

EMOTIONAL INTELLIGENCE

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Paper Abstract

Our generation has been raised in believing that how one scores on an IQ test will predict and determine how successful one will be in life. Research will show that this simply is not true. There is now a growing phenomenon surfacing, as a result of over 20 years of research, that has the potential to change the way one thinks and behaves in times of conflict, within the workplace, and within relationships with others. This ongoing phenomenon is called Emotional Intelligence. It will be shown that when one becomes in touch with his/her Emotional Intelligence, recognizing that it exists, understanding it and building upon it, such a realization will increase quality of life by enabling one to better understand themselves and others in order to effectively cope with life's everyday demands and pressures. Emotional Intelligence, it will be suggested is a more effective predictor of how one will succeed in life as opposed to IQ only.

The paper examines:

- The biological reasoning behind Emotional Intelligence, how it is defined, what it is not and how it is heightened.
- Emotional Intelligence in the workplace, in relation to communication and conflict resolution, and,
- The importance of empathy and the role it plays with respect to victims of crime when dealing with trauma.

In the context of this paper, Emotional Intelligence is examined not only in a general manner, but also as it relates to police officers and the impact it has on their success when on the job and dealing with co-workers, potential threats and victims. This is achieved through practical examples and exercises.

To demonstrate the importance of this material in the context of police officers, reference will be made to presentations that were made to the Police Foundations Program students at Sheridan College in Oakville Ontario. In order to provide a lasting impression and deeper understanding of this material, exercises were implemented into the presentation that is discussed in the paper and their impacts on the students. This paper is written in the chronological manner in which it was presented.

Introduction

Our generation has been raised in believing that how one scores on an IQ test will predict and determine how successful one will be in life. Research will show that this simply is not true. There is now a growing phenomenon surfacing, as a result of over 20 years of research, that has the potential to change the way one thinks and behaves in times of conflict, within the workplace, and within relationships with others. This ongoing phenomenon is called Emotional Intelligence. It will be shown that when one becomes in touch with his/her Emotional Intelligence, recognizing that it exists, understanding it and building upon it, such a realization will increase quality of life by enabling one to better understand themselves and others in order to effectively cope with life's everyday demands and pressures. Emotional Intelligence, it will be suggested is a more effective predictor of how one will succeed in life as opposed to IQ only.

This paper will discuss the biological reasoning behind Emotional Intelligence, how it is defined, what it is not and how it is heightened. This paper will also discuss Emotional Intelligence in the workplace, in relation to communication and conflict resolution, the importance of empathy and the role it plays with respect to victims of crime when dealing with trauma. In the context of this paper, Emotional Intelligence will be examined not only in a general manner, but also as it relates to police officers and the impact it has on their success when on the job and dealing with co-workers, potential threats and victims. To demonstrate the importance of this material in the context of police officers, reference will be made to presentations that were made to the Police Foundations Program students at Sheridan College in Oakville, Ontario. This paper will also be written in the chronological manner in which it was presented.

Before the presentation formally began, it was important to introduce the students to the concept of Emotional Intelligence in an informal yet effective manner. Both groups at first glance were intimidating and the look of high expectation was on their faces. In anticipating this response, an exercise was planned in order to 'break the ice' and to peak curiosity. Taking into consideration both groups were receiving a presentation first thing in the morning, one commenced at 9am and the second presentation commenced the following day at 8am, grabbing their attention at the first opportunity was a high priority. The students were asked to introduce themselves by name and to rate their mood on a scale from 1-10 one indicating 'low spirit' and 10 indicating 'high spirit' and they were also asked give an explanation for their rating.

In the first group, most students rated themselves between an 8 and 9 and few rated themselves as a 2. The variances of the ratings in some cases were for the same reason, because their next class was cancelled. One gentleman rated himself as a 7 because he wasn't sure what the presentation would be like and thus was unsure how his day would pan out. On the second day, most students rated themselves between 2-5 because they had worked the night before and they were tired, another fellow rated himself a 9 because he went out the night before and had a good time but was tired and others rated themselves highly because they were interested in seeing how the presentation would unfold.

This exercise proved to be not only an effective ice breaker between myself and the students but it also got them to analyze how they were feeling and it was apparent they didn't realize that until they had to think about it. As a result, it got both groups laughing at themselves and with each other making themselves more at ease amongst themselves and with me. It was extremely effective. From that point onward, their attention was with me. It was also important in showing the students how effective it is to be in tune with one's emotions and the effect it can

have on yourself and others. It was an effective way to begin a presentation in which such an experience would be consistently reinforced and built upon through the material and examples in a practical way. Furthermore, it was an exercise for the students to attempt to be more self aware of their own feelings and others around them. At this point, the presentation began. Now that the students had been exposed to exploring their own Emotional Intelligence, it was important to explain how Emotional Intelligence is defined.

Emotional Intelligence

Biological history

There is a tendency to act that is embedded in every emotion such as anger, fear, love, happiness, surprise and sadness.¹ These tendencies to act are biological and are transformed by our life, experience and culture.² In order to be in tune with one's Emotional Intelligence, there must first be an understanding of the roots of Emotional Intelligence, namely, where it originates. The root of emotional life came from the olfactory lobe, the sense of smell.³ Every living thing has an olfactory lobe and in primitive times, survival was based on the sense of smell.⁴ Emotions began to evolve from the olfactory lobe. The sense of smell helped to determine what was edible, or what was an enemy, that message was then sent to determine whether to eat or attack.⁵

Through evolution, mammals brought the limbic system, which contributed enhanced emotions such as feelings of dread or being very much in love.⁶ The limbic system slowly

¹ Daniel Goleman, *Emotional Intelligence: Why it can matter more than IQ* (New York: Bantam Books, 1995) at 6-7.

² *Ibid* at 7.

³ *Ibid* at 10.

⁴ *Ibid*.

⁵ *Ibid*.

