

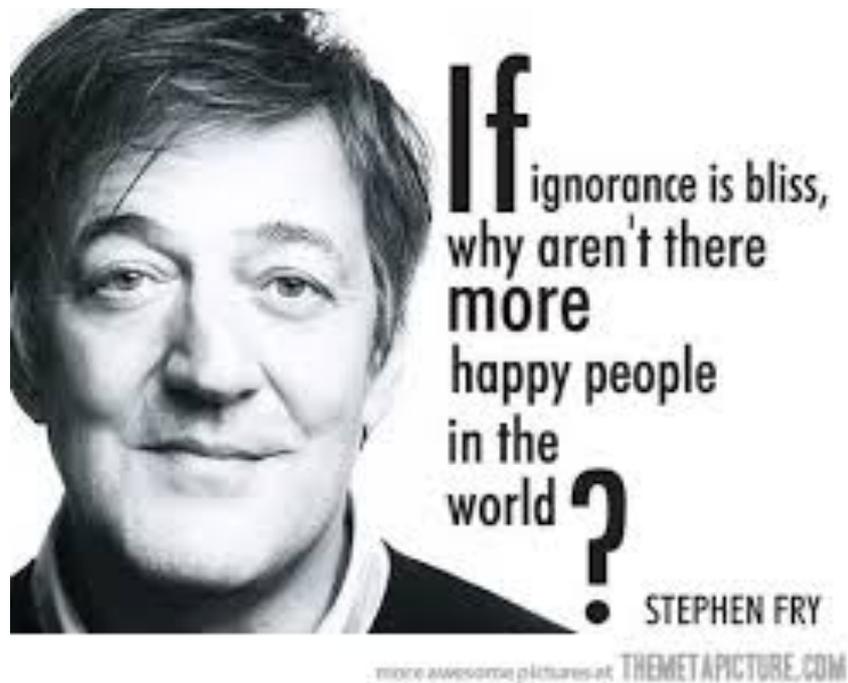
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# Intelligence, Education & Positive Psychology

## Introduction

*"happiness in intelligent people is the rarest thing I know"*

- Ernst Hemingway



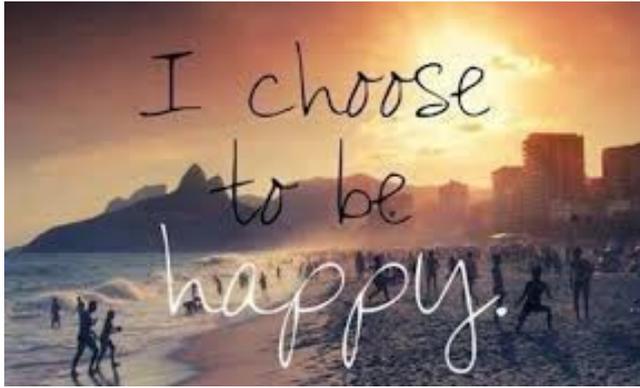
Aristotle said that people seek happiness over and above everything else and that every goal is set as it is hoped that it will make us happy. Today, especially in developed countries we seek intelligence, expending more time and effort in the pursuit of academic achievement. However, do we seek intelligence because it will independently make us happy or is it the byproducts of intelligence such as a higher income and job status and would we develop intelligence to the same extent if these byproducts were removed?

This wiki page is a starting point for anyone interested in intelligence and how it relates to positive psychology. We focus on different types of intelligence and how they interact with happiness, wellbeing and mindfulness along with other aspects of positive psychology.

Firstly, we focus on the more traditional type of IQ and school intelligence, and then introduce ideas of emotional intelligence and wisdom etc. We then focus on the idea of Mindfulness within positive psychology and investigate connections to intelligence and how these ideas can be harnessed.

If you want to find out any more on any of the topics we suggest you follow the additional reading links provided. At the end of the page we have provided many of the sources used within this wiki page. These can be used as a reference point but also create a good source of additional reading. Other sources used have been provided as links taking you directly to the reference.

# **Happiness**



What is the purpose of life? To be happy. Whatever country or society people live in, they all have the same deep desire: to become happy.

Happiness is not a life without problems, but rather the strength to overcome the problems that come our way. There is no such thing as a problem-free life; difficulties are unavoidable. But how we experience and react to our problems depends on us.

## **What is Happiness?**

- it is something that is very subjective and personal. Everyone has their own feelings of what makes them personally happy.

Sonja Lyubomirsky a positive psychology researcher, this is her definition of happiness - "the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile."

## **How measure happiness?**

It is such a subjective concept, researches like Diener (Diener et al., 2000) have outlined 3 dimensions of happiness.

## **Cognitive Facet**

Life satisfaction refers to peoples global evaluation of their lives

## **Affective Facets**

Positive and negative affect refers to people's tendencies to experience many pleasant (enthusiasm and inspiration) or unpleasant (feelings of afraid or distress) emotions.

## **Why be Happy?**

In addition to making us feel good, studies have found that happiness actually improves other aspects of our lives. Here is an overview of some of the good stuff that research has linked to happiness (Diener & Seligman, 2002; Veenhoven, 1996; Myers & Diener, 1995).

- Happiness is good for our health: Happy people are less likely to get sick, and they live longer.
- Happiness is good for our relationships: Happy people are more likely to get married and have fulfilling marriages, and they have more friends.
- Happy people make more money and are more productive at work.
- Happy people are more generous.
- Happy people cope better with stress and trauma.
- Happy people are more creative and are better able to see the big picture.

## **How Happy are You?**

Subjective happiness scale

<http://sonjalyubomirsky.com/subjective-happiness-scale-shs/>

Satisfied with life scale

<http://internal.psychology.illinois.edu/~ediener/SWLS.html>

Scale of positive and negative experiences

<http://internal.psychology.illinois.edu/~ediener/SPANE.html>

## **Where to start?**

## **Intelligence and happiness**

This paper is a great starting point intelligence. It has all the key facts, is easy to read, interesting and mentions all the key figures in the field,

Veenhoven, R., & Choi, Y. (2012). Does intelligence boost happiness? Smartness of all pays more than being smarter than others. *International Journal of Happiness and Development*, 1(1), 5-27.

