

## THE SOFT SKILL

# SALSA

Why emotional intelligence matters  
for project success.





# PAST PROJECTS

- AUCKLAND 1998
- BANGKOK 1997
- BEIJING 1999
- BOSTON 1996
- CHICAGO 1996
- DAKAR 2001
- DUBLIN 2000
- ENTEBBE 2011
- HO CHI MINH CITY 1999
- JAKARTA 1999
- KOLKATA 2009
- KUALA LUMPUR 1998
- LONDON 2000
- MANAMA 2002
- MANILA 1999
- MELBOURNE 2001
- MONTREAL 1995
- NEW YORK CITY 2001
- PARIS 2004
- PRAGUE 2000
- QUEBEC CITY 1995
- SAN FRANCISCO 2001
- SEOUL 1998
- SHANGHAI 1999
- SINGAPORE 2004
- TAIPEI 1999
- TOKYO 1996
- TORONTO 2012
- VANCOUVER 1994
- VIENNA 2000

NO, SERIOUSLY,  
EMOTIONS ARE  
HELPFUL!



OF COURSE THEY  
ARE!



**reason > emotions**



**1872** Darwin (expression of emotions)

**1920** Thorndike (social intelligence)

**1940** Wechsler (non-intellective intelligence)

**1963** Marty & de M'Uzan (*pensée opératoire*)

**1970** Steiner (emotional literacy)

**1973** Sifneos (alexithymia)

**1977** Sternberg (triarchic theory of intelligence)

**1983** Gardner (multiple intelligences)

**1990** Salovey & Mayer (emotional intelligence)

**1995** Goleman (emotional intelligence)

**reason > emotions**



**Emotions are  
inconvenient!**



IQ



EQ



THE GREAT  
TRAIT VS. ABILITY

SQUABBLE



# interpersonal

recognition of  
others' emotions

*management of  
others' emotions*

creating effective  
relationships



**EQ-i** <sup>2.0</sup>  
assess. predict. perform.

Bar-On / MHS: Dimensions of EI



# intrapersonal

- self-awareness and self-concept
- nondestructive expression
- effective goal setting
- self-management*
- self-reliance

Bar-On / MHS: Dimensions of EI



# adaptability

change management

coping skills

problem solving skills



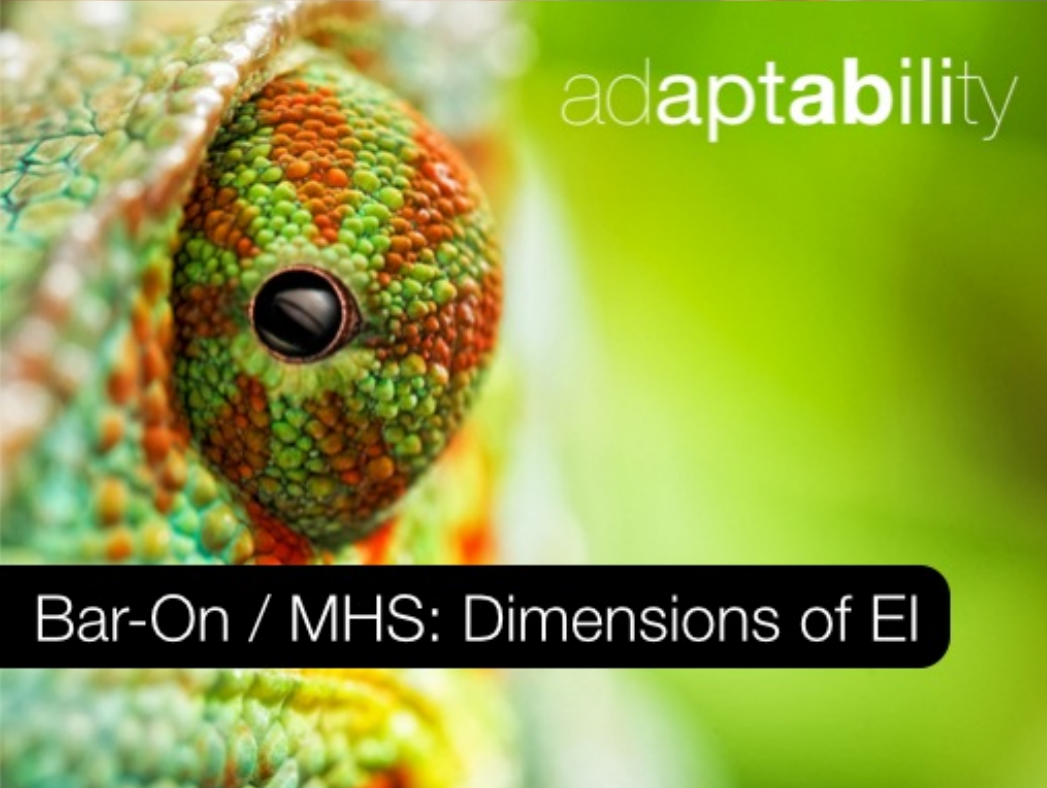
Bar-On / MHS: Dimensions of EI

controlling emotions  
retaining logic in the face of stress  
“let emotions work for, and not against you”



# STRESS MANAGEMENT







1977 Hill



1990 Salovey & Mayer



2006 Druskat & Druskat



2011 Troth

# EI:PM Timeline

# Trent Academic Success and Wellness Project (TASWP)

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- Started in September 1999 at Trent University
- Initial goal was to develop an assessment protocol to identify first-year students at risk for “failure”
- Focus on full-time students coming to Trent within 24 months of graduation from high-school
- Completed EI measure at the start of first year

