

Emotional Intelligence: **an introduction to key terms and themes**

Since the publication of Daniel Goleman's (1996) book *Emotional Intelligence: Why it can Matter more than IQ*, emotional intelligence (EI) has been an unexpectedly successful phenomenon and a key vehicle for emotion management to be singled out as a set of skills to develop and deploy at work. Widespread public attention has been achieved through international media coverage largely due to claims that EI predicts important occupational criteria and life outcomes beyond that of IQ (Goleman, 1996, 1998; Matthews et al, 2002).

Most definitions describe emotional intelligence as an individual's ability to recognise and regulate emotions in oneself and others. But, there are two key groups of EI models: the *ability* models most widely used by the academic research community and the *mixed* models which are most popular in commercial settings.

The ability models conceptualise emotional intelligence as mental skills related to the accurate processing of emotion related information, underscoring emotion's cognitive abilities (Brackett and Geher, 2006). One of the most popular ability models is the Multifactor Emotional Intelligence Scale (MEIS; Mayer et al, 1999) and the revised model, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer et al, 2002) which defines EI as the ability to perceive, understand, use and manage emotions to facilitate thinking (Mayer et al, 2002). It is administered and assessed like an IQ test, comparing scores against correct answers from expert and general population norms.

The mixed models generally refer to EI as emotional and social skills or competencies and tend to emphasise four key emotion-related abilities: emotional self awareness, self-regulation of emotions, regulating others' emotions and empathising with and understanding others' emotions. Bar-on defines EI as the skills to 'determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands' (Bar-On, 2006). EI skills in the mixed models encapsulate a broader range of personal characteristics, motivations, self-attitudes and concepts, social skills/abilities, moods and social behaviours (Matthews et al, 2002; Mayer et al, 2000). In addition, measures typically assess respondents perceived abilities through self-report or multi-rater inventories against general population, student or management norms. Some of the most popular models used in industry are Bar-On's (1997) Emotional Quotient Inventory (EQ-i), the Emotional Competence Inventory (ECI), and its successor, the ECI-2 (Boyatzis et al, 2000; Boyatzis and Sala, 2004). The ECI and ECI-2 are largely developed from the model in Goleman's (1998) second book *Working With Emotional Intelligence*. More recently, some of the models have been re-named Emotional-Social Intelligence (e.g. Bar-On, 2006). General examples of competencies featured in this group of EI inventories include emotional self awareness, self confidence, emotional self control, initiative, assertiveness, achievement orientation, optimism, flexibility, empathy and interpersonal skills.

One of the key reasons why the mixed models are the preferred choice by business organisations is because of their huge claims on organisational benefits. EI can enhance: employee recruitment and retention, development of talent, teamwork,

employee commitment and morale, productivity, efficiency, sales, revenues, quality of service and customer loyalty (Cherniss, 2001). The concept is reported to be the 'essential but often neglected ingredient' in nursing, law, medicine and engineering (Matthews et al, 2002: 4). Commercial models of EI have been associated with job satisfaction, job attitudes, creativity, innovation and performance in a range of occupations (e.g. Boyatzis and Sala, 2004; Cooper and Sawaf, 1997; Day and Kelloway, 2004). Emotional intelligence is also strongly linked to outstanding leadership and organisational values in both the mixed and ability models (Caruso, Mayer and Salovey, 2002; Goleman, 1996; 1998; Goleman et al, 2002; Boyatzis and Sala, 2004).

EI is made further attractive to individuals because of a plethora of studies which highlight the personal benefits in relation to coping with daily demands, psychological health and general well-being (Bar-On, 2004). EI is also attractive because it extends to the workplace, the notion of personal development and growth (Goleman, 1996; Fitness, 2006), currently popular in non-work leisure pursuits, parenting and personal relationships.

Overall, a key enticement for emotional intelligence's successful transfer to businesses is that it is not wholly a genetic fixture of our selves but rather: 'our competence in it can keep growing' (Goleman, 1996: 7). Thus, EI can be learnt at work through brief coaching, training and development programmes. It's straightforward competency format, multi-rater assessment and fast administration makes it easily transferable for organisational use. Through the adoption of positive, common-sense social skills language it *resonates* with executives, managers and staff alike, making it highly portable across many different roles. And its quantifiable nature expressed through statistical reliability, inventories and norm tables appeals to many organisations keen to nurture, measure and monitor emotions for performance gains.

(766 words)

+++++

Additional bit (if required):

In addition, the attraction to EI is visibly inculcated into a number of important debates and pre-occupations of contemporary business organisations. Emotional intelligence can be adopted as a response to external forces of increased business competition, customer service expectations and a harsh economic climate. For example, managers can flex new emotional skills to manage employee concerns during downsizing, merger and other re-organisation programmes, to lay off workers, counsel remaining staff and manage their own feelings when imparting bad news (e.g. Carr, 2001; Huy, 2002; Goleman, 1998). Links to customer service have been made in both types of EI models where aspects of emotional intelligence have been associated with generating an authentic quality customer service approach, developing long-term customer relationships and performance related to handling angry customers (e.g. Goleman, 1998; Daus, 2000). Equally, the concept offers effective ways to facilitate relationship building and collaborations within teams, complex organisational 'networks', and virtual or global project teams where EI skills help to build trust and rapport across technological divides. And the concept also promises help against workplace conflict and bullying through its corrective action on interpersonal skills.

