Preface

INTRODUCTION

*When we are connected to others, we become better people.* -Randy Pausch

I have read hundreds of articles about trait Emotional Intelligence (trait EI), and I kept finding myself saying the same thing—sure, this is great that trait EI can lead to such great outcomes, but what steps can someone take in order to actually promote trait EI in leadership and education? Therefore, with the help of IGI Global®, I was able to bridge the scholarship and practitioner gap and create a book that would give a list of recommendations that leaders and educators could use in order to promote trait EI in their leadership and classrooms. For it is my intention that this book is useful to both scholars, and practitioners, a maxim instilled in me by the Doctor of Executive Leadership program at the University of Charleston. That is why, although this text references the scholarly literature a great deal, it is also useful to practitioners, via the *Solutions and Recommendations* section contained within chapter 18. This book also had the added benefit of helping me to realize a dream that I have had since I was a child, which was to write my own book, so that was a fantastic experience as well.

WHY LEADERSHIP AND EDUCATION?

Out of all industries, why did I choose leadership and education? Well, the answer to that question is quite simple; I have a Bachelor of Science in Organizational Leadership, a Master of Science in Strategic Leadership, and a Doctor of Executive Leadership. Therefore, choosing leadership was sort of a given based upon my content expertise, my overall fascination with leadership as a whole, and I also happen to work as a Student Advisor for the School of Business and Leadership at the University of Charleston—so I quite literally have leadership on the mind 24/7. Concerning education, I am an adjunct professor at Fairmont State University/Pierpont Community and Technical College, and I absolutely love teaching, since it allows me to lead in the classroom, education was a natural direction, since teaching is my hobby, but leadership is my job.
WHY TRAIT EI?

I have always been fascinated about how people react to certain situations, because for some individuals, staining their favorite shirt is the end of the world, while for others, they are just able to brush it off, and use the shirt for another purpose. These individual differences fascinated me beyond anything I could ever imagine. That is why, I selected the trait EI theory created in 2001 by Dr. K. V. (Dino) Petrides as the principal focus of this book, because trait EI is “a constellation of emotion related self-perceptions, located at the lower levels of personality hierarchies, which encompasses emotion-related behavioral dispositions and self-perceived abilities measured via self-report” (Petrides, Perez-Gonzalez, & Furnham, 2007, p. 123). Petrides’s trait EI theory comprises 15 facets, four factors, and global trait EI:

1. **Adaptability:** “Flexible in their approach to work and life, they are willing and able to adapt to new environments and conditions” (Petrides, 2009a, p. 59)
2. **Assertiveness:** “Forthright and frank, they know how to ask for things, give and receive compliments, and confront others when necessary” (Petrides, 2001, p. 5).
3. **Emotion Expression:** “Fluent in communicating their emotions to others, they know what the best words are for expressing their feelings accurately and unambiguously” (Petrides, 2009a, p. 59).
4. **Emotion Management (Others):** “Perceived ability to manage other people’s emotional states. High scorers on the emotion management scale can influence other people’s feelings (e.g., calm them down, console them, and motivate them)” (Petrides, 2001, p. 5).
5. **Emotion Perception (Self and Others):** “Are clear about what they feel and able to decode other people’s emotional expressions” (Petrides, 2009a, p. 59)
6. **Emotion Regulation:** “Have control over their emotions and can change unpleasant moods or prolong pleasant moods through personal insight and effort. They are psychologically stable and they know how to pick themselves up after emotional setbacks” (Petrides, 2001, p. 3).
7. **Impulsiveness (Low):** “Involves thinking before acting and reflecting carefully before making decisions, high scorers on this scale weigh all the information before they make up their mind, without, however, being overly cautious” (Petrides, 2009a, p. 60).
8. **Relationships:** “Starting and maintaining emotional bonds with others, high scorers usually have fulfilling personal relationships that positively affect their productivity and emotional well-being, they know how to listen and be responsive to the people close to them” (Petrides, 2001, p. 6).
9. **Self-Esteem:** “Have a positive view of themselves and their achievements, they are confident, positive, and satisfied with most aspects of their life” (Petrides, 2009a, p. 60).
10. **Self-Motivation:** “Are driven by a need to produce high-quality work, they tend to be determined and persevering, they do not need to be externally rewarded for their efforts, because they have a strong sense of achievement and are motivated from within” (Petrides, 2001, pp. 2-3).
11. **Social Awareness:** “Have excellent social skills and are socially sensitive, adaptable, and perceptive, they are good at negotiating, brokering deals, and influencing others” (Petrides, 2009a, p. 61).
12. **Stress Management:** “Can handle pressure calmly and effectively because they have developed successful coping mechanisms” (Petrides, 2001, p. 6).
13. **Trait Empathy:** “Measures the ‘perspective-taking’ aspect of empathy: seeing the world from someone else’s point of view, in other words, it has to do with whether one can understand other people’s needs and desires” (Petrides, 2009a, p. 60).
14. **Trait Happiness**: “Concerns pleasant emotional states, primarily directed towards the present rather than the past (life satisfaction) or the future (optimism), high scorers are cheerful and feel good about themselves” (Petrides, 2001, p. 3).

