

# EMOTIONAL INTELLIGENCE AND LEADERSHIP

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# Emotional Intelligence

- We know when we are in the presence of emotional intelligence in another.
- And we know when we are in the presence of another with limited emotional intelligence.
- How do we know?
- How do we know?

# Two Examples

## ◆ What Self-Awareness Looks Like

- ◆ Maria M. – human resources manager

## ◆ What a Lack of Self-Awareness Looks Like

- ◆ Giles B. – operations director

# HISTORY OF THE TERM

- ◆ W. L. Payne coined the term in a Doctoral thesis in 1988.
- ◆ First appeared in the psychological literature in 1990 in an academic journal article by two psychologists – John Mayer & Peter Salovey.
- ◆ Gained wide recognition in 1995 in a book written for the public by Daniel Goleman entitled *Emotional Intelligence: Why It Can Matter More Than IQ*.

# HISTORY OF THE TERM

- ◆ Since the 1990's the concept of EI or EQ or more recently EC, has become an acceptable field of study within the discipline of psychology.
- ◆ But not without disagreement from some psychologists who maintain that EI is just another way of describing IQ and a repackaging of psychological characteristics already identifiable in standard psychological tests that have been around for a long time.

# DEFINITIONS

- ◆ The simplest definition as put forth by Mayer and Salovey is, “*The ability to do two things: understand and manage our own emotions; and recognize and influence the emotions of others.*”
- ◆ The most comprehensive set of definitions has been developed by the *Consortium for Research on Emotional Intelligence in Organizations* ([www.eiconsortium.org](http://www.eiconsortium.org)).
- ◆ It is found in the *Emotional Competence Framework* and contains the following descriptions:

# Personal Competence

## ◆ SELF - AWARENESS

- ◆ *Emotional awareness*
- ◆ *Accurate self-assessment*
- ◆ *Self-confidence*

## ◆ SELF – REGULATION

- ◆ *Trustworthiness*
- ◆ *Self-control*
- ◆ *Conscientiousness*
- ◆ *Adaptability*
- ◆ *Innovativeness*

## SELF - MOTIVATION

- Achievement drive*
- Commitment*
- Initiative*
- Optimism*

# SOCIAL COMPETENCE

## ◆ SOCIAL AWARENESS

- ◆ *EMPATHY*
- ◆ *DEVELOPING OTHERS*
- ◆ *LEVERAGING DIVERSITY*
- ◆ *POLITICAL AWARENESS*

## ◆ SOCIAL SKILLS

- ◆ *Influence*
- ◆ *Communication*
- ◆ *Leadership*
- ◆ *Change catalyst*

*Conflict management*

*Building bonds*

*Collaborations and cooperation*

*Team capabilities*

# Summary of Emotional Competence Framework

## PERSONAL

**Self-Awareness**

**+**

**Self-Management**

## SOCIAL

**Social Awareness**

**+**

**Relationship Management**

# Importance

- ◆ Studies indicate that EI is responsible for 58% of positive performance in all types of jobs, with IQ responsible for only 20%.
- ◆ Probably even higher in ministry.
- ◆ EI more than twice as important as IQ.
  - Those with the highest levels of IQ outperform those with average IQ just 20% of the time.
  - While those with average IQ outperform those with high IQ 70% of the time.
  - **Missing link in understanding positive job performance is EI.**

# Importance for Clergy

- ◆ The work of ministry involves complex social and interpersonal interactions that require the capacity to hold ambiguity and tolerate difference.
- ◆ It involves the capacity to be expressive emotionally while also regulating one's emotions.
- ◆ It also involves the capacity to read non-verbal signals and to listen deeply and non-defensively to others.
- ◆ **Effective ministry requires a high level of EI.**

# Importance for Clergy

- ◆ Those with EI can perceive emotions, are self-aware and can identify what they are feeling. They can also pick up on verbal and non-verbal signals and recognize what other people may be feeling.
- ◆ They have the ability to utilize their emotions in decision making, problem solving, and other cognitive processes so that those tasks are an adaptive combination of thinking and feeling, not one or the other.

# IMPORTANCE FOR CLERGY

- ◆ Those with EI are able to **manage** their own emotions and to influence the emotions of those around them.
- ◆ They can **manage** their own feelings and are not overwhelmed by them and thus are more tolerant of stress.
- ◆ They can deal with interpersonal issues and conflict without ignoring, fleeing or attacking, and they are often able to calm another person who is overwrought.

# TOOLS TO MEASURE EI

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# *Emotional Intelligence Appraisal*

- ◆ Popular and self-administered it comes with the book *Emotional Intelligence 2.0* which includes an on-line 7 minute self-administered EI assessment.
- ◆ The assessment provides an 16 page report that indicates the EI score and contains suggestions for improving one's EI that are tied to 66 strategies in the book, including on-line videos that demonstrate the strategies.
- ◆ Based on 500,000 responses and developed by TalentSmart ([www.TalentSmart.com](http://www.TalentSmart.com)).
- ◆ Not technically considered a test by psychology standards. More like the MBTI.

