

Emotional Intelligence



Psychology of Emotions
Lecture 17
Professor David Pizarro

Emotional Intelligence?

- Are there reliable differences in how “good” people are at emotional stuff?
- Is it one general ability that we can:
 - measure?
 - teach?
- Is it even a scientifically valuable idea?

Outline

- History of the concept of EI (psychology of emotion goes “pop”...)
- Emotional Intelligence: A theoretical framework
- Emotional Intelligence as a general ability
 - Can we measure it? What does it predict?

Brief History of EI

- In the 80's there appeared to be a lot of research on emotion that
 - was proliferating with no unification
 - pointed to many differences in emotional abilities across individuals
- In 1990 Peter Salovey and John Mayer published a little paper called “Emotional Intelligence” in an attempt to offer a unifying framework for the work on emotion.

The “Father” of Emotional Intelligence



P. Salovey



G. Marx

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By Isaac Arnsdorf
Staff Reporter
Friday, September 4, 2009

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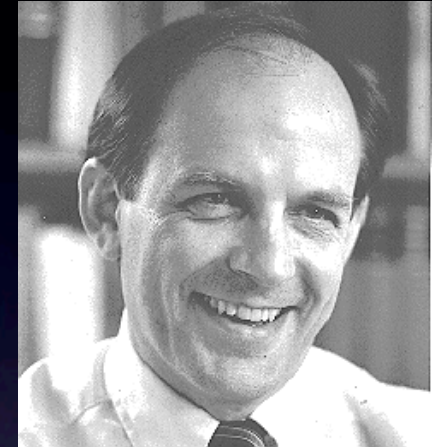
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Brief History of EI (cont'd)

- The term “Intelligence” was chosen because it
 - Tied to an existing set of ideas on “social intelligence” (e.g., Gardner, 1983; Sternberg, 1985).
 - Communicated the growing idea that emotions were NOT the opposite of rationality
 - Perhaps differences in emotional abilities might be able to predict social success better than IQ?

“The Bell Curve”

- Published in 1994 by Herrnstein & Murray
- Claimed that intelligence...:
 - ...is an identifiable factor
 - ...is measurable
 - ...is strongly heritable
 - ...accounts for differences in SES
 - ...may be different across race



Brief History of EI (cont'd)



- This climate encouraged a series of responses, including the popularization of EI.
- Daniel Goleman published a book by this title in 1995.
- Offered hope that IQ wasn't the only, nor even the most, important psychological factor in accounting for happiness and success

TIME WARNER & TURNER: THE INSIDE STORY

TIME

WHAT'S YOUR

EQ?

It's not your IQ. It's not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart.

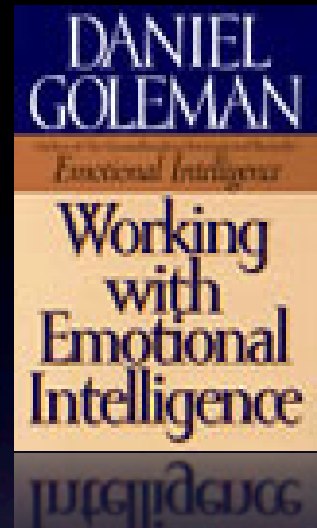
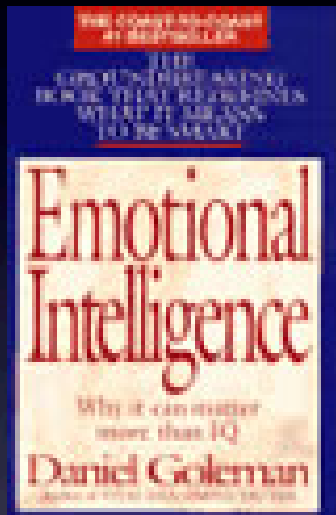


it means to be smart.
success in life, redefining what



What happens when psychology goes “pop”?

