

**WHAT IS EMOTIONAL INTELLIGENCE?
IS IT MEASUREABLE, AND
DOES IT HAVE VALUE IN THE WORKPLACE?**

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ABSTRACT

Is Emotional Intelligence (EI) a real and measurable intelligence? There is a long history of identifying what intelligence is and how it can be measured. Along with this, a question has been raised to whether there are different types of intelligences and how to identify and measure them. This paper will discuss Emotional Intelligence (EI). Drawing on previous research, this paper will seek to show that EI is, indeed, a type of intelligence that is both measurable and valuable in the workforce.

Why is it that some people with a supposedly high measured level of intelligence “succeed” less than those others with the same or lower measured intelligence? Is there another factor at work? Could this other factor be related to how they control their emotions and how they interact with other people?

There has been much question whether there is a link between emotions and thought. If there is such a link, how do thoughts and emotions interact? Can emotions be recognized within ourselves and in others? Can emotions be controlled and used to advantage to generate positive outcomes? Can these factors be measured?

As early as the 1930s, there have been studies of a possible emotional aspect to intelligence. In 1934, David Wechsler (of two well known intelligence tests) wrote of “non-intellective” aspect of intelligence. The 1980s brought new interest in expansion of definitions of intelligence. The term “emotional intelligence” was possibly first used in an unpublished 1986 dissertation. In 1990, Peter Salovey and John D. Mayer introduced the term to scientific psychology. (Grewal, 2005)

This paper will examine work previously done in the area of Emotional Intelligence; in an effort to show a rationale for there being a separate, measurable intelligence related to how well emotions in ourselves and others are recognized and managed, and that this intelligence is a valuable factor in the workplace.

WHAT IS EMOTIONAL INTELLIGENCE

Many definitions of EI have been proposed in the literature (Abraham, 1999, Schutte, 2001, Lane, 2005, Smigla, 2000, Brackett 2003, Mayer 2001, Cherniss On-line at: http://www.eiconsortium.org/research/business_case_for_ei.htm).

Daniel Goleman and the Hay Group identified a set of four competencies that differentiate individuals with Emotional Intelligence. These competencies fall into the following clusters:

1. Self-Awareness: Capacity for understanding one's emotions, one's strengths, and one's weaknesses.
2. Self-Management: Capacity for effectively managing one's motives and regulating one's behavior.
3. Social Awareness: Capacity for understanding what others are saying and feeling and why they feel and act as they do.
4. Relationship Management: Capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

The competencies in clusters 1, 2, and 3 must be in place in order for an individual to be effective in cluster 4. It is the competencies in cluster 4 that drive organizational performance; these are the competencies that leaders use to inspire organizations to greatness, that salespeople use to build strong and profitable customer relationships, and

that employees who deal with customers every day use to delight customers (<http://ei.haygroup.com/resources/default.htm>).

From these various definitions referenced, and from the four competencies noted above, EI can be described, simply as:

1. The ability to recognize and understand one's own feelings,
2. The ability to recognize and understand the feelings of others, and
3. The ability to use that understanding to manage emotions and motivate ourselves and others to improve relationships

Although there have been a number of tests of Emotional Intelligence developed (Barbuto, 2006, Brackett, 2004, Mayer, 2001), there has still been questioning of Emotional Intelligence as a legitimate, measurable intelligence, and some level of controversy on measurements of Emotional Intelligence (Pfeiffer, 2000, and Mayer, 2004).

A variety of tests of EI have been developed. (Barbuto, 2006, Brackett, 2004, and Mayer, 2001)

- Emotional Competency Inventory 360: A 360 Assessment of Emotional Intelligence Competencies.
 - Developed by Richard Boyatzis and Daniel Goleman
 - Distributed worldwide by The Hay Group

- http://www.eiconsortium.org/measures/eci_360.htm

- BarOn Emotional Quotient Inventory - EQ-i™
 - Developed based on 19 years of research by Dr. Reuven BarOn
 - Tested on over 48,000 individuals worldwide
 - <http://www.eiconsortium.org/measures/eqi.htm>

- Mayer-Salovey-Caruso Emotional Intelligence Test™ (MSCEIT)
 - designed to measure the four branches of the emotional intelligence ability model of Mayer and Salovey
 - <http://www.eiconsortium.org/measures/msceit.htm>

Whether Emotional Intelligence is generally accepted as a legitimate, measurable intelligence is not the purpose of this essay. Rather, we will, for purposes of discussion, take the position that Emotional Intelligence is a legitimate intelligence and determine if higher levels of Emotional Intelligence, particularly for those in leadership roles, exhibit a positive effect in the workplace.

