

Ability model of emotional intelligence and its application



David R Caruso
Yale University

Thank you:

- **Fundación Marcelino Botín and staff**
- **Prof Berrocal**

My friends and colleagues:

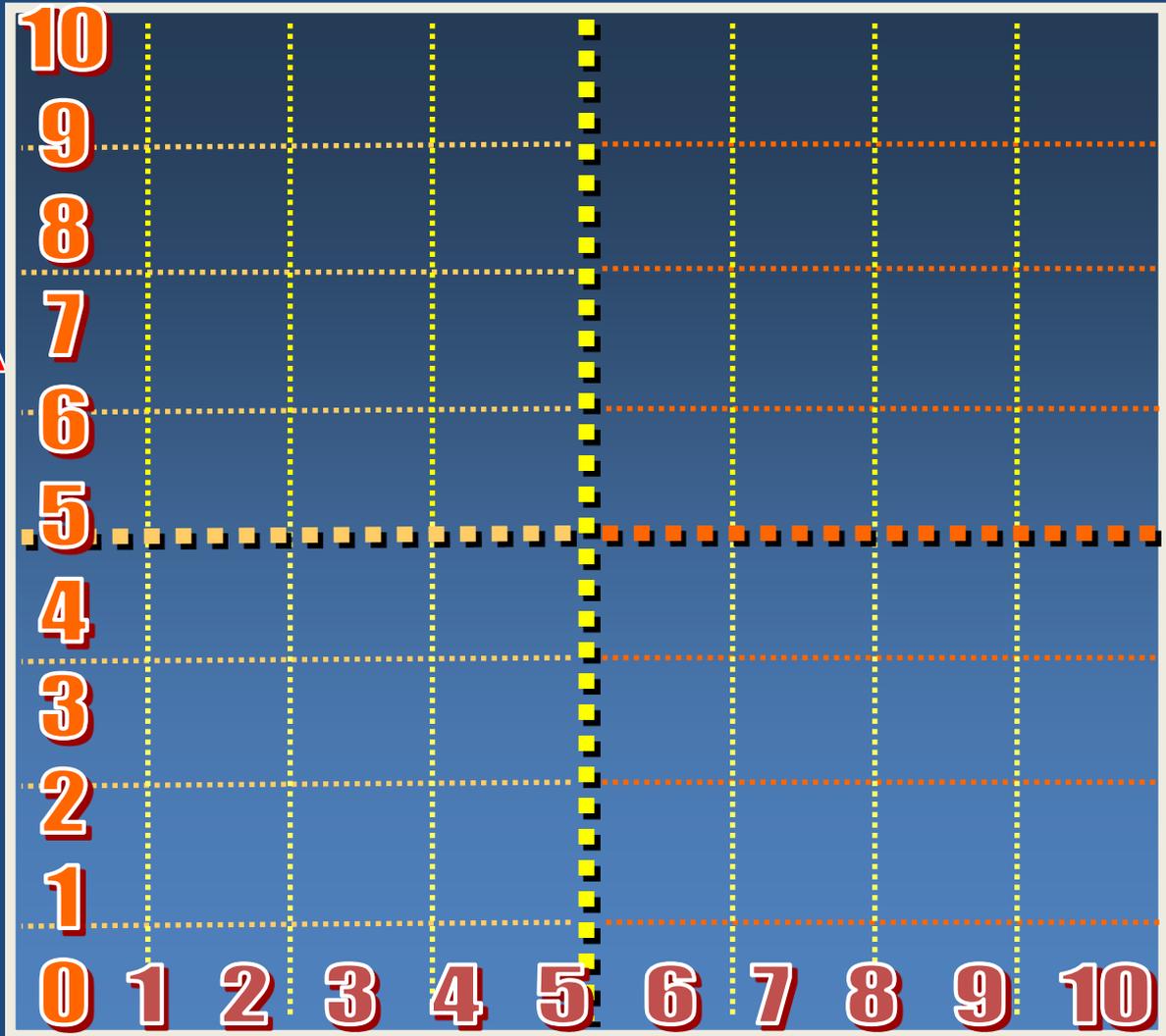
- **Jack Mayer**
- **Peter Salovey**
- **Marc Brackett**

How are you?

