Emotional Intelligence: Why It Can Matter More Than IQ Study Guide

Emotional Intelligence: Why It Can Matter More Than IQ by Daniel Goleman

BOOKRAGS

Contents

Plot Summary

Daniel Goleman combines his journalism skills with his Ph.D. in brain and behavioral sciences to explain the complex subject of Emotional Intelligence (EI). Citing the scientific studies done on various aspects of emotion and behavior, Goleman builds a strong case for the necessity of learning how to interpret and handle emotions from infancy to adulthood. He presents the physical, chemical and social elements that shape emotional responses.

In Part One, Goleman presents the function and process of emotion as it stimulates the body to action and sometimes to over-reaction that he labels 'emotional hijacking'. The brain attempts to balance emotion and reason to decide on actions. However, in emergencies or situations that arouse intense passions, reason can be short-circuited. The evolutionary development of the brain parallels the human brain, as it grows in the fetus from the primitive brain to the higher functioning parts of the brain. Recent research has uncovered how the architecture of the neural pathways affects the interplay of emotions and reason.

In Part Two, the nature of emotional intelligence is compared to IQ as a predictor of success in life. Intense passions, such as anger, anxiety, fear and melancholy feed upon themselves in a cycle that can be broken with training. Hope, optimism and mastery of one's emotions contribute to overall improved health and excellence that can be recreated at will. This state of emotional mastery has many names, such as 'flow' and 'being in the zone'. Goleman explains the development and importance of empathy as one of the key social arts.

In Part Three, emotional intelligence skills are examined in the relationship of marriage and in the business environment. Mastery over emotions determines the success of important relationships as much as it affects personal health. Toxic emotions, such as anger and worry, shorten lives and destroy the quality of life. Temperament is also examined as a predisposition of behavior.

In Part Four, Goleman presents childhood as the window of opportunity for shaping the emotional intelligence and the future of the next generation. Children who suffer long-term abuse can develop post-traumatic stress disorder if left untreated. Experiences of long-term abuse actually change the brain, making a child more susceptible to future abuse.

In Part Five, studies reveal the costs of emotional disabilities in dealing with the stresses of life. Depression, violence, drug and alcohol abuse, aggression and other negative results arise from a lack of emotional stability. State-of-the-Art educational programs, known collectively as Social and Emotional Learning (SEL), are being tested to integrate the teaching of emotional intelligence skills alongside regular academic subjects. Early analysis shows reduced discipline problems and improved overall academic performance. Goleman and other experts advocate teaching these skills in childhood, when the brain is still developing. The introduction and practice of critical

skills can be timed to match the stage in life when the child is most receptive to learning that skill.

Part One: Chapter 1, What Are Emotions For?

Part One: Chapter 1, What Are Emotions For? Summary and Analysis

Daniel Goleman combines his journalism skills with his Ph.D. in brain and behavioral sciences to explain the complex subject of Emotional Intelligence (EI). Citing the scientific studies done on various aspects of emotion and behavior, Goleman builds a strong case for the necessity of learning how to interpret and handle emotions from infancy to adulthood. He presents the physical, chemical and social elements that shape emotional responses.

Emotions, like instincts, have helped humans survive by driving them to action. Each basic emotion, such as anger, fear, happiness, love, surprise, disgust and sadness, triggers specific biological responses to prepare the body for action. For example, fear arouses the body to fight or flight by sending blood to the major muscles.

The growth of the human fetal brain parallels the evolution of the brain in other species. The first part to grow is the brainstem, which tops the spinal cord. The brainstem regulates breathing, digestion and other life-sustaining functions like arousal. The olfactory lobe encircles the top of the brainstem interpreting the world through the sense of smell. The limbic system surrounds the brain stem like a ring providing improved tools for survival—learning and memory. The limbic system also generates intense feelings like fury, dread and sexual desire. About 100 million years ago, mammals developed a neocortex. The neocortex allows us to comprehend and interpret what our senses perceive and to plan and judge our responses. The neocortex is the "seat of thought," the rational part of the human brain that attempts to balance emotion and reason. In humans, the neocortex is larger than that of other mammals, even primates.

Part One: Chapter 2, Anatomy of an Emotional Hijacking

Part One: Chapter 2, Anatomy of an Emotional Hijacking Summary and Analysis

Under certain conditions, the limbic brain can overwhelm or hijack the body to respond to a perceived threat while bypassing the neocortex. Also called a neural hijacking, the emotions take charge. In such moments, people are described as 'blowing up' or 'losing it' with the reaction seeming impulsive and out of proportion to the stimulus. The amygdala in the limbic system stores emotional memory assigning meaning to feelings. To lose the amygdala is to lose passion and connections to the world.

Neuroscientist Joseph LeDoux, working at the Center for Neural Science at New York University, discovered that the amygdala acts like a sentinel with the power to seize control and drive the body to act before the rational part of the brain, the neocortex, can analyze the situation. LeDoux found that sensory signals from the eye or ear go to the thalamus and then to the amygdale, while a second signal from the thalamus goes to the neocortex. The shortcut signal to the amygdala gives the amygdala a head start over the neocortex in reacting to stimulus. The hippocampus remembers facts and context, whereas the amygdala attaches emotional meaning to the facts. The amygdala supercharges memories of intense emotional arousal, such as danger and first love.

Balancing the amygdala's emotional responses are the left and right pre-frontal lobes of the cortex. The left pre-frontal lobe can turn off or dampen distress, and the right pre-frontal lobe hosts negative feelings such as fear and aggression. Decision making involves balancing the emotional and the rational. When emotions outweigh rational thought, then the ability to learn or make decisions is impaired.

Neurologist Dr. Antonio Damasio, of the University of Iowa College of Medicine, studied patients who suffered damage to their prefrontal-amygdala circuit. The patients had no loss of IQ or other cognitive ability. However, because they could not draw on their emotions to make decisions, they had difficulty making simple decisions and often made disastrous ones. This finding contradicts the long-held belief that pure reason without emotion would enhance decision making. Without access to their emotions, the patients could not tell close friends from acquaintances. All choices in a decision had equal, neutral value, so the patients had no reference point to prioritize.

Part Two: Chapter 3, When Smart Is Dumb

Part Two: Chapter 3, When Smart Is Dumb Summary and Analysis

Though hailed as predictors of success, a high IQ and academic achievement are no guarantees of success or happiness in life. Emotional Intelligence (EI) is a meta-ability, a set of skills that provide a key advantage in reaching one's goals and handling adversities. Psychologist Howard Gardner, at the Harvard School of Education, calls for educators to help children identify and cultivate their natural competencies and gifts rather than train children in academic skills alone.

