

RECOMMENDATIONS PAPER

Issues in Personnel Management in Law Enforcement Agencies
Justice Administration 606
William F. Walsh, Ph.D.

Emotional Intelligence



Inspector Joanna W. Vitek
Brevard County Sheriff's Office
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Introduction:

Brevard County is located on Florida's central east coast. It was established in 1844 from a portion of Mosquito County and was originally named St. Lucie. In 1855 the name was changed in honor of Theodore Washington Brevard of North Carolina (Heller, 1999). The county encompasses 995 square miles, which includes 299 square miles of water. The population is approximately 489,522 people and has increased 2.8% from 2000 to 2001 (U.S. Census 2001). Brevard County is home to the Kennedy Space Center, Port Canaveral, and Patrick Air Force Base. The county is a popular tourist destination with a 72-mile stretch of Atlantic shore, space-age attractions, and protected wildlife refuges. The residents of Brevard County share a common interest in the tropical locale, in showcasing and protecting its environment, and in sharing the quality of life that comes from excellent schools, responsible businesses and well-maintained parks and public facilities (Space Coast Tourism Council, 2003).

In 1997, Philip B. Williams was elected Sheriff of Brevard County. Under his leadership, the agency has grown in size to 877 men and women. The agency provides law enforcement services to the unincorporated areas and provides varying degrees of support to all of the county's 13 municipal police departments. Further, the agency provides security to the 18th Judicial Circuit and County Courts and operates the Brevard County Detention Center.

In 1997, the Brevard County Sheriff's Office was accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA). The agency's mission involves continually working to improve the quality of life for its internal and external customers—*To that end, the agency is committed to the fair, respectful and dignified treatment of all* (Brevard County Sheriff's Office, 2002).

In 2002, there were (31) thirty-one internal investigations authorized, which included (74) seventy-four alleged policy violations. There were a total of (34) thirty-four employees alleged to have violated policy: (3) Three Majors, (1) One Lieutenant, (4) Four Sergeants, (1) One Agent, (3) Three Corporals, (3) Three Field Training Officers, (13) Thirteen Deputies, (4) Four Correction Officers, and (1) One Civilian Crew Supervisor (BCSO 2002 Annual Internal Investigative Report, 2003). Nearly half of the internal investigations, involved allegations of misconduct made against personnel in leadership positions. The majority of allegations of misconduct made against supervisory/management personnel involved unprofessional behavior during off-duty incidents. Further, all (3) three Majors investigated had been promoted within the last two years.

The Staff Services Unit is responsible for conducting an annual analysis of internal investigations. While compiling the annual report, I noticed the majority of allegations of misconduct made against supervisory/management personnel involved behavior relative to emotional intelligence competencies—self awareness, self-management, social awareness, and social skills at appropriate

times and ways in sufficient frequency to be effective in the situation (Boyatzis, Goleman, Rhee, 1999).

Emotional intelligence is a term that was coined by Peter Salovey and John Mayer in 1990. They defined emotional intelligence as 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 actions. According to Salovey (2000), organizations should employ workers who exemplify these characteristics. People who are not emotionally intelligent cannot recognize emotion within themselves and are therefore unable to plan lives that fulfill them emotionally. This can influence all aspects of their lives, including their jobs and the organizations for which they work. In turn, such a lack of direction can result in problems such as higher turnover in organizations resulting from workers who lack direction and vision—leadership skills.

Currently, the agency does not offer any training in emotional intelligence. Further, potential supervisory and/or management personnel are not assessed on emotional intelligence competencies during the promotional examination process.

I plan to explore and research emotional intelligence and its relationship to leadership competencies. Further, I intend to research emotional intelligence and its impact on organizational leadership. It is my hope that this research will provide a tool, which will enable the Brevard County Sheriff's Office to assess and train current and potential supervisory/management personnel in emotional intelligence competencies.

Literature Review:

Emotional intelligence has been defined as a hot intelligence. It can be thought of as one member of an emerging group of potential hot intelligences that include social intelligence, practical intelligence, personal intelligence, non-verbal perception skills, and emotional creativity (Mayer, Caruso, & Salovey, 2000). Research has shown that Emotional intelligence develops over a person's life span and can be enhanced through training. It involves a person's ability to identify and to perceive emotion in self and others. Further, emotional intelligence involves the individual's capacity to subsequently understand and manage their emotions successfully (Ashkanasy, Hartel, and Daus, 2002).

In early research, psychologists who researched intelligence, focused on cognitive aspects, such as memory and problem solving. However, other researchers recognized the importance of non-cognitive aspects. By the 1990s, there was a long tradition of research on the role of non-cognitive factors in helping people to succeed in both life and the workplace (Cherniss, 2001).

