

A Note about EQ (a.k.a. EI)

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In the October 26, 1998 issue of *Fortune Magazine*, there was an article called *Success Secret: A High Emotional IQ*, by Anne Fisher with the tag line, "Psychologist and best selling author Daniel Goleman says his research proves that business prizes emotional intelligence over expertise in its managers" (page 293). In the article, Dan says that "...emotional intelligence more and more comes to determine who gets promoted and who gets passed over—or even who gets laid off and who doesn't." He further states that in a survey he did with 121 companies looking at the success profiles for 181 jobs, he found that "...two out of every three of the abilities considered vital for success were emotional competencies...." He also states that many studies have shown that "... emotional competencies are twice as important to people's success today as raw intelligence or technical know-how". In the November-December 1998 issue of the *Harvard Business Review*, Daniel Goleman has an article called "What Makes a Leader?". It's all about EQ or emotional quotient. He is also the author of the very popular book EQ and has another book that just came out—*Working with Emotional Intelligence*—on using EQ in the work setting. Dan is a frequent Linkage speaker. There are a number of new "EQ" surveys and 360° questionnaires with various claims of uniqueness out or coming out shortly. We're sure some of you are, or will be, wondering whether the 67 competencies in the LEADERSHIP ARCHITECT® measure this brand new, recently discovered competency called EQ. The answer, of course, is yes.

EQ is, of course, not new, and not recently discovered. EQ is really popularized EI. EI is emotional intelligence and has been around for more than 30 years (Mowrer, 1960). More to the point, there are not going to be any new competencies discovered in our lifetime. In that same sense, it's safe to say there also aren't going to be any new body parts discovered. We know what they all are in both cases.

People, from time to time, rename things and group previously ungrouped things together to make it appear that there is a new competency. That's what EQ is.

There will, however, be new research and therefore new emphasis. Goleman and the EI academic researchers say that EI accounts for or predicts more of the variance of job and life success than IQ. We believe that's correct. We have been saying that since Lominger's inception. It looks like IQ predicts about 5% of executive success (.225 squared) whereas EI predicts about 25% (.50 squared). This is similar conceptually to the Sternberg and Wagner findings on tacit knowledge or street smarts (in various studies it correlates .40-.50 with level achieved). The CHOICES ARCHITECT®, which also measures learning agility or street smarts has similar correlations with potential, accounting for 30% of the variance in potential ratings. This is not to say that CHOICES ARCHITECT® is somehow superior to EI or IQ; that would depend on the job, the sample, what is being predicted and putting the measures in a head to head comparison. All have real world practical impact.

As an example, most succession systems are fairly random—in a Knowledgeworks survey only about half the job fills came off the succession lists (it's random whether being on the list leads to being selected for a job). Using the CHOICES ARCHITECT® data, you could improve your hit rate to 70 to 84% depending on the criteria used for selection. Similar results could be achieved from EI or tacit knowledge. All are related and powerful additions to human resource measurement.

So what is EI and how do we account for it in our 67 competencies and in CHOICES®? CHOICES® is a large part of EQ, as you will see.

There is an academic EI and the popularized EQ. Academic EI is best described by Mayer and Salovey (1997). Mayer and Salovey have offered the most comprehensive model to date taking into account all the EI research before that point. Their model has four major components and 16 subcomponents. We have listed some of the 67 competencies that might cover each subcomponent. There will be a full EI/EQ translator available.

A) Perception, appraisal and expression of emotion

1. Ability to accurately identify emotion in one's physical state, feelings and thoughts (Lominger Competency 55, Self-Knowledge)
2. Ability to identify emotions in other people (10, 45, 56)
3. Ability to express emotion accurately, and to express needs related to those feelings (11, 27, 29, 31, 44)
4. Ability to discriminate between honest and dishonest expressions of feelings (45, 56)

B) Emotional facilitation of thinking

1. Emotions prioritize thinking by directing attention to important information (32, 50, 51, 55)
2. Emotions are sufficiently vivid and available that they serve as aids to judgment and memory concerning feelings (44, 55)
3. Emotional swings change the individual's perspective (e.g. optimistic to pessimistic) encouraging consideration of multiple points of view (11, 40, 46, 51)
4. Emotional states differentially encourage specific problem-solving approaches (55, 46, 32, 51)

