Work 1: Educational Theory Literature Review

Project Overview

Produced with Scholar

Publisher: EPSY 408 FA21
Start: Oct 20, 2021
Due: Nov 21, 2021

Project Description

Take one of the theories or theoretical concepts introduced in this course. Look ahead into the course learning module to get a sense of upcoming ideas—don't feel constrained to explore concepts introduced early in the course. Or explore a related theory or concept of your own choosing that is relevant to the course themes.

Theoretical and Empirical Literature Review: Your work must be in the genre of a literature review with at least 5 new scholarly sources (peer reviewed journal articles or scholarly books) that you have not previously used in this or other courses. Of course, in addition to these five, you will reference previously used sources and other media. In the references section, you should add an asterisk in front of every new scholarly source.

Convey in your introduction how your topic aligns with the course themes and your experience and interests. Outline the theory or define the concept referring to the theoretical and research literature and illustrate the significance of the theory using examples of this concept at work in pedagogical practice, supported by scholarly sources.

Rubric: Use the 'Knowledge Process Rubric' against which others will review your work, and against which you will do your self-review at the completion of your final draft. You will find this rubric at the end of this document, and also in CGScholar: Creator => Feedback => Rubric.

Word length: at least 2000 words

Media: Include at least 7 media elements, such as images, diagrams, infographics, tables, embedded videos, (either uploaded into CGScholar, or embedded from other sites), web links, PDFs, datasets or other digital media. Be sure these are well integrated into your work. Explain or discuss each media item in the text of your work. You should refer to specific points of the video with timecodes or the particular aspects of the media object that you want your readers to focus on. Caption each item sourced from the web with a link and be sure to cite all media sources in the references list.

References: Include a References "element" or section with the scholarly articles or books that you have used and referred to in the text, plus any other necessary or relevant references, including websites and media.

Important Note: The First Draft means a complete first version of your Work!



Emotional Intelligence and Effective Leadership

Identifying the Connection

Shana K. Benford

Mar 24, 2022 at 9:29 AM

Introduction



Emotional Intelligence Image (Toastmasters, 2019)

One facet of my role at a university is to mentor new teachers who are interested in becoming STEM (science, technology, engineering, and mathematics) teachers and leaders. Formerly, I taught high school students and held teaching leadership roles. Due to my background, leadership development has been an important topic for my research and growth. More specifically, I am interested in the intersectionality of leadership and social and emotional learning. I have observed that empathetic teachers, leaders, and mentors who were aware of their students' or colleagues' needs have had more successful student outcomes than others who were not. As a former teacher, I observed my students and mentees and recognized whether they were troubled before they said anything, often offering assistance or directing them toward resources where possible. Not only did this improve relationships between the students in my class and me, but it improved relationships between my peers and colleagues while improving student outcomes. The same has been true of my university students and mentees. Because this was true for myself and others who behaved similarly, I wondered if this characteristic "high EQ" would impact leaders and their employees in the same manner. Fortunately, there is plenty of research on the topic.