WHAT ARE THE COMPONENTS OF EMOTIONAL INTELLIGENCE?

A number of Models of Emotional Intelligence have been developed. Shown below is a summary of four aspects of intelligence and examples of the Four Branch Model of Emotional Intelligence, developed by Mayer and Salovey.

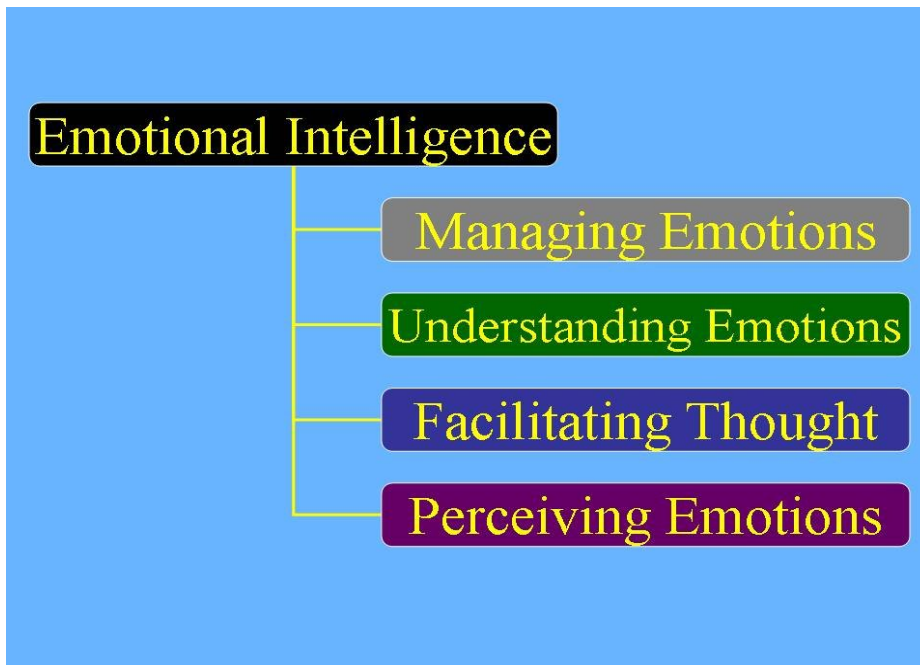
Table 1
A Summary Overview of Parts of Intelligence

Aspect of intelligence	Examples from verbal intelligence	Examples from emotional intelligence
Meta-processing (adjunct)	Knowing that writing something down can help one remember it	Knowing that helping someone may make oneself feel better
Abstract understanding and reasoning (core)	Being able to identify the protagonist of a story and compare the individual with other people	Being able to analyze an emotion and identify its parts and how they combine
Knowledge base processing (adjunct)	Having knowledge (and remembering analyses) of prior instances of stories	Having knowledge (and remembering analyses) of prior instances of feelings
Input processing (adjunct)	Being able to keep long sentences in memory	Being able to perceive emotions in faces

Note. This summary overview follows Mayer & Mitchell, 1998; Table 1.

(Mayer, 2001)

Four Branch Model of Emotional Intelligence



(http://www.unh.edu/emotional_intelligence/ei%20What%20is%20EI/ei%20fourbranch.htm)

Table 2
Overview of the Four-Branch Model of Emotional Intelligence, With a Focus on Its Relation to Intelligence and Personality

