Preface

Emotional intelligence (EI) is a relatively recent addition to the set of psychological constructs that are the subject of scientific investigation. Although it can be argued that the roots of EI may be traced back to the start of the last century, the bulk of books, research, and peer-review publications exploring EI have appeared within the last 15 years. At the time of writing this preface, a literature search in the PsycINFO database indicated 700 or so publications using the term *emotional intelligence*, with only three publications appearing before 1990. However, EI has enjoyed a much more chequered history than these figures might, on first blush, suggest. Even though it is not easy to tell exactly how many of these publications are more a critique of the concept, rather than a constructive research effort, the ratio of critical commentary to empirical research appears remarkably high by available scientific standards.

The use of the term EI by mass media is even more recent. The speed with which the term *emotional intelligence* has been adopted and its accompanying enthusiasm by the general public is certainly remarkable. Arguably, not since Freud, has a psychological term had a comparable history of welcomed reception by laypeople, nor as wide-ranging influence on popular culture (witnessed by the fact that, among other things, books, toys, films, and even robots employ it as an advertising jingle). However, the number, strength, and veracity of supposedly scientifically founded claims associated with EI also appears unprecedented. For example, EI has variously been portrayed as the psychological factor *most* relevant for success in almost any field of application (i.e., in the home, workplace, and school). Claims of this sort simply lack scientific support, certainly on balance of available evidence.

As a result of this short (yet colorful) history, the concept of EI is associated with a relatively large literature, much controversy, and a remarkable tension between scientific and popular accounts. The editors of this book opine that this situation calls for focused, systematic research to clarify the issues, as well as more open dialogue between theoretical and applied researchers, on the one hand, and practitioners, on the other. We also feel that the field of EI is in need of diverse scientific approaches, rigorously examining the theoretical underpinnings of EI from multi-disciplinarian perspectives including intelligence research, the psychology of emotions, personality psychology, social psychology, psychometrics, and artificial intelligence. Practical implications for educational, organizational, and clinical contexts need also to be considered. To accomplish such an ambitious set of goals, while maintaining heterogeneity of perspectives and coping with the growing research demand, international research collaboration seems essential. It was the editors' intention, through

invitations to each of the current contributors, to assemble a group of experts that would give this volume a truly international flavor.

A disclaimer appears in order before we provide a look ahead to the topics covered in the book. The editors consider themselves neither high priests nor gravediggers devoted to either elevating or burying the concept of EI. As paradoxical as it might seem, we try to be as dispassionate as possible about this emotion-laden concept and the discussion surrounding it. Theories, measurement approaches, and applications of EI deserve balanced scientific discourse in order to advance psychological research and applications, as well as to provide scientific background for informed discussions in the public forum. We hope that this edited volume contributes to this goal by providing scholarly presentations as described in the following paragraphs.

This edited book brings together experts from around the world to present their perspectives on the scientific status of EI. In five parts of the book, theories of EI, assessment approaches, and research on the antecedents and consequences in occupational, educational, and clinical settings are presented. In these contributions, empirical evidence supporting or contradicting common assumptions about the nature of EI, and its relationships with other psychological constructs, are highlighted. The book thereby offers a critical appraisal of the scientific status of EI.

Part I introduces basic ideas, concepts, and frames of reference for theories, measures, and applications of EI. The editors of the book and two distinguished scholars, Gerald Matthews and Moshe Zeidner, provide a brief introduction to these basic concepts. This chapter provides background from intelligence, individual differences, measurement, and emotions research, which allow non-experts, in particular, to follow arguments put forth over the duration of the volume.

In Part II, a range of theoretical approaches are presented, their strength and weaknesses are highlighted, and conclusions on the status of EI theories are drawn. Aljoscha Neubauer and Harald Freudenthaler (Chapter 2) begin this section by providing a review of the most prominent models of EI. This chapter represents an indispensable resource for those readers who have not been introduced to current models and controversies in the field. In the next chapter by David Schultz, Carroll Izard, and Jo Ann Abe, a different perspective is taken. The focus of this chapter lies on the connections between emotion systems and EI, and the latter's development, in particular. This chapter enables the reader to view the field from a different theoretical angle by highlighting the connection between EI and emotions research. Perhaps to the surprise of the uninitiated reader, most models of EI are more heavily influenced by intelligence, rather than emotions, research. Hence, Chapter 3 can be regarded as an addition and complement to most other chapters, which are geared towards individual differences approaches. Chapter 4 by Joseph Ciarrochi and Claire Godsell introduces a new theory for human suffering, upon which a framework of EI is based. As for the previous chapter dealing with emotions systems, the authors broaden the set of theoretical perspectives by describing an approach to EI from yet another research tradition.