High/
rápido



Low/
lento

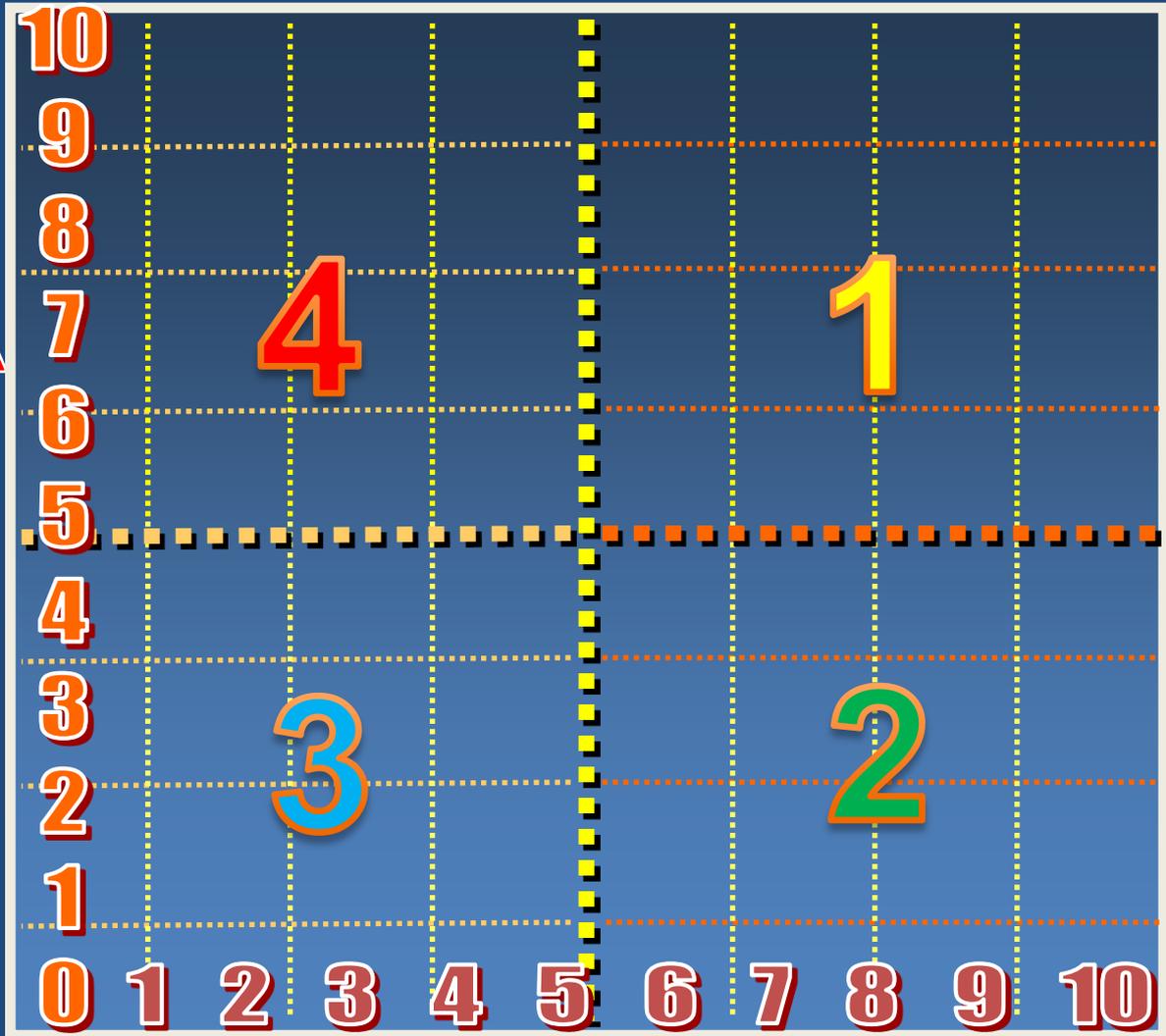


Unpleasant
Negative
desagradable

Emotion/emoción

Pleasant
Positive
Agradable

High/
rápido

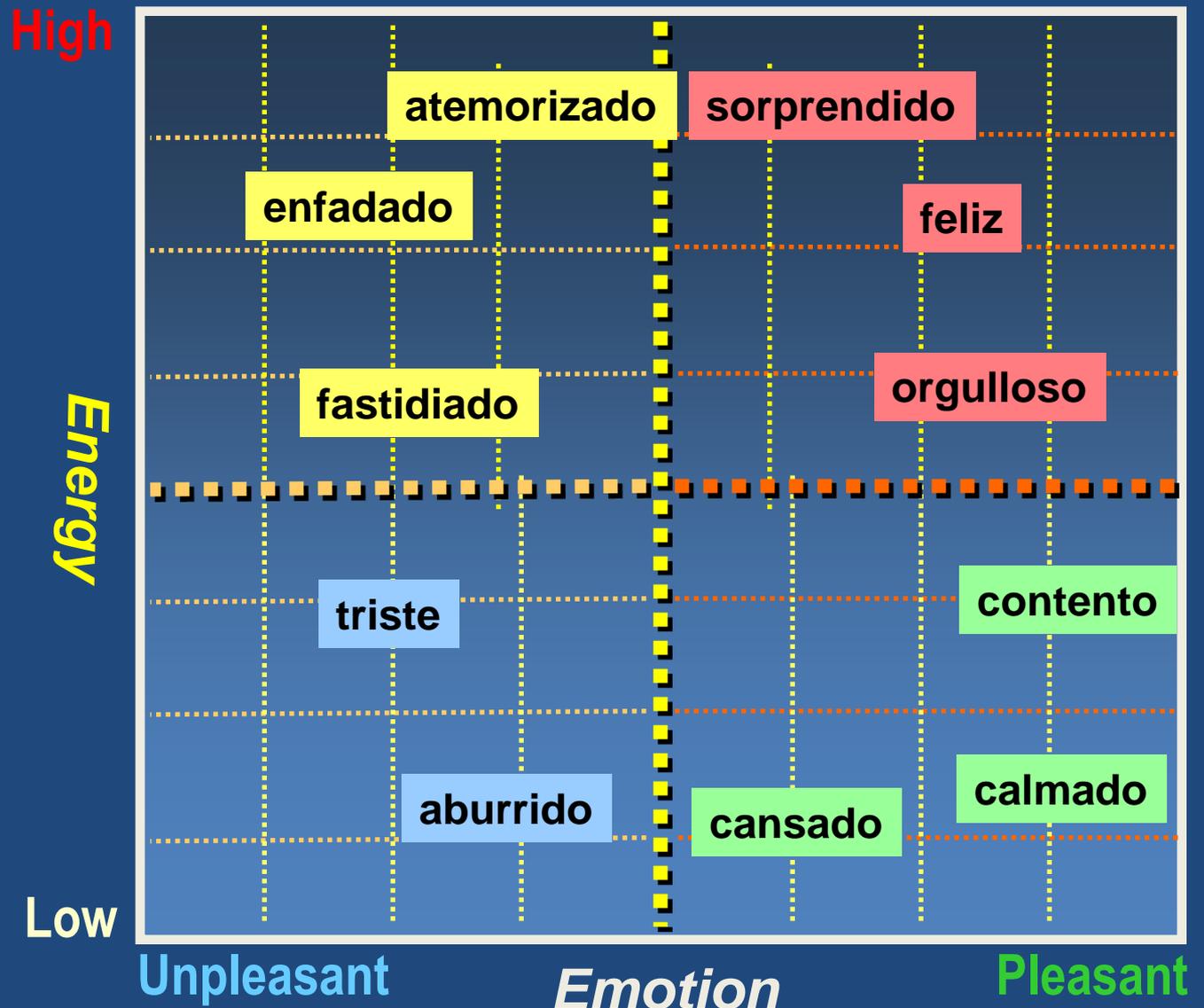


Unpleasant
Negative
desagradable

Emotion/emoción

Pleasant
Positive
Agradable

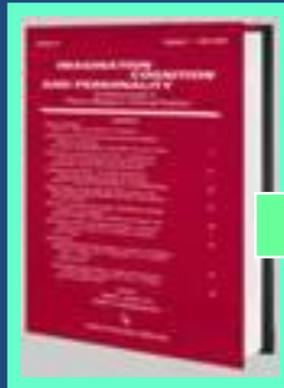
Does it matter?