In Project Spectrum, children take the Stanford-Binet Intelligence Test and a spectrum test that measures a variety of intelligences such as verbal, mathematical-logical, music, visual arts, movement, mechanics and interpersonal skills. Psychologists have traditionally separated emotions from intelligence. Psychologists Peter Salovey and John Mayer define emotional intelligence into five categories: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships. They assert that these categories can be improved with practice and training.

Part Two: Chapter 4, Know Thyself

Part Two: Chapter 4, Know Thyself Summary and Analysis

Self-awareness is being aware of one's mood and one's thoughts about that mood at the same time. Psychologist John Mayer, of the University of New Hampshire, names three styles of handling one's emotions: the self-aware, the engulfed, and the accepting. The self-aware experience and control their emotions so that they remain on an even keel. The engulfed are ruled by their highs and lows and demonstrate little control over them. The accepting, whether depressed or cheerful, are aware of their feelings but don't try to control them.

At the extreme fringe are people who suffer from alexithymia, who lack the ability to describe their feelings, often cannot distinguish physical sensations from emotions and have difficulty telling one emotion from another. Harvard psychiatrist Dr. Peter Sifneos coined the term alexithymia in 1972. Alexithymics experience emotions, but they find them baffling and unexplainable. Such individuals may suffer from a disconnection between the limbic system and the neocortex, specifically the verbal center of the neocortex. Reason without emotion can lead to indecisiveness and a lack of preferences.

Even subtle emotions help in decision making. Neurologist Dr. Antonio Damasio labels such subtle emotions 'somatic markers', though they are more commonly called gut feelings. When one cannot find the words to describe a feeling, it may influence behavior just the same, because humans experience emotion at the conscious and the unconscious level.

Part Two: Chapter 5, Passion's Slaves

Part Two: Chapter 5, Passion's Slaves Summary and Analysis

We cannot control when an emotion strikes or which emotion will strike, but we can control how long a distressing emotion will go on. Extreme emotions undermine one's stability and sense of well-being if left unchecked. Balancing the extremes leads to a state of well-being, of what the early Christian church called temperance or restraining emotional excess. This chapter explores the extreme emotions of anger/rage, worry/anxiety, and melancholy/depression and strategies for shortening their hold on people.

Anger, if not cut off, will fuel itself into rage. It feels energizing filling the mind with justifications. In a study of anger by University of Alabama psychologist Dolf Zillmann, Zillmann found that a universal trigger for anger is a sense of endangerment. Even a symbolic threat such as an insult can trigger adrenaline-driven arousal that lingers for hours. Given the slow recovery time from the rage rush, a second or third triggering incident becomes harder to control. In times of stress, the threshold for a rage reaction is lower than usual. Zillmann gives two methods for diffusing anger. One, challenge the angry thoughts immediately before taking action. Two, cool off by getting out of the setting that triggers the anger. Timing matters, because once the anger fuels itself, it floods the mind. Venting anger generally fuels it, contrary to popular belief.

Psychologists Lizabeth Roemer and Thomas Borkovec, of Pennsylvania State University, researched worry, or the heart of anxiety. Chronic worry shows up as phobias, obsessions, compulsions and panic attacks. Worriers believe they are planning ahead to ward off danger. In fact, the act of worrying prevents them from objective, clear thinking. They recommend two steps to reverse the worry habit. First, develop awareness of the onset of worry and the things that trigger it and replace these thoughts with relaxation techniques. Second, challenge the worry assumptions with questions about probability and the usefulness of worrying. In severe cases, medicine and therapy can break the cycle. Melancholy, or subclinical depression, can be treated with distracting activities, exercise, and by taking on a small task that will create a feeling of accomplishment.

Psychologists Daniel Weinberger and Richard Davidson researched repressors, people who appear to tune-out their emotions. They found that these people have a neural mechanism that interferes with the transfer of upsetting information so that their left pre-frontal lobes (the center for good feelings) are more active than the right (the center for negative feelings).

Part Two: Chapter 6, The Master Aptitude

Part Two: Chapter 6, The Master Aptitude Summary and Analysis

During an emotional hijacking, emotions interfere with 'working memory', the ability to take in and process information. In this state, people say they 'can't think straight'. A positive use of emotion is in self-motivation for high achievement, such as when an athlete maintains enthusiasm and persistence through years of rigorous training. Compare the overall academic success of Asian-Americans to other students. The superior achievement of Asian-Americans comes from sheer determination and effort more than from IQ.

Psychologist Walter Mischel devised a test called the marshmallow challenge in the 1960s. The test measures impulse control through delayed gratification. Four-year-old children are given a choice—have one marshmallow immediately or get two after a fifteen-minute wait. The same children were followed through high school. Mischel discovered that the children who were able to delay gratification and wait for the second marshmallow were more successful, high achieving students than those who settled for the one immediate reward over the delayed greater reward.

Anxiety generally sabotages performance, but for some people, a low level of anxiety motivates them to work harder to prepare for the upcoming task. Good moods enhance clear thinking, problem solving and creativity. Psychologist C. R. Snyder, of the University of Kansas, studied students' grades in relation to their level of hope of success. The students with highest levels of hope were better able to fight off anxiety, set backs and other negative obstacles. Likewise, in a study by psychologist Martin Seligman, salesmen who were "optimists sold 37 percent more insurance in their first two years on the job than did pessimists". Optimism and hope can be learned attitudes.

Peak performance, as studied by psychologist Mihaly Csikszentmihalyi, is a state of high concentration, self-forgetfulness, and mild ecstasy that is also known as being in 'flow' or being 'in the zone'. People in flow do not sense the passage of time or negative emotions, because they are so focused on the task at hand. Psychologist Howard Gardner advocates engaging students in learning through flow by drawing them into translating mastery in one area of learning into others—thereby instilling a love of learning.

Part Two: Chapter 7, The Roots of Empathy

Part Two: Chapter 7, The Roots of Empathy Summary and Analysis

Empathy is a key part of emotional intelligence. The lack of this skill is evident in psychopaths, rapists and child molesters. Psychologist Robert Rosenthal developed a test for empathy, the Profile of Nonverbal Sensitivity (PONS). The test shows a videotape of a woman expressing various feelings. The viewer must read the non-verbal clues of body language and facial expressions and interpret them. Ninety percent or more of an emotional message is communicated non-verbally. Those who score high on the empathy test tended to be more sociable and popular.