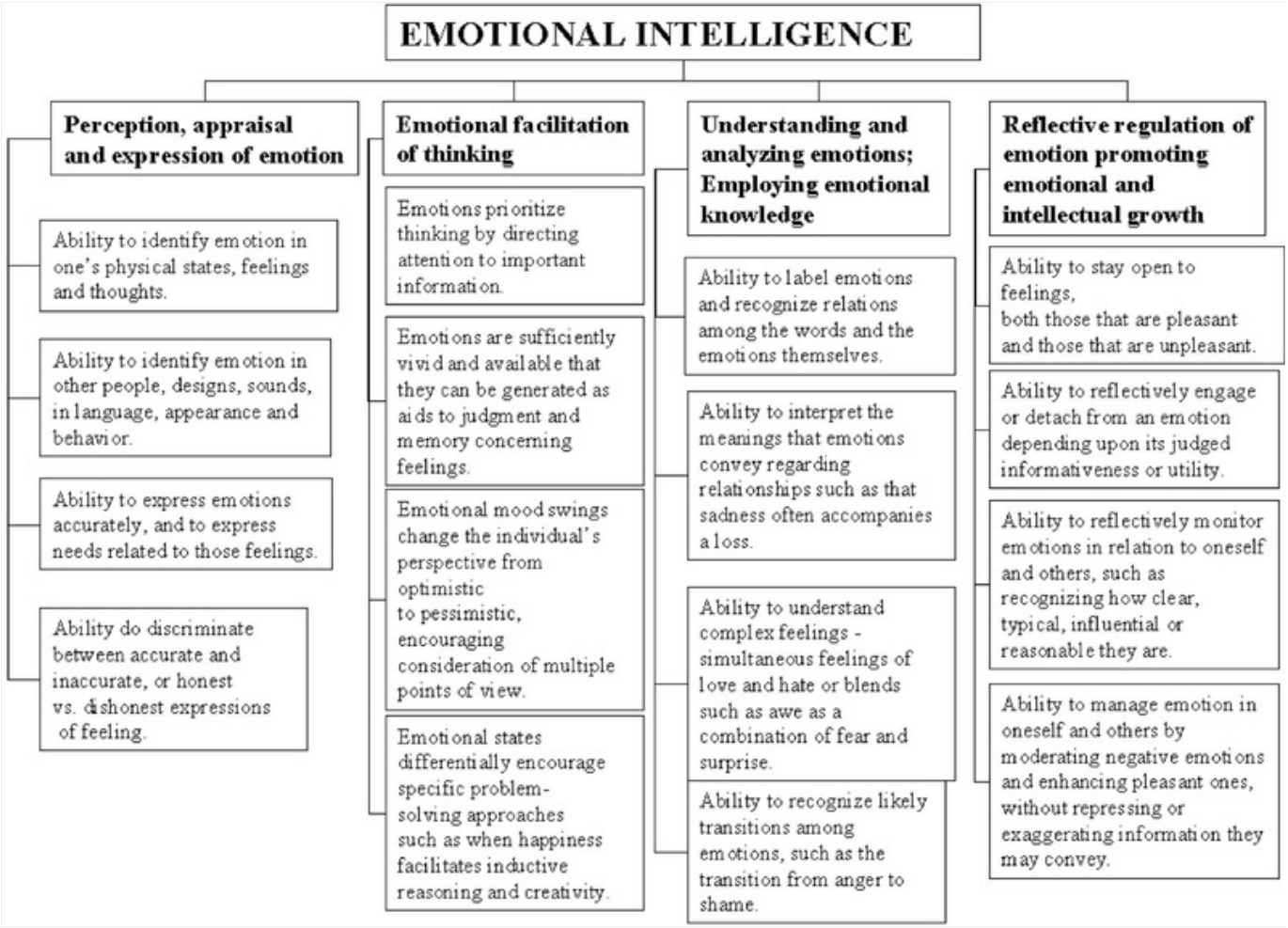
In the course, Learning and Human Development with educational technology, the College of Education Faculty introduced various exciting concepts regarding behaviorism, brain developmentalism, and social constructs. One area at the intersection of all three is the theory or idea of emotional intelligence. After researching the impact of collaboration on the social brain and our nation and society's advancements based on collective intelligence, I was motivated to learn how emotional intelligence plays a role in classrooms, schools, businesses, and other organizations. While strong leadership is an essential aspect of organizational success, what is the role of emotional intelligence in leadership development? This work will examine the connection between emotional intelligence and effective leadership. This literature review aims to answer the following questions while exploring key concepts, history and theory, criticisms, impact, and gaps in the literature.

1. What is emotional intelligence (EQ), and when was it introduced as a leadership quality?
2. Why is high emotional intelligence an essential quality for influential leaders?
3. What are the criticisms of emotional intelligence as a leadership quality?
4. What are the specific characteristics of emotionally intelligent leaders?
5. What is the impact of emotionally intelligent leaders on employees retention and satisfaction?

Key Concepts and Theoretical Background

What is Emotional Intelligence (EQ)?