15. **Trait Optimism**: “Looks on the bright side and expects positive things to happen in their life” (Petrides, 2009a, p. 60).

These 15 facets merge together to form the 4 factors of trait EI theory, which are:

1. **Emotionality**: “Can perceive and express emotions and use these abilities to develop and sustain close relationships with important others” (Petrides, 2001, p. 7), this factor comprises the trait optimism, trait happiness, and self-esteem facets (Petrides, 2009a).

2. **Self-Control**: “Controlling impulses, they are good at regulating external pressures and stress, they are neither repressed nor overly expressive (Petrides, 2009a, p. 61), this factor comprises the emotion regulation, impulsiveness (low) and stress management facets (Petrides, 2009a).

3. **Sociability**: “Are better at social interaction, they believe that they have good listening skills and can communicate clearly and confidently with people from very diverse backgrounds” (Petrides, 2001, p. 7), this factor comprises the emotion management (others), assertiveness, and social awareness facets (Petrides, 2009a).

4. **Well-Being**: “Reflect a generalized sense of well-being, extending from past achievements to future expectations, overall, individuals with high scores feel positive, happy, and fulfilled” (Petrides, 2009a, p. 61), this factor comprises the trait optimism, trait happiness, and self-esteem facets.

The 15 facets and 4 factors merge to form global trait EI, which is:

- **Global Trait EI**: “A broad index of general emotional functioning,” and comprises all 15 facets and four factors of trait EI. It “correlates positively with extraversion, conscientiousness, mental health, job satisfaction, organizational commitment, seniority, pro-social behavior, popularity, sensitivity, and susceptibility to affect, over-prediction of affective reactions in decision-making, overconfidence, social desirability, and hubris” (Petrides, 2009a, p. 62).

Unlike other measures of trait EI, Dr. Petrides’s theory, and its accompanying measure, the **Trait Emotional Intelligence Questionnaire (TEIQue)**® has incremental validity over the Big Five (Freudenthaler, Neubauer, Gabler, Scherl, & Rindermann, 2008; Petrides, Vernon, Schermer, Ligthart, Boomsma, & Veselka, 2010), and Giant Three personality traits (Petrides, Pita, & Kokkinaki, 2007) of Eysenckian personality factor space (Petrides, 2009a). I am not a psychologist, by any means, but I do see how this particular theory of trait EI merits application in both the scholarly literature and practice, and because of the versatility of this particular construct, I selected it as my primary research focus.

In fact, this text is not the first time that I have used this particular trait EI theory, but actually the second, the first time was for my doctoral dissertation, entitled **Leading with Trait Emotional Intelligence in the Higher Education Classroom: An Exploratory Study Investigating Trait Emotional Intelligence in Higher Education Faculty Members** (Roy, 2013a). In my dissertation, I wanted to discover how Award Winning Professors (AWPs) used each of the 15 facets that comprise trait EI theory when they teach in their classrooms, and how these facets contributed to their teaching effectiveness. My dissertation did not disappoint, and that is why this book has excerpts from my dissertation in order to share this information with a larger population.
WHO SHOULD READ THIS BOOK?

