



Emotional Intelligence Academy

What Scientists Who Study Emotional Intelligence Agree On

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Abstract

The Emotional Intelligence research literature is diverse, complex and often controversial when considering the absence of an agreed taxonomy for use in defining emotional intelligence and even more so in agreeing the methodology adopted to assess people against it. This paper outlines the results of a research questionnaire that draws on the opinions of 43 subject matter experts.

This paper will confine itself to those areas where there was agreement at a 70%+ level. It is suggested that this high threshold will provide a reliable dataset to inform continued research and debate in this field.

Keywords

emotional intelligence, traits, personality, individual differences, assessment, intelligence, competencies, ability, survey.

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Background to the consultation

There is a general recognition that an Intelligence Quotient (IQ) test measures general intelligence (referred to as the ‘g’ factor). A generic, widely accepted equivalent in emotional intelligence (what I will also refer to as the ‘e’ factor) does not exist to date. This survey is part of wider, parallel, research where the overall aim is to complete a critical comparative study of current Emotional Intelligence (EI) models towards two outcomes, these being the development of a generic EI model, and establishment of a valid assessment methodology for that model.

The EI research literature has rapidly expanded and diversified over the last two decades. A search on *Emotional Intelligence* via the *Scopus*² database in January 2018 totalled 87881 publications, rising year on year from 1997 (n=644) to 2016 (n= 11152). The research permeated from the disciplines of psychology, education, sociology, neuroscience, linguistics, behavioural analysis and communications. At the root of this research is the century-old concept of *social intelligence* which Edward Thorndike positioned alongside *abstract intelligence* and *mechanical intelligence* (E.L. Thorndike, 1920). The original definition of social intelligence by Thorndike is "the ability to understand and manage men and women, boys and girls, to act wisely in human relations" (1920:229). Gardner’s work on multiple intelligences (1983) helped to challenge the dominant ‘g’ intelligence and suggested then that there were multiple intelligences, including *intrapersonal* and *interpersonal* factors. He defined these two concepts as *intrapersonal intelligence*, which “involves the capacity to understand oneself, to have an effective working model of oneself including one’s own desires, fears and capacities - and to use such information effectively in regulating one’s own life”, and *interpersonal intelligence*, which “denotes a person’s capacity to understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others” (Gardner, 2000:43). Gardner was keen to challenge the widespread belief by psychologists that “intelligence is a single faculty and one is either ‘smart’ or ‘stupid’ across the board” (Gardner, 2000:34).

Although EI featured in earlier research (Beldoch, 1964; Leuner, 1966), the first use of the term *emotional intelligence* is usually attributed to Wayne Payne’s doctoral thesis (1985). The first published use of the alternate quantitative term ‘EQ’ (Emotional Quotient) is from an article by Keith Beasley in 1987 in the British Mensa magazine³, although Reuven Bar-On claims to have coined the EQ term in the late 1980’s to describe his approach to assessing emotional and social competence in his unpublished doctoral thesis. His model is best referred to as a *mixed model* (he prefers to call it an *array*) as it consists of fifteen factors (Bar-On, 2006:23) including skills (e.g. *assertiveness* and *problem solving*), traits (e.g. *optimism*), and other qualities (*stress tolerance*, *social responsibility* and *self-actualisation*). Bar-On defined the concept of EI as “an array of personal, emotional and social competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures” (1997:14).

² www.scopus.com

³ Egi.org. (2018). Beasley. [online] Available at: <https://eqi.org/beasley.htm#The%20Emotional%20Quotient> [Accessed 3 Sep. 2018].

An EI model that contributed to the shape of current developments was conceptualized in a landmark article by Peter Salovey and John Mayer (1990:190) under three factors (focused on self and other) of *appraisal and expression of emotion, regulation of emotion, and utilization of emotion*. This was the basis of a later adaptation that is now widely known as the *four-branch model* (Mayer and Salovey, 1997:11). Their model stayed true to the concept of *ability* and an assessment methodology was commercialized and deployed as MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test). It is one of the few models that avoided contamination within and across its primary factors. This MSCEIT model has led the way with *ability* EI, though it is not without its problems. Some researchers critique the lack of comprehensiveness of the factors in the model and some question the relevance of some of the eight ‘tasks’ that purport to assess them.