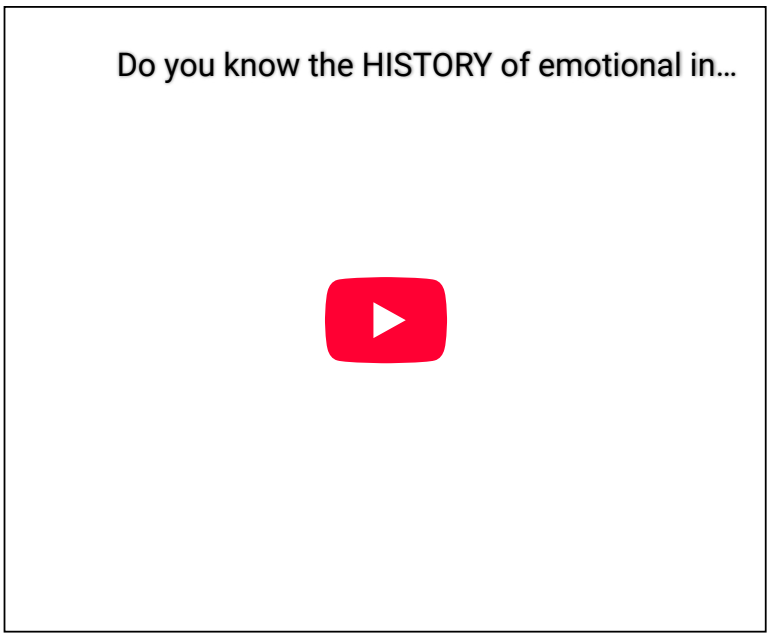
Most people are familiar with intellectual intelligence, and many educators are aware of SEL (social and emotional learning). However, recent research has emerged surrounding emotional intelligence at the intersection of intellect and SEL. The scientific definition of emotional intelligence(EQ or EI), as agreed upon by multiple theorists, is “the ability to (a) perceive emotions, (b) use emotions to facilitate thought, (c) understand emotions, and (d) manage emotions, to promote emotional and intellectual growth” (Mayer, Caruso, & Salovey, 2004, p. 199 as cited by Issah, 2018). The diagram below shows the facets of each construct of emotional intelligence, based on the definition (Jausovec & Pahor, 2017).



The main components of emotional intelligence (Jausovec & Pahor, 2017)

Perception of emotions, appraisal, and expression of emotion make up the first component of emotional intelligence (Issah, 2018; Jausovec & Pahor, 2017). This facet of emotional intelligence includes four subcategories involving the "ability to (1) identify emotions in physical states, feelings, and thoughts, (2) other people, designs, sounds, language, appearance, and behavior, (3) express emotions accurately and express needs related to feelings, (4) discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling (Jausovec & Pahor, 2017). As readers follow the figure, they will see that four subcategories accompany each emotional intelligence component. Abilities and actions toward the top of the chart under each category seem to describe inward and reflective behaviors of self, while moving down the chart reveals more observable and outward behaviors. Moving right in the diagram also reveals progressing from the perception and analysis of feelings to the reflective understanding and growth of feelings. Finally, at the highest level of emotional intelligence (bottom right), an individual would manage their own emotions others' emotions by "moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey" (Jausovec & Pahor, 2017). This ability level requires intellect to guide emotional actions (Issah, 2018; Jausovec & Pahor, 2017). Understanding the basic premises of the term emotional intelligence sets the foundation for understanding its role and innovation in influential leadership. This analysis of the scientific definition of emotional intelligence provides a clear basis for the information to follow. Examining the history will give further insight.

