

Emotional Intelligence Is the Other Kind of Smart.

When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperformed those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success—IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack.

Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: **personal competence** and **social competence**.

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behavior and tendencies.

- *Self-Awareness* is your ability to accurately perceive your emotions and stay aware of them as they happen.
- *Self-Management* is your ability to use awareness of your emotions to stay flexible and positively direct your behavior.



Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people’s moods, behavior, and motives in order to improve the quality of your relationships.

- *Social Awareness* is your ability to accurately pick up on emotions in other people and understand what is really going on.
- *Relationship Management* is your ability to use awareness of your emotions and the others’ emotions to manage interactions successfully.

How do we use this to improve our relationships and interactions?

Communication begins when we give our attention to another person. Listening skills vary. Some people may let their minds wander off on other ideas or may immediately react with judgments and then begin planning how one intends to respond. The good listener clears one's mind in order to absorb what the other person is saying and expressing nonverbally also. Instead of setting up one's own independent view, try to see the

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perspective of the person who is talking. By observing as neutrally as we can without forming any judgments we can begin to understand what the speaker is saying. If we use our imagination to put ourselves in their situation, we may better understand the feelings they are expressing.

Body language will often give us clues as to what the person is feeling and how one may respond appropriately.

Most people are more likely to be influenced by the expression of feelings than they are by ideas. Our feelings may become bottled up and explosive or poisonous if we do not allow them to express in healthy ways. Nonetheless we still need to monitor our negative emotions and be sensitive to their possible effects on other people. Thus we need to find ways of expressing them that will not offend or alienate others. We can be very angry about something and yet find a gentle way of communicating why we are so concerned about the situation. However, if we release our negative feelings in ways that appear to be against other people, the reaction is likely to be negative and make the situation worse. Here again empathy is important. We need to consider how we would want to hear our concern. Putting other people down for what we do not like will probably not change their behavior.



Expressing positive feelings can also be very helpful so that others may understand what is working well. By disclosing to others what we like about their behavior they may feel affirmed, improving the relationship. Also such positive feelings can help to prepare the way if some other concerns may need to be expressed. Usually most people do not want to hear anything negative from someone with whom they do not feel any connection. We can also establish mutual empathy by being willing to admit our feelings of sadness, fear, guilt, anger, or jealousy. We need to make sure that we are expressing our authentic feelings honestly. If someone tries to manipulate others by pretending to have feelings that are not real, this is likely to backfire when people realize that the person was not sincere.

PSYCHOEDUCATION: We need to teach the staff and clients about trauma and strategies to promote success in the S.E.L.F. components. It is a way to education the individuals to help them understand the things that have happened to them and the ways that their experiences are affecting their current lives. It gives the individuals an opportunity to learn the same language that the staff are using, to understand their behaviors and emotions in the context of their experiences as well as to learn skills to help them be safer, manager their emotions, deal with their losses and work toward the future.

GROUP ACTIVITY: In the first space, the user should write out each letter of their name in a vertical format. Next, they will note an adjective that describes one of their positive traits for each letter of their name.

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For example, if your name is Jane Doe, you might write:

J – Joyful
A – Assertive
N – Nice
E – Energetic
D – Delightful
O – Optimistic
E – Even-tempered

The user should complete their own name, then do the same for the person who has influenced their lives.

Completing this will help the user to start thinking about themselves, their personality, and the traits and characteristics of others. This will help them stay open-minded and attentive to emotions – both their own emotions and the emotions of others.