Ability model of emotional intelligence and its application

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Thank you:

- Fundación Marcelino Botín and staff
- Prof Berrocal

My friends and colleagues:
- Jack Mayer
- Peter Salovey
- Marc Brackett
How are you?

- High/ rápido
- Energy/energía
- Low/ lento
- Unpleasant
  - Negative
  - desagradable
- Pleasant
  - Positive
  - Agradable

Emotion/emoción
Pleasant
Positive
Agradable

Unpleasant
Negative
desagradable

High/
rápido

Énergy/energía

Emotion/emoción

Pleasant
Positive
Agradable
Does it matter?
Focus is on emotional Intelligence concept as defined and developed by Peter Salovey and Jack Mayer.
Emotional Intelligence

• “Ability” EI is a form of intelligence
• Ability to think about emotions
• Ability to think with emotions
• To help you cope and thrive
Ability Model of EI

• Identify emotions accurately
• Use emotions to help you think
• Understand the causes of emotions
• Manage emotions to make good decisions and take effective action

• Salovey & Mayer 1990
• Mayer & Salovey 1997
Ability Model of EI

1. How do you feel?
2. How do the emotions impact you?
3. What caused the emotions?
4. How do you manage these emotions?
The Traditional View of Emotion

Emotions and reasoning are antithetical.

Emotions are chaotic, haphazard, and immature.
A more intelligent view of emotions:

1. Occurs due to a change in the environment
2. Occurs automatically and quickly
3. Changes attention and thought
4. Certain physical *feelings*
5. Motivates behavior

Serves an **adaptive** function
Smart decisions require emotions

Far from interfering with rationality, the absence of emotion and feeling can *break down* rationality and make wise decision making almost impossible.

– *Damasio*
Emotions drive relationships

- The primary function of emotion is to mobilize the organism to deal quickly with important interpersonal events.

  — Plutchik
Emotions are universal ...

• Darwin *The expression of the emotions in man and animals* (1872)
Emotions have **universal** meaning

- **feliz**: Gain something of value
- **triste**: Lose something of value
- **sorprendido**: Something is happening
- **enfadado**: Blocked from getting something
- **atemorizado**: Possible threat
- **asqueado**: Rules are violated
Specific causes may differ

Disgust/
Asqueado
Emotional Differences

When we **express** these emotions:

- Differs from culture to culture

- These are called *display* rules
Emotional display rules

- Most/Least frequently expressed emotions at work (US)

- Anger: 53%
- Joy: 19%

S. Barsade, 2000
Display rules:

- Happy: Infrequent......Very Frequent 1.................................10
- Sad: Infrequent......Very Frequent 1.................................10
- Surprise: Infrequent......Very Frequent 1.................................10
- Gratitude: Infrequent......Very Frequent 1.................................10
- Anger: Infrequent......Very Frequent 1.................................10
- Fear: Infrequent......Very Frequent 1.................................10
- Disgust: Infrequent......Very Frequent 1.................................10
- Play: Infrequent......Very Frequent 1.................................10
Measuring Emotional Intelligence

What matters most is how you see yourself.
Ways to measure . . .

- Self-Rating
- Observer Rating
- Ability Testing
• Mayer-Salovey-Caruso Emotional Intelligence Test

• **MSCEIT is an objective test for emotions:**
  – An ability-based test for EI
Objective EI Test

- Have “right and wrong” answers
- Objectively scored
- Based on fact that emotions are data
- Emotion experts panel
Example Item (Identify)

Indicate which emotions are expressed in the photo:

Anger: None, Perhaps, Present
Sad: None, Perhaps, Present
Happy: None, Perhaps, Present
Which emotion would be most likely to lead someone to agree to help you with a project?

- Anger
- Sadness
- Happiness
Tom felt content. Then he received good news and felt happy. If his happiness increases to an extreme level he will feel:

a. Satisfied/ satisfecho
b. Curious / curioso
c. Ecstatic / extasiado
d. Interested/ interesado
e. Impatient/ impaciente
Example Item (Manage)

• You are feeling anxious and want to become calm. Which would be most effective?

a. Think of all of the things you need to do
b. Talk a walk
c. Spend time with someone who is angry
Scoring an Ability Test of Emotional Intelligence

• Expert scoring

• Similar to some Wechsler tasks
  – Responses to intelligence test questions are categorized
  – Experts (psychologists) rate quality of responses
  – Compare test-taker’s response to experts’ ratings
People can be *surprised* by their MSCEIT results

**Self-Report EI x MSCEIT Scores**

$r = .17$
Self-estimates

- 829,000 high school students
  - Rate self on ability to “get along w/others”
  - Less than 1% rate self “below average”
- Weather forecasters’ predictions are much more accurate than physicians’
  - Impact of feedback
MSCEIT - Reliability

Overall EIQ  
\( r = .93 \)

Experiential Area  
\( r = .90 \)
- Perceiving Emotion  
\( r = .91 \)
- Using Emotion  
\( r = .79 \)

Reasoning Area  
\( r = .88 \)
- Understanding Emotion  
\( r = .80 \)
- Managing Emotion  
\( r = .83 \)
Some Outcomes of Ability EI/MSCEIT

- Less fights, vandalism
- More pro-social behavior
- Better quality relationships
- Greater sensitivity and empathy
- Create more positive work environment
- Teams that are higher in EI:
  - Have faster cohesion
  - Perform more effectively in a shorter time
  - Clearer vision
- CEO’s need high-EI staff:
  - Who would you take with you?
EI and Brain Activation While Solving Problem Requiring Social Reasoning

Frontal Pole
(BA 10)

Frontal pole (BA 10)
Involved in executive function; integration; social cooperation

Individuals with low EI may have more difficulty reasoning about social exchange

Predicting Adolescent Substance Use

EI (AMEIS) associated significantly with:

- Tobacco use daily
- Tobacco use weekly
- Alcohol use weekly
- Binge drinking last 30 days

Overall: Adolescents with low EI were > 2.25 times more likely to have used tobacco or alcohol.

