EMOTIONAL INTELLIGENCE

The Potential X-Factor for Leadership & Performance

HOW DID WE GET TO THIS POINT?

Professor John Sherlock, Western Carolina University
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Overview of What I’d Like to Cover…

- A Google search of “Emotional Intelligence” yields a whopping 8,060,000 results!
  - Seems like EI is everywhere — a little EI history/background can be helpful in navigating the EI “ocean” of content
    - Pre-1995 research that paved the way for EI to flourish
    - 1995 forward — how/why EI went “viral”
    - An appreciation of the multiple definitions and measures of EI
    - An appreciation of some of the controversies/debates

- Your experience with EI
Defining EI (sometimes referred to as EQ) – Lots to Choose From!

- Salovey & Mayer (1990): “A type of social intelligence that involves the ability to monitor one’s own and others’ emotions, to discriminate among them and to use this information to guide one’s own thinking and actions”

- Bar-On (2005) defines emotional–social intelligence (ESI) as a “… cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others, relate with them, and cope with daily demands. . .” (p. 3).

- Davies & Stankov (1998) and Law, Wong, & Song (2004) describe EI this way: “An abstract construct with four components:
  - Appraisal and expression of emotion in oneself
  - Appraisal and recognition of emotion in others
  - Regulation of emotions in oneself
  - The use of emotion to facilitate performance
Goleman’s “Plain Talk” EI Description

“...the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships...”

EI was being studied long before it was called EI!

**Plato circa 2200 years ago**
- “All learning has an emotional base”

**Darwin, 1872**
- Wrote “The expression of the emotions in man and animals”

**Thorndike -1937**
- Coined the term “Social Intelligence”

**Weschler, 1940**
- Coined the term “Non-intelligence” factors
EI was being studied long before it was called EI!

- **Gardner, 1983**
  - Coined the term “Multiple Intelligences”

- **Salovey & Mayer, 1990**
  - Coined the term “EI” and asserted EI/EQ is a testable “intelligence”

- **Goleman, 1995**
  - Wrote NYT bestseller on EI
Help in Understanding EI Came from its Opposite

- Alexithymia – A term used to refer to a psychiatric condition of individuals who are unable to appraise and then verbally express their emotions (Defourny et al., 1976)
  - from the greek – “without words for feelings”

- Led to view that appraising and expressing emotions accurately is a part of EI (Salovey & Mayer, 1990)
Sternberg’s study of the “intelligent person”

- Sternberg et al. (1981) asked lay people to describe an “intelligent person”
  - Many of the characteristics elicited were “socially relevant attributes” (Salovey & Mayer, 1990)
    - Accepts others for what they are
    - Admits mistakes
    - Displays interest in the world at large
Gardner’s Multiple Intelligences Theory

- The work of early pioneers (Wechsler & Thorndike) in non-cognitive intelligence was largely forgotten or overlooked until 1983 when Gardner (1983) introduced his theory of “multiple intelligences” in his landmark book “Frames of Mind.”
  - Proposed that “intrapersonal” (self) and “interpersonal” (social) intelligences are as important as the type of intelligence typically measured by IQ and related tests.

- Cherniss (2000) asserts that, based, on this insight, that one should consider the functioning of the mind as 3 parts:
  - Cognitive (traditional view of intelligence…memory, problem solving, etc.)
  - Affective (emotions)
  - Conative (the part of the brain that drives how one acts on thoughts and emotions)
Interest in EI was primarily just from Researchers...until 1995, when:

![Emotional Intelligence book cover by Daniel Goleman](image-url)
So why did Goleman write his best-seller?

- Goleman, a Harvard-trained psychologist, was a science writer for *New York Times* where his writing focus was brain & behavior research;

- He became interested in Salovey & Mayer’s ongoing work with EI.

  - The origin of this interest may have come from his Harvard work with well-known Harvard psychology professor David McClelland;

Goleman’s view of EI...

- Goleman (1998, 2005) sees emotional intelligence as a “capacity” - set of learned skills and competencies. Goleman’s conceptualization of emotional intelligence is the most widely known outside academia.

- Four(4) easy-to-understand domains (but w/hidden complexity with the multiple embedded competencies):
  - **Self-awareness** (emotional self-awareness, accurate self-assessment, self confidence)
  - **Self-management** (emotional self-control, transparency, adaptability, achievement, optimism, initiative)
  - **Social awareness** (empathy, organizational awareness, service orientation)
  - **Relationship management** (Inspirational leadership, influence, conflict mgt., teamwork/collaboration)
EI Models: Some emphasize traits, others abilities/skills/competencies/behaviors...or combo...

