

FROM INTELLIGENCE TOWARDS SPIRITUAL INTELLIGENCE

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The Field of “Intelligence”

The ‘teacher’ is the most powerful ‘environment’ for the child especially in schools. It is the personality of the teacher that has the most permanent influence on the child. Gurumurthy (2005) commented that “Personal life of the teachers is of public importance”. Teacher must be an embodiment of values. The teacher has to select and present to the learner, the experiences which may lead to the fulfilment of her/his needs and the obligation to the society. An ideal teacher has to be ‘heavy enough’ to take care of her / his students’ not only intellectual environment, but also the emotional / social and the spiritual environments and lead them in the right direction - this makes a teacher – a ‘preceptor’ (GURU).

During the ancient period, in India, the Gurus were considered as the light of the world. They comprised the light of knowledge and wisdom and all others lit their Theoretical and Conceptual Orientation candle on it. Ancient Indian Gurus realised the truth taught in the scriptures too. In fact, they were living embodiments of their spirits. A good teacher who is morally and spiritually a ‘model’ for the students, has practical ideas and convictions, which s/he puts into action regardless of consequences. A teacher in modern India is expected to be engaged in building the future of the country. S/he builds the future with the raw materials (ie. the mind of the young) given to her/him. Whitehead (1929) opines “Everything depends on the teachers”. Nowadays, the essence of this statement is seriously considered and discussed by thinking public.

1.4 INTELLIGENCE/S, INTELLIGENCE QUOTIENTS

& TEACHER EDUCATION:

In the early part of the 20th century, Intelligence Quotient (IQ) became an important issue. Our intellectual or rational intelligence is what we use to solve logical or strategic problems. Theoretically, it has been conceived that only a person with higher intelligence gets identified with higher IQ, which is determined by reliable and valid instruments. In the mid-1990’s Goleman strengthened the concept of Emotional Intelligence (EI) to represent people’s

feelings, although the same was conceptualized earlier by other psychologists. The ability to recognize and manage one's emotions is a skill that has to be developed, used and, hopefully, honed throughout one's lifetime. Bar-On could give the concept of Emotional Intelligence Quotient (EQ), in the process of his construction of the tool to measure EI. Now, based on Zohar's and Marshall's (2000) theoretical and experiential considerations, academicians and professionals have started discussing about another quotient to represent a new dimension in an individual's intelligence i.e., Spiritual Intelligence (SI – which is coined as SQ by Zohar and Marshall). Recently in 2004, Howell clarified SI further by writing a book on “The Seven Steps of Spiritual Intelligence”, which has become very popular internationally.

Theoretical and Conceptual Orientation

Chapter -The student-teachers, therefore, are supposed to be refined through various experiences as they are expected to mould future generations academically, emotionally, and spiritually. Kapani (2000) clearly states that there is a need for value oriented teacher education. Teachers are always under tensions and emotional pressures such as accountability, stress, political pressures, superior loads, classroom management problems, the pressure to implement new theoretical models in classrooms which they do not fully comprehend, parental pressures, weeping and screaming students, and other over whelming tensions both real and imagined. A teacher can keep away from these tensions by raising her/his EI and emotional competence powers. Teachers are also expected to help the community in shaping the future generation students. So, appropriate education has to be provided to the student-teachers, not only in their academic aspects but also in their overall development facets. Students undergoing professional teacher education programme – i.e., student-teachers should be moulded well, not only with respect to their cognitive and psychomotor dimensions, but also with respect to their affective dimension so that they will be able to take care of their students' emotional and spiritual developments. The future generations are the cornerstones for the further development of a nation. In the construction of a building, if the foundation is not taken care of, the whole building is likely to be ruined in the (near) future / any time. Likewise, if the students are not properly taken care of, the development of a nation may not take place systematically. So they have to be moulded in the arms of 'right' type of teachers. The interaction between the teacher and students will be smooth if both could maintain good control over their emotions. Pupils respond better to

