

Emotional Intelligence

**ACHIEVING ACADEMIC AND
CAREER EXCELLENCE**

SECOND EDITION

Darwin B. Nelson

TEXAS A&M UNIVERSITY—KINGSVILLE

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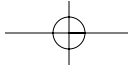
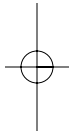
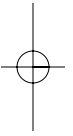
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DEDICATION

Emotional Intelligence: Achieving Academic and Career Excellence is dedicated to new and first-generation college students everywhere making the important and challenging transition from home to school to college to career. These students have inspired us to develop the best book and learning system possible to help guide them on their way to personal excellence.

Through research, teaching, learning, and life experiences, we have learned that emotional intelligence (EI) is the most important factor in college, career, and life success. This expanded preface highlights several concepts important to our work and the second edition. This new edition highlights research-derived applications and people who use our EI assessments and learning systems in exemplary ways, including colleges and organizations. Our annual Institute for Emotional Intelligence provides a forum for sharing and learning about the emerging theory of EI and our education models. A link to our Web site with information about the annual conference is provided in the preface. More than ever before, our focus is on the direct connection between EI skills and strategies for achieving teaching, learning, leadership and life excellence.

Students will see references to a fictional character, *EI Man*, in exhibits throughout the book. Although not illustrated, we created *EI Man* to provide a wise and caring mentor/guide who understands the importance of emotional intelligence for achievement, career success, and life excellence. We envisioned *EI Man* as a caring mentor with practical wisdom to share the many positive contributions of the emotional mind and EI skills for students everywhere. We hope that caring and dedicated teachers and mentors inspire all students to learn the skills, behaviors, and attitudes of emotional intelligence.



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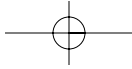
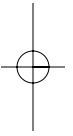
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P R E F A C E

Emotional Intelligence: Achieving Academic and Career Excellence is an engaging and self-directed guide for you to learn the contributions of your emotional mind. The purpose of the book is to help you explore, identify, understand, learn, and apply emotional skills essential to your academic and career success. You will learn about emotional intelligence and its importance to achievement, college success, career direction, and leadership. Even more important, you can learn to become as successful as you choose by learning, developing, and applying EI skills and behaviors.

The second edition keeps its focus on you as a person embarking on an important part of your life. You are the most valuable resource in our society. Our goal is to share information, a learning process, and skills that will guide your transition from school to college to career. Emotional Intelligence is a learned ability to think constructively and act wisely.

As you read and engage yourself with EI lessons, you will be learning in ways that you enjoy. Discovering information about yourself and then learning new skills is exciting, enjoyable, and highly productive. In this second edition of *Emotional Intelligence: Achieving Academic and Career Excellence*, you will learn:

- Hallmarks of Excellence for you as a goal-achieving student and person
- Awareness of your own skills and areas to improve with the ESAP
- College and life success skills that are new to you
- Excellence is self-defined and self-directed
- Ten EI skills for academic, career, and everyday life success by following the Emotional Learning System
- Three potential problem areas for many people and corrective strategies
- Five key skills for college success through the Intelligent Self-Direction section of the book
- Practical ways to think reflectively and set goals for achievement
- Contributions of emotional skills and your emotional mind
- The value of self-assessment to manage stress and change

WHAT'S NEW IN THIS EDITION

- **“Hallmarks of Excellence” feature** provides students with theory-based and research-derived information about how the brain works in regard to emotional intelligence and practical emotional learning.
- **A focus on intelligent self-direction** lends a clear focus to the five most important skills for academic excellence: assertion, time management, personal responsibility, drive strength, and stress management.
- **Illustrations and personal narratives** located at the end of each chapter make learning more personally meaningful and less traditional while identifying the contributions of the emotional mind.
- **New findings from adolescent and adult neuroscience** showing the importance of meaningful personal learning, leading with emotional intelligence in the classroom, make intelligent self-direction more understandable and personally relevant.
- **Real-life student and teacher stories** illustrating the value of emotional intelligence and intentional learning in the classroom provide classroom examples of the benefits of person-centered learning over teacher-centered or content-centered learning.

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Since the first edition in 2003, there are numerous colleagues we love and respect for their dedication to students, college success, and institutional effectiveness. Likewise there are programs in colleges and organizations that are exemplary applications of our education and transformative model of emotional intelligence.

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professors, colleagues, friends, and sources of energy and encouragement to extend boundaries of learning and scholarship.

