

EMOTIONAL INTELLIGENCE: IS IT WORTH IT?

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Abstract:

Emotional intelligence plays an important role in the workplace because it determines how well individuals perform with each other and within their institutions. In the Kurdistan Region of Iraq (KRI), it is often overlooked because it is rather difficult to measure and, consequently, to teach. Whereas IQ results can be raised through practice, emotional intelligence (EQ) is harder to cultivate as it deals with social, human relationships. This research will investigate how developing emotional intelligence in the training of young professional helps them in their careers. In many ways, EQ is more essential than IQ for professionals who require strong human relationships in order to be successful. Through interviews in the KRI, I will be able to document the experiences of local lawyers, entrepreneurs, and educators, along with their vision of EQ in the workplace. It will then be possible to compare the experiences of EQ in the KRI to international cases through supplemental research of the academic literature. The study of EQ will help raise arguments around the value of emotional intelligence in the fields of law, education, and entrepreneurship. By the end of this paper, it will be possible to evaluate the potential benefits of EQ education for professionals.

What are Emotions and what is Intelligence?

The quest to realize that there is a wide variety of intelligences that we might possess is a rather difficult one. The way we understand the world is too limited in the sense that we do not allow for this variety to contribute. We have come to decide that our IQ determines the rest of our lives. How smart a person is at his business or how much knowledge of the world he has determines how successful he is. But why is it, that we still come across people with very high IQ, yet they seem to be not so successful? Intelligence is not merely knowledge, for the world does not work on knowledge alone. Humans are social beings, they are complicated and difficult to organize. The mind works in ways that, unless thoroughly studied, are beyond our knowledge. The mind is the most complicated organ in even more complicated beings. The problem is not that humans are not smart, it is that they do not know how to use their intelligence to the best of their advantage. There is no denying that we are emotional beings, and if not, then those around us are. Due to the fact that we socialize and are not merely existing in bubbles of our own, we need to understand this emotional aspect. Understanding our own emotions and managing them then leads to understanding others' emotions and managing them. Discussed further below is why this is important and why do we need this emotional intelligence. What the world needs is less IQ and more emotional intelligence, hereafter (EQ).

Emotional intelligence is one field of intelligence among many. We need to understand what emotions are defined as in order to understand their value. The first step is identifying what emotions are and how we can further understand emotions. Emotions are “in essence, impulses to act, the instant plans for handling life that evolution has instilled in us” (Goleman, 24). The history of the word emotion refers specifically to this. The root is the Latin verb *motere*, which translates to “move”. According to sociobiologists, our emotions guide us in facing predicaments

and tasks too important to leave to intellect alone (Goleman, 20). These predicaments and tasks can range from danger and loss to persisting toward a goal despite frustration and building a family. The way humans adopt these emotions has a scientific explanation in itself. The homo sapiens neocortex, according to Goleman, has added all that is distinctly human. He explains how the neocortex is the seat of thought. It puts together what the senses perceive and adds a feeling to them. But what is especially essential to emotions is the amygdala. In fact, if removed from the rest of the brain, “the result is a striking inability to gauge the emotional significance of events” (Goleman, 39).

However, this is not the sole method by which people act and react. In his book, *Emotional Intelligence: Why it can matter more than IQ*, Goleman argues that we have two minds that work in harmony with each: One that thinks and one that feels. The rational mind is what we use to comprehend the events that happen around us, and we are highly conscious of this. Meanwhile, the emotional mind is the impulsive and powerful one that sometimes tends to be illogical. These two intertwine to guide the person and balance the mind between the rational and the emotional. Goleman’s wording of emotional intelligence takes it from a specific psychological entity to a collection of personal qualities (Mayer and Cobb, 170).

Our understanding of emotions then helps us constitute a definition of what emotional intelligence is. Salovey and Mayer define emotional intelligence as “The ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action” (Salovey and Grewal, 281). They distinguish four branches of emotional intelligence: perceiving emotions, using emotions, understanding emotions, and managing emotions. Perceiving emotions relates to the detection of emotions in things we see around us,

and further in ourselves. EQ highly depends on perceiving emotions, as it is the basis of the rest of the theory. Using emotions is the ability to use the detection of our emotions to make better decisions and better solve problems. Our abilities to make better decisions are far more feasible when, for example, we are in a good mood. The third branch, understanding emotions, consists of comprehending emotions and emotional language. It is going through a situation and understanding the emotions that you encompass in every step. It is understanding how shock can turn into grief, or any other emotion that takes a different form. The fourth and last branch is managing emotions. This is critical because it is often difficult to control our emotions in all situations. Mastering this avoids several unpleasant situations.

