What are the verbal emotionally intelligent behaviors of highly effective leaders?

Author: Andreas Lucas Petrus van Gorp
S1623877
University of Twente
P.O. Box 217, 7500AE Enschede
The Netherlands

ABSTRACT,

The higher the EQ of leaders, the higher the effectiveness of those leaders is (Rosete, & Ciarrochi, 2005). The increasing amount of interest in emotional intelligence and effective leadership literature, did not yet seem to reflect in research on actual observable emotionally intelligent leadership behaviors. This paper develops and tests a new coding scheme for verbal emotionally intelligent leadership behaviors. The new coding scheme allows a shift in the current focus in the literature on ability-, competence- or trait-based emotional intelligence self-tests, towards actual observable and trainable leadership behaviors. The newly developed scheme was tested by two coders, with a video observation of three effective leaders during staff meetings in a public organization. In total 480 minutes of video and audio were used to pilot-test the new EI codebook. After this pilot and a discussion between the coders, a set of recommendations and an improved second version of the coding scheme is offered. The resulting four mutually exclusive categories for observing EI behaviors during team meetings are: 'Expressing emotions', 'Utilizing emotions', 'Understanding emotions' and 'Regulating emotions'. The recommended new EI codebook can be used for future research to measure EI, without reliance on self-tests. Besides, the list with EI behaviors can already help improve EI trainings in firms, due to the already practical value of these EI behaviors.

Graduation Committee members:
Prof. Dr. C.P.M. Wilderom
Dr. D. H. Van Dun

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1. INTRODUCTION

Emotional intelligence, or 'EI', is defined as a subset of social intelligence, but social intelligence has paved the way for emotional intelligence to gain substantial popularity. Firstly, because the social intelligence construct does not always include emotional aspects in explaining behavioral differences (Sternberg & Kaufman, 2011, p. 572). Secondly, because social intelligence had a lot of theoretical criticism and lacked empirical evidence (Landy, 2006). Emotional intelligence was first defined as "the subset 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 actions" (Salovey and Mayer, 1990, p. 189). It was Daniel Goleman who increased the popularity of emotional intelligence, claiming that people could improve this intelligence and its importance for personal success (Goleman, 1995). According to Goleman (1998; 2000), emotional intelligence is described with five traits: self-awareness, self-regulation, motivation, empathy and social skills: divided in four general capabilities self-awareness, self-management, social awareness and social skill. Elaborate discussion and criticism on the validity of the theoretical basis and empirical evidence of emotional intelligence has been given (e.g., Antonakis, 2003; Antonakis, 2004; Locke, 2005). However, the criticism did not decrease the relative popularity of scholarly studies on the construct in a wide variety of contexts such as business and leadership behavior. Additionally, many practitioners are also increasingly integrating emotional intelligence in their field of work. The critique rather identifies a need for more research and refined measurement. The need for more research is strengthened, because emotional intelligence research has already pointed out the important role of emotions in social performative relationships (e.g., Antonakis, Ashkanasy, & Dasborough, 2009). Emotional intelligence is important for social situations, such as team performance and problem solving, and IQ is important for cognitive tasks and their outcomes (Jordan & Troth, 2004; Offermann, Bailey, Vasilopoulos, Seal, & Sass, 2004).

This thesis paper aims to answer the following research question: *What specific emotionally intelligent behaviors of leaders can be distinguished in order to observe such individual behaviors, during their staff meetings?*

Firstly, based on the ability-based definition of emotional intelligence, a theoretical conceptualization is offered of emotionally intelligent behaviors and possible behavioral categories. Secondly, staff meetings recorded on videotape are analyzed for verbal emotionally intelligent leadership behaviors to pilot-test the codebook. The paper will end with a set of recommendations, a discussion and a conclusion for future research, codebook refinement and implementation.

2. THEORETICAL FRAMEWORK

The different definitions of EI are also known as the ability-based definition and the trait-based definition of EI, or ability EI and mixed EI (Joseph, Jin, Newman, & O'Boyle, 2014). However, many researchers believe emotional intelligence research to be soundest and of greatest value with an ability-based model (e.g., Mayer & Salovey, 2008; Jordan, Ashkanasy, & Härtel, 2003; Jordan & Troth, 2004; Daus & Ashkanasy, 2005). The ability-based model of EI conforms to the three criteria of Sternberg and Kaufman (2011) as being required for an intelligence to be distinguished from other forms of human intelligences. Plus, "Mayer and Salovey's model reflects behavior in the real world, it is purposive and directed toward goals and it involves the automation of high-level processes (crystallized intelligence)" (Jordan & Troth, 2004, p. 197).