Empathy is learned in infancy through 'motor mimicry' or mirroring the emotional behaviors of others. At age two and a half, children can separate their own feelings from the feelings of others. Psychiatrist Daniel Stern identified the process of reinforcing empathy in children as 'attunement'. Whether through eye contact or other means, a parent who responds to a child's emotional state with empathy, acceptance and a reciprocal response can train a child to attune to the feelings of others.

Emotionally neglected children have a tendency to disconnect from others, becoming apathetic or violent. Emotionally abused children develop keen skills in interpreting the moods of others as a means of survival. Psychologist Robert Levenson studied married couples and found that they had the most accurate empathy, when their physical responses were in synch. They could not empathize with one another during an emotional hijacking.

Researcher Martin Hoffman argues that the roots of morality come from empathy. Psychopaths lack empathy, but according to prison psychologist William Pithers, some can learn empathy by playing the role of their victims and by hearing and reading the statements of their victims. A biological basis for psychopathic behavior could be an irregularity in the pathways to the limbic system. During violent attacks, a psychopath will become calmer, whereas a normal person would experience a rising heart rate. According to psychologist Robert Hare, psychopaths may lack compassion and empathy for others, because they themselves do not feel fear and cannot anticipate consequences.

Part Two: Chapter 8, The Social Arts

Part Two: Chapter 8, The Social Arts Summary and Analysis

Being able to control one's own emotions enables one to manage the emotions of others and thus to handle relationships. As children grow, they are taught which emotions to express and when to express them. This is what researcher Paul Ekman calls 'display rules'. He names three kinds: minimizing, exaggerating and substituting. In each kind, the display of emotion is dictated by empathy, such as being polite to an authority figure regardless of one's true feelings toward that figure.

Research by Swedish researcher Ulf Dimberg found that expressions of emotion are contagious with the transfer of mood coming from the more forcefully expressive person to others. Coordination of moods through physical means is the essence of feeling good about an encounter.

Charisma, that supreme display of rapport, combines four separate interpersonal intelligence components, according to psychologists Thomas Hatch and Howard Gardner. The four components are: organizing groups, negotiating solutions, personal connection and social analysis. Those lacking these social graces have what psychologists call dyssemia, or disability in reading non-verbal clues about the emotions of others. Mastery of these social skills is demonstrated by the example of an elderly Japanese man calming a belligerent drunk on a bus by building rapport with him and treating him like a close friend. The elderly man's kindness calmed and comforted the drunk.

Part Three: Chapter 9, Intimate Enemies

Part Three: Chapter 9, Intimate Enemies Summary and Analysis

Marriages that began in 1890 suffered a 10 percent divorce rate. The rate has grown steadily, so that marriages that began in 1990 have a 67 percent likelihood of ending in divorce. The stigma of divorce has lessened, and the economic dependence of women on men has also had an effect on the divorce rate. However, aside from the social changes, the glue that holds a couple together is emotional intelligence. The way men and women communicate comes from training in childhood and verbal development.

Leslie Brody and Judith Hall summarize research on the emotional development of boys and girls and found that girls learn language faster than boys, and therefore become more skilled at expressing and reading emotions. One telling difference is when children play. When boys play and one gets injured, the injured is expected to get off the playing field so the game can go on. If a girl is injured in a game with other girls, the game stops and the injured one gets the attention of the group. Boys honor independence while girls treasure connectedness. Hundreds of studies reveal that boys learn to minimize their emotions to cover vulnerability and girls read and express their emotions with greater intensity (perhaps to help the boys interpret these feelings).

Ted Huston, a psychologist at the University of Texas, summarizes his research by reporting that women want to talk to make an emotional connection, but men want to make a connection by doing things together. Men may be reluctant to talk about feelings, because they have less experience using the vocabulary of emotions, expressing emotions and reading emotions.

One key factor in the health of a marriage is how the couple handles disagreements. Psychologist John Gottman tracked 200 couples identifying significant signs that predict which marriages will fail based on how they handle disagreements. The healthy way to argue is to describe the action or statement that created the upset and then discuss how to correct it. The unhealthy way to argue is to make condemning, blaming generalized criticism of the other person which leads to defensive action rather than solving the problem. Showing contempt or sarcasm or the use of stonewalling will further destroy attempts to resolve the disagreement. Toxic self-talk, unspoken bitterness or sarcasm or pessimism, further erodes the relationship by justifying one's feelings without openly addressing them. Gottman describes this continuing state of crisis as 'flooding'. Flooding is a self-perpetuating emotional hijacking, always on guard for another insult or slight.

Robert Levenson found that husbands find disagreements more stressful and therefore have a lower threshold for flooding leading them to stonewall as a protective defense. When women respond by pursuing the disagreement, the situation worsens. Advice for couples: keep the disagreement discussion on the specific problem and ways to resolve

it, listen to your partner, engage in empathy (see the situation from the other's point of view), learn when to cool down, and discuss problems immediately rather than letting them simmer. Methods for effective listening include: mirroring (repeating back the other person's complaint), non-defensive speaking ("When you did X, it made me feel Y, and I'd rather you did Z instead"), and validation (acknowledge the other person's feelings as genuine).

Part Three: Chapter 10, Managing with Heart

Part Three: Chapter 10, Managing with Heart Summary and Analysis

In business people skills are becoming increasingly more valuable. The days of the bully manager are over in favor of building consensus and harmony in the workplace. One management consultant said, "Stress makes people stupid," to describe the effects. When people are upset they have memory problems, creativity is lowered, and they have difficulty paying attention, learning or making clear decisions. Good management means giving employees feedback on their performance so they can improve. Just as in marriage, personal attacks, sarcasm, disgust, contempt and bitterness create an emotional response that does not resolve the problem at hand.

Corporate consultant and psychoanalyst Harry Levinson advises managers on how to coach employees: be specific, offer a solution, be present (face-to-face in private) and be sensitive (be attuned to the employee's point of view). Sensitivity to prejudice has been addressed with diversity courses in an attempt to prevent lawsuits and conflict on the job. Prejudices imprinted in childhood can be masked but not erased so managers must also be vigilant in guarding against their own biases. Lawsuits against Denny's restaurants for their poor treatment of black patrons cost the company in money and in reputation and the situation evolved because the managers allowed it.