- Among the many unsupported claims:
 - EI could (and should) be measured and taught
 - EI could account for all of the variance that IQ couldn't
 - EI was a panacea--cure social ills, make people happier, more ethical, better at their job...
- At this point the concept of EI is dangerously close to becoming completely meaningless...



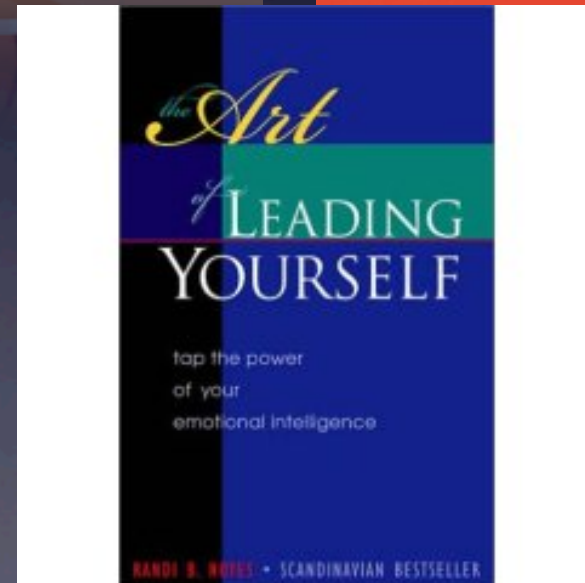
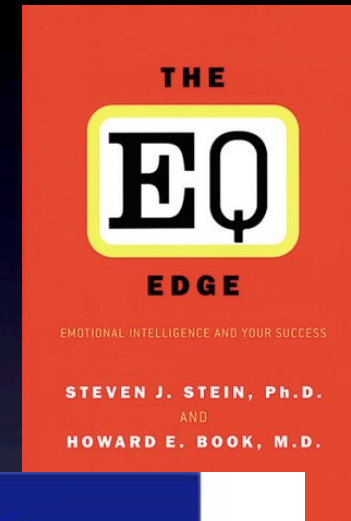
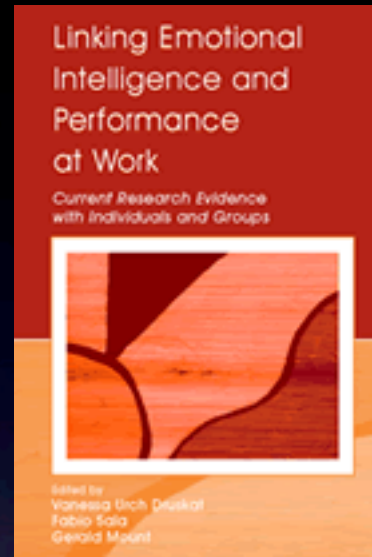
Emotional Intelligence in Couples Therapy

*Advances from Neurobiology and
the Science of Intimate Relationships*



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The serious attempt to develop a scientific account of EI

- When Salovey and Mayer wrote their first paper on the idea, it was mainly an organizational framework, not a strong claim about “EQ”
- Low importance on measurement, high importance on understanding a set of seemingly unrelated findings from the field of emotions

M&S Definition of Emotional Intelligence

“The ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and/or generate feelings when they facilitate thought; and the ability to regulate emotions in ways that assist thought.” (Salovey & Mayer, 1997)

Essentially: Knowledge of how emotions work and the ability to use that knowledge.

Goals of introducing such a definition

1. Emphasizing that emotion was not contrary to reason
 - Emotions themselves can be intelligent
 - We can be intelligent *about* emotions
2. There appear to be differences in people's skills/abilities in various emotional tasks
3. Organizing these findings under one umbrella helped:
 - Scientific progress
 - Dissemination of research to the public

I. Reason and emotion, once again

- R.W. Leeper (1948): [Emotions] "arouse, sustain, and direct activity."
- O.H. Mowrer (1960): "The emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with 'intelligence.' The emotions are, it seems, themselves a higher order of intelligence."