Focus is on emotional Intelligence concept as defined and developed by Peter Salovey and Jack Mayer

Functional
view of
emotion

Modern
view of
Intelligence



Salovey &
Mayer
(1990)



Caruso
&
Salovey
(2004)

*Ability-based
EI Approach*

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*



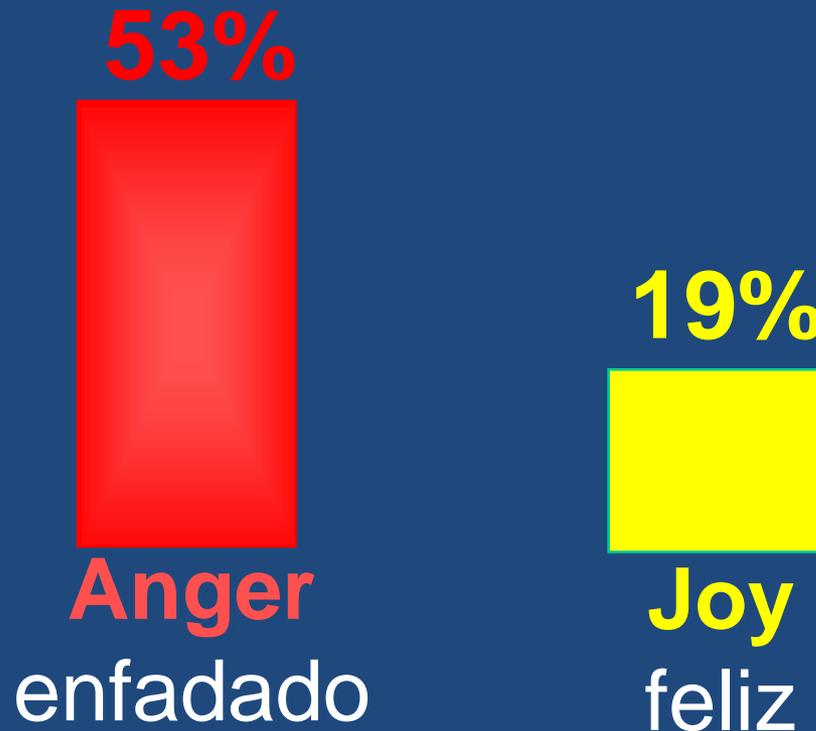
Emotional Differences

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)



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

MSCEIT

- 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:

	None	Perhaps	Present
<i>Anger</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sad</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Happy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Example Item (Use)

Which emotion would be most likely to lead someone to agree to help you with a project?

- Anger
- Sadness
- Happiness

Example Item (Understand)

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**

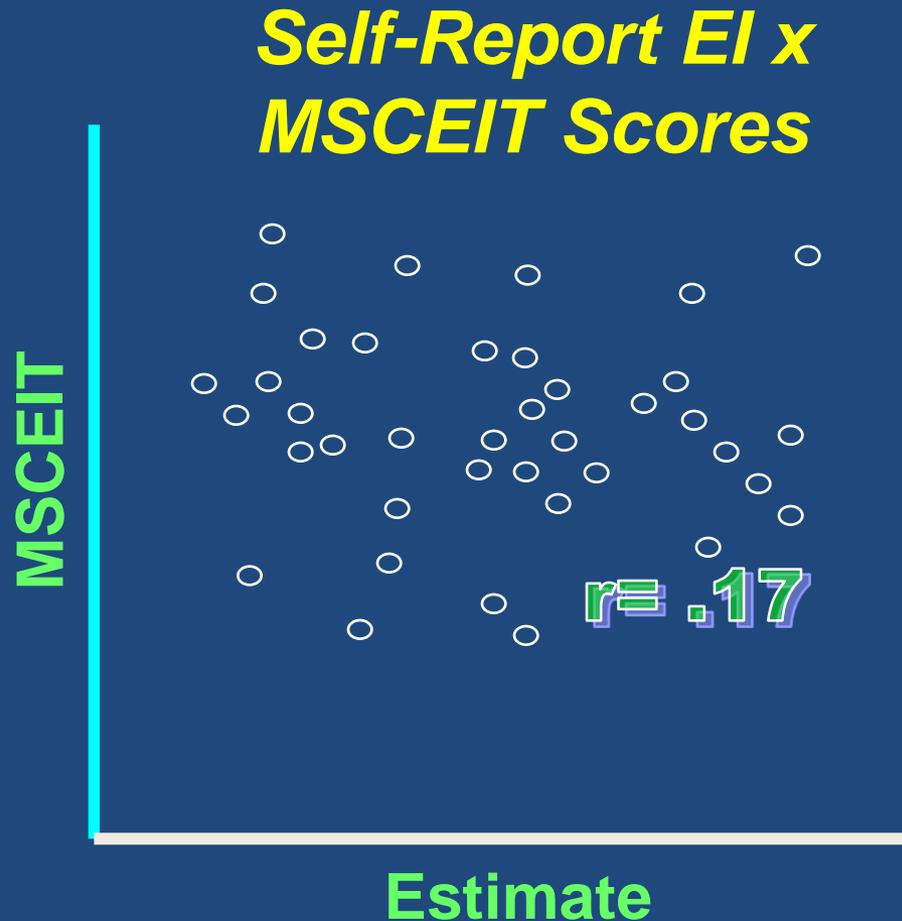
Example Item (Manage)