The distinction between *trait* EI and *ability* EI was elevated a few years later by Petrides and Furnham (2000:314), with both authors contributing significantly (Petrides and Furnham, 2001; Petrides, 2011; Petrides et al., 2016) to the debate about the confusions across the spectrum of EI models. Trait models gathered support due to their higher correlation with personality instruments. An example is that EI was found to be “negatively and significantly correlated with Neuroticism, and positively and significantly correlated with Extraversion, Openness, Agreeableness and Conscientiousness” (Saklofske et al., 2003). This logic is fine on the surface, though it is flawed if you accept the argument that EI is an *intelligence*. It is then difficult to argue that intelligence should be based on an evolved or experience-created *preference*.

In 1995 the term *Emotional Intelligence* became more widely recognized following the publication of a book by New York Times science writer, Daniel Goleman (1995). Goleman presented twenty-five ‘competencies’ which are a mix of skills, abilities, traits and attitudes, earning it the same *mixed model* label as Bar-On’s (Goleman, 1998) though Goleman centred his work on *leadership* in the workplace. This might raise questions when the model is mis-applied outside of this context – an example being the heavy critique within the national evaluation report in the UK about the implementation of the Social Emotional Aspects of Learning (SEAL) initiative into secondary schools. SEAL was based on Goleman’s competencies. It was reported that SEAL “failed to have a positive impact”⁴.

Goleman’s 1995 book’s best-selling status, along with his follow up text (1998), may be the reason that the EI term gained such popularity; Goleman deserves credit for this. This increase in discourse and research activity could also be due to the convincing business cases for developing emotional competencies put forward by the Consortium for Research on Emotional Intelligence in Organizations⁵. The claimed benefits are substantial; though there are multiple criticisms towards those who claim this, including the suggestion that the

current excitement surrounding the potential benefits from the use of EI in the workplace may be premature or even misplaced... [given that] much of the predictive validity of questionnaire

⁴ <https://dera.ioe.ac.uk/11567/1/DFE-RR049.pdf> , p.88

⁵ http://www.eiconsortium.org/reports/business_case_for_ei.html intelligence, 17(4), pp.433-442

measures of EI may be a product of their overlap with standard personality factors. (Zeidner et al., 2004:388).

Even defining the term Emotional Intelligence is a challenge. The table below shows a selection of nine definitions uncovered in the review.

