

EMOTIONAL INTELLIGENCE

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LECTURE OUTLINE

- Define Emotional Intelligence (EI/EQ)
- Introduce the main theoretical models of EI
- Explore how EI is measured
- Discuss the contribution of EI to understanding behaviours at work

EMOTIONAL INTELLIGENCE

- Major psychological construct from the early 1990's
- Different and distinct from 'general intelligence'; EI is non-cognitive
- Relates to emotional salience / social intelligence
 - *Thorndike*
- Hot intelligence

EMOTIONAL INTELLIGENCE

- Emotional intelligence can be defined as the ability to understand our own emotions and those of the people around us
- Originally coined by Salovey and Mayer (1990)
- Daniel Goleman's book *Emotional Intelligence* popularised EI
 - “a way to understand why people act and behave in the way that they do in life and work”

EMOTIONAL INTELLIGENCE

- Goleman (1995) - There are four components of EI
 - *Self-awareness*
 - Recognise our own emotional state
 - *Self-management*
 - Regulate own emotions
 - *Empathy*
 - Understand other's emotional states
 - *Relationship management*
 - Using EI to collaborate and manage conflict

EMOTIONAL INTELLIGENCE

- EI includes “abilities such as being able to motivate oneself & persist in the face of frustrations; to control impulse & delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize & to hope”



EMOTIONAL INTELLIGENCE

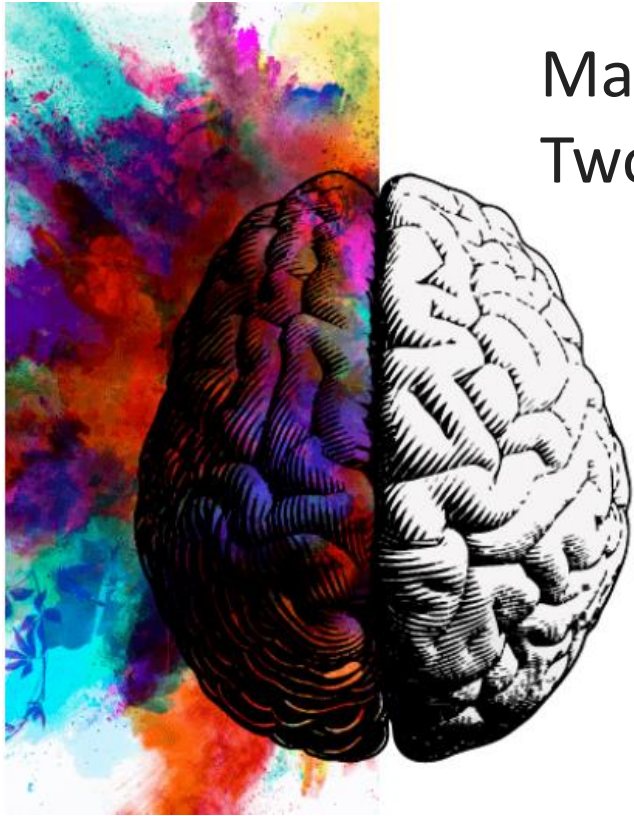
Baron, Handley and Fund (2006):

- An expanding area of research in job performance determinants includes emotional intelligence

There is a historical and unresolved tension between using **logic or emotion** to guide (appropriate) behaviours at work



EMOTIONAL INTELLIGENCE



Matthews, Zeidner and Roberts (2012) -
Two completing ideas re: emotions and work...