Leadership is universal; it applies to those in the military, federal government, healthcare industry, finance industry, and virtually any other industry because leaders are those individuals who are in positions of influence. Therefore, if you are in a position of influence, then you are a leader, and since leadership is universal, pretty much anyone who is in a position of influence will find the leadership sections of this text relevant. Examples of people with positions of influence include IT directors, chief sales officers, CEOs, and the rest of the upper-leadership echelons, middle managers, low-level managers, shift supervisors, drilling rig safety officers, mine bosses, veterinarians, etc. Regarding the educator aspect of this book—higher education faculty members are the target audience, but this book will also benefit higher education administrators, since trait EI does link to student engagement and satisfaction (Roy, 2013a), which are extremely important when making strategic decisions and recruiting prospective students.

OVERVIEW

This book has seven parts, Section 1: Origins and Opposition, provides the reader with the extensive history of the trait EI construct, provides the principal arguments that oppose trait EI, and discusses how leaders and educators must promote trait EI in order to enhance their effectiveness, and comprises Chapters 1-2, respectfully. Section 2: The Auxiliary Facets comprises Chapters 3-4 and discusses the adaptability and self-motivation facets of trait EI. Section 3: The Emotionality Factor discusses the trait empathy, emotion perception (self and others), emotion expression, and relationships facets in Chapters 5-8, while Section 4: The Self-Control Factor discusses the emotion regulation, impulsiveness (low), stress management facets in Chapters 9-11. Section 5: The Sociability Factor investigates the emotion management (others), assertiveness, and social awareness facets in Chapters 12-14, and Section 6: The Well-Being Factor scrutinizes the trait optimism, trait happiness, and self-esteem facets in Chapters 15-17. Finally, Section 7: Conclusions and Recommendations contains Chapter 18, which provides the author’s concluding thoughts and solutions and recommendations for promoting trait EI in leadership and education.

SECTION 1: ORIGINS AND OPPOSITION

Chapter 1: Introducing Trait EI

The purpose of this introductory chapter is to introduce the Trait Emotional Intelligence (trait EI) construct selected as the foundation of this book, to examine the role that trait EI has in leadership and education, and to provide a history of the trait EI construct. In addition, this chapter discusses the principal arguments in the scholarly literature that reinforce the importance of the trait EI construct by examining the reliability and validity of trait EI, discussing the benefits of trait EI, and presenting the paradigms of those scholars who believe that that individuals can enhance their current trait EI skills and techniques through training. Finally, this chapter will also discuss the principal contentions in the scholarly literature
that oppose the trait EI construct by examining the unreliability and invalidity of trait EI, discussing the disadvantages of trait EI, and presenting arguments that individuals cannot enhance their current trait EI skills and techniques through training.

Chapter 2: Trait EI in Leadership and Education

The purpose of this second chapter entitled Trait EI in Leadership and Education is to discuss the role that trait EI has in leadership and education with support from the scholarly literature, while simultaneously giving credence to the views of those who oppose such an incorporation.

SECTION 2: THE AUXILIARY FACETS

Chapter 3: The Adaptability Facet in Leadership and Education

This chapter discusses the ways that leaders promote the adaptability facet in their leadership by (a) meeting the demands of the internal and external environment, (b) embracing change, (c) using situational leadership and context, and (d) adapting to incorporate follower feedback. In addition, this chapter also discusses ways that educators can promote the adaptability facet in their teaching by (1) appealing to different types of learners, (2) using participatory or democratic leadership, (3) adapting to incorporate student feedback, and (4) embracing their roles as leaders in the classroom. Finally, this chapter also gives credibility to arguments who oppose the promotion of the adaptability facet by leaders and educators.

Chapter 4: The Self-Motivation Facet in Leadership and Education

This chapter depicts how leaders promote the self-motivation facet in their leadership by leading with courage, practicing continuous improvement, dedication, and hard work, and by being resilient. In addition, this chapter also discusses how educators promote the self-motivation facet in their classrooms by continuous improvement, dedication, hard work, and resiliency, and how they can embrace their roles as leaders in the classroom. Finally, this chapter also presents positions of those who oppose the promotion of the self-motivation facet by leaders and educators.