Historically, the field of EI has important conceptual predecessors in intelligence research that are closely connected to theoretical components of EI. Social intelligence (SI) appears among the most important of these forerunners. Sue-Mee Kang, Jeanne Day, and Naomi Meara (Chapter 5) elaborate on relationships between EI and SI. The overlap between these two concepts is stressed both on a theoretical and empirical level. Kang, Day, and Meara highlight many reasons why these areas should be considered in close connection and point to future areas of research that deserve more detailed attention. The last chapter of Part II, by Elizabeth Austin and Donald Saklofske, discusses communalities and differences between EI, SI, and practical intelligence (PI). They bring these three concepts together, delineate conceptual and empirical differences, and present data to support the widely disputed assertion that EI is incrementally valid for certain criteria. The authors of Chapter 6 facilitate the comprehension of subtle differences between theoretical approaches to these intelligences, by providing both a schema and set of criteria to comparatively evaluate these concepts.

The chapters in Part III of the book are devoted to measurement of EI. Chapter 7, by Oliver Wilhelm, provides an overview of measurement models of EI, especially those approaches that conceptualize EI as an ability, rather than a personality, trait. Basic models are explicated throughout this chapter as the reader is simultaneously guided through many of the conceptual assumptions underlying available assessment procedures. A critical issue for EI measurement is thereafter discussed in Chapter 8 by Peter Legree, Joseph Psotka, Trueman Tremble, and Dennis Bourne. The authors present an elaborate rationale for one of the most widely used procedures to score test-takers responses on EI ability tests, namely consensus scoring. Since scoring examinee's test responses remains a vexing issue for objective forms of EI assessment, this chapter is remarkably important. It not only provides a rationale justifying the assignment of scores using a consensual approach but also provides data supporting the basic premises that these contributors put forth.

In Chapter 9, Juan Carlos Pérez, K. V. (Dino) Petrides, and Adrian Furnham give a concise overview of trait EI and provide a comprehensive list and classification of measures of this concept. They present the state-of-the-art approach to trait EI assessment, which designates the conceptual approach to EI as a personality characteristic. Part III concludes with a chapter by Susanne Weis and Heinz-Martin Süß. They report a facetted approach to the measurement of SI, with supporting empirical data for their hypothesized model. A feature of this chapter is the connection drawn, especially at the measurement level, between the areas of SI and EI research. It therefore provides an excellent synthesis of the communalities and differences highlighted in earlier chapters focusing on theory.

Part IV is devoted to applications of EI. In the first contribution to this section, Thomas Goetz, Anne Frenzel, Reinhard Pekrun, and Nathan Hall (Chapter 11) discuss the theoretical background, and application opportunities, of EI in the educational context. A theoretical model is put forward that positions EI in the context of learning and achievement. The authors highlight the signifi-

cance of EI in this applied domain while drawing important research implications. In Chapter 12, Rebecca Abraham gives an overview of another domain where EI is widely applied: the workplace. The reader is introduced to basic tenets and findings from this field, where leadership, performance feedback, and organizational commitment are covered.

In Chapter 13, James Parker shows why EI is relevant for clinical applications and provides references to empirical research in support of his claims. One concept of central importance, discussed throughout this chapter, is alexithymia: a deficit in perceiving, understanding, and communicating emotional experiences. The concluding chapter to Part IV, by Elisabeth Engelberg and Lennart Sjöberg, links EI and interpersonal skills. In reviewing pertinent literature, it brings to the reader's attention the fact that EI is highly relevant for social interaction and personal relationships, as well as showing, through empirical data, how EI can be linked to such applied issues as faking in high-stakes testing.

Each of the various approaches, findings, and conclusions made by these contributors are integrated in the fifth, and final, part of the book. In Chapter 15, the editors team up again with Moshe Zeidner and Gerald Matthews to synthesize the results and conclusions of the various chapters and analyze what we have learned and what we may have missed from the preceding commentaries. Unresolved issues in scientific research, which might be the subject of future research efforts, are highlighted, with a view to providing an account of both the current and projected scientific status of EI.

We are much obliged to the chapter authors for their invaluable scientific contributions and their cooperation in making this book possible. We hope that these interesting and thought provoking ideas, concepts, and empirical applications of EI will prove to be insightful and advance the readers understanding and knowledge of this elusive construct and the many controversies surrounding it. We are also grateful to the following "heroic" (least in our eyes) persons who helped typeset this book with LaTeX, provided valuable critical input, engaged in fruitful discussions, and/or otherwise kept our emotions from over-ruling our intelligence (and vice-versa): Niklas Ahn, Cristina Aicher, Blixa Bargeld, Lionel Benevides, King Buzzo, Alexander Freund, John Garcia, Michael Gira, Heiko Großmann, Julia Haubrich, Al Jourgensen, Nadine Kespe, Sabine Ludwig, Carolyn MacCann, Omar A. Rodriguez-Lopez, Matthew D. Roberts, Roudy Trouvé, Crazy Horse Weber, and Cedric Bixler Zavala.

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