History and Theory

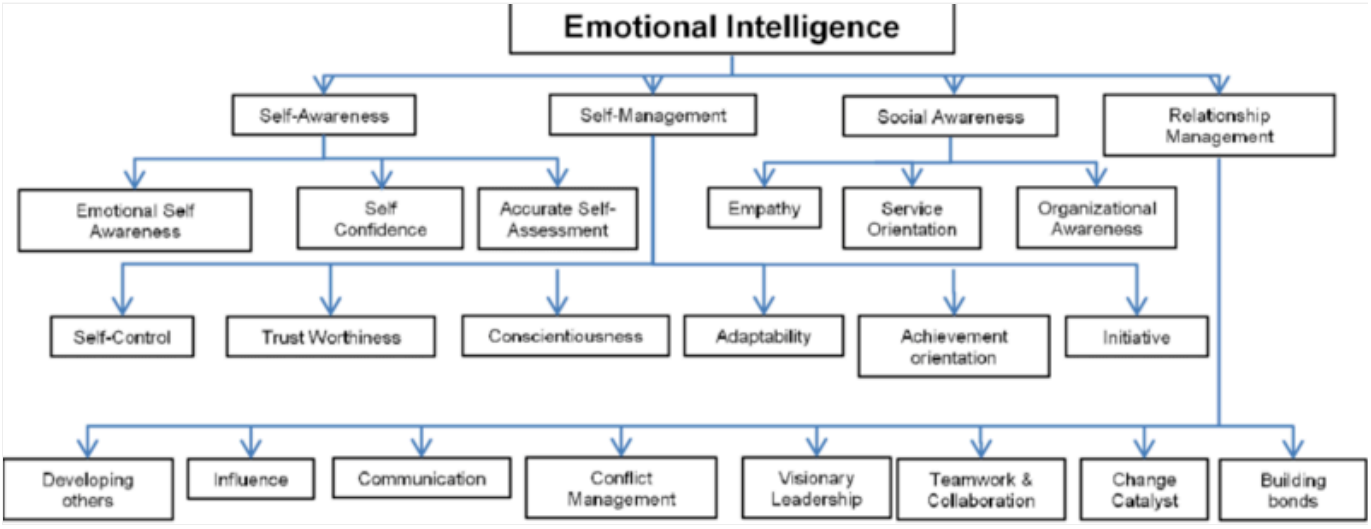


Media embedded October 25, 2021

Do you know the history of emotional intelligence? (Freedman, 2020)

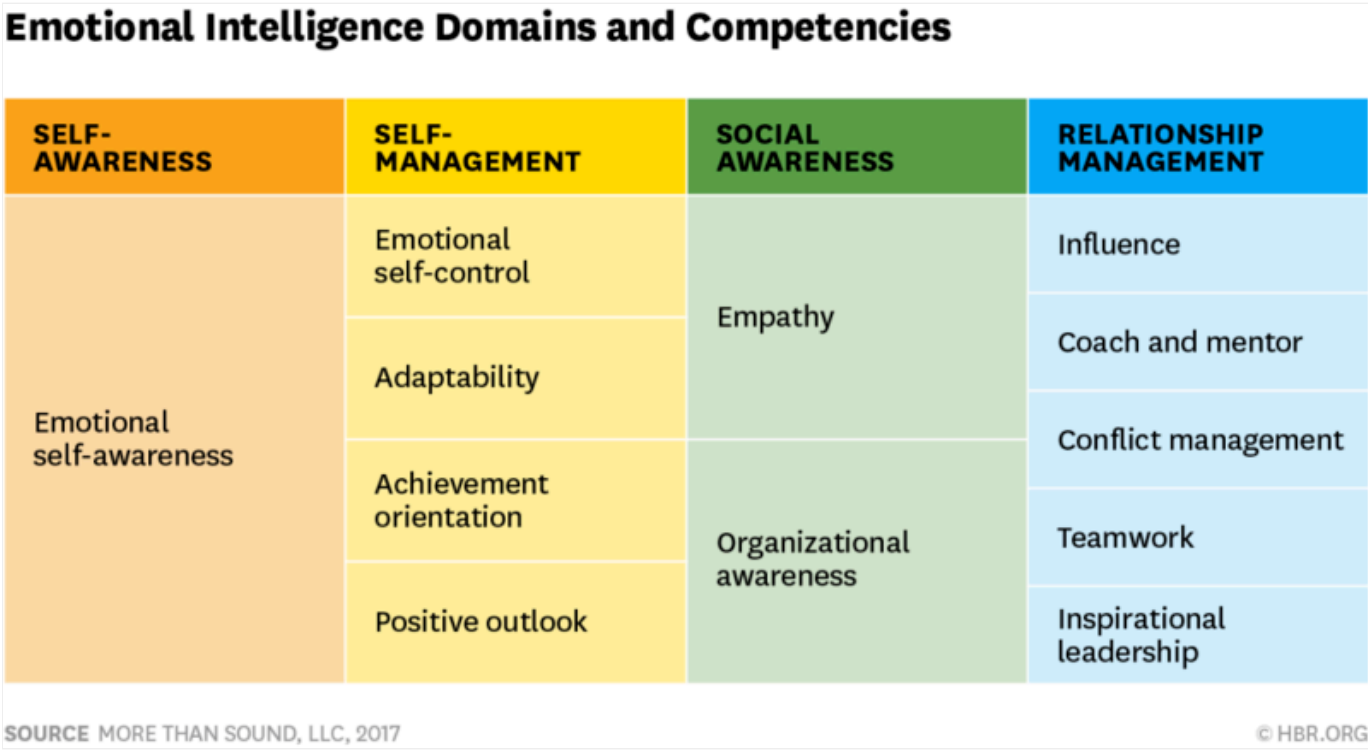
The video answers the initially posed question, when was EQ introduced as a leadership quality? In the 5-minute synopsis above, Joshua Freedman provides an overview of the history of emotional intelligence before it was widely recognized as a field by the general public (2020). Guillaume (2020) and Freedman (00:40-1:20, 2020) agree that two researchers by the name of Salovey and Mayer originated the theory. They noticed a paradigm, wondered if there could be a separation of intelligence from emotional sense, and "acknowledged the existence of different types of intelligence while highlighting the need to better understand the role of emotions (Freedman, 2020)."