those who are optimistic, empathic, trustworthy and inspirational. Moody, highly explosive, uncaring, short tempered and pessimistic teachers are often avoided or feared. The way teachers express their emotions and respond to others' emotions matters. Teachers who recognize that emotional health and growth are essential to learning will deal carefully with children's outburst or unacceptable behaviour. They will be aware that their modelling will influence the students' reaction to others. Along with the academic enrichment, the students need some input or guidance for self development and also for becoming a complete human being. Emotional and Spiritual developments are vital for the full-fledged development of a student; but these are not considered in the present system of Education, with due emphasis. Hence enhancements of EI and SI are very much needed in the present scenario. EI and SI stress the importance of being able to deal with both the inner world of self and external world of interactions with others and the environment. If we can analytically study the prevailing conditions in our society, it would not take long to find that the root cause of the numerous problems that exist in our families and society is dearth of these intelligences. The Teachers are the flywheels of the whole lively educational machine. If students are to develop their rational intelligence (Intelligence Quotient – IQ), emotional intelligence (EI) and spiritual intelligence (SI), their teachers should be well-versed in these intelligences so that they will be able to develop these qualities in their students. In these demanding times which are full of challenges, conflicts and contradictions, only 'emotionally and spiritually intelligent teachers' are able to tune into their students' world around them, read their situations and connect them with others. This is possible only when teachers take charge of their own emotional and spiritual life with their inner being illuminated by 'righteousness' (DHARMA) with higher spirituality. Even though logical intelligence (in terms of Intelligence Quotient – IQ) has been very popular, the notion of intelligence, as such, has undergone an immense change during the past century. Emotional Intelligence and Spiritual Intelligence which were unheard earlier became common at least towards the end of the 20th century. While EI render the much needed affective capacity for social Theoretical and Conceptual Orientation adjustment, SI gives meaning and value to life. It has now become inevitable to psychologists and educationists to comprehend intelligence in a holistic manner. In order to develop IQ, EI and SI in students, the teachers should also possess higher levels of EI and SI apart from content mastery in their concerned subjects.

DEVELOPMENT OF VARIOUS DIMENSIONS OF INTELLIGENCE

Intelligence in Terms of IQ:

Ever since the birth of Psychology, philosophers, psychologists and scientists have been seriously dealing with the term 'Intelligence'. The most acceptable working definition of the term intelligence was given by Wechsler (1976). According to him: Intelligence, a hypothetical construct, is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment. Wechsler himself concedes the fact that intelligence, first, is a hypothetical construct; hence far from being a physical reality which can be comprehensively measured; secondly it is an aggregate or global capacity which on further analysis

gives rise to the possibility of numerous abilities. However, Alfred Binet earlier in 1900's could give a mathematical formula to determine Intelligence Quotient ($IQ = \frac{\text{Mental Age}}{\text{Chronological Age}} \times 100$); but, later other psychologists with due respect to the father of IQ, Alfred Binet, did differ from him, regarding the concept of intelligence and its measurement. The Triarchic Theory of Intelligence (1985) was formulated by Sternberg, a prominent figure in the field research in human intelligence. His definition of human intelligence is "a mental activity directed toward purposive adaptation to, selection and shaping of, real-world environments relevant to one's life" Theoretical and Conceptual Orientation (Sternberg, 2000). Sternberg's theory comprises of three parts: componential, experiential, and practical. He associated the componential (analytical) sub-theory with analytical giftedness, which is prominent in being able to take apart problems and being able to see solutions not often seen. In experiential (creative) sub-theory Sternberg deals mainly with how well a task is performed with regard to how

familiar it is. The role of experience is split into two parts: novelty and automation. The problem with novelty and automation is that, being skilled in one component does not ensure that you are skilled in the other (Sternberg, 1997). Sternberg's practical (contextual) sub-theory of intelligence "deals with the mental activity involved in attaining fit to context" (Sternberg, 1985, p.45). Stephen Ceci introduced his "Bio-ecological theory of intelligence" in 1990, which holds that the levels of mental activities or IQ are dependent on context. For example, he says traditional conceptions of intelligence ignore the role of society in shaping intelligence and underestimate the intelligence of non-Western societies. Mike Anderson

(with his Cognitive theory, 1992) argues for a theory of intelligence and development which allows a synthesis of two positions: those who believe that intelligence as a biological property of our brains, genetically determined, and those who believe that it is a property of knowledge systems and is culturally determined. Howard Gardner (1993, with his Multiple Intelligence theory), Daniel Goleman (1995, with his Emotional Intelligence theory) and Danah Zohar & Ian Marshall 2000, with Spiritual Intelligence theory), are among some of the prominent psychologists who differed from the earlier all-in-all views of IQ. 1.5