EQ also includes the ability to manage others' emotions. In a sense, it is being able to play around with your own emotions that allows you to build an effect on others' emotions. Emotions are "forms of evaluative judgment that ascribe to certain things and persons outside a person's own control and have great importance for the person's own flourishing" (Cates, 328). For Nussbaum, "Insofar as we believe that a person has come to grief through his or her own fault, we blame and reproach, rather than having compassion". She expects that her readers will easily agree with this statement. However, according to the review of her book by Diana Fritz Cates, it is not an obvious statement. It is possible to make a judgement about someone at fault and feel compassion for him at the same time (Cates, 336).

Intelligence

What is intelligence then? Mayer and Salovey think of intelligence as a hierarchy of mental abilities (Mayer and Cobb, 172). This means that general intelligence lies at the top and then divides into more specific intelligences. As mentioned in the article *Educational Policy on Emotional Intelligence: Does It Make Sense?* By Mayer and Cobb, for the statement “emotional intelligence underlies emotional learning” to be correct, there should be a standard by which emotional intelligence can be demonstrated as an actual intelligence (Mayer and Cobb, 172). An intelligence refers to a capacity to learn. Most policy experts seem to be discussing teaching emotional knowledge (Mayer and Cobb, 177). If this is something that can be learned, the concept of learning must be pinned down as well. Mayer and Cobb define socioemotional learning as acquiring skills for navigating the social world, such as the ability to communicate effectively, plan, and exert emotional self-control.

According to Frishte Kewe¹, there are eight different types of intelligences. They include linguistic, logical, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and spatial (Kewe, 2018). They all have relative importance in how a person behaves and lives. It is not mastering one of these but mastering all that a person becomes truly intelligent. The logical or mathematical intelligence is not sufficient for a person. Emotional intelligence, Kewe explains, is the capability of individuals to recognize their own emotions and those of others, discern between feelings and label them appropriately. Moreover, EQ relates how emotional information is used to guide thinking and behavior and how to manage these emotions to adapt to

¹ Kewe is a Licensed Clinical Psychologist and University Counselor at the American University of Iraq- Sulaimani

different environments. Emotional intelligence consists of social skills, motivation, self-regulation, self-awareness, and empathy. Kewe explains how emotional intelligence is connected to the cognitive diamond, the connection between thoughts, feelings, behavior, and body (Kewe, 2018). Unless we identify our feelings and where they come from, we cannot manage our behaviors and reactions (Kewe, 2018).

Comparison with IQ

“We have gone too far in emphasizing the value of the purely rational—of what IQ measures—in human life. Intelligence can come to nothing when the emotions hold sway.” (Goleman, 21). For someone not in control of his emotions and feelings, rational measurements are not intellect. Because the rational and emotional mind must work together, we cannot separate them and consider one as the significant way to determine intelligence. Studies suggest that emotional intelligence matters more than IQ in certain situations. One example is the study of primary school boys who had above-average IQ scores. The study showed that they were doing poorly in school and showed signs of impulsive and anxious behavior, “suggesting faulty prefrontal control over their limbic urges” (Goleman, 59). This study shows how indeed IQ measures can be faulty for deciding whether a person is successful in his personal life.

“The brightest among us can founder on the shoals of unbridled passions and unruly impulses; people with high IQs can be stunningly poor pilots of their private lives” (Goleman, 65). Even the smartest and brightest of us are prone to emotional outbursts. One will not simply rule this out due to a high IQ, as IQ scores do not necessarily correlate with all the other intelligences as well. Perhaps in the hierarchy of the mind, IQ is at the top, but it is certainly not the only one and not always the most important either. According to E.L.