1. Passionate emotions
are dangerous, causing
people to act foolishly
in fits of anger and
exuberance.

2. Emotions are critical for
providing motivation,
purpose and meaning in
everyday life.

Emotional Intelligence

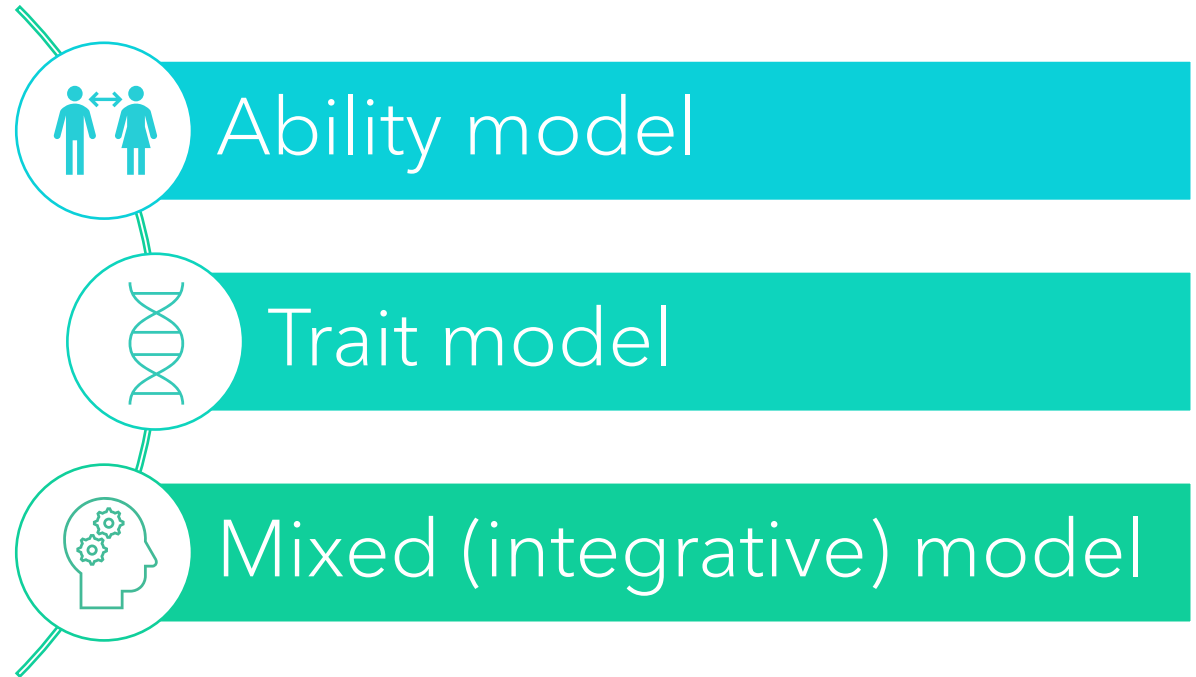
How can emotional
intelligence be used to
predict work
performance?



EMOTIONAL INTELLIGENCE

- Emotional intelligence is a type of specific intelligence
- There is a connection between experiencing emotions, and recognizing, managing and utilising them properly.

Three theoretical approaches



The background of the slide features a stylized illustration of a human brain. The left side of the brain is highlighted with vibrant, multi-colored patterns in shades of purple, blue, green, and red, suggesting active neural pathways or different functional regions. The right side of the brain is depicted with a more traditional, detailed line drawing style, showing the gyri and sulci of the cerebral cortex. The overall composition is artistic and scientific, emphasizing the theme of cognitive abilities.

ABILITY MODEL

ORIGINALLY DEVELOPED BY SALOVEY
AND MAYER (1990)