⁶ *Ibid*.

became refined and the thinking brain evolved.⁷ Therefore there was an emotional brain before there was a thinking brain. At that point two tools were introduced, learning and memory.⁸ Therefore, if an animal ate something, which led to sickness, then it knew not to eat it again, thus survival tactics became more sophisticated.⁹ Eventually the neocortex (the ‘thinking brain’) evolved, providing the ability to form an opinion about how we are feeling.¹⁰ Thus, evolution resulted in the development of two minds, the rational mind and the emotional mind, namely, one that thinks and one that feels.¹¹

Essentially the brain grew from emotional centres, which demonstrates the power the emotions have to influence the rest of the brain.¹² The amygdala is the emotional nerve centre of the brain.¹³ Sensory signals are sent from the eyes or ears that travel first to the thalamus then to the amygdala and second from the thalamus to the neocortex.¹⁴ Therefore the amygdala responds before the neocortex has an opportunity to do so.¹⁵ Because the amygdala responds faster than the neocortex, it is the emotional part of the brain that has one act instantaneously in emergency situations even before the threat has been identified by the neocortex.¹⁶ For example, when one’s hand touches scalding hot water, the first response is to pull the hand away even before the brain registers that the water was hot. The amygdala’s function as a response mechanism is often referred to as “emotional hijacking”.¹⁷

⁷ *Ibid.*

⁸ *Ibid.*

⁹ *Ibid.*

¹⁰ *Ibid.*

¹¹ *Ibid* at 8.

¹² *Ibid* at 11.

¹³ *Ibid* at 17.

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ *Ibid* at 23.

¹⁷ *Ibid* at 24.

When emotional hijacking occurs, the prefrontal cortex acts as a manager of emotions by regulating and weighing reactions before acting on them.¹⁸ The pre-frontal lobe serves to diffuse all but the most intense emotions.¹⁹ Therefore what the amygdala proposes to do, the prefrontal lobe attempts to dispose.²⁰ When the amygdala, the neocortex and the prefrontal lobes all interact properly, Emotional Intelligence rises as well as intellectual ability.²¹

Emotional hijacking was an important concept for the students in the police foundations program to understand. In introducing Emotional Intelligence to the students in this manner in the beginning of the presentation, it enables them to truly understand how important Emotional Intelligence is. In the field of police enforcement, emotional hijacking is a common occurrence especially when dealing with a dangerous situation. It was pointed out in the presentation that police officers may be faced with an alleged offender pointing a weapon at them, the officer's first response may be to shoot, out of fear, thus a perfect example of emotional hijacking. By providing an understanding of how the brain functions under times of stress and on a daily basis, when faced with such a challenge, this information could serve to prevent such emotional hijacking situations from becoming a fatality either on one or both sides. Furthermore, in order to truly reach my target audience, it was important to be able to find a connection between the material and policing.

At this point of the presentation an example was given to the students regarding a story that was taken from Daniel Goleman's book *Emotional Intelligence: Why it can matter more than IQ*. The story involved a girl who was supposed to be sleeping at a friend's house one night

¹⁸ *Ibid* at 27

¹⁹ *Ibid*.

²⁰ *Ibid*.

²¹ *Ibid* at 28.

but instead decided to come home that night to surprise her parents.²² As she hid in the closet, her parents came home and her father heard noises coming from her bedroom, his first response was to grab his gun and investigate. As he entered her room she jumped out of the closet in an attempt to play a practical joke she yelled, “boo”, as a result, her father shot her in the neck and she died. The fear he felt caused his reaction, an emotional hijacking occurred.²³ It was clear by the expression on the faces in both groups, that the theoretical concept of emotional hijacking registered through these practical examples. This was the purpose of the presentation. The most effective way to reach an audience as important as this one was to present such potentially complex material in a way they could relate to both on a professional and personal level.

Importance of Emotional Intelligence

It has been shown that academic intelligence has very little to do with one’s emotional life.²⁴ In fact, studies show that a high IQ score is no guarantee of life success, prosperity, prestige or happiness. The problem that exists is that schools focus on improving academic intelligence and ignore Emotional Intelligence.²⁵ A study of 95 Harvard graduates from the class of 1940 were followed into middle age and it was found that the men with the highest IQ scores were not as successful as their peers who had a lower IQ score.²⁶ Life satisfaction, productivity, status and happiness with friends and family were much lower. Thus, it is clear that there should be a push in introducing and encouraging Emotional Intelligence in schools in order to attempt to ensure a more productive well rounded, more successful group of individuals in the future. Those who are more emotionally adept, who have the skills to recognize and manage their

²² *Ibid* at 24.

²³ *Ibid*.

²⁴ *Ibid* at 34.

²⁵ *Ibid* at 36.

²⁶ *Ibid* at 35.

feelings well as well as knowing how to deal with others' feelings are at an advantage in any domain in life.²⁷

Howard Garner, a psychologist at the Harvard School of Education states that there are many varieties of intelligences but he states that the most important is of interpersonal intelligence.²⁸ Interpersonal intelligence consists of four abilities, 1) leadership, 2) ability to nurture relationships, 3) ability to solve conflict and 4) social analysis.²⁹ Interpersonal intelligence includes the capacity to respond appropriately to moods, temperaments, motivations and desires of others around us.³⁰ Mr. Garner states that no intelligence is more important than interpersonal intelligence and believes that such an understanding should be trained in schools, he also states that the education system should be helping children to identify their natural competencies and spending less time ranking them academically.³¹ Although Emotional Intelligence is still quite new, there are pilot projects that have been stationed throughout the United States of America.

Project Spectrum has been launched at the Eliot Pearson Preschool at the campus of Tufts University.³² This project realizes that the range of human abilities goes much farther than the regular curriculum that is offered in schools today, which should be explored and encouraged. An example of the benefit of cultivating various types of intelligences within the school environment is demonstrated by the story of a 4-year-old girl named Judy who is a part of Project Spectrum.³³ Her perceptiveness was recognized through an exercise to evaluate the

²⁷ *Ibid* at 36.

²⁸ *Ibid*.

²⁹ *Ibid* at 38.

³⁰ *Ibid* at 39.

³¹ *Ibid* at 37.

³² *Ibid*.

