WHAT WE KNOW ABOUT EMOTIONAL INTELLIGENCE

How It Affects Learning, Work, Relationships, and Our Mental Health

Moshe Zeidner, Gerald Matthews, and Richard D. Roberts
Ability, and mapping of emotional intelligence, 30–31
Ability models of emotional intelligence, 25–26, 375
branches of, 80–81, 83
and MEIS, 82
for educational programs, 246
feedback lacking for, 98
instruments to assess emotional intelligence in, 81–82
measures of emotional intelligence in, 79–80, 90, 99–100
and evaluation of assessment, 91–99
and objective EI measures, 343
in outmoded dichotomy, 353, 357
and “true EI,” 346
Ability research, 48
Ability testing, 357–58
Abnormality, role of EI in, 20
Academic performance, EI as predictor of, 362–63
Achievement tests, 375
Acquired social and mood-regulative skills, 135–36
Acquisition and retrieval, short-term (SAR), 71, 72, 77
Adams, Scott, quoted, 253
Adaptation, 375
emotional (measures of), 83, 85
Adaptive coping, 206, 290
Adler, Alfred, 110
Affect, 375
and child’s development, 152–53
Affective environment, as research topic in EI development, 162
Age differences, in emotion regulation, 164
Aggression, 192–94, 323–24, 324–25
and emotional intelligence, 310
impulsive, 322
proactive, 192, 323, 324, 385
reactive, 192, 323, 324, 385
and self-esteem, 198
in workplace, 294–98
Agoraphobia, 312
Agreeableness, 191, 375
and ability scales, 97
and antisocial conduct, 322
and autism, 327
and emotional disorder, 315
and emotional intelligence, 20, 105
and EQ, 116
in five-factor model, 43, 47, 104, 107, 137, 297
moralistic bias toward, 64
and reactive aggression, 323–24
and self-reports, 136, 355
and TMMS, 128
and trustworthiness, 122
and workplace, 363
and autism or Asperger’s, 327
and emotional negligence, 336
and psychopathy, 325
treatment for, 331–32
Alpha coefficient (Cronbach alpha coefficient), 378
Ambiguous situations, emotionally, 154
American Society for Training and Development, 274
Amiel, Henri, Frédéric, quoted, 13
Amygdala, 148, 300, 375
Analysis of variance (ANOVA), 375
Anti-intellectual sentiment, 18
Antisocial behaviors, 194, 231, 294, 310
Antisocial personality disorder, 322, 323, 325, 337, 375
Anxiety, and self-report assessments, 355
Anxiety disorders, 309, 375
and emotion, 313
communication of, 316
generalized anxiety disorder, 306, 309, 312, 381
Appraisal, 376
Aptitude(s), 135
intelligence as, 11
Aptitude tests, 376
Aristotle, ix
quoted, 156
Asperger’s syndrome, 8, 326–28, 376
and schizoid personality, 328
Assessment, psychological, 38–43. See also
Measurement; Psychological tests;
Questionnaires for EI assessment
of cognitive abilities (intelligence), 67, 100
of emotional intelligence, 351, 353–57, 369
for occupational purposes, 261, 265
as personality, 105
unknowns in, 357–60
performance-based, 56–63
vs. self-report, 63–65
of personality traits, 108
self-report, 51–56
vs. performance, 63–65
in workplace, 278
Assimilating of emotion (emotional
facilitation), 80
Atlantis, and EI mapping, 30–31, 342
Attachment, 376
child-adult, 149–50
Attentional processes, in emotional self-
regulation, 146–46
Attention-deficit/hyperactivity disorder
(ADHD), 322, 376
Auditory perception, broad (Ga), 70, 72,
77
Augustine, St., quoted, 203
Austen, Jane, 8, 9
Authenticity, 18
Authoritative parenting, 376
Autism, 8, 30, 326–28, 337, 376
and schizoid personality, 328
Autism Spectrum Questionnaire (ASQ), 327
Avoidance coping, 376
Awareness
in Goleman’s model of EI, 10–11
nonjudgmental, 333
Axis I and axis II disorders, 308, 376
Bar-On EQ-i, 113–18, 119, 132, 187, 343,
357. See also EQ+ questionnaire
Basic emotions, 376
Baumeister, R. F., 18
Behavioral modification, 376
Behavioral techniques, 153–56
Behavior genetics, 376
Bell Curve, The (Herrnstein and Murray),
12, 14, 74, 94
Ben and Jerry’s, and corporate social
responsibility, 254
Bennett, Arnold, quoted, 13
Berlusconi, Silvio, 177
Bias, 376
in brain functioning, 111
in cognitive content (neuroticism), 214–16,
218, 316
in information processing (neuroticism),
214, 216
in mood-regulation (neuroticism), 216
moralistic, 64
response, 64
sociocultural group, 42
Big Five personality dimensions (five-factor
model), 46, 47, 97, 104, 107, 137, 138,
184–85, 348, 380. See also Personality
traits
assessment of, 105
and autism, 327
and EI tests, 344
and EQ questionnaires, 116, 118, 125
and SEI, 127
and SSRI, 119
and TMMS, 128
and trait EI, 130–31, 137
Binet, Alfred, 6, 7
Biodata, 376
Biology of emotional intelligence, 144, 145–
48
and child-adult attachment, 149–50
and child-rearing practices, 151–53
and familial socialization, 148–49
and family emotional climate, 150–51
Bipolar disorder, 311, 315, 376