The “intelligence” part

- Emotions *are* intelligent
 - Emotions are functional (Darwin). Their *ends* are rational (e.g., fear when we see a man with a gun).
- We can be intelligent *about* emotions
 - We are able to use our emotions rationally and instrumentally

2. Using the 4-factor definition of Emotional Intelligence to unify research

- Perceiving and expressing emotion
- Using emotion to motivate thinking
- Understanding emotion
- Regulating emotion in self and others

A. Perceiving and expressing emotion

- Kids at age 6 can correctly identify facial expression of emotion 75% of the time (Profyt & Whissell, 1991)



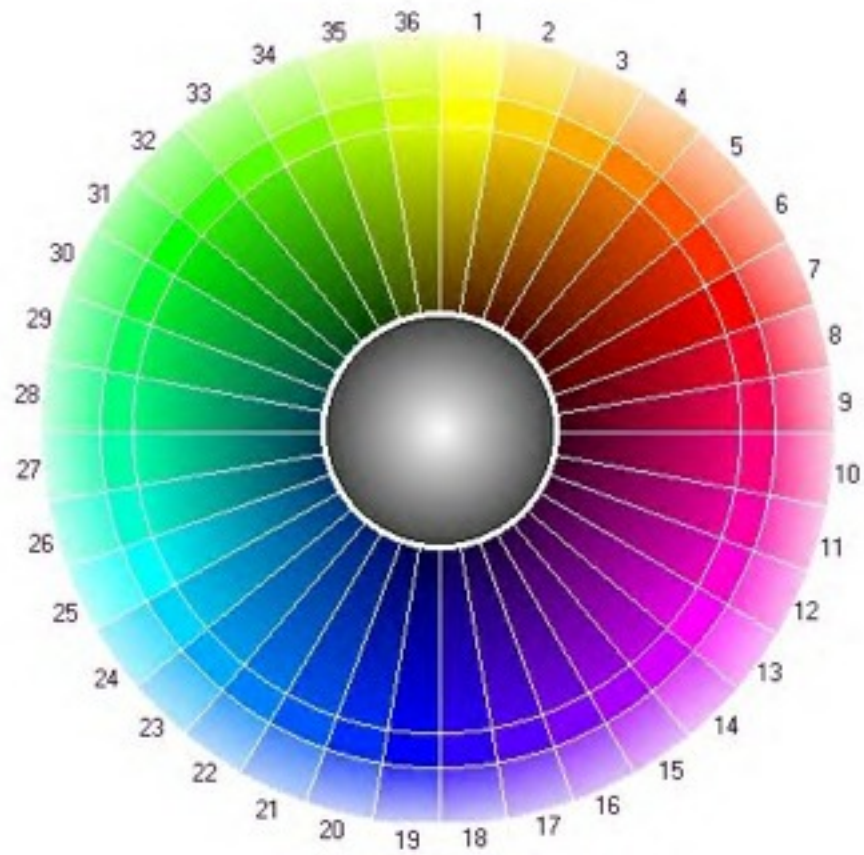
B. Using emotion to guide thought

- Effect of emotion on reasoning:
 - Palfai & Salovey (1993) on Deductive vs. Inductive reasoning
- Research we've covered on moods and persuasion
 - Sad moods encourage systematic processing
 - Happy moods encourage creativity

