

# 16

## DANIEL GOLEMAN

### EMOTIONAL INTELLIGENCE

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#### LEARNING OUTCOMES

Having read this chapter you should be able to:

- understand Goleman's ideas around emotional intelligence
- be aware of his background as a person and as an educator
- consider the influence that other theorists have had on his ideas
- critically appraise his theoretical standpoint
- make links between theory and practice.

#### KEY WORDS

emotional intelligence; self-awareness; self-motivation; empathy; social skills; self-regulation; amygdala hijack

## INTRODUCTION

Daniel Goleman is best known for popularising the theory of **emotional intelligence**, which was first described by Salovey and Mayer in 1990a. Drawing on Gardner's interpersonal and intrapersonal intelligences, Salovey and Mayer saw emotional intelligence as an awareness of self and others. Expanding on Salovey and Mayer's ideas, Goleman developed his own performance model of emotional intelligence, which he presented in his 1995 work, *Emotional Intelligence: Why it can matter more than IQ*, a book which was on the *New York Times* bestseller list for a year and a half, selling more than 500,000 copies worldwide and being printed in forty languages (Goleman, 2021).

Goleman's early educational interest was in the field of anthropology, in which he graduated magna cum laude from Amherst College; he was then awarded a scholarship from the Ford Foundation to study clinical psychology at Harvard. During his time at Harvard, Goleman was able to secure funding through a pre-doctoral travelling fellowship which allowed him to study meditation practices in India; this then led to his doctoral research on meditation as an intervention in stress arousal (Goleman, 2021). While Goleman's early career was, then, in the field of clinical psychology as a visiting lecturer at Harvard, his career took an unexpected turn when he was invited to write for the publication *Psychology Today*. This saw the beginning of a career in writing as a science journalist – a position which enabled him to develop his interest in emotional intelligence.

Goleman's work on emotional intelligence is perhaps best known in the field of business and management, where he used the concept to determine those qualities which make a person successful in the workplace, especially from a leadership perspective. The *Harvard Business Review* referred to his article 'What makes a leader?' as one of ten 'must read' articles (Goleman, 2021), while his aforementioned book *Emotional Intelligence* was listed by *Time Magazine* as one of the twenty-five most influential business management books. Nevertheless, despite his popularity in the business world it is fitting that Goleman should be included in a text about educational thinkers because of the influence he has had on educational curricula worldwide.

Goleman saw emotional intelligence as being more important than IQ when it came to success in education, and through the five main areas of **self-awareness**, emotional control, **self-motivation**, **empathy** and relationship skills, as identified by Goleman, better learning, friendships, academic success and ultimately employment can be gained. Goleman (2020 [1995]) proposes that developing these skills in the formative years can provide the foundation for future habits. Furthering his commitment to the development of emotional intelligence, Goleman became co-founder of the Collaborative for Academic, Social, and Emotional Learning (CASEL), whose mission it was to develop emotional literacy programmes to schools in America and worldwide – a mission which, as we will see in later sections, has in part been fulfilled.

Goleman remains active in the field of emotional intelligence. He currently holds the position of co-director of the Consortium for Research on Emotional Intelligence in Organisations, which seeks to develop relationships between academics and practitioners looking at the role which emotional intelligence plays in excellence, and continues to lecture on emotional intelligence to businesses, professionals and on academic campuses.

## GOLEMAN, THE PERSON

Daniel Goleman was born in 1946 in Stockton, California. Both of his parents were college professors, his father teaching in humanities, while his mother was a social worker who taught in the sociology department of the University of the Pacific. On receiving a scholarship from the Alfred P. Sloan Foundation, which he attributes to being president of his high school (Goleman, 2021), Goleman attended Amherst College, Massachusetts, although much of his study time was spent closer to home at the University of California, Berkeley. Referring to Amherst as 'a place I have never seen in faraway New England' (Goleman, 2021: para. 8), he recalls taking advantage of the Amherst Independent Scholar Programme which allowed him to make the transfer to Berkeley, only returning to Amherst in his senior year to graduate.

Goleman completed his honours paper on mental health in historical, anthropological and social perspectives, graduating magna cum laude, which he observes was a miracle given his disastrous academic performance in his freshman year (Goleman, 2021). On graduation Goleman won a scholarship from the Ford Foundation to study at Harvard, where he enrolled in a programme in clinical psychology. While at Harvard, Goleman was mentored by David C. McClelland, a renowned American psychologist who was researching human motivation and achievement. Influenced by McClelland and through accessing the Harvard predoctoral travelling fellowship, Goleman spent a period of time studying ancient psychological knowledge in India, where he completed his PhD on the use of meditation as an intervention in stress arousal.