## **Wisdom and Emotional Intelligence**

For wisdom and intelligence, this is definitely where to start. It covers both topics in detail very well, interesting and enjoyable to read. It includes all the main theorists for both topics.

Zacher, H., McKenna, B., & Rooney, D. (2013). Effects of self-reported wisdom on happiness: not much more than emotional intelligence?. *Journal of Happiness Studies*, 14(6), 1697-1716.

# **The Relationship between IQ and Happiness at an Individual Level**

## **IQ Tests**

- They are standardised tests that were designed to measure human intelligence using a set of school related mental capabilities.
- The scores have been shown to be related to factors like morbidity, mortality, parental social status and are used as predictors of educational achievement, job performance and income.
- A relationship has been demonstrated between intelligence and both education and job success (Deary et al, 2007) which would suggest that it may also be related to happiness.

## **Is There a Correlation?**

Veenhoven and Choi's (2010) meta-analysis suggested that overall there was no relationship between earlier intelligence (IQ) or current intelligence on happiness.

A study by Bray and Howard (1980) went further suggesting that IQ could have a detrimental effect on future happiness as managers who scored higher in intelligence tasks at twenty years old scored lower on happiness measure at forty than those who had scored lower.

In addition, studies looking at gifted children found that those who were classed as being very gifted (IQ>180) were no more happier in later life than those who were assessed as just being gifted (IQ>140) (Feldman, 1984).

Some studies have shown that those with lower intelligence (IQ between 70-99) are less happy than those with higher intelligences (IQ between 120-129). However, in this study it was found that these results were largely mediated by income, health and neurotic symptoms as when they were controlled for the correlation was halved.

However, interestingly although it seems that true IQ is not a predictor of happiness, self-perceived intelligence has shown to correlate with happiness (Veenhoven, 2010)

## **Possible Explanations of these Results**

### **Using IQ Tests to Measure Happiness**

Most studies looking at the relationship between intelligence and happiness have used IQ tests as a measure of intelligence, however this could be an ineffective measure.

This type of measure **can predict school success but not necessarily life success** because it measures a limited amount of cognitive abilities. Gardner was the first to oppose the idea of there being one general intelligence, believing that an individual has multiple intelligences.

**However**, other studies, however, have shown that IQ can be a predictor of future health and longevity (Singh-Manox et al, 2005 and Strenze, 2007) which could suggest that it could also relate to happiness.

### **Being Intelligent Can Lead to Disappointment**

Perhaps, it could be suggested that there could be a **counterbalance** as although IQ tests have their limitations, they do have benefits and it is difficult to measure intelligence in other ways.

How well you do in school could heavily influence how much you expect out of life, so those with higher IQ's expect more so end up being equally happy as those who have lower IQ's and in turn expect less.

Evidence for this line of thought can come from studies conducted Diener and Biswas-Diner, 2000 who found a low correlation between education and happiness.

However, this explanation has been opposed as some suggest that smarter individuals are better able to give realistic outcomes of their lives, allowing them to be happier.

Veenhoven (2009) opposes this view suggesting that 'happiness is most is not 'calculated' from the difference between ideal and reality, but it is rather 'inferred' from affective experience, which in its turn reflects the gratification of basic needs' (Veenhoven & Choi, 2010).

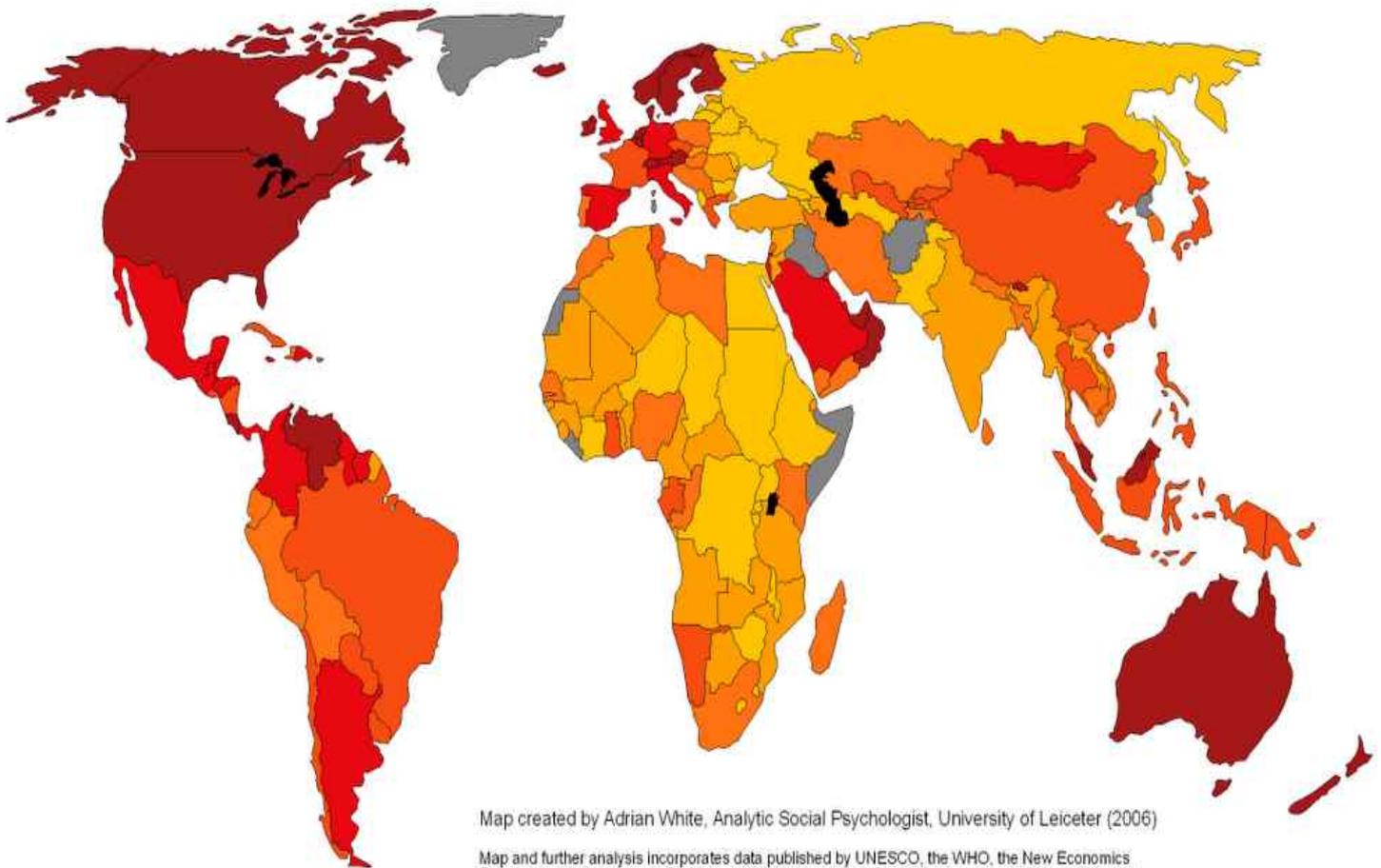
It has been proposed also that more intelligent people are able to see fault with the world and themselves which in turn has a negative effect on happiness.