The ability-based model of Emotional Intelligence has four branches (Mayer, Salovey and Caruso, 2008). Emotional intelligence has four ability-based branches:

1. Use emotions (to facilitate thought)
2. Perceive emotions (in self and others)
3. Understand emotions (emotional language and signals)
4. Manage emotions (in self and others to attain specific goals)

The four branches of ability-based EI can currently each be measured individually. One person can be very good at perceiving emotions, but less skilled at managing these emotions, for example. However, to demonstrate a high level of emotional intelligence one should show ability within all four domains. Broader definitions of EI also include components such as empathy, which are not included in the first EI model (Salovey & Mayer, 1990). Broader definitions that differentiate from the original and scientifically sound definition of EI, might allow for higher scores, than narrow definitions would allow for. Therefore, broader definitions of EI, such as the mixed model of Goleman (1998) could also allow for people to be mistakenly labelled emotionally intelligent (Daus & Ashkanasy, 2005).

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) V2.0. realistically spans all four branches in its measurement of EI (Mayer, Salovey, Caruso & Sitarenios, 2003). The MSCEIT V2.0. consists of two tasks for every one of the four branches of the Four-branch model of EI (Mayer et al., 2003). There are many other validated and widely used test measures based on the widely acknowledged ability-based model with four branches, for example: "The Schutte Self Report Emotional Intelligence Test", or 'SSEIT' (Schutte et al., 1998), "Work Group Emotional Intelligence Profile", or 'WEIP' (Jordan, Ashkanasy, Hartel & Hooper, 2002) and "Wong's Emotional Intelligence Scale", 'WLEIS' (Wong, Law & Wong, 2004).

Most of the measures focus on self-report items: SSEIT, MSCEIT, WEIP and WEIS. However, many self-report measures seem to have little correlation between self-reports and actual abilities (Davies, Stankov & Roberts, 1998). Other measures are measuring EI with both self-report items and measurement of others e.g., EQ-i (Bar-On, 2006), also known as a multi-rater or 360-degree measurement tool. Although, EI

measures based on the ability-based model are widely used and validated, their precision can be greatly improved. The increased precision of measurement in a 360-degree measurement over solely self-reporting, indicates the importance of multiple raters. However, the ability to socially perceive EI is quite an important ability of these 'external' raters. Increasing the ability of external observants to identify emotional intelligence in others, will help improve reliable multi-rater measurement of EI behavior.

Additionally, direct observation helps improve the measurement of EI. According to Wysocki (2015), there are a few, most prevailing, arguments in favour of direct behavioral observation in current literature. Firstly, human memory and heed are unreliable, because of potential bias and artefact. Mis-memorizing could result in prejudice or could result in observing something that is not naturally there. Secondly, direct observation of behavior results in a more objective observation than other methods do. Besides, behavior itself is ultimately the most appropriate outcome to measure in most pediatric psychology research.

With the guidance of a coding scheme of EI behavior 'external' coders can directly observe behavior of participants. Plus, a list of observable verbal emotional intelligence behaviors can greatly improve accuracy of EI measurement. A coding scheme can be used as an addition to self-report tests to improve, for example leadership training and assessments. However, a new behavioral coding scheme will also allow for examining EI behaviors more precisely, without requiring the ability of self-awareness and reflection of the participants. This study's exploration may therefore contribute to more academic precision to EI assessments, than the current perceptual type of scales.

3. METHODOLOGY
3.1 Research design
This behavioral design type research will use video-observation for the purpose of analyzing verbal leadership behaviors during staff meetings. A new coding scheme is developed, based on the existing literature of emotional intelligence (Appendix A). The scheme will be pilot-tested, by the developer and a trained and experienced research assistant on a small sample of three videos. The results of this initial test will provide insights and future guidelines for the refinement of the codebook and perhaps the future implementation thereof.

