, freshening up before coming over.</td>
<td>(continued)</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm overreacting; we have a good relationship. She's up-front about concerns. I should call her! I need to stop being so insecure. Remember Carmine? I tend to catastrophize. She hasn't lost interest; she would tell me. I need to work on my lack of confidence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part I: The EQ Explosion

Table 2-6

<table>
<thead>
<tr>
<th>Hot feelings</th>
<th>Cool feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rage, fury, and anger</td>
<td>Annoyance and irritation</td>
</tr>
<tr>
<td>Despondency, despair, depression, and pessimism</td>
<td>Sadness</td>
</tr>
<tr>
<td>Severe guilt, intense remorse</td>
<td>Regret</td>
</tr>
<tr>
<td>Self-worthlessness, self-hate</td>
<td>Self-disappointment</td>
</tr>
<tr>
<td>Severe hurt</td>
<td>Mild bruising</td>
</tr>
<tr>
<td>Anxiety, fear, and panic</td>
<td>Concern</td>
</tr>
</tbody>
</table>

into what we demand of ourselves and others, and what we expect of the world at large.

**Here are Major Musts in action:**

I must ______________ (in order for me to feel okay).

You (he/she/they) must ______________ (in order for me to feel okay).

The world and my living conditions must ______________ (in order for me to feel okay).

...and the Absolute Shoulds:

I absolutely should ______________ (in order for me to feel okay).

You (he/she/they) absolutely should ______________ (in order for me to feel okay).

The world and my living conditions absolutely should ______________ (in order for me to feel okay).

These demands make no sense. There’s no law stating that any of us must behave in certain ways or attain certain goals. Nor must others behave in accordance with our wishes. As for the world at large, it’s notoriously unfair. These sweeping and unrealistic expectations, when they aren’t fulfilled, lead straight to a full plate of red-hot feelings.

In our scenario, the idea that Brenda must or should call Bobby the second she comes home is irrational. There may be all sorts of valid reasons
Part I: The EQ Explosion

Table 2-6

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Despondency, despair, depression, and pessimism</td>
<td>Sadness</td>
</tr>
<tr>
<td>Severe guilt, intense remorse</td>
<td>Regret</td>
</tr>
<tr>
<td>Self-worthlessness, self-hate</td>
<td>Self-disappointment</td>
</tr>
<tr>
<td>Severe hurt</td>
<td>Mild bruising</td>
</tr>
<tr>
<td>Anxiety, fear, and panic</td>
<td>Concern</td>
</tr>
</tbody>
</table>

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Chapter 2: The Airport and the ABCDEs

Table 2-7

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Physical signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Hands-on-hips posture, pounding heart, sweating, and rapid breathing</td>
</tr>
<tr>
<td>Rage</td>
<td>Clenched fists</td>
</tr>
<tr>
<td>Fury</td>
<td>Cold-focused stare, loud and rapid speech</td>
</tr>
<tr>
<td>Depression</td>
<td>Fatigue</td>
</tr>
<tr>
<td>Despair</td>
<td>Weighed-down posture</td>
</tr>
<tr>
<td>Despondency</td>
<td>Slouching, staring into space, a slow, hesitant voice, frequent sighing</td>
</tr>
<tr>
<td>Anxiety</td>
<td>Restlessness, pounding heart, rapid breathing</td>
</tr>
<tr>
<td>Fear</td>
<td>Tenseness</td>
</tr>
<tr>
<td>Panic</td>
<td>Aching muscles and headaches, tension in neck and shoulders</td>
</tr>
</tbody>
</table>

A Happy Ending

Filling in the chart helped Bobby master the art of ABCDE instead of succumbing to gloom, as demonstrated by his new, improved self-talk: “Wow, I’m feeling down. And no wonder! Look at what I’ve been saying to myself. This is no way to behave. Who says that Brenda has to do anything, let alone phone me the minute she gets back? Okay, she didn’t phone. There are all sorts of logical explanations. What isn’t logical is my dreaming up some guy she’s thrown me over for. That’s nonsense—there’s no evidence of that at all. She’s always been open and up front with me. And how do I thank her? By going off on this weird tangent and sitting in my room. I’m going to do something about it. In fact, I’m going to call her now and welcome her home.”

