



Emotional Intelligence

Instructor Manual

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This instructor's manual is designed to help implement a lesson about emotional intelligence (EI). It consists of an outline of the history of EI, the primary theories for evaluating and measuring EI, and practical applications in schools and the workplace. The lecture framework includes recommendations for activities, discussion questions, and outside resources that may be used to augment the lesson. PowerPoint slides consistent with these recommendations are available at the Noba website.

Learning Objectives

- **Relevant APA Learning Objectives (Version 2.0)**
 - Describe key concepts, principles, and overarching themes in psychology (1.1)
 - Develop a working knowledge of psychology's content domains (1.2)
 - Demonstrate psychology information literacy (2.2)
 - Interpret, design, and conduct basic psychological research (2.4)
 - Incorporate sociocultural factors in scientific inquiry (2.5)
 - Interact effectively with others (4.3) *via activity*
 - Exhibit self-efficacy and self-regulation (5.2) *via activity*
- **Content Specific Learning Objectives**
 - Understand the theoretical foundations of emotional intelligence and the relationship between emotion and cognition.

- Distinguish between mixed and ability models of emotional intelligence.
- Understand various methods for measuring emotional intelligence.
- Describe emotional intelligence's evolution as a theoretical, success-oriented, and achievement-based framework.
- Identify and define key concepts of emotional intelligence (including emotion regulation, expression of emotion, understanding emotion, etc.) and the ways they contribute to decision making, relationship building, and overall well-being.

Abstract

In this module, we review the construct of emotional intelligence by examining its underlying theoretical model, measurement tools, validity, and applications in real-world settings. We use empirical research from the past few decades to support and discuss competing definitions of emotional intelligence and possible future directions for the field.

Class Design Recommendations

Emotional Intelligence (EI) is a module that can be taught in one long class period (90-115 minutes) or spread over two shorter class periods (50-75 minutes). Included in this outline is one possible stopping point between classes, but you should modify the lesson to fit your needs. This module would pair nicely with a unit of cognition and intelligence, emotion and motivation, or love and relationships. Please refer to the accompanying PowerPoint slides that complement this outline.

One Class Period (90-115 minutes):

- Introduction and history of EI
 - Goleman's theory of EI
- The Ability Model
 - Four-branch model

- Ability model assessment—performance measures
- Mixed models
 - Boyatzis-Goleman model
 - Bar-On model
 - Trait EI model
 - Mixed model assessments—self-report measures

(Possible end point for shorter class periods)

- Room for debate—which model is right?
- Practical application
 - Workplace
 - Schools
- Limitations and future directions

Module Outline

Introduction: Emotional intelligence (EI) is the idea that emotions are related to cognition and affect decision-making and behavior. The EI perspective is that emotions are active mental processes that can be managed with practice and the development of skills to do so.

- The concept of EI came about in the 1990s through research that intelligence—defined as the operational process through which we learn to utilize our internal abilities to better navigate our surroundings—is impacted by our emotions. EI is the idea that people are able to leverage their emotions to enhance thinking, judgment, and behavior.

History of EI

- Traditionally, cognition and emotions have been viewed as separate domains—with

emotion being an impediment to cognition. While there have been suggestions dating back to Aristotle that emotional arousal is positive, cultural norms generally teach us to repress emotional thinking and to complete tasks regardless of our emotions.

- In the 1970s scientists began to recognize the limitations of the Intelligence Quotient (IQ), specifically with its inability to explain individual differences unrelated to cognitive ability alone. Additionally, Gardner and Sternberg presented more inclusive theories of intelligence, leading the way for researchers to begin exploring the influence of emotion on thinking, judgment, and memory.
- Today, EI is an extensive and varied field with multiple perspectives and measurement tools. Daniel Goleman's book, *Emotional Intelligence: Why It Can Matter More Than IQ* (1995), presents a theory of EI that blends emotion-related skills, **cognitive intelligence** and personality. The public appeal generated by the book is one catalyst for the growth in EI research, but also was a contributor to conflicting definitional and measurement models.