As businesses rely more and more on teamwork in a global environment, the more prized employees will be the ones who demonstrate high emotional intelligence to create harmony in the team. Engineers at Bell Labs were studied to see how well teams of 5 to 150 could work together. In the study, the star performers were identified as the ones who know the value of building informal networks of knowledgeable trustworthy coworkers. Their social skills set them above their peers because by building networks, they create a larger cooperative of knowledge to draw on.

Part Three: Chapter 11, Mind and Medicine

Part Three: Chapter 11, Mind and Medicine Summary and Analysis

In the doctor patient relationship, the doctor is trained to treat disease and injury but not the emotional needs of the patient. The patient experiences the disease or injury with an emotional component. Psychologist Robert Ader discovered that the immune system is not separate from the brain, but connected to it through the part of the brain that regulates emotion. This radical finding led to more studies on the effect of emotions on health. These studies show a broad statistical link between chronic negative emotions (anxiety, sadness, hostility) doubled the risk of disease, such as asthma, ulcers and heart disease.

Anger, a Stanford University Medical School study found, is the emotion that does the most damage to the heart. Dr. Redford Williams, at Duke University, found that "being prone to anger was a stronger predictor of dying young that were other risk factors such as smoking, high blood pressure, and high cholesterol". One can change the habit of hostility by countering it with empathy, by recognizing anger in its earliest stages and by regulating it.

Stress and anxiety weaken the immune system, according to studies by Yale psychologist Bruce McEven, increasing vulnerability to diabetes, ulcers, and the spread of cancer. Failure to treat the emotional problems of a patient mean that efforts to treat the patient's disease or injury will be less effective. Depression, like other chronic negative emotions, increases the risks of complications during recovery from illness or surgery.

On the other hand, chronic positive emotions such as optimism and hope, improve the immune system and the recovery of patients. Another factor in patient health is the number and the quality of relationships they have, because isolation can be as damaging as the negative emotions on one's health. Dr. David Spiegel studied women with advanced breast cancer. He found that women who attended weekly support group meetings lived twice as long as the women who did not attend the meetings. Compassion is recommended as a treatment, but it will take retraining the medical community to take full advantage of it. The various studies prove that helping people manage their emotions is a form of disease prevention and that treating the patient's psychological needs is as important as treating their physical needs.

Part Four: Chapter 12, The Family Crucible

Part Four: Chapter 12, The Family Crucible Summary and Analysis

Children learn emotional skills at home that affect them their entire lives. Carole Hooven and John Gottman of the University of Washington identified the three most toxic parenting styles as: ignoring feelings altogether, being too laissez-faire (rarely getting involved), and being contemptuous or showing no respect for the child's feelings.

Harvard pediatrician T. Berry Brazelton found through research that a child's readiness for learning is based on seven key factors: confidence, curiosity, intentionality (the wish to have an impact), self-control, relatedness (engaging with others), capacity to communicate and cooperativeness. These skills are either taught or neglected by parents in their day-to-day interactions with their children. Children who are disciplined irregularly or based on the mood of the parents learn aggression that can follow them through life. Abuse warps a child's perceptions about empathy. This then isolates the child from healthy relationships with others. Such isolation and poor social skills lead to learning problems, depression and problems with authority. The child's brain itself is shaped by the emotional lessons learned in childhood, forged in the crucible of the family.

Part Four: Chapter 13, Trauma and Emotional Relearning

Part Four: Chapter 13, Trauma and Emotional Relearning Summary and Analysis

Horrific memories, like a school shooting, become burned into memory. Like war veterans, children can suffer from post-traumatic stress disorder (PTSD) so that small things can trigger the recall of the violence, such as the sound of a siren, the smell of smoke or sudden noises. Unlike surviving a natural disaster, surviving an attack leaves a residue of fear and mistrust that makes the victim in a state of alertness for another attack. Children who suffer from long-term repeated abuse, even mild verbal abuse, can develop the same hypersensitivity to threats as someone who suffers post-traumatic stress. A sense of helplessness makes a difference in whether or not a child can overcome the effects of abuse or attack. Physical changes in the brains of PTSD sufferers include: increased production of stress hormones and a lowered ability to control the fight-or-flight response.

In short, the victims of abuse become hard-wired for emotional hijackings, according to Duke University psychiatrist Dr. Charles Nameroff. These sufferers also experience a numbing of pain thanks to a higher secretion of endorphins as well as a dampening of pleasant feelings and an overactive startle response. These changes lead to 'fear conditioning' or associating unrelated things as threats. Normally, a bad experience loses its effect with time, but with PTSD, the person's brain is changed so that it cannot easily relearn or reevaluate the perceived threats.

Harvard psychiatrist Dr. Judith Lewis Herman discovered three vital stages for retraining the brain of people suffering from PTSD. The first stage is regaining a sense of safety through understanding the triggers and responses and perhaps treating them with medicines to help with therapy. The second stage is retelling and reconstructing the trauma in a safe environment putting the memories into words or art to bring it under control. The third stage is to mourn the trauma to help let go of it so that one can return to life and build better experiences and memories. Psychotherapy can help lesson the length and intensity of emotional responses or emotional hijackings, reshaping the brain to stand down from the constant state of emergency.

Part Four: Chapter 14, Temperament Is Not Destiny

Part Four: Chapter 14, Temperament Is Not Destiny Summary and Analysis

Temperament is the mood or emotional range that one tends to maintain. Developmental psychologist, Jerome Kagan, of Harvard University, found four temperamental types that have different patterns of brain activity. The four temperamental types are: timid, bold, upbeat and melancholy. Within each type is a range of intensity, how it is triggered and how long it lasts. Kagan's study focused on the dimension from timid to bold in children. One main difference in the timid and the bold is how easily the amygdala is stimulated. The easily stimulated are timid, fearful, withdrawn and less talkative and more likely to develop anxiety problems later in life.

Psychologist Richard Davidson, of the University of Wisconsin, discovered a link between pre-frontal lobe activity and temperament. People who were cheerful in temperament showed more activity in the left pre-frontal lobe. More sour melancholy tempered people showed more activity in the right pre-frontal lobe. Through experiments, he showed that the temperament corresponded with the ease at which the left or right pre-frontal lobe became stimulated. The predisposition for melancholy or cheerfulness appears in the first year of life, but the lessons of childhood can profoundly affect the intensity of the temperament. Temperament is not destiny, according to Kagan's findings.

