

Otterbein University

## Digital Commons @ Otterbein

---

University Updates & Communications from the  
University President

University Documents & Records

---

7-2017

### University Update - July 20, 2017

Kathy A. Krendl  
*Otterbein University*

Follow this and additional works at: [https://digitalcommons.otterbein.edu/university\\_updates](https://digitalcommons.otterbein.edu/university_updates)



Part of the [Educational Leadership Commons](#), and the [Higher Education Commons](#)

---

#### Recommended Citation

Krendl, Kathy A., "University Update - July 20, 2017" (2017). *University Updates & Communications from the University President*. 41.  
[https://digitalcommons.otterbein.edu/university\\_updates/41](https://digitalcommons.otterbein.edu/university_updates/41)

This Article is brought to you for free and open access by the University Documents & Records at Digital Commons @ Otterbein. It has been accepted for inclusion in University Updates & Communications from the University President by an authorized administrator of Digital Commons @ Otterbein. For more information, please contact [digitalcommons07@otterbein.edu](mailto:digitalcommons07@otterbein.edu).

# Emotional Intelligence



## *Why It Can Matter More Than IQ*

What really determines success in life?

By Daniel Goleman

**M**y friends Alicia and Lynn won't play with me." This poignant grievance came from a third grader at John Muir Elementary School in Seattle, Washington. The anonymous writer had put her note in the classroom mailbox.

She and her classmates use the mailbox to submit their complaints and problems. Then the whole class talks about the problems and tries to think of ways to deal with them. The discussions don't include the names of those involved; instead, the teacher simply points out that all students have problems like these and they can all benefit from learning how to handle them.

### Why bother?

You may be wondering why you should devote valuable class time to talking about the bumps and bruises that go along with growing up. After all, conventional wisdom says that a child's IQ is the best predictor of his or her future success. But research indicates that, at most, IQ contributes about 20 percent to the factors that determine success—leaving 80 percent to other forces. These other forces make up what's called emotional intelligence: abilities such as getting along with others, self-motivation, persistence, controlling impulses, empathizing, and regulating one's moods.

Teachers and parents can't start too early in helping kids develop their emotional intelligence. In fact, a report from the National Center for Clinical Infant Programs shows that school success isn't predicted by the facts a child knows or a precocious ability to read; it's predicted by emotional and

social measures such as confidence, curiosity, self-control, communication, and cooperativeness.

### The essential elements

So what are the elements that make up a child's emotional intelligence? Yale psychologist Peter Salovey lists the following:

**Knowing one's emotions.** Self-awareness—recognizing a feeling *as it happens*—is the keystone of emotional intelligence. A child who doesn't recognize his or her true feelings is at their mercy.

**Managing emotions.** A child's ability to handle feelings appropriately builds on his or her self-awareness. Children who can calm themselves or shake off anxiety or irritability can bounce back from life's setbacks. One study showed that up to half of first graders who were considered disruptive, unable to get along with other kids, disobedient to their parents, and resistant to their teachers—in other words, kids who couldn't manage their emotions—became delinquents during their teenage years.

**Motivating oneself.** To be productive and effective, students need to be able to focus their enthusiasm, confidence, and concentration on achieving a goal. Students who are anxious, angry, or depressed can't focus and learn. In fact, studies of more than 36,000 people found that those who are prone to worry have poorer academic performance.

**Recognizing emotions in others.** Empathy—tuning in to the subtle signals for what others need or want—is an essential skill. ➤



## Laughing Matters

**Handling relationships.** Popularity, leadership, and interpersonal effectiveness all depend on social competence. A child who is socially awkward is likely to misinterpret signals from others, becoming confused and distracted from learning. One study showed that the dropout rate for children who are rejected by their peers is two to eight times greater than that of children who have friends.

### Curriculum connections

There's no pencil-and-paper test that yields an emotional intelligence score. Nor is there a set curriculum. But emotional intelligence can be taught, and schools around the country are adding this subject to the daily schedule.

Students at Nueva School, in Hillsborough, California, take a class called Self Science. The class focuses on helping kids develop these skills:

**Self-awareness.** Observing yourself and recognizing your feelings; building a vocabulary for feelings; knowing the relationship between thoughts, feelings, and reactions.

**Personal decision making.** Examining your actions and knowing their consequences, knowing whether thought or feeling is ruling a decision, applying these insights to issues such as sex and drugs.

**Managing feelings.** Monitoring self-talk to catch negative messages such as internal put-downs; realizing what is behind a feeling, such as the hurt that underlies anger; finding ways to handle fears and anxieties, anger, and sadness.

**Handling stress.** Learning the value of exercise and relaxation.

**Empathy.** Understanding others' feelings and concerns and taking their perspective, appreciating the differences in people's opinions.

**Communication.** Talking about feelings effectively, becoming good listeners and question askers, distinguishing between what someone does or says and your own reactions or judgments, sending "I" messages instead of blame.

**Self-disclosure.** Valuing openness and building trust, knowing when it's safe to risk

**A student in a good mood is a more creative thinker and a better problem solver. One way to help a student think through a problem is to tell a joke; laughing seems to help people think more broadly and connect ideas more freely.**



talking about private feelings.

**Insight.** Identifying patterns in your emotional life and reactions, recognizing similar patterns in others.

**Self-acceptance.** Feeling pride and seeing yourself in a

positive light, recognizing your strengths and weaknesses, being able to laugh at yourself.

**Personal responsibility.** Taking responsibility, recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through on commitments.

**Assertiveness.** Stating your concerns and feelings without anger or passivity.

**Group dynamics.** Cooperating, knowing when and how to lead and follow.

**Conflict resolution.** "Fighting fairly" with kids, parents, and teachers; using a win-win model for negotiating compromise.

### For more information

**W**ant to learn more about how other schools are helping their students build emotional intelligence? Contact any of the following:

Collaborative for the Advancement of Social and Emotional Learning, Yale Child Study Center, 230 Frontage Rd., P.O. Box 207900, New Haven, CT 06520.

Developmental Studies Center, 2000 Embarcadero, Ste. 305, Oakland, CA 94606-5300; (800) 666-7270.

The Improving Social Awareness—Social Problem Solving Project, Maurice Elias, Department of Psychology, Rutgers University, Livingston Campus, New Brunswick, NJ 08903; (908) 445-0036 (fax).

New Haven Public Schools Social Development Program, Hillhouse High School, 480 Sherman Pkwy., New Haven, CT 06511; (203) 946-7443, (203) 946-8459 (fax).

PATHS Curriculum, Development, Research, and Programs, 130 Nickerson St., Seattle, WA 98109; (800) 736-2630.

Project Zero Development Group, Harvard School of Education, New Haven, CT 02138.

Resolving Conflict Creatively Program, Linda Lantieri, National Director, 163 Third Ave., Rm. 103, New York, NY 10003; (212) 387-0225, (212) 387-0510 (fax).

Social Development Research Group, J. David Hawkins, University of Washington, 146 N. Canal St., #211, Seattle, WA 98103; (206) 543-7655. \*



© 1995 PhotoDisc, Inc.