Models and Measures of EI

- Today there are three primary models of EI; the **ability model**, mixed model, and the **trait EI model**.
- The Ability Model: This **four-branch model** proposes four fundamental emotion-related abilities that make up EI.
 - *Perception of Emotion*: The ability for people to identify their emotions and the emotions of others through emotional displays.
 - *Use of Emotion to Facilitate Thinking*: The ability to understand how different emotional states can have different impacts on situations, and using this knowledge to generate appropriate emotions to succeed at the task at hand.
 - *Understanding of Emotion*: The ability to differentiate between emotional states and see variations based on the cause of the emotion. Additionally, this ability includes grasping how multiple emotions work together. The ability to successfully discriminate between negative emotions may lead to more effective emotion management.
 - *Management of Emotion*: The ability to recognize the value of all emotions in appropriate contexts, and reacting with the appropriate outlet for emotional responses (i.e., allowing yourself to feel angry, but not reacting violently and hurting someone).
 - Performance measures, rather than self-reporting, are used to measure EI in this model. These measures require respondents to demonstrate the four emotion skills through eight tasks. In each task, an emotional scenario is presented and the respondent is

asked to evaluate different resolutions.

- Mixed and Trait EI Models combine mental ability with personality traits.
 - The **Boyatzis-Goleman model** (mixed model) outlines four emotional competencies: (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management.
 - The **Bar-On model** (mixed model) is made up of five components: (1) intrapersonal skills, (2) interpersonal skills, (3) adaptability, (4) stress management, and (5) mood.
 - The trait EI model (trait model) explains EI as a constellation of self-perceived, **emotion-related** personality traits.
 - Mixed and trait EI models are evaluated through self-report measures. There is some doubt as to the validity of these measures, as people may give in to social-desirability biases and inflate personal abilities and skills.
- There is low correlation between self-report and performance measures of EI. However, these competing approaches should enhance the quality of research in the field.

Room for Debate

- Many researchers feel that the **mixed and trait models** are not able to accurately describe EI, in part because they focus on personality traits that in adults are relatively fixed. Distinguishing EI from personality traits helps better target skills that can improve desirable outcomes. Explaining and measuring EI with language that allows room for growth is crucial to its application.
- The remainder of the module focuses on the ability model, which aligns with the growth approach.

Workplace

- Correlations have been found between EI and enhanced job performance, occupational well-being, and leadership effectiveness. EI has been associated with performance indicators such as company rank and percent merit increase, and successful managerial skills such as problem-solving and negotiation.
- Leaders also benefit from high EI. Transformational leaders who motivate, empower, and inspire followers have been shown to have high EI.

Schools

- EI principles are often integrated into **social and emotional learning (SEL)** programs in schools. These programs merge thinking, feeling, and behaving to help students manage their behavior and reactions to others. This curriculum is designed to help students succeed in school and in life.
- A teacher's emotional state influences the entire classroom. Research suggests that high EI is important for effective teaching, as teachers must manage negative emotions in order to keep a positive and functional classroom.
- Emotional regulation has been associated with job performance and satisfaction as well as support from principals.
- **Emotion regulation** can help students focus in class and manage academic anxiety. Schools that used the RULER curriculum were rated higher in warmth and connectedness between teachers and students.

Limitations and Future Directions

- More research and development of EI theory and measurement is needed. It is important for the field to reconcile conflicting definitions and to refine existing measures.
- The primary **performance assessment** of EI (**MSCEIT**) is limited in that it does not allow assessments of abilities such as the expression of emotion and emotional self-reflection. There are also questions as to the validity of EI.
- Cross-cultural research is needed to achieve possible universal applications and outcomes.
- However, current findings do indicate a relationship between cognition and emotion. EI gives us ownership over our emotions and allows for individual agency in any situation.
- Down-regulating emotions may allow a person to redirect focus to a situation and not the emotional response, allowing a more objective view of the point of conflict.