Emotional intelligence became significant in the research world in the 1990s (Guillaume, 2021 and Freedman, 2020). Salovey, Mayer, and Caruso (as cited by Srivastava, 2013) developed a model for EI based on one's ability to "process emotional information" and "navigate the social environment." Later, a model based on traits was introduced by Konstantin Petrides (Srivastava, 2013). This model "encompasses behavioral dispositions and self-perceived abilities and is measured through self-report" (Petrides KV et al., cited by Srivastava, 2013). The mixed model of emotional intelligence included 25 competencies that were initially introduced in 1998 by Daniel Goleman (Guillaume, 2021). Researchers use the term mixed model because the model encompasses both social and emotional traits and competencies. Today, only 12 competencies make up EQ, and they were introduced in 2009 by Richard Boyatzis and Goleman (Guillaume, 2021). It is noteworthy that the competencies have been significantly reduced from 25 to 12 compared to the original model. The diagrams below show the original model and competencies of emotional intelligence by Daniel Goleman and the updated chart by Richard Boyatzis and Goleman in 2017.



The Hierarchical Model Developed by Daniel Goleman (1995, 1998) to Measure the Emotional Intelligence (Sharfras Navas & Vijayakumar, 2018)

Examining the model above reveals that Goleman originally listed four social constructs of emotional intelligence in a hierarchical model (2018). Those four main areas or domains included self-awareness, self-management, social awareness, and relationship management (2018). This diagram allows readers to infer that Daniel Goleman believed emotional intelligence contained four main components with specific characteristics to demonstrate competence in each domain. For example, an emotionally intelligent leader with strengths in social awareness might be empathetic, service-oriented, and display organizational awareness. The diagram also reveals that individuals might only achieve relationship management competencies after mastering self-awareness, social awareness, and self-management (2018).

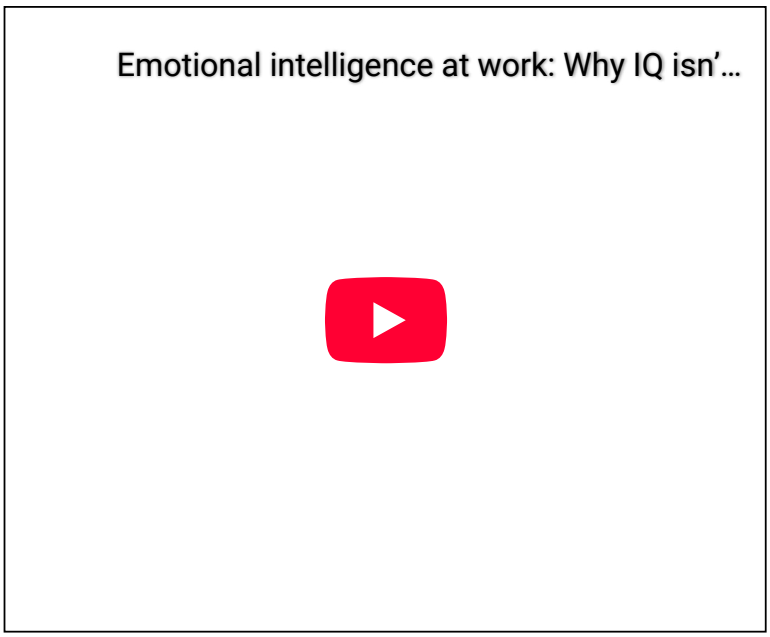


Emotional Intelligence Domains and Competencies (Goleman and Boyatzis, 2017)