Multiple Intelligence

As the very terminology suggests, intelligence of a person cannot be viewed as a singular phenomenon. Instead, it is conceived that every individual possesses Theoretical and Conceptual Orientation. several kinds of intelligences. Consequently, the totality of a person cannot be ascertained purely on the basis of IQ. It is difficult to quantify a personality. It has to be seen beyond the IQ. Howard Gardner (1983, 1996) realized that the IQ index although, did provide an indication of one's general intellectual ability, it definitely was not the all of an individual's intelligence. His question was "How could such a complex reality as intelligence have been possibly measured with a single score?" He further posited that the intelligence of an individual should be a multiple reality. And so, he at first proposed seven intelligences, viz., the Linguistic intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Musical Intelligence, Interpersonal Intelligence, and Intra-personal Intelligence. To these seven he added an eighth one namely the Naturalistic Intelligence and after his further exploration into the subject he has added the ninth one also, namely the Existential Intelligence (1999). But Zohar and Marshall (2000) are of the opinion that all of the intelligences Gardner describes are nothing but the variations of Rational Intelligence, Emotional Intelligence and Spiritual Intelligence and their associated neural arrangements.

Emotional Intelligence (E I)

Our hearts are the doorways, the connection to everything there, is in life. If we close our hearts, we close the doors to our lives. When we open our hearts, we open to all that life can offer. A heart-based ability (emotional intelligence) allows us a new relationship to our emotions. We become more responsible for what and how we feel. Our emotions are vaster than our mind (body). They contain our histories, every chapter and verse of energy, experience, deep understanding and relationship in our lives. Emotions make up that which

we are, shapes our mind as well as the entire personality pattern. They enter our human system as a source of energy that radiates and resonates. Suppressed emotions and too much control over them become pathological as in immobilizing depression, overwhelming Theoretical and Conceptual Orientation. anxiety, raging anger and manic agitation. Thus emotions are reactions consisting of physiological reactions, subjective cognitive states and expressive behaviours

historical background:

In 1905 Alfred Binet and Theodore Simon developed the first modern intelligence Test. Since that time we have been debating what “intelligence” is, where it Comes from, and how to develop it. Our “Intelligence Quotient” or “IQ” is generally thought of as our analytical or Mathematical intelligence and our linguistic intelligence (think of college entrance Exams – verbal and math components). Initially it was expected that IQ would be A strong predictor of success in careers. In fact it has turned out to be a weak Predictor of success. IQ appears to be related to minimum standards to enter a Given a profession. Once you have chosen your career, what actually leads to Success is far more complicated. Howard Gardner opened the door to discussion of “multiple intelligences” with his Book Frames of Mind in 1983. He listed seven different types of intelligences in That book:

1. Linguistic
2. Logical-mathematical
3. Musical
4. Bodily-kinesthetic
5. Spatial
6. Interpersonal
7. Intrapersonal

Gardner’s 6th and 7th intelligences would later be combined into the study of “emotional intelligence.” In his book Intelligence Reframed, 1999, Gardner offers That one might add a “philosophical intelligence” which would combine spiritual, Moral, emotional, transcendental, cosmic and religious intelligences. Copyright 2002-2011 Cindy Wigglesworth. All Rights Reserved

A Simple Model of Four Intelligences

The simplest model I use describes only four intelligences. I show them as a Pyramid to demonstrate the simplest sequence of development. I always Acknowledge that this is too

simple a model. Yet it is a helpful visual aide. The idea of this model is that as babies we first focus on controlling our bodies. Then our linguistic and conceptual skills develop (“IQ”)...and are a key focus of Our school work. We do some early development of relationship skills, but for Many of us “EQ” or emotional intelligence becomes a focus area only later when We realize we need to improve – usually based on feedback in romantic and work Relationships. “SQ” or spiritual intelligence typically becomes a focus later – as We begin to search for meaning and ask “is this all there is?” SQ and EQ are related to each other. I believe we need some basics of EQ to Even successfully start our spiritual growth. Some degree of emotional selfawareness And empathy is an important foundation. Then, as our spiritual Growth unfolds, there would be a strengthening of EQ skills – which would further Reinforce and assist the growth of SQ skills.