Nobel Prize winning neuroscientists Thorsten Wiesel and David Hubel proved that the neurons unused in the brain will lose their connections—demonstrating that experience actually sculpts the brain. The scientists tested this through newborn monkeys and cats by taping one eye shut for months. The neural pathways to the taped eye deteriorated and, even after the tape was removed, the taped eye was functionally blind. Likewise, psychotherapy can reshape the brain as effectively as medications in treating emotional problems like the obsessive-compulsive disorder. Parents have the greatest influence in shaping a child's brain, because they interact with them the most from birth to age 18, when the brain learns best. The lessons learned in childhood become the strongest, but they can be changed through psychotherapy.

Part Five: Chapter 15, The Cost of Emotional Illiteracy

Part Five: Chapter 15, The Cost of Emotional Illiteracy Summary and Analysis

Emotional illiteracy, is more than immaturity, it may account for the global statistics on teenagers suffering from: withdrawal and social problems, anxiety and depression, attention deficit and thinking problems, and delinquent and aggressive behavior. Family, the source of emotional learning, is fractured and economically stressed so that both parents work leaving the children to learn from strangers how to handle their emotions.

The emotional illiterates tend toward aggression. The boys become bullies; the girls become pregnant, and they will pass on to their children the same lack of emotional intelligence. Psychologist John Lochman, of Duke University, designed a program to retrain aggressive boys in anger management. The boys who graduated from the training became less disruptive in class, felt better about themselves and were less likely to take drugs or alcohol than their aggressive peers, who had not taken the training.

Depression is epidemic, spreading faster and in younger populations than ever before. Depression hampers learning, memory, concentration and social interaction leading to lower achievement academically and socially. Intervention through teaching children emotion-handling can short-circuit the path from melancholy to depression.

In 1969, Hilda Bruch pioneered the study of eating disorders that identified the two-part cause—the girls with eating disorders could not distinguish one feeling from another and could not control their feelings.

People seek relief from their emotional deficiencies through alcohol and drugs. The alcoholics drink to calm their anxieties. They tend to have a biological marker of under-producing the neurotransmitter that regulates anxiety—GABA. Alcoholics also drink to reduce agitation, impulsiveness and boredom. Chronic anger makes some people seek cocaine, heroin or other opiates to offset feelings of depression and prevent rage.

The overcomers, the children who succeed despite abuse or hardship, share these emotional skills: self-confidence, sociability, optimism, easy-going nature and the ability to recover quickly from upsets. A consortium of researchers recommends teaching certain emotional skills to children. These skills include: impulse control, delaying gratification, identifying/expressing/managing feelings, and handling stress and anxiety. These core skills can inoculate children from the most serious emotional problems.

Part Five: Chapter 16, Schooling the Emotions

Part Five: Chapter 16, Schooling the Emotions Summary and Analysis

A growing movement in education involves prevention courses, basically courses focused on preventing suicide, drug use and other problems by training children at critical stages how to recognize, read and respond to emotions. Such Self Science courses are moving from psychologists' research into the classroom slowly. The components of Self Science match the skills needed for emotional intelligence. The Self Science components are listed and defined in Appendix E.

Whether taught as a separate class or integrated into general studies, emotional intelligence skills have age-appropriate learning windows. For example: teaching a child anger management and impulse control before puberty can enable them to control their emotional extremes. Psychologists and educators agree that these skills make all the difference in helping all students reach their potential in life, as well as in school. These courses are also called Social and Emotional Learning (SEL). The most successful of these are outlined in Appendix F.

Emotional intelligence can be called character. Though some resist the teaching of character as religious, character is also the basis of democracy. Goleman ends the last chapter with an appeal that this is the time to teach character, or emotional intelligence, to prepare the next generation to live in a violent, ever-changing world.

Characters

Psychologists Peter Salovey & John D. Mayer

Joseph LeDoux, neuroscientist

Psychologist Howard Gardner

Paul Ekman

Psychologist Dolf Zillmann

Psychologists Thomas Borkovec and Lizabeth Roemer

Psychologist Jerome Kagan

Psychologist John Gottman

Psychologist Robert Ader

Dr. Antonio Damasio, neurologist

Objects/Places

Alexithymia

Alexithymia is the condition of being unable to identify one's feelings. This term was created by Dr. Peter Sifneos in 1972, when he was a Harvard psychiatrist. Emotionally flat-lined, alexithemics exhibit emotional blankness. They are confused when their emotions come to the surface. This term comes from the Greek 'a' for lack, 'lexis' for word, and 'thymos' for emotion.

Amygdala

Part of the limbic system of the brain, the amygdala is a storehouse of emotional memory. Named after the Greek word for almond, the amygdala is actually two almond shaped clusters that sit above the brainstem near the base of the limbic ring. Dubed by Goleman as the psychological sentinel, the amygdala can short-circuit or hijack the rest of the brain, when it senses immediate danger. See the research of Joseph LeDoux for more information.

Attunement

Attunement is a process in which a parent signals to a child that the child's emotions are "met with empathy, accepted and reciprocated", as described by psychiatrist Daniel Stern, who researched the interactions between mothers and babies.

Catecholamines

Catecholamines (adrenaline, noradrenalin and dopamine) are released by the adrenal glands as a reaction to stress. They raise blood pressure, heart rate and the breathing rate and increase muscle strength in a state of alertness. People who suffer from post-traumatic stress disorder (PTSD) have 40 percent fewer catecholamine-stopping receptors than others without the disorder, meaning their fight-or-flight response is easily aroused.

Emotional Hijacking

Also called a neural hijacking, an emotional hijacking is when the amygdala declares a state of emergency and drives the rest of the brain to respond to that emergency immediately. During a hijacking, the emotional part of the brain overrides the rational part of the brain.

EQ or EI

Emotional Quotient or Emotional Intelligence is a skill set grouped by Salovey and Mayer into five domains: "knowing one's emotions, managing emotions, motivating oneself, recognizing emotion in others and handling relationships". Within each domain are multiple skills. For example: managing emotions includes impulse control, anger management, comforting oneself and delaying gratification. Emotional Intelligence can also be called character.

Display rules

A key social skill is learning the rules on displaying emotions, specifically on learning which feelings to express and when. Three basic rules: 1) minimizing expressions of distress in the presence of authority, 2) exaggerating expressions barely felt and 3) substituting expressions to avoid insulting or injuring another's feelings. This term was created by facial expression expert Paul Ekman, who identified three kinds of display rules that dictate the appropriate emotion to display and when to display it. The rules are: minimizing, exaggerating and substituting.

Dyssemia

Dyssemia is a learning disability in reading nonverbal messages. The word comes from the Greek 'dys' for difficulty and 'semes' for signal. About one in ten children has a problem in this area. Children with this disability demonstrate poor use of inflection, they invade the personal space of others and use and read body language poorly. Other children see them as strange and avoid them.