³³ *Ibid*.

child's ability to socially analyze (an ability of interpersonal intelligence) the classroom.³⁴ Judy was perceived as a wallflower, she would stay back at playtime and constantly observe the social politics within the classroom.³⁵

The 'Classroom Game' was introduced which involved a dollhouse replica of the classroom including stick figures of all the students with their photos on them.³⁶ This was a test of social perceptiveness. When Judy was asked to place each girl and boy in a part of the room they enjoyed playing the most as well as grouping together friends, she was able to do so with complete accuracy.³⁷ These skills may help Judy out in later life and allow her to excel in any field where people skills will be at high demand.³⁸ The goal of such a project is to encourage children to develop a full range of abilities, not solely academic, that they will depend on to succeed thereby education involves learning about life skills as opposed to solely academic theory based skills.³⁹

There are five domains of Emotional Intelligence. Firstly, it is important to be able to know and recognize one's own emotions, to have a greater self-awareness.⁴⁰ It involves being aware of one's own feelings as they occur. It is important to be aware of what is happening inside rather than getting lost in it, it is achieving a level of self reflection even in times when our emotions are turbulent.⁴¹ Secondly, one must have the ability to manage his/her own emotions.⁴² It is the ability to handle one's own feelings appropriately once they have been recognized. Thirdly, the ability to motivate oneself is crucial by being able to harness one's emotions in the

³⁴ *Ibid.*

³⁵ *Ibid* at 36.

³⁶ *Ibid* at 37.

³⁷ *Ibid.*

³⁸ *Ibid.*

³⁹ *Ibid.*

⁴⁰ *Ibid* at 43.

⁴¹ *Ibid* at 47.

⁴² *Ibid* at 43.

service of a goal.⁴³ Fourthly, recognizing emotions in others is imperative in order to achieve the invaluable skill of empathy, being able to recognize other's needs and wants.⁴⁴ Lastly, being able to manage emotions in others arises from the skills that are gained through social competence and incompetence.⁴⁵ Emotional Intelligence is about being able to first, be self aware and have the ability to manage one's own emotions and when one can achieve that, then Emotional Intelligence comes full circle when from our own awareness we are able to recognize and be empathetic towards those around us. Emotional Intelligence is not genetically fixed, it is something that is largely learned as one goes through life and as one learns from experience, competencies continue to grow.⁴⁶ It would now be appropriate to examine how Emotional Intelligence is measured.

The EQ-i (Emotional Quotient Inventory) is an IQ test equivalent that evaluates one's Emotional Intelligence.⁴⁷ This test was developed in the early 1980's by a man named Reuven Bar-On and was first published in 1997.⁴⁸ The EQ-i was the first test of Emotional Intelligence to be published and is a test that suggests that emotional and social intelligence is an array of interrelated emotional, personal and social abilities that have the capability to influence one's ability to cope with daily demands and pressure effectively.⁴⁹

The total EQ-i score is comprised of 5 main composite scale scores, it evaluates one's interpersonal EQ, intrapersonal EQ (emotional self-awareness), stress management (tolerance and impulse control), adaptability EQ (problem solving, flexibility) and finally general mood EQ

⁴³ *Ibid.*

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

⁴⁶ Daniel Goleman, *Working with Emotional Intelligence* (New York: Bantam Books, 1998) at 7.

⁴⁷ Reuven Bar-On, "Emotional and Social Intelligence: Insights from the Social Quotient Inventory" *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace* (San Francisco: Jossey-Bass, 2000) at 364.

⁴⁸ *Ibid* at 363.

⁴⁹ *Ibid* at 385.

(level of optimism and happiness).⁵⁰ The adult version of the test, which is suitable for individuals over the age of 17, comprises 133 items and allows one to evaluate their answer on a five-point scale from 'very seldom or not true of me' to 'very often true of me to true of me'.⁵¹ Explaining this test to the students was important in order to give them a reference point as to how Emotional Intelligence comes together. This aspect is crucial in tying the material together by showing that there is credibility, that Emotional Intelligence is not just a theory that may or may not affect one's life, the fact is that Emotional Intelligence is something everyone has the capability to improve and build and to also show that there are ways to evaluate Emotional Intelligence.

Thus, it was equally important to highlight common misconceptions about Emotional Intelligence in order to wrap up before building on what had already been presented. Emotional Intelligence is not about simply being nice.⁵² Emotional Intelligence will often times demand one to not be nice when having to confront another on how one is feeling.⁵³ At the same time Emotional Intelligence is not about giving free rein to one's feelings.⁵⁴ Emotional Intelligence is about managing feelings in order to express them appropriately allowing people to work together in a more controlled and pleasant atmosphere.⁵⁵ Lastly, Emotional Intelligence is gender neutral, it does not discriminate and although men and women may have different strengths and weaknesses, in terms of total Emotional Intelligence, there are no sex differences.⁵⁶

One of the purposes of this presentation was to provide to these aspiring police officers the perspective of a victim of crime. The choice to spend so much time on defining Emotional

⁵⁰ *Ibid* at 365.

⁵¹ *Ibid*.

⁵² *Supra* note 46 at 6.

⁵³ *Ibid*.

⁵⁴ *Ibid*.

⁵⁵ *Ibid*.

⁵⁶ *Ibid* at 7.

Intelligence and ensuring there were no misunderstandings on what it entailed was crucial in order to achieve that goal. Going through the material on Emotional Intelligence, connections were often made to how such skills would benefit someone going into a career in law enforcement, such as the importance of empathy when dealing with victims. These types of connections are crucial because it serves to keep the audience interested by relating to the group on their level, which leads to the hope that the material will leave a longer lasting impression.

The materials that were highlighted were strategically chosen, once again, the utility in presenting material in conjunction with practical examples and references made to their career was high on the priority list. Their reactions to what was said positively reinforced this strategy. The second group began to realize the importance of such skills, one gentleman in the second group made several inquiries as to the applicability of the material and how it can be learned if at all.

The exercises that were conducted were chosen in order to take the group through all of the most important domains of Emotional Intelligence. The exercise at the beginning of the presentation got the class to become more self-aware of their emotions, which is the first step. At this point, a second exercise was conducted. It was an exercise to get the group to realize they make assumptions about people, places or things that most of the time can be misguided. A pair of red sunglasses was passed around the classroom. The class was asked to take a good look at them and were then asked to comment on who they thought might wear those glasses. A large number of the students thought the owner of the glasses was male, young, possibly gay, surfer type, athletic, trendy, left wing, others thought it might be a female under 15 years of age, weighing between 100-400 pounds, short hair, stylish and intelligent.

One young woman figured out the exercise stating that you could not make assumptions about someone based on sunglasses. Although she may have been correct, the more appropriate way of looking at the exercise was that everyone makes assumptions at one point in their life or another and that no matter what the situation entails, one should refrain from doing so due to the risk of being wrong. This risk, it was shown, could hurt them in their careers later in life. It was explained that the owner of the glasses was the director's mother-in-law, who was not sporty by any stretch of the imagination, was not an outdoors type, was not trendy; she just likes wearing the glasses period. One young man would not admit his assumptions in the first group by suggesting the glasses must have been a gift and thus the owner of the glasses is an exception and not a true reflection of who would own them.