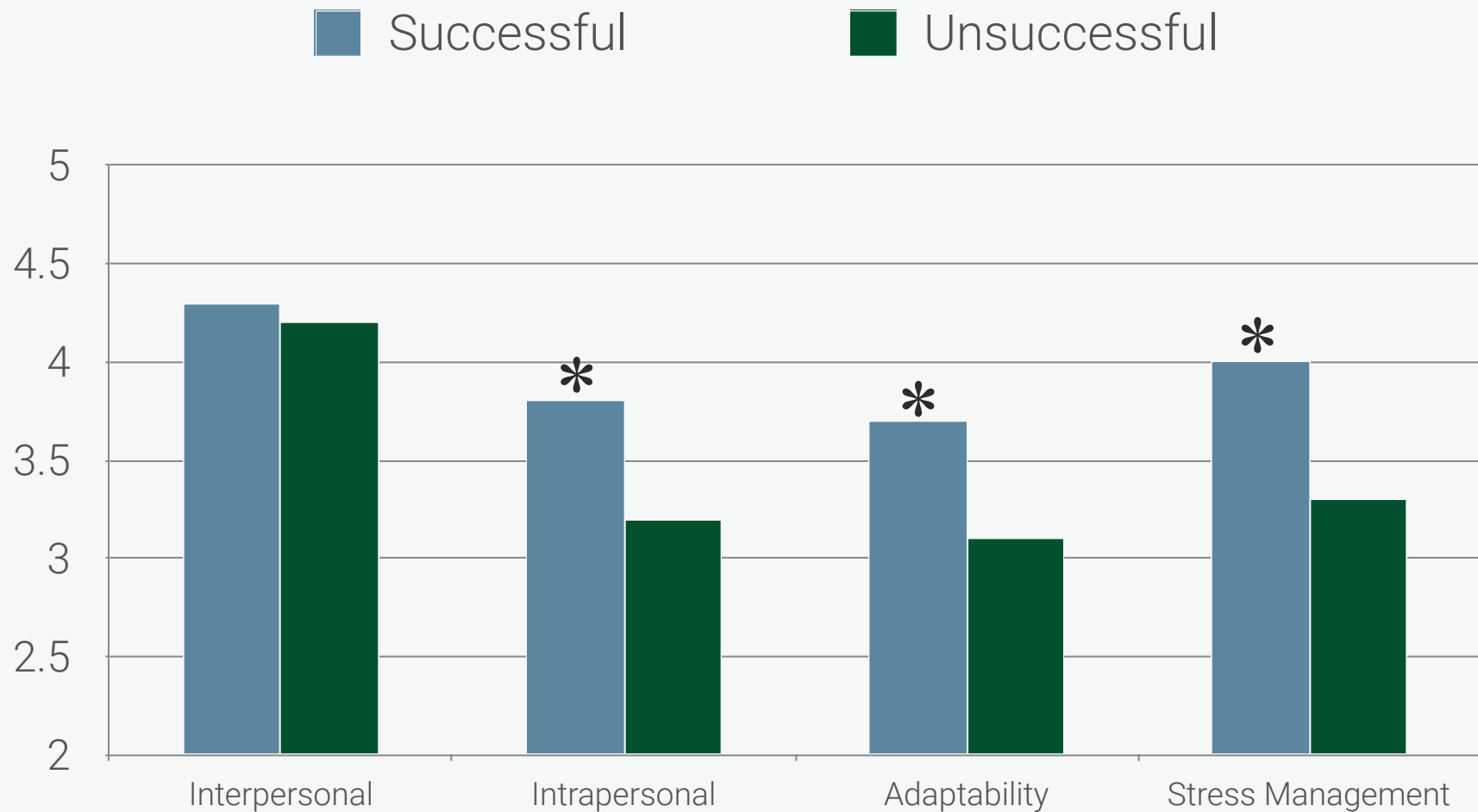
# TASWP key findings

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- Compared 2 groups:
  - ▶ “Successful” students (first year GPA of 80% or higher)
  - ▶ “Unsuccessful” students (first year GPA of 59% or lower)
- No differences in:
  - ▶ High school GPA
  - ▶ Course load at start of year

# Mean EI scores of “successful” vs. “unsuccessful” students

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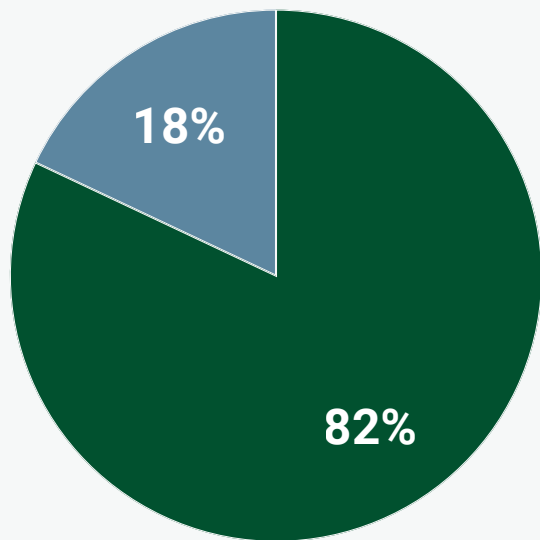