The chart above shows the more recent model, which has been simplified with 12 competencies for emotional intelligence, as adapted by Goleman and Boyatzis (2017). It consists of more concise verbiage rather than explaining each facet of each competency (2017). Self-awareness in the new model only includes emotional self-awareness. The same is true for self-management, social awareness, and relationship management; the diagram shows that a person who excels in self-management has emotional self-control, adaptability, achievement orientation, and a positive outlook. Each specific competency under its related domain requires particular skills and behaviors to demonstrate the intended competency (2017).

Additionally, moving toward the right on the domain chart uses a similar hierarchical view as the original model by Goleman (Sharfras Navas & Vijayakumar, 2018). For example, to manage relationships successfully, individuals must first self-manage and be socially aware. Many theorists, such as Goleman, Boyatzsis, Mayer, and Salovey, have concluded that mastering the EI competencies is vital to leadership development.

Analysis: Importance and Impact



Media embedded October 25, 2021

Emotional intelligence at work: Why IQ isn't everything (Goleman, 2018)

Why is a high EQ an essential quality for influential leaders? In the video above, Goleman (2018) presented data on a study of engineers whose peers evaluated their perceived level of success in the field. Researchers evaluated them on both emotional intelligence and intellect. As a result, the IQ level was determined to have a zero correlation for the level of success of the engineer. At the same time, EQ correlated very highly to their levels of success (2018).

Furthermore, sources indicate no relationship between overall career success and high intellectual intelligence (2018). According to Goleman, the mastery of emotional intelligence competencies "distinguishes the outstanding from the average" when determining the outlook of promotions and successful leadership (2018). Additionally, applying this research to leadership provides a more significant reason for EQ to be an essential aspect of leadership development.

Articles by Srivastava (2013) and Issah (2018) indicate that many researchers agree with Goleman. Emotional intelligence has proved vital to leadership for various reasons. Emotional intelligence seems to be more of a determining factor for success, based on the four competencies explored by Goleman (2018). A study conducted on the impact of leadership behaviors on organizational effectiveness and employees has demonstrated a direct effect on company culture (Srivastava, 2013). Additionally, emotional intelligence is integral in change leadership (Issah, 2018). Change leadership was one of two innovative areas for research noted regarding the impact of EQ. Studies explored by Issah (2018) conclude that "emotionally intelligent leaders know and therefore create an environment of open communication for those to be affected by the change to contribute in analyzing the present situation of the organization and to share in the future desired state of the organization."

Additionally, studying how EQ impacted navigating the tenure process for faculty of color was a genuinely creative and necessary application (Guilluame, 2020) to EQ research. The study revealed that these faculty displayed extremely high levels of self and social awareness to recognize and cope with discrimination, racism, microaggressions, and in some cases, imposter syndrome while managing relationships and seeking positive mentors during the process (2020). Researchers and the subsequent studies reason that emotional intelligence is vital based on the explanations below, and the studies justify a positive correlation between emotional intelligence and leadership.

- A study of federal agencies conducted by Gransberry (2021) revealed that EQ is directly related to managerial practices. Furthermore, high EQ increases leadership and employee relationships while improving employee perceptions and satisfaction.
- An innovative study of faculty of color navigating tenure and leadership conducted by Guilluame (2020) proved that a high level of emotional intelligence in the areas of self and social awareness and organizational awareness was vital in achieving tenure.
- According to a synthesis of studies for human resource professionals, presented by Srivastava, "the high level of EQ helps identify talents, the colleagues' needs, and delegation of roles accordingly and resolve the conflict amicably" (2018).
- According to Issah (2018), highly emotionally intelligent, influential change leaders can build trusting teams and coalitions for change, overcome resistance, and improve staff support and satisfaction.