Bivariate statistic, 46
Black, Donald, 323
Body Shop (company), and corporate social
responsibility, 254
Borderline personality, 324
Brain maturation, and interactions between
infants and caretakers, 148
Brain structures
amygdala, 148, 300, 375
and emotional intelligence, 21, 24
frontal lobes, 21, 24, 380
and training for emotional competencies,
275–76
Broad auditory perception (Ga), 70, 72,
77
Broad decision speed (Gp), 71, 72, 77
Broad processing speed or cognitive
speediness (Gs), 71, 72, 77
Broad visualization or visual perception
(Gv), 70, 72, 77
Buffering effect, 376
Bullies and bullying
lack of empathic and self-regulatory skills
in, 231
in schools (policies toward), 226
self-esteem of, 198, 297
and workplace, 293–94, 295–96
Burt, Cyril, 74
California, self-esteem task force in, 17
Cameron, David, 20, 21
Camus, Albert, quoted, 103
Career development, as source of
occupational stress, 287
Caregiver socialization practices, 150–51, 167
Carroll, John Bissell, 69, 90, 100
Case study, 377
Causality, 377
Cavendish, Sir Henry, ix
Change, preparation for, 275
Charcot, Jean-Martin, 7
Charisma, as leadership attribute, 269, 270
Child-adult attachment, 149–50
Child-rearing practices, 151–53
Chronometric measures, 377
Classical conditioning, 377
Clinical assessment, 377
Clinical relevance of emotional intelligence,
308–10, 335–38
and disorders of impulse control, 323–26
and disorders of social connection, 328, 329
and diversity of mental disorders, 306
and emotional disorders, 311, 313–21
and Lincoln’s example, 305
for therapy, 329–35
Clinton, Bill, 191
Coefficient of correlation, 377
Cognitive ability(ies), 377
and EI constructs, 90
“Cognitive-adaptive” theory of personality,
188, 218
Cognitive behavioral programs, 377
Cognitive-behavior therapies (CBTs), 329–30, 377
Cognitive development, and emotional
development, 165
“Cognitive elite,” emotional intelligence in
opposition to, xii
Cognitive-motivational theory, 377
Cognitive neuroscience, 377
Cognitive retrieval mechanisms, 377
Cognitive speediness (broad processing
speed) (G_s), 71, 72
Cognitive tests, 67–68
Collaborative for Academic, Social, and
Emotional Learning (CASEL),
University of Illinois, 234, 241
Columbine killers, 323
Communication
of emotions, 88, 176–77
and depression or anxiety, 316
by transformational leaders, 269–76
Communication competencies, 218–19
Compassion fatigue, 196, 201, 331, 377
Conceptualization, 40
Concurrent validity evidence, 377
Conduct disorder, 377
Confirmatory factor analyses, 378
Confounding variable, 378
Confucius, quoted, 341
Conscientiousness, 378, See also Big Five
personality dimensions
Consensual scoring, 59–61, 356, 378
Consensual validation, and Big Five
personality factors, 107
Consequential validity, 39, 41–42, 56, 92,
98, 378
Construct, 378
Construct validity, 39, 42–43, 66, 92, 106,
137, 138
Content validity, 39, 40–41, 378
Contingent reinforcement, 154–56, 165, 378
Control group, 378
Control on job
lower stress from, 291–92
workplace aggression as need for, 295
Convergent validity, 42–43, 43, 95–97, 99,
116, 355, 378
Coping, 204–206, 378
adaptive, 206, 290
and emotional intelligence, 203–204, 207–12, 221–22, 289
and communication competencies, 218–19
conventional wisdom on, 219–21
and emotion management, 217
mechanisms in, 208–209, 212–13
and personality, 213–17
emotion-focused, 217–18
with occupational stress, 289–91, 300–301
transactional model of, 286
Corporate Social Responsibility, 253, 254
Correlation, coefficient of, 377
Correlational data, 44–48
Criterion, 378
Criterion contamination, 117, 349, 378
Criterion-referenced tests, 378
Criterion validity, 264, 378
Cronbach alpha coefficient, 378
Cross-cultural invariance, and Big Five
personality factors, 107
Cross-sectional study, 378
Crystallized intelligence (G_c). 70, 72, 77, 378
and ability-based EI, 96
Csikszentmihalyi, M., 15, 16
Culture
and age differences in emotion regulation, 164
and emotional display, 28
and emotional intelligence, 94–95, 165
and SEL programs, 244, 246–47
Culture wars, and emotion, 12–15
DANVA (Diagnostic Analysis of Nonverbal Accuracy Scales), 88
DANVA2-AF (Diagnostic Analysis of Nonverbal Accuracy 2—Adult Facial Expressions), 86
DANVA2-AP (Diagnostic Analysis of Nonverbal Accuracy 2—Adult Paralanguage), 86
DANVA2-POS (Diagnostic Analysis of Nonverbal Accuracy 2—Posture Test), 86
Darwin, Charles, 171
Decision making, responsible, in SEL programs, 243
Decision speed, broad (Gp), 71, 72, 77
Declarative knowledge, 379
De-contextualization, of emotional intelligence, 28
“Deep acting,” 292
Delay of gratification, 379
Democracy, and emotional intelligence, 15.