\* $p < .05$

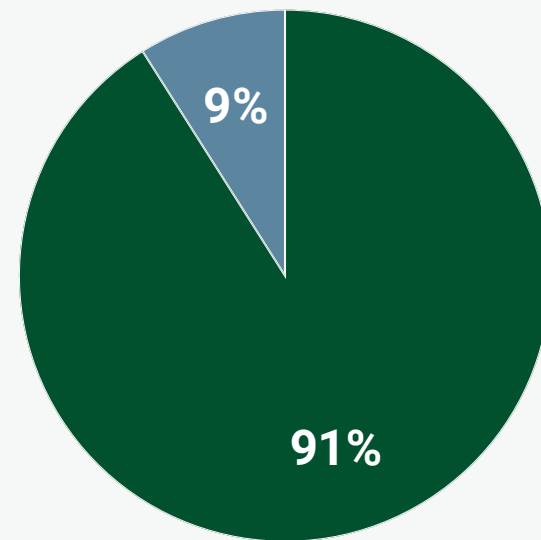
# Using EI scores to identify “successful” and “unsuccessful” students

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- Correct prediction
- Incorrect prediction



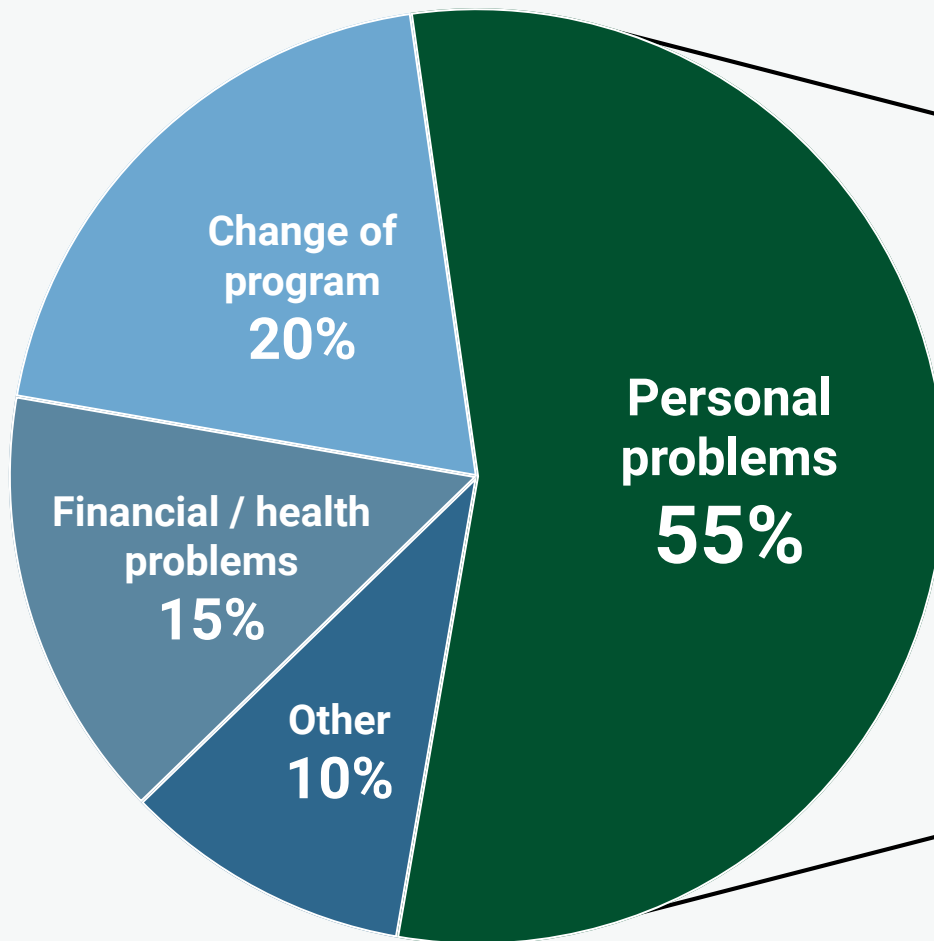
successful



unsuccessful

# Reasons for withdrawal from university

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- Identity reconfiguration
- New relationships
- Changes to old relationships
- New expectations
- Affect overwhelm

Q: What do you call a medical student who graduates at the bottom of his class?

A: Doctor.