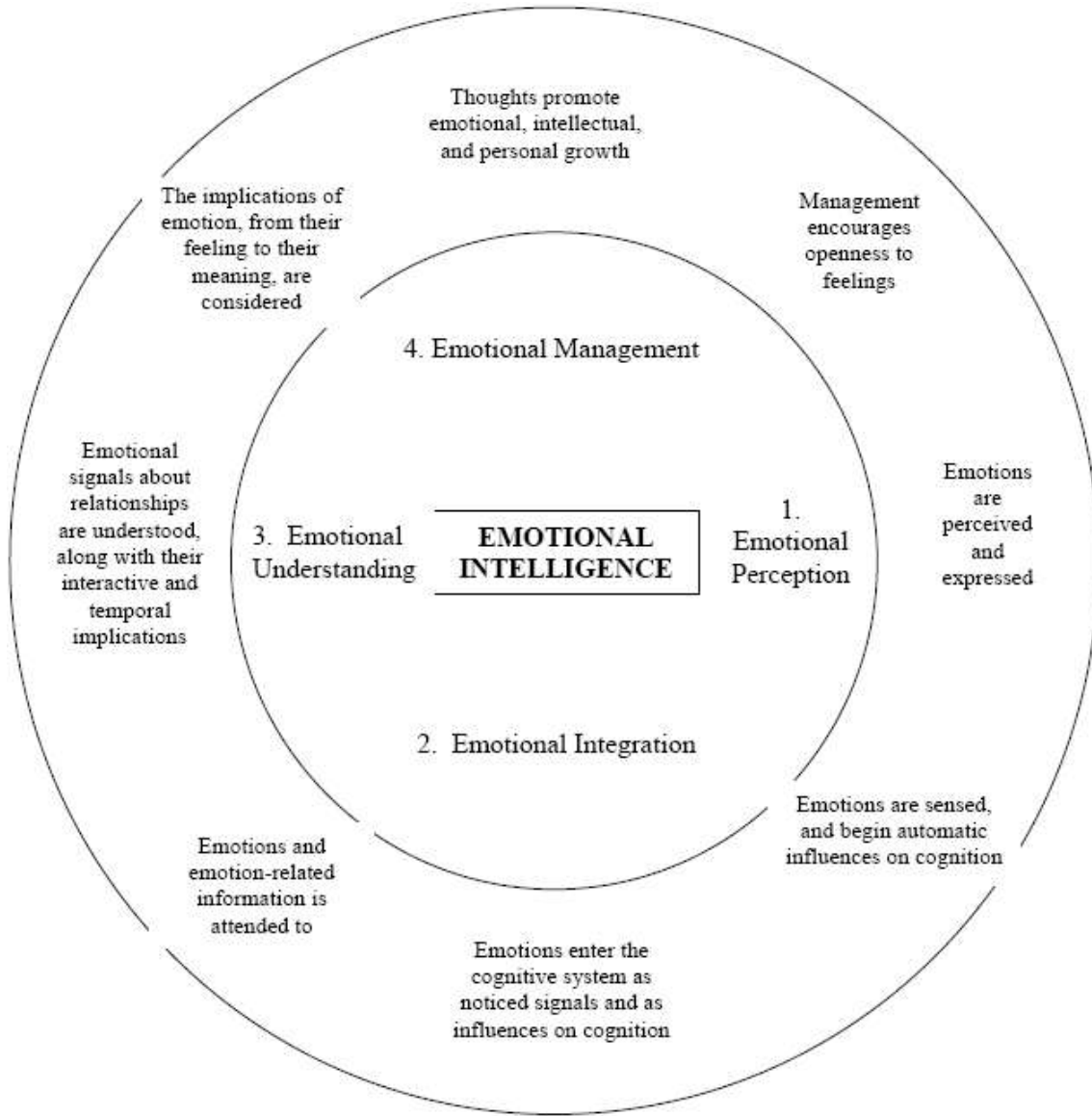
Branch	Description of measure	Relation to intelligence and personality
4: Managing emotion	Ability to manage emotions and emotional relationships for personal and interpersonal growth	Interface with personality and personal goals
3: Understanding emotion	Ability to comprehend emotional information about relationships, transitions from one emotion to another, linguistic information about emotions	Central locus of abstract processing and reasoning about emotions and emotional information
2: Facilitating thought with emotion	Ability to harness emotional information and directionality to enhance thinking	Calibrates and adjusts thinking so that cognitive tasks make use of emotional information
1: Perceiving emotion	Ability to identify emotions in faces, pictures	Inputs information to intelligence

(Mayer, 2001)

Comparison of the Four Branch Model with the corresponding Daniel Goleman/Hay Group four competencies and with the EI description on pages 5:

FOUR BRANCH MODEL (Descriptions of each branch shown above)	FOUR COMPETENCIES (Described on page 4-5)	EI DESCRIPTION (Described on page 5)
1: Perceiving Emotion	3: Social Awareness	2-The ability to recognize and understand the feelings of others
2: Facilitating thought with Emotion	4: Relationship Management	3-The ability to use that understanding to manage emotions and motivate ourselves and others to improve relationships
3: Understanding Emotion	4:Relationship Management	2-The ability to recognize and understand the feelings of others
4: Managing Emotion	4:Relationship Management 1: Self-Awareness	1-The ability to recognize and understand one's own feelings 2-The ability to recognize and understand the feelings of others

While there is not a one-to-one correspondence between these three descriptions/model of EI, there does appear to be good congruence between them in as much as each factor in each model corresponds to at least one factor in each of the other models. A preliminary step to devising and measurement and test plan is to identify the factors involved and model their interactions.



