
Out of the Maze? In Search of Skills for Emotional Intelligence

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Overview

- I Perspectives on EI
- I Survey of measurement strategies
- I Conclusions

Emotional Intelligence

- | A key construct in C21 psychology?
- | Abilities and skills for perceiving, understanding and managing emotion in self and others
- | Applications
 - *Clinical Psychology* - Therapy for emotional pathology
 - *I/O Psychology* – Enhancing productivity and wellbeing
 - *Educational Psychology* – Social-emotional learning (SEL) programs
- | Different measures and tests – no ‘gold standard’
- | Theory requires development

Perspectives on EI: Favorable

- | A panacea (Goleman, 1995)
 - Not substantiated by evidence
- | A set of abilities for processing emotional stimuli and events (Mayer, Salovey & Caruso, 2000)
 - Treatment of EI as a standard intelligence
 - Significant research effort
- | A set of personality traits linked to emotional competence (trait EI: Petrides & Furnham)
 - Assessment via questionnaire
 - Numerous scales; much research
- | Both ability and personality perspectives propose hierarchical models capped by a general factor

Perspectives on EI: Skeptical

- I EI as business fad (Murphy)
 - Meets criteria for fads
- I EI as vague term or 'soupstone' for multiple aptitudes, competencies, and skills (Roberts, Zeidner & Matthews, 2007), including:
 - Temperament: positive and negative emotionality
 - Information-processing; e.g., emotion recognition
 - Emotion-regulation, e.g., mood repair
 - Misc. explicit and implicit acquired skills

Conceptual Diversity

<i>Conceptualization</i>	<i>Examples of high EI qualities</i>
Basic aptitudes for processing emotions	Fast and accurate perception, memory-retrieval and reasoning processes
Acquired explicit skills	Knowledge of other people's beliefs about emotion, conscious strategies for emotion-regulation
Acquired implicit skills	Accurate unconscious processing of events; nonverbal behaviors supporting social interaction
Adaptiveness	Successful coping with life challenges and demands that elicit emotion
Emotional person-environment fit	Congruence of personal knowledge of emotion with the beliefs of the surrounding social group or culture
Insightful self-awareness	Consciously-accessible self-beliefs and metacognitions that support emotion regulation
Temperament	Self-confidence, optimism and agreeableness
Character	Self-control, motivation, integrity and morality

Inter- vs. Intra-Personal Elements



“Concord is found among good men, because they are in accord both with themselves and with one another” (Aristotle, *Ethics*)

I The Goleman (2001) matrix:

	<i>Self</i>	<i>Others</i>
<i>Identification of Emotions</i>	Self-Awareness, Identification & Differentiation of Emotions	Sympathy and Empathy
<i>Regulation of Emotions</i>	Self-Regulation, Coping with Stressful Encounters	Regulation of Others' Emotions, Conflict Resolution

I Conflicting empirical data on factor relationships

Targets for Social-Emotional Learning Programs (Zins et al., 2007)

Competency	Sample Qualities
1. Self-awareness	know what one is feeling, accurately assess self strengths, etc
2. Self-management	regulating emotions for stress management, impulse control, etc.
3. Social awareness	empathizing with others, taking the perspectives of others, etc.
4. Relationship skills	cooperation with others, negotiating skills, etc.
5. Decision making	ethics-- in making decisions, evaluating results, etc.

Overview of Measures

- I Trait EI questionnaires
 - General, personality-like scales
 - Specialized measures, e.g., for mood regulation (Salovey et al., 1995, Trait Meta-Mood Scale)
- I Mayer-Salovey ability tests (e.g., MSCEIT)
 - Scored for 'correctness' of response
- I Situational judgment tests (SJTS)
 - Verbal and video based
- I +.. Various performance tasks
 - Recognition of emotion, nonverbal behavior

TEIQue (Petrides & Furnham, 2003): A Typical Questionnaire

I Hierarchical factor structure

Higher-Order Factor

Wellbeing	Self-control	Emotionality	Sociability
Self-esteem	Emotion regulation	Emotion perception	Social competence
Trait happiness	Stress management	(self and others)	Emotion management
Trait optimism	Impulsiveness (low)	Emotion expression	(others)
		Relationship skills	Assertiveness
		Empathy	