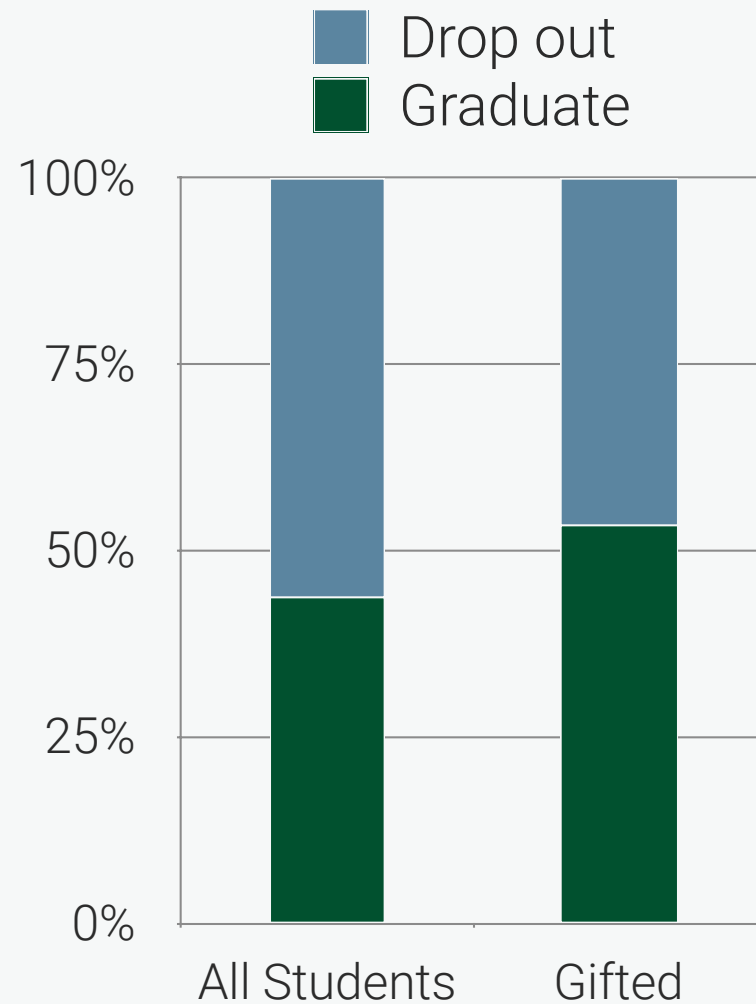
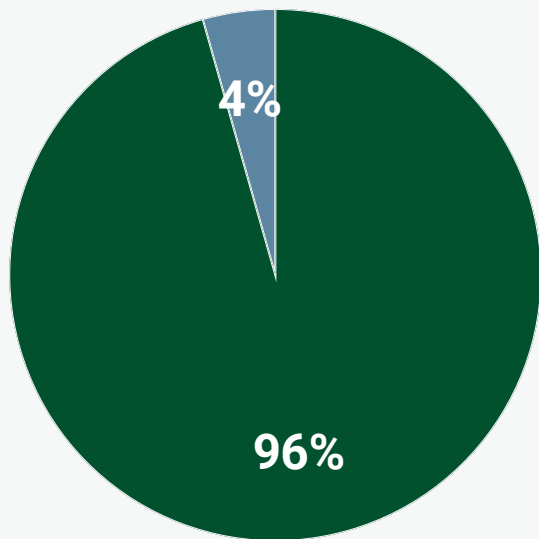
You need more than **BRAINS** to stand out in a room of smart people.



# EI and giftedness: Parker et al., 2015

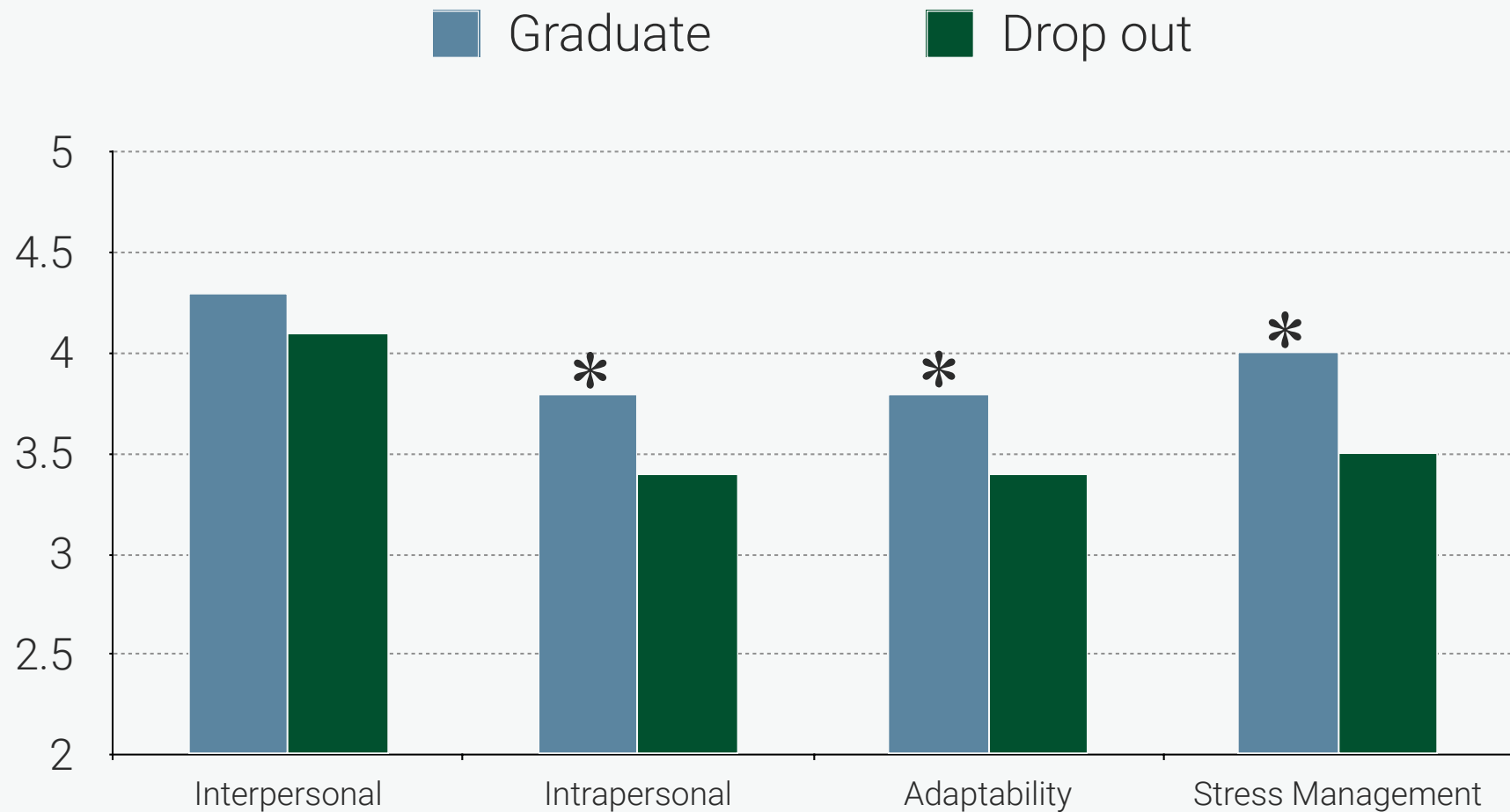
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- Below 90%
- 90% or above (gifted)