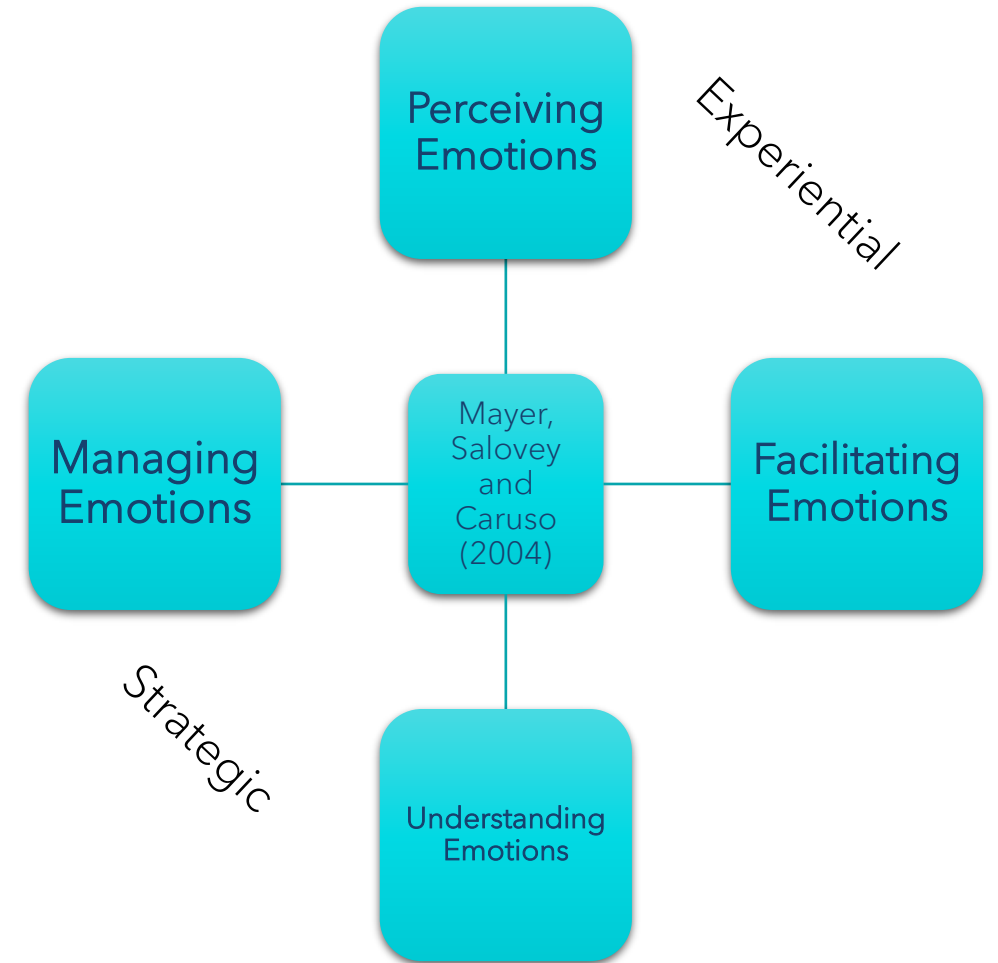
ABILITY MODEL

MAYER, SALOVEY AND CARUSO

- Mayer and Salovey (1990): first definition of EI
 - *Ability to monitor own and other's feelings and emotions*
 - *Use information to guide thinking and actions*
- Developed from thinking of EI as a subset of social intelligence
 - *Ability to manage social environment*

Ability Model

- To possess high EI, you need to possess certain *competencies*
- Proposed that EI had four branches – a four branch model



Proposes that EI can be learned

MAYER, SALOVEY AND CARUSO (2004)

Ability Model



Branch 1: Perceiving Emotions



Accurate perception / recognition of emotions

- Do we recognise when we (or others) are getting angry?
- Can we express (or respond to) anger appropriately?



Perception of emotions can be verbal or non-verbal, but can also include artefacts

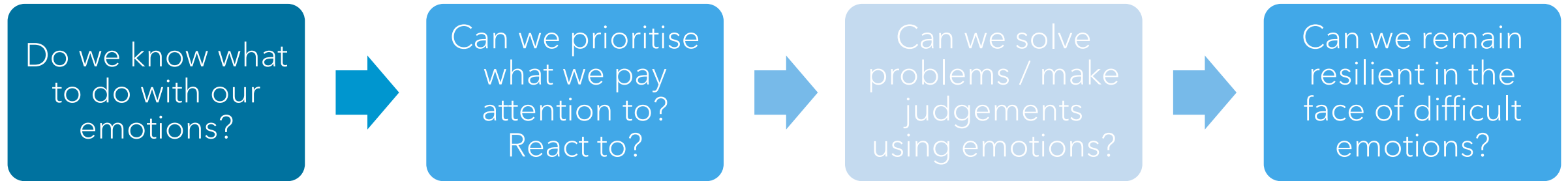
- Body language, facial expressions, tone of an email

MAYER, SALOVEY AND CARUSO (2004)

Ability Model

Branch 2: Facilitating Emotions

- Using emotions to promote thinking and cognitive activity
- Recognising the influence that emotions can exercise on behaviour, and how certain moods may be more helpful in certain situations



MAYER, SALOVEY AND CARUSO (2004)

Ability Model

Branch 3: Understanding Emotions

- Emotions can carry a wide variety of meanings
 - Can we discern between subtle differences in emotional states?
 - E.g., the difference between hate and dislike?
 - Can we understand that emotions can be made up of multiple components? – contempt = disgust and anger?
 - And associated behaviours

MAYER, SALOVEY AND CARUSO (2004)

Ability Model

Branch 4: Managing Emotions

- Highest level of EI
 - Appropriateness of emotions; consider if emotions drive behaviour
 - Can we use emotions to grow?
 - Can we be open to the lessons we can learn from emotions?
 - Are we aware of when and how emotions influence us (for better or worse)?