Analysis of the studies revealed the following patterns regarding emotional intelligence and workplace outcomes. The author of this work created the table below. It is noteworthy that these studies originated from various fields: federal agencies, higher education, human resources, and finance industries. The investigation of research from multiple fields produced substantiated evidence regarding the importance of EQ.

Summary of Impact of Emotional Intelligence on Leadership Outcomes

High EQ workplace outcomes	Low EQ workplace outcomes
Improved satisfaction and leadership perceptions	Low employee satisfaction and poor view of leadership
Improved team building and relationships between leadership and staff	Broken relationships and unproductive teams
Improved self and organizational resilience	Low resilience, defeat, discouragement
Improved conflict resolution	High levels of conflict, disregard
Successful management and delegation	Confusion about responsibilities and roles

Applying Emotional Intelligence



Emotional Quotient (EQ) vs Intelligence Quotient (Emotional Quotient vs Intelligence Quotient, 2018)

Each of the four domains of emotional intelligence plays an integral role and achieves results when applied successfully by leaders. How does this apply in practice? The figure above shows that outstanding managers use their high emotional intelligence to manage and lead teams more effectively than managers with high IQ alone. The infographic supports Goleman's statements that implementing emotional intelligence competencies were more critical in leadership than intelligence (Goleman, 2018). The infographic also conveys that EQ is the primary determinant for successful team leadership. Articles published by Harvard Business Review and others expounded upon the practices within the competencies that are critical for leadership. Those practices, as stated by multiple theorists, include (Goleman and Boyatzis, 2018; Issah, 2018; Makkar and Basu, 2017):

- providing difficult feedback
- driving change by articulating a vision
- identifying and developing talent in others
- thinking before acting
- promoting open communication
- seeking feedback
- taking ownership of actions while forgiving themselves and others
- adapting to new environments
- accepting change
- listening to others and identifying unstated needs
- promoting teamwork

Individuals who seek to complete a personal self-examination to enhance effective leadership practices with high emotional intelligence might benefit from reviewing the list above with a peer or supervisor.

Criticisms of Emotional Intelligence as a Leadership Quality

While the impact of EI on organizational outcomes has been overwhelming, there are still criticisms to consider. Grensing-Pophal (2019) lists several refutations of emotional intelligence as a leadership quality. One such doubt is testing reliability due to the difficulty of measuring subjective attributes such as motivation or self-determination (Grensing-Pophal, 2019). O'Connor et al. (2019) reviewed several testing methods and analyzed the differences between the tests. Tests for emotional intelligence assess behaviors related to emotionally intelligent competencies. However, various tests focus on different competencies, and some neglect to use a wide range of assessment strategies. The user must decipher which tests to use based on desired competency (O'Connor et al., 2019). The varying type of tests includes self-report questionnaires, trait tests, situational tests, and inventory tests. Behaviors assessed in emotional intelligence tests include the following (2019):

- Identifying specific emotions on faces for perceiving emotions
- Self appraising emotions, social skills, using emotions, optimism, and mood regulation
- Self-control, sociability, empathy, and well-being
- Self-perception, decision making, self-expression, and stress management
- Situational emotional response and understanding

While testing methods might be thorough, the variability still allows for subjective selection of tests and skewed self-responses (Grensing-Pophal, 2019; O'Connor et al., 2019). Furthermore, some critics argue that emotional intelligence is "not a true form of intelligence" and that someone exhibiting high EQ might have a sociable personality while lacking motivation and empathy, possibly using intellect to apply fundamental emotional principles (Grensing-Pophal, 2019).

Gaps in the Literature and Conclusion

Gaps in the Literature

Despite the abundance of research that theorists and researchers have published, gaps in the literature still exist. According to research, emotional intelligence assessments for predicting success are critical (Srivastava, 2013). Research on testing methods, accuracy, and correlations to leadership progress exist but are limited. Grensing-Pophal (2019) points out that questions remain for researchers as to the teachability of EQ and whether it is an innate ability. Theorists and researchers are still searching for answers regarding the natural and learned skills of emotional intelligence. While several businesses claim to teach emotional intelligence as a skill, more research is required to distinguish learned from innate. Additionally, readers and researchers might be interested in learning how males and females exhibit EQ compared to one another and how this impacts leadership. Finally, research comparing the EQ of professors and the success of their students would be appealing to review.