Emotional Intelligence

Daniel Goleman popularized the phrase “Emotional Intelligence” with the Publication of his book by the same title in 1995. In his book, Goleman cites Research at Bell Labs that examined star performers, and tried to determine what Distinguished them from more average performers. It appeared that star Performers had significantly stronger relationship skills and personal networks Than average performers. Harvard Business Review published the results of the Bell Labs study in 1993. Business interest in the study of “Emotional Intelligence” or “EQ” began in earnest. EQ is actually a large collection of skills. Goleman and Richard Boyatzis have Recently grouped these skills into 4 quadrants as shown below¹.

¹ Daniel Goleman and Richard Boyatzis, with Hay-mcbrer, 2002

SQ

EQ

IQ

Physical Intelligence

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SELF AWARENESS

- Emotional self-awareness
- Accurate self-assessment
- Self-confidence

OTHER AWARENESS

- Empathy

Organizational Awareness

Service Orientation

SELF MANAGEMENT

Emotional Self-Control

Transparency

(honest/trustworthy)

Adaptability

Achievement Orientation

Initiative

Optimism

RELATIONSHIP SKILLS

Developing Others

Inspirational Leadership

Influence

Change Catalyst

Conflict Management

Teamwork & Collaboration

The research done by Goleman and Boyatzis shows that Self-Awareness skills Must be developed before the others can develop. This makes sense if you Consider Emotional Self-Awareness. If I don't know when I am angry how can I Have Emotional Self Control? How can I have Empathy for your anger? How Can I handle conflict appropriately? The research on EQ has left no doubt that these skills are vital for personal and Business success.

Defining Spirituality and Spiritual Intelligence

What is Spirituality? My definition is that "Spirituality is the innate human need to Connect with something larger than ourselves." But what is this "something larger than ourselves?" It is something beyond our Ego-self or constricted sense of self. It may be defined as being connected to Two components: the vertical and the horizontal.²

Vertical component: something sacred, divine, or timeless. You may think Of this as a Higher Power, Source, Ultimate Consciousness – or any other Language the person prefers. Desiring to be connected to and guided by This Source.

Horizontal component: being of service to our fellow humans and to the Planet at large.

How can we be “Spiritually Intelligent?” What would a “spiritually intelligent” Person look like?

Who is a “Spiritual Leader”?

I begin many of my workshops by asking people – typically working in teams -Two simple questions.

2 My thanks to the 2003 International Spirit at Work Award Selection Committee for this Distinction.

1. Write down the spiritual leaders/teachers you have admired in your life
2. List the character traits that caused you to admire these people

I have done this now with thousands of people. What I find both reassuring and Fascinating is that the lists look so similar from group to group. The list typically Includes major religious figures from many traditions, global peace activists, local Religious leaders, teachers, guidance counselors, family members and spiritual Writers. The traits that caused these people to be considered “spiritual leaders” typically Includes descriptors such as: loving, kind, forgiving, peaceful, courageous, Honest, generous, persistent, faithful, wise, and inspiring. What the consistency of the responses tells me is that we already have a general Perception of what makes someone “spiritually intelligent.” What we do not yet Have is a way of describing Spiritual Intelligence that is faith-neutral and Specifically focused on the skills and abilities we are trying to attain when we Seek spiritual growth.

Defining Spiritual Intelligence:

I define Spiritual Intelligence as “the ability to behave with Compassion and Wisdom while maintaining inner and outer peace (equanimity) regardless of the Circumstances.” Compassion and Wisdom together form the manifestation of Love. “Behave” is important because it focuses on how well we maintain our Center, stay calm, and actually treat others with compassion and wisdom. The Statement of “regardless of the circumstances” shows that we can maintain our Peaceful center and loving behaviors even under great stress. This is what we Admire in our spiritual leaders. Based on this definition I have created a list of skills that I believe represent the Skills of Spiritual Intelligence. They are:

Spiritual Intelligence (SQ) Skills

Higher Self/Ego self Awareness

1. Awareness of own worldview

2. Awareness of life purpose (mission)
3. Awareness of values hierarchy
4. Complexity of inner thought
5. Awareness of Ego self / Higher Self

Universal Awareness

6. Awareness of interconnectedness of all Life
7. Awareness of worldviews of others
8. Breadth of time perception
9. Awareness of limitations/power of human Perception
10. Awareness of Spiritual laws
11. Experience of transcendent oneness

Higher Self/Ego self Mastery

12. Commitment to spiritual growth
13. Keeping Higher Self in charge
14. Living your purpose and values
15. Sustaining your faith
16. Seeking guidance from Higher Power or Higher Self

Social Mastery / Spiritual Presence

17. A wise and effective spiritualteacher/mentor
18. A wise and effective change agent
19. Makes compassionate and wise decisions
20. A calming, healing presence
21. Being aligned with the ebb and flow of life

Each of these skills has been described in my Spiritual Intelligence assessment (the sqi) in five levels of skill proficiency. Level 0 is implied, and means that the Person has not begun to develop that skill. Level 5 is the highest level we Measure with our online self-assessment. No skill or level is considered “required.” And even at Level 5 a person is not considered “finished” as there is Always room to grow.

