What Is Emotional Intelligence?

Contents

Introduction to the Concept

There are many possible definitions of emotional intelligence, and many definitions can be found on the Internet. Many of these definitions stem from the popularizations of emotional intelligence found in the popular press and in popular books...

A clear and scientifically useful definition of emotional intelligence, however, is recognizeable because it takes the terms *emotion* and *intelligence* seriously. That is, the meaning of *emotional intelligence* has something specific to do with the intelligent intersection of the emotions and thoughts. For example: *Emotional intelligence* represents an ability to validly reason with emotions and to use emotions to enhance thought. Earlier, we had written that:

> We define EI as the capacity to reason about emotions, and of emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer, Salovey & Caruso, 2004, p. 197).

Here is another definition my colleagues and I have employed:

> Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Mayer, Caruso & Salovey, 1999, p. 267).

In this model, *emotion* refers to a feeling state (including physiological responses and cognitions) that conveys information about relationships. For example, happiness is a feeling state that also conveys information about relationships -- typically, that one would like to join with others. Similarly, fear is a feeling state that corresponds to a relationship -- the urge to flee others

Intelligence

In this model, *intelligence* refers to the capacity to reason validly about information.

This use of the term *emotional intelligence* in this fashion is consistent with scientific literature in the fields of intelligence, personality psychology, and emotions. For example:

- *Verbal intelligence* concerns the mental ability to reason with and about verbal information, and of verbal knowledge to enhance thought.
- *Spatial intelligence* concerns the mental ability to reason with and about spatial information (i.e., the shape of objects and their orientation in space), and of spatial knowledge to enhance thought.
- ...and so on.

For more information about our specific conception of emotional intelligence—the four-branch ability model—see the web page on the Four Branch Model of emotional intelligence.

For a comparison of this model to the more popular definitions, see How Does This Model Compare to Other Approaches....?

The Four Branch Model of Emotional Intelligence

Introduction

The four-branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer & Salovey, 1997). More specifically, this model defines emotional intelligence as involving the abilities to:

- accurately perceive emotions in oneself and others
- use emotions to facilitate thinking
- understand emotional meanings, and
- manage emotions

By the late 1980's, psychologists, evolutionary biologists, psychiatrists, computer scientists, and others, had identified a number of human capacities involved in identifying and understanding emotions. These human capacities—involving *emotional information processing*—had been examined in scores of research articles.

One means of organizing the many research contributions was to divide them into different areas according to the nature of the abilities they examined. In 1990, Salovey and I proposed that these abilities made up a unitary *emotional intelligence*. We further suggested that emotional intelligence (and the

research that pertained to it) could be divided into three broad areas (and further sub-areas), as shown in Figure 1 of Salovey & Mayer (1990). After further reviews, we saw the need to add an additional area. The full four-branch model was published in 1997 in Figure 1.1 of a 1997 that revised and clarified the model in important ways (Mayer & Salovey, 1997).

What Are the Four Branches?

1. Perceiving Emotion

The initial, most basic, area has to do with the nonverbal reception and expression of emotion. Evolutionary biologists and psychologists have pointed out that emotional expression evolved in animal species as a form of crucial social communication. Facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. Emotions researchers, evolutionary biologists, specialists in nonverbal behavior, and others, have made tremendous inroads into understanding how human beings recognize and express emotions. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.</p>

2. Using Emotions to Facilitate Thought

The second area appeared every bit as basic as the first. This was the capacity of the emotions to enter into and guide the cognitive system and promote thinking. For example, cognitive scientists pointed out that emotions prioritize thinking. In other words: something we respond to emotionally, is something that grabs our attention. Having a good system of emotional input, therefore, should helped direct thinking toward matters that are truly important. As a second example, a number of researchers have suggested that emotions are important for certain kinds of creativity to emerge. For example, both mood swings, and positive moods, have been implicated in the capacity to carry out creative thought.</p>

3. Understanding Emotions

Emotions convey information: Happiness usually indicates a desire to join with other people; anger indicates a desire to attack or harm others; fear indicates a desire to escape, and so forth. Each emotion conveys its own pattern of possible messages, and actions associated with those messages. A message of anger, for example, may mean that the individual feels treated unfairly. The anger, in turn, might be associated with specific sets of possible actions: peacemaking, attacking, retribution and revenge-seeking, or withdrawal to seek calmness. Understanding emotional messages and the actions associated with them is one important aspect of this area of skill.