# EI levels of gifted students

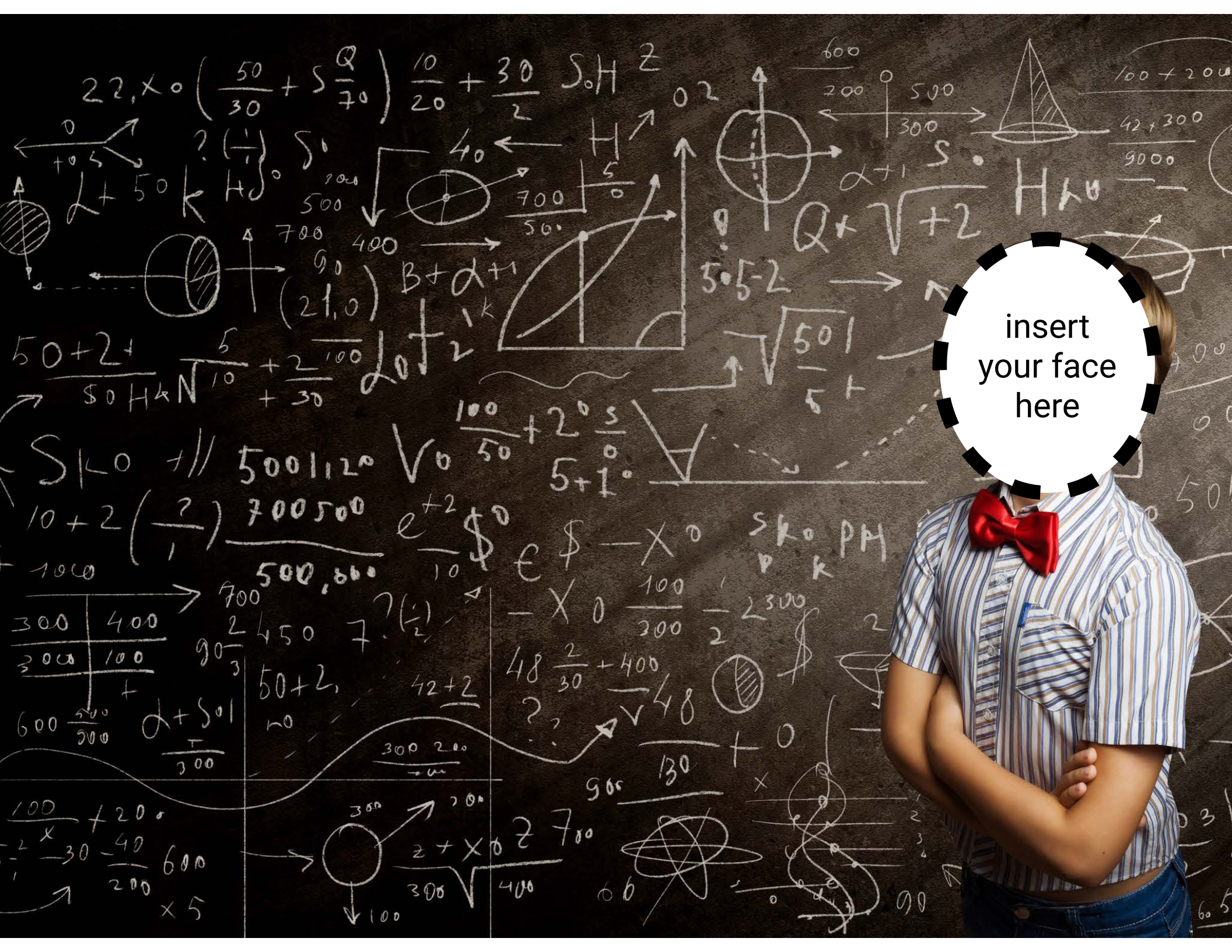
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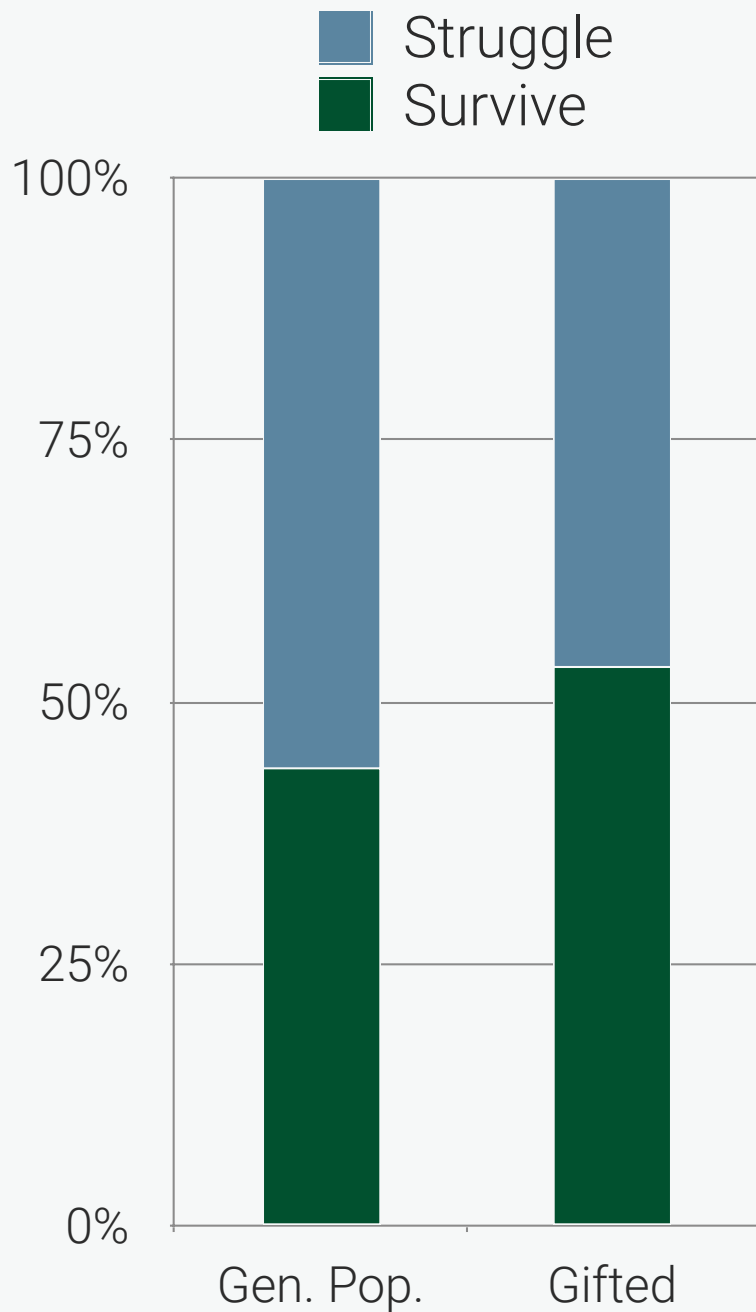
\* $p < .05$