Nonetheless, this exercise was important in getting the students to understand that whether you are in the workplace, on the job, conducting an arrest, during an investigation or even when interviewing witnesses or victims, assumptions could lead one down the wrong path. It was pointed out by the students' teacher, Tim Onyschuk, who was himself an officer for many years, that when you are out on the street just because someone looks a certain way does not automatically mean that they are up to no good. This, it was pointed out, could get someone into a lot of trouble.

The student's in both groups had similar assumptions, and in the end the reaction was the same, it was the look of surprise and disbelief that they had allowed themselves to assume so much but also the impact of the debrief was invaluable. Connecting the material back to what they may encounter in real life is what made the difference to drive the point home. It led the students to realize the importance of managing one's emotions, thus building on self awareness

as well as leading them to use those managed emotions to motivate themselves as the exercises continued throughout.

Emotional Intelligence in the Workplace

Emotional Intelligence in the workplace involves teamwork, opening lines of communication, cooperation, listening and speaking one's mind.⁵⁷ It is about being attuned to the feelings of those around you, recognizing one's own feelings about what one does and deciding what changes can be made to increase job satisfaction.⁵⁸ Most importantly, it is about dealing with potential bias' and prejudice. The culture of an organization must change in order to foster tolerance even if individual biases remain.⁵⁹ One must acknowledge one's own biases, find out why they exist, what one's own level of comfort is and to know one's own limitations. Such a recognition impacts comfort levels with those in the workplace and when on the job.

Employers have stated that skills such as, listening, oral communication, adaptability, personal management, confidence, motivation to work toward goals, teamwork, cooperativeness, skills at negotiating disagreements and wanting to make a contribution are of the type they are looking for in people when hiring.⁶⁰ A managing director at the Harvard business school stated that empathy; perspective taking, rapport and communication are among the competencies the school looks for.⁶¹

Emotional competencies, as mentioned earlier, are learned capabilities, which result in outstanding performance at work.⁶² A study Daniel Goleman had conducted applying 181 competence models found two out of three of the abilities deemed essential for effective

⁵⁷ *Supra* note 1 at 148.

⁵⁸ *Ibid* at 149.

⁵⁹ *Ibid* at 156.

⁶⁰ *Supra* note 46 at 12.

⁶¹ *Ibid*.

⁶² *Ibid* at 24.

performance were emotional competencies.⁶³ Therefore, it was shown across all types of jobs and organizations, Emotional Intelligence was twice as important than IQ and expertise.⁶⁴

The emotional competency framework consists of personal and social competence. Personal competence is defined as competencies that determine how we manage ourselves and social competencies are defined as competencies that determine how we handle relationships.⁶⁵ To re-iterate, these are competencies that are learned capabilities. Personal competence is made up of the ability to be self-aware, to self regulate (managing ones internal states and impulses) and the ability to motivate oneself.⁶⁶ Social competence is comprised of the ability to be empathetic, being aware of other's feelings, needs and concerns and having the requisite social skills, the ability to induce desirable responses in others.⁶⁷ Each individual has the capability to strengthen and develop any of the emotional competencies with the right training and direction.

There are many different training programs that are geared toward strengthening emotional competencies. A group of scientists at a biotech company in Wisconsin named Promega get together daily to practice methods for focusing and relaxing in which they learned in an eight-week program.⁶⁸ As a result of the mindfulness training, researchers found that there were positive changes in the scientists' brain function. It was found that their pre-frontal lobes, the area that restrains emotional hijacking by the amygdala and produces positive feelings, have become more active than before.⁶⁹ A change in the brain occurred resulting in greater alertness and relaxation.⁷⁰

⁶³ *Ibid* at 31.

⁶⁴ *Ibid*.

⁶⁵ *Ibid* at 26-27.

⁶⁶ *Ibid* at 26.

⁶⁷ *Ibid* at 27.

⁶⁸ *Ibid* at 239.

⁶⁹ *Ibid*.

⁷⁰ *Ibid*.

Furthermore, a course was introduced by a man named Richard Boyatzis, the associate dean of the Weatherhead School of Management at the University of Cleveland which offers methods for assessing and developing personal abilities needed for management in their career.⁷¹ The course begins with a period of self examination in which the students must reflect on their values, aspirations and goals, then an assessment of their competencies is made as well as identifying strengths and weaknesses of each student.⁷² Each student is then instructed to choose a set of competencies they wish to strengthen and then develop a personalized learning plan for themselves.⁷³ Thus for the first two weeks, students are assessed, and the following seven weeks focuses on results. It was found that those students showed an 86% improvement of the abilities assessed compared to similar ratings upon entering the school.⁷⁴ Thus learning and mastering emotional competencies is a reality when given the right tools to do it.⁷⁵

In order to be a star performer in the workplace, social coordination is key. Star performance is reliant on the ability of one to build bonds, collaborate and cooperate and to possess team capabilities.⁷⁶ Building bonds involves the ability to nurture relationships, to seek out relationships that are mutually beneficial and build rapport.⁷⁷ Collaboration and Cooperation involves working with others toward shared goals, it is about sharing information and resources while maintaining a friendly cooperative climate.⁷⁸ Finally team capabilities entail building a team identity, sharing credit, respect, helpfulness and cooperation.⁷⁹

⁷¹ *Ibid* at 254.

⁷² *Ibid* at 255.

⁷³ *Ibid*.

⁷⁴ *Ibid*.

⁷⁵ *Ibid*.

⁷⁶ *Ibid* at 206, 211, 216.

⁷⁷ *Ibid* at 206.

⁷⁸ *Ibid* at 211.

⁷⁹ *Ibid* at 216.

This portion of the presentation was created to stress the importance of teamwork among themselves and most importantly among different police divisions. The focus was on teamwork and cooperation rather than for example achievement drive because in the field of policing, if teamwork and cooperation are nonexistent, an entire case may hang in the balance, or even worse, a dangerous person may be loose and never found. Because of the pressing need to stress teamwork, an example of the lack of teamwork and its detrimental effects was presented. The Paul Bernardo investigation is a perfect example.