See also Egalitarian ideal
Department of Health and Human Services, anti-bullying campaign of, 226
Depression, 305, 306, 313
and emotion, 313
communication of, 316–17
constriction in, 335
Development of emotional intelligence, 161, 345
and investment model, 143–45, 163–66, 167
and socialization of emotions through behavioral techniques, 144, 153–56
strategic self-regulatory behavior, 144, 156–61
temperament and biology in, 144, 145–53
across life span, 164
Deviance, role of EI in, 20
Dewey, John, 6
Diagnostic Analysis of Nonverbal Accuracy Scales (DANVA), 88
Diagnostic Analysis of Nonverbal Accuracy 2—Adult Facial Expressions (DANVA2-AF), 86
Diagnostic Analysis of Nonverbal Accuracy 2—Adult Paralanguage (DANVA2-AP), 86
Diagnostic Analysis of Nonverbal Accuracy 2—Posture Test (DANVA2-POS), 86
Diagnostic and Statistical Manual (DSM-IV-TR), 306, 308, 322, 326, 379
Diathesis, 379
Differential psychology, 379
and measurement of emotional intelligence, 22–23
“Differentiation hypothesis,” 166
Dimensional model, 379
Disaster, emotional responses to, 203
Discriminant validity, 42–43, 45, 97, 99, 106, 355, 379
Diversity, emotional intelligence education as fostering, 247
Dryden, John, 91
DSM-IV-TR [Diagnostic and Statistical Manual], 306, 308, 322, 326, 379
Dumbing down Our Kids: Why America’s Children Feel Good about Themselves but Can’t Read, Write, or Add (Sykes), 18–19
Dundee Stress State Questionnaire, 211
Dyadic communication, 379
Eagleton, Terry, 14–15
EARS (Emotional Accuracy Research Scale), 87, 92
Eavesdropping, on negative emotions, 196–97
ECI (Emotional Competence Inventory), 120–21, 348
ECI-2, 120–121
Ecological validity, 379
Education, 225–27
EI as predictor of performance in, 362–63
and fluid vs. crystallized intelligence, 77
and self-discipline, 142
for social competence, 29
Educational settings for emotional intelligence, 227–32, 249–51
and contemporary climate, 226–27
problems in, 242–45
and SEL programs, 228, 230, 232–42, 243–44
guidelines for, 245–49, 250, 251
Effect size, 379
Egalitarian ideal, and emotional intelligence, x, xii, 94, 98
Egoistic bias, 64
Einstein, Albert, quoted, 13, 68
EIT (Emotional Inspection Time), 86, 348
EKT (Emotion Knowledge Test) or PLE (Perceiving and Labeling Emotion), 81, 85
Eliot, George, quoted, 13
“Elite, cognitive,” EI opposed to, xii
Emerson, Ralph Waldo, quoted, 13
Emotion(s), 169
communication of, 176–77
and culture, 28
and culture wars, 12–15
distinct neurological and cognitive systems for, 347
and emotional intelligence, 96
evolutionary value of, 170–71
meanings indicated b, 284
modeling of, 153–54
negative and caregiver goals, 150
coping with, 207–208
disclosure of, 195
and “emotion-coaching” philosophy, 158–59
excessive experiencing of, 191–92
and family expressiveness, 151
leakage of, 196–97
and mental disorder, 310
and modeling, 153–54
strategies for managing, 152
therapy for, 333, 334
in organizations, 255–57
and personality, 109–12
and positive psychology, 15–17
and psychological theory, 7, 33
reasoning with, 89
socialization of (through behavioral techniques), 153–56, 167
in social life, 170–84, 200
and Western culture, 12, 18, 19
Emotional Accuracy Research Scale (EARS), 87, 92
Emotional adaptation, measures of, 83, 85
Emotional climate of family, 150–51
Emotional Competence Inventory (ECI), 119–24
Emotional Competence Inventory (ECI-2), 121
Emotional Competence Training Program, American Express Financial Advisors, 276
Emotional competencies. See Emotional skills or competencies
Emotional diary, for stress management, 301
Emotional disclosure, 195, 379
Emotional discourse, in EI development, 165
Emotional disorders, 310, 311–21, 337. See also Mental illness
Emotional dysfunction, 335. See also Mental illness
Emotional facilitation, 80, 379
Emotional ignorance, blissful, 197
Emotional illiteracy
social evils of (Goleman), 9–10
symptoms of, 30
Emotional information, in thinking, 88–89
Emotional Inspection Time (EIT), 86, 348
Emotional intelligence (EI), xi, xiii, 3–4, 341–47, 371–73. See also Trait emotional intelligence
and academic studies, 4
adaptiveness of, 22, 24, 134–35, 200, 200–201, 350–51
and coping, 220–21
in coping, 203–204, 207–22, 289 (see also Coping)
and social outcomes, 173–84, 199–201
alternate models or conceptualizations of, 25–28, 33, 346
and antisocial behaviors, 193–94 (see also at Antisocial)
and emotional learning mechanisms, 166
and Aristotle on virtue, ix
components of susceptible to intervention, 365–66, 373
as construct(s), 65, 68, 134, 341, 342–47, 368, 372
and ability model, 80, 91
measurement of, 22–23, 40
criteria for evaluating, 347, 349–51
and cultural tides, 18–19
darker side of, 194–99, 201, 297, 351
de-contextualization of, 28
egalitarian appeal of, xii–xiii, 94, 98
and emotion, 96
and “emotional competencies,” 144
and facial expressions, 133, 172
future of, 370–71
as intelligence, 4–8, 32, 33, 43, 68, 79, 96, 101, 344
and Spearman model of $g$, 73
and interpersonal competencies or social skills, 142–43
investment model of, 144–45 (see also Investment model of emotional intelligence)
lack of exemplified, ix
mapping of 30–32, 100
measurement of, 22–23, 32, 37, 65–66 (see also Measurement)
as multiple, 346–47, 348, 352
in organizational settings, 253–55 (see also Workplace settings for emotional intelligence)
origins of concept of, 8
in Goleman, 8–12
as paradigm-shift, 370
and personality, 97, 103–106, 184, 194, 200, 343–45 (see also Personality)
popular interest in, ix–x, xi, xii, 4, 18
extreme claims in questioned, 32
and faking on EI tests, 64
questions about, x
as science, 19–33, 33–34, 342, 366, 368, 369
three pillars of, 34
scientific vs. popular treatment of, xiv
and self-esteem, 18
and self-knowledge, 136
Emotional intelligence (EI) (cont.)