MAYER, SALOVEY AND CARUSO (2004)

A teal watercolor-style circle with a soft, irregular edge, containing the text 'Ability Model' in white.

Ability Model

El as an ability is widely assessed using the Mayer-Salovey-Caruso Emotional Intelligence Test V2 (MSCEIT 2.0).

A teal watercolor-style circle with a soft, irregular edge, containing the text 'Ability Model' in white.

Ability Model

- Individual responses are compared with expert responses
 - Comprised of 141 items divided into 8 tasks that measure the four branches of EI
- Different components are assessed using different methods
 - Face pictures with scales used to identify emotions
 - Social situations with questions about what emotion would be appropriate

Example of Branch 1 question

Indicate the emotions expressed by this face
[1 = strongly disagree - 5 = strongly agree]



Happiness	1	2	3	4	5
Anger	1	2	3	4	5
Fear	1	2	3	4	5

Example of Branch 3 question

Sarah felt worried and became stressed when she thought about how many performance reviews she had to conduct for her supervisees. When Sarah's manager emailed her to assign her ten more, she felt..... (select the best choice)

- a) Overwhelmed
- b) Depressed
- c) Humiliated
- d) Embarrassed
- e) Calm

Reliability of MSCEIT

High for all subscales (min $r = 0.76$) and high for overall reliability ($r = 0.93$)



TRAIT MODEL

PETRIDES (2001)

TRAIT MODEL

PETRIDES

- Model breaks from the idea that EI is based upon abilities
- Argues that we have emotional self-perceptions and traits that form part of our personality
 - *Self-identified rather than scientifically measured..*
 - *Could include assertiveness, self-esteem, happiness, etc*

TRAIT MODEL

PETRIDES

- EI based upon innate abilities
 - *Rather than abilities, skills or competences, trait emotional intelligence concerns individuals' perceptions of their own emotional world (Petrides & Furnham 2001).*
- These perceptions can be assessed via a self-report (self-assessment) questionnaire called the **Trait Emotional Intelligence Questionnaire (TEIQue;** Petrides & Furnham).

Trait Model

TEIQue

- Comprehensive coverage of emotion-related aspects of personality
- Trait EI measures help us to answer questions such as:
 - *How do we react under pressure?*
 - *How well do we understand our own emotions?*
 - *Can we control our impulses under stress?*
 - *How adaptable are we?*
 - *Can we cope with sudden emotional demands?*
 - *Are we aware of our strengths and limitations?*

Trait Model

TEIQue

Well-being

Represented by happiness, optimism, and self-esteem

Self-Control

Represented by emotional regulation, impulse control, and stress management

Adaptability

Emotionality

Represented by empathy, emotion perception, emotion expression, and relationships

Sociability

Represented by emotional management, assertiveness, and social awareness

Self-motivation

Trait Model

Reliability TEIQue

Generally between .75 and .90 overall (2009 – 2021);
some inconsistencies in sub-scale reliabilities

Assessing Trait EI

- Trait EI contends that there are no 'right or wrong' responses to questions asked
- Possible that mood and life events, for example, can alter our perceptions and therefore EI across lifespan
- Recognition of traits is important
 - *Behaviour and relationships*



MIXED MODELS

GOLEMAN(1995; 2002)

BAR-ON(1997; 2005)