Conclusion

Based on the above review of the literature, readers can conclude that a direct relationship exists between emotional intelligence and effective or influential leadership. Emotional intelligence as a leadership quality requires perceiving, using, understanding, and managing emotions effectively while being self and socially aware (Issah, 2018; Sharfras Navas & Vijayakumar, 2018). In addition, influential leaders can self-manage and manage relationships successfully (Goleman & Boyatzis, 2017). Studies conducted by several researchers in the areas of engineering, financial management, higher education, and other fields reveal that, among many other things, the workplace environment, employee attitudes, and satisfaction, personal and organizational success all depend on the leadership having a high EQ. Emotional intelligence has been a critical indicator for success above intelligence (Goleman, 2017). More research is required to determine how EI experts can teach emotional intelligence. However, educators and administrators cannot ignore applications to teaching and leading students and colleagues. For example, they might note how emotions are displayed and conveyed, empathize with others, be positive, inclusive, and influential while teaching and leading to promote positive feelings from others. While criticisms exist regarding EQ's validity, researchers agree that a high EQ is at least a valuable life skill.

References

**Emotional quotient vs intelligence quotient*. (2018). [Infographic]. https://blog.pdffiller.com/lack-emotional-intelligence-can-harm-career/

*Freeman, J. [Six Seconds, The Emotional Intelligence Network]. (2020, July 31). *Do you know the history of emotional intelligence? Emotional intelligence explained #04* [Video]. YouTube. https://www.youtube.com/watch?v=vZGj8mQmlIE&feature=youtu.be

*Goleman, B. [Big Think]. (2018, September 30). *Emotional intelligence at work: Why IQ isn't everything* [Video]. YouTube. https://www.youtube.com/watch?v=7ngIFlmRRPQ&feature=youtu.be

*Goleman, D., & Boyatzis, R. (2020, September 15). *Emotional intelligence has 12 Elements. Which do you need to work on?* Harvard Business Review. Retrieved October 25, 2021, from https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on

*Gransberry, C. K. (2021). How emotional intelligence promotes leadership and management practices. *Public Organization Review*. Published. https://doi.org/10.1007/s11115-021-00550-4

*Grensing-Pophal, L. (2019, August 15). *Emotional intelligence: Applications, opportunities, and criticism*. HR Daily Advisor. Retrieved October 27, 2021, from https://hrdailyadvisor.blr.com/2019/08/19/emotional-intelligence-applications-opportunities-and-criticism/

*Guillaume, R. O. (2020). The experiences of faculty of color in departments of educational leadership and administration: The role of emotional and social intelligence in navigating promotion and tenure to achieve the rank of associate professor. *Journal of Research on Leadership Education*, 16(3), 200–225. https://doi.org/10.1177/1942775120902190

*Issah, M. (2018). Change leadership: The role of emotional intelligence. *SAGE Open*, 8(3). https://doi.org/10.1177/2158244018800910

*Jausovec, N., & Pahor, A. (2017). *The main components of emotional intelligence* [Figure]. Increasing Intelligence. http://increasingintelligence.blogspot.com/2017/03/the-construct-of-emotional-intelligence.html

*Makkar, S., & Basu, S. (2017). The impact of emotional intelligence on workplace behaviour: A study of bank employees. *Global Business Review*, 20(2), 458–478. https://doi.org/10.1177/0972150917713903

*O'Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology*, 10. https://doi.org/10.3389/fpsyg.2019.01116

*Sharfras Navas, M. A., & Vijayakumar, M. (2018). Emotional intelligence: A review of emotional intelligence effect on organizational commitment, job satisfaction, and job stress. *International Journal of Advanced Scientific Research & Development (IJASRD)*, 5(6), 01. https://doi.org/10.26836/ijasrd/2018/v5/i6/50602

*Srivastava, K. (2013). Emotional intelligence and organizational effectiveness. *Industrial Psychiatry Journal*, 22(2), 97. https://doi.org/10.4103/0972-6748.132912

*Toastmasters. (2019). *Emotional intelligence* [Illustration]. https://toastmasterscdn.azureedge.net/medias/images/leadership-images/featured-article-main/toastmasters-emotionally-intelligent.png?h=450&w=745

- Shana K. Benford