As you can see, Bobby’s ability to identify and overcome his irrational beliefs enabled him to move from hot to cool emotions, discover alternative and more plausible reasons for Brenda’s actions, admit to and confront his feelings of rejection, conquer them, and behave in a logical and positive
Part II: The Self-Perception Realm

12. What one thing would you most like to change about yourself?
13. How could you begin to effect change in this area?

Self-Assignments

1. Look at your answer to Self-Assessment Question 1. Then, set a goal as to how you would like to feel about yourself. Write it down in your notebook. Write down the benefits of feeling good about yourself (you’ll have more confidence, other people will respect you more, etc.).

2. Now look back at your answer to Self-Assessment Question 4, and write your greatest strength at the top of a fresh page in your notebook. Each evening, over the course of a week, record how this strength has helped you in various situations during the day. Note what you can do to fine-tune or improve this strength even more. Set up a course of action for developing this skill.

<table>
<thead>
<tr>
<th>Weakness</th>
<th>Goal</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can’t connect on a personal level</td>
<td>Get to know each of them better</td>
<td>Socialize outside working hours.</td>
</tr>
<tr>
<td>with co-workers.</td>
<td></td>
<td>Ask about each person’s family.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask about their personal interests and share yours with them.</td>
</tr>
<tr>
<td>Impatience with daughter.</td>
<td>Develop more patience.</td>
<td>Determine in what situations impatience emerges.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analyze why these situations might stir impatience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider your reaction to being treated impatiently by your own parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Involve your daughter in a discussion about how she views your impatience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Find out her thoughts on how you and she might do things differently in order to help your impatience.</td>
</tr>
</tbody>
</table>
psychologist who has worked with many Olympic athletes in the United States.

Even if results-oriented goals appear to be sensible and specific, they all too often set us up for failure because the anticipated results will occur too far down the line. They’re a destination, and what we should be focused on is the journey. What happens when we don’t reach our end point quickly enough? We feel badly, and start to slide back into the bad old ways. Do you want to lose 10 pounds? That’s fair enough—but it depends on how you go about it. Do you want to make some extravagant sum of money in the next five years or improve your love life or buy a bigger house or move to some other part of the country? Results-oriented goals like these can become little more than a wish list, composed of things we’d get around to if only we had the time. Meanwhile, day by day, precious little progress is made toward them.

To make real progress, you need action-oriented goals—the specific, manageable steps that lead to the desired result. Let’s tackle those pesky 10 pounds. The best way to take them off—and keep them off—is to eat and exercise sensibly, breaking each day down into a number of chances to make
behind the headlines) reality testing. Surprisingly, they also registered average scores in empathy and social responsibility.

![Income and EQ Chart](Reprinted with permission of PEN Test Publishers, The Netherlands.)

That final point puzzled a friend of ours, herself a journalist who had thought that most of her peers would be more overtly civic-minded. Her only explanation was that media people express their social responsibility through their work, and are hesitant to involve themselves in their communities, for fear that their objectivity might be clouded if they later had to cover news events relating to these organizations. (Interestingly enough, radio and television broadcasters tended to be more independent and optimistic than their print colleagues. They also showed an ability to be more self-directed and self-controlled.)

**EQ Goes To Court**

Another group we’ve had the opportunity to study in some detail is lawyers. In fact, we’ve administered the EQ-i to more than 130 criminal and corporate practitioners, as well as to judges. Overall, most of them tended to score in the average range, but some—the star performers—stood out from the rest. Among these, we’d like to mention two: Alan Gold and Don Jack.

Alan, as befitted a past president of the Criminal Lawyers’ Association in Canada, was cautious at first. He’d had occasion to attack a number of psychological tests in the courtroom and had given a number of expert
Part VIII: Putting It All Together

EQ and the CEO

 Continuing our work on the emotional intelligence of CEOs, described in the previous chapter in relation to the Young Presidents' Organization (YPO), we've tested many more high-performing CEOs. One group we'll focus on is the Innovators Alliance (IA). Members of this group, an organization of CEOs of fast-growing companies in Ontario, were tested for emotional intelligence and asked to complete a survey.

 These CEOs are an elite group in Canada. Members must be a company CEO or president; run a company with a minimum cumulative revenue growth rate of 35 percent over three years; generate $2 million (CDN) or more in annual revenue; employ between 10 and 500 people; and maintain an Ontario-based head office. The sample we tested included 76 IA members—61 males and 15 females. Their average age was 44, with 50 percent of them 45 years old or younger.

 In Figure 20-1, you can see that their results are almost identical to the YPO group of leaders. We consistently find that CEOs are very high in independence, assertiveness, and stress tolerance. Interestingly, they scored lower than average in social responsibility and impulse control.

