## WHAT WE KNOW ABOUT EMOTIONAL INTELLIGENCE

How It Affects Learning, Work, Relationships, and Our Mental Health
Moshe Zeidner, Gerald Matthews, and Richard D. Roberts

A Bradford Book The MIT Press Cambridge, Massachusetts London, England

## © 2009 Massachusetts Institute of Technology

All rights reserved. No part of this book may be reproduced in any form by any electronic or mechanical means (including photocopying, recording, or information storage and retrieval) without permission in writing from the publisher.

MIT Press books may be purchased at special quantity discounts for business or sales promotional use. For information, please email special\_sales@mitpress.mit.edu or write to Special Sales Department, The MIT Press, 55 Hayward Street, Cambridge, MA 02142.

This book was set in Times New Roman and Syntax on 3B2 by Asco Typesetters, Hong Kong and was printed and bound in the United States of America.

Library of Congress Cataloging-in-Publication Data

## Zeidner, Moshe.

What we know about emotional intelligence: how it affects learning, work, relationships, and our mental health / Moshe Zeidner, Gerald Matthews, and Richard D. Roberts.

p. cm.

"A Bradford book."

Includes bibliographical references and index.

ISBN 978-0-262-01260-7 (hardcover : alk. paper)—ISBN 978-0-262-25501-1 (el) 1. Emotional intelligence. I. Matthews,

Gerald. II. Roberts, Richard D. III. Title.

BF576.Z45 2009

152.4—dc22 2008038272

10 9 8 7 6 5 4 3 2 1

## **Acknowledgments**

We are grateful to a number of colleagues and friends for their support throughout the writing of this book. We wish to thank James Averill, an internationally acclaimed "maven" in the area of emotions and wisdom of the heart, for graciously agreeing to write the foreword. Special thanks are due also to Tom Stone, our trusted editor at the MIT Press, for his guidance, patience, and encouragement throughout the extended writing process. Tom, we couldn't have done it without you!

During the writing of our respective chapters and the editing of this book, the University of Haifa, the Educational Testing Service (ETS), and the University of Cincinnati, provided the facilities and resources necessary to undertake and complete this work.

Richard D. Roberts would like to acknowledge senior staff and management at ETS for supporting the project at various points along its life cycle: Ida Lawrence (senior vice president, Research and Development), Patrick Kyllonen (director, Center for New Constructs); T. J. Elliott (vice president, Strategic Workforce Solutions), Marissa Farnum (associate vice president, New Product Development), and Cathy Wendler (director, Foundational and Validity Research).

In addition, over the several years of working on this book, the authors have additional institutions, supporting mechanisms, and senior individuals to thank:

Moshe Zeidner: Edmund T. Rolls (who sponsored a sabbatical year at the Department of Experimental Psychology, Oxford University).

Richard D. Roberts: Army Research Institute (whose time over the last few months finishing up aspects of this book was supported in part, by US Army Research Institute Contract W91WAW-07-C-0025 to the Educational Testing Service).

Co-authored books can be difficult to finish (let alone start) as anyone who has set out on this onerous, yet rewarding, task will testify. We are

xviii Acknowledgments

hugely indebted to Anthony Betancourt, Rachel Carmel, Muna Haddad, and "Wild" Bill Monagahan, for their work pulling together many different pre-production pieces. (Anthony—in particular—you went above and beyond the call of duty). Warm sentiments to the production team at the MIT Press for making the final leg of this process almost enjoyable. Many thanks are also extended to Moran Barak and Neta Ram for preparing the creative graphics for several of the chapters and to Navit Ogen for helping track down some elusive references.

We are grateful to many people across the globe for other forms of support throughout this extended project. First and foremost, it would be remiss not to acknowledge our respective partners—Esther (Eti) Zeidner, Cristina Aicher, and Diana Ciupka—each of whom have variously lost us for months as we: grappled with who should write what sections, stole time away from home to write pages, filled in a missing reference, or made a new figure or table. To each of you, many thanks for being so supportive in so many different ways. And to the following friends, family, students, and/or colleagues who have helped in so many different ways, a simple, but important thank you very, very much also: Camilla Aicher, Peter Cooper, Walter Emmerich, Amanda Emo, Angie Fellner, Greg Funke, Eugene Gonzales, Krishna Kumar, John D. Mayer, Carolyn MacCann, Heather Nadelman, Gerry Pallier, Juan Carlos Pérez-González, John Sabatini, Ralf Schulze, Sandip Sinahray, Namrata Tognatta, Michaela Turss, and Joel Warm.

This activity has been a challenging, thought provoking, and rewarding collaborative experience (and as it turns out, one that has kept the authors together one way or the other for most of the twenty-first century). We hope this volume will give readers a deeper understanding and appreciation of current emotional intelligence research and help in guiding future theory, research, and applications in this growing domain.

Moshe Zeidner Richard D. Roberts Gerry Matthews