C) Understanding and analyzing emotions

1. Ability to label emotions and recognize relations among the words and the emotions themselves (32, 55, 56, 64)
2. Ability to interpret the meanings that emotions convey regarding social relationships (21, 31, 38, 48, 56, 64)
3. Ability to understand complex feelings (e.g., blends) (10, 21, 31, 56, 64)
4. Ability to recognize likely transitions among emotions (32, 45, 56)

D) Reflective regulation of emotion to promote emotional and intellectual Growth

1. Ability to stay open to feelings, both pleasant and unpleasant (3, 10, 11, 12, 13, 31, 34, 44)
2. Ability to engage or detach from an emotion depending on its judged informativeness or utility (11, 12, 32, 50, 51, 55, 56)
3. Ability to monitor emotions in relation to oneself and others (11, 32, 45, 55, 56)
4. Ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating the underlying data (11, 45, 50, 51, 56)

You are more likely to encounter EI in its popularized form. That means using Goleman's (1995) five-factor model from his book on EQ.

1. Emotional self-awareness
2. Managing one's own emotions
3. Using emotions to maximize intellectual processing and decision-making
4. Developing empathy
5. Managing emotions in others (The art of social relationships)

In the Goleman latest HBR article, he has further adapted and simplified the model (a full translation is available for these most recent five factors):

1. Self-awareness - the ability to recognize and understand your moods, emotions and drives, as well as their effect on others—measured by self-confidence, realistic self-assessment and a self-deprecating sense of humor. LEADERSHIP ARCHITECT®—2, 11, 33, 55, 56 CHOICES ARCHITECT®—components 8, 9, 10, 22
2. Self-regulation - that ability to control or redirect disruptive impulses and moods; the propensity to suspend judgement; to think before acting - measures by trustworthiness and integrity, comfort with ambiguity, and openness to change. LEADERSHIP ARCHITECT®—2, 11, 12, 32, 40, 41 CHOICES ARCHITECT®—components 2, 6, 8, 9, 11, 12, 14, 18, 19, 22
3. Motivation - a passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence - measured by strong drive to achieve, optimism, even in the face of failure and organizational commitment. LEADERSHIP ARCHITECT®—35, 43, 53, 57 CHOICES ARCHITECT®—components 1, 2, 3, 4, 5, 14, 17, 21
4. Empathy - the ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions - measured by expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers. LEADERSHIP ARCHITECT®—10, 21, 31, 33, 36, 56, 64 CHOICES ARCHITECT®—components 8, 11, 14, 15
5. Social Skill—proficiency in managing relationships and building networks; an ability to find common ground and build rapport - measured by effectiveness in leading change, persuasiveness and expertise in building and leading teams. LEADERSHIP ARCHITECT®—8, 31, 36, 37, 60, 64, 65 CHOICES ARCHITECT®—components 3, 6, 7, 8, 11, 12, 14, 15, 17, 19, 20, 23

IQ is for the most part a function of the neocortex in the brain whereas EI is centered in the limbic system and specifically dependent upon the amygdala. Most researchers (e.g.; Bouchard—the twin studies; Kagan—timid children, etc.) agree that there is a major (possibly around 50%) make-up component to EI. We have acknowledged this in our work on competency difficulty at the atomic level. On the other hand, they all agree that lots can be done with the other 50%. Goleman also makes the point that IQ cannot be trained with EI technology and EI cannot be significantly improved cognitively (you can't read a book or attend a lecture, both neocortex activities to fix an EI problem). He makes a plea for "limbic" training strategies.

So:

- EI (EQ) is real
- It's not new - it can be traced to at least 1960
- It's now more important than was previously thought
- A number of the 67 LEADERSHIP ARCHITECT® competencies measure it.
- The top 13 competency connections to EQ/EI in order of power are:
- Listening (33), Sizing up People (56), Conflict Management (12), Understanding Others (64), Dealing with Ambiguity (2), Motivating Others (36), Patience (41), Composure (11), Interpersonal Savvy (31), Self Knowledge (55), Building Effective Teams (60), Standing Alone (57), Problem Solving (51)
- CHOICES® also measures part of it.

The top connections in order of power are:

Transaction Quality (14), Cool Transactor (8), Open to Diversity (11), Self Talk (22), Hot/Direct (17), Helps Others Succeed (15), Experimenter (12), Tinkerer (19), Self Aware (9), Visionary (6), Essence (2), Creator (3)

LEARNING SKILLS™, an exercise within the LEARNING ARCHITECT® also measures part of it.

So you can continue to use your Lominger tools and measure EQ/EI.