

# Benefits of Emotional Intelligence

## on Life, Education, Business, and Health

### Health

- ❖ Impulsive boys are 3-6 times as likely to be violent as adolescents, and impulsive girls are 3 times more likely to get pregnant in adolescence (Block, 1995).
- ❖ Optimism is a skill that can be taught. Optimists are more motivated, more successful, have higher levels of achievement, plus significantly better physical and mental health (Seligman, 1991).
- ❖ The chronically sad/depressed are 2 times as likely to contract a major debilitating disease (McEwen, Stillar, 1993) (Robertson & Ritz, 1990).
- ❖ Developing a positive school community significantly decreased delinquency, alcohol and drug use, drop out/non-attendance, and conduct problems (Wilson, Gottfredson, & Najaka, 2001, Cited in CASEL 2002)
- ❖ Adolescents who feel connected to their school have significantly lower rates of emotional distress, suicidal thoughts and behaviors, violence, substance abuse, and sexual activity. (Resnick, et al.,1997 Cited in CASEL 2002).

### Business

- ❖ An EI intervention at the Sheraton Studio City Hotel led to a 23.4% increase in marketshare, 19.7% decrease in turnover, and 8.2% increase in guest satisfaction (Freedman, NexusEQ 2004).
- ❖ In UK's Whitbread group, restaurants with high EQ managers had higher guest satisfaction, lower turnover, and 34% greater profit growth (Bar-On and Orme, 2003).
- ❖ The reasons for losing customers and clients are 70% EQ-related (e.g., didn't like that company's customer service) (Forum Corporation on Manufacturing and Service Companies, 1989 - 1995).
- ❖ 50% of time wasted in business is due to lack of trust (John O. Whitney, Director, Deming Center for Quality Management).
- ❖ In one year, the US Airforce invested less than \$10,000 for emotional competence testing and saved \$2,760,000 in recruitment (*Fastcompany "How Do You Feel," June 2000*).
- ❖ Using stress management and emotional intelligence techniques, Delnor Community Hospital based near Chicago was able to reduce employee turnover from 28% to 21%, saving \$800,000 in less than a year (Cryer 2003).
- ❖ In a multinational consulting firm, partners who showed high emotional intelligence (EQ) competencies earned 139% more than the lower EQ partners (Boyatzis, 1999).
- ❖ American Express tested emotional competence training on Financial Advisors; trained advisors increased business 18.1% compared to 16.2%, and nearly 90% of those who took the training reported significant improvements in their sales performance. Now all incoming advisors receive four days of emotional competence training (*Fastcompany "How Do You Feel," June 2000*).

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*Six Seconds is a nonprofit organization promoting the skills of emotional intelligence to create positive relationships in schools, families, organizations, and communities around the world. The Six Seconds Emotional Intelligence Network supports EQ activists by sharing information, linking people and projects, and documenting best practices. This "Benefits of EQ" document includes data from many individuals and organizations, and represents the kind of collaboration that defines the EQ Network.*

- ❖ After supervisors in a manufacturing plant received training in emotional competencies, lost-time accidents were reduced by 50 percent, formal grievances were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by \$250,000 (Pesuric & Byham, 1996).
- ❖ Top performing sales clerks are 12 times more productive than those at the bottom and 85 percent more productive than an average performer. About one-third of this difference is due to technical skill and cognitive ability while two-thirds is due to emotional competence (Goleman, 1998).
- ❖ At L'Oreal, sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company's old selection procedure by \$91,370, for a net revenue increase of \$2,558,360. Salespeople selected on the basis of emotional competence also had 63% less turnover during the first year (Spencer & Spencer, 1993; Spencer, McClelland, & Kelner, 1997, cited in Cherniss, 2000).
- ❖ The most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and sociable (Bachman, 1988, cited in Cherniss, 2000).
- ❖ Workers with high work pressures and poor time management skills are twice as likely to miss work; employees who have strong self-management skills cope better with work pressures (Essi Systems, 1997).
- ❖ After a Motorola manufacturing facility used HeartMath's stress and EQ programs, 93% of employees had an increase in productivity (HeartMath 2003).
- ❖ One of the foundations of emotional competence -- accurate self-assessment -- was associated with superior performance among several hundred managers from 12 different organizations (Boyatzis, 1982).