Although scholars have long recognized the relevance of cognition to problem solving and leadership, the relevance of emotion has historically been discounted (Mayer and Salovey, 2000). It is now recognized and accepted that emotion precedes or at least accompanies cognition. Thus, emotion and affective information provides a unique and valuable source of information, which can improve cognition. Individuals vary in their ability to take in and understand affective information; strength in this ability has been labeled emotional intelligence (Mayer and Salovey, 2000). The difference between cognitive skills

and emotional intelligence is that emotional intelligence involves the integration of emotion with thoughts, enabling one to understand what others are feeling, while cognitive skills involve integration, organization, and ordering of thoughts (Wolfe, Pescosolido, and Druskat, 2002, p 6).

The recent discovery of a lone neuron has enabled psychologists to better understand the functioning and importance of emotional intelligence (Holt, 1995). This lone neuron bypasses the neocortex, where rational decisions are made, and goes straight to the amygdala, the emotional center of the brain. Here the more primitive, 'fight or flight' responses occur and are stored for future use. Emotions are thought to typically arise in response to an event, either internal or external, that has a positive or negative meaning to the individual (Salovey & Mayer, 1990).

If the emotions that are stored in adolescence are ones of restraint, self-awareness, self-regulation, self-motivation, empathy, hope and optimism individuals are endowed with emotional intelligence that serves rather than enslaves them for the rest of their lives. If the emotional memories that are stored are ones of fear, frustration, anxiety, depression, and impulse, there is a higher chance that the amygdala will flood the brain with inappropriate emotions, resulting in low emotional intelligence (Holt, 1995).

In order to improve one's emotional intelligence, an individual must focus on weakening these negative neuronal connections and strengthening the positive ones. Then, when they are faced with, for example, an unexpected dilemma, the brain will be more apt to default to the positive, appropriate

response, not to the negative ones they may have programmed in adolescence. Unfortunately, there is no simple way to measure emotional intelligence. In light of the ambiguity of some of the competencies it encompasses, several attempts have been made to quantify it. As always, some attempts have been better than others (Holt, 1995).

Assuming emotional intelligence was important, researchers sought out to assess and measure it. The Bar-On EQ-I was the oldest instrument used to measure emotional intelligence and was created by Reuven Bar-On (Bar-On, 1997). “This self-report instrument originally evolved not out of an occupational context but rather a clinical one. It was designed to assess those personal qualities that enabled some people to possess better ‘emotional well-being’ than others. The EQ-I has been used to assess thousands of individuals, and much is known about its reliability and its convergent and discriminate validity” (Cherniss, 2000).

The EQ-I was used by the United States Air Force to select recruiters. Richard Handley and Reuven Bar-On submitted a report of the study to Congress on January 30, 1998. The research revealed the most successful recruiters scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self Awareness. “The Air Force also found that by using emotional intelligence to select recruiters, they increased their ability to predict successful recruiters by nearly three-fold. The immediate gain was a saving of \$3 million annually. These gains resulted in the Government Accounting Office submitting a report to Congress, which led to a

request that the Secretary of Defense order all branches of the armed forces to adopt this procedure in recruitment and selection” (Cherniss, 2001).

Another study using the Bar-On EQ-I was conducted in Britain. Researchers from the Occupational Psychology Department of Middlesex University carried out a pilot study involving thirty-six police officers in London, England. The study revealed the following:

They found that emotionally intelligent officers, as measured by a self reporting questionnaire (Bar-On-EQ-I), were more likely to adopt mentally healthy stress coping strategies, have high levels of job satisfaction and as well as good levels of psychological well being. The researchers described high EQ-I stress coping strategies as emotionally focused. The effects of anxiety, anger and distress was never bottled up but somehow dissipated through letting off steam in a constructive fashion. High levels of job satisfaction were linked with feeling good about oneself in the work place—a factor that would contribute both to better competence as well as psychological well being. In general, the high EQ-liers were found to be more adaptable and flexible and good at solving problems. Being high in EQ-I also lends itself to being a generally optimistic person able to take satisfaction in what you have done. Such people need less praise and are self-motivated. They can also motivate others—all attributes of a good leader and of team

members who can make positive contribution to the morale of others (Smith, 2002).

In 1989, two psychologists—Peter Salovey, Ph.D. of Yale University and John Mayer, Ph.D. of the University of New Hampshire, coined the term “emotional intelligence” in an academic paper. They described emotional intelligence as “an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them” (Mayer & Salovey, 1997, Salovey & Mayer, 1990).

In the 1990’s, Daniel Goleman used the work of Salovey and Mayer and turned it into a best selling book entitled *Emotional Intelligence*. Goleman received his training as a psychologist at Harvard and later went to work for the New York Times as a science writer. *Emotional Intelligence* helped bring the work of Salovey and Mayer to the forefront in corporate America. “*Harvard Business Review* published an article on the topic two years ago and it attracted a higher percentage of readers than any other article published in that periodical in the last forty years. When the CEO of Johnson & Johnson read that article, he was so impressed that he had copies sent out to the four hundred top executives in the company worldwide (Cherniss, 2001).