MIXED MODELS

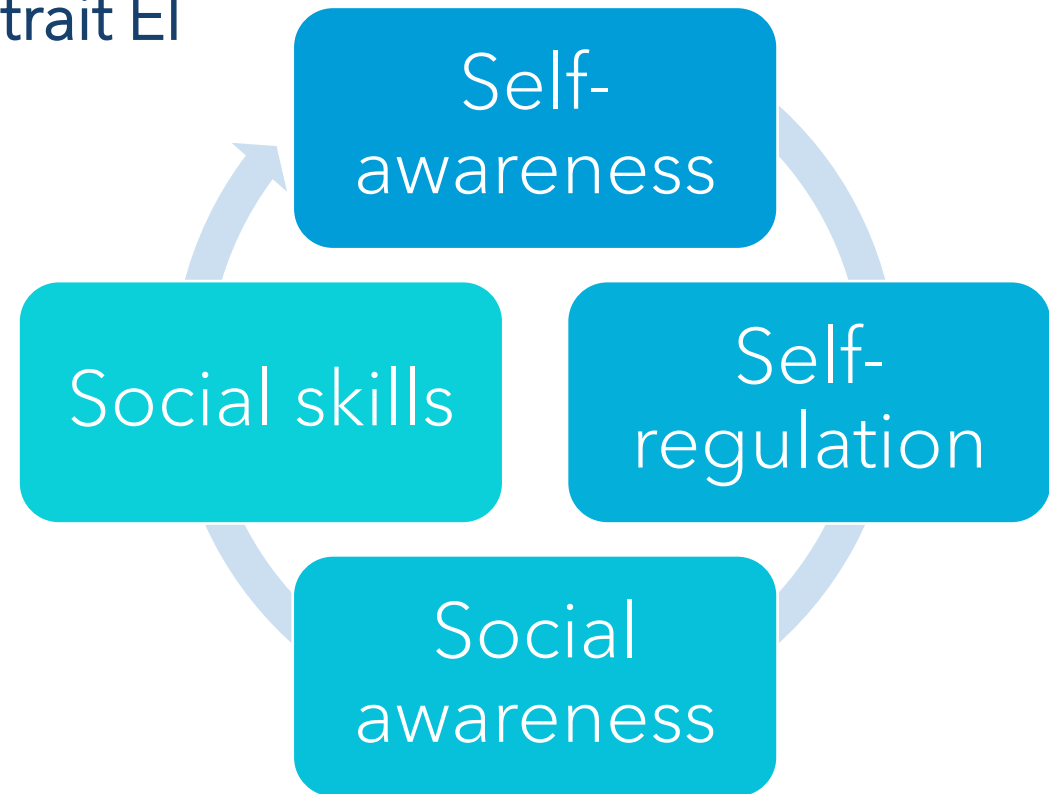
G O L E M A N

- EI is a combination of several different emotional intelligence qualities
 - *Skills (empathy)*
 - *Traits (optimism)*
 - *Other qualities; ability to read facial expressions, inspiring others*
- Exploration of psychological basis for understanding emotion
- Focus on the amygdala
 - *Fight or flight responses; threat or challenge*

Mixed Model

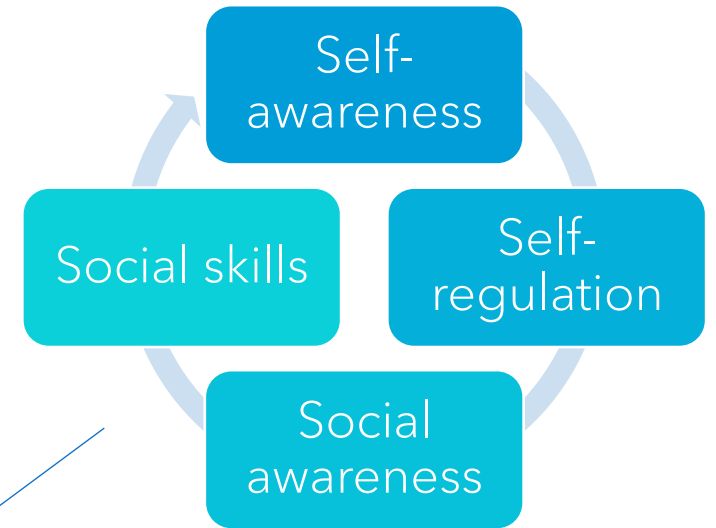
Goleman (1995)

- Developed a Four Aspect Mixed Model that draws upon both ability and trait EI



Mixed Model

Emotional and Social Competence Inventory (ESCI)



	Personal Competencies	Social Competencies
Recognition	Self-awareness: • Self-confidence • Emotional awareness	Social awareness • Empathy • Political awareness
Regulation	Self-regulation • Self-control • Trustworthiness	Social skills • Leadership • Teamwork