Fear Conditioning

Fear conditioning is the process of associating non-threatening things with something feared. For example: a child chased by a snarling German shepherd might fear all dogs. The conditioning can be reversed though therapy and may fade with time. In people who suffer from post-traumatic stress disorder, the fear conditioning does not fade except through therapeutic intervention. People who have more activity in their left prefrontal lobe recover from fear conditioning quicker than people who have lower prefrontal lobe activity.

Flow

Also known as being in the zone, flow is a state of rapture that is intrinsically rewarding. It happens when a person is concentrating on performing a task that involves that person's most natural skills at the point of challenging them. This experience of peak

performance focuses responses perfectly to the task at hand so that the performer becomes unaware of the passage of time or surroundings or outside concerns.

Hippocampus

The hippocampus is that part of the limbic system of the brain that stores the context of a memory. It sees patterns, associations, faces. As Goleman writes in chapter 2 "...it is the hippocampus that recognizes the differing significance of, say, a bear in the zoo versus one in your backyard".

IQ

Intelligence Quotient, once the standard measurement of and predictor of academic performance, IQ has fallen in value with the growth of Emotional Intelligence measures and research. IQ is measured by tests like the one based on the Stanford-Binet Intelligence Scale.

Limbic system

The limbic system is the emotional part of the brain. It looks like a ring that sits over the brainstem. The limbic system enhances memory and learning by attaching emotion to experiences. Passions are generated by the limbic system.

Motor Mimicry

In motor mimicry, infants imitate the distress of others. For example, a baby watching his mother cry might wipe his own tearless eyes. Motor mimicry is the earliest indication of empathy.

Neocortex

The seat of thought, the neocortex is what separates humans from most other mammals. The neocortex in humans is larger than in other species. This part of the brain allows humans to interpret and assign meaning to sensory input. This is the rational part of the brain that develops from birth to age 18. It is shaped by experience and fine tunes responses from the instinctive level of self-preservation to higher, more complex responses such as altruistic acts of self-sacrifice.

Prefrontal Lobes

The left and right prefrontal lobes are part of the brain just behind the forehead. In studies by University of Wisconsin psychologist Richard Davidson, it was found that

people's emotions and temperament have a physical basis. People who have more activity in the left frontal lobe are more cheerful, outgoing and bounce back from problems quickly. People who showed more activity in the right frontal lobe were moody, cynical, and were more prone to depression.

SEL

Social and Emotional Learning (SEL) is a name for the variety of programs that teach emotional intelligence skills. One example is the Self Science curriculum at the Nueva School in San Francisco. Other names for these courses are: social development, life skills and personal intelligences.

Somatic Marker

Commonly known as a gut feeling, a somatic marker is an unconscious emotional response. Neurologist Antonio Damasio used this term to describe the intuitive signals that come from deep memory that nudge a person toward opportunity or away from danger. A person experiencing such a response will have difficulty explaining the source of his feeling.

Thalamus

The thalamus receives signals from the sensory organs (eyes, ears, skin, tongue and nose), and then transmits these signals to the amygdala and the neocortex. Though it was long believed that the thalamus sent signals to the neocortex that then went to the amygdala, research by neuroscientist Joseph LeDoux discovered a direct connection from the thalamus to the amygdala. It is this direct connection from the thalamus to the amygdala that allows for an emotional hijacking. The emotion-driven response of the amygdala can occur before the neocortex can enact a reason-driven response.

Working Memory

Working memory is the capacity for holding in mind the facts essential for executing a task or solving a problem. Referred to as an executive function, working memory occurs in the prefrontal cortex. It makes possible all other intellectual efforts from speaking to solving calculus problems.

Themes

IQ versus EI

Widespread use of the Stanford-Binet Intelligence Scale and other measurement tests of intelligence quotient have been in place in the United States since World War I. Such testing is done in schools and in the military to identify academic strengths and the areas of those strengths. IQ measurements are accepted as reliable predictors of academic performance. Unfortunately, the test scores are also used to label and categorize young students, dividing them into those who are expected to excel and those who are expected to struggle. Goleman and other proponents of emotional intelligence argue that IQ testing fails to measure the wealth of skills that are not taught in the classroom. Aptitudes in mechanics, spatial capacity (shown in architects), kinesthetic ability (shown in dancers and athletes), and interpersonal skills (shown in leaders) are devalued and ignored in IQ testing. Measuring academic skills such as mathematical ability and verbal ability places emphasis on these skills as having higher value. Whereas they matter in school, they matter less in other areas of life such as in forming relationships.

Psychologist Howard Gardner stresses the need for identifying multiple intelligences, multiple aptitudes, so that children can be guided to develop the skills that come most naturally to them and are most satisfying to them. There are no reliable pencil and paper tests yet for the multiple intelligences or for emotional intelligence. However, these skills may well determine whether or not even the academic high-achiever is happy and reaching his full potential in life.

Breaking Away from Traditions and Assumptions

The volume and quality of research on emotional skills proves the importance of these skills in every aspect of life. With poor emotional skills, such as impulse control and empathy, even those with the highest IQ scores will struggle in life. It will take years for knowledge of emotional skills to spread from academia into the general population. In breaking away from the traditional use of IQ scores, society may gradually appreciate the value of evaluating children's multiple intelligences as a guide to their potential. Whereas IQ scores were helpful in predicting academic success, they were useful to educators and parents when it came to identifying a child's deficits and strengths. What now shall society do in changing the education system to nurture and develop these multiple intelligences? It will require a radical overhaul of traditional education to incorporate the teaching of emotional intelligence and other intelligences beyond the standard verbal and mathematical skills. A few schools have begun testing ways to blend emotional intelligence skills into the standard curriculum. Yet, the pace is slow, because teaching such skills demands retraining the teachers.

The generation raised to value traditional methods and traditional testing systems will have difficulty embracing the changes. Even mental health professionals who propose teaching emotional intelligence skills have to change their traditional assumptions about the interplay of emotion and reason. Their long-held belief that pure reason without the interference of emotion would make for better decision making has been proven false. Their assumption that temperament is destiny has been proven false. The segment of society quickest to embrace the concepts and teachings of emotional intelligence has been managers of businesses. In the global marketplace, businesses thrive or collapse based on their adaptability. Applying the principles of emotional intelligence to business improves sales, enhances the productivity of creative teams, and reduced lawsuits. It is in the arena of business that the principles of emotional intelligence have been tested with the most immediate, measurable results.