how do we define  
**gifted?**



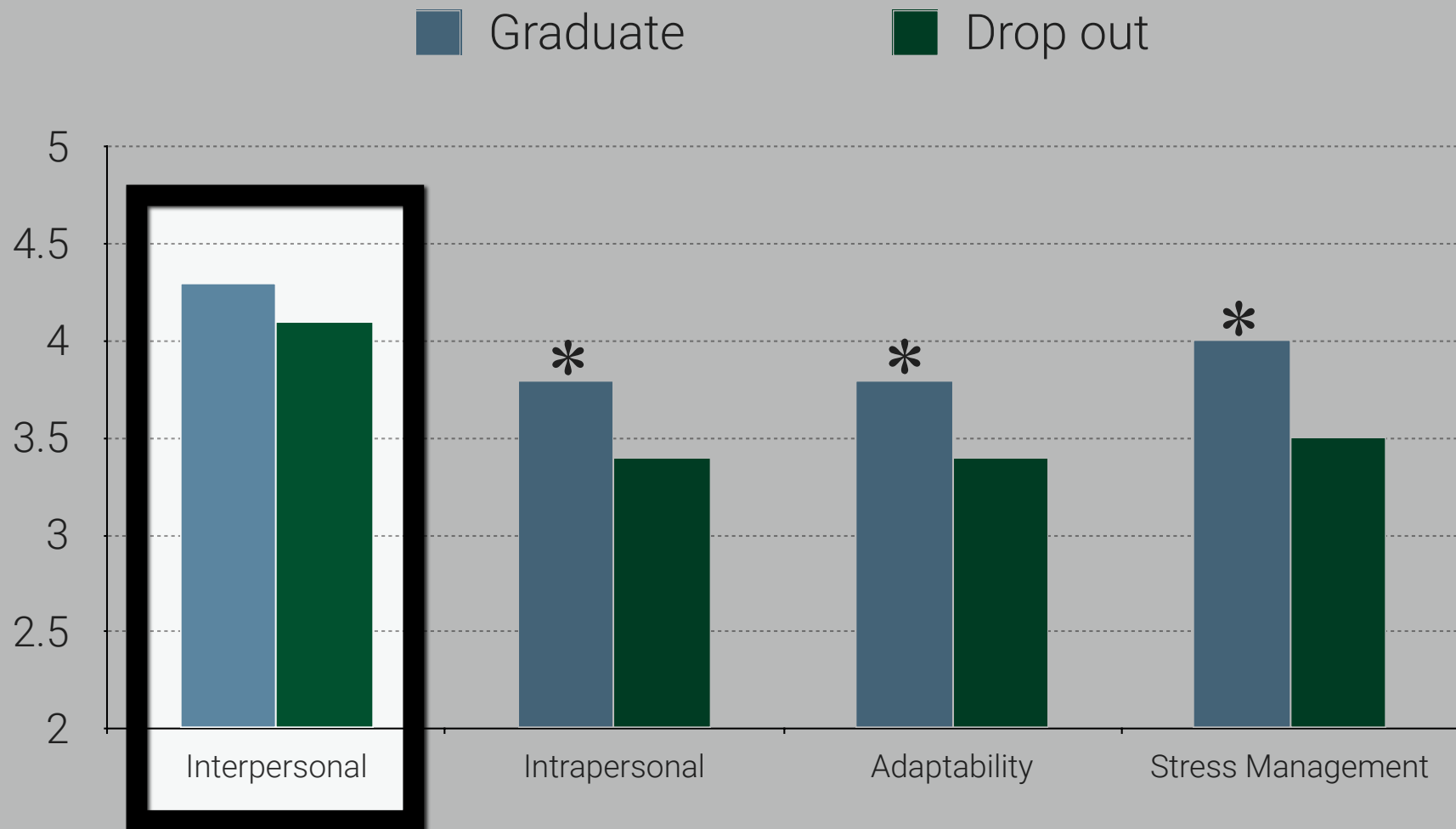
insert  
your face  
here



- Identity reconfiguration
- New relationships
- Changes to old relationships
- New expectations
- Affect overwhelm

Not just for students