 ![](image)

 **Figure 20-1:** Emotional Intelligence Scores of Two Groups of CEOs

(Steven) has done in Thompson, Manitoba, with the Burntwood Regional Health Authority. Responsible for health care throughout northern Manitoba up to Hudson Bay, this organization services large groups of First Nations Cree and Métis indigenous to that region.

Karen McClelland, former president of the Regional Health Authority, has a strong commitment to serving the First Nations people in a culturally sensitive way. All new staff (including Steven) are required to undergo an intensive two-day Northern Cultures course so that employees can become attuned to the special needs and cultural issues of this northern part of Canada.

Part of the training includes the vice-president of Aboriginal Affairs for the Authority, Lloyd Martin. He is also known by his aboriginal name, OSAWIKEESEIK, which means “Blue Sky.” In the process we learned that the medicine wheel, which dates back to early aboriginal culture, is right on track with the “modern” concept of emotional intelligence. For example, Figure 20-2 is a version of the medicine wheel as used in the Cree culture. Notice the importance of looking after yourself first—by the “me” and “fire” in the center. Without the energy to take care of ourselves, we’re unable to look after others.

Figure 20-2: Cree Medicine Wheel

Then we start with caring at the bottom of the wheel. It’s important to care for ourselves and others. This leads to our ability to feel and then relate to others. Finally, we learn to respect those around us.

With just a little translation we have the EI version above in Figure 20-3. This version begins with empathy—understanding others—at the bottom. It then moves to emotional self-awareness—our ability of be aware of our own feelings. Using this to develop interpersonal relationships takes us to the top, and then we become socially responsible human beings.
Chapter 22: Emotional Intelligence as Ability

developed the term emotional intelligence that we use today. Their model of emotional intelligence can be found in Figure 22-1.

Figure 22-1: The Mayer-Salovey-Caruso model of emotional intelligence

Dr. Salovey is currently the Yale University Provost and Chris Argyris Professor (Psychology) at Yale University, and Dr. Mayer is a psychology professor at the University of New Hampshire. They began the current interest in this field by looking at emotions as an intelligence. Their model includes four specific areas or branches. The first branch, Perceiving (or identifying) Emotions, involves your ability to successfully read other people’s emotions. It also includes your ability to express emotions accurately to others in order to be an effective communicator.

The second branch, Facilitating Thought, or using emotions, involves using your emotions to get you in the mood. The way we feel has a big influence on how we think. Also, emotions can help us focus our attention and guide us as we solve problems.

The third branch, Understanding Emotions, helps us use our emotions to predict our future. Knowing our emotions helps us navigate through life. It helps to understand why we feel sad, angry, or giddy. For example, feeling angry because of bad traffic in the morning and taking that anger out on
Appendix B: EQ and Work Success

of importance, for differentiating between the high performers and the low performers.

Some groups may not seem to make sense at first. For example, you might expect high-performing engineers to be better at reality testing than low performers. However, as it turns out, all of the engineers are relatively high in reality testing, so that does not distinguish their performance. Rather, it is other skills, as shown below, that separate high from low performers.

Think of these as recipes for a cake. We are trying to produce recipes (or combinations of factors) for the best-tasting cakes. In our more sophisticated analysis, we create a formula that actually indicates the amount of each factor to look for. Using a process called logistical regression we have identified ideal combinations of EQ factors for many occupational groups. These have paid big dividends for employers and employees who want to find the best and most satisfying fit between people and jobs. People who are most satisfied in their work tend to be those whose emotional skills fit the formula for that work.

Listed in the next pages are the five most important factors (if at least five were significant) for each occupation. The numbers in parentheses indicate the sample size for each group.

**Overall Work Success (4,888)**

1. Self-Actualization
2. Happiness
3. Optimism
4. Self-Regard
5. Assertiveness

**General Sales (524)**

1. Self-Actualization
2. Assertiveness
3. Happiness
4. Optimism
5. Self-Regard

**Insurance Salespeople (97)**

1. Assertiveness
2. Self-Regard

**Marketing Professionals (99)**

1. Optimism
2. Reality Testing
3. Independence
4. Impulse Control
5. Social Responsibility
Appendix B: EQ and Work Success

Retail/Sales Clerks (109)
1. Self-Actualization
2. Assertiveness
3. Happiness
4. Emotional Self-Awareness
5. Interpersonal Relationships

Other Sales (100)
1. Self-Regard
2. Self-Actualization
3. Happiness
4. Optimism
5. Assertiveness