Thorndike, a renowned psychologist, “Social Intelligence”, the ability to understand others and act wisely in human relations, was itself an aspect of a person’s IQ (Goleman, 79-80).

Emotions play an important role in rational decision- making. Dr. Antonio Damasio, a neurologist at the University of Iowa College of Medicine, has made careful studies of what is impaired in patients with damage to the prefrontal-amygdala circuit. What he has found is that in patients with such damage, their decision-making is terribly flawed—and yet they show no deterioration at all in IQ or any cognitive ability (Goleman, 60). Despite their intelligence, they make flawed decisions in business and personal life. What distinguishes which one of two people of equal intellect thrives in life is their emotional aptitude (Goleman, 69). It determines how well he can use his raw intellect along with all his other skills.

EQ Tests

IQ tests are easily available and scores can be immediately obtained. The challenge is very slight. Meanwhile, for emotional intelligence, no single test that is absolutely precise exists. According to Goleman, there is, as yet, no single paper-and-pencil test that yields an "emotional intelligence score" and there may never be one (Goleman, 83). It is unlikely to have a precise test because certain elements of emotional intelligence, for instance empathy, can only be tested by sampling one’s actual ability in carrying out a task. The closest researchers have been to adopting an emotional intelligence test is the emergence of the MSCEIT test. The Mayer-Salovey-Caruso Emotional Intelligence Test measures the four branches of emotional intelligence separately and gives an overall score as well (Salovey and Grewal, 282).

Although difficult to measure, emotional intelligence has been shown to have significant effects on life and especially on work success. The reason we cannot simply use personality tests to measure emotional intelligence lies in the definition of emotional intelligence itself. Emotional intelligence is not so much personality traits as it is a set of skills that can be learned. Tests that adopt self-report measures tend to be quite inaccurate. The question to ask is whether people answer truthfully or just conform to a social setting that they are in (Salovey and Grewal, 282). People will adapt easily to the environment they are in, which has a great effect on their reporting their own behaviors. Doubt remains whether they will answer truthfully in any such environment.

Why is EQ important?

“The last decade has seen a steady drumroll of reports like these, portraying an uptick in emotional ineptitude, desperation, and recklessness in our families, our communities, and our collective lives” (Goleman, 10). The last decade has seen far more numbers of reports of depression, suicide, and violent acts than any other. There is a spreading emotional disorder that can be observed in the rising numbers of depression and aggressive acts such as teens with guns at school and ex-employees massacring former fellow workers (Goleman, 11). The importance of emotional intelligence awareness comes in when we see these occurrences and ask ourselves what the reason behind them might be.

Several occurrences point to the lack of EQ in societies, whether they are children or adults. Because a classmate calls him a “baby”, a nine-year-old goes on a rampage at school, pouring

paint over desks and computers and vandalizing a car in the parking lot. Fifty-seven percent of murderers of children under twelve are their parents and stepparents. Almost half of these parents were simply trying to discipline the child. Often the beatings arise because the child is blocking the TV or crying (Goleman, 10). Incidents such as these make us question whether there could have been another way. If these parents were taught the importance of identifying and controlling their repulsive emotions, perhaps things would not have ended so terribly for their children or people around them.

EQ in Work

EQ matters at work. A lot of work has to do with the social environment we are in and how we manage this environment. It is not usually easy to work with people from different backgrounds who have different personalities. People in a business need regulation of their emotions as well as their behaviors to be able to deal with those around them. It is perhaps where EQ is most important because of the social aspect in work. Several teams at an insurance company, headed by a supervisor, took the MSCEIT. The employees in the teams were asked to rate each other based on behaviors at work. Those with high scores on the MSCEIT were rated as easy to work with. Even their supervisors rated them as more tolerant, more sociable, and as having a great potential for leadership (Salovey and Grewal). Policy experts were quick to accept the idea that EQ predicted success. Senior editor of Educational Leadership stated that “Emotional well-being is the strongest predictor of achievement in school and on the job”. He also stated that recent studies have shown that EQ predicts almost eighty percent of a person’s success. Policy experts also accepted that EQ is central to emotional learning (Mayer and Cobb, 170-171).

