

THE ROLE OF EMOTIONAL INTELLIGENCE (EI) IN TEACHING MARKETING

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ABSTRACT

Empirical studies on "master teachers" have found many common desired characteristics, traits, or behaviors possessed by those mastering the art of teaching. Interestingly, very few of these traits relate to what we know or the content of what we teach. The desired traits are more about who we are, how we interact with our students, and the interpersonal relationships we create inside and outside classrooms. But, our possession and use of these desired traits is limited by our emotional intelligence or emotional quotient (EQ) not our cognitive intelligence or intelligence quotient (IQ).

WHAT IS A MASTER MARKETING TEACHER?

Master marketing teachers or educators are believed to hold at least the following three major characteristics: (1) empathetic towards students, (2) enthusiastic and, (3) having strong student rapport (consisting of friendly demeanor, concern for students, professionalism, and positive attitudes).

So many years of research on mastering the teaching of marketing education have shown that it is the type and quality of our interpersonal actions that heavily influence how students view our educating abilities. And, by studying, understanding, and managing the roles emotions play in our interpersonal actions, we will be better equipped to achieve mastery in teaching.

EMOTIONAL INTELLIGENCE-A PRIMER

The term emotional intelligence was first coined by Salovey and Mayer who described EI as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey and Mayer 1990). Goleman relied on the work of Salovey and Mayer in developing his 1998 *HBR* article in which he laid out and discussed five elements of emotional intelligence: (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills. (Goleman 1998). However, it should be noted that Goleman's hallmark examples were specifically tailored to the audience of the *HBR*—corporate leaders.

Some researchers have found that standard intelligence tests (often labeled as IQ tests) might, at best, explain 25% of the variance in success (Hunter and Hunter 1984) and Sternberg (1996) later reported that 10% may be a more realistic estimate. A study of 80 Ph.D.'s graduating from Berkeley in the 1950's found that social and emotional abilities were four times more important than their IQ abilities in determining their professional success and prestige (Feist and Barron 1996). Perhaps the most persuasive empirical evidence that people *can* improve their emotional competencies comes from the longitudinal studies conducted at the Weatherhead School of Management at Case Western Reserve University where MBA students in a required course on competency building assessed their strengths and weaknesses and then went on to develop and implement a plan for improvement (Boyatzis, Cowan, and Koib 1995). Students were tracked from the beginning of the course through graduation and on to later years in their careers. The study demonstrated the ability of the students to improve and sustain emotional competencies over time.

Selected Educational Applications of EI

Hunsaker (1980) criticized law schools for focusing too much on developing cognitive skills and failing to teach students how to think like a lawyer. In response to this and related criticisms, Reilly (2005) provides a specific instructional method for teaching law students how to relate to and understand their clients' emotions. In 2002 Ogilvie and Carsky offered a worksheet based exercise that students could use to develop their emotional intelligence skills through a simulated negotiation. Akers and Porter (2003) advise accounting students thinking that a successful pass on their CPA exam was the key to success in the industry to think again. They posited that successful relationships with many of the accountant's clients as well as co-workers required emotional competencies. The relationship between EI and sales performance success was also found by Deeter-Schmelz and Sojka (2003) who discussed the implications for sales education and research. Myers and Tucker (2005) argue that increasing business students' awareness of emotional intelligence can help address the AACSB's call for increased instruction in communication, leadership, and interpersonal skills. All of these pedagogical

applications involved establishing processes and protocols that instructors used to facilitate student learning of emotional competencies. General guidelines applicable to any setting within which the goal is to enhance the learner's emotional competencies are next described below. It is these guidelines that a marketing educator could follow to improve his or her emotional competencies as related to the profession of teaching.

STEPS TO ACQUIRING HIGHER EI LEVELS

Once an individual has determined the importance of improving one's emotional competencies, one must establish a set of processes for doing so. However, changing one's emotional competencies is not easy as social and emotional learning is different from cognitive and technical learning. Cognitive learning involves fitting new information and insights into existing frameworks. Emotional learning involves this and more. It requires that we also engage the neural circuitry where our social and emotional habits are stored (Cherniss and Goleman 1998). For this reason changing one's emotional habits (e.g. degree of optimism) is a more challenging task than simply adding new information to old.

It is also true that emotional learning often involves ways of thinking and acting that are very central to our own identity. For example, a professor asked to learn a new statistical technique (i.e. cognitive learning) is more likely to succeed at this task than if they were told that they need to become a better listener (or talk less) at faculty meetings. What this generally means is that emotional learning involves first unlearning of old habits before new ones are acquired. Cherniss and Goleman (1998) recommend an optimal emotional learning process that consists of four chronological steps: (1) preparation, (2) training, (3) transfer and maintenance, and (4) evaluation. Each step is next briefly discussed with some specific suggestions on how they might be related to the marketing educator setting.

Step 1-Preparation (Self-Assessment)

Preparation includes ensuring that the trainee is motivated to learn. This would imply that any given marketing educator first believes that emotional competencies do indeed influence teaching ability and second that they have (self-perceived) room for improvement. Hopefully, the first issue can be addressed by the message of this paper and the

educator's willingness to spend more time with the emotional intelligence literature (available from the author). The second issue (there is self-perceived room for improvement) is only realized by evaluating the educator's strengths and weaknesses as related to emotional competencies. A generally accepted method for doing this is an emotional intelligence assessment executed via one or more of the commonly accepted EI measurement instruments.