Once a person can identify such messages and potential actions, the capacity to reason with and about those emotional messages and actions becomes of importance as well. Fully understanding emotions, in other words, involves the comprehension of the meaning of emotions, coupled with the capacity to reason about those meanings. It is central to this group of emotionally intelligent skills.

(For a more advanced discussion of emotional information, see the section, please see the section *Similarities and Differences Between Emotional and Cognitive Information* in Mayer, Salovey, Caruso & Sitarenios, 1991, 236).

4. Managing Emotions

Finally, emotions often can be managed. A person needs to understand emotions convey information. To the extent that it is under voluntary control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the

person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. The means and methods for emotional self-regulation has become a topic of increasing research in this decade.

Commonly Asked Questions about the Four-Branch Models

What, Specifically, Does "*Branch*" Refer to?

The term *branch* in relation to the four-branch model came into use in reference to the figures that presented the precursor and present models. Figures in Mayer & Salovey, 1997 and Salovey & Mayer, 1990, contained lines that branched off from a central point of emotional intelligence.

Where Can I Find the Clearest Statements of the Four-Branch Model?

The initial model of emotional intelligence in Salovey & Mayer, 1990 was a precursor to the Four-Branch model: The 1990 model could be referred to, in retrospect, as a *three-branch model* in that the tree consisted of three main branches.

The first statement of the 4-branch theory (a.k.a., *ability model of emotional intelligence*) was described in Mayer & Salovey, 1997; it was substantially revised and refined in Mayer, Caruso & Salovey (2016). Each iteration of the model, from 1990 three-branch model to the 1996 four-branch model to the updated four-branch of 2016 brought additional (or somewhat refined) meaning to the model.

What Was In the First, Four-Branch Model of Emotional Intelligence?

The 1997 version of our emotional-intelligence model (Mayer & Salovey, 1997), expanded our original three-branches of skills related to emotional intelligence to four, gave them equal weight, and arranged the branches of skills from those most specifically related to the emotions-area (perceiving emotions) to the areas more generally related to personality (managing emotions).

Also in the 1997 model, we introduced four more specific skills within each branch that we suggested might follow a developmental course from the simplest skills, which were close to the branch's offshoot from the trunk, to later-developing skills that were placed near the outer portion of the limb. Within each branch, that is, we distinguished skills that could be identified as most early-developing (e.g., in childhood), and skills that potentially awaited greater the individual's maturity to develop.

The 2016 Revision: The Contemporary Version of the Branches

In 2016, we revised the branches a second time (Mayer, Caruso & Salovey, 2016). In this second revision, each branch's content was expanded to reflect new individual skills related to emotional intelligence that had been uncovered over the previous decade or so of research. We had begun by identifying 10 or so specific abilities related to emotional intelligence in our original 1990 three-branch model, based on a comprehensive review of the relevant empirical research literature at the time. By 1997, we expanded our count to include 16 skills (thanks to advances in research in the area), and by 2016, based on new research, we could identify 25 specific abilities.

In a further refinement of the model, we clarified that we were arranging abilities within branches roughly according to a simple-versus-complex ordering, recognizing that the developmental research in the area was often still in its early stages and insufficient to warrant any broad developmental claims.

And finally, we further clarified in 2016 that we regarded the four branches as defining the *problem-solving areas* of emotional intelligence, and not necessarily as predicting the factor-structure of the mental abilities that people brought to problem-solving in the area. (This latter point clarifies an important technical issue that is quite relevant to intelligence researchers who work in the area. It is, however, less relevant to a general understanding of the scope and importance of the overall mental ability).

Relation of the Branch Models of Emotional Intelligence to Journalistic Coverage of Emotional Intelligence

Daniel Goleman, the journalist most responsible for the popular understanding(s) of emotional intelligence, relied on our first formal model of emotional intelligence—the 1990 model—for his work. His representation of the model in his first book on the subject was quite a bit broader and more expansive than our original (Goleman, 1995, p. 43).