Senior management at Johnson & Johnson decided to conduct a study on three hundred and fifty-eight managers across the Johnson & Johnson Consumer and Personal Care Group (JJC &PC Group).

Richard Boyatzis and Daniel Goleman developed the instrument utilized to conduct the study at Johnson and Johnson. The test instrument is known as the Emotional Competence Inventory—ECI 360. It is an assessment tool that covers the full spectrum of the emotional competencies, which matter most for star performance. The instrument was designed for use only as a development tool, not for hiring or compensation decisions. The purpose of the Johnson & Johnson study was to assess if there were specific leadership competencies that distinguished high performers from average performers.

Results of the study showed the highest performing manager had significantly more “emotional competence” than other managers. There was stronger inter-rater agreement among supervisors, peers, and subordinates that the competencies of Self-Confidence, Achievement Orientation, Initiative, Leadership, Influence and Change Catalyst differentiate superior performers” (Cavallo, 2002).

The shortcomings of the ECI 360 include the following: (1) limited to accredited users who can demonstrate their ability to give accurate, comprehensive feedback to their clients, and (2) there is no research supporting the predictive validity of the ECI 360 (Cherniss, 2001).

Many researchers have criticized Goleman for “embellishing” the work of Salovey and Mayer. Nonetheless, it was Goleman’s book—*Emotional Intelligence*, which made “emotional intelligence” one of the hottest buzzwords in corporate America. Some have said Goleman took a great deal of journalistic privilege in his book (Yate, 1997).

Despite the hype surrounding the work of Goleman, educators, human resource professionals, corporate trainers, recruiters, managers and others continued to pondered what separates average performers from the stars. “It isn’t technical skills—those are easy to learn, and it’s easy to determine if someone has them or not. It isn’t intelligence, either. It is something else, something that you knew it if you saw it, but which was difficult to clearly define. It was people skills. Emotional Intelligence—people skills—enhances your success...” (Yate, 1997). Research continued on the topic of emotional intelligence.

In 1998, David Caruso, Ph.D. joined Mayer and Salovey. Together they created and developed the Multifactor Emotional Intelligence Scale—MEIS (Mayer, Caruso, and Salovey, 2000). MEIS is a test of ability rather than a self-report measure. The test measures emotional knowledge and emotional skills. It is based upon a four-branch theory of emotional intelligence—Identifying Emotions, Using Emotions, Understanding Emotions, and Managing Emotions. “The test taker performs a series of tasks that are designed to assess the person’s ability to perceive, identify, understand, and work with emotion. There is some evidence of construct validity, convergent validity, and discriminant validity, but none for predictive validity” (Cherniss, 2001).

Caruso contended emotional intelligence is not the sole predictor of workplace success, career satisfaction, or leadership effectiveness. It is one of many important components. Emotional intelligence is not a substitute for ability, knowledge or job skills. Emotional intelligence—people skills—enhances your

success, but it does not guarantee it in the absence of suitable skills (Caruso, 1999).

Another instrument worth mentioning is the EQ Map. A company named Q-Metrics promotes and markets this test. “The EQ Map integrates over ninety distinct bodies of research on emotional intelligence. Divided into five parts with twenty scales, the EQ Map focuses on EQ Awarenesses, EQ Competencies, EQ Values/Beliefs, and Life Outcomes. The integrated assessment captures the individuals’ strengths and vulnerabilities. The factors in the EQ Map are directly related to one’s ability to stay healthy under pressure, develop trusting relationships, and creatively sense and pursue opportunities for the future” (EQ Map, 2003). Although there is some evidence for convergent and divergent validity, the data have been reported in a rather ambiguous fashion (Cherniss, 2001).

Another instrument this research project reviewed was Seligman’s SASQ. It has been found to be strong and is designed to measure learned optimism. The test has been impressive in its ability to identify high performing students, salespeople, athletes, to name just a few. Optimism is an emotional competence that leads to increased productivity (Schulman, 1995).

The Metropolitan Life Insurance Company (Met Life) utilized the Seligman SASQ to test sales representatives. They found that those salespersons who scored high on a test of “learned optimism” sold thirty-seven percent more life insurance in their first two years than pessimists (Seligman, 1990).

The Consortium of Emotional Intelligence was founded in 1996. It recognized the need to achieve emotionally intelligent organizations. It was founded to aid the advancement of research and practice related to emotional intelligence in organizations. The Consortium advocates that the Human Resource function must enhance the capacity of teams to learn on the job; provide new sets of skills to improve individuals and groups abilities to self-learn; develop a new breed of leaders as developers and transformers of organizational culture; assess and develop emotional competencies; and build new skills for Human Resource professionals themselves (Boyatzis, Goleman, and Rhee, 2000).

