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A MEMORIAL

RECOGNIZING THE VIRTUES OF EMOTIONAL INTELLIGENCE.

WHEREAS, emotional intelligence is the capability of individuals to recognize their own and other people's emotions, to discriminate between different feelings and label them appropriately and to use emotional information to guide thinking and behavior; and

WHEREAS, the concept of emotional intelligence first appeared outside of academia in 1995 and served as the missing link to a finding that people with average intelligence quotients, or IQs, combined with high emotional intelligence outperform those with the highest intelligence quotients seventy percent of the time; and

WHEREAS, prior to this finding, many people assumed that the sole source of success was a person's intelligence quotient; and

WHEREAS, decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack; and

WHEREAS, Howard Gardner, an influential Harvard theorist, believes that for most people emotional intelligence is more important than intelligence quotient in attaining success in their lives and careers; and

WHEREAS, an individual's success and success in the

1 individual's profession depends on the ability to read other
2 people's signals and to react appropriately to them; and

3 WHEREAS, there are five major categories of emotional
4 intelligence skills that are recognized by researchers in
5 this field:

6 A. self-awareness, the ability to recognize an
7 emotion as it happens by tuning in to true feelings;

8 B. self-regulation, the ability to use techniques
9 to alleviate negative emotions such as anger, anxiety or
10 depression;

11 C. motivation, which requires clear goals and a
12 positive attitude, which individuals can, with effort and
13 practice, learn how to think more positively;

14 D. empathy, the ability to recognize how people
15 feel; and

16 E. social skills, including the effective use of
17 interpersonal skills; and

18 WHEREAS, the concept of emotional intelligence has also
19 been embraced by educators in the form of programs in social
20 and emotional learning; and

21 WHEREAS, in the United States, many school districts and
22 even entire states currently make social and emotional
23 learning a curriculum requirement, mandating that, just as
24 students must attain a certain level of competence in math
25 and language, they should also master essential skills for

1 living; and

2 WHEREAS, in some states and nations, social and
3 emotional learning has become the organizing umbrella for
4 programs in character education, violence prevention, anti-
5 bullying, drug prevention and school discipline; and

6 WHEREAS, emotional intelligence has also had an impact
7 in the world of business, particularly in the areas of
8 leadership and employee development; and

9 WHEREAS, *The Harvard Business Review* has hailed
10 emotional intelligence as "a ground-breaking, paradigm-
11 shattering idea", and one of the most influential business
12 ideas of the decade; and

13 WHEREAS, in the complex world today of messages coming
14 from many different sources, emotional intelligence
15 competencies provide valuable tools for understanding those
16 messages;

17 NOW, THEREFORE, BE IT RESOLVED BY THE HOUSE OF
18 REPRESENTATIVES OF THE STATE OF NEW MEXICO that the virtues
19 of emotional intelligence be recognized and embraced.
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