- **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

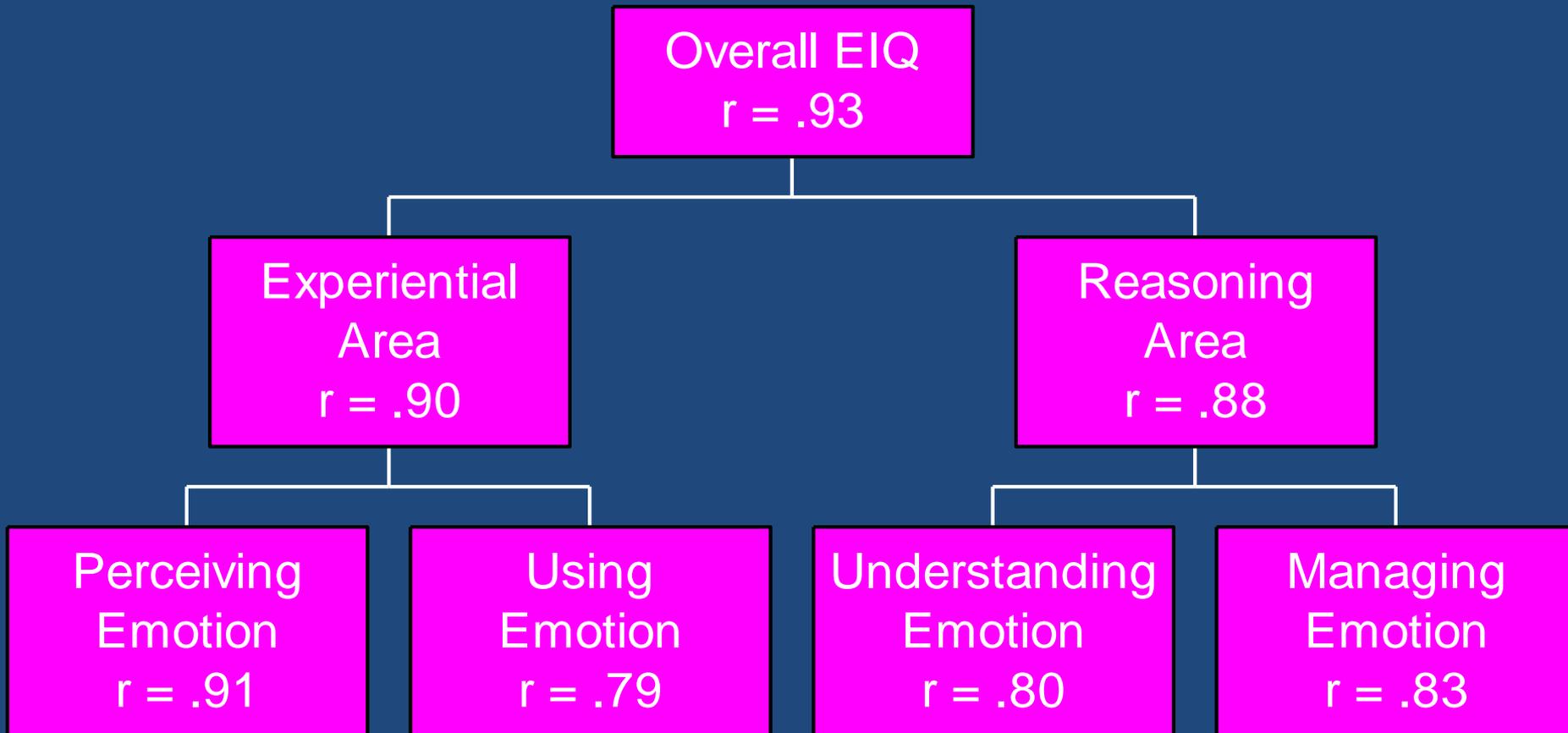
People can be *surprised* by their MSCEIT results



Self-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



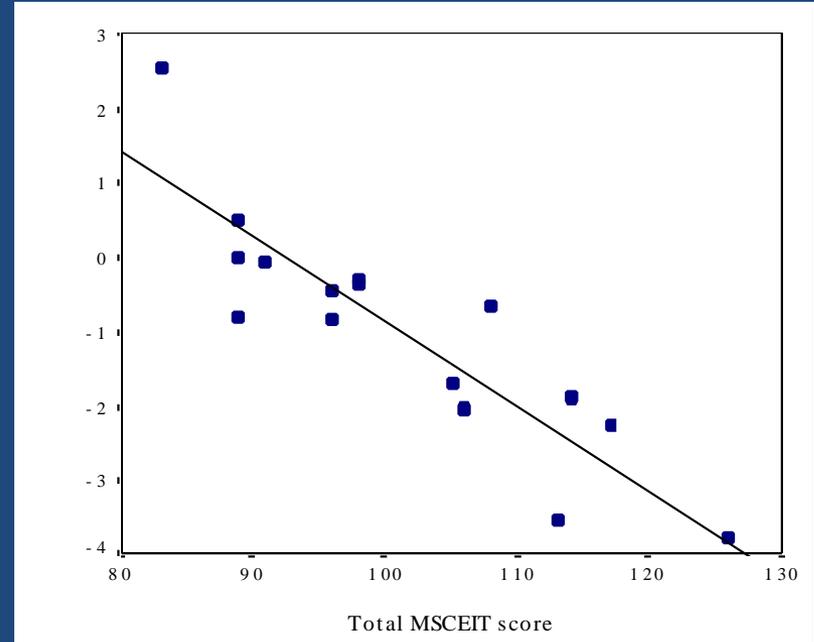
Some Outcomes of Ability EI/MSCEIT

- 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)

$r(16) = -.89$



Frontal pole (BA 10)

Involved in executive function; integration; social cooperation

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

Reis, D.L., Brackett, M.A., Shamosh, N.A., Kiehl, K.A., Salovey, P., & Gray, J.R. (2007)

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):