Author	Definition	Ability	Capacity	Monitor	Perceive	Understand	Influence	Own emotions	Other's emotions	Contexts	Thinking	Actions	Goals	Growth	Reference
Salovey and Mayer (1990)	a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions	y		y				y	y		y	y			Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. <i>Imagination, Cognition and personality</i> , 9(3), 185-211.
Mayer and Salovey (1997)	the ability to perceive emotions, to assess and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotion so as to promote emotional and intellectual growth	y			y	y	y	y	y		y			y	Mayer, J. D., & Salovey, P. (1997). What is Emotional Intelligence. In P. Salovey & D. Sluyter (Eds.), <i>Emotional Development and Emotional Intelligence: Educational Implications</i> (pp. 10-11).
James (2004)	the ability of a person to use emotions as a guiding tool for interpersonal effectiveness in his or her social environment	y					y	y	y	y					James, K. T. (2004). Emotional Intelligence: The New Science of Interpersonal Effectiveness. <i>Human Resource Development Quarterly</i> , 15(4), 489-495.
Goleman (1997)	the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships		y		y		y	y	y						Goleman, D. (1997). Beyond IQ: developing the leadership competencies of emotional intelligence. Paper presented at the 2nd International Competency Conference, London.
Cooper and Sawaf (1997)	the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence	y			y	y	y	y							Cooper, R. K., & Sawaf, A. (1997). <i>Executive EQ: Emotional Intelligence in Leadership and organisations</i> . In. New York, NY: Perigee Books, The Berkley Publishing Group.
Bar-On's (1997)	an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures	y					y	y		y					Bar-On, R. (1997). The emotional quotient inventory (EQ-I): Technical manual. Toronto, Canada: Multi-Health Systems.
Weisinger (1998)	the intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results							y				y	y		Weisinger, H. (1998). Emotional Intelligence at Work. In. San Francisco, CA: Jossey-Bass Inc.
Caruso (1999).	ability to use your emotions to help you solve problems and live a more effective life	y					y	y							Caruso, D. R. (1999). Multi-Factor Emotional Intelligence Scale (MEIS) (Vol. Feedback Booklet, Version 1.1): Connecticut, Wolf and Associates.
Coleman, Andrew (2008).	the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s)"	y			y	y		y	y	y	y	y	y		Coleman, Andrew (2008). <i>A Dictionary of Psychology</i> (3 ed.). Oxford University Press. ISBN 9780199534067
Lansley (2017)	"The ability to perceive, understand and influence our own and others' emotions, across a range of contexts, to guide our current thinking and actions, to help us to achieve our goals" (Lansley, 2017:Section 1). (Recognises only those elements supported by 2 or more of the 9 researchers).	y			y	y	y	y	y	y	y	y	y		Lansley, C.A. (2017) 'Emotional Intelligence.' <i>Diploma in Behavior Analysis and Investigative Interviewing Module</i> . [online] EIA Group (UK). Available at: https://www.eiagroup.com/product/diploma-behavior-analysis-investigative-interviewing-dba/ [Accessed 9 Nov. 2017].

A generic definition was developed from multiples of two or more of the thirteen features from this array. This was presented to and supported by 86% of the Subject Matter Experts consulted. The general definition adopted was therefore as follows:

- “*Emotional Intelligence* is the ability to perceive, understand and influence our own and others’ emotions, across a range of contexts, to guide our current thinking and actions, to help us to achieve our goals”.

In summary, there appears to be a widespread belief that EI *can* make a difference, but the conflicting literature suggests that the models and/or assessment methodology used to quantify EI are simply not good enough to form the basis of a generic model. The development of an *e* model is a vital step forward in seeking to provide a platform for future studies that can stand up to objective scrutiny; this research project was designed to help us move towards that goal.

This review highlighted the four major challenges facing the creation of a generic *e* model for EI:

- there is no standard definition for EI, whilst most seem to agree that it is a competence set made up of a range of abilities (see table above),
- there are many models that describe EI qualities using different constructs across a spectrum of abilities and traits; this complexity needs to be resolved. The way forward is to use models of emotional intelligence that are less contaminated by personality constructs. (Jordan et al., 2006:205),
- the spectrum of factors in the disparate EI models mean that there is no widely accepted methodology for the measurement of EI, and
- there are conflicts in this field of research that may lead to resistance against a new *e* model due to historical anchoring to theoretical beliefs, researcher alliances, contractual or non-disclosure commitments, and/or other commercial/publisher influences.

This led to the consultation survey that resulted in this paper.

The consultation methodology

The participants in this web-based survey needed to be recognised as subject matter experts (SMEs) in EI and I needed to ensure I didn't draw from my own network. I needed to guard against any unwitting substantive bias in the SME identification due to my extensive work in the field of emotions and emotional intelligence, as it was tempting to draw on my own global network of SMEs; some of them associates and friends. As this consultation was being conducted within the framework of a PhD, I was able to draw on my Director of Studies and two Supervisors who supported the idea of me approaching the total membership of a consortium of EI researchers, CREIO⁶. My Supervisors also vetted the survey questionnaire and the related confidentiality, ethics and data protection factors.