Research indicates that positive emotions improve entrepreneurial creativity. Entrepreneurs who display passion and intense feelings tend to be more successful than those who do not (Boren, 56). This does not mean they become highly emotional in what they encounter. It simply means they are able to show what they are feeling and why they are feeling that certain way. It is in fact not the rational side that creates and enhances a good business. Research on new businesses indicate that to be able to manage the human side of a business is often critical in the success of this new and enhanced business (Boren, 56). The importance of managing emotions for entrepreneurs is indicated in one example. Regulation of emotions assists in maintaining calm during stressful situations (Boren, 58). This is one critical aspect for entrepreneurs not just for themselves and managing their own emotions to better perform, but also to inspire employees to work hard.

EQ In Work: In the KRI

In Frishte Kewe's experience, it has been absolutely necessary to have emotional intelligence. Due to her experience in working with NGOs and other institutions, she has come to realize the importance of EQ and how the KRI lacks this intelligence. When working for NGOs, you need emotional intelligence because there are monthly or weekly evaluation by everyone around you. They evaluate how you have done your job, but also how you have behaved and acted with them (Kewe, 2018). As emotional intelligence is a social skill, the surveys are a good way to identify and study it. When evaluated by others, you can get a better perspective of the actions you do not notice in yourself. Often, humans go into automatic thinking. They accept what they are naturally feeling and act on it, not thinking twice about their decisions and

behaviors. But when you are aware of how others see you, you can better adjust yourself.

According to Yara Salem², World Bank Special Representative to Iraq, emotional intelligence is necessary for entrepreneurship and education. As an entrepreneur, she was able to identify emotional intelligence as one of the factors that has affected her work and the visions she has for Iraq and the Middle East. Her leading aim as World Bank Special Representative to Iraq is to focus on rebuilding and reconstruction. What a society goes through post-conflict requires more than providing jobs. There are social aspects that need to be considered, specifically education (Salem, 2018). According to Salem, the ministry of planning has allowed for much progress in other sectors but not in education and social life.

Salem stated that the region, and humans generally, are hungry for knowledge. There should be institutional capacity building that allows for the connectedness of the people with knowledge. She argues that university quality is very low, which is why we do not see the number of entrepreneurs we want to see in the region. People need to learn more about productivity and creativity. This can be done in challenging their skills in several areas, not just the education we provide today. That way, in realizing their potentials for becoming entrepreneurs, more of the youth can take that path. Salem says how emotional intelligence can be the path in education and entrepreneurship in building these skills for individuals (Salem, 2018). She explains how it has helped her face so many challenges. She has been brought down so often but has been able to realize and react the proper way because she knew what was going

² Ms. Salem has worked as a Senior Operations Officer, Senior Infrastructure Specialist, and Private Sector Development Specialist working with WB and IFC on various countries across the globe with a focus on Africa and the Middle East. Ms. Salem started her career as an entrepreneur, establishing the first life insurance company in Palestine.

on around her and was better able to control her own emotions. This way, she was able to succeed as an entrepreneur because of factors like emotional intelligence.

EQ in Education

Emotional intelligence is a set of abilities that can be learned and applied. To develop these skills is important but is not enough. We need to take a further step in implementing interventions that affect the use of these skills. Consequently, curricula for increasing emotional intelligence should be empirically-based. Theoretical studies of emotional intelligence are not enough; the implementation is what is necessary to test if it is indeed worth studying. Unless carried out in practice, the value of emotional intelligence cannot be fully comprehended. Behaviors worth noting are identified in schools that are connected to how emotionally intelligent students are according to the curricula they are studying. Rudeness, irresponsibility, and violence have been detected as a serious problem plaguing the schools.

The book by Goleman claimed that scientists have discovered a link between EQ and prosocial behavior, behavior that is intended to promote social acceptance (Mayer and Cobb, 163). Goleman notes that in Rhode Island, they are trying to make the whole state emotionally intelligent. This is no easy task. But the initial step is clear. Education is where you start, for every other aspect in society follows from it. Following from this, the government created a plan to integrate EQ education in social, health, and education programs (Mayer and Cobb, 164). EQ can be established and integrated into policy. It can be integrated into the curricula that schools use now. Education today consists of a lot of creative and liberal arts. EQ can be fostered through these programs. This way, we are exempt from integrating EQ training into other

subjects that would be considered detached from EQ. One example is for students to analyze and understand cases where EQ plays a role like they do in literature in studying characters (Mayer and Cobb, 179). The integration of EQ into pre-existing liberal arts systems prevents the counter argument that EQ does not fit with the rest of the curriculum. People trying to avoid the integration of EQ will realize that it is possible to integrate it in a part of the curriculum without creating chaos.