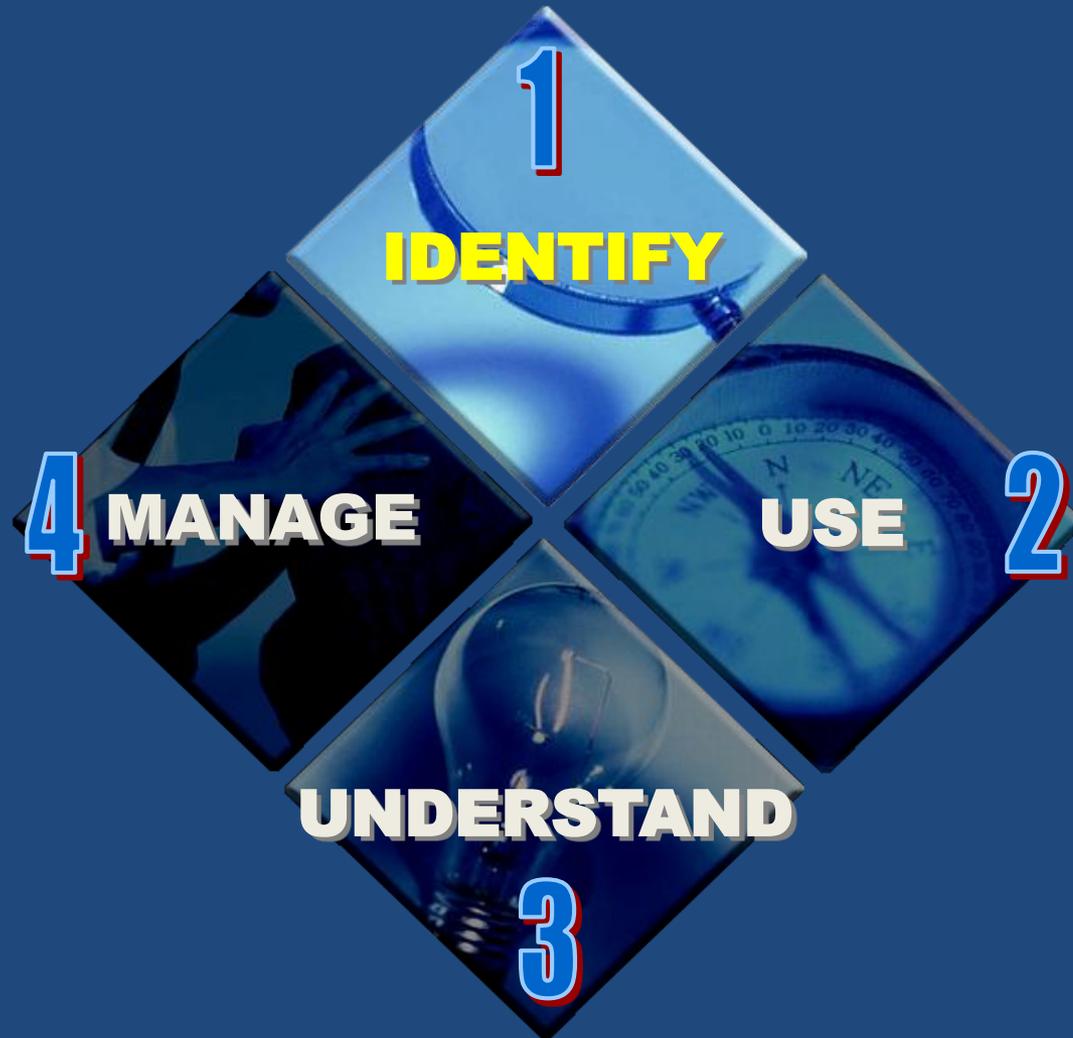
Once my friends wanted to sneak in someone's room and paint them while he slept. It began as joking around ("wouldn't this be funny; could you believe it if?). Then it slowly evolved into dares ("I bet you wouldn't," or "I dare you to.").

Highest Scoring Adolescent (cont.)

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...

Highest Scoring Adolescent (cont.)

[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.