The oldest instrument for measuring EI is Bar-On's EQ-I (Bar-On 1997). It is based on the testing of some 48,000 individuals over the past 21 years. It contains 133 items and takes approximately 30 minutes to complete. It breaks EI into five areas: intrapersonal, interpersonal, adaptability, stress, and general mood. A second instrument is the Multifactor Emotional Intelligence Scale (MEIS) developed by Mayer, Caruso, and Salovey (1998). This is a test of ability vs. a self-report test and has four measurement areas: identifying emotions, using emotions, understanding emotions, and managing emotions. A third instrument is the Emotional Competence Inventory (ECI 360). This is a 360 (degree) instrument where others who know the individual rate them on 20 competencies. The instrument's authors (The Hay Group) recommend that the instrument only be used for assessment for improvement and not for hiring or compensation decisions. Another commercially promoted instrument is the EQ Map by Orioli, Jones, and Trocki (1999). This can be used by individuals to identify individual and interpersonal patterns for success. Lastly, another instrument with evidence of convergent and divergent validity was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998).

An example of how EI tests work can be found at http://ei.haygroup.com/resources/default_ieitest.html his site allows individuals to answer ten questions and be scored on their emotional intelligence. However, this is not a substitute for the real thing and is only used to give individuals a feel for EI type assessment.

Step 2-Training

The training phase begins when the educator has recognized opportunities for change and settled on reasonable and specific improvement goals and timeframes. Training can include a wide range of activities from attending professionally led training sessions to self-education via reading. This will depend on the extent of training needs, time, perceived benefits, and budget constraints.

Step 3-Transfer

Once an educator has learned his or her EI deficiencies, the challenge remains to actually implement change. Here, the educator must remind oneself of his or her EI goals and their time frame for accomplishment. Educators should continue to reinforce their decision to improve and keep brief lists or notes as reminders of actions to take or not take during certain types of encounters.

Step 4-Evaluation

The final step of the emotional learning process is to evaluate the degree to which the trainee has put the knowledge to work. For most marketing educators, this may mean that the views of others should be regularly sought and considered. Feedback from others on how you act emotionally is needed. As an example, let us assume that a particular faculty member found his or her empathy skills to be lower than desired during the assessment phase. Through training this same individual learned how to be more empathetic (with students and/or colleagues). The main EI competency developed was stronger listening skills so as to better understand what students or colleagues are feeling in any particular situation. Feedback on how one is progressing with this competency might take the form of a simple question (asked of the receiver) such as "did you feel that I understood and recognized your feelings the other day when you talked to me about...?" Or one could go so far as to develop a simple empathy measurement tool to administer periodically during the semester with one's students.

CONCLUSIONS AND SUGGESTIONS

First, we should take the time to formally assess our own emotional competencies. We need to have objective measures of where we are relatively strong and weak in how our emotions affect our students and how their emotions affect us.

Second, we need to think about the degree to which we regulate or manage our emotions as well as those of our students. For example, are we quick to get upset when a student asks for assignment directions for the third time? Do we respond with "No, I have already given them to you twice." Or, do we pause and consider why the student is asking for a third time. Perhaps the reason is due to ambiguity in our assignment. As Goleman (1998) noted, those who can successfully regulate their emotions (i.e., are emotionally intelligent) have a propensity to suspend judgment and to think before acting. And they have the ability to control or redirect disruptive

impulses and moods. Feedback needs to be given with concern for emotions. It is better to praise student behaviors in public (e.g. the classroom) and hold criticism for more private settings (e.g. one's office).

Third, and probably the most important motivational characteristic we can display in the presence of students is being optimistic. We cannot expect our students to improve and excel if they do not feel (again, an emotion) that we believe they can improve. So, when we hand back graded papers, how much emphasis do we place on what's wrong with the assignment versus what is right? Does our red ink take up more space than what they wrote? Do we take the time to clearly point out and compliment them on the strengths of their paper or do we continually remind them that they are not perfect? What kind of optimism do we display about the profession of marketing and working in marketing? Are we optimistic in terms of our own department, college, and university? Or, do we give students the impression that this is not a great place to work and therefore not a great place to study?

Fourth is our ability to show empathy. There are numerous opportunities we encounter where empathy is called for. The more obvious and most likely handled well by most in our profession would be cases of injury to students and their family members. But, what is our reaction to the student who, in a complaining manner, mentions that he or she has four exams that week as well as one in your class? Do we just laugh or blow off the comment? Or, do we take the time to acknowledge that the student is in fact facing a challenging week? Better yet, do we have the interest and ability to suggest study strategies? How do we react to the student, upon return of their latest exam mentions "Professor XX, this is the lowest grade I have earned so far in college?" Do we take pride in knowing we really wrote a tough exam or do we understand that this event is a very strong emotional event for the student? Do we tell them that we realize that this must make them feel terrible and then move on to make them realize that one blip on the radar screen should not be enough to bring one down?

Fifth is the development and use of social skills. These skills seem to cut across many of our interactions with students. This involves interaction with students inside and outside of the classroom. With proper social skills we allow students the opportunity to explore and learn other things from us—outside of the realm of the course we have together.

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A short self test is found at
http://ei.haygroup.com/resources/default_ieitest.htm