Goleman explains that as a meditator himself he was keen to learn more about the development of the theories of the mind, most especially those that were still in active use after more than two thousand years (Goleman, 2021). To this end, postdoctorate, Goleman returned to Asia to continue his studies on Ancient Psychologies, which led to the publication of his first book, *The Meditative Mind: The varieties of meditative experience* (1989), which was a summary of his research on meditation.

On his return to America Goleman took up the position of visiting lecturer at Harvard, teaching on a heavily subscribed psychology of consciousness course. However his career trajectory changed when, following a recommendation from McClelland, he was invited to write as a journalist for the renowned publication *Psychology Today*. Goleman refers to this as 'an unexpected jog in my career', observing

that 'I always thought that I would be a college professor like my parents' (Goleman, 2021: para. 12). However, Goleman found that he enjoyed writing, and by 1984 had moved to the *New York Times* where he became a member of the science editorial staff, with a specific focus on psychology. While his work at the *New York Times* lasted for twelve years, Goleman found that the direction of some of his ideas did not fit around that which the *Times* saw as news. This related specifically to his research on emotions and the brain, which he had covered in small detail. Goleman felt this area of study was deserving of a much deeper focus than his work on the *Times* would permit, leading to the publication of his most successful book, *Emotional Intelligence: Why it can matter more than IQ*. Goleman himself expresses surprise at the success of the book, writing in the twenty-fifth anniversary edition:

My initial goals were modest: I had thought before the book was published that if I one day overheard two strangers use the term 'emotional intelligence' and both knew what it meant I would have succeeded in spreading the concept. Little did I know. The awareness is global; this book has been translated into more than forty languages and been a best-seller in many of them. (2020 [1995]: ix)

Clayton (2016) writes that the publication of this text ignited huge interest from the public but also in the business world, which resulted in the 1998 publication *Working with Emotional Intelligence* followed by the 2004 *Harvard Business Review* article 'What makes a leader?'. This then led to further work on the qualities of leaders as Goleman collaborated with Richard Boyatzis, a former Harvard graduate student colleague, and his former student Annie McKee, resulting in the 2003 publication *The New Leaders: Transforming the art of leadership*.

While Goleman's later work saw him returning to the tradition of research, with a particular focus on how businesspeople made decisions, the focus for this chapter is Goleman's work on emotional intelligence in schools, most specifically the promotion of emotional literacy alongside more traditional academic subjects, which led to the development of the Social and Emotional Literacy (SEL) programme, which is now commonplace in schools across America. The next section, then, provides an overview of emotional intelligence and Goleman's own ideas on this.

## GOLEMAN AND EMOTIONAL INTELLIGENCE

It should be noted from the outset that the term emotional intelligence was not originally coined by Goleman, but was first proposed by Peter Salovey, who was at the time a junior professor at Yale, and one of his graduate students, John Mayer. Goleman writes that their work appeared in 'an obscure (and by now extinct) psychology journal' (2020 [1995]: ix), observing that 'I came upon that 1990 article and was electrified by the concept' (2020 [1995]: ix). He goes on to say that the concept offered a new way of thinking about emotions: reconciling the two opposites of feelings and

reasoning. Goleman (2020 [1995]) uses the heart and head analogy to explain this emotional/rational dichotomy and observes that the rational mind and emotional mind do in fact work in harmony for the most part in guiding the individual through the world. Goleman states:

Ordinarily there is a balance between emotional and rational minds, with emotion feeding into and informing the operations of the rational mind, and the rational mind refining and sometimes vetoing the inputs of the emotions. (2020 [1995]: 8)

For the most part the emotional and rational mind perform semi-independently, reflecting the distinct but interconnected circuitry in the brain. However, Goleman observes that in moments of extreme emotion, the emotional mind gains the upper hand, 'swamping the rational brain' (2020 [1995]: 8), in which case the ability to manage one's emotions becomes paramount: hence the importance of emotional intelligence.

In their original article Salovey and Mayer (1990a) define emotional intelligence as a subset of social intelligence which 'involves the ability to monitor one's own and others' feelings and emotions and to discriminate among them and to use this information to guide one's thinking and actions' (1990a: 190). They saw it not as the development of a sense of self or appraisal of others, but rather as a means by which one could use the emotional state of the self and others to solve problems and regulate behaviour (Salovey and Mayer, 1990a). Goleman then adapted Salovey and Mayer's original concept, and drawing on their initial findings on emotions he combined this with a broader range of scientific findings in child development, educational vision and excellence at work, as well as applying findings from affective neuroscience, which looked at emotions and the brain, and conceived the aforementioned text *Emotional Intelligence* (Goleman, 2000 [1995]). Goleman states that 'my eponymous book made the concept [of emotional intelligence] famous' (2000 [1995]: ix).

