Foreword

Emotions are implicated in almost every area of our lives. From education, work, and health, to relationships, parenting, and overall satisfaction with life, our emotional constitution determines to a remarkable extent our behavioral reactions and general state of being. Of course, emotions have been the focus of intense psychological research from the very beginning of psychology as a discipline.

Early attempts at understanding the nature and impact of human emotions were impeded by immature concepts and underdeveloped technologies. Alas, rather than removing these impediments, technological advancement ushered in a new era of research fragmentation. There are now behavioral, clinical, cognitive, constructivist, evolutionary, neuro-scientific, psychoanalytic, and several other major approaches to the study of emotions. The information generated by these approaches is highly compartmentalized, frequently conflicting, and sometimes intentionally competing; more and more data are published about increasingly narrower aspects of emotions with effects that are positively obfuscating.

Trait emotional intelligence (trait EI or trait emotional self-efficacy) bucks the trends of fragmentation and compartmentalization by offering a genuinely integrative framework within which to synthesize data accruing from disparate approaches. Trait EI refers to a constellation of emotional self-perceptions located at the lower levels of personality hierarchies. Essentially, trait EI concerns people’s perceptions of their emotional abilities. Its 15 facets offer comprehensive coverage of the affective aspects of human personality. An inclusive and integrative framework is a major conceptual advantage because it provides a solid foundation for scientific measurement as well as for the coordinated accumulation of research evidence, which constitute major goals of the scientific endeavor.

As the main operationalization vehicle of trait EI theory, the Trait Emotional Intelligence Questionnaire (TEIQue) is being used internationally to investigate the role of emotions in multiple and highly diverse domains. Important contributions have been made in the fields of business, behavioral genetics, clinical psychology and psychiatry, education, and health and medicine, among many others. The encouraging nature of the findings have propelled trait EI among the most widely applied psychological theories, and the TEIQue among the most heavily used psychometric assessments, in the world.

Promoting Trait Emotional Intelligence in Leadership and Education is a welcome and timely addition to the literature on trait EI. It centers on two crucial areas of application, namely leadership and education. Trait EI has emerged as an important predictor of leadership behaviors, not only in traditional business settings but from much earlier on in childhood and adolescence, where high trait EI students are more frequently nominated by their classmates as having leadership qualities than their low trait EI counterparts. The trait EI of educators has been linked to positive emotional environments in the classroom, effective teaching, greater student engagement, higher student test scores, and greater student retention rates.
Shelly Roy’s book presents what is currently the most up-to-date and detailed account of the role of trait EI in leadership and education. It is unique in evaluating the wealth of evidence not only at the global level of the construct, but also at its factor and facet levels. The information covered extends beyond theory into practical aspects of vital importance in the workplace and the educational context. This is a work that will be invaluable to managers, educators, and researchers alike, to all of whom I can recommend it unreservedly.

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K. V. (Dino) Petrides holds a Bachelor in Business Administration with summa cum laude honors from PACE University (NYC, USA), a Diploma in Psychology from the University of Nottingham, an MSc in Psychological Research Methods (Psychometrics and Behavioral Statistics) from the University of Exeter, and a PhD (Individual Differences, Psychometrics, and Behavioral Statistics) from University College London (UCL). After six years at the Institute of Education, he moved to UCL, where he set up the London Psychometric Laboratory. He also directs the trait emotional intelligence research program and is the principal developer of the family of TEIQue® instruments. He has published extensively and lectures internationally in personality, psychometrics, and individual differences.