C. Understanding Emotion

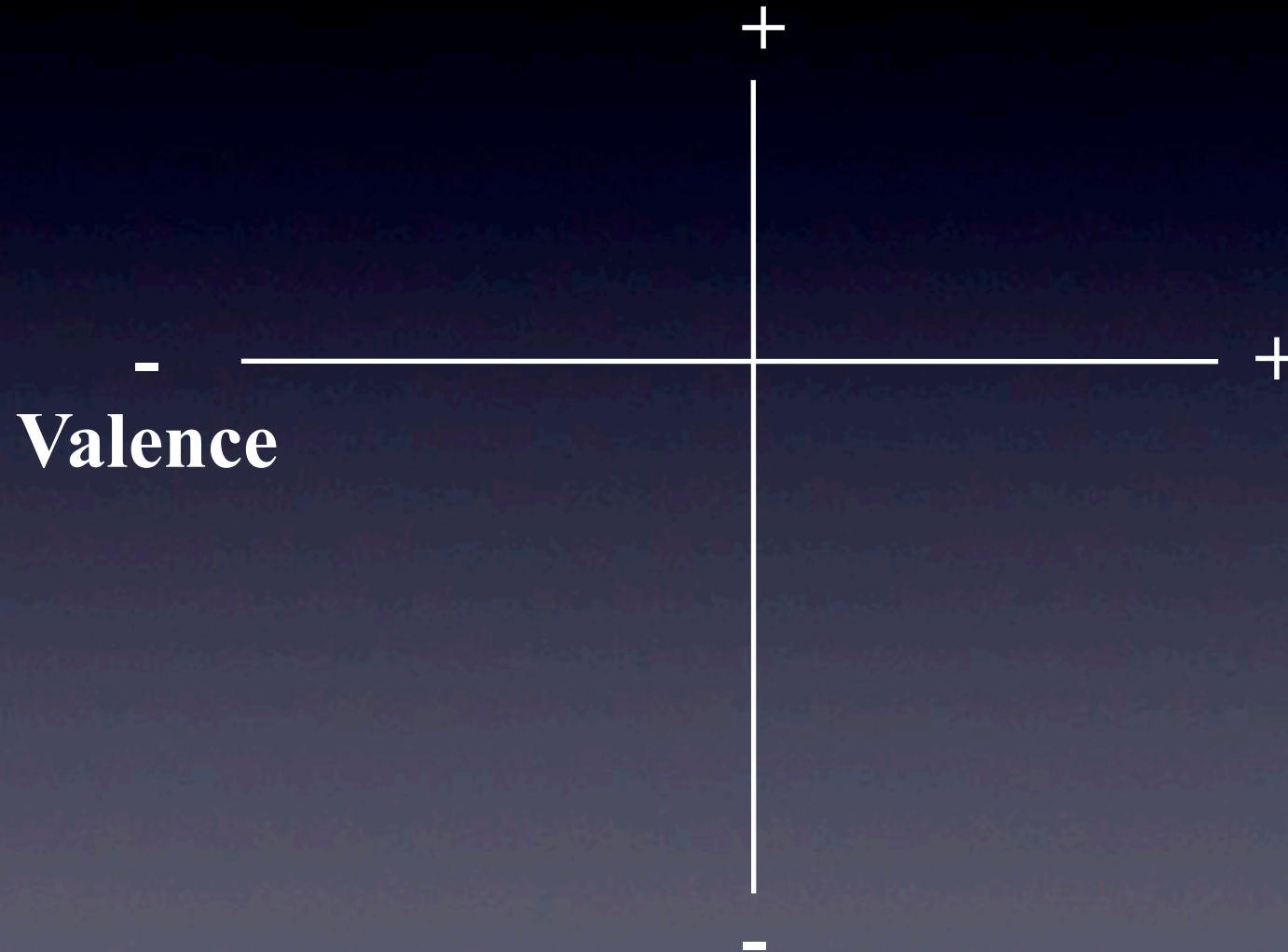
- Emotional Granularity
 - Feldman-Barrett (1999)

Color Wheel



Emotion Wheel

(Circumplex theory of emotion)



C. Understanding Emotion

- Emotional Granularity
 - Feldman-Barrett (1999)
- Relations among emotions
 - Frustration leads to anger; envy vs. jealousy (Salovey & Rodin, 1986).

D. Regulating emotion in self and others

- Gross (1999) Self-regulation of emotion.
 - Antecedent focused regulation vs. Response focused regulation.