Difficult Terms

Ability model

Bar-On Model

Boyatziz-Goleman Model

Cognitive intelligence

Emotion regulation

Emotional intelligence

Emotion-related ability

Four-branch model

Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

Mixed and trait models

Performance assessment

Positive vs. negative emotional arousal

Self-report assessment

Social and emotional learning (SEL)

Trait EI Model

Lecture Frameworks

Overview: This lesson is designed to be taught as a standalone class period (90-115 minutes) or to be integrated with other modules to create a multi-class unit. Begin the class with a warmup question about emotional intelligence before starting with the first activity. By creating an emotional situation, you will have a reference point when lecturing about the different aspects of emotional intelligence—to remind students how they felt. After the activity, complete the short lecture, and refer to the emotional state of the students from the earlier activity while going over the brief discussion questions. After the lecture you have the option to conduct a second activity or demonstration. End the class with a brief assessment asking students to look at their answers to the questions from the start of class and write down what they have learned that may change or confirm these answers.

- **Warmup Activity:** Start the class with the questions, “What kinds of things do you think about when you hear the term emotional intelligence?” and, “Why is it important to understand emotional intelligence?” Have students share their answers.
- **Direct Instruction of Definition and History of EI:** Refer to the lecture slides to provide a brief overview of the lesson and talk about what EI is. Ask the class for input on the characteristics of EI and how it might be measured. Discuss the history of EI and the theory that brings the domains of Intelligence and Emotions together.
- **Video and discussion:** show Daniel Goleman’s Ted Talk, “Daniel Goleman on compassion,” and discuss it. If you have time and want to show a longer video see the Outside Resources for two 30 minute Interviews with Goleman.

- Link: http://www.ted.com/talks/daniel_goleman_on_compass...
- **Direct Instruction and Discussion of The Ability Model**
 - Four-Branch Model:
 - Ask the class to identify different emotions they might feel in different situations.
 - How do you feel before an exam?
 - How do you feel after a job interview?
 - How do you feel when you have to give a presentation?
 - How do you feel after you have made a mistake, but you are the only one who knows?
 - How do you feel attending or watching a sporting event and your team is winning?
 - Ask the class to think about a stressful situation in which they might have to make a decision (sick pet, car accident); what emotions could be helpful or hurtful in this situation, and why?
 - Included here is a YouTube clip, “Emotional Range of a Teaspoon,” from Harry Potter and the Order of the Phoenix (see Outside Resources): Discuss the emotional complexity described here and how it could affect decision-making. If most of the class is familiar with the Harry Potter series, this complexity could also be discussed in how it affects Cho’s decision-making. Link: <https://www.youtube.com/watch?v=-ogZMzVWMQao>
 - Discuss appropriate and inappropriate emotional displays. Are there ever times when an “inappropriate” display may be socially acceptable?
 - Talk about performance measures and discuss the pros and cons.
- **Direct Instruction of Mixed Models:** There are two discussed: Boyatzis-Goleman and Bar-On.
 - Talk about the emotional domains covered for each, and discuss the similarities and differences in these models.
 - Additionally, you can discuss the similarities and differences with the Four-Branch Model.
 - Trait Model: This model is summed up in one sentence: Under the trait model, EI is a

constellation of self-perceived, emotion-related personality traits.

- What does this definition mean? It is up to the individual to self-perceive their emotional intelligence.
- How is this similar to or different from the other models discussed?
- Talk about **self-report assessments** and discuss the pros and cons.
- **Improv Rules Activity:** Prior to this activity, tell the class that before you talk about the specifics of assessment, you are going to do an activity to help each class member experience emotions and think about their personal EI. This activity can take up a large chunk of class time. See the demonstration/activities section below for a full description of how to do this activity.
 - The following discussion questions can guide your discussion after the game to link it back to the text and lecture.
 1. How did that make you feel?
 - Refer to the models we have discussed (the Four-Branch, Boyatzis-Goleman, and Bar-On) and think about which model might best explain your emotional state?
 2. Was the emotional vulnerability an enhancement or detriment to your performance?
 - Where does this feeling and performance fit into the different models of EI?
 3. Do you think this type of activity could be an accurate way to measure EI?
 - Talk about what kind of measure this is—performance, or ability—and the pros and cons of using performance as a measure of EI.
- **Discussion of Which Model is Right**
 - There is a debate about the best theory of EI that centers around the following points:
 - The ability model allows for growth in EI; it is a skill set that can be learned.
 - Mixed and trait models focus on personality traits that are somewhat fixed in adulthood, suggesting that little change is possible.