as social intelligence, 6, 27
in social settings, 169 (see also at Social)
sources of, 20–21, 24
two-dimensional taxonomy of, 259
Emotional intelligence, development of. See
Development of emotional intelligence
Emotional intelligence, educational settings for. See Educational settings for emotional intelligence
Emotional intelligence and mental disorder. See Clinical relevance of emotional intelligence
Emotional Intelligence: Science and Myth
(Matthews, Zeidner, and Roberts), xiii
Emotional Intelligence: Why It Can Matter
More Than IQ (Goleman), 8–12
Emotional intensity, in emotional self-regulation, 146
Emotional Knowledge Test (Perceiving and Labeling Emotion), 81, 85
Emotional labor
and EI in workplace, 264, 279, 280
stress from, 285, 291, 292, 293
Emotional leakage, 379
negative, 196–97
Emotional Literacy in the Middle School Program (ELMS), 239
Emotional literacy movement, 232
Emotionally ambiguous situations, 154
Emotionally gifted, identification of, 19–20
Emotional management, 81
and awareness of emotion, 330
educational program for, 239
Emotional Management Performance Test (EMPT), 87
Emotional perception, 379
and convergent validity, 96–97
costs of, 195–96
Emotional perception and identification, tests on, 88
Emotional problems, in childhood, 29
“Emotional quotient,” 8
Emotional self-concept, 131
Emotional skills or competencies. See also
Social-emotional skills or competencies
and development, 148, 151, 156, 160
of parents, 166
differing examples of, 104
in education, 227, 228, 229, 232, 249, 250
SEL programs, 247, 248
and “emotional intelligence,” 144
Goleman on, 11
for immoral ends, 199
in investment model, 144
and leadership, 268
and mental health, 143
neglect of, 105
in organizational settings, 257–259, 272, 273, 274, 277, 278
and personality traits, 111
in relationships, 178
and social setting, 197
transferability of, 244–45
Emotional stability, 379
Emotional Stroop Task (EST), 87, 89, 348
Emotional stupidity, 5, 5
assessing of, 60
Emotional truth, Frey on, 18
Emotional understanding, 177–78, 380
costs of, 195–96
educational program for, 239
and personality traits (five-factor model), 185
Emotional wisdom, and age, 164
Emotion expression, and treatment, 333–35
Emotion-focused coping, 217–18, 379
Emotion management, 89–90
competency in, 217
Emotion perception, 80, 176–77
educational program for, 239
and emotional disorder, 316–17
and emotional intelligence, 218
and leadership, 271
and personality traits (five-factor model), 185
Emotion regulation, 379. See also Self-regulation
aptitudes for learning, 149
in development of EI, 144, 156, 157, 161
age-related increases in, 164
and caretaker interaction, 148, 150, 151–52, 158, 160–61
individual differences in, 165
and metacognitive abilities, 166
in social-psychological perspective, 166
in EI taxonomy, 259
in intervention programs, 235
in intimate relationships, 178–79
in self vs. in others, 343
in SEL programs, 244
super-ordinate system of, 347
in therapy, 330
Emotion regulation, strategic, 157, 167
Emotion regulation development, strategic, 144
Empathy, 380
and brain system, 325
and compassion fatigue, 196
in emotional intelligence, 177–78, 323
Empathy competence
in ECI series, 120
Goleman on, 11
in Survey of Emotional Intelligence, 126
EMPT (Emotional Management Performance Test), 87
Endorphin, 380
Enron Corporation, 271
EQ-i questionnaire, 113–18, 119, 137, 187, 348
and college GPA, 229
and Lincoln, 305
and personality traits, 130, 343
and predictive validity, 132
and school-age populations, 249
and TEIQue, 124, 126
EQ-s questionnaire, 116
Error, 380
EST (Emotional Stroop Task), 87, 89, 348
Ethical and moral behavior, in EI models, 349. See also at Moral
Evaluation, of training efforts, 275
Evocative interaction, 380
Evolution, and emotions, 170–71
Exceptionality, and emotional intelligence, 344–45
Executive EQ (Cooper and Sawaf), 300
Experiential EI, 84
Experimental designs, for assessment of EI programs, 248–49
Experimental group, 380
Expert scoring, 61–62, 356, 380
Explicit or implicit processes, and emotional intelligence, 27–28
Exploratory factor analyses, 380
Externalizing behaviors, 380
Extraversion, 380. See also Big Five personality dimensions
Extrinsic motivation, 380
Face validity, 41, 129, 380
Facial expressions
and contextual knowledge, 28
EI as predictor of, 133, 172
and EI programs for younger children, 244
and emotion, 171–72
and psychopathy, 325
and social intelligence, 7
tests of identification of, 61
Factor analysis, 48, 71, 74, 92, 380
exploratory and confirmatory, 48
simple structure in, 75
Factorial validity, 354–55
Factor structure, 99
and EI assessment, 95
Fads, 280, 371
Familial socialization, 148–53, 167
and developmental stage, 155
of self-regulatory behaviors, 158–61
Feedback
for ability-based EI assessments, 98
on child’s inappropriate behaviors, 159
“Feelings vocabulary,” 244
Five factor model of personality. See Big Five
Five personality dimensions
Flow, 380
Fluid intelligence (Gf), 70, 72, 77, 380
decline in, 94
Forrest Gump (movie), 8, 12
Forster, E. M., quoted, 13
Four branch model, 380
Freud, Sigmund, quoted, 13
Frey, James, 18
Frontal lobes, 21, 24, 380
F-Test, 380
Furedi, Frank, 19
Galen, 109, 110
Gardner, Howard, 7–8, 10, 77, 78, 100, 343, 346
Gender differences in emotional intelligence, 20
in ability-based EI measures, 94
General intelligence (g), 70, 72, 73, 74, 346
Generalized anxiety disorder, 306, 309, 381. See also Anxiety disorders
General mental ability, 381
Genetic influences
on EI development, 163
on EI and emotion regulation, 166
and nature via nurture, 145, 383
Goleman, Daniel, xii, 8–12, 29
and ability model, 25
on academic intelligence, 10, 18
on benefit of Social Development program, 244
and brain as EI center, 24
egalitarianism of, 98
on EI as democratic, 15
on EI as world improvement, 16, 32, 42
and Emotional Competence Inventory, 119
heart-head vision of, 14
and mental problems, 20
mixed model of, 26
and moral demands, 199
on new paradigm from EI, 370
on self-control, 321
and social problems, 369
on stress management technique, 300
and structural models, 78
Goodness of fit, 381
Gottman, John, 181
Gould, Stephen J., quoted, 37
Grief, suppression of (Kagwahiv people), 60
Group differences, and validity evidence, 94–95
g Theory. See General intelligence
Guilford, Joy Paul, 73, 76
Hamburg, David A., quoted, 169