We appreciate the support and acceptance of our work by faculty and students at Texas A&M–Kingsville. Emotional Intelligence has been a topic of interest in academic and support service programs, courses for new students, graduate students in many programs, doctoral students in Educational Leadership and Bilingual Education. Michelle Brown is a valued colleague who directed the doctoral program where 20 EI dissertations were completed since 2002.

We value students and EI colleagues in the United States and globally. Exemplary professionals/organizations using our EI assessments and learning models include

- South Texas College and many colleagues such as Gardner (Spud) Reynolds, Terry Miller, Jorge Botello, Ali Esmaili, Jose Cruz, Juan Mejia, Shirley Reed, and College Success faculty for their vision in creating a “college-going” culture for students with an emphasis on emotional intelligence.
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- So many other students and colleagues too numerous to mention throughout Texas, the United States, and the world who inspire students and colleagues who continue to work tirelessly on behalf of students, schools, colleges, and communities.

In 2002, the authors developed a research initiative with emotional intelligence as a forum to disseminate doctoral and external research findings and encourage additional and ongoing research with their education and transformative model of emotional intelligence. In 2004, the authors convened their first annual Institute for Emotional Intelligence to share research with colleagues and highlight "best practice" and exemplary programs using their positive EI assessments, learning systems, and education programs.

The 7th Annual 2010 Institute for Emotional Intelligence was convened in San Antonio, Texas, with the theme ***Emotional Intelligence: Developing Teaching and Leadership Excellence***. Now, an international conference with an international journal of emotional intelligence, the Institute has programs relevant to K–12 Education, Higher Education, Business-Organization-Government settings, and Health-Wellness-Counseling.

Contact the authors for information about their assessments, learning systems, and annual Institute for Emotional Intelligence at Emotional Intelligence Learning Systems, Inc. (<http://www.eilearningsys.com>).



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MyStudentSuccessLab is an online solution designed to help students acquire the skills they need to succeed. They will have access to peer-led video presentations and develop core skills through interactive exercises and projects that provide academic, life, and career skills that will transfer to ANY course.

It can accompany any Student Success text, or be sold as a stand-alone course offering. Often students try to learn material without applying the information. To become a successful learner, they must consistently apply techniques to their daily activities.

MyStudentSuccessLab provides students with opportunities to become successful learners:

Connect:

- Engage with real students through video interviews on key issues.

Practice:

- Three skill-building exercises per topic provide interactive experience and practice.

Personalize:

- Apply what is learned to your life.
- Create a personal project that will be graded and can be posted to your portfolio.
- Journal online and set short- and long-term goals.



MyStudentSuccessLab provides tools and support for students and instructors:

Student Tools/Support – Supplies these tools in addition to the video, exercises, and projects:

Resources – Use of Plagiarism Guide, Dictionary, Calculators, and a Multimedia index of Interactive case studies and activities.

Assessments - Includes Career Assessment tool, Learning Styles, and Personality Styles.

Instructor Tools/Support – Saves class prep time and supports implementation while engaging students:

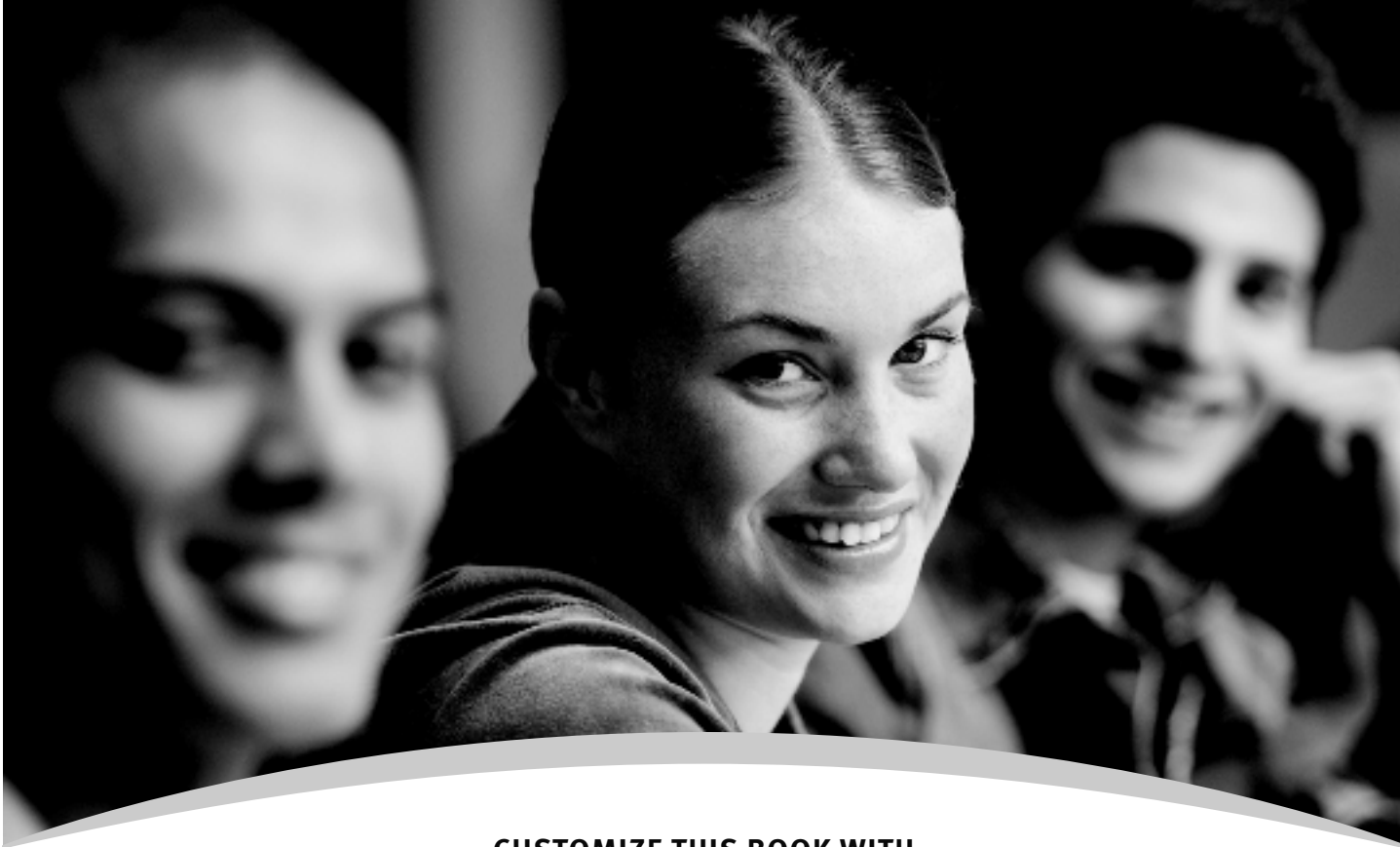
Sample syllabus – Ensures easy course implementation.

Instructor's guide – Describes each activity, the skills each addresses, an estimated student time on task for each exercise, and a grading rubric for the final Apply activity.

Additional Assignments – Suggests extra activities to use with each topic:

- General activity related to an important objective for each topic.
- Internet Assignment (e.g. Google "You Tube" video on topic) to find a video on key strategies and write a critique and present it to the class.
- Resources usage – ie. Read and take online notes on the main points of the Understanding Plagiarism guide.

MyStudentSuccessLab is easy to use and assign. Visit www.mystudentsuccesslab.com for additional information. Technical support at <http://247pearsoned.custhelp.com>.



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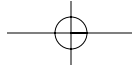
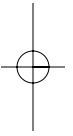
PEARSON

ABOUT THE AUTHORS

Darwin Nelson, PhD, is a Consulting Psychologist and Diplomate, American Psychotherapy Association, Patron and Life Member, Forum for Emotional Intelligence Learning (FEIL) in India, and Principal, Emotional Intelligence Learning Systems, Inc. He is cofounder of the Emotional Intelligence Training and Research Institute (EITRI) and has held tenured professorships in Psychology and Education, Texas A&M University–Kingsville. He has taught at every level from secondary to doctoral.

Gary Low, PhD, is Professor Emeritus of Education, Texas A&M University–Kingsville, a Consulting Psychologist, Patron and Life Member, Forum for EI Learning (FEIL) in India, and Principal, Emotional Intelligence Learning Systems, Inc. He is cofounder of the Emotional Intelligence Training and Research Institute (EITRI). He has served as professor, department chair, director of major programs, and dean at Texas A&M–Kingsville. He has developed and taught EI courses for first-generation college students, graduate, and doctoral students.

Friends since first grade and working together since 1977, Darwin Nelson and Gary Low have created, researched, and developed the education, transformative theory and model of emotional intelligence and the Emotional Learning System. Together and individually, they have authored books, articles, and positive assessment instruments used worldwide in education, training, and teaching. Now, spanning four decades, they work collaboratively with educators, organizations, and colleges in designing and implementing EI curricula, programs, and resources to build healthy students, people, organizations, and communities.