Dr. Goleman's book is a lively, entertaining journalistic account that covers many interesting studies. His enlargement of our model, however, had the unfortunate effect, of suggesting to some that nearly every human style or capacity that was not IQ itself was a part of emotional intelligence. These included motives, social skills, all forms of self-regulation, and warmth, among many other attributes. The problem with this idea is that those different psychological qualities are separate and independent from one another—both conceptually and empirically (for example, they don't correlate empirically). Moreover, most of the qualities he wrote about have little to do directly and specifically either with emotion or intelligence. For that reason, my colleagues and I first labeled such models as *mixed models* (for example, in Mayer & Salovey, 2000), because the models mix together many attributes unrelated to emotion, intelligence, or emotional intelligence, in with the emotional intelligence concept.

How Does This Model Compare to Other Approaches to Emotional Intelligence?

On Mixed Models of Emotional Intelligence

Many web sites and popular books on emotional intelligence use quite different definitions of emotional intelligence than the one used here. For example, one well-known model by Daniel Goleman (1998) includes over 25 characteristics of emotional intelligence -- everything from emotional self-awareness (which the model featured here includes as well) -- to such diverse qualities as teamwork and collaboration, service orientation, initiative, and achievement motivation (which the model here does not include).

Traits such as teamwork and collaboration, service orientation, initiative, and achievement motivation certainly are important personality traits. An important question to ask, however, is whether they have anything to do either with emotion, intelligence, or their combination.

Models that mix together emotional intelligence qualities with other personality traits unrelated to either emotion or intelligence are often referred to as *mixed models* of emotional intelligence. (Alternatively, they can be considered broad models of personality traits). The term *mixed model* stems from the fact that the models mix together the core idea of emotional intelligence with a variety of other personality traits.

Advantages of the Ability Definition Employed on this Site

The scientific advantages of the unitary, more cohesive, ability-model definition used here are many. The definition does *not* include such valuable personality characteristics as achievement orientation or initiative found in the mixed models, for the simple reason that those attributes are conceptually distinct and are not directly related either to emotion or intelligence.

The ability (or four-branch) definition used here emphasizes that emotional intelligence involves the ability to reason with and about emotions, and the capacity of emotion to enhance thought. The clarity of conceptualization and terminology surrounding the ability definition of EI ensures that scientists and practitioners can:

- clearly communicate to others what they are measuring/studying</p>
- clearly integrate what is being studied with other variables (such as achievement motivation) that have their own, discrete, research programs within the scientific literature
- clearly distinguish what one is measuring from other valuable and important personality variables
- employ measures (i.e., psychological tests) based on the definition with reasonable certainty that such measures will assess the same attribute (because it is clearly defined)

Measures of emotional intelligence using this definition, even when developed in different laboratories, are likely to correlate highly with one another (assuming they are well constructed. When the measure constructed according to this theory and principlles, and it correlates with an outcome, one can be relatively certain that one knows exactly that it is emotional intelligence as an ability that is related to the outcome (as opposed to some other attribute that has been mixed in)

- respect the known value of other, discrete personality variables such as -- for example -- teamwork, and the need for achievement -- as independent and important predictors of positive outcomes in their own right

For a more detailed discussion of these issues, see Mayer, Salovey, & Caruso, 2000.

Who Among Us Is Emotionally Intelligent?

Who Is Emotionally Intelligent—and Does it Matter?

Generally speaking, emotional intelligence improves an individual's social effectiveness. The higher the emotional intelligence, the better the social relations. In a recent review, my colleagues and I described the emotionally intelligent person in these terms:

> The high EI individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others. Solving emotional problems likely requires less cognitive effort for this individual. The person also tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of EI. The individual tends to be more open and agreeable than others. The high EI person is drawn to occupations involving social interactions such as teaching and counseling more so than to occupations involving clerical or administrative tasks.
>
> The high EI individual, relative to others, is less apt to engage in problem behaviors, and avoids self-destructive, negative behaviors such as smoking, excessive drinking, drug

> abuse, or violent episodes with others. The high EI person is more likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management. Such individuals may also be more adept at describing motivational goals, aims, and missions. Mayer, Salovey, & Caruso, 2004, p. 210).

Note that the specific kind of boost that emotional intelligence gives the individual will be subtle, and as a consequence, require some effort to identify. It will not be exhibited in all social circumstances.