Costs of being school smart - spend more time on revising at the expense of socialising or developing other skills through extra-circular activities which are required to live a full (and happy) life.

## **Are More Intelligent Nations Happier?**

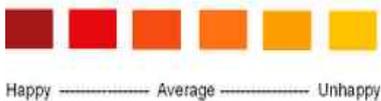


## A Global Projection of Subjective Well-being: The First Published Map of World Happiness



Map created by Adrian White, Analytic Social Psychologist, University of Leicester (2006)

Map and further analysis incorporates data published by UNESCO, the WHO, the New Economics Foundation, the Veenhoven Database, the Latinbarometer, the Afrobarometer, the CIA, and the UN Human Development Report.



Cartographic Unit • University of Leicester

Both Lynn and Vanhanen's (2002, 2006) and Veenhoven and Choi (2010) studies found a strong correlation between IQ and the overall happiness of nations. However, it was found that the countries with the highest IQ's and levels of happiness tended to be developed countries which could have made this relationship null.

The following lists the possible reasons for seeing this correlation -

1. Developed countries have the conditions to allow for both intelligence and happiness to flourish. They have a well developed school system in place as well as good health care and nutrition which contribute to the intelligence of the population as well as overall happiness. Therefore, intelligence and happiness may be higher in developed countries because of the infrastructure in place but this does not mean that the two are dependent of each other.
2. Modern societies are happier than pre-modern societies and to maintain this type of society, a high level of intelligence is required so perhaps intelligence affects happiness indirectly. This is supported as when societal development is taken into consideration, the strength of the correlation is lessened.

Furthermore, when other aspects like government effectiveness and rule of law are accounted for the correlation is weaker.

3. Different types of societies also value different sets of capabilities, in developed countries intelligence is valued so this may influence happiness compared to in less developed countries where other abilities are needed in order to be successful.

Overall, it is suggested that 'intelligence adds to happiness only indirectly through its effects on society' (Veenhoven & Choi, 2010).

## **Education and Happiness**

It is suggested that during your time in education you develop 'human capital', skills that include being able to write, communicate, problem solve, analyse data and develop and implement ideas. In turn, it is proposed that this will make you more confident, motivated and self-assured. Therefore, in theory it would seem that the more time you spend in education the happier you will become.

Previously, studies have found a positive correlation between education and happiness however this seems to be eroding in richer nations where more individuals than ever before are undertaking in further education. In 1957, 44% of college graduates said they were happy, in comparison to 23% of those who did not finish high school however by 1978 the difference between the results has reduced to 33% versus 28% (Kahnemau et al 1999).

In poorer countries where education is not widely accessible there is a larger correlation between education and happiness compared to nations where the vast majority have an education with more and more undertaking further education.

This suggests that education added to happiness because it is closely linked with income and job status but when more people are educated the value of education decreases somewhat and so does its effect on happiness.

Clark and Oswald, 1996, in their study found that education can have a detrimental effect on happiness if income is held constant because it creates expectations of earning a higher income.

Again, it could be proposed that those that pursue higher education could be less happy because they spend a vast amount of time studying in the pursuit of academic achievement at the expense of socialising and developing relationships that are essential for a happy life.

Social intelligence is shown to correlate with happiness in many studies and it could be suggested that time in education in a school environment allows this type of intelligence to develop contributing to the correlation seen between education and happiness.

These are just some of the ways in which there is a relationship between positive psychology. However, another has composed a really interesting page with even more information about how positive psychology can be used in education. Click [here](#) to access their Wiki on 'Education and Positive Psychology'.

## Wisdom



Wisdom is the supreme part of happiness - Sophocles

A study was carried out to investigate the happiest person in the world ,the results are very interesting.

Tibetan monk and molecular geneticist Matthieu Ricard is the happiest man in the world according to researchers at the University of Wisconsin. The 66-year-old's brain produces a level of gamma waves -- those linked to consciousness, attention, learning and memory -- never before reported in neuroscience. The scans showed that when meditating on compassion, Richard's brain produces a level of gamma waves - those linked to consciousness, attention, learning and memory - 'never reported before in the neuroscience literature,' Davidson said. The scans also

showed excessive activity in his brain's left pre-frontal cortex compared to its right counterpart, giving him an abnormally large capacity for happiness and a reduced propensity towards negativity, researchers believe.

For some life lesson from Matthieu Richards follow this link:

<http://www.esquire.co.uk/culture/article/4915/matthieu-ricard-what-ive-learned/>

## **Defining Wisdom?**

Unfortunately, even after three decades of contemporary wisdom research, a generally agreed upon definition of this elusive concept does not exist.

Monika Ardelt is one of the leading wisdom theorists and researchers. Ardelt considers wisdom to be a "combination of personality qualities" that "cannot exist independently of individuals" and proposes a model of wisdom as a three-dimensional personality characteristic. (Ardelt 2004)

**Cognitive Wisdom**- the ability to understand life and a desire to know the truth, knowledge and acceptance of the positive and negative aspects of human nature, of the inherent limit of knowledge, and of life's unpredictabilities and uncertainties.