Goleman acknowledges that since its conception 'a dozen or more different models of what "Emotional Intelligence" means' have developed (2000 [1995]: x), including his own, which he acknowledges is continually evolving. Nevertheless, in defining his own model of emotional intelligence, Goleman suggests that it is a different way of being smart which relies on being able to identify one's feelings and then using these feelings to make good decisions in life (Goleman, in O'Neill, 1996). He goes on to suggest that it is about 'being able to manage distressing moods well and control impulses ... remaining hopeful when you have setbacks. It's empathy. And it's **social skills**' (1996: 7).

Goleman explains that his model of emotional intelligence is comprised of three levels: 'brain circuitry, domains that emerge from those circuits' activity and competencies which depend on each emotional intelligence domain' (2020 [1995]: x). In this model different areas of the brain and brain activity influence each of the domains; so, for example, the dynamics between the prefrontal cortex and the emotional circuitry are responsible for self-awareness and self-management, while a suite of circuits in the forebrain which serve social functions influence empathy and social skills. It is

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from these observations that Goleman established the four domains of self-awareness, self-management, social awareness and relationship management, which he believed influenced performance and success.

Goleman (2020 [1995]) observes that nested within each of the domains was a set of competencies which make someone highly effective (see Table 16.1). Furthermore, he cautions that a deficit in any given domain will result in competencies based on that domain suffering.

Goleman proposes that emotional intelligence is a powerful predictor for success in life, suggesting that it has the potential to enhance life and well-being. In this respect, then, it is not surprising that Goleman proposed that educational settings take on an increasing responsibility for the social and emotional growth of students (Chang, 2008), arguing that

Academic intelligence offers virtually no preparation for the turmoil – or opportunity – life's vicissitudes bring. Yet even though a high IQ is no guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities. Ignoring emotional intelligence, a set of traits – some might call it character – that also matters immensely for our personal destiny. (Goleman, 2020 [1995]: 31)

While Goleman proposed that traditional IQ contributes only 20% to the factors that determine life success, with the remaining 80% being made up of other factors attributable to emotional intelligence, Chang (2008) observes a close correlation between emotional intelligence and academic achievement, with a link between a resilient educational experience and emotional and social competence observed by Liff (2003). Goleman suggests that this correlation can be attributed to the fact that young people

**Table 16.1 Characteristics of Goleman's domains**

<b>Domain</b>	<b>Characteristics</b>
Self-awareness	<ul style="list-style-type: none"> <li>• Emotional self-awareness</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>• Emotional balance</li> <li>• Adaptability</li> <li>• Achieve</li> <li>• Positivity</li> </ul>
Social awareness	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Organisational awareness</li> </ul>
Relationship management	<ul style="list-style-type: none"> <li>• Influence</li> <li>• Coach</li> <li>• Conflict management</li> <li>• Teamwork</li> <li>• Inspire</li> </ul>

with high emotional intelligence are able to resist impulsivity and delay gratification in favour of long-term goals, which he suggests are important attributes in the academic arena (O'Neill, 1996).

In attempting to assess levels of emotional intelligence Goleman developed a model consisting of five components which he adapted from Salovey and Mayer's original work (see Table 16.2).

Goleman believed that these competencies are essential components in managing social interactions and suggests that those individuals in possession of these characteristics increase their chances of success in life. Furthermore, he argues that people are not necessarily born with these characteristics but can learn them. This is important, as according to Goleman (2020 [1995]) people will differ in abilities between the domains: so, for example, an individual may be attuned to their own feelings but show less awareness of the feelings of others, in which case, to develop synergy and maximise the exponential returns of mastery in all five domains, it may be necessary to work on developing some of the domains. Goleman observes that 'lapses in emotional skills can be remedied: to a great extent each of these domains represents a body of habit and response that, with the right effort, can be improved upon' (2020 [1995]: 38). Strategies for developing domains will be covered later in the chapter when applying Goleman's work in educational settings.