In essence, Goleman believes that we are born with a general level of EI that determines the extent to which we can develop any competencies

MIXED MODELS

BAR-ON

- Bar-On was interested in the role of emotions in social intelligence
 - *Emotions must have an adaptive value – understanding and expressing fear helps to protect others in the group*
- Suggests that EI is comprised of 15 inter-related emotional and social competencies
 - *Measure = Bar-On Emotional Quotient Inventory (EQ-i)*



Mixed Model

Bar-On (1997)

- Five main factors:
 - *Intrapersonal, Interpersonal, Stress Management, Adaptability, and General Mood*
- 133 items; results scored on 5-point Likert Scale ('very seldom or not true of me' [1] to 'very often true of me or true of me' [5])
 - *Computed into EQ score on each of the five factors and each of the 15 sub-factors*

Mixed Model

Intrapersonal

- Self-regard
- Emotional self-awareness
- Assertiveness
- Independence
- Self-actualisation

Interpersonal

- Empathy
- Social responsibility
- Interpersonal relationship

Adaptability

- Reality-testing
- Flexibility
- Problem-solving

Stress Management

- Stress tolerance
- Impulse control

General Mood

- Optimism
- Happiness

MIXED MODELS

SUMMARY

- Want to explore which characteristics an emotionally intelligence person possesses
- Seems to incorporate characteristics from other domains
 - *Personality*
- EI assessed through EQ-i:
 - *Can predict quality of life and leadership*
 - *Negatively predictive of depression and alexithymia*

EMOTIONAL INTELLIGENCE

Ability EI

- Argued to be related to cognitive ability, but not major personality traits (O'Connor & Little, 2003)
- Ciarrochi, Chan and Caputi (2000) – Ability EI is not related to IQ, but is related to some personality traits (empathy and life satisfaction)
- Low A-EI linked to alcohol and illegal drug use in students, deviant behaviour and poorer relationship quality (Brackett et al., 2004)

EMOTIONAL INTELLIGENCE

Trait EI

- Small/moderate associations with cognitive ability
- Saklofske, Austin and Minski (2003):
 - *Positive relationship with extraversion, negative with neuroticism*
 - Is this EI or just an assessment of personality in another way?
- T-EI related to prosocial and antisocial tendencies, leadership, optimism and happiness (Petrides, 2011)

JOB PERFORMANCE

Afolabi et al. (2010); Ali et al. (2012)

- EI positively predicts job performance in police officers

Barreiro and Treglown (2020)

- EI positively affects employee engagement, which in turn impacts job performance



**IS EI ALWAYS
GOOD?**

IS EI ALWAYS GOOD?

- We rarely consider the negative aspects of EI

Bariso (2018)

- EI is not inherently virtuous ... it is a tool
- EI has a dark side – using one's knowledge of emotions to strategically achieve self-serving goals

IS EI ALWAYS GOOD?

Back, Schmukle and Egloff (2010):

- The demonstration of narcissistic traits makes a good first impression
- Use of humour, charming facial impressions
- People with their own interests at heart are more talented at gaining others' support – at least at first.

IS EI ALWAYS GOOD?

Konrath et al. (2011)

- People who exploit others for personal gain are also good at reading those people's emotions... especially negative ones
- Taps into the motivation to manipulate others

IS EI ALWAYS GOOD?

Coté et al. (2011):

- Jekyll and Hyde of EI
 - Machiavellianism + high emotion-regulation = more likely to engage in deviant actions
 - E.g., publicly embarrassing someone at work

PREDICTIVE VALIDITY OF EI

Van Rooy and Viswesvaran (2004): Meta-analysis

- There is evidence to suggest that EI does predict job performance
- But – IQ is a better predictor of job and academic performance than EI

Emmerling and Goleman (2003):

- EI implicated in those who go on to be top performers in a job role
- Important in decisions re : promotion?