- How is EI different from personality traits?
- **Discussion of Practical Application of EI**
 - Talk about how EI is beneficial in the workplace.
 - Talk about how EI is relevant in schools.
 - Discuss the limitations and directions listed: why is research needed in these areas?
- **Direct Instructions of Limitations and Future Directions of EI**
 - The limitations in the field of EI stem from a lack of consensus of how to define or measure EI.
 - Thus, more research is needed in the development of both theory and measurement.
 - Questions of validity about EI need to be answered.
 - Cross-cultural research is needed.
- **Wrap-Up Activity**
 - Give students the scenario (see the PowerPoint slides) from the start of the Emotional Intelligence module. Have students read along while you read it aloud. Then have students take no more than five minutes to respond to the following questions:
 1. What is the best approach?
 2. Should you talk to the ticket clerk or ask to see the sales manager?
 3. Would you let the group know how you felt when they cut in line?
 4. What might some other suggestions be as to how to handle the situation?
- **CAT:** To conclude the lesson, have students complete a one-minute paper.
 - First, have students revisit the question in the Warmup Activity
 - Then have students take one minute to write down something they learned that has changed or confirmed how they answered the questions in the warmup activity.

Activities & Demonstrations

- **Activity—IMPROV RULES: Developing Self-Awareness and Emotional Intelligence Through Applied Improvisation: Workshop Hand-out—Games, Exercises and Resources:**
Note: This activity has been adapted with permission from Judy Tredor-Wolff's original work at <http://www.livesinprogress.net/2015/06/improv-rule...>
- Overview: This could be a fun activity that allows students to think about emotions and also to make themselves vulnerable. Although students may not enjoy performing in front of the class, the exercise is a good one. This is an exercise that could be done in small groups so that no one is really "performing." Alternatively, you could ask for volunteers as every class usually has a handful of students who are not shy to do the exercise in front of the class. After the exercise you could also have students take the opportunity to write a self-reflection of how they felt while participating or watching the exercise using the measure components as a guideline.
- Time: 15–45 minutes depending on if you break the class into groups to play simultaneously or have multiple groups perform for the rest of the class. You can do one or both of the games. Additional games are found in the link.
- Materials: List of potential topics for Last Word.
- Directions:
 1. "There is a great uncertainty in improvisation experiences that can be very uncomfortable, but the fact that everyone involved has agreed to this discomfort makes it transformative, both in the creative process unfolding and for ourselves." – Jude Tredor-Wolff
 2. How to play **Bippity Bop Improv** (activity rules are written by Jude Tredor-Wolff, LCSW, CGP, MT of www.livesinprogress.net):
 1. Learning Objectives: listening; adaptability and flexibility; generate positive social atmosphere through lightening up and laughing with other people; shift cognitive gears rapidly.
 2. You should have 8 or more participants. If you have a small class you could potentially do this with the entire class.
 3. Have students stand in a circle with one person in the center. The person in the center can get out of the center and join the circle by getting someone else to "slip up."
 4. Before beginning, go through the levels of play, making sure everyone understands the

rules and responses for each phrase.

5. The first level of the exercise is for the person in the center to say "Bippity Bop" to someone in the circle, who has to say "Bop" before the person in the center says it.
6. After a few rounds of that, "Super Model" is added. If the person in the middle says "Super Model" to someone in the circle, that person and the people on either side strike a runway pose. The 3 participants must do this by the time the person in the middle counts to 5.
7. Then add "What do you say?" to which the person must respond "Yeah, baby."
8. When someone slips they take the center of the circle and the game restarts.

Last Word: This could be a fun activity that allows students to think about emotions and also make themselves vulnerable. Although students may not enjoy performing in front of the class, the exercise provides a helpful demonstration of EI. You might consider breaking the class into small groups so students don't necessarily feel like they're "performing." Alternatively, you might ask for volunteers, as every class usually has a handful of students who are not shy about getting up in front of the class. After the exercise, consider having students write a self-reflection on how they felt while participating or watching the exercise, using the measure components as a guideline.