Hare, David, quoted, 207
Harris, Eric, 323
Hawking, Stephen, quoted, 38
Head Start Programs, 228, 239
Health psychology, emotion expression in, 335
Health and well-being
and emotional intelligence, 179, 181–84
and personality traits (five-factor model), 185
Heritability, and Big Five personality factors, 107
Herrnstein, R. J., 12
Hewlett Packard, and corporate social responsibility, 254
Hierarchical models of intelligence, 77
Histrionic personality disorder, 381
Hubbard, Elbert, quoted, 283
Humanistic psychology, 16
Humor, for stress management, 301
Huxley, Aldous, quoted, 14
Imagery, for stress management, 301
Implicit or explicit processes, and emotional intelligence, 27–28
Impression management, 381
Improving Social Awareness Social Problem-Solving Project, 236
Impulse control, 141–42, 381
disorders of, 321–26, 337
as situational, 220
Impulsivity (impulsive behavior), 193, 194, 310, 381
Incremental validity, 381
Individual differences
in EI-coping relationship, 222
in emotional competence, 165, 165–66
and measurement of emotional intelligence, 22–23
and workplace bullying, 296
Individualized consideration, as leadership attribute, 269, 270
Information-processing, 381
bias in (neuroticism), 214, 216
and emotional intelligence, 350
Informed consent, 381
Intelllect
disparagement of, 14–15
and Western culture, 18–19
Intelligence(s), 6
and The Bell Curve, 12, 14
and emotional intelligence, 4–8, 32, 33, 43, 68, 79, 96, 101, 344
and Spearman model of g, 73
Goleman on, 10
and job performance, 256, 260
and leadership, 268
models or theories of, 68–71, 79 (see also Ability models of emotional intelligence; Mixed model of emotional intelligence)
Index

Job satisfaction, and emotional intelligence, 265–66
Jung, Carl Gustav, quoted, 311
Kircher, Athanasius, 30, 31
Klebold, Dylan, 323
Kleptomania, 310, 322, 382
Kuhn, Thomas, 370
Labeling, emotional, 89, 147, 149, 155
Laing, R. D., quoted, 141
Language, in familial socialization, 149
Lans, Carl, 8
Lazarus, Richard, 16
Leadership, and stress mitigation, 292
Leadership, transformational, 267–72
Learning, emotional intelligence dependent on (Goleman), 11
LEAS (Levels of Emotional Awareness Scale), 87, 89, 92, 96, 348
Leuner, Barbara, 8
Levels of Emotional Awareness Scale (LEAS), 87, 89, 92, 96, 348
Lincoln, Mary Jane, 306
Linear transformation, 382
Longitudinal study, 382
Lost in Translation (film), 28
MacCann, Carolyn, 58
Machiavellianism, 193, 199, 297, 323, 349, 351, 382
Managerial raining programs, 274
Managing self, 141
Mannes, Marya, quoted, 14
Marital therapy, 335
Maslow, Abraham, 16
Mayer, Jack, 8, 9
Mayer-Salovey-Caruso Emotional Intelligence Test. See MSCEIT
Mean, 382
Measurement, 382. See also Assessment, psychological; Psychological tests; Questionnaires for EI assessment of abilities, 26
of emotional intelligence, 22–23, 32, 37, 65–66, 372
in ability model, 79–80, 90–100
alternative strategies for, 369, 372
and criteria for social-emotional competence, 347, 349
current weak points of, 100
expert scoring of, 61–62
for occupational purposes, 261
omnibus measures, 82–85, 93
by performance assessment, 56–65
and personality, 91, 101, 106, 122, 130, 187, 194, 278
by questionnaire, 104–105
as repackaging of other measures, 65
by self-assessment, 51–56, 63–65, 105, 111–13, 369 (see also Self-report assessment)
specific measures, 85–90
uncertainties about, xiii
and workplace, 280
in science, 37
in psychology, 37
Media, as research topic in EI development, 162
Mediating processes (mediators), 382
research needed on, 135, 364–65
“Me Generation,” 17
MEIS (Multifactor Emotional Intelligence Scale), 26, 81, 82, 85, 90, 93, 100
and ability research, 357
alternatives to, 359
and emotional disorders, 313
and factor structures, 95, 355
and gender, 94
and intelligence, 96
internal structure of, 92
and MSCEIT, 353–54
and personality traits, 187
and personal relations, 174–75, 175
and scoring, 356
thinking assessed in, 88–89
Mental age criteria, 7, 75
Mental health and well-being, as EI application, 30
Mental illness
diagnosis and categorization of, 307–308, 310
disorders of impulse control, 321–26, 337
disorders of social connection, 326–29, 337
emotional disorders, 311–21, 337
and emotional intelligence, 309–10
Lincoln as example of, 305–306
therapy for, 329–35, 338
Mental imagery. for stress management, 301
Messick, Samuel, 41–42
Meta-analyses, 67–68, 382
Metacognition, 216, 382
dysfunctional, 316, 332–33
and emotion regulation, 166
Meta-emotion, 382
Microsoft, and corporate social responsibility, 254
Miller, Arthur, quoted, 14
Million Little Pieces, A (Frey) 18
Mindfulness, 382
Mindfulness-based emotional intelligence training, 333
Minority groups, and EI validity evidence, 94
Mirror neurons, 382
Mischel, Walter, 141
Mixed model of emotional intelligence, 26–27, 104, 382
for educational programs, 246
in outmoded dichotomy, 353, 357
Mobbing, 382
Modeling, 383
in socialization of emotions, 153–54, 165
Moderators, 364, 383
Mood
and coping scales, 211
and information processing, 172
Mood directed attention, in Survey of Emotional Intelligence (SEI), 126
Mood disorder, 383
Mood regulation, 127–29, 131
bias in, 216
disorders of, 332–33
Mood-regulative skills, acquired, 135–36
Mood scale (EQ-i), 114
Moralistic bias, 64
Morality, and emotional intelligence, 10, 199, 349
Motivating emotions, in Survey of Emotional Intelligence, 126
Motivation, and emotional intelligence, 25
MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test), 26, 81, 82–83, 84, 85, 90, 93, 97, 348
and ability research or model, 101, 357
and alexithymia, 320
alternatives to, 359
and Bar-On EQ-i, 116
branches of, 354
and coping, 210, 211, 212
and depression, 314
and deviance, 324
and EI-behavior correlation, 181
and EI across life span, 164
and explicit emotional knowledge, 347
and emotional disorder, 313, 321
and factor structures, 95
and gender, 94
and intellectually gifted children, 345
and intelligence, 96
internal structure of, 92
and JACBART or Vocal-I, 96–97
and job performance, 291
and leadership, 271
and MEIS, 353–54
and memory, 349
and objective abilities, 343
and personality traits, 187
and personal relations, 174–75, 175
and school-age populations, 249
and scoring, 356
and social-emotional success, 344
and thinking, 88–89
vs. trait EI, 124
and work performance, 264
Multifactor Emotional Intelligence Scale.