# EI levels of gifted students



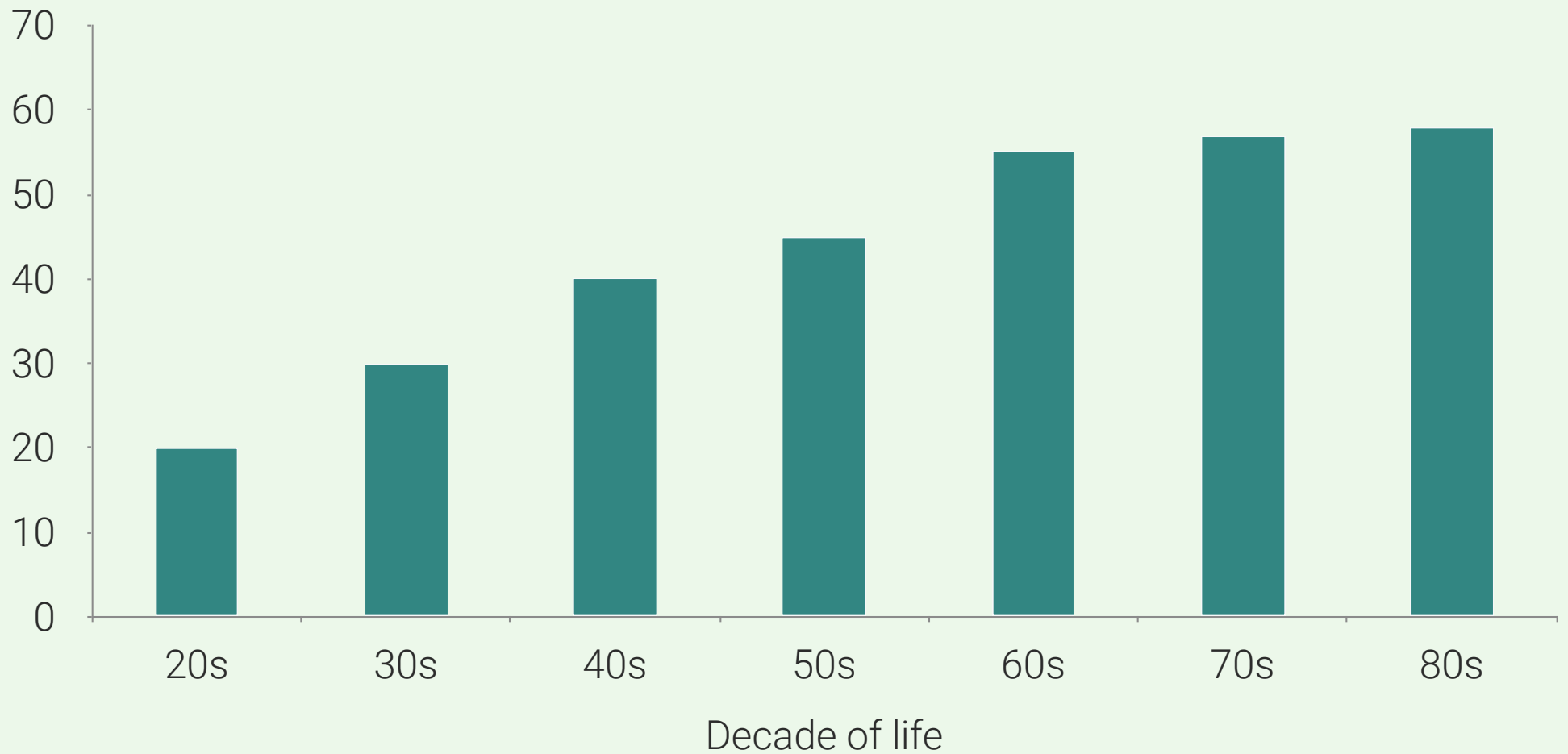
\* $p < .05$

**application  
trumps  
score**



# EI naturally improves over time...

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...but we can hasten that development!