- Learning objectives:
 - Creative communication
 - Focused listening that strengthens interpersonal connections
 - Self-awareness that develops through discussion of one's internal mental and emotional process during the exercise
 - Development of tolerance for uncertainty and the dynamic unfolding of an interaction
- Time: 15 – 25 minutes, depending on if you break the class into groups to play simultaneously or have multiple groups perform for the rest of the class. (Additional games are found in the link.)
- Materials: List of potential topics for Last Word.
- Link/Reference: Tredor-Wolf, J. (2013). *The writer's first line generator*. Retrieved from <http://www.livesinprogress.net/2015/06/improv-rule...>
- Directions:

1. You should have eight or more participants. If you have a small class you could potentially do this with the entire class seated in a large circle. This activity also lends itself to a front-of-class performance.
 2. The instructor provides the first sentence (see examples below) that begins a story. Player #1 continues the story using the last word of the opening sentence as the first word of his or her sentence. Subsequent players continue the story by adding one sentence each, always beginning with the final word of the previous sentence. The one-sentence-at-a-time story develops until it reaches some sort of conclusion. The instructor should use the phrase “the end” to indicate when the story has resolved. This may happen after all participants have taken a turn, or it may naturally conclude before or after that point. The end is decided at the instructor’s discretion.
 3. You may want to create a list of potential first lines or topics if your students are stumped. Some examples:
 - She had the choice of two doors.
 - He loved cooking.
 - Her favorite class was psychology.
 4. First line generator: (<http://writingexercises.co.uk/firstlinegenerator.p...> or <http://writers-den.pantomimepony.co.uk/writers-fir...>)
 5. You may want to set some ground rules (e.g., no explicit sexual references, no explicit language, no graphic violence, no racial or derogatory terms).
 6. For each exercise, ask students to remain aware of their emotional response. This includes cognitive (i.e. how it makes them feel) as well as physiological (e.g., rapid pulse) responses.
- Activity Debriefing: Discuss students’ self-ratings of EI and how their feelings fit into the different models or ways of assessment. You might also have students complete a written response to the activity. A Think-->Pair-->Share (students making a few notes, then sharing with a neighbor, finally sharing with the class) is a good way to have students think about their emotional state and EI.
 - One questions might be: How did this activity make you feel?
 - Here, you can discuss overall feelings or specific feelings. You might point students’ attention toward how they felt as it came closer to being their turn, how it felt during their turn, and how it felt after their turn.
 - You might also point out and validate individual differences in emotional experience.

Some students will feel nervous or self-conscious, while others will have fun and feel relaxed.

- Refer to the models we have discussed earlier (the Four-Branch, Boyatziz-Goleman, and Bar-On) to examine which model might best explain students' emotional states, and ask them to consider:
 - Do you think that this type of activity could be an accurate way to measure EI?
 - Which model and traits does this assess? **Note: If you do this activity at the beginning of class and this question is not yet relevant, you can refer back to the activity later in class.*
 - To make specific connections, show the PowerPoint slides that give the overview of each model, and talk through the points (e.g., perception, understanding, management of emotions) that relate to how students felt during the activity.

Video and questions—Daniel Goleman: Why aren't we more compassionate?

This Ted Talk given by Daniel Goleman fits well in the history section of the lecture, to get students thinking about why EI is important. The short video, followed by a discussion, is a good way to help students understand one place where the field of emotional intelligence got its start.

- Time: Video 13 minutes; discussion 5-10 minutes
- Materials: Video link or download
- Link/Reference: Goleman, D. (2007, March) Daniel Goleman: Why aren't we more compassionate? [Video file]. Retrieved from http://www.ted.com/talks/daniel_goleman_on_compass...
- Description provided by TED: Daniel Goleman, author of Emotional Intelligence, asks why we aren't more compassionate more of the time?
- Directions:
 1. In the context of the class lecture, show the video.
 2. After the video, hold a class discussion using the following questions to guide you. Using

a Think à Pair à Share model to generate discussion can be a good way to get everyone engaged.