One significant example of the integration of EQ in education is Project Spectrum. The leading mind behind this project is Howard Gardner, a psychologist at the Harvard School of Education (Goleman, 71). According to Gardner, the time has come to broaden the spectrum of talents. Perhaps the most significant contribution of any school education should be to nurture a child to develop his talents, where he best finds himself growing as a person and therefore a better contributor to society.

Today, we have a narrow spectrum of talents and the educational systems continue to emphasize this. For many, the highest level of intelligence means becoming a successful doctor or professor, without referring to the individuals' talents and abilities. In cultivating these individual talents, the spectrum broadens and so does children's performances. Project Spectrum's idea goes beyond the three Rs, reading, writing, and arithmetic, that schools traditionally teach. It cultivates other capabilities such as social perceptiveness that can be nurtured in a child. This way, the child is exposed to a range of abilities that become rather useful in life. School, then, becomes an education in life skills (Goleman, 70-71).

One psychologist at Duke University worked with anger-ridden grade-school troublemakers.

He had training sessions with them for forty minutes twice a week for six to twelve weeks. The content of the sessions was primarily getting the students to realize that what they often see as hostile as in fact neutral. In the sessions, they were taught to see from others' perspectives and to see what others might be thinking or feeling. They got training in anger control by directly monitoring their feelings. This was done by studying the body's reactions such as flushing or muscle tensing as they got angry. The results are shockingly positive. He found that the boys who graduated from the program became much less disruptive in class. Similarly, they generated more positive feelings about themselves and were less prone to taking drugs. The longer the boys had stayed in the program, the less aggressive they became (Goleman, 405).

But this program has its limitations because it only exposes children to emotional learning when they are troubled. However, self-emotional learning should be much more generally applied than that. One program that tackles this issue is Self-Science. Self-Science is an idea spreading throughout schools. It is integrated as part of the curricula under the names of "social development" or "life skills". The primary goal of the program is to make emotional competence and learning part of a child's regular education. It cultivates a set of skills that is rather essential to all children, and not merely the troubled ones (Goleman, 446). The integration of emotional literacy is thus not merely reflected in existing education but becomes a topic itself. Rather than treating a child when he is led to eruptions and intrusions, schools make it social and acceptable to be taught before this eruption is reached (Goleman, 448).

Is it possible to acquire emotional literacy? Topics taught in the course include self-awareness and seeing the link between thoughts, feelings, and reactions. Building a vocabulary for recognizing and identifying feelings becomes necessary. Furthermore, in taking these steps, a

child is taught to see the consequences of alternative choices, applying them in issues of drugs and smoking (Goleman, 457). The main strategy needed to tackle this issue of integration then becomes the blending of lessons on feelings and relations with topics already taught. Emotional lessons can be integrated into reading, health, social studies, and such other courses. An alternative strategy targets the teachers, helping them rethink how to discipline children who misbehave. This opportunity will arise in teachers helping the children explain their feelings or resolve their conflicts.

However, no education strategy is effective immediately. It is a rather slow process, taking years for improvement, however slight. Data suggest that these courses, likewise, will not change children's behaviors immediately, but in passing from grade to grade, there will be improvement if the outlook of the school is changed. There will be a higher level of emotional competence when the children are taught year by year about their emotional capabilities and the skills to help them resolve issues related to their emotions. Scholars who go about this issue either philosophically or ethically agree that emotions ought to be taught, although arguments about how they should be taught remain heated (Cates, 327). The extent of their educability is far from being a resolved issue, yet the main goal of emotional literacy remains at the top.

EQ in Education: In the KRI

According to Frishte Kewe, emotional intelligence is low even when walking amongst people in the streets. When an accident happens, the first reaction by everyone is to get upset. Furthermore, they act on this, making the situation worse than it is. Kewe explains that this is either because EQ is not required by institutions or it does not have a cultural significance (Kewe, 2018). Even in foreign institutions that are based in the KRI, the levels of emotional intelligence are low.