See MEIS
Multiple factor analysis, 74
Multiple intelligences, 7, 78, 100, 346, 383
Multiple regression, 46–47, 383
Multi-stratum models, 383
Multivariate techniques (statistical), 46–48
Mundus Subterraneus (Kircher), 30
Murphy, Kevin, 29–30
Murray, C., 12
Myers-Briggs Type Indicator, 55
Myths, debunking of, 22
Narcissism, 383
National Institute for Organizational Safety and Health (NIOSH), on job stress, 283
Natural ecology, of emotional intelligence, 20
Nature and nurture, 145, 383. See also Genetic influences
Negative affect, in children, 152–53
Negative affect reciprocity, 178
Negative correlation, 383
Negative emotion
and caregiver goals, 150
coping with, 207–208
disclosure of, 195
and “emotion-coaching” philosophy, 158–59
excessive experiencing of, 191–92
and family expressiveness, 151
leakage of, 196–97
and mental disorder, 310
and modeling, 153–54
strategies for managing, 152
therapy for, 333, 334
Neuroticism, 109–10, 383
and ability scales, 97
and age differences, 164
and aggression, 192
and alexithymia, 318
and autism, 327
biases from, 211, 214, 215, 316
and clinical practice, 321, 336
costs and benefits of, 351
emotional criteria predicted by, 106
in EQ, 116, 119
and facets of attention, 215
and factor analysis, 48
and five-factor model, 43, 104, 107, 137, 184–85
in job performance prediction, 47
and job satisfaction, 266
and mental disorder, 108, 307, 308, 310, 314, 315, 337
and occupational stress, 292–93, 303
and personality traits, 109–10, 130, 132
and self-esteem, 136
and self-report assessments, 355
and social adaptation, 185, 194
and SSRI, 119
and stability, 105, 122
and stress vulnerability, 213–17
in TMMS, 128
and trait EI, 125, 125–26, 131, 132
New Age
and emotional intelligence, 4
and humanistic psychology, 16
New Haven, emotional literacy program in,
234, 244
9/11 terrorist attacks, adaptation to, 203–204
No Child Left Behind (NCLB) Act (2002), 225
Nomological net (work), 383
Nonverbal emotional expression, in Survey
of Emotional Intelligence, 126
Norepinephrine, 383
Norms (social), 383
Norms (testing), 383
Nueva School, Hillsborough, California, emotional literacy program in, 234
Oakland Child Development Project, 238
Objective test, 383
Observation, in socialization of emotions,
153–54
Obsessive-compulsive disorder, 312, 320, 383
Occupational stress, 285. See also
Workplace settings for emotional intelligence
coping with, 289–91
EI and vulnerability to, 291
management of, 298–301, 301–302, 303
outcomes of, 286, 288–89
from workplace violence, 294–98
OGLE-2005–BLG390Lb (planet), 37, 38
Openness, 383. See also Big Five personality dimensions
Operant conditioning, 384
Organizational citizenship, positive, 267, 384
Organizational psychology, 384
Organizational settings. See Workplace settings for emotional intelligence
Orwell, George, 18
Panic disorder, 312, 316, 384
Partial correlation, 384
Participatory action research (PAR), 299, 302
Pascal, Blaise, x
Payne, Wayne, 8
Pearson correlation, 44–46, 384
Peer environment, as research topic in EI development, 162
Peer-reports, 384
Peer review, 384
Performance-based assessment, 56–63, 384
vs. self-report, 63–65
Permissive parenting, 384
Personal competencies, in Goleman’s model of EI, 10
Personal experiences, as research topic in EI development, 162
Personality, 103, 106. See also Big Five personality dimensions
vs. ability, 23
and emotion, 109–12
and emotional intelligence, 43, 97, 103–106, 184, 194, 200, 343–45
and coping, 211, 212
and education programs, 246
and EI measures or scales, 43, 91, 101, 105, 106, 122, 130, 187, 194, 278
and emotional disorder, 315
and stress, 213–17
and “trait EI,” 346
and “four humors” of Hippocrates, 110 implicit vs. explicit, 109
and mapping of emotional intelligence, 30–31
and trait emotional intelligence, 133
Personality traits, 106–109. See also Big Five personality dimensions
and adaptation to social challenges, 187, 188–94
and emotional competencies, 111
and social behavior, 184–87
Personal relationships, intimate, 175–79, 180, 181
Perspective taking, 158
as lacking in autistics, 326
Phobia, 384
Picasso, Pablo, quoted, 13
Plato, quoted, 67
Pope, Alexander, quoted, 321
Positive affect, in children, 152
Positive organizational citizenship, 267
Positive psychology, xi, 15–17, 33, 226–27, 384
Post-test, 384
Posttraumatic stress disorder (PTSD), 203, 312, 384. See also Coping
Practical intelligence (PI), Sternberg on, 78–79
Predictive validity, 39, 41, 68, 97, 384
and Big Five personality factors, 107–108
Pre-test, 384
Pride and Prejudice (Austen), 8
Primary mental abilities (PMAs), 73, 75, 76–77, 384
Primary prevention, 384
Prioritizing, and emotions, 88
Proactive aggression, 192, 323, 324, 385
Proactive social behaviors or interaction, 385
EI predictive of, 362
Problem-focused (task-focused) coping, 385
Problem-solving, in familial socialization, 158–59, 161
Procedural knowledge, 385
Processes, explicit or implicit, 27–28
Processing speed, broad, or cognitive speediness (Gs), 71, 72, 77
Process views of emotional intelligence, 22, 143
Professional development, for EI educational programs, 248
Profile of Nonverbal Sensitivity (PONS), 317
Programme for International Student Assessment (PISA), 225
Projective measures or tests, 50, 385
Promoting Alternative Thinking Strategies (PATHS), 235, 237, 240, 242
Prosocial behavior, and early attachment relations, 149
and emotional competencies, 174
and school performance, 229
Psychodynamic approach, 385
Psychological assessment, 38–43
Psychological mindedness, 195–96, 385
Psychological tests, 66, 358, 385. See also Assessment, psychological;
Measurement administration of, 51
classification of, 49–51