Mayer and Salovey's (1997) Four-Branch Model of Emotional Intelligence

(Stys, 2005)

WHY IS EMOTIONAL INTELLIGENCE IMPORTANT AND HOW DOES IT
AFFECT RELATIONSHIPS?

EI Behavior sets:

- Understands own emotions
- Control of emotions
- Does not take out anger on others
- Explains what needs to be done and why
- Encourages suggestions from workers
- Understands that helping other to succeed increases their own chances at success and happiness

Non-EI Behavior sets:

- Has no control of emotions.
- Exhibits “temper tantrums” whenever things vary from plan/expectation.
- Takes out anger on whoever is closest
- Sensing workers are unhappy, causes more stress to increase feeling of power/control
- Issues orders with no rationale
- Does not take suggestions from workers
- Doesn’t care about how others feel or if other succeed or fail as long as he/she gets what he/she wants

In the short run, non-EI behaviors might get people to do more to “just get the boss off my back”. In the long term, good performers tend to leave companies.

Both these Behavior sets are extremes in that (hopefully) few people show all of the Non-EI behaviors consistently, and unfortunately, being fallible human beings, (probably) no one exhibits all the EI behaviors all the time. These behavior sets are still valuable as examples of what is indicative of high EI and low EI behavior types.

Studies have show that higher Emotional Intelligence persons have more long lasting and better relationships than low Emotional Intelligence persons (Bracket, 2002, and Grewal, 2005).

HOW DOES EMOTIONAL INTELLIGENCE AFFECT THE WORKPLACE?

People tend to voluntarily put more effort into a task in which they understand how their efforts affect the outcome. When workers feel they are treated as valued, individual human beings, rather than just “another cog in the machinery,” they work harder and more conscientiously.

Emotionally Intelligent leadership strives to show each person that their efforts have value.

Numerous studies have show that Emotional Intelligence has a positive effect, measured in bottom line results, in the workplace (Smigla, 2000, and Stys 2004).

- Roadway Express instituted an Emotional Intelligence based program wherein, over three years,
 - saved \$6 million,
 - reduced injuries 43% annually, and
 - decreased accidents 41% annually.
- Further, the program resulted in a culture transformation which now has everyone understanding the big picture and their part in the company's continued success which has lead to continued productivity and cost improvements. (Boyatzis, 2003)
- The US Air Force, in choosing recruiters based on Emotional Intelligence levels, saw a \$3 million annual savings (Cherniss, On-line at:
http://www.eiconsortium.org/research/business_case_for_ei.htm)
- Optimistic insurance salesmen sold 37% more insurance than pessimistic salesmen. (Abraham, 1999)
- Sales persons selected for L'Oreal on the basis of EI (Cherniss, On-line at:
http://www.eiconsortium.org/research/business_case_for_ei.htm)
 - Significantly outsold salespeople selected using the company's old selection procedure.
 - On an annual basis, \$91,370 more sold than other salespeople,
 - Resulting in a net revenue increase of \$2,558,360.

- 63% less turnover during the first year than those selected in the typical way
- A study of 130 executives found that how well people handled their own emotions determined how much people around them preferred to deal with them (Cherniss, On-line at: http://www.eiconsortium.org/research/business_case_for_ei.htm)

CONCLUSIONS

- Emotional Intelligence is a real measurable intelligence.
- From the example of Roadway Express, it is obvious that having leadership with Emotional Intelligence is valuable.
- People with Emotional Intelligence are valuable in the workforce, both as leaders and as followers
- Emotional Intelligence is still not fully understood.
- There is still considerable work to be done in fully understanding and in testing for and measuring Emotional Intelligence.

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ADDITIONAL ON-LINE RESOURCES

Emotional Intelligence Information, http://www.unh.edu/emotional_intelligence/

The Consortium for Research on Emotional Intelligence in Organizations, Rutgers University, <http://www.eiconsortium.org/>

EQ Today, <http://www.eqtoday.com/index2.html>

Six Seconds, Emotional Intelligence Network, <http://www.6seconds.org/>

Emotional Intelligence Services (EI), Hay Group, <http://ei.haygroup.com/default.asp>

On-Line tests, such as IQ, EQ, and others, <http://www.testcafe.com/>