Skill 5: Awareness of Higher Self/ Ego self Level

- 1 Can communicate understanding of the nature of Ego self- including its Origin and the purpose it serves in spiritual development

2 Demonstrates ability to observe personal Ego in operation and Comment on what seems to trigger Ego eruptions

3 Demonstrates awareness of and ability to periodically "listen to" Higher Self as a separate voice from Ego self

4 Hears the voice of Higher Self clearly and understands the "multiple Voices" that Ego self can have. Gives authority to voice of Higher Self In important decisions.

Highest Level

5 Higher Self voice is clear and consistent. Ego self is present and is a Joyful advisor to Higher Self. There is no longer a struggle between The two voices. Rather there is a sense of only "one voice" ...the Higher Self (Authentic Self, Spirit) voice

What good is the study of SQ?

Religious beliefs have often divided our planet and caused war. My first goal is To create a language that enables us to discuss these concepts without being Limited to the language of any one faith tradition. I hope to create an SQ Language - with clear definitions (showing synonyms from many belief systems) - Copyright 2002-2011 Cindy Wigglesworth. All Rights Reserved That helps to create understanding among the peoples of our planet. Based on Feedback from about 2000 people who have taken the sqi this language, these Skills, synonyms and approach appear to be compatible with all the major belief Systems. My second goal is to create a competency-based language that helps people Assess where they are and where they want to go in their own spiritual Development. Based on our beta pilot of 549 people it seems clear the sqi Assessment instrument does in fact accomplish this second goal. Finally, the development of SQ will not only benefit individuals, it will also benefit Their families, communities, and the companies they work for. My third goal is That the faith-neutral language of competencies will make SQ acceptable for Discussion in the workplace...the place where most of us spend most of our time. This will hopefully lead to support for individual and group SQ growth – creating More meaningful work, improved products and services, and ensuring Responsible corporate behavior. For my clients who have engaged with SQ Development, the relevance has been clear. In the end we are alike in our suffering, our hopes and our joys. We are all Striving to reach the same goals: peace and love. Perhaps with a more neutral Language for SQ we can see our commonality and work together towards getting There.

Recommendations to Improve SQ :

Since SQ positively impacts QoL, it is imperative that we live a fulfilling and satisfying life by enhancing SQ because that is the underpinning factor. The brain is wired for SQ but it remains dormant and needs to be activated. It takes effort and time to develop SQ but it is worth the effort realizing its benefits. Some of the methods available are discussed in the succeeding text.

(a) Meditation. Several methods are available for meditation. One may choose that suits him the best. If much time cannot be invested in meditation, duration of 20 minutes is considered to be optimal. Sri Sri Ravi Shankar asserts that meditation improves and balances physical, mental, emotional and spiritual spheres of a man.

(b) Prayers. For those who believe in God, prayer includes respect, love, pleading and faith. Through a prayer a devotee endows the doer ship of the task to God. Giving the doer ship to God means that we acknowledge that God is helping us and getting the task done. Prayer is an important tool of spiritual practice in the generic spiritual path of devotion. Prayer reduces worry and enhances contemplation. (c) Tools to Empower. One may choose any tool to enhance his SQ and QoL, for it will lead him to satisfying and purposeful life. Among others, Reiki is a simple and easy - to - learn technique for better life and pleasant experiences. (d) Observance of Spiritual Values / Qualities. A dual approach may be of enormous benefit for spiritual seekers. One, SQ may be enhanced by the techniques stated above and then manifest the spiritual values in day to day behaviour. Second, consciously, practise the spiritual values / qualities in everyday life and increase the SQ, leading to a positive virtuous spiral. IV.

Conclusion:

Human life is the greatest gift that the God or that Infinite Energy bestows upon us. We ought to respect and love it, making the most of it. We being spiritual beings going through human experience, are obliged to develop our spiritual intelligence (SQ), living the highest quality of life (QoL).

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