INTRODUCTION

Emotional Intelligence and Your Emotional Mind

BELIEFS ABOUT EMOTIONAL INTELLIGENCE AND ACHIEVEMENT

- Emotional intelligence is the single most important influencing variable in personal achievement, career success, leadership, and life satisfaction.
- Emotional intelligence is a learned ability requiring a systematic experience-based approach to learning.
- Schools and colleges do not provide a theory and brain-based practical and systematic model to learn emotional intelligence skills.
- Learning emotional knowledge and skills requires an intentional, active, learner-centered approach involving self-directed coaching, mentoring, and visualization.
- Emotional intelligence consists of specific skills, behaviors, and attitudes that can be learned, applied, and modeled by students to improve personal satisfaction, achievement, and career effectiveness.

Emotional learning that results in increased selfawareness, improved behaviors, and the acquisition of new skills must actively engage the individual in the



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learning process. Learning by doing and experiencing is the key to learning emotional intelligence skills. This book is designed to help students apply and model the key skills of emotional intelligence in those educational, social, and work settings that demand high levels of achievement and performance. The overall goal of the book is to provide a positive and practical model of human emotional behavior that students can apply to stay mentally, physically, and emotionally healthy; increase achievement and productivity; and improve personal and career performance and satisfaction.

Learning and improving emotional intelligence requires a process that is highly personal, practical, easily understood, and engaging. This text presents 10 basic goals for the student to accomplish:

1. Learn a practical model of emotional intelligence that is essential to success.
2. Identify and explore four competency areas that cover 13 emotional intelligence skills.
3. Develop a meaningful emotional skills profile that emphasizes your strengths.
4. Apply the Emotional Learning System as a personal and career development model.
5. Better understand how the emotional mind works and its positive contributions.
6. Formulate a personal action plan to foster personal and career excellence.
7. Establish and maintain positive, supportive, and healthy relationships.
8. Make positive changes in your understanding and use of emotional skills.
9. Learn, apply, and model stress-management skills to improve your effectiveness.
10. Protect and improve your physical health by learning and applying positive skills.

These goals are focused on helping you improve academic achievement and career performance. Three major learning objectives help you to reduce negative emotional stress; establish, maintain, and enhance healthy intra- and interpersonal relationships; and understand, learn, and apply specific emotional intelligence skills.

TEXT ORGANIZATION

The text is centered on a theory of learning that assumes an individual organizes and learns information by using both thinking (cognitive) and feeling (emotional) systems. It emphasizes a very personal system of learning that

actively engages the individual in developing emotional skills. Your primary learning styles are considered, and skill development exercises involve auditory, visual, and kinesthetic (hands-on) activities. Auditory content is presented as text. The text is organized to be experienced and requires active and self-directed involvement.

EMOTIONAL LEARNING SYSTEM

Emotional and experience-based learning is different from traditional academic content learning. The Emotional Learning System is based on this difference. Its five steps are systematic and sequential, yet fluid and interactive—the system is designed to ensure a learner-centered development process built on honest, positive self-assessment. The five steps are as follows:

Step A (Self-Assessment: Explore) requires that you develop an intentional self-assessment habit: inquiring, discovering, and questioning.

Step B (Self-Awareness: Identify) involves the process of identifying your experience as either a thought or a feeling.

Step C (Self-Knowledge: Understand) involves “insight” and an understanding that allows you to make choices about how to behave.

Step D (Self-Development: Learn) involves learning various ways to improve your behavior.

Step E (Self-Improvement: Apply and Model) requires that you apply and model emotionally intelligent behavior to achieve personal, career, and academic goals.

Our belief is that emotional intelligence is best understood and learned when organized and framed around specific emotional skills. Therefore, the text is organized around four competency areas, and each area covers specific emotional intelligence skills.

COMPETENCY AREAS AND RELATED SKILLS

PART I

Interpersonal Skills

- Assertion is the ability to clearly and honestly communicate personal thoughts and feelings to another person in a comfortable, direct, appropriate, and straightforward manner.

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- Aggression is a potential problem area that negatively affects relationships. It involves the anger emotion that must be understood and converted to the Anger Management emotional skill.
- Deference results in ineffective communications that negatively affect relationships. It involves the fear emotion that must be understood and converted to the Anxiety Management emotional skill.