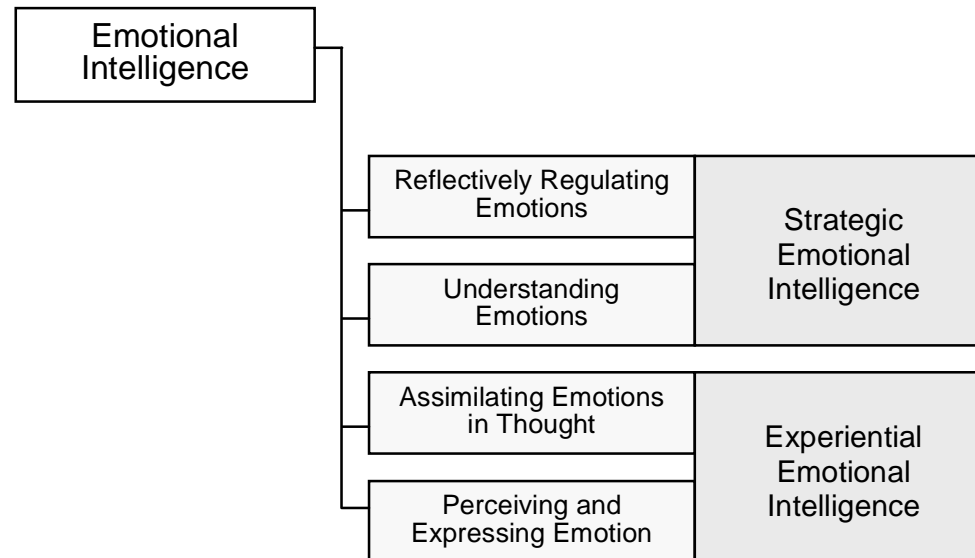
- I Validated as predictor of various subjective wellbeing indices
- I Mixed outcomes with objective criteria (e.g., cortisol response to stress, emotion perception)

Issues for Questionnaire Assessment

- | Intrinsic limitations of self-reports
 - The “EI paradox” (cf., Dunning, 2003)
- | Vulnerability to faking (Grubb & McDaniel, 2008)
- | Extensive overlap with personality traits of Five Factor Model
 - Shared variance for TEIQue is 50-80% (Petrides et al., 2007)
- | No consensus on factor structure
- | Lack of theory to drive scale development

MSCEIT Ability Test (Mayer et al., 2003)

I Four-branch model:



- I MSCEIT comprises two subtests for each branch, giving branch scores and overall score
- I Validity: Modest correlations (.1 - .3) with a variety of criteria including life satisfaction, social skills and relationships, coping

Branch 1: Emotion Perception

Faces Subtest



Instructions: Indicate emotion expressed:

	Definitely not present			Definitely present	
Anger	1	2	3	4	5
Disgust	1	2	3	4	5

Also sadness, happiness, fear, surprise (x 8)

Branch 3: Understanding Emotions

Transitions Subtest

Stimulus: This part tests your knowledge of the consequences of having and acting on an emotion. A person is sad and then relieved.

Instructions: Afterwards, what does person feel?

	Extremely likely			Extremely unlikely		
Surprise	1	2	3	4	5	
Happy	1	2	3	4	5	

Also satisfaction, anger, shame, pleased (x 4, different)

MSCEIT: Issues

- I Scoring
 - Expert: Respondent's agreement with expert panel
 - Consensus: Respondent's agreement with normative sample
 - Neither method seems ideal for an ability test
 - Consensus scoring rewards social conformity, punishes genius
- I Measures abstract knowledge rather than actual skill (Brody, 2005)
- I Theory light on process-based account of EI

ETS Situation Judgement Tests (Roberts et al.)

I Text based – Emotion Management and Understanding

“Clayton has been overseas for a long time and returns to visit his family. So much has changed that Clayton feels left out. What action would be the most effective for Clayton?”

I Video based

- SJT: Clips of emotive situations. Choose best response.
- Empathic Agent Paradigm (EAP). View clips – decide how the person would behave in a new but related situation

I Validity

- Modestly predictive of high school GPA, wellbeing and social support
- Early stage of development

Performance Tests for Emotion Recognition (from Roberts et al., 2010)