The mission of the non-profit CREIO, formed in 1996, is to advance research and practice of emotional and social intelligence through the generation and exchange of knowledge. The consortium is cross-cultural and has members in North America, Europe, Asia, Australasia and the Middle East. It also includes members who are well known in the EI field and are/have been involved in the research and development behind the majority of prominent and current EI models and assessment instruments. This offers quality input, though also an interesting dynamic; I am asking EI model/tool developers for their

⁶ http://www.eiconsortium.org/members/consortium_membership.html

objective input into a consultation process when they too may have their own biases. These could simply be preferences based on interest and beliefs, or they could be underpinned by commercial contracts relating to tool distribution. There could also be confidentiality, loyalty and non-disclosure agreements and other contracts restricting participation. This was factored into the survey by asking SME's to declare their interests, though I had to offer an option for them to respond with 'prefer not to say' to maximise the chances of the more involved researchers responding to the survey. I also reinforced the confidentiality controls.

Membership of CREIO is controlled by a Membership Committee that apply the following criteria⁷:

- applicants must have published several empirical journal articles and/or empirically-based books on the topic of emotional or social intelligence
- applicants must also be judged to have met at least two of the following criteria:
 - Currently is doing research or interventions related to emotional or social intelligence
 - Is passionate about promoting emotional or social intelligence through research.
 - Has expertise that enhances the consortium's capabilities.

I approached the Co-Chair of CREIO, in order to adopt the proper protocols for this consultation. This included a central email about the project to all 104 members⁸, followed by emails to each member inviting them into the online survey. I utilized SurveyMonkey as the platform because of its secure features and built in data analysis features. I tested the survey with a group of four SMEs outside the CREIO network to establish functionality and completion times. This revealed a duplicate question, which was removed, and an average completion time of 24 minutes. I added this estimated completion time to the survey invite.

The survey was conducted online from 8th March to 22nd March 2019 with 104 Subject Matter Experts (SMEs) allowing 14 days for SME completion to accommodate busy workloads and holidays. Following the invite, and three automated reminders on 15th, 20th and 21st March to non-responders, I was delighted to receive 43 responses (n=43 [41%]), from across the global membership.

Results

The EI definitions, statements and taxonomy in the survey received significant agreement from the 43 subject matter experts. There were very few deletions, edits and additions to the definitions and the EI model taxonomy. This is likely to be due to the survey factors were drawn from a range of prominent EI research and models - many of which were developed or influenced by the world's leading EI scientists, most of whom being members of CREIO.

⁷ http://www.eiconsortium.org/members/consortium_membership.html

⁸ author excluded himself from the 105 members

Although 90.7% believe it is feasible to create a generic Emotional Intelligence framework and assessment model that parallels the generic IQ model, 83.7% of the SMEs do not believe a generic Emotional Intelligence assessment model already exists that provides a reliable measure of EI that parallels the way IQ tests measure general intelligence. The few (16.3%; n=7) who believed one already existed offered the following in the comments box to support their response:

- “Bar on model is quite comprehensive and can also be mapped to the facets of big five model of personality”
- “The Boyatzis and Goleman Emotional and Social Intelligence Competency Model”
- “Emotional and Social Competence Inventory”
- “MSCEIT”
- “GEC”
- “Bar-On’s EQi model”.

Some of those naming these instruments declared interests and associations with the tool they proposed.

Definitions

Definitions prompted multiple comments and preferences though overall there was strong support for the following:

1. **Emotional Intelligence** is “the ability to perceive, understand and influence our own and others’ emotions, across a range of contexts, to guide our current thinking and actions, to help us to achieve our goals.” (76.7%). There were suggestions (n= 4) that *feelings* need to feature as well as *thinking* and *actions*. This was added to the working definition. There was also a little resistance (n=3) to the incorporation of *goals*, with suggestions that our only purpose may be ‘understanding or empathy’. I would argue that these can be classified as *goals* and therefore I did not edit out the term *goals*. This resulted in the updated definition: **Emotional Intelligence is “the ability to perceive, understand and influence our own and others’ emotions, across a range of contexts, to guide our current thinking, feelings and actions, to help us to achieve our goals.”**
2. **Ability** is “the possession of the means or skill to do something.” (81.4%). The word *means* was felt by some (n=4) to be too vague and too broad (i.e. it could relate to a computer), with suggestions (n=2) that it could be replaced with *knowledge*. This was incorporated into the following definition: **Ability is “the possession of the knowledge and skill to do something.”**
3. **Trait** is “a distinguishing quality or characteristic, typically one belonging to a person.” (79.1%). There were suggestions (n=5) that the definition should, or could, end after the word ‘characteristic’. As the application in this EI context is on humans I followed a

suggestion (n=1) to simplify the last five words. This led to this definition: ***Trait is “a distinguishing quality or characteristic of an individual.”***

4. ***Competency*** as “the ability to do something successfully or efficiently.” (79.1%).

Although there was a high level of agreement with the definition there were suggestions (n=3) that competence needs to centre more clearly on *performance*. There were also suggestions (n=3) that the features of the *ability* definition should replace the word *ability* in this definition. There was resistance (n=4) to singling out the term *efficiently*. As the word *successfully* would encompass such a term this resulted in the following definition: ***Competency is “having the knowledge and skills to perform successfully.”***

Conceptual/general factors

There was significant support (95%) behind the belief that Emotional Intelligence can be developed in people, with a few comments (n=2) that align with some beliefs on IQ relating to the claim that IQ is fixed relative to age.

When asked what type of factors need to feature as primary factors for a generic Emotional Intelligence model the 70% threshold wasn't met. There was a slight majority of 53.5% who felt that Ability factors should be primary. 46.5% felt the primary factors should be Mixed (abilities and traits), though no-one felt that Traits alone should be the primary factors. This supported earlier findings in the wider study where I could not find any EI model that was based on trait only factors. This was interesting bearing in mind the majority of EI models are labelled as mixed or trait models.

76.2% of the SMEs hypothesized that a reliable measure of Emotional Intelligence would have no or low correlation with IQ. 21.4% felt that there would be a high, positive correlation. 2.4% felt that there would be a high, inverse correlation. This has great significance for future research as one of the key assumptions made by some researchers is that the strength of an EI model should be judged on a positive correlation between EI and IQ since they measure the same overall construct of intelligence “demonstrating the positive manifold (that is, consistent positive correlations) found among intelligence tests” (Orchard et al., 2009:322). The lack of correlation thereby leading to criticism of the EI models where scores don't correlate. I worry that this could have deterred young researchers from developing their work.

I was keen to see how some common factors, that were often mis-classified by researchers, were classified by SMEs. There was majority agreement above the 70% dataset threshold that Empathy, Conflict Management, Influence and Self-control were abilities. There was also agreement that Optimistic, Extroversion, Conscientiousness, Agreeableness, Openness, Neuroticism, Self-confidence and Achievement-orientation were all traits. This correlated with the earlier definitions. The majority was, however, only marginal on judging Customer orientation (51.2%) and Organisational-awareness (53.5%)

as traits over abilities. The challenges seem to be primarily round those preferences and orientations that aren't included in the popular personality models such as the Big Five and MBTI.

Responses to the EI taxonomy presented that emerged from the wider research

a) Knowledge and understanding

This facet of knowledge/understanding (i.e. 'theory') judged necessary by SMEs for those who have high Emotional Intelligence were as follows. Each one preceded by "The ability to state/describe...." and rank ordered here:

100.0%	Emotions and their characteristics
100.0%	Stress (causes and effects)
97.7%	Functions of emotions
97.7%	Psychological biases, and their impact on self and interactions with others
95.3%	How responses differ from reactions and reflexes
95.3%	Psychophysiology and association with emotions
95.3%	The emotional timeline from trigger through to response
95.3%	Verbal content and association with emotions
95.3%	Effect of interactional context (time/place/conditions/etc)
93.0%	Facial expressions and association with emotions
93.0%	Our own hot triggers
93.0%	Emotional load
93.0%	Body language and association with emotions
93.0%	Voice (e.g. pitch/volume/tone) and association with emotions
93.0%	Interactional/conversation style and association with emotions
93.0%	Communication styles (e.g. passive, aggressive, assertive)
90.7%	How moods, traits and disorders differ from emotions
90.7%	How psychological scripts and formed and can affect emotions
90.7%	Individual differences (general/cultural)
88.4%	Impact of disorders on emotions/behavior
88.4%	Cognitive load
88.4%	Mindfulness and attentiveness
88.4%	Influencing others
86.0%	Workings of the autonomic nervous system (SNS/PNS)
83.7%	Neuroscience as it applies to emotions
76.7%	Personality and trait theory
76.7%	Questioning and elicitation methods
74.4%	Biometric/technical measurement of effects of emotion on the body
69.8%	Emotions and the brain measurements (e.g. fMRI/EEG)

Only 'Emotions and the brain measurements (e.g. fMRI/EEG)' fell outside the threshold.

Additional suggestions included:

Resilience, Transparency; Political Savvy; Situation and its impact on others' emotions. The first three are traits. The latter covered by 'Effect of interactional context (time/place/conditions/etc).'

b) Ability/Skill

The facets of skill (i.e. 'ability') judged necessary, by SMEs, for those who have high Emotional Intelligence were as follows. Each one preceded by "The ability to...." (in respect to appropriateness to goals and context) and rank ordered here:

100.0%	Read body language signals and their possible association with emotions
100.0%	Engage others
97.7%	Be attentive and mindful in the moment
97.7%	Anticipate and manage hot triggers
97.7%	Be empathic towards others
97.7%	Read voice signals (e.g. pitch/volume/tone) and their possible association with emotions
97.7%	Read verbal content and its possible association with emotions
97.7%	Use effective questions and elicitation approaches to suit goals
97.7%	Review and evaluate own emotional intelligence
97.7%	Influence the interactional context (time/place/conditions/etc) as/if needed
95.3%	Adopt a mindset of curiosity rather than judgement during interactions
95.3%	Manage moods
95.3%	Analyse and manage interactional context
95.3%	Analyse and consider wider context (culture/general)
95.3%	Manage own bias
95.3%	Regulate our own emotions
93.0%	Read interactional/conversation style and its possible association with emotions
93.0%	Be assertive when appropriate
93.0%	Label emotions in self as they arise
93.0%	Engage emotions to support activity
93.0%	Read facial expressions and their possible association with emotions
93.0%	Read psychophysiology signals and their possible association with emotions
93.0%	Recognise and flex personal styles to styles/preferences of others to help meet the goals of interaction
90.7%	Manage/change context when appropriate
90.7%	Mirror, pace and lead others to support the goals of the interaction
90.7%	Influence others
90.7%	Establish baseline <u>behavior</u> in others
88.4%	Read multi-channel data from others simultaneously and determine its possible association with emotions
86.0%	Interrupt emotional reactions
86.0%	Generate and test hypotheses from multi channel data relating to emotions
72.1%	Practice contemplative <u>meditation</u>
72.1%	Suppress our own emotions when appropriate to minimise burnout
60.5%	Interpret biometric/technical measurement signals and their possible association with emotions
46.5%	Interpret brain measurements (e.g. fMRI/EEG) and their possible association with emotions

Only the last two elements fell outside the threshold.