- Do the people in the examples of this talk exhibit emotional intelligence? Why or why not?
 - How does this show the development of emotional intelligence as a field of its own (rather than cognition and emotion as separate domains)?
 - Why and how do our emotions affect our actions?
3. Have students take a minute to think and write down their thoughts, then pair up and share their answers with a neighbor, then share with the entire class.
- Alternatively, this would make a good homework assignment, with questions to think or write about raised.
 - *Alternate videos can be found in Outside Resources (below).*

Additional Activities

Hughes, J. S., Gourley, M. K., Madson, L., & Le Blanc, K. (2011). Stress and coping activity: Reframing negative thoughts. *Teaching of Psychology*, 38, 36-39. doi:10.1177/0098628310390852

- This activity explores how negative self-talk has a negative effect on one's emotional state. The activity takes students through how they might feel in hypothetical situations, and the necessary steps to reframe their thoughts as a coping mechanism during times of stress.
 - Time: 40 minutes
 - Materials: Scenarios and Questions
 - Directions:
1. Students are given stressful scenarios to read and asked questions that challenge common misconceptions that often lead to negative emotions.
 2. Students are then led to reframe negative emotions to positive.
 3. Students are then asked to pair up and share their negative thoughts, and to give advice on reframing those thoughts, learning coping strategies to channel negative emotions and think more positively.

Facial Emotion Recognition web quizzes

- Facial emotion recognition is an important interpersonal skill used to perceive the emotions of others. This activity provides three different links to facial emotion recognition quizzes. Assign one or all as a way for students to test their ability to recognize emotions in others. The first two links are open and you can take them as many times as you want. The third link is to an actual research study operated by Simon Baron-Cohen, and can only be taken once.
- Time: Each test takes approximately 5-10 minutes
- Materials: quiz links
- Directions:
 1. Each of the quizzes linked below tests how well a person can determine the emotion of someone else based on facial expression, especially the eyes—as in the last link. Any of these quizzes can be taken in class, with a crowd-sourced determination of the correct answer, or assigned as homework before or after the class.
 2. If students complete more than one of the quizzes, you can hold a discussion about the quizzes' similarities and differences, and what each is measuring. Discuss if these are good measures of EI, and what parts of EI they might be assessing best.
- Link: http://greatergood.berkeley.edu/ei_quiz/
 - This quiz is 20 questions. Participants are shown a series of faces and asked to identify one of four emotions four each. After each face, the correct answer with feedback is given.
- Link: <http://www.cio.com/article/2451808/careers-staffin...>
 - This quiz is 10 questions and based on “The Micro Expression Training Tool,” by Paul Eckman. Each face is in a resting, neutral expression, then flashes the emotion very briefly. After the flash, participants identify which of the seven primary emotions they saw.
- Link: <http://socialintelligence.labinthewild.org/mite/>
 - This is an actual research study operated by Simon Baron-Cohen at the University of Cambridge. It shows pictures of 37 pairs of eyes and asks the participant to determine the emotion on display in each. The first page of the quiz is the consent form.

Empty your Wallet, Pockets, or Purse Experiment

*May work best as an in-class demo followed by homework for self-reflection.

- This is an activity that gets students thinking about how personal belongings can have emotional meaning, and what might be assumed about people's personalities based on their belongings. Additionally, students are asked to think about private items they may not normally share, and what this says about them. The activity is modified from the online original to include imaginary people, so students do not feel obligated to disclose their own personal contents.
- Time: 10-20 minutes
- Materials: backpack/purse, personal items to fill bags (wallet, pictures, keys, makeup, notebook, planner)
- Link: <http://www.eqtoolbox.org/toolbox/exercises.php>
- Directions:
 1. Bring 1-3 backpacks or purses to class. Each bag should contain some personal belongings. Dump each bag's belongings out and use them to describe the hypothetical owner. Use the items to generate a list of habits, likes, dislikes, and likely hopes or fears.
 2. Ask students to make a list of items in their bags. On the list, have them mark any items they wouldn't want to share (or, if they decline to list some private items, ask them to make a mental list of them) then answer the following questions:
 - What are your feelings when you compare your items to other people's?
 - What are you censoring or not showing? What are you protecting by not showing it?
 - What feelings do you associate with individual items of yours—sadness, pride, etc.? Are you surprised by what others show?
 - How are the contents of your wallet/purse/backpack the same as the others? How are they different?
 - Do you have vivid memories associated with some of the items? What feelings did you have at the time of those memories? What are your feelings about those memories right now?
 3. Frame thoughts about self in the measurement categories.