**Reflective Wisdom** - the ability to perceive phenomena and events from multiple perspectives and requires self-examination, self awareness and self-insight.

**Affective Wisdom** - The ability to show sympathy and compassion for others.

In order to analyse wisdom, the three dimensional (3D) wisdom test is used (Ardelt 2011).

The construct of wisdom has been described as an important factor contributing to optimal human development (Bates & Smith 2008) and as a desirable character strength and virtue (Peterson & Seligman 2004)

Wisdom represents a uniquely human characteristic that involves superior and experience driven cognitive, reflective and emotional development, and results in a life that is beneficial for oneself, others and society (Bates & Staudinger 2000; Jeste et al 2010)

Clay and Burren 1980 describe wisdom as an integration of cognitive, reflective and affective (or compassionate) personality characteristics.

## **Support for wisdom and happiness**

It is not difficult to find defenders of the idea that wisdom is significant for happiness in the history of philosophy. Thomas Aquinas (1923, p. 3) wrote, 'Of all human pursuits, that of wisdom is the most perfect, the most sublime, the most profitable, the most delightful.'

Marinoff (2009) states that philosophizing about life helps people to expand the practical wisdom that allows them to deal with life more effectively. His motto is the following quote by Epicure: 'Vain is the word of the philosopher which does not heal any suffering of man. For just as there is no profit in medicine if it does not expel the diseases of the body, there is no profit in philosophy either if it does not expel the suffering of the mind.'

### **The non supporters**

We can feel better without growing in wisdom, as exemplified by the use of psychotropic medication and behavioral therapy that employs basic learning mechanisms. Furthermore, Amir (2004) suggested that studying philosophy could lead to confusion or discouragement and that the hunt for wisdom through philosophical counselling might contribute to unhappiness

It can be very frustrating to obtain a better understanding of a predicament, without having the means to resolve it. Consequently, wisdom or greater insight might harm happiness. In philosophy, wisdom is not only seen as a life-ability that might increase happiness, but as a goal in itself, and as such, wisdom might interfere with happiness by, first, improving one's insight into life and, second, through the awareness that other things might be more paramount than the pursuit of happiness.

To demonstrate the first drawback of wisdom, Feldman (2008) used the illustration of 'Timmy' who is always cheerful with all the happiness neurotransmitters flowing around in his brain. He never thinks about a life goal, however, and when he is prompted to review his life in this light he 'promptly becomes despondent and would judge his life as a whole to have been worthless'. A grain of wisdom has made Timmy unhappy. This possibility is summed up by the popular expression 'sadder but wiser'. Happiness appears to profit from embracing (unwise) positive illusions about the relative superiority of ourselves (Headey and Wearing 1992). Without positive illusions, we run an elevated risk for depression.

According to Buss (2004), on occasion it could be considered wiser to withstand oppression and to do what is right, even if it involves compromising our happiness, than to go along with a insidious social system.

For example, Mohr (1992) argued that dignity for homosexuals takes preference over their feelings of happiness and that coming out is a form of 'community duty' that might help enhance the position of homosexuals in the long run. These philosophers deem it wise to deny individual happiness for the sake of the greater good.

## **The Evidence For**

In a sample of 158 Canadian undergraduates, wisdom (Levenson et al. 2005) was positively related to the Subjective Happiness Scale (Lyubomirsky and Lepper 1999), even after controlling for self-actualization (Beaumont 2009).

Similarly, in a sample of 177 undergraduate students from the United States, the reflective and compassionate components of Ardel's (2004) Three-Dimensional Wisdom Scale (3DWS) correlated directly with the Subjective Happiness Scale and inversely with negative affect, although the cognitive dimension of the 3D-WS was uncorrelated with both scales (Neff et al. 2007).

For example, in a sample consisting of Jewish Canadian and Muslim Pakistani children, adolescents, and adults, higher wisdom, assessed by the 3D-WS and the Foundational Value Scale (Jason et al. 2001; Perry et al. 2002), was significantly related to greater life satisfaction (Ferrari et al. 2011).

Similarly, in studies of economically diverse community samples of primarily older White adults (M = 64 years) and White and African American older adults (M = 71 years), the 3D-WS was positively correlated with life satisfaction (Le 2011) and general well-being and negatively related to depressive symptoms (Ardelt 2004).

In a sample of middle-aged (36-59 years; M = 45 years) and older (age [65; M = 70 years) American and Japanese adults, both the reflective and compassionate synthetic wisdom mode and the cognitive analytical wisdom mode were positively associated with life satisfaction (Takahashi and Overton 2002).

## **Against**

In a study by Kunzmann and Baltes (2003) with an educational diverse German sample ranging in age from 15 to 70 years, general wisdom related knowledge was inversely correlated with both positive/pleasant affect (e.g., exuberant, happy, proud) and negative affect (e.g., angry, afraid, ashamed). Although wise individuals might be more likely to be happy, they might be less likely to be exuberant or proud due to emotion regulation (Webster 2003).

Brugman (2000) who operationalized wisdom as expertise in uncertainty measured by the Epistemic Cognition Questionnaire (ECQ15) also obtained contradictory results. In a sample of highly educated older adults in the Netherlands (M = 74 years), wisdom was unrelated to life satisfaction, but the ECQ15 correlated with life satisfaction in an educational diverse sample of middle-aged (M = 50 years) and older (M = 83 years) Dutch participants (Brugman 2000).

Finally, in a sample of college-educated adults around the age of 52, neither practical wisdom (assessed by cognitive, reflective, and mature adjectives from the Adjective Check List) nor transcendent wisdom (ratings of respondents' examples of their own wisdom) was significantly correlated with life satisfaction or marital satisfaction (Wink and Helson 1997).

### **Further information on conflicting results**

It is conceivable that the contradictory empirical findings are due to the different measures of wisdom and subjective well-being as studies vary widely in the operationalization of these elusive constructs.