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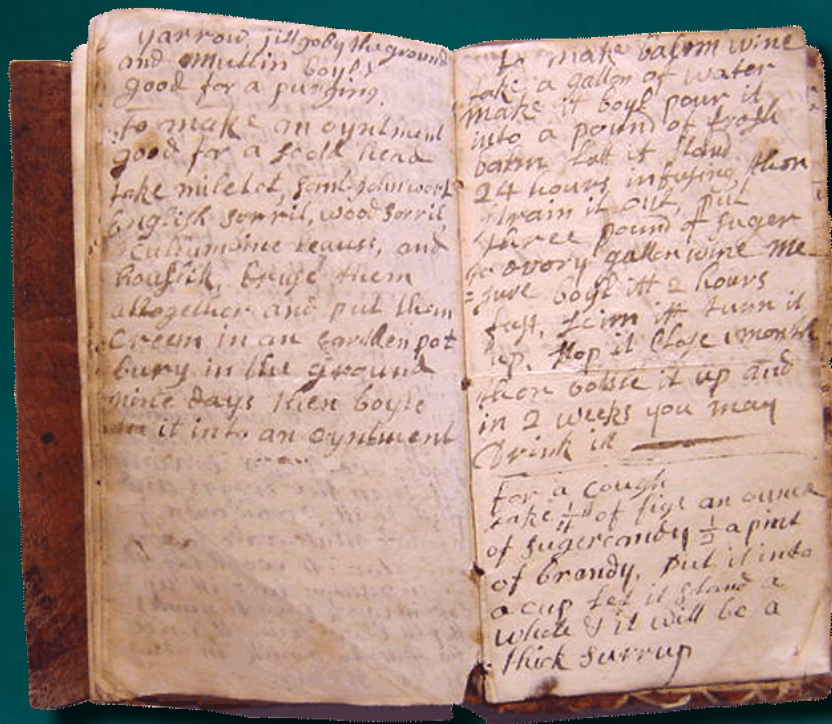
**R  
E  
D**



**REFLECT**  
**ENGAGE**  
**DISENGAGE**



We tend to have a very poor understanding of our own thoughts and feelings.



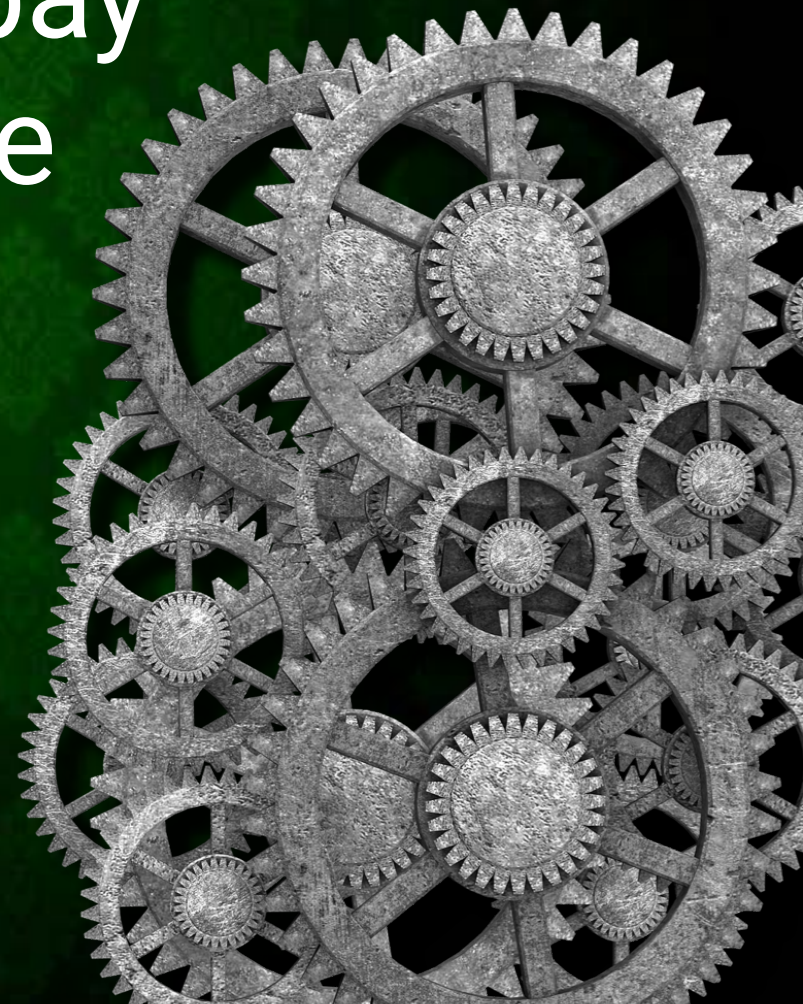
- Maintain a log or diary
- Critically examine your day
- Discuss troubling events

**REFLECT**

# ***ENGAGE***

We tend to hear and pay attention to only those things we like.

- Listen reflectively
- Be mindful
- Don't dismiss new information



# ***DISENGAGE***

We tend to give stressors more power than they deserve.

- Consciously relax
- Develop outside interests
- Beware of “thinking traps”





AND I BOUGHT UP  
YOUR SHARES.

I CUT YOUR  
FUNDING.