They do not require the employees to act in accordance to what the culture asks for. They do not become integrated into the culture they are working in. This upsets locals because the foreign institutions do not recognize the importance of their culture and therefore overlook it.

Kewe argues that this can be fixed in two ways. Educational institutions need to realize that this is an important aspect to be taught. But the teaching matters because the teacher themselves are not exposed to the idea, and therefore, cannot teach it. The process needs to be integrated top down (Kewe, 2018). The first step then is to teach the teachers and staff. The ones who are in charge of schools and universities need to be taught of the importance of emotional intelligence first. Only then are they able to also teach the students. Although not widespread in the KRI, Kewe believe that it is important to teach emotional intelligence as it will help in several institutions around the region.

EQ in Law

The terms emotion and law perhaps do not seem to go together in any sense. After all, law is supposed to be about rational thinking and rational decision-making. Lawyers are expected to act rationally and suppress their emotions almost completely. This seems far from reality. Lawyers more than anyone need to be emotionally intelligent. They need to know when to use their emotions and how to react to clients that are being emotional. Suppressing their emotions would not help their clients and soon will run them out of their business.

As mentioned by Kelton in *Clients want Results, Lawyer need Emotional Intelligence*, lawyers are drawn to the study of rules and often exhibit a taste for order. This taste of order helps students become attorneys and helps them “think” like lawyers, yet they are not often

equipped to perform as lawyers because they lack emotional intelligence (Kelton, 481).

Preferences that distinguish lawyers from others include, among other factors, an interpersonal relating style (Kelton, 483). Emotional Intelligence is important for lawyers because they must maintain interactions with clients, judges, and even colleagues. Because lawyers interact with people all the time, they do need emotional intelligence, perhaps more than others. Emotional intelligence helps lawyers interpret if the communications that are taking place are actually understood. Indeed, traits of lawyers are in a way definable. What often makes the public view lawyers as a strange group of individuals is the fact that clients often see them as inhumane and unemotional. In the same way, lawyers see clients as illogical and emotional. The way this characteristic works is indeed frustrating, not just for lawyers, but also for the clients. The way to resolve this frustration is if lawyers infuse their thinking with their emotions. That way, they have a much clearer understanding of what clients are going through and why they act certain ways. In exchange for this understanding, clients then view lawyers in a much more humane light than if there is no understanding. Marjorie Silver argues that in the same way lawyers need certain skills to be good lawyers, they also need emotional intelligence to become successful lawyers (Kelton, 484).

The ability to blend emotions in legal transactions can transform the toxic relationship between lawyers and clients into a much more radiant one. Both sides benefit significantly when lawyers understand clients' concerns and apply skills of emotional intelligence. The client benefits from a lawyer who can practice his emotions along with his skills. If a lawyer is in fact emotionally intelligent, he will recognize the fact that the client wants to be acknowledged, first and foremost, as a person with a problem to be solved, not just a party to a certain lawsuit. The emotionally intelligent lawyer will demonstrate this understanding he has for the client to see

that the lawyers perceives him as a person. No client wants his emotions to be suppressed in the case of a lawsuit. What the lawyers can do with the client's emotions is to integrate them into his thinking process that makes it beneficial in a legal setting. The emotionally intelligent lawyer will help the client use his emotions to recognize his thoughts more and this, in effect, influences his thinking.

There is a certain balance to keep between the client and lawyers in terms of control. The client does not want to be robbed of all his control and to feel out of control, nor does he want the lawyers to feel out of control, which would be very ineffective for him (Kelton, 493). By managing the client's emotions and moreover his own emotions, the lawyer will engage or disengage from the emotions as necessary. Going back to the question of education, it is perhaps reflected in legal studies as well. As indicated by Kelton, many lawyers are not emotionally intelligent because the main focus of legal studies is to get law students to "think like lawyers". This automatically rules out teaching them to "feel like lawyers". As a result, lawyers come to possess certain traits that obstruct successful lawyering. The future of legal emotional intelligence is similar to the other fields. It is no overnight process, rather it takes time and much effort to be able to infuse and even more time to see results from this infusion. New areas of intelligence that could further improve learning for lawyers might be personal intelligence. Mayer defines this intelligence as "the capacity to reason about personality and to use personality and personal information to enhance one's thoughts, plans, and life experiences" (Kelton, 494).