Emotions Can Kill and Heal

Psychologist Robert Ader's discovery that the immune system can learn created a new field of study—psychoneuroimmunology. From this basis, research has proven that chronic negative emotions, such as anxiety, pessimism, anger, stress and suspicion, double the risk of serious diseases like ulcers and heart disease. Dr. Redford Williams gathered data on anger that showed "being prone to anger was a stronger indicator of dying young than were other risk factors such as smoking, high blood pressure, and high cholesterol". Chronic negative emotions lower the immune response and hamper the recovery of patients who have been injured. One study found that among elderly women recovering from hip fractures, the ones who were depressed stayed in the hospital eight days longer than others. They were also only a third as likely to walk again.

This information guides the medical community toward forms of treatment that go outside the traditional use of medicines and physical therapy to incorporate emotional therapy. The power of positive emotions and strong personal relationships makes a measurable difference in the recovery of patients. Dr. David Speigel found in his study that women suffering from severe breast cancer lived twice as long if they attended weekly support group meetings. Armed with the knowledge that emotions can kill or heal, the medical community is slowly adapting to include emotional therapies alongside traditional treatments.

Style

Perspective

Daniel Goleman, Ph.D., earned his Ph.D. from Harvard. He worked as a reporter on brain and behavioral sciences for the New York Times newspaper for twelve years. He is a Fellow of the American Association for the Advancement of Science. The American Psychological Association awarded him a Lifetime Achievement Award. He is a student of and an expert in the topic of Emotional Intelligence. Goleman authored five other books: *Social Intelligence*, *Working with Emotional Intelligence*, *The Meditative Mind*, *The Creative Spirit* and *Vital Lies, Simple Truths*. He co-authored *Primal Leadership: Learning to Lead with Emotional Intelligence*, with Richard Boyatzis and Annie McKee. Goleman brings his writing skill, his knowledge of the subject and his passion to this work. Inspired by the writing of psychologists John Mayer and Peter Salovey, Goleman connects the dots to other branches of research that relate to the concept named by Mayer and Salovey. Following the growth of this topic from 1990 to 1995, Goleman has updated and reissued *Emotional Intelligence* in the tenth edition, published in October 2006. The continuing popularity of this book proves that interest in the topic of *Emotional Intelligence* has spread far beyond the scholars and researchers, as more people search for reasons for social problems and for ways to solve them.

Tone

This book is a rallying cry for change. Using exhaustive research on the topic of emotional intelligence from clinicians to Nobel-Prize winners, Goleman build the case that the skills that comprise Emotional Intelligence could reverse the trend toward the disintegration of civilization. Goleman uses his journalistic skills to build his argument. Though his objectivity fades, it does so because of the volume of evidence he has gathered from experts worldwide. He asserts his opinion in the introduction and in the final chapter, but otherwise strives to restrain narrative intrusion. The majority of the book presents documented research findings and quotes from prominent, respected researchers to explain their findings. Goleman translates the technical jargon into reader-friendly terms often enough to help the reader. For example: neurologist Damasio uses the term 'somatic marker', and Goleman describes the term to mean an intuitive signal. He then adds the plainer descriptive 'gut feeling'.

The last 70 pages of the book cite studies, resources, index the topics and organize reference notes to document his scholarly sources. Though written for the average reader, Goleman builds his credibility through his approach to writing this complex topic. He treats the reader with respect, while he explains even the anatomy of the brain in understandable terms and functions.

Goleman unites his global topic by exploring it from a multitude of angles: medicine, psychology, education, chemistry, neurology, anatomy, criminology, philosophy, public

opinion, sociology, history and politics. He weighs the benefits and costs of allowing things to continue, as they are against the measurable benefits and costs of adopting the strategy of teaching children the skills of emotional intelligence. Though emotional intelligence, skills can be taught to adults through psycho therapy, they are most effective if taught while the brain is still growing and being shaped in childhood, when the lessons learned become hard-wired into behavior. The effect of the book on the reader is one of feeling educated by a master teacher, the kind who loves to teach.

Structure

The book has a reference book format starting from the table of contents, to the scholarly two-part introduction, to the body, followed by a 70-page section that includes appendixes, resources, bibliographic notes, acknowledgements and the index. The body, all 284 pages of it, is divided into five logical parts that group the 16 chapters. Goleman starts the body of his book with a biological explanation of the brain itself, and how the brain developed in relationship to emotions. Each chapter builds the argument that emotions physically shape and change the performance of the brain. He builds credibility step-by-step by citing the bounty of research on emotions. Though it was designed to be read by outside the fields of neurology and psychology, a one-page sample of this book earned a Flesch-Kincaid Grade Level of 13.6 for readability, placing it at college-level reading. The sample averaged more than 26 words per sentence. If each chapter had a summary and quiz questions, this could be a textbook.

Quotes

"As the head of a research at a global executive search firm put it, 'CEOs are hired for their intellect and business expertise—and fired for a lack of emotional intelligence.'" Introduction, p. xv.

"Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy. Aristotle, The Nichomachean Ethics." Aristotle's Challenge, p. xix.

"These are times when the fabric of society seems to unravel at ever-greater speed, when selfishness, violence, and a meanness of spirit seem to be rotting the goodness of our communal lives. Here the argument for the importance of emotional intelligence hinges on the link between sentiment, character, and moral instincts. There is growing evidence that fundamental ethical stances in life stem from underlying emotional capacities. For one, impulse is the medium of emotion; the seed of all impulse is a feeling bursting to express itself in action. Those who are at the mercy of impulse—who lack self-control—suffer a moral deficiency. The ability to control impulse is the base of will and character. By the same token, the root of altruism lies in empathy, the ability to read emotions in others; lacking a sense of another's need or despair, there is no caring. And if there are any two moral stances that our times call for, they are precisely these, self-restraint and compassion." Aristotle's Challenge, p. xxii.

"But while our emotions have been wise guides in the evolutionary long fun, the new realities civilization presents have arisen with such rapidity that the slow march of evolution cannot keep up. Indeed, the first laws and proclamations of ethics—the Code of Hammurabi, the Ten Commandments of the Hebrews, the Edits of Emperor Ashoka—can be read as attempts to harness, subdue, and domesticate emotional life." Chapter 1, p. 5.