Cashiers/Bank Tellers (35)
1. Stress Tolerance
2. Optimism
3. Self-Regard
4. Self-Actualization
5. Reality Testing

Financial Services Professionals (40)
1. Assertiveness
2. Interpersonal Relationships
3. Problem Solving
4. Happiness
5. Empathy

Customer Service Representatives (72)
1. Stress Tolerance
2. Assertiveness
3. Happiness
4. Interpersonal Relationships
5. Self-Actualization

Employment Counselors (94)
1. Self-Actualization
2. Reality Testing
3. Stress Tolerance
4. Optimism
5. Interpersonal Relationships

Personnel and Human Resources Administrators (104)
1. Happiness
2. Self-Actualization
3. Optimism
4. Assertiveness
5. Stress Tolerance

Management Consultants (252)
1. Assertiveness
2. Emotional Self-Awareness
3. Reality Testing
4. Self-Actualization
5. Happiness

Senior Managers (260)
1. Self-Regard
2. Happiness
3. Interpersonal Relationships
4. Reality Testing
5. Self-Actualization

Production Planning Managers (75)
1. Flexibility
2. Problem Solving
3. Independence
4. Impulse Control
5. Self-Actualization
Appendix B: EQ and Work Success

Business Managers (General) (145)
1. Interpersonal Relationships
2. Assertiveness
3. Happiness
4. Self-Regard
5. Emotional Self-Awareness

Accountants (57)
1. Problem Solving
2. Interpersonal Relationships
3. Happiness
4. Self-Regard
5. Emotional Self-Awareness

Nurses (126)
1. Self-Actualization
2. Independence

Medical Staff (Technical) (78)
1. Self-Regard
2. Optimism
3. Reality Testing
4. Self-Actualization
5. Independence

Commercial Artists/Graphic Designers (36)
1. Flexibility
2. Self-Actualization

Education Workers (Administrative) (168)
1. Interpersonal Relationships
2. Reality Testing
3. Optimism

Secondary-School Teachers (200)
1. Empathy
2. Self-Actualization
3. Stress Tolerance

Elementary-School Teachers (347)
1. Optimism
2. Self-Regard
3. Independence
4. Stress Tolerance
5. Happiness

Public Servants (141)
1. Optimism
2. Self-Actualization
3. Self-Regard
4. Independence
5. Assertiveness

Religious Workers (Clerics, Ministers) (79)
1. Self-Actualization
2. Interpersonal Relationships
3. Assertiveness
4. Stress Tolerance
5. Self-Regard

Social Workers (52)
1. Independence
2. Stress Tolerance
3. Assertiveness
Appendix B: EQ and Work Success

4. Impulse Control
5. Optimism

Government Social Services Workers (91)
1. Self-Awareness
2. Interpersonal Relationships
3. Empathy
4. Stress Tolerance
5. Happiness

Physicians/Surgeons (19)
1. Independence
2. Stress Tolerance
3. Empathy
4. Impulse Control
5. Flexibility

Lawyers (26)
1. Self-Actualization
2. Happiness
3. Stress Tolerance
4. Assertiveness
5. Social Responsibility

Engineers (86)
1. Self-Actualization
2. Happiness
3. Optimism
4. Empathy
5. Interpersonal Relationships

Psychologists/Clinical Psychiatrists (52)
1. Reality Testing
2. Independence
3. Happiness
4. Stress Tolerance
5. Flexibility
Appendix C: The Emotional Intelligence Skills Assessment

Perceiving
The ability to accurately recognize, attend to, and understand emotion.

Managing
The ability to effectively manage, control, and express emotions.

Decision Making
The appropriate application of emotion to manage change and solve problems.

Achieving
The ability to generate the necessary emotions to self-motivate in the pursuit of realistic and meaningful objectives.

Influencing
The ability to recognize, manage, and evoke emotion within oneself and others to promote change.

Figure C-1: EISA Self-Assessment Model

The EISA was developed to quickly and accurately measure emotional intelligence skills and provide a framework for discussion, coaching, and growth.

In order for people to improve their emotional skills and abilities, they must first be able to recognize their strengths and identify areas in which they may require improvement. Thus, the EISA program has the following specific goals:

1. To familiarize participants with the components of emotional intelligence and their relevance in the workplace.
2. To aid participants in the identification of emotionally intelligent actions and behaviors.
3. To help participants improve their own emotional intelligence by understanding and practicing effective behaviors.

It takes approximately 10 minutes to finish the items on the EISA, which can be completed online.