It was explained to the students by myself, that in the investigation of Paul Bernardo, there were many different police divisions working on the case, unfortunately, each division refused to share information, refused to cooperate or remotely work as a team and as a result of delay, two young girls were murdered. In reaction to such a tragedy, training programs were created for police officers in order to train them in teamwork and importance of working together for a common goal. This proved once again to drive the point home that teamwork and commitment should be at the forefront. The expression on the faces of the students was an indication that the message was understood and had an impact. Again only due to relating the material back to real life examples was how the information became relevant and important to each student in the room.

Furthermore, another example was given to the students in order to also get them thinking about the importance of goal directed self-imposed delayed gratification. This is the essence of emotional self-regulation reinforcing once again the second domain of Emotional Intelligence, the ability to manage emotions. The 'Marshmallow Test' example was explained. The 'Marshmallow Test' was conducted at the Stanford Preschool, four-year-olds were brought into a room one by one, a marshmallow was put on the table in front of them, they were told that

the instructor would be leaving the room to run an errand and in the meantime they could have the one marshmallow right away or wait and receive two when the instructor would return.⁸⁰

This was the battle between gratification and delay.

It was found that after 12-14 years those who resisted temptation were more socially competent adolescents, more personally effective, self assertive and better able to cope with frustrations in life, less likely to freeze or regress under pressure or stress.⁸¹ The children that didn't wait tended to be easily upset by frustrations and be immobilized by stress and overact with a sharp temper provoking arguments and fights.⁸² The utility of this example was in explaining to the students that the ability to deny impulse in the service of a goal contributes powerfully to intellectual potential apart from IQ.

Also during this portion of this presentation another exercise was performed in the second group. This exercise was added after having gone through one presentation and making the realization that having this exercise would continue to elevate their learning curve following the domains of Emotional Intelligence. A listening exercise was presented. As Daniel Goleman was mentioned in the presentation at the beginning of the section on "Emotional Intelligence in the Workplace", a list of his achievements and some facts about his life were recited (see Tab 2). The students did not know an exercise was on its way. As soon as the recited list of attributes relating to Daniel Goleman was concluded, the students were asked to take out a pen and paper and write down the answers to 10 questions based on the information that was just mentioned about Daniel Goleman (see Tab 2). The students were caught off guard and the look of disbelief and shock was in their eyes. The purpose of the exercise was to show that only 25%

⁸⁰ *Supra* note 1 at 81.

⁸¹ *Ibid.*

⁸² *Ibid* at 82.

of what one listens to is retained. From taking a poll of how many answers out of the 10 were correct, 25% was the result.

The reason the exercise was important was to show the students that because one only retains 25% of what they hear, when on the job during the course of an investigation, interviewing witnesses, accused persons or victims, one must do all they can to listen and be attentive in order to prevent the default position of 25% which may lead to a case being lost. This exercise re-iterated the importance of the third domain of Emotional Intelligence, namely, the ability to motivate oneself in harnessing emotions in the service of a goal.

The presentation unfolds as a shock and reinforcement method. Every exercise is reinforced with the material that follows, thus attempting to ensure the longevity of the material retained. As will be shown in the next section, the importance of listening is stressed when talking about communication building and conflict resolution.

Communication Building

Communication skills may be enhanced through effective listening.⁸³ Effective listening is about more than simply hearing spoken words; it involves properly understanding the meaning of messages.⁸⁴ Focusing on substantive matters, which are important to the parties, can strengthen listening skills. Substantive matters include the feelings and emotions of the people that are being heard.⁸⁵ A good way to achieve effective listening is through active listening.⁸⁶ Active listening involves attending, following and reflecting skills.⁸⁷ Attending skills involve

⁸³ Laurence Boulle & Kathleen Kelly, *Mediation: Principles, Processes, Practice* (Toronto: Butterworths, 1998) at 179.

⁸⁴ *Ibid.*

⁸⁵ *Ibid.*

⁸⁶ *Ibid* at 180.

⁸⁷ *Ibid.*

physical attention, an active display of interest and appropriate body movements.⁸⁸ Following skills involve indicators that the listener is understanding the speaker such as not interrupting, giving encouragement, taking notes, asking relevant questions, summarizing and refraining from giving advice.⁸⁹ Lastly, reflecting skills involve being able to identify and acknowledge the content and feeling as well as asking questions to clarify and an ability to summarize the content and feeling.⁹⁰

It was important to make these points because of the great significance and impact such skills may have in the law enforcement field. Serving to reinforce the listening exercise that was conducted earlier, it was stressed that when the students would one day be interviewing a witness, accused or victim in the future, possessing these communication skills would result in a more successful investigation, more comprehensive note taking as well as receiving the respect of whomever it is they are dealing with at the time. Being able to communicate effectively not only is an important skill to possess in one's personal life, it is crucial especially when one is in a career that depends on accuracy of information and cooperation amongst everyone that a person comes in contact with. Furthermore, effective communication serves also to strengthen skills needed for effective conflict resolution.

Conflict Resolution

What is Conflict?

Conflict is defined as a form of interpersonal or intrapersonal tension between two or more interdependent parties based on incompatible goals, needs, desires, values, beliefs and

⁸⁸ *Ibid.*

⁸⁹ *Ibid.*

⁹⁰ *Ibid.*

and/or attitudes.⁹¹ Yet, conflict sometimes arises with one person. Often, one person's perception is different than another's perception of conflict and the other may be in denial but as soon as one person believes there is conflict then the other is automatically engaged. Human needs are at the core of conflict, conflict is engaged either because there are needs that haven't been met or, or there is a belief that the needs present are inconsistent with those of others.⁹² One must work through the sources of conflict in order to effectively address their needs, such an exercise effects how people experience their needs and how these needs have developed.⁹³

There are five basic sources of conflict. Firstly, the ways in which people communicate often plays a role in escalating conflict.⁹⁴ Often times people act on assumptions that they have communicated effectively when they have not.⁹⁵ Factors that significantly affect one's ability to communicate effectively are one's culture, age, class and environment.⁹⁶ Secondly, emotions often fuel conflict but there are instances in which emotions may also control it.⁹⁷ Thirdly, one's values or belief system is often at the source of conflict.⁹⁸ Such matters are indicative of what one feels is important and thus it is difficult to compromise, yet if common ground may be found, can also serve to diffuse conflict.⁹⁹ Fourthly, The structures within which interactions take place may also serve to be a source of conflict.¹⁰⁰ For example, the courtroom in a litigation process may serve to either help or hinder conflict; other examples include proximity of the

⁹¹ S. Ting-Toomey, "Toward a Theory of Conflict and Culture" in J. Macfarlane, 2d ed., *Dispute Resolution: Readings and Case Studies* (Toronto: Emond Montgomery Publications Ltd, 2003) 48 at 48.