D. Regulating emotion in self and others

- Gross (1999) Self-regulation of affect.
 - Antecedent focused regulation vs. Response focused regulation.
- Regulating affect in others: Ministers, Salespeople, Good Friends, Politicians
- EI is a value-free skill, very very bad people can be good at doing this...

Moving beyond a theoretical framework

- Most interest in Emotional Intelligence came from researchers and non-researchers who were interested in measuring and improving EI.
- EI not as a framework, but as EQ.

Emotional Intelligence as a General Ability

- Most research effort concentrated on this goal (Bar-On; Goleman; Salovey, Mayer & Caruso)
- Theory of individual differences that can predict functioning above and beyond IQ
- Early attempts were problematic...

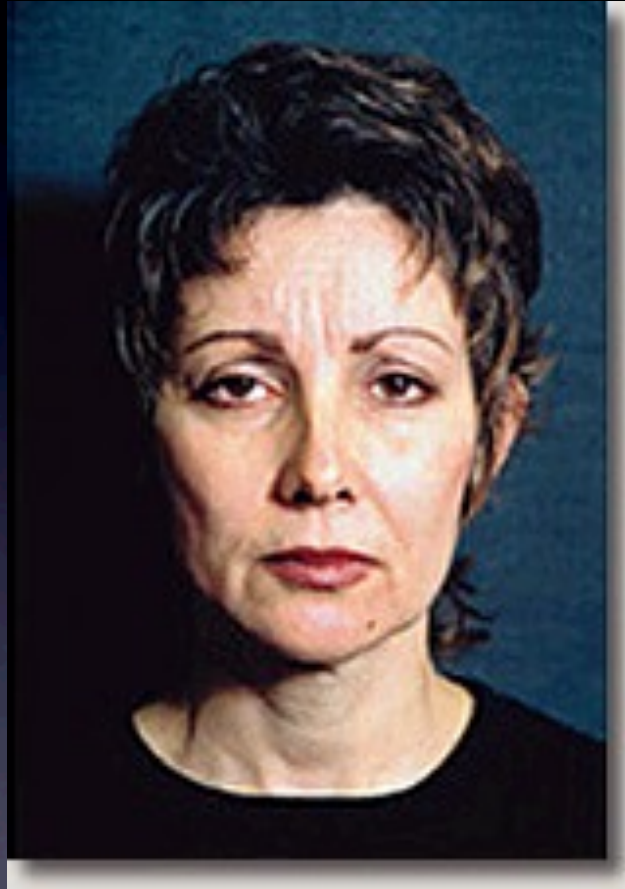
Measurement

- Most measures were (and still are) self-report.
- Much like asking people how smart they are as a measure of IQ.
- Measures of EI highly correlated w/ measures of personality
- Problem: What is the “right” answer when it comes to emotional abilities?
 - Target?
 - Expert?
 - Consensus?

MSCEIT (Mayer Salovey Caruso Emotional Intelligence Test)

- Adult version published in 2002
 - Performance-based Test
 - Consensus Scoring
 - Attempt to measure the 4-factors of EI as abilities

MSCEIT: Test Item



MSCEIT: Test Item

What mood(s) might be helpful to feel when composing an inspiring military march?

	Not Useful				Useful		
Anger	1	2	3	4	5	6	7
Excitement	1	2	3	4	5	6	7
Frustration	1	2	3	4	5	6	7

MSCEIT: Test Item

After Charlie's car was stolen, he installed a car alarm in his new car. When his new car was stolen, he first felt shock and surprise, then _____.