**Table 16.2 Goleman's five components of emotional intelligence**

Component	Description
Self-awareness	<ul style="list-style-type: none"> <li>• Knowing one's emotions</li> <li>• Recognising feelings as they happen</li> <li>• Monitoring feelings</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>• Managing emotions</li> <li>• Handling feelings so they are appropriate</li> <li>• Soothing oneself</li> <li>• Shaking off feelings of anxiety, gloom or irritability</li> </ul>
Internal-motivation	<ul style="list-style-type: none"> <li>• Motivating oneself</li> <li>• Marshalling emotions in the service of a goal</li> <li>• Emotional self-control – delay gratification</li> <li>• Getting into the flow</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>• Recognising emotions in others</li> <li>• Being attuned to subtle social skills indicating needs of others</li> </ul>
Social skill	<ul style="list-style-type: none"> <li>• Handling relationships</li> <li>• Social competence</li> </ul>

(Adapted from Goleman, 2020 [1995]: 38)

## LINKS WITH OTHER THEORISTS

When considering Goleman's ideas on emotional intelligence as an alternative way to view intelligence, close links can be seen with Gardner's work on multiple intelligences; indeed, Goleman himself draws from Gardner's work in the publication *Emotional Intelligence* (2020 [1995]). In his book *Frames of Mind* (1983) Gardner refutes the IQ view and proposes that there is a wide spectrum of intelligences influencing life success, which he referred to as multiple intelligences. Of the eight identified intelligences in Gardner's model two specifically harmonise with emotional intelligence, these being the personal intelligences identified by Gardner: *interpersonal* and *intrapersonal* intelligence. Gardner proposes that interpersonal intelligence is 'the ability to understand other people: what motivated them, how they work, how to work cooperatively with them' (1983: 9), while he suggests that intrapersonal intelligence 'is a correlative ability, turned inward ... a capacity to form an accurate vertical model of oneself and to be able to use that model to operate effectively in life' (1983: 9). These attributes would certainly reflect Goleman's focus on the social aspects of emotional intelligence in which connecting with people, reading reactions and feelings and handling disputes are highlighted. Moreover, in considering intrapersonal intelligence, Gardner sees this as tuning into oneself, being aware of one's mental processes, which fits the domain of self-awareness, and which Goleman suggests is 'crucial to psychological insight and self-understanding' (2020 [1995]: 37).

Dweck too questioned the impact of an overemphasis on the importance of intelligence on a learner's self-esteem and achievement, suggesting that this could be harmful to the learner. Like Goleman, she emphasises the importance of developing an understanding of how the brain works in respect of engendering a love of learning in children and also in encouraging resilience. Dweck cautioned against seeing IQ as a fixed entity, which could not be improved upon, and suggested that learners who were able to view intelligence as something which could be developed with hard work and commitment welcomed this challenge. This would be in accordance with Goleman's view that success in life is more attributable to emotional intelligence than to IQ.

Social intelligence as an overlapping construct of emotional intelligence is a well-established area of research (Freeland et al., 2008) and further parallels can be drawn with the work of Edward Thorndike, who defined social intelligence as 'the ability to understand and manage men and women and boys and girls – to act wisely in human relations' (Thorndike, 1920: 228, cited in Freeland et al., 2008: 97). Goleman (2020 [1995]) observes that while Thorndike was influential in popularising the notion of IQ in the 1920s and 1930s, he also expressed the idea that social intelligence was in itself an aspect of a person's IQ. Interestingly, this was not a popular view, and according to Goleman (2020 [1995]) social intelligence as a form of IQ was pronounced as a 'useless' concept in a 1960s textbook on intelligence tests (Vernon, 1960).

An area of emotional intelligence which Goleman has promoted is that of character development, of which he observes that 'there is an old-fashioned word for the body



of skills that emotional intelligence represents: character' (2020 [1995]: 252). He sees the bedrock of character as self-discipline and living a virtuous life, which he has argued was based on self-control. Goleman sees emotional literacy as a means by which to promote character development and in so doing draws from the work of John Dewey, who proposed that 'moral education is at its most potent when lessons are taught to children in the course of real events not just as abstract lessons – the mode of emotional literacy' (Dewey, cited in Goleman, 2020 [1995]: 252). Dewey draws a distinction between direct and indirect moral instruction, arguing that indirect instruction has a more profound and lasting impact on the pupil (Zigler, 1998). Inspired by Dewey, Goleman promoted the indirect instruction approach when promoting his own ideas for the advancement of emotional literacy.

When examining the importance of character development as an attribute of emotional literacy, parallels can also be drawn with Claxton's identification of learning dispositions, which he observed were the ways in which learners engaged with and related to the learning process. Claxton too emphasised how personal characteristics, such as resilience and the ability to collaborate and communicate with others, were all important in developing learner identity and reinforcing learning dispositions. Claxton also underlines the importance of emotional intelligence in learning and argues that children who have had positive interactions with adults and peers will themselves have well-developed emotional intelligence, making them better equipped to deal with pressures while also being able to relate meaningfully to others.