# Tests that Measure EI

- ◆ There are at least 37 tests that promise to measure EI, but not all have been empirically evaluated.
- ◆ *The Consortium for Research on Emotional Intelligence in Organizations* ([www.eiconsortium.org](http://www.eiconsortium.org)) based at Rutgers University has as its mission to advance research and practice of emotional intelligence.
- ◆ They have reviewed many of the EI tests and have selected those for which there is a substantial body of research.

# Consortium for Research on EI

## Empirically Evaluated Tests

- Bar-On Emotional Quotient Inventory (EQ-I 2.0)
  - Emotional & Social Competence Inventory
  - Genos Emotional Intelligence Inventory
  - Group Emotional Competency Inventory
  - Mayer-Salovey-Caruso EI Test (MSCEIT)
  - Schutte Self Report EI Test
  - Trait Emotional Intelligence Questionnaire (TEIQue)
  - Work Group Emotional Intelligence Profile
  - Wong's Emotional Intelligence Scale
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- **360 assessments provide a more in-depth analysis, because of the gaps between self and other perception.**

# Bar-On Emotional Quotient Inventory (EQ-I 2.0)

- ◆ Self-Report and 360
- ◆ Scales
  - ◆ Self-Perception
  - ◆ Interpersonal
  - ◆ Decision Making
  - ◆ Self Expression
  - ◆ Stress Management

# Emotional and Social Competence Inventory (ESCI)

- ◆ 360
- ◆ Scales
  - ◆ Emotional Self-Awareness
  - ◆ Adaptability
  - ◆ Positive Outlook
  - ◆ Empathy
  - ◆ Organizational Awareness
  - ◆ Coach and Mentor
  - ◆ Inspirational Leadership
  - ◆ Influence
  - ◆ Conflict Management
  - ◆ Teamwork

# The Genos Emotional Intelligence Inventory (Genos EI)

- ◆ 360

- ◆ Scales

- ◆ Emotional Self-Awareness
- ◆ Emotional Expression
- ◆ Emotional Awareness of Others
- ◆ Emotional Reasoning
- ◆ Emotional Self-Management
- ◆ Emotional Management of Others
- ◆ Emotional Self-Control

# The Group Emotional Competence (GEC) Inventory

- ◆ Self-Report
- ◆ Scales
  - ◆ Interpersonal Understanding
  - ◆ Team Self-Awareness
  - ◆ Organizational Awareness

# The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)

- ◆ Self-Report
- ◆ Scales
  - ◆ Perceiving Emotions
  - ◆ Facilitating Thought
  - ◆ Understanding Emotions
  - ◆ Managing Emotions

# The Schutte Self Report Emotional Intelligence Test (SSEIT)

- ◆ Self-Report
- ◆ Scales
  - ◆ Appraisal and Expression of Emotion
  - ◆ Regulation of Emotion
  - ◆ Utilization of Emotion

# Work Group Emotional Intelligence Profile (WEIP)

- ◆ Self-Report
- ◆ Scales
  - ◆ Ability to Deal with Own Emotions
  - ◆ Ability to Deal with Others' Emotions

# Wong's Emotional Intelligence Scale (WEIS)

- ◆ Self-Report
- ◆ Scales
  - ◆ Appraisal and Expression of Emotion in the Self
  - ◆ Appraisal and Recognition of emotion in others
  - ◆ Regulation of Emotion in the Self
  - ◆ Use of Emotion to Facilitate Performance

# For a More Comprehensive Review

- ◆ *The Consortium for Research on Emotional Intelligence*
  - ◆ *[www.eiconsortium.org](http://www.eiconsortium.org)*
  - ◆ *The Emotional Competence Framework*

# Connections Between EI Assessments and Clergy Effectiveness KSAP's

- INTEGRITY (personality characteristic)
- AUTHENTICITY (personality characteristic)
- ORAL COMMUNICATION (skill)
- DEPENDABILITY (personality characteristic)
- CALLING (skill)

# Approaches to Increasing EI

- ◆ For those who do not have long standing personality issues.
  - ◆ Executive Coaching
  - ◆ Mindfulness Practices
  - ◆ Real Time Accountability Partner
  - ◆ Supervision
  - ◆ Structured Mentoring
  - ◆ Structured Support Group
  - ◆ Group Therapy
  - ◆ CPE
  - ◆ *Emotional Intelligence 2.0* – Bradberry & Greaves

# Approaches to Increasing EI

- ◆ For Those Who Have Long Standing Personality issues.
  - ◆ Very modest expectations with long-term individual and group therapy (3 – 5 years).
  - ◆ In the 37 years that I have been evaluating clergy that were significantly problematic in ministry, 75% of the cases have been related to long standing personality issues.

# CONCLUSION

- ◆ There is now a considerable body of research that indicates that a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job, and certainly that of ministry.

# Contact Information

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