Test and Source	Description
Japanese and Caucasian Brief Affect Recognition Test (JACBART; Matsumoto et al., 2000)	An instrument consisting of 56 stimuli, presented in video format. Stimuli consist of Japanese or Caucasian faces portraying one of seven emotions: happiness, contempt, disgust, sadness, anger, surprise, and fear. Each stimulus is briefly presented (1/5 sec) inside a backward and forward mask, which shows a neutral face.
Diagnostic Analysis of Nonverbal Accuracy in Adult Facial Expressions (DANVA2-AF; Nowicki & Carton, 1993)	24 photographs of an equal number of happy, sad, angry and fearful facial expressions of high and low intensities, balanced also by gender. The participants' task is to indicate which of the four emotions is present in the faces. A youth form is also available.
Diagnostic Analysis of Nonverbal Accuracy in Posture (DANVA2-POS; Pitterman & Nowicki 2004)	Measures an individual's ability to identify emotion in human standing and sitting postures. The stimuli are 2 men and 2 women portrayed standing and sitting, yielding 32 high- and low-intensity standing and sitting postures representing happiness, sadness, anger, and fear.
Diagnostic Analysis of Nonverbal Accuracy in Adult Paralanguage (DANVA2-AP; Baum & Nowicki, 1998)	24 audio stimuli where two professional actors (one male, the other female) say a neutral sentence, "I am going out of the room now but I'll be back later" in one of four emotional states (happy, sad, angry or fearful) at high and low intensities. The participants' task is to indicate which of the four emotions is present in the voices. A youth form is also available.
Vocal Expression Recognition Index (Vocal-I; Scherer, 2007)	A 30 item computer-administered, multiple-choice task that requires participants to make judgments about the emotion heard in a voice spoken in a foreign language. The phrases are uttered by actors so as to portray joy, sadness, fear, anger, and neutral.
Multimodal Emotion Recognition Test (MERT; Banziger et al., 2009)	An instrument that objectively measures emotion recognition ability on the basis of actor portrayals of dynamic expressions of 10 emotions, operationalized as recognition accuracy in 4 presentation modes (i.e., audio/video, audio only, video only, still picture) combining the visual and auditory sense modalities.

Task	Question Number
Situational Judgment Section 1	1 of 2

Testing Tools

Back Next

Brad Alcott is a college student who has come to see Professor Carson during office hours.

Use the PLAY button to view their dialogue on Brad's academic progress. Then click "Next" in order to see four potential responses from Brad.



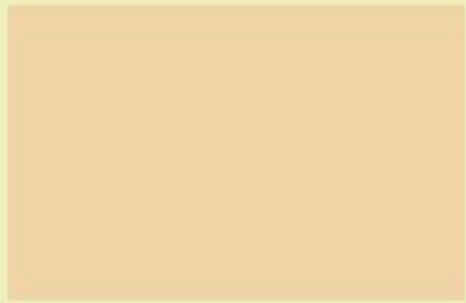
Task
Situational Judgment
Section 1

Question Number
1 of 2

Testing Tools
Back Next

Use the PLAY button to view four potential responses from Stephen. Then drag the clips of Stephen's responses in order to rank them from MOST appropriate (1) to LEAST appropriate (4).

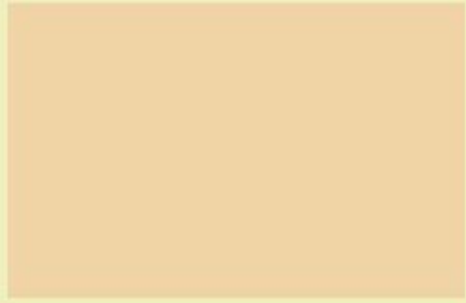
1



Play



2



Play



3



Play



4



Play



Overview of Assessments: Commonalities

- | *What skill or skills are measured? Why are these skills important?*
 - All measures¹ claim to assess skills for managing emotional events, important in multiple life domains
 - Test developers typically vague about nature of skills
- | *What is the purpose of the assessment?*
 - Assessments primarily driven by research needs
 - Some take-up of measures by organizational psychologists
- | *What strategies were used to develop the assessment and why were these selected?*
 - Standard psychometric strategies, from sampling domain to items
 - Varying degrees of professionalism
- | *How is the assessment scored? What data are available on the technical quality of the assessment?*
 - Scored as continuous scales, within hierarchical factor models (not SJTs)
 - Better measures provide ample technical data; issues are most common with internal factor structure and with validity

¹Except performance measures

Overview of Assessments: Differences

	Questionnaires	MSCEIT	SJT
<i>What assessment methods are used?</i>	Self-reports of typical behavior	Multiple-choice (ratings) response to text or images	Multiple-choice response to text or video
<i>Why were these selected?</i>	Focus on personality methods	Focus on ability	Focus on realistic scenarios
<i>Data on cost and practical feasibility?</i>	Cheap; easy	Low-cost; longer test duration	High-cost to develop; computer needed

What is Trainable?

- I Questionnaire constructs
 - Temperament is resistant to training
 - Better prospects for mood-regulation
 - e.g., attention-training in CBT
- I MSCEIT
 - Learning of culture-bound explicit knowledge
 - ...but not procedural skills
- I SJTs
 - SJT for managerial performance captures experience (Weekly & Ployhart, 2005)
 - Could multimedia SJTs be used as a training vehicle?
- I Performance tasks
 - Trainable; e.g., Ekman's (2003) Micro-Expression Training Tool
 - Generalization of training unclear

Conclusions

- | EI is a nebulous construct – better to focus on more narrowly-defined constructs
- | Often unclear which elements are trainable
- | Multiple assessment strategies; self-reports and ability-based measures do not converge
- | Current assessments better suited for research than for high-stakes testing
- | Use of realistic multimedia materials may provide a way forward