EQ in Law: In the KRI

According to Ali Ahmed³, the local level of awareness around emotional intelligence is very low in the field of law in the KRI. Judges have no awareness of what goes on with clients and how they make them feel. During hearings for the youth, they either have mercy on them or treat them very offensively. But he argues that it is relatively important for judges and lawyers, who are under the influence of judges, to have awareness of emotional intelligence (Ahmed, 2018). Ahmed argues that judges should not be under the influence of emotions. This is significant because in a legal environment, it is indeed necessary to be rational. He argues that judges should not use emotions to decide, even when it involves the cases of youth. But he states that in legal education in the KRI, there is no study of emotional intelligence. It is important that it be integrated because if not controlled, emotions can develop and influence your work. This way, you would easily be manipulated in a legal setting.

The question then remains, what does it mean for emotions to be controlled? Does it mean to completely abandon the use of emotions? According to Ali Ahmed, it means to not influence decisions where judges would feel pity for a guilty person or lawyers for their clients. But this is not usually the case with judges in the KRI. In fact, harsh behavior towards clients is more likely. According to sources that want to remain anonymous, there have been times where defendants have wetted themselves in front of judges that were too harsh in dealing with them. Shouting at defendants and underestimating them is common behavior. This seems like a problem in

³ Local lawyer and professor of law in the Kurdistan Region of Iraq

controlling emotions in law. The quest to remain rational and emotionless has affected lawyers and judges in a way that has made them rude and inconsiderate in front of clients.

There is currently nothing done about this issue. Law schools in the KRI teach mostly theoretical factors that affect students' future employment. According to Ahmed, whatever students learn about emotional intelligence actually might just come from individual professors who would teach it as part of their individual classes (Ahmed, 2018). How can this be fixed?

Legal education seems to have completely ignored this. Students go through five years of studies without even being formally introduced to emotional intelligence. The hope that remains is legal associations. The lawyers' association in the KRI plans to have six-month trainings for students who finish law school. Because in the duration of their studies they learn mostly theoretical, they are not prepared to face courts and practice law as necessary. The trainings should be a good place for the teaching of emotional intelligence to start. The worry is that the opportunity will be wasted (Ahmed, 2018). If not taken into proper consideration by the ministry of higher education, the programs might not even begin. If the trainings do take place, then the integration of emotional intelligence can take place. Although not the most practical solution, these trainings are a place to introduce EQ. If the integration succeeds in this low-level training program, then it might be further integrated into legal education as well. The study of emotional intelligence as a theory would better work if taught during the degree program and later practiced in such trainings. But that may prove too difficult for this stage in the KRI, where the idea is highly unfamiliar.

Conclusion

Whereas IQ seems to be given value over all other intelligences, it is necessary to recognize that EQ directly affects the success that many professionals have. The importance of EQ comes in when people with high IQ still seem to be missing a lot of skills required to be successful. The KRI faces a lack of emotional intelligence in the fields of education, law, and entrepreneurship. Educators themselves do not realize the value of EQ, hence they cannot teach the youth. According to local sources in the KRI, this process must be carried out top down. Therefore, the next step is to educate the educators. Professionals in the KRI explain how they face this lack of EQ daily around them and how it has affected their work. Societies do not realize the importance of EQ in the workplace and how it can directly affect the success of businesses. Research shows that in most areas in the workplace, EQ has a greater significance than IQ. Thus far, it has not been clear how EQ can contribute to law. However, studies and local sources suggest that it is essential for lawyers to have an understanding of EQ and moreover put this knowledge in use to better perform as lawyers.

We give much less value to emotional intelligence than it deserves. Our understanding of emotions and our abilities to control these emotions come from giving EQ more value. That way, we come to educate societies of this importance. EQ can be learned; therefore, it is possible to be integrated in many fields, especially in education, entrepreneurship, and law.

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