N = 207 multi-ethnic California adolescents.

Trinidad & Johnson, 2002.
Adolescent EI case studies

• Boys and girls.
• Measure verbal and emotional intelligence.
• Ask about a time they felt pressured to do something they did not want to do.

• VIQ: 127; EIQ: 100

They wanted me to beat the hell out of someone...violence makes me uncomfortable...They won...I fought (so that I would never harm him)...
Highest Scoring Adolescent

**Participant 6 (16 year-old female; VIQ: 133; EIQ: 128):**

Once my friends wanted to sneak in someone’s room and paint them while he slept. It began as joking around (“wouldn’t this be funny; could you believe it if?”). Then it slowly evolved into dares (“I bet you wouldn’t,” or “I dare you to.”).
I felt like it was betraying the trust I had with the other person, I didn’t feel right with sneaking up on a sleeping person with no way to defend himself, and I thought doing this would make the person have his feelings hurt. I know how little pranks like this could really hurt someone’s feelings...
[How did you handle it?] Told them straight out that it was a degrading thing to do and they shouldn’t be so cruel...[Parent’s reaction?] They would have been proud [but they might] have also said, I ruined a perfectly harmless joke.
Identify Emotions

• Emotions contain data

• Communicates intent

  Enhances quality of relationships.
Mood Meter

- Children *(Marc Brackett)*
- Adults
Use Emotions: *The ability to generate, use, and feel emotion*

‘Effective leadership directly involves the use of emotion, often through symbolic management [where] the leader uses symbols – stories, rituals, myths, fables – to rouse and motivate staff to guide them toward achievement of a shared vision.’

*Caruso, Mayer & Salovey 2001*
Need to access the full range of emotions.
Use Emotions

Do you need to generate different emotions for different purposes?

Match mood to task

Leader mood and team performance

Emotional contagion
1. IDENTIFY
2. USE
3. UNDERSTAND
4. MANAGE
## Understand Emotions

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Cause</th>
<th>You</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy</td>
<td>Gain something of value</td>
<td></td>
<td>Beatles</td>
</tr>
<tr>
<td>Sadness</td>
<td>Lose something of value</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anger</td>
<td>An obstacle to achieving a goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disgust</td>
<td>Offends your principles or values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surprise</td>
<td>Unexpected event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>Something new</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fear</td>
<td>A perceived threat</td>
<td></td>
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<tr>
<td>English</td>
<td>Deutsch</td>
<td>Français</td>
<td>Italiano</td>
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<tr>
<td>Afraid</td>
<td>Verängstigt</td>
<td>Apeuré</td>
<td>Impaurito</td>
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<tr>
<td>Angry</td>
<td>Ärgerlich</td>
<td>en colère</td>
<td>Arrabbiato</td>
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<tr>
<td>Happy</td>
<td>Glücklich</td>
<td>Heureux</td>
<td>Felice</td>
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<tr>
<td>Sad</td>
<td>Traurig</td>
<td>Triste</td>
<td>Triste</td>
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<tr>
<td>Surprised</td>
<td>Überrascht</td>
<td>Surpris</td>
<td>Sorpreso</td>
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<tr>
<td>Calm</td>
<td>Ruhig</td>
<td>Calme</td>
<td>Calmo</td>
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<tr>
<td>Bored</td>
<td>Gelangweilt</td>
<td>Ennuyé</td>
<td>Annoiato</td>
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<tr>
<td>Interested</td>
<td>Interessiert</td>
<td>Intéressé</td>
<td>Interessato</td>
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<tr>
<td>Excited</td>
<td>Erregt</td>
<td>Excité</td>
<td>Eccitato</td>
</tr>
</tbody>
</table>
Understand Emotions

• Communicate feelings

• “Emotional what-if analyses”
But feelings are not *always* smart

- Feelings
- Moods
- Emotions
A blueprint for emotions...

1. How did each person feel?
2. What was each person paying attention to and thinking about?
3. What caused each person to feel this way?
4. What did each person do to manage his or her own and the other person’s feelings?
Emotion Blueprint

1. What is the desired goal for each person?
   You:
   Other:

2. What was each person feeling?
   You:
   Other:

3. What was each person paying attention to and thinking about?
   You:
   Other:

4. What caused each person to feel this way?
   You:
   Other:

   What did each person do to manage his or her own feelings and the other person’s feelings?
   You:
   Other:

   What could you do now?
Does it work?

- Data on school-based interventions (Brackett)
- Little data on effectiveness of ability-based EI interventions with adults
Manage Emotions

• Emotions contain data
• Stay open to these feelings, whether comfortable or uncomfortable
• Leverage the power of emotions in appropriate ways
How should we end?

High

Energy

Low

Emotion

Unpleasant Negative

Pleasant Positive
Mood enhancing conclusion: *emotional contagion*

- Me siento fenomenal
  - I feel great
- Me siento lleno de energía
  - I am full of energy
- Estoy *saltando* de alegría!
  - I am *jumping* for joy!
To learn more...

**Review:**

**Practical Application:**
*El directivo emocionalmente inteligente.* Caruso & Salovey. Algaba

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