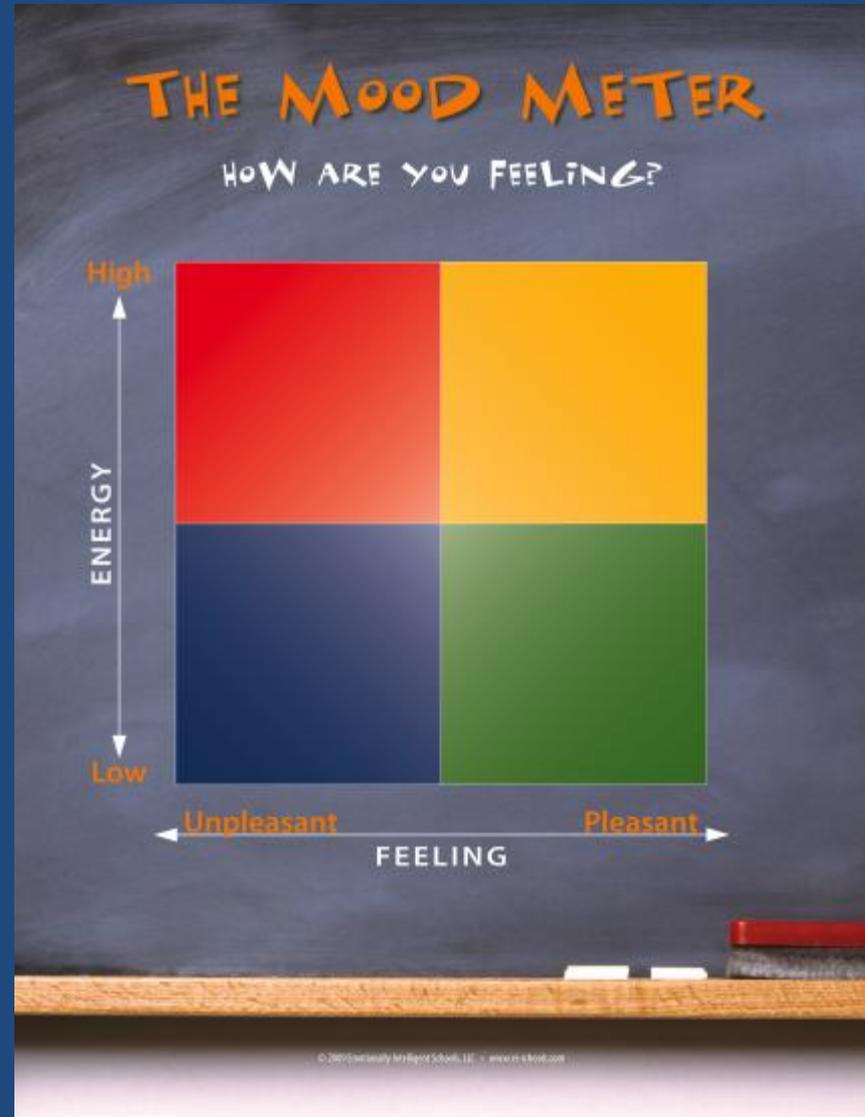
Identify Emotions

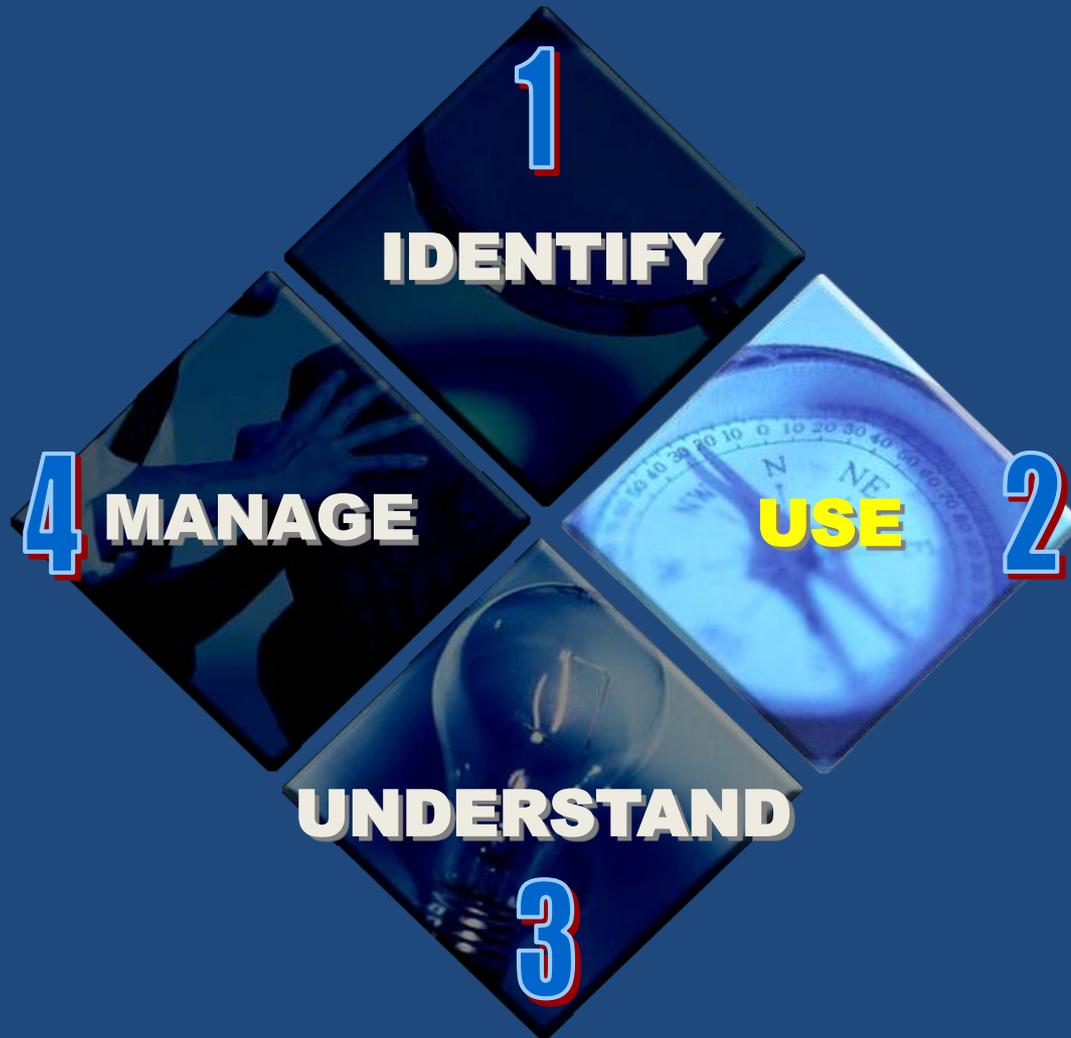
- Emotions contain data
- Communicates intent