Nonetheless, EI Is Important

Some of us accomplish certain tasks with great ease and sophistication; others of us simply can't do those tasks. This is the case with most challenges we face in life. Some of us are great chess players while others of us have trouble just figuring out how the pieces move. Some of us are fabulous conversationalists, while others of us have trouble just saying hello.</p>

Now, the world could do without the game of chess, and the world could do without fabulous conversationalists, but it would be a poorer place for it.

Emotional intelligence is an intelligence having to do with discerning and understanding emotional information. Emotional information is all around us. Emotions communicate basic feeling states from one individual to another -- they signal urgent messages such as "let's get together" or "I am hurting" or "I'm going to hurt you."</p>

What ability tests of emotional intelligence tell us is that only some people can pick up and understand and appreciate the more subtle versions of those messages. That is, only the high EI individual understands the full richness and complexities of these communications.

Emotional information is crucial. It is one of the primary forms of information that human beings process. That doesn't mean that everybody has to process it well. But it does mean that it is circulating around us, and certain people who can pick up on it can perform certain tasks very well that others cannot perform.

We all need emotional intelligence to help us through our emotionally demanding days. Even if we are not emotionally intelligent ourselves, we may rely on those higher in emotional intelligence to guide us.

But guide us to what? What is it that people high in emotional intelligence can see that so many others are blind to? The key to this lies in what those high in emotional intelligence are particularly good at doing themselves.

They're particularly good at establishing positive social relationships with others, and avoiding conflicts, fights, and other social altercations. They're particularly good at understanding psychologically healthy living and avoiding such problems as drugs and drug abuse. It seems likely that such individuals, by providing coaching advice to others, and by directly involving themselves in certain situations, assist other individuals and groups of people to live together with greater harmony and satisfaction.

So, perhaps even more important than scoring high on an emotional intelligence test, is knowing one's level at this group of skills. Discovering one's level means that you can know whether and how much to be self-reliant in emotional areas, and when to seek others' help in reading the emotional information that is going on around oneself. Whether one is high or low in emotional intelligence, is perhaps not as important as knowing that emotional information exists and that some people can understand it. Knowing just that, one can use emotional information, by finding those who are able to understand it and reason with it.

This is the information age. All of us are dependent on information and using it wisely. The advent of the ability model of emotional intelligence enriches our knowledge of the information surrounding us -- it tells us emotional information is there and that some people can see it and use it. The model encourages all of us to use emotional information wisely -- whether through our own direct understanding, or through the assistance of those who do understand.

How Did the Term *Emotional Intelligence* Take on so Many Different Meanings?

Introduction

J. D. Mayer addressed the question of how the term *emotional intelligence* took on so many different meanings in the introductory chapter to the edited book, "Emotional Intelligence in Everyday Life" (Ciarrochi, Forgas & Mayer, 2001). This is a *very* brief synopsis of the relevant portion of the chapter, entitled, "A Field Guide to Emotional Intelligence" (Mayer, 2001) which appeared in the first edition of the book.

Synopsis

The chapter begins with the point that, at the time lead up to the publication of the chapter (as is the case still today), there are many uses of the term *emotional intelligence*, and many experts, self-proclaimed and otherwise, working within the field. Only some uses of the term, however, possess scientific meaning, and only some experts really study emotional intelligence.

In the chapter, Mayer traces the diverse uses of the term *emotional intelligence* to the best-selling book by Daniel Goleman, entitled *Emotional Intelligence*.

In early 1995, Dan Goleman, then a journalist with the New York Times, became familiar with the term from the two 1990 articles published on emotional intelligence by Mayer and Salovey. Dr. Goleman contacted the authors and let them know he would like to use the term for the title of his forthcoming book, and asked their permission to do so, which they granted.

As it turned out, however, the title switch was a rather late development in the book. Dan Goleman's book was on social and emotional learning (as the working titles for his manuscript reflected). Using the term emotional intelligence was (as Mayer remembers his conversation with Goleman) a suggestion made by Dan's editor to liven up the book and attract attention to it. The book also covered character education in education. Goleman broadened the definition Mayer and Salovey had given to cover the far broader contents of his book as it had been developed.

Dan Goleman's book became a worldwide success. Because he used such a broad definition of the term (encompassing, essentially, the fields of social and emotional learning, areas of intelligence research, and character education) many researchers and practitioners in diverse areas of psychology and education could readily imagine their own work as relevant to the term. The huge success of the book *Emotional Intelligence* also meant good deal of the public was highly interested in the topic.