⁹² B. Mayer, "The Dynamics of Conflict Resolution: A Practitioner's Guide" in J. Macfarlane, 2d ed., *Dispute Resolution: Readings and Case Studies* (Toronto: Emond Montgomery Publications Ltd, 2003) 17 at 17.

⁹³ *Ibid.*

⁹⁴ *Ibid* at 18.

⁹⁵ *Ibid.*

⁹⁶ *Ibid.*

⁹⁷ *Ibid.*

⁹⁸ *Ibid* at 20.

⁹⁹ *Ibid.*

¹⁰⁰ *Ibid.*

disputants, distribution of resources and access to information.¹⁰¹ The final source of conflict involves the history of those involved. The history of the issues involved may impact conflict either positively or negatively.¹⁰² These sources are a guideline to demonstrate where and how conflict may arise. The focus now must be on understanding conflict in order to attempt to resolve it.

Understanding Conflict

At the centre of conflict are the human needs that motivate people's actions. There is a distinction made with respect to conflict between interests and needs.¹⁰³ Interests are viewed as more transitory and superficial whereas needs are more basic and enduring.¹⁰⁴ Conflict resolution is dependent on the ability of the parties to get to the right level of understanding and intervention in conflict.¹⁰⁵ Progress will most likely be made in working through conflict if those involved can present their concerns constructively and are receptive to understanding each other's interests.¹⁰⁶

When parties are impaired by stress and inadequate information, often times it is difficult for one to place themselves in the other's shoes when dealing with conflict. Thus, it is expected that biases will emerge during conflict in that an evaluation of fact is affected by the evaluation of the source. In other words, most people will tend to maintain a favourable view of themselves but are unlikely to hold such a view of others.¹⁰⁷ In some circumstances the tendency is to over attribute behaviour to dispositions and under attribute behaviour to circumstance, this situation is

¹⁰¹ *Ibid* at 21.

¹⁰² *Ibid.*

¹⁰³ *Ibid.*

¹⁰⁴ *Ibid* at 23.

¹⁰⁵ *Ibid.*

¹⁰⁶ *Ibid.*

¹⁰⁷ *Ibid* at 29.

known as the fundamental attribution error.¹⁰⁸ For example, if a party A is late to a meeting and party B is angry, party B may automatically assume party A is only late because it is in his/her character to do so, thus attributing it to a persons disposition rather than to think that party A may be late due to traffic, a circumstance. Furthermore, the actor-observer bias is when the tendency is to err toward attributing other people’s behaviour to disposition and our own to circumstance.¹⁰⁹ Such tendencies are important to recognize in understanding how conflict may arise, yet such tendencies must be understood and put aside in order to truly resolve conflict.

Culture is an important aspect of conflict that needs to be understood as more particularized than distinctions such as ethnicity and gender.¹¹⁰ Culture not only shapes the way one understands conflict but also shapes the way in which one resolves conflict.¹¹¹ It defines how one experiences and responds to conflict.¹¹² Therefore, there is often an implication that how one reacts in times of conflict may be irrational or illogical but can be explained as learned, unconscious, cultural responses.¹¹³ Due to the complexity that may be involved and the uniqueness of each individual’s culture, there must be an understanding of one’s own culture and an understanding of another’s culture to be able to attempt to resolve conflict.¹¹⁴

It was important for the students to get an understanding of how conflict is defined and to be able to reach an understanding of such. After looking through pages of materials on conflict, the most important areas had to do with situational examples such as the actor-observer bias and providing a greater understanding of culture. These perspectives were chosen as opposed to

¹⁰⁸ *Ibid* at 40.

¹⁰⁹ *Ibid* at 40.

¹¹⁰ M. Deutsch, “The Resolution of Conflict” in J. Macfarlane, 2d ed., *Dispute Resolution: Readings and Case Studies* (Toronto: Emond Montgomery Publications Ltd, 2003) 41 at 43.

¹¹¹ *Ibid*.

¹¹² J.P. Lederach, “Preparing for Peace: Conflict Transformation Across Cultures” in J. Macfarlane, 2d ed., *Dispute Resolution: Readings and Case Studies* (Toronto: Emond Montgomery Publications Ltd, 2003) 45 at 46.

¹¹³ *Supra* note 110 at 43.

¹¹⁴ *Ibid*.

focusing more on the theory of conflict for the simple reason that as future police officers, and growing individuals, they will find themselves in many situations of conflict as they go along. The best way to expose and make these theories functional for the students is to explain the theories in ways that anyone can identify with.

Culture is particularly important, police officers have to deal with many different types of people all the time. Having culture explained in this manner would hopefully cause them to stop and think before reacting and potentially getting themselves in a dangerous situation. By gaining an understanding of what may underlie conflict, the students may be able to identify and resolve conflict sooner and safer, at least that is the hope.

Managing Conflict

There are five styles of managing conflict: 1) competing, 2) accommodating, 3) avoiding, 4) compromising and 5) collaborating.¹¹⁵ A ‘competer’ is someone who is both assertive and uncooperative. The individual attempts to win by describing their position in any way they deem necessary. The individual’s concerns are pursued at the expense of the other.¹¹⁶ An accommodator is unassertive but cooperative. This may be as a result of a genuine concern for others out of fear of causing offence to the other person.¹¹⁷ An avoider is neither assertive nor cooperative. This person may sidestep an issue for a good reason or they may withdraw from conflict because they are unable to cope with it.¹¹⁸ A compromiser is both assertive and cooperative. The compromiser looks for the easy solution, one that can be made quickly without allowing more creative or more effective solutions to come forward.¹¹⁹ Finally a collaborator is also both assertive and cooperative. The collaborator differs from a compromiser in the sense

¹¹⁵ Thomas-Kilmann Conflict Mode Instrument

¹¹⁶ *Ibid.*

¹¹⁷ *Ibid.*

¹¹⁸ *Ibid.*

¹¹⁹ *Ibid.*

that individuals consider mutual interests and needs while placing their energy toward consensus formation.¹²⁰ The solution often empowers both parties but is the most time consuming and demands greater skill and commitment to the issues.