## CRITIQUING GOLEMAN'S IDEAS

When considering a critique of Goleman's ideas, it is necessary to remind ourselves that the concept of emotional intelligence was originally proposed by Salovey and Mayer (1990a); moreover, as seen in the preceding section, Goleman acknowledges the influence of the work of Howard Gardner in the advancement of his work (Kristjansson, 2006). As such, in critiquing his work focus will be on how Goleman applied his own interpretation of emotional intelligence in a practical sense.

Goleman (2020 [1995]) proposes that a child's emotional and social competencies are a better indicator of future life successes than possessing a fund of facts or the ability to read, and suggests therefore that a school curriculum should place more emphasis on the teaching of life skills, or other social and emotional literacies. However, Kristjansson (2006) states there is a lack of empirical evidence to lend weight to his claims regarding the value of emotional intelligence over IQ. This is supported by Barchard (2003), who found from her own research that emotional intelligence measures did not predict academic success, observing that 'the cognitive ability domain and the personality domain do a far better job at predicting academic success' (2003: 856). Furthermore, both Barchard (2003) and Kristjansson (2006) observe that there is no reliable measure of emotional intelligence, with the most commonly used measure

being the Reuven Bar-On's Emotional Quotient Inventory (EQ-i) – a self-reporting questionnaire in which individuals rate their own emotional traits and abilities. Kristjansson observes that self-report instruments such as these are problematic as people may misjudge their personal characteristics either deliberately or self-deceptively, thus making them no more accurate than personality tests, and therefore calling into question Goleman's claims of the value of emotional intelligence over IQ.

Nevertheless, as we will see in the following section, a number of school programmes and emotional intelligence initiatives have been developed since Goleman published his work, although here again there is little empirical evidence as to the efficacy of such programmes, with much of the criticism around the delivery and evaluation of these programmes lying in a lack of good supporting evidence. Goleman himself is only able to offer anecdotal evidence of the efficacy of such programmes. Furthermore, extravagant claims regarding the success of programmes have been made from a relatively small sample, which calls into question the validity of these claims. Kristjansson (2006) also observed there is some doubt over the attainability of the goals of emotional education, suggesting that there is little convincing evidence 'that there exists a thing which can be identified and serviceably referred to as emotional intelligence' (2006: 54). Moreover, given the fact that the development of emotional literacy is a long-term process, the efficiency of such programmes may not be measurable until sometime after the programme has been completed.

Finally, it must also be considered whether emotional intelligence is something which can actually be taught. Goleman outlines clearly his belief that this is a construct which can definitely be taught, stating 'the good news about emotional intelligence is it is virtually all learned' (Goleman, cited in O'Neill, 1996). However, as noted previously, given the challenges in measuring emotional intelligence it would be difficult to prove whether emotional intelligence has been 'taught' or simply gained as part of the maturation process – a view supported by Chang, who observes that 'proponents of the ability model of EI are still not sure how much these basic abilities constitute a fixed trait or a teachable skill' (2008: 27). Humphrey et al. (2007) argue that an increased emphasis on modelling and attachment issues has resulted in the development of warm, positive and supportive environments – deemed ideal for the teaching of social and emotional education. They suggest therefore that there is a 'considerable "caught" aspect to emotional education' (2007: 248) – a by-product of an increased emphasis on good practice.

## APPLYING GOLEMAN'S EMOTIONAL INTELLIGENCE IN EDUCATIONAL SETTINGS

In his conviction that emotional intelligence could be taught, Goleman (2020 [1995]) called for education to take responsibility for the social and emotional growth of students from primary through to higher education. While writing *Emotional Intelligence*

(2020 [1995]) Goleman began to develop the idea that emotional literacy should be taught alongside the more traditional curriculum subjects and formulated this idea with American philanthropist Eileen Growald and Yale Professor Timothy Shriver, co-founding the Collaborative for Academic, Social, and Emotional Learning (CASEL) in 1993, which was headed by Roger Weissberg. Originally centred at the Yale Child Studies Center, it now resides at the University of Illinois. Goleman credits the Collaborative with catalysing the social and emotional movement in America, resulting in programmes in life skills being rolled out across schools over the world (Goleman, 2021).