PREDICTIVE VALIDITY OF EI

Coté and Miners (2006):

- CA moderates the relationship between EI and task performance
- The association between EI and task performance becomes more positive as CA decreases

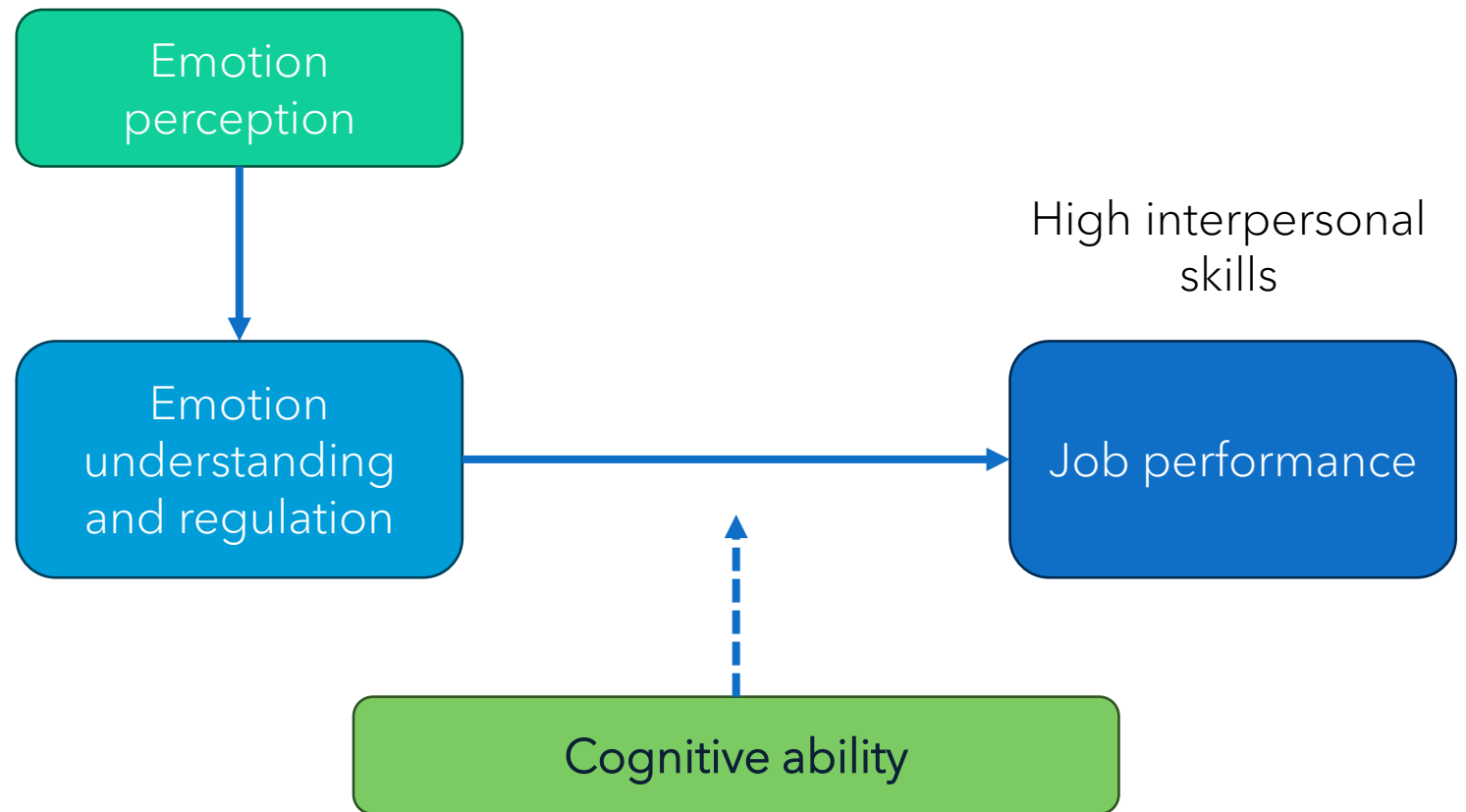
Schutte et al. (2022):

- Specific EI components are implicated in emotionally demanding roles (e.g., empathy or self-regulation in nursing)

PREDICTIVE VALIDITY OF EI

Nyguyen et al.
(2019): EI as a
'cascade model'

Step-by-step influence of
EI on performance



SUMMARY

- EI related to identifying and understanding own and others emotions
- Three main theoretical models
 - Ability, Trait and Mixed models
- EI has a dark side – tool to manipulate emotions of other people
- Predictive validity is moderate -