varieties of, 49
performance-based assessment, 56–65
self-report assessment, 51–56, 63–65
Psychology, measurement in, 37
Psychometrics, 39, 43, 358, 385
issues of in EI questionnaires, 129–32
Psychopath and psychopaths, 322, 323, 324, 325, 337
Psychosomatic disorders, 385
Punitive socialization of emotion, 155
Pyromania, 310, 322

Quasi-experimental design, 385
Questionnaires for EI assessment, 26–27, 104–105, 111–13, 124, 129, 136–37, 138. See also Measurement
Emotional Competence Inventory (ECI), 119–24
EQ-i, 113–18, 119, 132
psychometric issues in, 129–32
Schutte Self-Report Inventory (SSRI), 118–19
Survey of Emotional Intelligence (SEI), 126–27

Trait Emotional Intelligence Questionnaire (TEIQue), 124–26
Trait Meta-Mood Scale (TMMS), 127–29
validity evidence for, 132–34

RCCP (Resolving Conflicts Creatively Program), 237, 240, 244
Reactive aggression, 192, 323, 324, 385
Reactive interaction 385
Reappraisal, in mood regulation, 128
Reason–emotion division, and emotional intelligence, x
Reasoning about emotions, 80
Reasoning with emotions, 89
Reciprocal determinism, 385
Reciprocity, negative affect, 178
Regression analysis, 385
multiple regression, 46–47
Regulation of emotion 81
in Survey of Emotional Intelligence, 126
Reinforcement, contingent (EI development), 154–56, 165, 378
Relationship management as emotional competency, 11
in SEL programs, 243
Reliability, 39, 40, 385
of emotional intelligence measures, 91, 92–93, 101, 353–54
internal consistency, 40, 91, 93, 98
test-retest, 40, 99
Research on emotional intelligence and alternative visions, 33
applied, 24–25, 29–30
on coping process and personality factors outside five-factor model, 222
design improvement needed in, 364
difficulty of, 19
and future of EI, 371, 373
and interaction with environment, 349–50
and investment model, 166
and mapping of EI concept, 30–32, 342
needed on EI-personality relationship, 344
needed on EI and workplace violence, 297–98
needed on emotion, 347
needed on emotions in workplace, 277–78, 278–79
needed in factors impacting EI development, 161–62
needed on objective measures of EI, 369
needed on organizational stress, 293, 302
needed on teaching of emotional intelligence, 250
needed on transformational leadership, 272
recommendations for, 351, 352, 359, 367
and synthesis of research traditions, 369
on trait EI, 137
and validity, 354
Resolving Conflicts Creatively Program (RCCP), 237, 240, 244
Response bias, 64
Response style, 385
Retrieval and storage ability, tertiary (TSR) (G_t), 71, 72, 77
Revenge of the Nerds (movie), 15
Reverse-keyed questions, 55
Rewarding socialization of emotion, 155
Rogers, Carl, 16
Rorschach Inkblot Test, 50, 50
Rumination, 128, 195, 332–33
Russell, Bertrand, quoted, 13
Sagan, Carl, quoted, 13
St. Vincent Millay, Edna, quoted, 283
Salovey, Peter, 8, 9, 25
Savants, 8
Scatter plot, 44
Schema theory, 386
and cognitive-content bias, 214–15
Schizophrenia, 310
Schizotypal and schizoid personality, 328–29, 386
Schutte Self-Report Inventory (SSRI), 118–19, 125, 135, 137, 291, 305, 314, 348
Science and emotional intelligence, 19–33, 33–34, 342, 366, 368, 369
measurement in, 37
paradigm-shifts in, 370
Scoring procedures, 51, 59–65, 356
Seattle Social Development Program, 232, 235, 240
Secondary prevention, 386
SEI (Survey of Emotional Intelligence), 126–27
SEL. See Social and emotional learning programs
Self-assessment. See Self-report assessment
Self-awareness
in ECI series, 120, 123
in SEL programs, 243
Self-concept, 136, 386
and self-report, 137
Self-concept, emotional, 131
Self-concept, social, 131
Self-descriptions, of personality traits, 48
Self-discipline, 142
Self-efficacy, 188, 189, 190, 386
Self-enhancement, tendencies toward, 64
Self-esteem
in bullies, 198, 297
negative side of, 198
training in, 17–18
Self-estimates, 111–13. See also Self-report assessments
Self-focus, 216
Self-fulfillment, illusory vs. authentic, 17
Self-help, and positive psychology, 16
Self-management
in ECI series, 123
in SEL programs, 243
Self-motivation
in ECI series, 120
impulse control as, 141
Self-rating, in workplace, 263
Self-regard, 131
Self-regulation, 105, 142
in ECI series, 120
and emotional climate of family, 151
in infants, 146–47
and models in childhood, 154
Self-regulatory behavior, strategic, 156–61
Self-report assessment, 51–56, 63–65, 111–12, 386
and criterion contamination, 349, 356
difficulties in, 106
and dispositional traits, 355
and EQ-i, 117
vs. performance assessment, 63–65
and self-concept, 137
and social-emotional skills, 136
Self-report Inventory, Schutte (SSRI), 118–19, 125, 135, 137, 291, 305, 314, 348
Seligman, Martin, 15–16
Social adjustment, 386
Social anxiety, 136, 386
Social awareness
as emotional competency, 11
in SEL programs, 243
Social behavior, and personality traits, 184–87
Social challenges, and personality traits, 187, 188–94
Social competency, 386
Social connection, disorders of, 326–29, 337
Social Development Project, University of California at Riverside, 152
Social and emotional learning programs (SEL), 29, 228, 230, 232–42, 243–44, 386
guidelines for, 245–49
Social-emotional skills or competencies
assessment of (ability approach), 100
vs. EI training, 370
as intervention focus, 319
and self-reports, 136
training in, 319
transferability of, 245
Social failures and transgressions, 191
Social-functional view of emotions, 170–84
Social intelligence, 6–7, 193, 199, 386
emotional intelligence as, 27
Socialization, 386
Socialization, familial, 148–53, 167
through behavioral techniques, 153–56
and developmental stage, 155
of self-regulatory behaviors, 158–61
Social outcomes, and emotional intelligence,
173–84, 199–201
Social phobia, 313