The most difficult way to manage conflict is through collaboration, but it is the best way to minimize future conflict. Collaboration is what parties should strive for when managing conflict. As styles of managing conflict move from the competitor to the collaborator, more time, skill and information are needed in order to resolve conflict efficiently and effectively.

At this point in the presentation, the students were given the Thomas-Kilmann Conflict Mode Instrument (see Tab 3), a questionnaire that identifies through a series of questions how each person may react to conflict in terms of their managing style having fallen within one of the styles mentioned above. After a few minutes, the students were asked to identify which style they were more likely to fall under. Once a representation of different types of styles was posted on the board, the students were then engaged in a 'line exercise'. The class was split up into two groups. Separately each side was given instructions. The instructions were the same, although the students were not aware of that. The students were then lined up in front of each other, one half of the room in front of the other half, so each person had one person in front of them from the other side imagining there is a line between them. The instructions were to try and persuade the other person to come to their side.

The students were engaged immediately. When the students were still in their respective groups, there was a group mentality that developed. The students were trying to figure out a strategy as a group on how to get the other side over. My group on the second day decided they were going to have one of their classmates strip, explaining the fear of that would ensure the

¹²⁰ *Ibid.*

other side to cross. Even during the exercise after they were paired up with the other group, one member crossed over and a comment was made to the student that crossed, namely “traitor”.

The students truly thought about what type of people they were in terms of managing conflict. Both classes attempted to get the other person over to their side through bribes, money, tricks, sexual favours and violent force. Some students convinced their opponent to just test out their side and give it the benefit of the doubt. Thus, in the end, some students took the bribe and crossed over, some didn't move, some switched sides, some went halfway and some just tested out the other side. After evaluating their strategies and reasoning behind how each group of two reacted, it was explained to them during the debriefing that competitors will most likely not change their position, when one person crosses over it is a win/lose outcome which as was explained is not a positive outcome in resolving conflict and in the end those who switched were truly the collaborators. Once again it was explained, collaboration is what should be strived for, a win/win outcome. In fact, of those who switched that was precisely their reasoning, that everyone benefits.

By having the students take a test to determine what style they would most likely fall under and then get them to physically act out managing tactics, it was an effective way to identify and demonstrate how at first glance we may seem one way but in practice we truly do react differently. This is particularly important because police officers engage in managing conflict almost always on a daily basis. When conducting the debriefing session at the end of the exercise by asking “Where do you see yourself now with respect to a management type?” the sense of accomplishment and understanding was apparent by the looks on their faces, it was something that they took with them and continued to think about, they really enjoyed it, as did I.

Conflict Resolution

There are three phases of conflict resolution: conflict analysis (as shown above), conflict confrontation and conflict resolution.¹²¹ Conflict confrontation involves interaction in which parties directly engage with one another, focus on the conflict between them and through a process of collaboration and joint problem solving work toward mutually agreeable solutions.¹²² There are four steps to successfully engage in conflict confrontation. Firstly, there must be a face-to-face interaction between the parties continually exhibiting mutual respect, shared exploration and a commitment to resolution.¹²³ Secondly, the interaction between the parties should be cooperative, include functionally important activities and be directed toward mutually beneficial goals.¹²⁴ The parties should be capable and not prejudicial toward the others and should be free of any manipulative styles.¹²⁵ Thirdly, the interaction between the parties must include productive confrontation, open and accurate representation, recognition of gender equality and diversity, sensitivity to cultural differences and power imbalances and an integration of both parties' skills and knowledge.¹²⁶ Lastly, collaboration techniques as a managing style should be observed.¹²⁷

There are three ways to recognize when conflict is truly over. There must be behavioural resolution, cognitive resolution and emotional resolution. All three must be met in order for a conflict to be resolved. Behavioural resolution involves two aspects, the first deals with discontinuing the conflict behaviour and the second deals with instituting actions to promote

¹²¹ R. Fisher, "Generic Principles for Resolving Intergroup Conflict" in J. Macfarlane, 2d ed., *Dispute Resolution: Readings and Case Studies* (Toronto: Emond Montgomery Publications Ltd, 2003) 88 at 88.

¹²² *Ibid.*

¹²³ *Ibid.*

¹²⁴ *Ibid.*

¹²⁵ *Ibid* at 89.

¹²⁶ *Ibid.*

¹²⁷ *Ibid* at 90.

resolution.¹²⁸ Stopping the fighting is one part of behaviour resolution and taking steps to meet each other's needs and implement a new mode of interaction is another.¹²⁹

Cognitive Resolution is achieved if one believes the conflict is resolved, perceives the key issues have been addressed, think they have reached closure on the situation and views the conflict as part of their past as opposed to their future.¹³⁰ Emotional resolution involves both the way the disputants feel about a conflict and the amount of emotional energy they put into it.¹³¹ When the parties no longer experience the feelings that were associated with the conflict or at least not as often or as at high an intensity as when they were fully engaged, then an important aspect of resolution has been reached.¹³²

Having exposed the students to conflict identification, management and resolution techniques, it remained in line with the focus of the presentation. This presentation's purpose as mentioned earlier is to be as practical and 'hands on' as possible. The police foundations program students were the most appropriate audience for this presentation because as up and coming police officers, everything that was touched upon will effect each and every one of them at one point or another in their careers. It is inevitable that police officers will deal with conflict daily, it is also important that an understanding is met with respect to how their emotional brains function on a regular basis as well as, if not most importantly, in times of conflict. By having the students identify their conflict management styles, it allows them even if not at the time of the presentation to focus and think about how they felt and reacted during the exercises.

¹²⁸ B. Mayer, *The Dynamics of Conflict Resolution: A Practitioner's Guide* (San Francisco: Jossey-Bass, 2000) at 106-107.

¹²⁹ *Ibid*

¹³⁰ *Ibid* at 98.

¹³¹ *Ibid* at 100-101.

¹³² *Ibid*.

Conflict resolution and communication was a large part of the presentation solely for the reason that, as it can be argued, it is the nature of policing in general. The level of success and positive feedback they may receive in their careers weighs heavily on their ability to manage and resolve conflict and their abilities to communicate effectively with their co-workers and their investigations. Both groups seemed very passionate about the career they are embarking on, thus the benefit of such a presentation to them is invaluable even if recognized later rather than sooner.