PART II

Leadership Skills

- Social Awareness is the ability to choose the appropriate emotional, social, and physical distance during verbal and nonverbal interactions with others and to affect and influence others in positive ways.
- Empathy is the ability to accurately understand and constructively respond to the expressed feelings, thoughts, behaviors, and needs of others.
- Decision Making is the ability to plan, formulate, initiate, and implement effective problem-solving or conflict-resolution procedures to resolve personal problems and to use a skills approach when making decisions.
- Positive Influence is the ability to positively affect, persuade, and influence others and make a positive difference.

PART III

Self-Management Skills

- Drive Strength is the ability to effectively direct personal energy and motivation to achieve personal, career, and life goals.
- Commitment Ethic is the ability to complete tasks, projects, assignments, and personal responsibilities in a dependable and successful manner, even under difficult circumstances.
- Time Management is the ability to organize tasks into a personally productive time schedule and use time effectively to complete tasks.
- Change Orientation is the degree to which an individual is or is not satisfied and the magnitude of change necessary or desired to develop personal and professional effectiveness. Change Orientation must be understood and converted to the Positive Change emotional skill.

PART IV**Intrapersonal Skills**

- Self-Esteem is the ability to view Self as positive, competent, and successful.
- Stress Management is the ability to choose and exercise healthy self-control and self-management in response to stressful events.

Chapters 3 through 6 each address a particular competency area and its relevant skills by applying the Emotional Learning System. Each skill is introduced by way of a definition. The students are then asked to complete a self-assessment to determine their current skill level, which is subsequently plotted on a profile graph. An explanation of the skill follows so that the students can understand the skill and how its use allows them to make choices about their behaviors. Next, the students are invited to learn various techniques that develop the skill. The last step is the application of the various techniques.

PERSONAL CHANGE AND SUCCESS

The most important message of *Emotional Intelligence: Achieving Academic and Career Excellence* is that improving emotional intelligence is a key factor in physical and mental health, academic achievement, personal satisfaction, and career excellence. We have worked with thousands of students and teachers in classes, workshops, and seminars. The obvious seems always to be overlooked or ignored. Almost everyone, at every age and level of development, requires a personal and practical model for experiential or experience-based learning that guides them toward increased emotional self-control and constructive thinking.

Teachers and students have asked for a way to self-renew and keep themselves on a positive and healthy path. Self-renewal and personal excellence are self-defined and self-directed processes that each teacher and student invents and implements in a personally meaningful way. We know and teachers know and students know that emotional intelligence is the key. This text provides a proven lifelong model for learning and developing emotional intelligence skills.

Emotional skill development requires a positive and strength-oriented approach that encourages a person to see changes in the emotional system as a process of continual development and learning. People become stressed and fatigued, and burnout occurs when the demands of work and life exceed internal resources and skills. With this collection of emotional skills, you are in a much better position to take advantage of the opportunities created by stress and personal change.

POSITIVE CONTRIBUTIONS OF YOUR EMOTIONAL MIND

Research is rapidly progressing regarding how the emotional mind works and learns best. Many positive contributions are being discovered and learned by researchers, teachers, and students. When focusing on learning and teaching excellence, it is essential that students and teachers understand that your emotional mind:

- Is the most important influencing factor in high levels of academic achievement and career success;
- Is the key to physical and mental health;
- Enables us to respond to others with empathy and guides our interpersonal interactions with others;
- Makes self-reflection and personal goal setting possible;
- Is the lead system for positive personal change;
- Controls vital survival and stress management functions; and
- Is the lead system and source of happiness, satisfaction, joy, and love.

When you understand, on a personal level, the positive contributions of your emotional mind, you are on the path to becoming an emotionally intelligent student. Build on your uniqueness, and learn each of the emotional intelligence skills as you strive for excellence in your life.

THE EMOTIONALLY INTELLIGENT STUDENT

You are unique in who you are and how you learn. Use the book at your own pace and in a way that complements your learning style. Develop the emotional knowledge and skills that mean the most to you as a person and as a learner. Becoming emotionally intelligent is a lifelong learning process that can keep you happy and healthy. Achieving personal and career excellence is a self-defined and self-directed process. Emotional intelligence skills are a key to your success and your personal well-being.

Unlike traditional academic content, emotional intelligence directly relates to you and how you manage your life and deal with all its important aspects. Thus, developing emotional intelligence skills is a “work in progress.” This “work” will yield valuable returns in your life and career as you progress from where you are now to where you want to go throughout your life and your development as a person. Use this book as a guide to fully develop your skills and potential to experience excellence and success in your life and career.