Free EI / EQ Quizzes

- Online quizzes suggest they can tell a person everything from their IQ to which character in a TV show or movie they are most like. These quizzes have a wide range of validity and accuracy (e.g., is it really accurate to say that everyone you know is most like Harry Potter?). However, such online quizzes are very accessible. Two links to emotional intelligence quizzes are included below. This exercise is meant to get students thinking about their own EI and how well this quiz might measure it.
- Time: own pace / homework
- Materials: quiz links
- Directions:
 - Here are a couple of online quizzes you can post or assign for students to take. In class, discuss the validity of the tests and the questions they pose. Are these tests accurate? Are they a valid measure of EI?
 - <http://www.ihhp.com/free-eq-quiz/>
 - http://psychology.about.com/library/quiz/bl_eq_qui...

Discussion Points

1. What is emotional intelligence?
2. Why is it important to understand emotional intelligence?
 - The discussion for questions 1 & 2 is aimed at gauging students' background knowledge before class, and possibly before reading the text.
3. Why do we have emotions and why are they important?
 - The discussion here is aimed at getting students warmed up with thinking about emotions and reflecting on the reading. Students might mention the importance of emotions on influencing their behavior and the behavior of others. They might also mention the cultural significance of emotions.
4. What are some situations where negative emotions might be beneficial if appropriately managed? Why?

- The discussion here is aimed at applying new knowledge. Most commonly discussed is how positive emotions are approved of, while suppressing negative emotions is socially-appropriate behavior. But when learning about the history of EI, we discover that there might be times when negative emotions can be beneficial if appropriately channeled. This discussion will help students understand that all emotions are valid.
5. Ask the class to think about a stressful situation in which they might have to make decisions (sick pet, car accident, throwing a party completely unprepared), what emotions are adaptive or maladaptive in this situation, and why.
- The discussion here is meant to get students thinking about how they might react in a stressful situation. Students should talk about the kinds of emotions they may expect to experience, and how stress affects decision-making; are decisions logical and thought out or reactionary and rash?
6. Discuss appropriate and inappropriate emotional displays. Are there ever times when an “inappropriate” display may be socially acceptable?
- This question is a great place to pull in a discussion about cultural differences or strange circumstances. For example, generally it isn’t acceptable for someone to wail and cry in the streets. But what if someone close to that person has died, and he/she is overcome with grief? Furthermore, what if it is common in the person’s home culture to express grief this way? Get students to think about what makes an emotional display “appropriate.”
- Display Rule 1: In individualistic cultures, such as American, outward displays of emotion are encouraged.
 - Display Rule 2: In collectivist cultures, emotions are interactive experiences that reflect the social context, and expressions are controlled.
 - Display Rule 3: Anger is acceptable under certain situations in individualistic cultures (e.g., to determine who is wrong), but not in collectivist cultures, as it disrupts unity.
 - Display Rule 4: Sadness is less acceptable in individualistic culture, as it may portray weakness, but is more acceptable in collectivist cultures, as it does not threaten group harmony.
 - *Resource:* Safdar, S., Friedlmeier, W., Matsumoto, D., Yoo, S.H., Kwantes, C.T., Kaki, J., & Shigemasu, E. (2009). Variations of emotional display rules within and across cultures: A comparison between Canada, USA, and Japan. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 41(1), 1.

7. How is EI different from personality traits?

- The discussion here is aimed at understanding how cognition and decision-making is intertwined with personality in what is defined as emotional intelligence. This discussion is important in understanding the difference between the Ability Model and the Mixed and Trait Models.