Another point to note; mood states can be caused by many things, psychological states, environmental situations, as well as biological make-up. Results can never be taken as a definitive answer, with life, things are never black or white, there is that big grey area that shouldn't can't forgotten about.

### **Links on learning wisdom and happiness**

<http://www.wildmind.org/blogs/on-practice/10-things-science-and-buddhism-says-will-make-you-happy>

<http://www.accesstoinsight.org/lib/authors/bogoda/wheel397.html>

A Ted talk on what makes someone happy -

**Want to be happy, be grateful**



# Emotional Intelligence



"All learning has an emotional base." - Plato

The ability to express and control our own emotions is important, but so is our ability to understand, interpret, and respond to the emotions of others. Imagine a world where you couldn't understand when a friend was feeling sad or when a colleague was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ.

## **Defining Emotional Intelligence**

Since 1990, Peter Salovey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article "Emotional Intelligence," they defined emotional intelligence as, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1993).

## **4 dimensions of Emotional Intelligence, defined by Salovey and Mayer 1993**

Perceiving Emotions - understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

**Reasoning With Emotions** - using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention

**Understanding Emotions** - The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

**Managing Emotions** - The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

Emotional Intelligence has been related to important real life outcomes - such as positive mental health and subjective well-being (Mayer et al., 2008)

## **Two theoretical approaches to testing Emotional Intelligence**

### **Ability of Emotional Intelligence**

(Mayer & Salovey, 1997) - emotional intelligence is an ability that must be assessed by maximum performance tests.

### **Trait Emotional Intelligence**

(Petrides & Furnham, 2003) - emotional intelligence is a constellation of emotions- related dispositions that must be assessed by self-reported questionnaires.

Tests of ability capture maximum performance and tests of self-reported measures capture typical performance ability might influence significantly with stress in the prediction of well-being(Gohm et al., 2005)

In this sense, processing of emotional information helps for better psychological adjustment and greater adaptation to the demands of our environment, contributing to greater well-being.

It might be that those individuals who deal with their emotions and repair their negative moods cope with and minimise the impact of stress - emotional intelligence might help assimilate the experience, making it more positive and less threatening.

### **Evidence for emotional intelligence and happiness**

A study carried out on professional health workers by Augusto (2008) found a clear effect of Emotional Intelligences on stress and health, in the sense that emotional intelligence emerged as a protective factor against stress.

Ruiz-Aranda and colleagues (Ruiz-Aranda et al., 2014) carried out a study on 264 female student health professionals. Emotional intelligence, happiness, life satisfaction and stress were measured. A significant negative relationship was found between emotional intelligence and stress, as well as, emotional intelligence having a significant positive correlation with happiness and life satisfaction.

Hafen (Hafen et al., 2011) looked at emotional intelligence in an Indian sample. Hafen found a direct link between personality, emotional intelligence and happiness for all of the big five, except agreeableness. A strong positive correlation between happiness extroversion was also shown. This is in line with other studies (Steel, Schmittet, & Shultz 2011). Hafen also found a negative correlation between happiness and emotional instability.

# Low Emotional Intelligence

# High Emotional Intelligence

Aggressive  
Demanding  
Egotistical  
Bossy  
Confrontational



Assertive  
Ambitious  
Driving  
Strong-Willed  
Decisive

Easily Distracted  
Glib  
Selfish  
Poor Listener  
Impulsive



Warm  
Enthusiastic  
Sociable  
Charming  
Persuasive

Resistant to Change  
Passive  
Un-Responsive  
Slow  
Stubborn



Patient  
Stable  
Predictable  
Consistent  
Good Listener

Critical  
Picky  
Fussy  
Hard to Please  
Perfectionistic



Detailed  
Careful  
Meticulous  
Systematic  
Neat

## Emotional Intelligence and psychological well-being (PWB)

Psychological well-being is a complex structure made up of various dimensions and contribute to general feelings of happiness (Schmutte & Ryff, 1997)

## 6 Dimensions of of psychological well-being

outlined by Ryff 1995

- Self acceptance or positive attitudes towards oneself
- Personal growth or development

- Purpose of life
- Control or mastery of the environment
- Positive relationships with others
- Autonomy or ability to be independent

### **Emotional intelligence is related to high levels of PWB**

Higgs and Deleuze (2008) tested emotional intelligence, job satisfaction, PWB and the big five scale. A positive relationship between the assessed constructs - emotional intelligence being the best predictor of the variance of general welfare.

Cameli and colleagues (Cameli et al., 2009) tested the relationship between emotional intelligence and four dimensions of PWB - self acceptance, life satisfaction, somatic symptoms and self-esteem. The results provided support for the positive associations between emotional intelligence and psychological dimensions of well-being.

Theoretical data suggests that emotionally intelligent individuals are likely to experience PWB to a higher level than those with low emotional intelligence.

### **Dispositional Optimism and Pessimism**

Optimism is the tendency to believe that in the future positive results or successful will occur

Pessimism is the tendency to believe that negative results will occur in the future.

Optimism has been proven to be a good predictor of several aspects of subjective well-being (Diener, 2003; Eid & Diener, 2004)

### **Evidence**

Chang (1997) found that optimism was related to high life satisfaction, to positive affect (positive feelings), and to a low number of depressive symptoms. Pessimism was related to depressive symptom and negative affect (negative feelings) and stress.

Extrenera (Extrenera et al., 2007) found that dispositional optimism and pessimism play a role in predicting dispositional psychological adjustments (perceived stress, life satisfaction) in adolescents. Clarity and regulation of emotions were positively related to optimism and life satisfaction and was negatively related to stress. Also, emotional regulation/repair was negatively associated with pessimism. The results also showed that optimism (negatively) and pessimism (positively) along with clarity of emotional regulation predicted perceived stress and life satisfaction.

Emotional clarity has been found influence PWB, in the sense that those who have high emotional clarity, who know how to interpret and understand their emotional state when faced with stress will benefit from this skill.

### Evidence

Goham & Clore (2002) found that subjects who had a greater ability to understand the origins of their emotions in stressful situations, spent less time attending to their emotional reaction. using fewer cognitive resources to evaluate alternatives for actions, keeping their thoughts on their tasks or using more adaptive coping strategies.