## Life

- ❖ "There is convincing evidence that psychological states do affect health. Depression, grieving, pessimism all seem to worsen health in both the short run and long term" (Martin Seligman, *Learned Optimism*, 1998).
- ❖ Success depends on "mature adaptations" including altruism, humor, self-management, and optimism/anticipation. People do change over time (George Vaillant, *Adaptation to Life*, 1995).
- ❖ 75% of careers are derailed for reasons related to emotional competencies, including inability to handle interpersonal problems; unsatisfactory team leadership during times of difficulty or conflict; or inability to adapt to change or elicit trust (The Center for Creative Leadership, 1994).
- ❖ 85-95% of the difference between a "good leader" and an "excellent leader" is due to emotional intelligence (Goleman, 1998).
- ❖ People who accurately perceive others' emotions are better able to handle changes and build stronger social networks (Salovey, Bedell, Detweiler, & Mayer, 1999 cited in Cherniss, 2000).
- ❖ Children's abilities to handle frustration, control emotions, and get along with other people is a better predictor of success than IQ (Snarey & Vaillant, 1985 cited in Cherniss, 2000).
- ❖ Emotions and reason are intertwined, and both are critical to problem solving (Damasio, 1997).
- ❖ Social and emotional abilities were four times more important than IQ in determining professional success and prestige (Feist & Barron, 1996 cited in Cherniss, 2000).

## Education

- ❖ After training in social and emotional skills, discipline referrals to the principals dropped by 95% (Johnson & Johnson, 1994).
- ❖ Social and emotional skills create higher achievement (Ornstein, 1986; Lakoff, 1980).
- ❖ Improved emotional skills increase “on task” behaviors (Rosenfield, 1991).
- ❖ Increased social and emotional skills reduce discipline problems (Doyle, 1986).
- ❖ Emotions give a more activated and chemically stimulated brain, which helps us recall things better (Cahill et al, 1994).
- ❖ After 30 social-emotional lessons, hostility decreased and pro-social behavior increased (Grossman, Second Step).
- ❖ EQ training increases focus, learning, collaboration, improves classroom relationships, and decreases both negative "put downs" and violence (Anabel Jensen, *Self-Science Pilot Study*, 2001).
- ❖ People who have poor abilities at reading body language are less academically successful (Katz and Hoover, 1997).
- ❖ Children with highly developed social skills perform better academically than peers who lack these skills (Grossman, et al, 1997).
- ❖ Students who are anxious or depressed earn lower grades/lower achievement scores, and are more likely to repeat a grade (Kovics and Baatraens, 1994).
- ❖ Children’s written/spoken narratives are more accurate, detailed, and coherent when preceded by emotional content (Liwag and Stein, 1995, cited in Frey 1999).
- ❖ Emotions are crucial to sensory development because they facilitate the storage and recall of information (Rosenfield, 1988).
- ❖ Stress and threat cause the brain to downshift; this reduces the opportunity for neuron growth and causes learning to be inhibited (Ornstein and Sobel, 1987).
- ❖ Low levels of empathy are associated with poor school achievement (Nowicki and Duke, 1992, cited in Frey 1999).
- ❖ Children who respond to setbacks with hope and resiliency vs. anger and hopelessness achieve higher academic and social success (Dweck, 1996).
- ❖ Students who believe their teachers support and care about them are more engaged with their work (Skinner and Belmont, 1993); they value their work more, and have higher academic goals (Goodnow, 1993, cited in Frey 1999).
- ❖ Children who are able to delay gratification are more popular, earn better grades, and had an average of 210 more points on their SAT tests (Shoda, Mischel, and Peake, 1990).
- ❖ Scores on a test of hope are more accurate than the SAT at predicting college grades (Snyder, 1991); the same is true of a test on optimism (Schulman, 1995).
- ❖ Teachers can help students lessen their frustrations, prevent behavioral problems, and accelerate learning by providing students with information and skills to make appropriate choices (Dewhurst, 1991; Meyer, 1990).
- ❖ Adolescents who feel their classrooms are respectful and caring are more likely to participate in class and complete their homework (Murdock, 1999 Cited in CASEL 2002).
- ❖ Programs that teach social competency decrease delinquency, alcohol and drug use, and conduct problems (Wilson, Gottfredson, & Najaka, 2001 Cited in CASEL 2002).
- ❖ SEL instruction can produce significant improvements in school attitudes, school behavior, and school performance (Zins, et al., 2003).

- ❖ Students who participated in a social-problem-solving program had higher academic achievement six years later than peers who were not in the program (Elias, Gara, Schuyer, Branden-Muller, & Sayette, 1991 Cited in CASEL 2002).
- ❖ Seligman tested 500 members of the freshmen class at the University of Pennsylvania. He found that their scores on a test of optimism were a better predictor of actual grades during the freshmen year than SAT scores or high school grades (Schulman, 1995).
- ❖ Scores on a test of hope are more accurate than the SAT at predicting college grades (Snyder, 1991).
- ❖ Emotional intelligence is stronger predictor of college academic success than high school grade point average (Parker, 2002)