Psychologists and practitioners found that, by aligning their own research with the term emotional intelligence, they could generate an extra degree of interest in what they were doing. As various psychologists and practitioners aligned their work with the ideas in the book *Emotional Intelligence,* the term took on a multitude of meanings—many of which had little or nothing to do either with emotion or with intelligence!

Postscript

Later, the confusion around the term emotional intelligence led Mayer, Salovey & Caruso (1997; 2000) to introduce the term "mixed models of emotional intelligence" to refer to these aligned and diverse research areas. They also distinguished their own work by relabeling it the *four-branch* or *ability model* of emotional intelligence, to emphasize that their own work focused on a mental ability to reason about emotion and emotional meanings.

Emotional Intelligence as a Part of Personality

Why Study Emotional Intelligence Together with Personality Psychology?

There are several reasons to understand emotional intelligence and personality together. Emotional intelligence is a part of human personality, and personality provides the context in which emotional intelligence operates.

Emotional intelligence can be considered a mental ability that involves the ability to reason validly with emotional information, and the action of emotions to enhance thought.

Personality can be defined as a person's pattern of internal experience and social interaction that arises from the action of that individual's major psychological subsystems. Major psychological subsystems involve emotion, cognition, and the self, among others . ...for more, see Mayer, 2015.

There are a number of key reasons to understand this relationship:

- To promote a better understanding what emotional intelligence (e.g., a mental ability inside, or, a part of, personality). Placing emotional intelligence in its psychological context—as a part of personality—allows one to compare and contrast it with different parts of personality: those parts that are similar, those that are related, and, those that are different. For example, most recently, ability-based emotional intelligence has been recast as a broad intelligence (akin to verbal, spatial, or perceptual-organizational intelligences) that operates within the knowledge guidance area of personality (see Mayer, Caruso & Salovey, 2016).
- If a person's ultimate aim is to understand a target variable -- such as aggression or problem behavior -- understanding the personality system as a whole can help link EI with other relevant parts of personality for empirical study.
- Understanding EI as a part of the broader personality system also can alert researchers as to what parts of personality may influence EI, increase its effects, or lower them.
- Considerable research exists as to how personality's parts are expressed. Understanding that EI is part of personality indicates a great deal about how it will be expressed.
- The field of personality psychology is undergoing a renaissance today.

What Does Emotional Intelligence Predict?

What do Personality Traits Predict?

Emotional intelligence can be used to make meaningful and interesting predictions to a person's life outcomes. Unfortunately, some misleading claims also have been made about emotional intelligence and what it predicts, particularly surrounding the 1995 popularization of the concept.

Various journalists made =misleading claims about the importance of emotional intelligence in the mid-1990's. One of these erroneous claims, for example, was that emotional intelligence "the best predictor of success in life."

My purpose is not to embarrass any journalist(s) here and so I have chosen not to cite the individual sources I quote here, but I have documented that and numerous other statements I regard as highly problematic in a number of articles I have written on the topic, for example, in Cobb & Mayer (2000), Mayer (1999), and Mayer & Cobb (2000), as well as in passing elsewhere. My colleagues and I never made such claims for emotional intelligence—and indeed, we were among the first to point out and criticize such claims. In addition to the foregoing articles, I spoke up strongly in a number of interviews with journalists to try to correct misunderstandings of the area in this regard—and other journalists have tried to set the record straight as well. See also, for example, the article *Promotional Intelligence* (Murphy Paul, 1999).

Some advocates of emotional intelligence have been disappointed that my colleagues and I have not been more supportive of the stronger claims made for emotional intelligence. (See the "Controversies" section of this website).

What Does EI Predict?

To understand and evaluate the influence of emotional intelligence, it helps to know something about how the parts of personality influence a person's life in general. Most parts of personality exert a slow but consistent influence on a person's social interactions and environment more generally.

For example, a given personality trait, such as extraversion, typically accounts for between 9% and 16% of the variance of a single act, such as deciding to go to a party. The idea is that, because many personality qualities are consistent over time, these traits exert influence over the individual's actions and behaviors for very long periods of time, and that over those periods of time, they influence the person's social development and attainments.