The success of this roll out may well be attributed to the link between emotional intelligence and academic achievement (Chang, 2008), and as observed by Liff (2003), social and emotional competence can be seen as a good indicator of educational resilience, especially among college students. Further research indicates that social and emotional programmes can support the development of students who come from less than ideal family backgrounds (Mayer and Salovey, 1997), while CASEL (2003) reports that a successful SEL programme leads to an increase in attachment to school, a reduction in risky behaviour and better educational outcomes.

Goleman (cited in O'Neill, 1996) suggests that the development of emotional intelligence can be taught through emotional literacy programmes, which he proposes can be introduced as a programme in its own right or embedded into the current school curriculum. Drawing from early programmes introduced in New Haven Schools, he outlined good practice as being developmentally appropriate from first through twelfth grade, and addressing the skills identified as being essential to emotional literacy. These included: recognising feelings, managing distressing moods and controlling impulses, being motivated and remaining optimistic even when situations become challenging, showing empathy towards others and having the social skills to get along with others, managing emotions and taking responsibility for oneself and others. Goleman outlines that the New Haven Schools used a combination of specifically taught lessons in some grades, sometimes up to three times a week, whereas in some grades emotional literacy was integrated into the curriculum, as part of health education, study skills and even mathematics in some cases. An important part of the programme was that the teachers were familiar with the ideas and sought opportunities to promote these. Goleman expresses that the teachers in these school found that pupils were better able to control their impulses, showed an improvement in behaviour, had better conflict resolution skills and were better able to manage their own problems (O'Neill, 1996).

Goleman (2008) cites neuroscientist Richard Davison, who points out that teaching young people life skills such as empathy, self-awareness and managing distressing emotions makes them better learners. This, he observes, is because when stress detectors in the brain are activated it impacts on memory, attention and learning. Thus, emotions can either enhance or inhibit learning. Goleman (2020 [1995]) uses the term '**amygdala hijacking**' as an inhibiting response to situations in which an intense or immediate response to a challenging situation can result in an extreme reaction. Goleman (cited in O'Neill, 1996) observes that a child who is chronically anxious,

angry or upset will find these emotions intruding on their thoughts, preventing them from being able to focus on anything else. Davidson (cited in Goleman, 2008) observes that courses in social and emotional learning 'make great sense' (2008: 9). This is because due to the brain's plasticity repeated experiences help to shape the brain; as such, 'the more a child practices self-discipline, empathy, and cooperation, the stronger the underlying circuits become for these essential life skills' (2008: 9), thereby reducing the inhibiting state of amygdala hijacking.

In England, a comprehensive emotional literacy programme, entitled *Social and Emotional Aspects of Learning* (SEAL) (Department for Education and Skills [DfES], 2005), was first introduced by the DfES in 2004. Initially piloted in twenty-five local authorities, it was then rolled out to all primary schools in September 2005. Roll out was accompanied by a set of materials for schools, as well as funding for teacher training. The initiative was subsequently introduced in secondary schools, thereby encompassing the full primary to secondary age range.

Reflecting the emotional intelligence attributes identified by Goleman (2020 [1995]), the materials focused on the personal and social skills of self-awareness, managing feelings, motivation, empathy and social skills, and in accordance with Goleman's framework was designed to be structured and progressive. While the SEAL programme in itself was designed to be taught as an explicit subject, it was also recommended that frequent reinforcement should be encouraged to allow children to apply their newly developed skills to real-life situations in the way that Dewey first proposed (Zigler, 1998). Thus, the materials also promoted a spiral curriculum, with staff trained to model and scaffold skills so they could be capitalised on at available opportunities, and embedded into the curriculum as appropriate (DfES, 2005).

Since 2013, Social and Emotional Learning in schools in England has been delivered through the Personal, Social, Health and Economic (PSHE) curriculum, which has recently been updated to include Sex and Relationships Education (SRE). In the revised National Curriculum, PSHE is included as a non-statutory subject, which suggests that schools should 'use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions' (Department for Education, 2014). This would appear to be a retrograde step from the SEAL programme; however, additional advice from the Education Endowment Fund, a charitable organisation, is available to schools which provides more specific guidance in implementing the PSHE framework in schools. This guidance builds on findings from a report prepared for CASEL (Schonert-Reichl, Kitil and Hanson-Peterson, 2017), and includes a focus on the core skills of self-awareness, self-management, social awareness, relationship skills and responsible decision making. Recommendations as to delivery of programmes include a balance of classroom curriculum and instruction, school climate policies and practice, as well as the involvement of family and community partnership, suggestive of a holistic approach.