(184 words)

References

Bar-On, R (1997) *The Emotional Quotient Inventory (EQi): A test of emotional intelligence. Technical Manual*. Toronto: Multi-Health Systems.

Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description and summary of psychometric properties. In Geher, G. (Ed). *Measuring Emotional Intelligence: Common Ground and Controversy*. Hauppauge, N.Y: Nova Science Publishing.

Bar-On, R. (2006). 'The Bar-On Model of Emotional-Social Intelligence (ESI)', *Psicothema*, 18: 13-25.

Brackett, M.A and Geher, G. (2006). Measuring emotional intelligence: paradigmatic diversity and common ground. In Ciarrochi, J., Forgas, J.P. and Mayer, J.D. (Eds). *Emotional intelligence in Everyday life*. N.Y: Psychology Press.

Boyatzis, R.E., Goleman, D and Rhee, K.S. (2000) Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R.Bar-On and J.D.A. Parker (Eds). *Handbook of Emotional Intelligence*. San Francisco, CA: Jossey Bass.

Boyatzis, R.E. and Sala, F. (2004). The Emotional Competency Inventory (ECI). In G. Geher (Ed.). *Measuring Emotional Intelligence: Common Ground and Controversy*. Hauppauge, N.Y: Nova Science Publishing.

Carr, A. (2001). 'Understanding emotion and emotionality in a process of change', *Journal of Organizational Change Management*, 14(5): 421-436.

Caruso, D.R, Mayer, J.D. and Salovey, P. (2002). Emotional intelligence and emotional leadership. In R.E. Riggio and S.E. Murphy (eds), *Multiple Intelligences and Leadership. Mahway*, New Jersey: Erlbaum.

Cherniss, C. (2001). Emotional intelligence and organizational effectiveness. In Cherniss, C. and Goleman, D. (eds). *The Emotionally Intelligent Workplace*. San Francisco: Jossey-Bass.

Cooper, R.A and Sawaf, A. (1997). *Executive EQ*. London: Orion Business.

Daus, C.S. (2002). Dissatisfaction as a function of emotional labour. Paper presented at the 17th Annual Meeting of the Society of Industrial and Organizational Psychologists, Toronto, Canada, April.

Day, A.L. and Kelloway, E.K.(2004) ' Emotional intelligence in the workplace: rhetoric and reality'. In Geher, G. (Ed). *Measuring Emotional Intelligence: Common Ground and Controversy*. Hauppauge, N.Y: Nova Science Publishing.

Fitness, J. (2006). The emotionally intelligent marriage. In Ciarrochi, J., Forgas.J.P. and Mayer, J.D. (eds). *Emotional intelligence in everyday life*. NY: Psychology Press.

Goleman, D (1996) *Emotional Intelligence*. London: Bloomsbury.

Goleman, D (1998) *Working with Emotional Intelligence*. London: Bloomsbury.

Goleman, D., Boyatzis, R. and McKee, A. (2002). *Primal Leadership: Realising the power of emotional intelligence*. Boston: Harvard Business School Press.

Huy, Q. (1999). 'Emotional capability, emotional intelligence and radical change', *Academy of Management Review*, 24(2): 325-345.

Matthews, G, Zeidner, M and Roberts, R.D (2002). *Emotional Intelligence: science and myth*. Cambridge, MA:MIT Press.

Mayer, J.D., Caruso, D., and Salovey, P. (1999), 'Emotional intelligence meets traditional standards for an intelligence', *Intelligence*, 27: 267-298.

Mayer, J.D., Salovey, P. and Caruso, D.R. (2000). Emotional intelligence as zeitgeist, as personality, and as a mental ability. In Bar-On, R. and Parker, J. (Eds) *The Handbook of Emotional Intelligence*. San Francisco, California: Jossey Bass.

Mayer, J.D, Salovey, P. and Caruso, D. (2002). Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) technical manual. Toronto, Canada: Multi-Health Systems.

Key Readings

Bar-On, R. (2004). The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, description and summary of psychometric properties. In Geher, G. (Ed). *Measuring Emotional Intelligence: Common Ground and Controversy*. Hauppauge, N.Y: Nova Science Publishing.

Bar-On, R. and Parker, J.D.A. (2000) (Eds), *The Handbook of Emotional Intelligence*. San Francisco, CA: Jossey Bass

Boyatzis, R.E. and Sala, F. (2004). The Emotional Competency Inventory (ECI). In G. Geher (Ed.). *Measuring Emotional Intelligence: Common Ground and Controversy*. Hauppauge, N.Y: Nova Science Publishing.

Cherniss, C. and Goleman, D. (2001) (ed). *The Emotionally Intelligent Workplace*. San Francisco: Jossey-Bass

Ciarrochi, J. Forgas, J.P. and Mayer, J.D. (eds) (2006). *Emotional Intelligence in Everyday Life*. New York: Psychology Press

Goleman, D (1996) *Emotional Intelligence*. London: Bloomsbury.

Goleman, D (1998) *Working with Emotional Intelligence*. London: Bloomsbury.

Matthews, G, Zeidner, M. and Roberts, R.D (2002). *Emotional Intelligence: Science and Myth*. Cambridge, MA:MIT Press.

Salovey, P., Brackett, M.A. and Mayer, J.D. (2004). (eds). *Key Readings on the Mayer and Salovey Model*. New York: National Professional Resources.