- Petrides (2011)—among others—conceptualize EI from a trait/disposition perspective (assessed like personality via self-report questionnaires)
  - Traits are enduring personality characteristics that describe individual behaviors across a range of situations (APA, 2007).

- Mayer & Salovey (1997)—among others—conceptualize EI (with some differences) from a cognitive ability/behavior perspective (assessed like IQ via maximum performance “tests”)
  - An ability is the capacity to perform physical and mental acts and abilities may be innate or acquired through education or practice (APA, 2007).
  - Competencies can be thought of as a cluster of knowledge, skills, abilities
The ability model – Salovey & Mayer (1990, 2002) – w/the popular MSCEIT assessment

- Considers emotions as sources of information which help individuals respond appropriately to the social context

- 4 primary abilities or “branches”:
  - Perceiving emotions: The ability to detect and read emotions in self and others (e.g., faces, pictures, voices, body language, stories, etc.)
  - Facilitating Thought: The ability to generate, use, and feel emotion to communicate feelings or employ them in other cognitive processes.
  - Understanding emotions: The ability to understand emotional information.
  - Managing emotions: The ability to be open to feelings and to modulate them in oneself and others so as to promote personal understanding and growth.
EI Measurement Instruments – Lots to Choose From!

- Bar-On Emotional Quotient Inventory (Bar-On EQ-i)
- Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)
  - Based on ability approach to EI, 141 items comparing responses to “answers” suggested by experts.
- Assessing Emotions Scale, Schutte (2007)
- Ability Emotional Intelligence Measure (AEIM), Warwick et al., 2010
- Situational Tests of Emotional Understanding & Emotion Management (STEU; STEM, MacCann & Roberts 2008)
- The Emotional and Socially Competency Inventory (ESCI)
- The Emotional Intelligence Appraisal (now in version 2.0)
- TEIQue (Petrides, 2009)
  - 153 items
- WLEIS (Wong & Law EI Scale)
  - Based on trait approach to EI asking for self-perception of agreement with series of statements
Emotional Intelligence: Must be Grounded in Ethical Leadership because…

“…those whose [EI] skills are channeled antisocially may create manipulative scenes or lead others sociopathically to nefarious ends” (Salovey & Mayer, 1990, p. 198)
So Where are We with EI?

1. From Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components:
   - the ability to recognize, understand and express emotions and feelings;
   - the ability to understand how others feel and relate with them;
   - the ability to manage and control emotions;
   - the ability to manage change, adapt and solve problems of a personal and interpersonal nature; and
   - the ability to generate positive affect and be self-motivated.
2. Even with researcher debates about the EI construct definition, how best to measure, etc., there’s agreement that:

- Cognitive abilities are not the unique predictor of successful adaptation—and that emotional competencies have to be taken into consideration (Nelis, et al., 2009)

- The EI construct refers to the individual differences in the perception, processing, regulation, and utilization of emotional information (Nelis, et al. 2009)
So Where are We with EI

3. Differences in EI measures have been shown to correlate with differences in important life outcomes (e.g., mental & physical health, work performance, and social relationships) – Nelis et al., (2009)

4. There is a growing number of studies (utilizing control groups) that have shown that EI training can produce statistically significant AND persistent increases in emotion identification and emotion mgt. measures.

5. Important new research examining the role of culture in EI dimensions of emotion understanding & emotion regulation (Shao et al., 2014)
So Where are We with EI?

6. We’ve been researching general intelligence (IQ) for over 100 years, but EI far less, so lack of construct clarity is to be expected (Antonakis, et al., 2009)

7. EI’s popularity following Goleman’s best-selling 1995 book has produced:
   - LOTS of books, consulting specialties, training programs, websites, etc. --not all of equal quality
   - Intense scholarly debate (trait v. ability models, “assessment wars”)
   - EI development niches – kids, lawyers, nurses, physicians, parents, pastors—the list goes on and on!
So Where are we with EI?

- 8. Increasingly, there is evidence to suggest that emotional intelligence is linked to effective leadership in higher education (Parrish, 2015)

- 9. George (2000) published a seminal research article explaining how emotions play a central role in the leadership process and how EI contributes to the effectiveness of leaders.
So where are we with EI? (cont.)

10. “It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head -- it is the unique intersection of both” (David Caruso, Yale Center for Emotional Intelligence)
So Where are You with EI?

- Good foundational understanding of what EI is all about?
- Know someone who you suspect has high—or low—EI (EQ)?
  - What gives you this impression?
- Do you see how high EI could benefit you?
  - And vice versa (i.e., how low EI could…)

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Sternberg, R. (1981). People’s conceptions of Intelligence. Yale University, New Haven, CT.


THANK YOU!

Please feel free to keep in touch:
Sherlock@wcu.edu

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