Research from the Education Endowment Fund (n.d.) indicated that despite the shift from the tailored SEAL programme into a more integrated PSHE curriculum, schools still valued the promotion of SEL, and school-wide approaches to SEL, for

example through school assemblies, policy and dedicated groups, were central to practice. Furthermore, schools continued to use the original SEAL materials as a means by which to deliver SEL programmes, alongside more commercial materials such as dot-b mindfulness<sup>1</sup> and FRIENDS for life. Recommendations from the Education Endowment Fund for the continued development of SEL programmes in settings include the emphasis on the teaching of skills explicitly, as well as through an everyday programme, with a renewed emphasis on the planning of SEL, especially given the non-statutory nature of PSHE. The Fund also recommends a SAFE curriculum (Sequential, Active, Focused and Explicit), with activities planned sequentially across both lessons and year groups and allowing young people to be active participants, through, for example, role play and discussion. They argue for brief regular instruction, in which skills are clearly identified and their importance identified. Furthermore, implementation and impact should be regularly monitored.

In discussion with John O'Neill in 1996, Goleman acknowledged the importance of teaching emotional literacy in respect of the emotional well-being of children. At this time Goleman observes that 'childhood is harder than it used to be' (O'Neill, 1996: 10) and suggests a 'growing, general malaise among children' (1996: 10), with children showing signs of impulsivity, disobedience, anxiety and depression. This he attributed to longer working hours of parents, the state of the economy, increased screen time and less time with other children. Looking to the present day there seems to be little sign of improvement, with the Mental Health Foundation (2016) reporting that mental health problems affect one in ten children and young people, with 70% of these young people not having any intervention to support their condition. This would indicate therefore that a continued emphasis on emotional literacy in schools is paramount to promoting good emotional well-being in young people and ensuring that they have the necessary skills to develop resilience.

### OVERVIEW OF APPLICATION: IDEAS FOR EMOTIONAL INTELLIGENCE IN THE CLASSROOM

In promoting the five areas as identified by Goleman, guidance from the Education Endowment Fund recommends that the following skills should be promoted:

#### 1. **Self-awareness**

Children should be taught to:

- Identify emotions
- Develop accurate self-perception

*(Continued)*

- Recognise strengths
- Develop self-confidence
- Develop self-efficacy.

**2. Self-management**

Children should be taught:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organisational skills.

**3. Social awareness**

Children should be taught to:

- Understand emotions
- Show empathy/sympathy
- Appreciate diversity
- Respect others.

**4. Relationship skills**

Children should be taught:

- Communication
- Relationship building
- Social engagement
- Teamwork.

**5. Responsible decision making**

Children should be taught to:

- Identify problems
- Analyse solutions
- Solve problems
- Evaluate
- Reflect
- Have ethical responsibility.

## SUMMARY

As we have seen, while Daniel Goleman cannot be credited with introducing the concept of emotional intelligence, he was certainly responsible for popularising the term through his seminal text *Emotional Intelligence: Why it can matter more than IQ* (2020 [1995]). Goleman proposes that emotional intelligence is more important than IQ when predicting a person's life chances, and through promoting the development of the five areas of self-awareness, emotional control, self-motivation, empathy and relationship skills, a young person's life chances can be much improved. Goleman (2008) proposes that if we teach children to be socially and emotionally competent then this can boost their academic achievement, suggesting that achievement scores gain around 11% for those children engaged in emotional literacy programmes.

While Goleman is perhaps most well-known in the area of business and leadership management, where his work has been adopted by companies in identifying and promoting the attributes which make good leaders, he has also influenced education through his work with the Collaborative for Academic, Social, and Emotional Learning (CASEL). Goleman proposed that a programme of emotional literacy should be taught alongside the more traditional academic curriculum and argued that this would not only increase academic success, but would also lead to improved engagement, better classroom discipline and attendance as well as reducing antisocial behaviour such as bullying and substance abuse (Goleman, 2008). According to the CASEL (2021) website, 'CASEL has been a leader, a catalyst, and a collaborator serving the field of social and emotional learning. The field is growing its impact worldwide'. As seen earlier in the chapter, this influence can be seen in schools in England through the promotion of the SEAL programme initially, followed more recently by programmes in SEL.

Goleman credits Salovey and Mayer with offering an 'elaborate definition of emotional intelligence' (2020 [1995]: 37) and explains how they expanded these abilities into the five domains which he later built on in his own work. Additionally, the influence of Howard Gardner's personal intelligences can be seen echoed in Goleman's work, alongside that of Edward Thorndike, who was the first to suggest that "social" intelligence – the ability to understand others – and "act wisely in human relations" – was in itself an aspect of a person's IQ' (Goleman, 2020 [1995]: 37). Moreover, in considering how emotional literacy could be promoted in educational settings, Goleman looks to Dewey's work, who proposed that moral education is most powerful when taught in the course of real events rather than through abstract lessons.