Outside Resources

Article: Are you emotionally intelligent? Here's how to know for sure. Inc.com Retrieved from:

<http://www.inc.com/travis-bradberry/are-you-emotionally-intelligent-here-s-how-to-know-for-sure.html>

Article: Grant, A. (2014, January 2). The dark side of emotional intelligence, The Atlantic. Retrieved from:

<http://www.theatlantic.com/health/archive/2014/01/the-dark-side-of-emotional-intelligence/282720/>

Article: Gregoire, C. (2014, January 23) How emotionally intelligent are you? Here's how to tell. Huffington Post. Retrieved from:

http://www.huffingtonpost.com/2013/12/05/are-you-emotionally-intel_n_4371920.html

Book: Goleman, D. (1995). Emotional intelligence. New York, NY: Bantam.

Book: Goleman, D. (1998). Working with emotional intelligence. New York, NY: Bantam.

Evidence-Based Teaching

Landrum, R.E., & Harrold, R. (2003). What employers want from psychology graduates. *Teaching of Psychology*, 30, 131-133. doi:10.1207/S15328023TOP3002_11

- Employers look for a variety of qualities in potential employees. When asked to rank a list of 88 qualities, skills, and abilities, several skills directly related to emotional intelligence show up in the top ten: 1) listening skills, 2) ability to work with others as part of a team, 3) getting along with others, 4) focusing on customers or clients, 5) interpersonal or relationship skills, and 6) adaptability to changing situations. Giving students an understanding of these skills and the importance of emotional intelligence could impact

their future success.

Komarraju, M. (2013). Ideal teacher behaviors: Student motivation and self-efficacy predict preferences. *Teaching of Psychology, 40*, 104-110. doi:10.1177/0098628312475029

- Students with differing levels of motivation and self-efficacy respond to different teacher behaviors positively. Students who exhibit the highest levels of self-sufficiency and self-assurance are less concerned with teachers exhibiting traits in line with high emotional intelligence. Students who are less self-sufficient and self-assured prefer teachers that are more inclined to provide assistance.

Schaeffer, G., Epting, K., Zinn, T., & Buskist, W. (2003). Student and faculty perceptions of effective teaching: A successful replication. *Teaching of Psychology, 30*, 133-136.

- This study examines the qualities of effective teachers and has findings similar to those of earlier studies. Among the qualities of effective teachers are traits and skills that align with high emotional intelligence. Both students and faculty were given lists of traits to rank. The lists had similarities, with a few notable differences in what students perceived, as opposed to faculty, to be the most important. Most notably, students placed higher value on interpersonal dimensions of the student-to-teacher interactions.

Links to ToPIX Materials

Activities, Demonstrations, Handouts

<http://topix.teachpsych.org/w/page/19980989/Emotion%20in%20the%20Classroom>

The Motivational Toolbox

<http://topix.teachpsych.org/w/page/36687627/The%20Motivational%20Toolbox>

Video/Audio: Emotion

<http://topix.teachpsych.org/w/page/19980988/Emotion%20Video>

Teaching Topics

Teaching The Most Important Course

https://nobaproject.com/documents/1_Teaching_The_Most_Important_Course.pdf

Content Coverage

https://nobaproject.com/documents/2_Content_Coverage.pdf

Motivating Students

https://nobaproject.com/documents/3_Motivating_Students_Tips.pdf

Engaging Large Classes

https://nobaproject.com/documents/4_Engaging_Large_Classes.pdf

Assessment Learning

https://nobaproject.com/documents/5_Assessment_Learning.pdf

Teaching Biological Psychology

https://nobaproject.com/documents/6_Teaching_Bio_Psych.pdf

PowerPoint Presentation

This module has an associated PowerPoint presentation. Download it at https://nobaproject.com//images/shared/supplement_editions/000/000/181/Emotional%20-Intelligence.ppt?1452632828.

About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund is co-founded by Drs. Ed and Carol Diener. Ed is the Joseph Smiley Distinguished Professor of Psychology (Emeritus) at the University of Illinois. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award- winning university teachers.

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