SECTION 3: THE EMOTIONALITY FACTOR

Chapter 5: The Trait Empathy Facet in Leadership and Education

This chapter illustrates how leaders promote the trait empathy facet in their leadership by listening to others, globalization, using the respectful mind, and by negotiating, compromising, and using conflict-resolution skills. In addition, this chapter also discusses how educators promote the trait empathy facet by creating a positive psychological environment in their classrooms, by using the respectful mind in order to appeal to international students, and investigates ways that educators can embrace their roles as leaders in the classroom. Finally, this chapter also gives elucidates the paradigms of those who oppose the promotion of the trait empathy facet in leadership and education.
Chapter 6: The Emotion Perception (Self and Others) Facet in Leadership and Education

This chapter determines how leaders promote the emotion perception (self and others) facet in their leadership via the use of intrapersonal intelligence, and interpersonal intelligence, and nonverbal communication. In addition, this chapter also discusses how educators promote the emotion perception (self and others) facet in their classrooms via their use of intrapersonal intelligence, and interpersonal intelligence and nonverbal communication, thereby embracing their roles as leaders in the classroom. Finally, this chapter also gives authority to the positions of those who oppose the promotion of the emotion perception (self and others) facet in leadership and education.

Chapter 7: The Emotion Expression Facet in Leadership and Education

This chapter presents the ways that leaders promote the emotion expression facet in their leadership by investigating the importance of emotion to leadership, emotional expression, and the importance of having an emotional vocabulary. In addition, this chapter also discusses how educators can promote the emotion expression facet in their classrooms via a discussion of the inherent emotionality of teaching and learning, the importance of having an emotional vocabulary, and the need for educators to be open with their students. In addition, this chapter weighs the viewpoints of those who disagree with the promotion of the emotion expression facet in leadership and education.

Chapter 8: The Relationships Facet in Leadership and Education

This chapter examines how leaders promote the relationships facet via the leader/follower relationship, mentoring, coaching, and advising, building their own support network, establishing boundaries, and demonstrating caring, and using referent power and relationship-oriented leadership. In addition, this chapter also examines how educators promote the relationships facet of trait EI by establishing boundaries, building their own support network, caring, mentoring and coaching, and practicing relationship-oriented leadership. Finally, this chapter also entertains the views of those who suggest that the relationships facet does not merit promotion in leadership and education.

SECTION 4: THE SELF-CONTROL FACTOR

Chapter 9: The Emotion Regulation Facet in Leadership and Education

The purpose of this chapter is to examine how leaders promote the emotion regulation facet of trait EI in their leadership via dissociation, reframing, and coping. In addition, this chapter also explores how educators can promote the emotion regulation facet in their classrooms by discussing emotional regulation in the classroom, and how they can embrace their roles as leaders in the classroom in order by using reframing and coping techniques. Finally, this chapter also illustrates the positions of those who oppose the promotion of the emotion regulation facet in leadership and education.
Chapter 10: The Impulsiveness (Low) Facet in Leadership and Education

This chapter establishes how leaders promote the impulsiveness (low) facet in their leadership via decision-making, preventing emotional hijacking, and preserving relationships. In addition, this chapter also displays how educators promote the impulsiveness (low) facet in their classrooms via balanced decision-making, preventing emotional hijacking, and embracing their roles as leaders in the classroom by preserving relationships. Finally, this chapter also indicates the viewpoints of those who oppose the promotion of the impulsiveness (low) facet in leadership and education.

Chapter 11: The Stress Management Facet in Leadership and Education

This chapter elucidates how leaders promote the stress management facet in their leadership by delegating authority, decreasing stress, and tolerating anger/frustration. In addition, this chapter also depicts how educators promote the stress management facet in their classrooms by delegating authority, and embracing their roles as leaders in the classroom by decreasing stress, and tolerating anger/frustration. Finally, this chapter also illustrates the contentions of those scholars to oppose the promotion of the stress management facet in leadership and education.