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

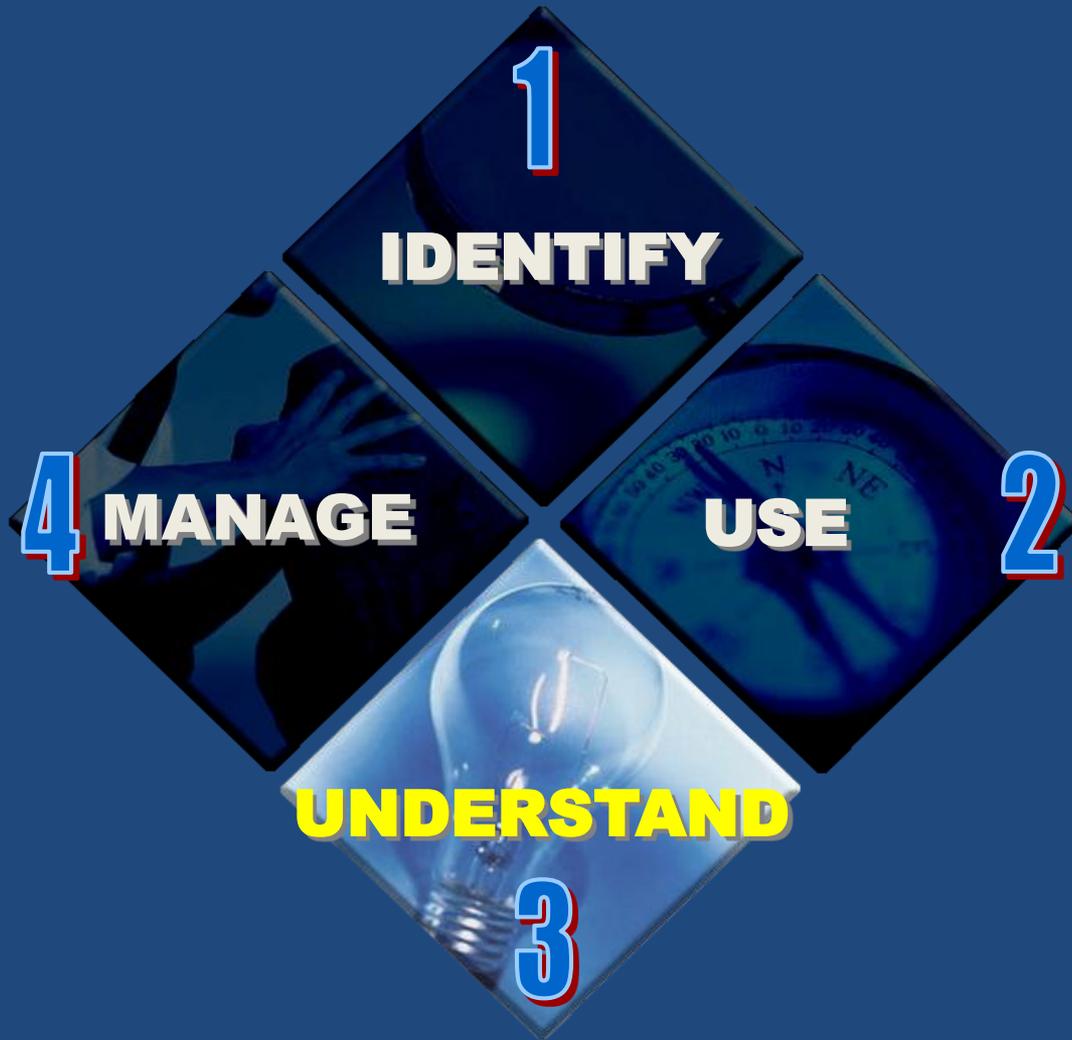
Use Emotions

Do you need to generate different emotions for different purposes?

Match mood to task

Leader mood and team performance

Emotional contagion



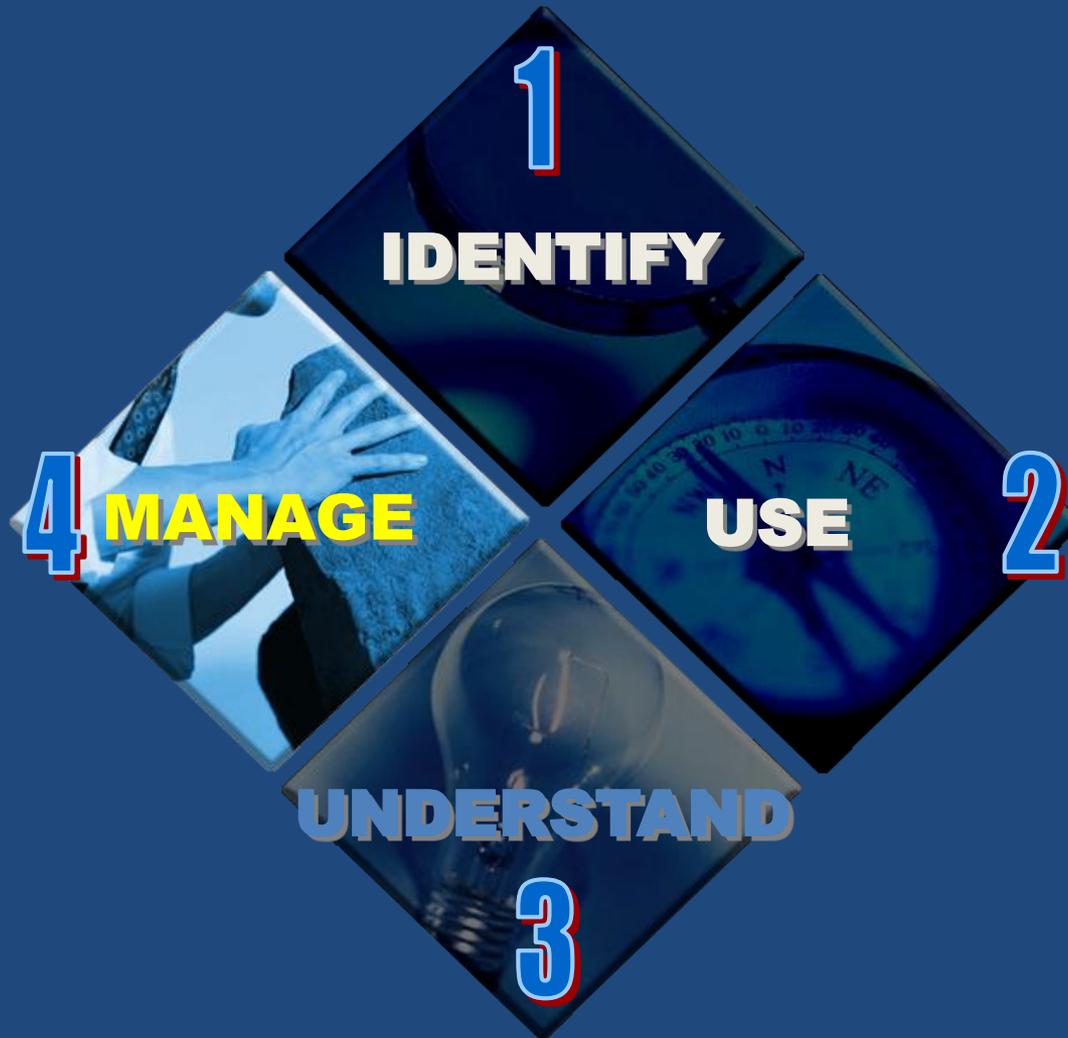
Understand Emotions

Emotion	Cause	You	Other
Joy	Gain something of value	<i>Beatles</i>	
Sadness	Lose something of value		
Anger	An obstacle to achieving a goal		
Disgust	Offends your principles or values		
Surprise	Unexpected event		
Interest	Something new		
Fear	A perceived threat		