- a) Amazement and astonishment
- b) Helplessness, despair and anger
- c) Anger and disgust
- d) Jealousy and envy

Results from MSCEIT

- Good psychometric properties (CFA):
 - Four factors are congruent with theory
 - Scales are reliable $> .85$
- Objectively measured (and scored)
 - Expert and Consensus scores correlate above $.95$
- Correlates moderately with related constructs
 - E.g., Empathy, $r = .35$
- Correlates moderately with Verbal IQ ($r_s < .35$)
- Women tend to score higher
- Not the same as the Big Five ($r_s < .40$)
- Predicts a number of relevant outcomes

Brackett & Mayer, 2003; Mayer, Salovey, Caruso, & Sitarenios, 2003

EI and “Effective Functioning” (MSCEIT scores)

Lower EI

- Aggressiveness
- Drug Use
- Alcohol consumption
- Tobacco usage
- Social Deviance
- Anxiety
- Depression

Higher EI

- Empathy
- Well-being
- Quality relationships with parents & peers
- Prosocial behavior
- Satisfaction with school
- Academic Achievement

Brackett & Mayer, 2003; Brackett, Mayer, & Warner, 2004; Head, 2004; Lopes, Brackett, Nezlek, Schütz, Sellin, & Salovey, 2004; Ciarrochi, Chan, & Caputi, 2000; Rubin, 1999; Trinidad & Johnson, 2002; Trinidad, Unger, Chou, & Johnson, 2004; Weissberg & Greenberg, 1998

Performance vs. Self-Report

- Performance-based measures
 - Mayer-Salovey-Caruso EI Test (MSCEIT)
- Self-report measures
 - Trait-like (e.g., Bar-On, Shutte)
 - Low correlations with MSCEIT (r s $\leq .21$) (Brackett & Mayer, 2003)

Other questions:

- What is relationship between self-rated EI and performance on MSCEIT?
- What is the predictive validity of self-rated EI and performance on the MSCEIT?

Brackett, Rivers, Shiffman, Lerner, & Salovey, in press

Study: EI and self-report

Participants

- 292 undergraduates (65% female)

Measures

Emotional Intelligence

- MSCEIT
- Self-Rated EI Scale (SREIS)
- Predicted performance
 - Pre-MSCEIT and Post-MSCEIT

Verbal Intelligence

- Self-reported verbal intelligence scale (Paulhus et al.)
- Predicted performance
- Actual SAT scores

Brackett, Rivers, Shiffman, Lerner, & Salovey, in press

Correlations Between Performance & Self-Ratings

	<u>MSCEIT</u>
SREIS	.19**
Predicted Performance Pre-MSCEIT	0.11
Predicted Performance Post-MSCEIT	0.01
<hr/>	
	<u>V-SAT</u>
Self-report VIQ	.43***
Predicted Performance VIQ	.53***

Brackett, Rivers, Shiffman, Lerner, & Salovey, in press

Study: EI predict Social Functioning?

Participants

- 50 undergraduates (56% female)

Measures

Emotional Intelligence: MSCEIT, SREIS

Social Functioning

- Interact with stranger, goal is to get to know person will be performing together on a task
- Functioning = confederate's ratings, naïve judges' ratings

El and Behavior in Real-Time Social Interactions

MSCEIT

Men

Women

n = **22**

28

SOCIAL COMPETENCE

Confederate Ratings

.48*

.14

Self Ratings

.10

-.11

Naïve Coders' Ratings

Social Engagement

.46

.01

Team Player

.60*

-.09

Overall Competence

.49*

.03

Brackett, Rivers, Shiffman, Lerner, & Salovey, in press

Conclusions: Measuring EI with MSCEIT

Self-ratings of EI are not related to performance on MSCEIT or interpersonal functioning (after controlling for personality, well-being)

The MSCEIT remains stronger predictor of interpersonal functioning, but only for men

General conclusions:

- EI is a nice cautionary tale of what happens when psych goes “pop:
- Originally intended to be an organizational framework for understanding abilities.
- Unfortunately turned into a cottage industry for barely- and pseudo-psychologists
- Now there is finally some hope that good work is getting done, and outstanding questions (e.g., can it be taught?) are being answered...