Social-regulative skills, acquired, 135–36
Social relationships, and personality traits
(five-factor model), 185
Social self-concept, 131
Social skills, 188–91, 201, 212
in ECI series, 121, 123
in educational “new look,” 232
and new workers, 274
and schizotypal individuals, 329
transferability of, 244–45
Social support, 386
in coping, 212, 290
Social threats, 216–17
Sources of emotional intelligence, 20–21, 24
Spearman, Charles, 73, 74, 79
Specific factors (s), 386
Spock, Mr. (Star Trek character), ix
SSRI (Schutte Self-report Inventory), 118–
19, 125, 135, 137, 291, 314, 348
Stability, 386
Standard error of measurement, 386
Stanford-Binet Intelligence Scale, 100, 387
Statistical significance, 387
Sterling, John, quoted, 14
Sternberg, Robert J., 77, 78–79
Stoic philosophy, 12
Storage and retrieval, tertiary (TSR), 71, 72,
77
Strategic EI, 84
Strategic emotion regulation, 157, 167
Strategic emotion regulation development,
144, 158
Strategic self-regulatory behavior, 156–61
Stress, 283, 387. See also Coping;
Occupational stress
of compassion fatigue, 196
and emotional intelligence, 203–204, 207,
212, 213, 218, 219, 220–21
and coping scales, 211
on job, 265
research on, 220
in schools, 228, 235, 246
and quantitative overload, 288–89
and situation, 222
transactional model of, 206
vulnerability to, 214, 216, 217
Stress, occupational. See Occupational
stress
Stress management, 238, 241, 291
Stress management scale (EQ-i), 114
Stressor
for mental disorder, 307–308
workplace violence as, 294
Structural equation modeling, 387
Structural models of intelligence, 71–77,
100–101
Structure of intellect (SOI) model, 73, 76
Sun Microsystems, and corporate social
responsibility, 254
Suppression, 387
in mood regulation, 128
Survey of Emotional Intelligence (SEI),
126–27
Sykes, Charles, 18–19
Systems theories of intelligence, 77–79, 101
Target scoring, 62–63, 356, 387
TAS (Toronto Alexithymia Scale), 318, 320
Teachers, as research topic in EI
development, 162
TEIQue (Trait Emotional Intelligence
Questionnaire), 124–26, 133, 137, 348
Temperament, 387
Temperament (child), 108, 166
and child-adult attachment, 149–50
and child-rearing practices, 151–53
in development of emotional intelligence,
144, 145–48
and familial socialization, 148–49
and family emotional climate, 150–51
Temperament of parents, 155–56
Tertiary prevention, 387
Tertiary storage and retrieval (TSR) (Gr),
71, 72, 77
Test-criterion relationships, 97, 355–56
Test fairness, 387
Test-retest reliability coefficient, 387
Test scores, misuse of, 98
Test Standards (AERA/APA/NCME), 98,
353
Thatcher, Margaret, 270
Theory, of emotional intelligence, 23–24
Theory of mind, autistics’ lack of, 326, 328
Therapy, 329–35, 338, 365
“Therapy culture,” 19
Thinking, emotional information in, 88–89
Thorndike, Edward L., 6–7
Thurstone, Louis, 73, 74, 75
TMMS (Trait Meta-Mood Scale), 127–29, 135, 204, 210, 211–12, 217, 313, 320, 321, 329
Toronto Alexithymia Scale (TAS), 318, 320
Toyota, and corporate social responsibility, 253, 254
Training for emotional intelligence, 365
at workplace, 272–77
Trait, 387
Trait, personality. See Personality traits; Big Five personality dimensions
Trait emotional intelligence (EI), 130, 132, 132–134, 137, 343, 354, 387
and personality, 133, 346
research on, 137
Trait Emotional Intelligence Questionnaire (TEIQue), 124–26, 133, 137, 210
Trait Meta-Mood Scale (TMMS), 127–29, 135, 204, 210, 211–12, 217, 313, 320, 321, 329
Trait model of emotional intelligence, 27, 104, 105
Transactional theory of stress, 387
Transferability, of emotional and social skills, 244–45
Transformational leadership, 267–72, 388
Traumatic emotion, 335
Traumatic events, 203
Triarchic theory, 78–79
“Trophy generation,” 17
True score, 388
t-Test, 387
Twain, Mark, quoted, 207, 225
Unconscious emotional intelligence, 136
Unconscious process(es), emotional intelligence as, 27–28
Understanding and reasoning about emotions, 80
Validity, 388
consequential, 39, 41–42, 56, 92, 98
construct, 39, 42–43, 66, 92, 106, 137, 138
content, 39, 40–41
criterion, 264, 378
discriminant, 42–43, 45, 97, 99, 106, 355, 379
ecological, 379
and EI questionnaires, 132–34
of emotional intelligence measures, 93–99
performance-based, 101
face, 41, 129, 380
factorial, 354–55
incremental, 381
predictive, 39, 41, 68, 97, 107–108, 384
and research, 354
statistical technique for, 44–48
Van Ghent, Dorothy, 9
Van Gogh, Vincent, quoted, 13
Violence
in schools, 226
in workplace, 293–98, 303
Virginia Tech shootings, 226
Vision, as leadership attribute, 269, 270
Visualization, broad (Gv), 70, 72, 77
Vocal Expression Recognition Index (Vocal I), 87, 88, 93, 96–97
Watson-Glaser Critical Thinking Test, 122
Wechsler scale, 100, 388
Western culture
and emotions, 12, 18, 19
and intellect, 18–19
Whole Foods, and corporate social responsibility, 254
Wilde, Oscar, quoted, 3, 230
Working with Emotional Intelligence (Goleman), 119, 121
Working memory, 388
Workplace settings for emotional intelligence, 253–55, 277–81, 360–61
disutility of, 197–98
and emotional competencies, 257–59
and job performance, 260–65, 274
and job satisfaction, 265–66
matching of EI constructs to applications in, 363–64
and occupational stress, 291, 300–302, 303
(see also Occupational stress)
and positive organizational attitudes or behaviors, 267
and practical utility of EI, 259
and role of emotions in organizations, 255–57
and stress vulnerability, 291–93
and training for EI competencies, 272–77, 279–80, 280–81
and transformational leadership, 267–72
and workplace aggression, 297–98
Workplace violence, 293–98, 303
Yale-New Haven Social Competence Promotion Program, 238, 240
Zidane, Zinedine, 5, 192