The Work Profile Questionnaire Emotional Intelligence (WPQ-EI) is an 84-item instrument designed to measure the personal qualities and competencies that employees need to develop to manage emotion at work (Consortium of Emotional Intelligence, 2003). The WPQ-EI is based on a conceptual model of emotional intelligence that has 7 components:

1. **Innovation**—Understanding your creative style coupled with the ability to generate creative responses to business problems yourself and through others.
2. **Self-Awareness**—Understanding your strengths and weaknesses coupled with drive to improve your capability.
3. **Intuition**—Using instinct, hunches and feelings along with facts and information to guide decisions.

4. **Emotions**—Recognizing and understanding your feelings and emotions and managing their impact on other people.
5. **Motivation**—Achievement striving, energy, initiative and persistence.
6. **Empathy**—Taking an interest in people and listening to their views, problems and concerns.
7. **Social Skills**—Building relationships with people and communicating effectively with them (Consortium of Emotional Intelligence, 2003).

The process is based on an exhaustive review of the research on training and development and is broken down into four phases that correspond to the typical four phases of the development process, preparation, training, transfer and maintenance, and evaluation.

“Current dominant theories of leadership today are based on the ideas of charismatic or transformational leadership. Transformational Leaders project a vision that their followers accept and believe in; inspire and motivate their followers; stimulate their followers intellectually; and at the same time, provide individual consideration and succor to their followers. In this respect, the components of transformational leadership clearly resemble the key components of emotional intelligence” (Ashkanasy, Hartel, and Daus, 2002, p. 325).

Emotional Intelligence is an important catalyst of leadership. “It helps leaders to articulate team goals and objectives; to instill enthusiasm in members; to empathize with members; to establish cooperation, trust, and identity; and to encourage flexibility (Ashkanasy, Hartel, and Daus, 2002, p. 326).

In another study, the importance of Emotional Intelligence in the social interactions in the workplace was researched. The sample consisted of 146 middle-level administrators in the Hong Kong Government. It was hypothesized that a positive relationship existed between Emotional Intelligence and job outcomes. The results of this study showed that the “Emotional Intelligence of leaders is positively related to the job satisfaction and extra-role behavior of followers” (Wong and Law, 2002, p. 269).

Conclusion:

A considerable body of research has suggested that an individual’s ability to perceive, identify, and manage emotion provides the foundation for the types of social and emotional competencies that are indicators of success in many organizations—law enforcement is no exception.

In concert with the Brevard County Sheriff’s Office mission—to continuously work to improve the quality of life for its internal and external customers, the agency should embrace and utilize training in emotional intelligence for its members. This training will enhance the members’ ability to perceive, identify, understand, and work with emotion. It will enable members to develop personal and social skills that lead to superior performance.

Further, the ability of law enforcement organizations to provide efficient and effective services is contingent upon its leaders. The ability to select and develop leaders who possess cognitive, emotional, and physical resources determines the success of the agency. Further, as the pace of change increases

and the world of law enforcement faces even greater demands, it is imperative their leaders are the ones who are best situated to use emotional intelligence to improve both productivity and psychological well-being in the workplace of tomorrow.

Members of the Brevard County Sheriff's Office, who are potential supervisory and/or management personnel, should be assessed on emotional intelligence competencies during the promotional examination process. This assessment will enhance the agency's ability to select transformational leaders.

"Individuals with high emotional intelligence are less likely to be paralyzed by fear, hijacked by negative emotions, and strangled by anxiety, all of which have negative effects on both individual and team performance. Conversely, individuals may use the same control to channel positive emotions and use them to achieve maximum personal engagement and productivity in themselves and others" (Lam and Kirby, 2002, p. 5).

The issue of emotions and managing emotions in the workplace is implicitly at the core of management practice and development.

Leaders "set the tone" of any organization. Attitudes are crucial for favorable assessment regarding both individual and organizational performance—outcomes. It has become increasingly clear that successful management of emotional labor by employees plays a critical role in the process of customer retention, recovery, and delight—there is a matching effect between employee and customer emotion. "In effect, people 'catch,' or are 'infected' by emotion from others. The affect has come to be known as emotional contagion.

It manifests among work groups and leads to greater group cooperativeness (Ashkanasy, Hartel, and Daus, 2002).

“Research has found that being in a positive mood leads to positive outcomes, that positive moods lead to more reported job satisfaction, less turnover, more organizational pro-social or helping behaviors, and even improved performance” (Ashkanasy, Hartel, and Daus, 2002, p. 307).

Leadership is about leading people. Leadership skills are about our awareness, ability, and actions. Leadership is about understanding and using Emotional Intelligence skills to improve individual, team and organizational performance of the Brevard County Sheriff’s Office.

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