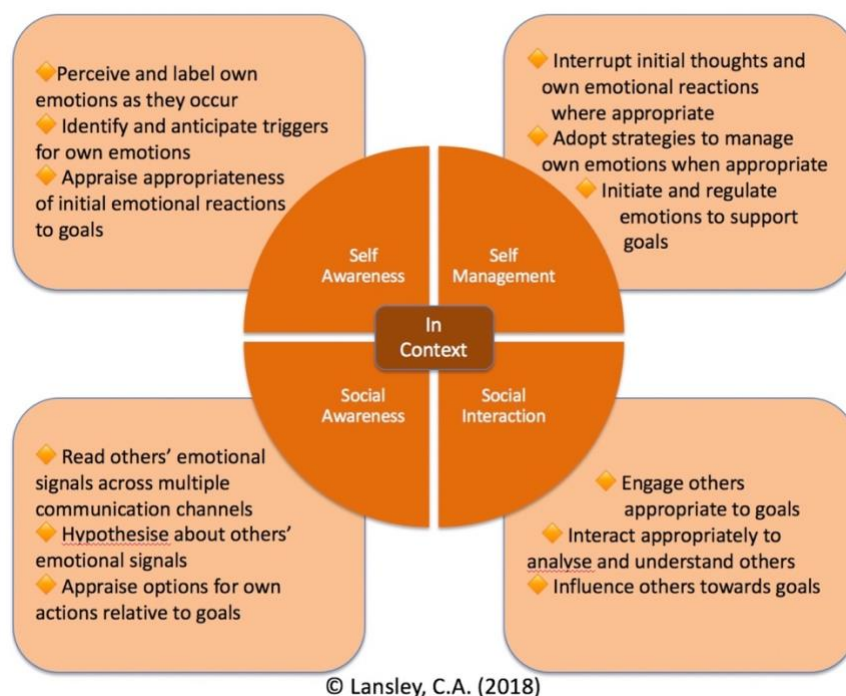
c) Primary competencies

These twelve competencies were judged necessary for those who have high Emotional Intelligence with an average of 95.7% across the twelve competencies (range of 7%; stdev 2.395%). There were suggestions (n=2) that *goals* needn't feature as avoidance of risk may also be a driver. I would suggest that *goals* are not restricted to opportunity seeking and can include risk avoidance motives.

95.3%	1. PERCEIVE AND LABEL OWN EMOTIONS AS THEY OCCUR
100.0%	2. IDENTIFY AND ANTICIPATE TRIGGERS FOR OWN EMOTIONS
97.7%	3. APPRAISE APPROPRIATENESS OF INITIAL EMOTIONAL REACTIONS TO GOALS
97.7%	4. INTERRUPT INITIAL THOUGHTS AND OWN EMOTIONAL REACTIONS WHERE APPROPRIATE
95.3%	5. ADOPT STRATEGIES TO REGULATE OWN EMOTIONS WHERE APPROPRIATE
93.0%	6. INITIATE AND ENGAGE EMOTIONS TO SUPPORT GOALS
97.7%	7. READ OTHERS' EMOTIONAL SIGNALS ACROSS MULTIPLE COMMUNICATION CHANNELS
93.0%	8. HYPOTHESEISE ABOUT OTHERS' EMOTIONAL SIGNALS
95.3%	9. APPRAISE OPTIONS FOR OWN ACTIONS RELATIVE TO GOALS
93.0%	10. ENGAGE OTHERS APPROPRIATE TO GOALS
97.7%	11. INTERACT APPROPRIATELY TO ANALYSE AND UNDERSTAND OTHERS
93.0%	12. INFLUENCE OTHERS TOWARDS GOALS

These are presented here, clustered into four quadrants that segment the upper personal competencies from the lower social competencies, the way Gardner (2000), Goleman (1998) and others have suggested.

Context is centred to avoid repetition across the competencies. I have labelled this resulting model with the title of *EmotionIntell*.