Goleman's work is not without its critics, with some arguing that there is no evidence to support his assertion that emotional intelligence is a good indicator of academic success (Barchard, 2003; Kristjansson, 2006). Moreover, since many of the tests for emotional intelligence rely on self-reporting instruments this calls into question whether emotional intelligence can reliably be measured, which reinforces the notion that the link between emotional intelligence and academic achievement cannot be secured. Despite the success of the roll out of emotional literacy programmes

worldwide, the efficacy of these cannot be measured, and Goleman himself relies on anecdotal evidence when relating the success of these. Nevertheless, this should not detract from the global success of Goleman's work or the influence it has had on both the business and educational communities.

## NOTE

1. .be [dot-be] is a mindfulness curriculum designed for 11–18 year olds in school. Available from: <https://mindfulnessinschools.org/teach-dot-b/dot-b-curriculum/> [accessed 9 December 2021].

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## GLOSSARY OF TERMS

### **Amygdala hijack**

A physical response when the part of the brain known as the amygdala hijacks control over the response to stress. Under threat the amygdala activates the fight-or-flight response, sending stress signals which allow the body to fight or run away. During the fight-or-flight response the mind is unable to think clearly, make rational decisions or control learning.

### **Emotional intelligence**

Also referred to as EQ – this relates to an ability to understand, manage and regulate one's emotions in a positive way in order to manage stress, empathise and overcome challenges. EQ also relates to being able to understand and respond to emotions in others.

### **Empathy**

Empathy from the perspective of EQ relates to an ability to understand feelings in others and recognise how this relates to their reaction to situations. An emotionally intelligent person will anticipate a person's response to a situation, good or bad, and respond accordingly. They will also be able to acknowledge and respect the feelings of others, even if this is not in accordance with their own feelings and beliefs.

### **Self-awareness**

This is the ability to recognise your emotions and understand how these might impact on performance. Goleman (2020 [1995]) believes this to be an essential building block in EQ and suggests that good self-awareness improves life's experiences and improves the ability to respond to change.



### Self-motivation

This involves a personal drive to improve and achieve. It is showing a commitment to setting and following through personal goals and demonstrating a willingness to learn and self-improve. A person with developed emotional intelligence will persevere in the face of diversity.

### Self-regulation

Also referred to as self-management, this relates to the ability to control and manage emotions and impulses. Most specifically it refers to the ability to manage those emotions which are disruptive, which in turn can prevent acting impulsively.

### Social skills

This relates to how well someone is able to respond to others. Someone with developed social skills builds strong and meaningful relationships with others and is able to act appropriately in a given situation. People with high emotional intelligence will draw on the core components of emotional intelligence in order to connect with others.

## FURTHER READING

Bahman, S. (2008) *Developing Children's Emotional Intelligence*. London: Continuum.

A practical guide for educators wishing to help children develop their emotional intelligence. The book offers practical tools and techniques for integrating emotional intelligence activities into everyday classroom practice.

Colverd, S. (2011) *Developing Emotional Intelligence in the Primary School*. Abingdon: Routledge.

A practical guide to introducing aspects of emotional intelligence in the primary classroom. This text would serve as a useful introduction to emotional intelligence with opportunities for practitioners to review and improve current practice.

Dacre Pool, L. and Qualter, P. (eds) (2018) *An Introduction to Emotional Intelligence*. Chichester: Wiley.

An examination of emotional intelligence from birth to old age, with a focus on key issues including child development, relationships, workplace and health. The text tracks the development of EI as a construct with a focus on some of the key research into its importance in the field of psychology.

Keefer, K.V., Parker, J.D.A. and Saklofske, D.H. (eds) (2019) *Emotional Intelligence in Education: Integrating research with practice*. Cham: Springer.

A text which draws together knowledge, research and practice associated with the promotion of emotional intelligence in educational settings. It examines new opportunities as well as highlighting some of the challenges in relation to successful application, and explores some of the contemporary theories of emotional intelligence. Effective EI programmes from a range of educational settings are introduced.

Kreft, K.M. (2019) *Emotional Intelligence in Schools: A comprehensive approach to developing emotional literacy*. London: Routledge.

This text is directed at counsellors or those wishing to support students in developing health emotions. It explains how to understand and direct emotions and explores some of the underlying emotions which influence behaviour.

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