Shulman & Hemenover (2006) found people with high capacity for differentiation of emotion experiences were more likely to regulate their emotions.

### **Something to think about**

It's not the smartest people that are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially unskilled and unsuccessful at work or personal relationships. Intellectual intelligence (IQ) isn't enough by itself to be successful in life. Emotional intelligence (EQ) will help you manage the stress and emotions when facing difficult situations in life. Having high Emotional intelligence can help in areas such as -

- Your performance at work. Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.

- Your physical health. If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.
- Your mental health. Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.
- Your relationships. By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

Although "regular" intelligence is important to success in life, emotional intelligence is key to relating well to others and achieving your goals. Many people believe that it is at least as important as regular intelligence, and many companies now use emotional intelligence testing to hire new staff.



emotional intelligence is an awareness of your actions and feelings - and how they affect those around you. It also means that you value others, listen to their wants and needs, and are able to empathize or identify with them on many different levels.

## **Emotional Intelligence and Wisdom**

In that both constructs involve advance levels of emotional awareness and regulation of emotions.

Ardelt's cognitive wisdom dimension involves a desire to understand the meaning of intra and interpersonal events, which appears similar to the emotional intelligence dimension of perceiving emotions in Salovey and Mayer's model.

Reflective Wisdom which is ability to perceive phenomena and events from multiple perspectives and requires self-examination, self awareness and self-insight, is similar to Understanding Emotions - emotions of the self and of others.

Affective Wisdom which is the ability to show sympathy and compassion for others is similar to emotion management which is the ability to Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management.

## **Evidence**

Bergsma and Ardelt 2012 - found wisdom positively related to happiness - life satisfaction, high positive affect and low negative affect. It was also shown that emotional intelligence positively predicted happiness - higher emotional intelligence was also associated with higher positive affect and lower negative affect, These findings are in-line with other studies (Zacher et al., 2012; Law, 2004).

Kunzmann and Baltes (2003) - objectively measured wisdom-related knowledge was positively associated with characteristics similar to emotional intelligence.

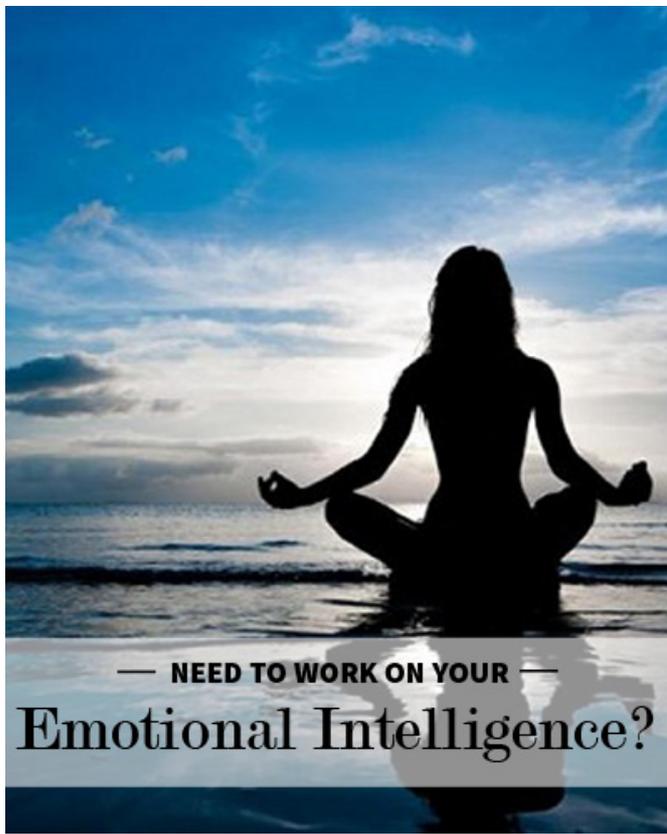
This suggests that people with high levels of wisdom and emotional intelligence should be better able to recognise, regulate and use their emotions - they should be happier with their lives than less wise and emotionally intelligent people.

## **Want to improve your emotional intelligence?**

[http://www.mindtools.com/pages/article/newCDV\\_59.htm](http://www.mindtools.com/pages/article/newCDV_59.htm)

<https://www.linkedin.com/pulse/you-emotionally-intelligent-heres-how-know-sure-dr-travis-bradberry>

<http://www.helpguide.org/articles/emotional-health/emotional-intelligence-eq.htm>



— NEED TO WORK ON YOUR —

Emotional Intelligence?

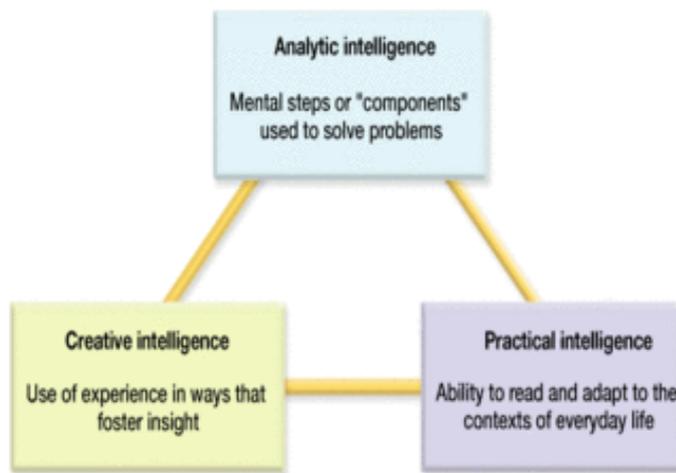
Click on the link to find out

[http://www.queendom.com/tests/access\\_page/index.htm?idRegTest=3037](http://www.queendom.com/tests/access_page/index.htm?idRegTest=3037)

## Mindfulness and Intelligence

### **Sternberg's Triarchic Theory of Intelligence**

Sternberg's (1997) triarchic theory of intelligence suggests that the three types of intelligence- analytic, practical and creative - must be used in a combined fashion applying and adapting these to suit the environment around them. He also later in his research began to focus on the idea of wisdom and it's role in in intelligence. If you are interested as wisdom of a type of intelligence and want to know more about it and its role in positive psychology, click here to skip to this section of the wiki.