Assessment methodology

SMEs were asked to what degree are the following assessment methods valuable for reliably measuring Emotional Intelligence, without consideration of cost and difficulty in terms of design and development, and there was no consensus towards one assessment methodology for EI. Here are the SME consultation results:

59.5%	1. Knowledge and understanding tests (written/online)
75.6%	2. Implicit Association/Belief Tests (assesses the relative strength of positive and negative associations test-takers have for a range, or opposing, ideas)
92.5%	3. Emotion Recognition Assessments (of facial expressions, voice, body language, etc)
69.0%	4. Self-Report (self-assessment questionnaires)
80.5%	5. Multi-Rater (assessment by others/peers via questionnaires)
85.0%	6. Situational Judgement Tests (case study/written/video vignettes) against 'expert' scoring
81.6%	7. Situational Judgement Tests (case study/written/video vignettes) using 'own typical response' scoring
42.9%	8. Assessment Centres (tasks/activities performed with expert assessment)
67.4%	9. Sustained observation and expert assessment of the subject(s) in real life contexts

When rank ordered, the hierarchy reveals significant support (70%+) for five of the eight main assessment approaches to capture the depth and range of qualities of one who might be judged to have a high EI rating:

- **92.5%** **Emotion Recognition Assessments (of facial expressions, voice, body language, etc)**
- **85.0%** **Situational Judgement Tests (case study/written/video vignettes) against 'expert' scoring**
- **81.6%** **Situational Judgement Tests (case study/written/video vignettes) using 'own typical response' scoring**
- **80.5%** **Multi-Rater (assessment by others/peers via questionnaires)**
- **75.6%** **Implicit Association/Belief Tests (assesses the relative strength of positive and negative associations test-takers have for a range, or opposing, ideas)**
- 69.0% Self-Report (self-assessment questionnaires)
- 67.4% Sustained observation and expert assessment of the subject(s) in real life contexts
- 59.5% Knowledge and understanding tests (written/online)
- 42.9% Assessment Centres (tasks/activities performed with expert assessment).

There was the support for 'own typical response' in the Situational Judgement Tests (SJTs). This clashes with wider findings that any form of self-perception about 'how I would respond in x situation' is susceptible to faking - a response pattern in which test-takers represent themselves with an excessive positive bias (Pauls and Crost, 2004). This may be influenced by the commonality of this approach in several EI assessment instruments. This warrants further investigation.

Summary

This report highlights where EI definitions, statements and taxonomy received significant (70%+) agreement from the 43 subject matter experts. Many factors were supported at much higher levels. This could be due to the fact that the survey factors and taxonomy were drawn from a range of eight prominent EI models that were developed or influenced by the world's leading EI scientists - these also being members of CREIO. Although SME support is high towards abilities, the impact and influence of traits on EI performance is not being neglected in the model development. The criticality of traits, personality and other individual differences on applied personal and interpersonal emotional intelligence has been prominent in the wider research project and this is being factored into the *EmotioIntell* model for separate publication.

SME feedback

I sought feedback, tips, encouragement or criticism from SMEs that might help or guide this research work. Here are the responses I received:

I have recorded a question (regarding situational judgment tests) that has been bothering me. If your research finds and answer for that, it would be great. My best wishes for the successful conduct of this research. I would be happy to help.

I am interested in reading the results

I am very glad to see that you are doing this Emotional Intelligence research, it is a fascinating field and I look forward to reading your work! Thank you.

From looking at some of the elements in the questions I can see that you are incorporating elements from facial and body language channels. I feel that this is a missing element in existing assessments.

It might be useful to you to present your preliminary findings to the Consortium for feedback.

You are taking on a very challenging task and I hope you are successful. Success will be difficult to measure since there are many voices in the field today and some very strong beliefs and opinions. Good luck.

Thanks for your work...please be rigorous about validity/reliability issues.

Great survey, with the noted exceptions.. I'd actually like a copy of the survey instrument itself.

A new ability model which integrates awareness of communication changes across multiple channels I believe would be a excellent step forward. This work is much needed.

Please be careful to not equate EI with interactional manipulation. Please be responsible with your research and call out the need for EI to focus on understanding and not manipulation. GOOD LUCK!

This is important work. Good luck!

Good luck!

All the best!

Encouraging you to conduct a comprehensive analysis and to keep the output simple and applicable. Thank you for your effort

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