SECTION 5: THE SOCIABILITY FACTOR

Chapter 12: The Emotion Management (Others) Facet in Leadership and Education

This chapter demonstrates how leaders can promote the emotion management (others) facet in their leadership by influencing the feelings of their followers, giving followers bad news, and working to calm and console their followers. In addition, this chapter also discusses how educators can promote the emotion management (others) facet in their classrooms by encouraging, inspiring, and motivating their students, giving their students bad news, then calming, and consoling them. Finally, this chapter also presents the claims of those who oppose the promotion of the emotion management (others) facet in leadership and education.

Chapter 13: The Assertiveness Facet in Leadership and Education

This chapter demonstrates how leaders promote the assertiveness facet by giving feedback and having tough conversations with their followers, asserting their rights as a leader, and leading with ethics and integrity. In addition, this chapter also identifies how educators promote the assertiveness facet in their classrooms by teaching with ethics and integrity, having tough conversations, and using their legitimate power. Finally, this chapter identifies the viewpoints of those scholars who oppose the promotion of the assertiveness facet in leadership and education.
Chapter 14: The Social Awareness Facet in Leadership and Education

The purpose of this chapter is to ascertain how leaders promote the social awareness facet in their leadership by using Leader-Member Exchanges (LMX), having good communication skills, and engaging in teamwork. In addition, this chapter also establishes how educators use the social awareness facet in their classrooms by advising their students, having good communication skills, and ensuring that they have high quality LMX exchanges with their students. Finally, this chapter also gives creditability to the paradigms of those who do not support the promotion of the social awareness facet in leadership and education.

SECTION 6: THE WELL-BEING FACTOR

Chapter 15: The Trait Optimism Facet in Leadership and Education

This chapter discusses how leaders can promote the trait optimism facet in their leadership by being positive, leading by example, and using the Pygmalion Effect. In addition, this chapter determines how educators can promote the trait optimism facet by setting personal goals, embracing their roles as leaders in the classroom which includes being positive and leading by example, and by using the Pygmalion Effect. Finally, this chapter also entertains the positions of those who oppose the promotion of the trait optimism facet in leadership and education.

Chapter 16: The Trait Happiness Facet in Leadership and Education

The purpose of this chapter is to establish the ways in which leaders promote the trait happiness facet by finding meaning, practicing servant leadership, and being cognizant of burnout. In addition, this chapter also discovers how educators can promote the trait happiness facet in their classrooms by practicing servant leadership, having job satisfaction, and embracing their roles as leaders in the classroom by finding meaning in their work and being wary of the signs of burnout. Finally, this chapter also presents the beliefs of those scholars who believe that the trait happiness facet does not merit promotion in education and leadership.

Chapter 17: The Self-Esteem Facet in Leadership and Education

The purpose of this chapter is to discover how leaders promote the self-esteem facet in their leadership by working to improve the self-esteem of their followers, and using power in an effective manner. In addition, this chapter also elucidates how educators promote the self-esteem facet in their classrooms by using expert power, embracing their roles as leaders in the classroom by improving their own self-esteem, and using reward power. Finally, this chapter also gives credence the arguments of those who oppose the promotion of the self-esteem facet in leadership and education.
SECTION 7: CONCLUSIONS AND RECOMMENDATIONS

Chapter 18: Global Trait EI in Leadership and Education

The purpose of this final chapter is to discuss how leaders and educators alike can promote global trait EI in their leadership and classrooms by implementing the recommendations in the author’s list of suggested recommendations. In addition, this chapter also discusses the advantages and disadvantages leaders and educators experience while using trait EI and discusses the similarities that exist between leadership and education. This chapter provides the foundations for future research on the topic of trait EI, also includes advice from Award-Winning Professors (AWPs), and concludes with the author’s final thoughts on trait EI, leadership, and education.

AN INTRIGUING JOURNEY

Now that you have a brief overview of this book, I encourage you to take its information to heart, and to begin to promote trait EI in your own leadership and/or classrooms. If you have any questions, concerns, or would like more information about Promoting Trait Emotional Intelligence in Leadership and Education, please feel free to contact me. You can reach me via e-mail at shellyroy@ucwv.edu or drshellyrroy@gmail.com, and I will be more than happy to answer any questions that you may have. Thank you and I hope that you enjoy this book and find it useful! ^_^

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REFERENCES


Preface