<i>English</i>	<i>Deutsch</i>	<i>Français</i>	<i>Italiano</i>	<i>Espagnol</i>
Afraid	Verängstigt	Apeuré	Impaurito	Atemorizado
Angry	Ärgerlich	en colère	Arrabbiato	Enfadado
Happy	Glücklich	Heureux	Felice	Feliz
Sad	Traurig	Triste	Triste	Triste
Surprised	Überrascht	Surpris	Sorpreso	Sorprendido
Disgusted	Ekelerfüllt	Dégoûté	Disgustato	Asqueado
Calm	Ruhig	Calme	Calmo	Calmado
Bored	Gelangweilt	Ennuyé	Annoiato	Aburrido
Interested	Interessiert	Intéressé	Interessato	Interesado
Excited	Erregt	Excité	Eccitato	Excitado

Understand Emotions

- Communicate feelings
- “Emotional what-if analyses”



But feelings are not *always* smart

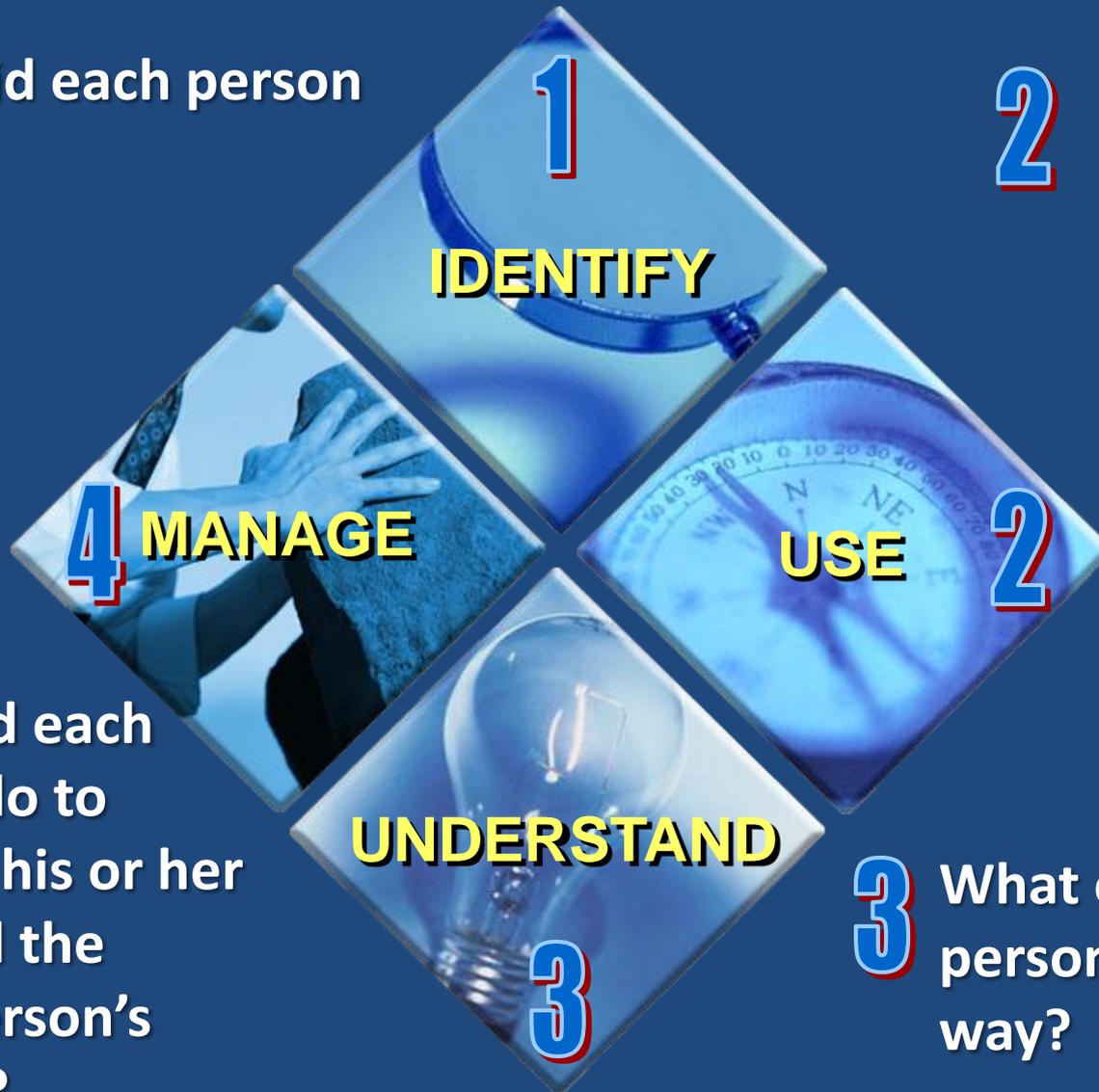
- Feelings
- Moods
- Emotions



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

GOAL

What is the desired goal for each person?

You:

Other:

1

What was each person feeling?

You:

Other:

2

What was each person paying attention to and thinking about?

You:

Other:

3

What caused each person to feel this way?

You:

Other:

4

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

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:

Mayer, J. D., Salovey, P., & Caruso, D.R. (2008).
Emotional Intelligence: New Ability or Eclectic
Mix of Traits? *American Psychologist*.

Practical Application:

El directivo emocionalmente inteligente.
Caruso & Salovey. Algaba

Contact:

david.caruso@yale.edu