Positive psychology focuses on the process rather than the outcome whereas Intelligence in the traditional theories is viewed as the ability to achieve a desired outcome. Like in Sternberg's (1997) theory, it addresses the idea of the individual optimally fitting their skills, as if they were fixed entities to the situation at hand. In contrast, positive psychology believes in the identification of a persons strengths however suggests that the person has more control over the process in which they are applied. Below is an example of some of the comparisons between Mindfulness, an approach in positive psychology, differs from the traditional view of intelligence when adapting one's strengths to fit the environment.

The table below has been adapted from a table within Brown and Langer (1990). To see the original table and have a look at a more in depth comparison between Mindfulness and other traditional views of intelligence click [here](#) to find the original paper.

## Differences between Intelligence and Mindfulness

### Intelligence

- Corresponds to reality by identifying the optimal fit between individual and environment
- A linear process moving from problem to resolution as rapidly as possible
- A means of achieving desired outcomes
- Developed from an observing expert's perspective which focuses on stable

### Mindfulness

- Controls reality by identifying several possible perspectives from which any situation may be viewed
- A process of stepping back from both perceived problems and perceived solutions to view situations as novel
- A process through which meaning is given to outcomes
- Developed from an actor's capacity to experience personal control by shifting

categories

- Depends on remembered facts and learned cognitive skills in contexts that are sometimes perceived as novel

perspective

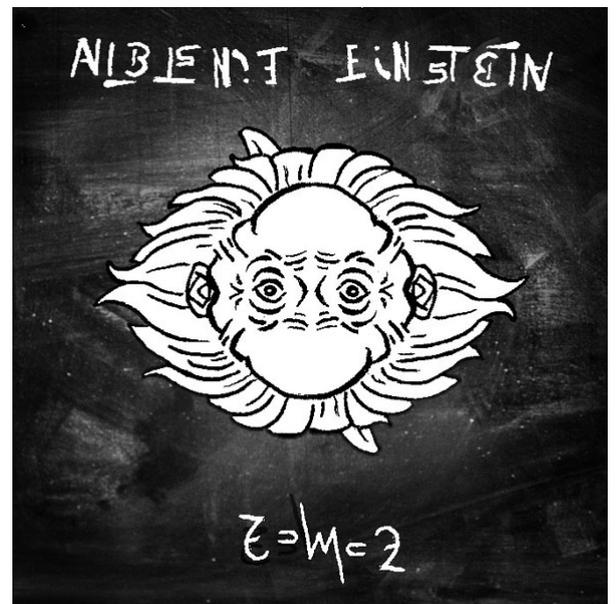
- Depends on the fluidity of knowledge and cognitive skills and recognizes both advantages and disadvantages in each

## Is the current view on intelligence crippling its growth?

Comparing the differences between the two approaches to problem solving within different situations a suitable question to ask would be is this traditional view of intelligence damaging to the idea of intelligence?

A more practical example to free your mind from preconceived ideas and develop different perspectives would be to try copying an image upside down. Edwards (1979) found that people tend to copy figures more accurately than they are asked to do so from an upside down image. Brown and Langer (1990) suggest that this is beneficial because by viewing the same information through several perspectives, we become more open to that information.

One could argue that some of the most creative thinking and solutions were created by using an approach similar to mindfulness. For example, the Italian physicist Galileo could be considered to have adopted a mindfulness approach to the discovery of speed at which different objects fall. Although the story how he discovered this is controversial, the point of mindfulness still stands as it was the way in which he questioned the theory of the time. Galileo took on a different perspective from the general assumption that heavier items would fall faster than lighter items. He took a step back and viewed the situation as novel, shifting his own perspective giving a general theory and meaning to his discovery.



### Can Mindfulness improve my intelligence?

Mindfulness has been shown to be related not only to a person's wellbeing but also their emotional intelligence (Brown & Ryan, 2003). There are many parallels between mindfulness and emotional intelligence and recent studies have suggested that emotional intelligence is the mediating factor between mindfulness and the improvements in the person (Schutte & Malouff,

2011). This complicates the idea of mindfulness being the direct cause of any emotional intelligence increase. Mindfulness may encourage individuals actively think about their own and others' emotions and effectively regulate emotions.

### **Can these be objectively measured?**

Yi-Yuan Tang from the Texas Tech Neuroimaging Institute founded the idea of integrated body-mind training (IBMT). The idea originated from ancient eastern contemplative traditions and focus on the idea of the person entering a mindful, alert, yet restful state. Recently research, mainly conducted by his research teams has been focussing on how IBMT can boost brain activity. Tang et al. (2007) found that short term IBMT increases attention and self-regulation

More recently in Tang and colleagues (2010) found that this short-term form of meditation actually induces white matter changes in the anterior cingulate which is associated with the ability to resolve conflict and exercise control of cognition and emotion. However, within this study they used Diffusion Tensor Imaging which enables visualization and characterization of white matter fibres. However Diffusion Tensor imaging has been criticized for not addressing smaller fibres and also assuming normal distribution of water displacement probability within white matter. If you would like to know more about Diffusion Tensor Imaging and it's criticisms click [here](#).

It is also important to not draw definititive conclusions from brain imaging studies in general however, the main point here is that some research could point towards the idea of meditation being related to functions that could improve your cognitive functions.

### **How can I do IBMT?**

According to Tang their Integrated Body Mind Training consists of several steps- (1) body relaxation, (2) mental imagery, and (3) mindfulness training. Their training is supported by coaches and completed alongside music. However, below are some practical ways to adopt a similar idea to IBMT. These techniques are cited from an online help guide therefore it is possible that these are not exactly the same as the techniques used in the current studies. However, they follow the similar structure as Tang and it will give a taster of some practical ways to apply positive psychology to your learning and awareness.

#### **1) Body relaxation**

With its focus on full, cleansing breaths, deep breathing is a simple, yet powerful, relaxation technique. It's easy to learn, can be practiced almost anywhere, and provides a quick way to get your stress levels in check. Deep breathing is the cornerstone of many other relaxation practices, too, and can be combined with other relaxing elements such as aromatherapy and music. All you really need is a few minutes and a place to stretch out.