Psychologists typically assess the influence of a personality trait according to the percentage degree to which it accounts for a person's deviation from average. For example, imagine a high school in which the average grade is a *B*. Assuming the grades are normally distributed, many students frequently obtain B grades. Sometimes, however, letter grades of C and A are given (and sometimes D, and F, too). Now let's assume that a student obtains a grade average of A.

The question is, to what degree is general intelligence responsible for that student's higher grade? To answer the question, a researcher first correlates general intelligence and grade-point average across the students. A correlation is obtained of, say, $r = .50$. Square that correlation (.25), and that provides the proportion of variance explained. When multiplied by a hundred, the percentage of variance explained in grades accounted for by general intelligence is obtained...25%.

This is a slight simplification, as one is typically dealing with percentage explained of squared deviation units, but it conveys the general idea.

A Focus on Emotional Intelligence

To fully review the findings obtained with ability measures of emotional intelligence and life outcomes is beyond the scope of this web page. What follows below is a suggestive and general summary. For a more detailed, comprehensive, and documented review of findings regarding emotional intelligence (as an ability), see either of the 2008 reviews of Mayer, Roberts & Barsade (2008) or Mayer, Salovey & Caruso (2008), and for more recent, independent takes on the subject, consult the 2016 special issue on emotional intelligence of the journal *Emotion Review*.

- Emotional Intelligence (measured as an ability) is Distinct From Other Commonly-Measured Variables Related to Personality and Intelligence.
    - Emotional intelligence has rather low test-to-test correlations with scales of other types of intelligence (e.g., r = .00 to .35).
    - Emotional intelligence has rather low test-to-test correlations with scales of social and emotional traits (e.g., r = .00 to .35) (including self-judged/mixed model scales of emotional intelligence).
- People with higher emotional intelligence are likely to have better social support, and fewer problematic interactions with others.
- People higher in emotional intelligence are less likely to abuse drugs and alcohol.
- People higher in emotional intelligence are more satisfied with their social networks and appear to receive more social support.
- People higher in emotional intelligence seemed to more successfully avoid interpersonal arguments and fights.
- The individual is better able to avoid drug problems, arguments, and interpersonal violence. These predictive relationships are at levels that are customary for personality variables.

Note that there is nothing unique about the *size* of these effects relative to the influences of other personality traits. What is unique about the measurement and effects, however, is that because we strictly adhere to measuring emotional intelligence as an ability, test-takers cannot fake high ability—even under high-stakes testing—because you cannot fake knowing answers to questions you don't know the answer to—beyond guessing, anyway.

That said, because high emotional intelligence involves the more successful resolution of personal conflict and lower levels of aggression, it is a highly desirable, and, often, personally-important valuable, an important attribute to possess.

Glossary of Terms Useful Here

General Psychological Terms

Personality trait: a relatively consistent characteristic that a person exhibits in different situations. Examples of traits include: emotional intelligence, need for achievement, optimism.

Concepts Related to Emotional Intelligence

Emotional intelligence can be compared and contrasted with a number of other parts of personality. These other parts are distinct from emotional intelligence both conceptually and empirically. That means that each part has a definition that is distinct from emotional intelligence. Moreover, although a person may be high in emotional intelligence, they may be high or low in many of these other characteristics.

Mixed models of emotional intelligence: these models describe a conception of emotional intelligence that includes not only mental abilities related to intelligence and emotion, but also other personality dispositions and traits such as motives, sociability and warmth.

Empathy: including a feeling for others, sympathetic reactions to their feelings, and imaginative involvement in how the other person might be feeling.

Emotional self-efficacy: a person's belief that he or she possesses empathy and assertiveness as well as elements of social intelligence, personal intelligence, and ability emotional intelligence.

Socio-emotional effectiveness or competence: an individual's capacity to navigate the social world in an effective manner, accomplishing his or her goals as needed.

Socio-emotionally effective behavior: the observable acts of the individual the lead to emotional and social effectiveness of interactions with others.

Other Terms

Connecting Emotion, Motivation, and Intelligence

Interest: a motivational urge to pursue learning about a topic.

Curiosity: a motivational and emotional urge to explore and understand ideas.

Intrinsic Intellectuality: one term (of several, e.g., need for cognition) that describes a person's generally intellectual orientation.

For a more in-depth discussion of these terms, please see: Mayer & Ciarrochi, 2006a).

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