"Such emotional explosions are neural hijackings. At those moments, evidence suggests, a center in the limbic brain proclaims an emergency, recruiting the rest of the brain to its urgent agenda. The hijacking occurs in an instant, triggering this reaction crucial moments before the neocortex, the thinking brain, has had a chance to glimpse fully what is happening, let alone decide if it is a good idea. The hallmark of such a hijack is that once the moment passes, those so possessed have the sense of not knowing what came over them." Chapter 2, p. 14.

"People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their own productivity; people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought." Chapter 3, p. 36.

"Given the roots of anger in the fight wing of the fight-or-flight response, it is no surprise that Zillmann finds that a universal trigger for anger is the sense of being endangered. Endangerment can be signaled not just by an outright physical threat but also, as is

more often the case, by a symbolic threat to self-esteem or dignity: being treated unjustly or rudely, being insulted or demeaned, being frustrated in pursuing a goal." Chapter 5, p. 60.

"New solutions and fresh ways of seeing a problem do not typically come from worrying, especially chronic worry. Instead of coming up with solutions to these potential problems, worriers typically simply ruminate on the danger itself, immersing themselves in a low-key way in the dread associated with it while staying in the same rut of thought. Chronic worriers worry about a wide range of things, most of which have almost no chance of happening; they read dangers into life's journey that others never notice." Chapter 5, p. 67.

"What seems to set apart those at the very top of competitive pursuits from others of roughly equal ability is the degree to which, beginning early in life, they can pursue an arduous practice routine for years and years. And that doggedness depends on emotional traits—enthusiasm and persistence in the face of setbacks—above all else." Chapter 6, p. 80.

"Anxiety also sabotages academic performance of all kinds; 126 different studies of more than 36,000 people found that the more prone to worries a person is, the poorer their academic performance, no matter how measured—grades on tests, grade point average, or achievement tests." Chapter 6, p. 82.

"Flow is a state of self-forgetfulness, the opposite of rumination and worry; instead of being lost in nervous preoccupation, people in flow are so absorbed in the task at hand that they lose all self-consciousness, dropping the small preoccupations—health, bills, even doing well—of daily life. In this sense moments of flow are egoless. Paradoxically, people in flow exhibit a masterly control of what they are doing, their responses perfectly attuned to the changing demands of the task. And although people perform at their peak while in flow, they are unconcerned with how they are doing, with thoughts of success or failure—the sheer pleasure of the act itself is what motivates them." Chapter 6, p. 91.

"The presence or absence of ways to repair a rift is a crucial difference between the fights of couples who have a healthy marriage and those of couples who eventually end up divorcing. The repair mechanisms that keep an argument from escalating into a dire explosion are simple moves such as keeping the discussion on track, empathizing, and tension reduction. These base moves are like an emotional thermostat, preventing the feelings being expressed from boiling over and preventing the partners' ability to focus on the issue at hand." Chapter 9, p. 143.

"People who experience chronic anxiety, long periods of sadness and pessimism, unremitting tension or incessant hostility, relentless cynicism or suspiciousness, were found to have double the risk of disease—including asthma, arthritis, headaches, peptic ulcers, and heart disease (each representative of major, broad categories of disease). This order of magnitude makes distressing emotions as toxic a risk factor as, say,

smoking or high cholesterol are for heart disease—in other words, a major threat to health." Chapter 11, p. 169.

"In a study of people paralyzed from spinal injuries, those who had more hope were able to gain greater levels of physical mobility compared to other patients with similar degrees of injury, but who felt less hopeful." Chapter 11, p. 177.

"Irene's case is cited by Dr. Judith Lewis Herman, a Harvard psychiatrist whose groundbreaking work outlines the steps to recovery from trauma. Herman sees three stages: attaining a sense of safety, remembering the details of the trauma and mourning the loss it has brought, and finally reestablishing a normal life. There is a biological logic to the ordering of these steps, as we shall see: this sequence seems to reflect how the emotional brain learns once again that life need not be regarded as an emergency about to happen." Chapter 13, p. 210.

"The human brain is by no means fully formed at birth. It continues to shape itself through life, with the most intense growth occurring during childhood. Children are born with many more neurons than their mature brain will retain; through a process known as 'pruning' the brain actually loses the neuronal connections that are less used, and forms strong connections to those synaptic circuits that have been utilized the most. Pruning, by doing away with extraneous synapses, improves the signal-to-noise ratio in the brain by removing the cause of the 'noise.' This process is constant and quick: synaptic connections can form in a matter of hours or days. Experience, particularly in childhood, sculpts the brain." Chapter 14, p. 224.

"The hecticness, instability, and inconsistency of daily family life are rampant in all segments of our society, including the well-education and well-to-do. What is at stake is nothing less than the next generation, particularly males, who in growing up are especially vulnerable to such disruptive forces as the devastating effects of divorce, poverty, and unemployment. The status of American children and families is as desperate as ever.... We are depriving millions of children of their competence and moral character." Chapter 15, p. 235.

"When just such a study was done with more than nine hundred girls in the seventh through tenth grades, emotional deficits—particularly a failure to tell distressing feelings from one another and to control them—were found to be key among the factors leading to eating disorders." Chapter 15, p. 247.

"Some obese people are unable to tell the difference between being scared, angry, and hungry, and so lump all those feelings together as signifying hunger, which leads them to overeat whenever they feel upset." Chapter 15, p. 248.

"Take the case of emotional disorders, afflictions that about one in two Americans experiences over the course of life. A study of a representative sample of 8,098 Americans found that 48 percent suffered from at least one psychiatric problem during their lifetime. Most severely affected were the 14 percent of people who developed three or more psychiatric problems at once." Chapter 15, p. 257.

"Being able to put aside one's self-centered focus and impulses has social benefits: it opens the way to empathy, to real listening, to taking another person's perspective. Empathy, as we have seen, leads to caring, altruism, and compassion. Seeing things from another's perspective breaks down biased stereotypes, and so breeds tolerance and acceptance of differences. These capacities are ever more called on in our increasingly pluralistic society, allowing people to live together in mutual respect and creating the possibility of productive public discourse. These are basic arts of democracy." Chapter 16, p. 285.

Topics for Discussion

What are the differences between IQ and EI?

Which part of the brain seizes control during an emotional hijacking? How does it bypass the other parts?

Describe the marshmallow test given to four-year olds and which emotional skill it tests.

What effect, if any, does emotion have on health?

What is the universal trigger for anger?

Choose one of these domains of emotional intelligence (knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships). Define it and explain its importance to achieving success in life.

What is the value, if any, of emotion in decision making?

If children could be taught either emotional self-awareness or empathy, which one would help them most in life? Why?