Practicing deep breathing meditation The key to deep breathing is to breathe deeply from the abdomen, getting as much fresh air as possible in your lungs. When you take deep breaths from the abdomen, rather than shallow breaths from your upper chest, you inhale more oxygen. The more oxygen you get, the less tense, short of breath, and anxious you feel.

- Sit comfortably with your back straight.
- Put one hand on your chest and the other on your stomach.
- Breathe in through your nose. The hand on your stomach should rise. The hand on your chest should move very little.
- Exhale through your mouth, pushing out as much air as you can while contracting your abdominal muscles. The hand on your stomach should move in as you exhale, but your other hand should move very little.
- Continue to breathe in through your nose and out through your mouth. Try to inhale enough so that your lower abdomen rises and falls. Count slowly as you exhale.

If you find it difficult breathing from your abdomen while sitting up, try lying on the floor. Put a small book on your stomach, and try to breathe so that the book rises as you inhale and falls as you exhale.

## **2) Mental Visualisation**

Visualization, or guided imagery, is a variation on traditional meditation that requires you to employ not only your visual sense, but also your sense of taste, touch, smell, and sound. When used as a relaxation technique, visualization involves imagining a scene in which you feel at peace, free to let go of all tension and anxiety. Choose whatever setting is most calming to you, whether it's a tropical beach, a favourite childhood spot, or a quiet wooded glen. You can do this visualisation exercise on your own in silence, while listening to soothing music, or with a therapist (or an audio recording of a therapist) guiding you through the imagery. To help you employ your sense of hearing you can use a sound machine or download sounds that match your chosen setting--the sound of ocean waves if you've chosen a beach, for example.

Find a quiet, relaxed place. Beginners sometimes fall asleep during a visualisation meditation, so you might try sitting up or standing. Close your eyes and let your worries drift away. Imagine your restful place. Picture it as vividly as you can--everything you can see, hear, smell, and feel. Visualisation works best if you incorporate as many sensory details as possible, using at least three of your senses. When visualising, choose imagery that appeals to you; don't select images because someone else suggests them, or because you think they should be appealing. Let your own images come up and work for you. If you are thinking about a dock on a quiet lake, for example:

- Walk slowly around the dock and notice the colours and textures around you.
- Spend some time exploring each of your senses. See the sun setting over the water.

- Hear the birds singing.
- Smell the pine trees.
- Feel the cool water on your bare feet.
- Taste the fresh, clean air.

Enjoy the feeling of deep relaxation that envelopes you as you slowly explore your restful place. When you are ready, gently open your eyes and come back to the present. Don't worry if you sometimes zone out or lose track of where you are during a guided imagery session. This is normal. You may also experience feelings of stiffness or heaviness in your limbs, minor, involuntary muscle-movements, or even cough or yawn. Again, these are normal responses.

Just in case you are struggling for inspiration here is a link to the national geographic photography website where you can really expand your mental visualisation using ideas from around the world.

However, if you are looking for a visual experience more close to home try imagining this picture of a British bluebell forest.



### 3) Mindfulness

Mindfulness is the ability to remain aware of how you're feeling right now, your "moment-to-moment" experience--both internal and external. Thinking about the past--blaming and judging yourself--or worrying about the future can often lead to a degree of stress that is overwhelming. But by staying calm and focused in the present moment, you can bring your nervous system back into balance. Mindfulness can be applied to activities such as walking, exercising, eating, or meditation. Meditations that cultivate mindfulness have long been used to reduce overwhelming stress. Some of these meditations bring you into the present by focusing your attention on a single repetitive action, such as your breathing, a few repeated words, or flickering light from a candle. Other forms of mindfulness meditation encourage you to follow and then release internal thoughts or sensations.

#### Key points in mindfulness mediation

- A quiet environment. Choose a secluded place in your home, office, garden, place of worship, or in the great outdoors where you can relax without distractions or interruptions.

- A comfortable position. Get comfortable, but avoid lying down as this may lead to you falling asleep. Sit up with your spine straight, either in a chair or on the floor. You can also try a cross-legged or lotus position.
- A point of focus. This point can be internal—a feeling or imaginary scene—or something external - a flame or meaningful word or phrase that you repeat it throughout your session. You may meditate with eyes open or closed. Also choose to focus on an object in your surroundings to enhance your concentration, or alternately, you can close your eyes.
- An observant, noncritical attitude. Don't worry about distracting thoughts that go through your mind or about how well you're doing. If thoughts intrude during your relaxation session, don't fight them. Instead, gently turn your attention back to your point of focus.

### **If you are to read one thing...**

If you are wanting to read one article about mindfulness and intelligence Brown and Langer's 1990 would be highly recommended. Although it is reasonably under-cited, it provides a great overview of both the concepts and how they compare and contrast to one another.

## **A Reflexion**

Here we have an interesting story which we would like to leave you on. This story has been adapted from Brown and Langer (1990) so if you would like to see there original paper make sure to follow the links mentioned above.

There story starts with 2 waiters and 2 customers. The first customer asks for a salad with dressing on the side. The waiter serving this customer assumes the customer is watching his weight and brings the customer a salad with a reduced amount of dressing on the side. The customer complains that the waiter is an idiot assuming that they did not know what they were doing, failing to take into account another perspective the waiter may have had.

The second customer's waiter also makes many mistakes. However the customers perceived the waiter as having a low intelligence and were more accepting and helpful towards his mistakes. These customers were happy compared to the first customer and enjoyed their meal.

This story perfectly demonstrates the idea of mindfulness and intelligence and also intelligence and happiness as a whole. Would we all be happier if we decided to adapt our thoughts and start to view the world through other peoples perspectives rather than our own? In the case of the first customer, this could have been the case. If the first customer had tried to realise the waiter's perspective they may have actually been happy with the service they were given. Perhaps, we could all benefit from the ideas demonstrated in this story and be simultaneously more intelligent (in a mindful sense) and happier at the same time.

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