Empathy

Empathy is a skill that builds on the ability to be self-aware. The more able one is to recognize his/her own feelings, the more skilled one will become in recognizing other's feelings and having the ability to respond to them.¹³³ It is important to note that most of all feelings, approximately 90%, are nonverbal. Thus, the key is to be able to respond to those nonverbal messages.¹³⁴ Empathy underlies action when a bystander is moved to intervene on behalf of a victim.¹³⁵ It is the ability to share in one's distress that moves one to help.¹³⁶ This skill is especially important when dealing with victims or family members of victims of crime. The ability on behalf of an officer to be able to recognize when or what to say to a victim in the direst circumstances distinguishes an officer from being a good one to being seen as invaluable.

This is the point in the presentation in which the fourth and fifth domains of Emotional Intelligence, recognizing emotions in others and managing those emotions, became apparent throughout the students in both groups. There was a greater focus on how to treat victims of crime, but the connection was still not made between the material and myself. The main theme

¹³³ *Supra* note 1 at 96.

¹³⁴ *Ibid* at 97.

¹³⁵ *Ibid* at 105.

¹³⁶ *Ibid*.

throughout the presentation was how to become a more efficient and successful police officer in the eyes of their employers as well as through the eyes of the people they will come to deal with and the importance of such. It was discussed that by showing empathy effectively, their performance would be more honest, sincere and effective, qualities everyone they come in contact with would appreciate, especially victims of crime.

Before moving to the last portion of the presentation dealing with trauma and emotional relearning, I shared my own life experience with the groups as a family member of a victim of crime. I explained that the reason why I was there to speak to the students and why such a focus was on the treatment of victims and police conduct was because my sister was murdered by being pushed into the path of an oncoming subway train in downtown Toronto just about five and a half years ago. This was an extremely difficult thing to do, in fact I wasn't sure if my legs were strong enough to hold me, but it needed to be done in my eyes in order to convey the importance of the message I was trying to convey all morning. From that moment on, this had become the final exercise for the students, having had listened to my experience from the expression on their faces, it seemed that empathy began to grow in all of them.

From my perspective, as I explained, I had come into contact with many police officers in the last five and a half years, but the ones that stuck out in my mind were the ones that seemed to master the skills of empathy and understanding. The officers that were not as understanding also stuck out but only with unpleasant memories. I tried to convey the message that although our jobs keep us very busy, in the line of work they were about to embark, if they wanted to be successful and take pride in what they achieve and conduct themselves, then the material that was presented should be referred to. Before wrapping up, it was important to explain what a victim of crime goes through for days, months and even years after the incident occurred.

Trauma and Emotional Relearning

Incidents of trauma may trigger Post Traumatic Stress Syndrome.¹³⁷ The core of such trauma is the memory of the violent action that becomes embedded into the emotional circuitry. Thus any sight, sound or smell that may take the victim back to the traumatic event will trigger the memories continuously.¹³⁸ These symptoms are signs of an over aroused amygdala which recalls vivid memories of the traumatic moment to seep into one's awareness.¹³⁹ It has been found that any traumatizing event may trigger memories in the amygdala but the violent acts are the most destructive because victims of violence feel they have been intentionally selected as the target.¹⁴⁰ Once someone has been a victim of crime, assumptions of trustworthiness and feelings of safety in the world are shattered.¹⁴¹ Instantly the world becomes a place where everyone is a potential threat, feelings that can last a lifetime.¹⁴²

I explained that Post Traumatic Stress Syndrome is long lasting and explained the importance of recognizing that victims of crime are in a fragile state and the importance of being attuned to that. I shared that to this day I cannot watch a GO train come into the station, or if I am in a confined space for too long and either too many people are talking or if no one is talking these situations cause me feelings of anxiety. It was stressed that even a few minutes just to take the time out of their day to explain what they may feel they may not have time to do may make a difference to a victim. Furthermore, it was also explained that just having a basic understanding of these issues is enough to make a difference. All of the students seemed to respond and understand that.

¹³⁷ *Ibid* at 201.

¹³⁸ *Ibid.*

¹³⁹ *Ibid.*

¹⁴⁰ *Ibid* at 202.

¹⁴¹ *Ibid.*

¹⁴² *Ibid.*

The students that approached me after the presentation to thank me for sharing my story seemed awkward and unsure, that in itself showed me that despite how they felt within themselves, they took the time to comfort me if I needed it, this applies to the students that approached me and the ones that passed by with a comforting smile. The presentation served its purpose, to make a difference, one step at a time (see Tabs 4 and 5).

Conclusion

It has been shown that our emotions come from within us and is linked with the way the brain functions. Our emotional brain was developed before our thinking brain therefore we all have the tools from within, but, the ability to increase and improve Emotional Intelligence can be learned and strengthened through the proper training. Emotional Intelligence is not genetic; it is something that can be learned. By working on heightening our Emotional Intelligence, workplace productivity and relationships with fellow co-workers will substantially improve as well as having a dramatic effect on our personal relationships. Emotional Intelligence is about having a greater awareness of one's own emotions, using that awareness to motivate oneself to achieve goals and to be able to empathize and nurture relationships with those around us.

As a result of such introspection, and corresponding understanding of others, communication building and conflict resolution become achievable endeavours. Such self-analysis is not easy, but is essential and will improve through life experience and a change in perspective. Once one is at a place of comfort with themselves and others, empathy rises, Emotional Intelligence rises, and in the case of police officers, such qualities will improve not only their own lives and careers but also the lives of victims of crime.

Emotional Intelligence is an area that has the potential to change the way in which education is offered by not only focusing on one's academic abilities but also one's abilities to

cope in life. It is an area that is slowly entering into existence, but is also one that proposes to overturn hundreds of years of monotony. Change is important and essential. Although this presentation was geared toward aspiring police officers, it is not the only appropriate audience. One can argue that by applying this material in general manner, everyone in society could benefit from such knowledge. It is something that as was shown, should and can be learned and worked on through schools and training programs. After realizing the benefit and reaction from the groups at Sheridan College, it is something that should be shared to a wider community. For the purposes of this project, and my personal goals, police officers are a great place to start not only to help them help others but also to help them help themselves due to the nature of their work, one step at a time.