3.2 Sample
The main participants will be managers from a large public-organizational institute in the Netherlands. The new codebook only allows for the coding of verbal behaviors. The focus is therefore, on the verbal interactions of the managers and their followers. Yet, the initial coding took place while also viewing the video-images; they helped to obtain the true meaning of the verbal content. The three videos for observation are chosen based on three criteria that help support the observability of all the developed codes. Using all the codes is necessary to rigorously test the whole codebook within the given time-frame. Firstly, the managers had to be female, to increase the chance of observing a

wider range of emotions. Females are socially more accepted to show emotions and could therefore more easily be analyzed with verbal emotional intelligence codes. Secondly, the mangers had high scores on effectiveness, by their followers and experts who were knowledgeable and able to rate the leaders. There are many studies who have shown that the higher the EQ, the higher the effectiveness of leaders (e.g., Palmer, Walls, Burgess & Stough, 2001; Rosete, & Ciarrochi, 2005). Therefore, the developed codes are also more likely to be used with effective leaders. For this pilot-test all leaders scored an eight out of ten and are therefore labelled 'highly effective'. Thirdly, the videos had clear audio of the leaders' verbal behaviors. To code the verbal behaviors, it is of the utmost importance that coders are trained and can identify verbal behaviors. Problems with identifying sounds might cause bias and influence the results of the coding process.

3.3 Development
The four-step approach is deemed most appropriate when creating a measurement tool for the direct observation of human behaviors (Chorney, McMurtry, Chamber and Bakeman, 2015). According to Chorney et al. (2015), the steps consist of (1) refining the research question, (2) developing the coding scheme, (3) piloting the coding scheme and (4) implementing the coding scheme. However, the fourth step 'implementation' is not yet reported in this thesis, because of time constraints. After the third step 'piloting the coding manual', refinement recommendations and conclusions will already be given for future research.

3.3.1 Refining the research question
The research question for developing the new behavioral emotionally intelligent codebook is:

What specific emotionally intelligent behaviors of leaders can be distinguished in order to observe such individual behaviors, during their staff meetings?

The research question had to be divided into two research questions, both with a different goal. The first is the creation of the new codebook. The second is piloting the codebook.

a) What emotionally intelligent behaviors *(and associated behavioral categories)* can be distinguished?
b) What verbal leadership behaviors during staff meetings can be coded as emotionally intelligent?

3.3.2 Developing the coding manual
The selected verbal behaviors will be adapted from prior research, mostly operationalizations of emotional intelligence, such as the EI self-report test 'WLEIS' (Wong, Law & Wong, 2004). The categories and blueprint of the codebook will be adapted from figure 1.1 in the paper 'what is EI' (Mayer and Salovey, 1997, p. 11). The four domains of the ability-based model of EI will be amended to four observable categories of EI behaviors. Amending the already existing items of self-report measures and the ability-based model and considering the research questions, the codebook is made more realistic and observable.

The behavioral categories and codes will be created with continuous refinement sessions. This refinement process has three significant influential steps. Firstly, brainstorming and

refinement sessions will be held with an expert developer of coding schemes (e.g., Van der Weide & Wilderom, 2004). Secondly, the coding scheme will be analyzed by an experienced coder who will have nothing to do with the development of the codebook. Thirdly, the codebook was tested on two video's, of approximately two hours duration each, by the developer. These tests also included the use of video-images, to identify the true meaning of certain verbal expressions by its context. Sometimes non-verbal behaviors helped observe the verbal behaviors as EI.

3.3.3 Piloting the coding manual

The coding scheme consists of socially based codes that need macro-coding. Macro-coding allows applying codes to a broader set of behaviors (Bell & Bell, 1989). However, socially based codes also need more human judgment by coders, because they are constructed concepts (Chorney et al., 2015). The need for more human judgement might increase biases and reduce inter-rater reliability. Nevertheless, macro coding was chosen to be best for this coding scheme as it can help catch the larger context of interactions, in this case emotional intelligence (Chorney et al., 2015).

All the codes are mutually exclusive, however the list could not be made exhaustive. Only a part of all behaviors is emotionally intelligent, thus coding all other behaviors as well would be time-consuming and unnecessary. Adding a code 'other' is also redundant, because the code will probably be applied more than 5% thus giving the false impression more emotional intelligence codes should be developed. Nevertheless, it is still an option to make the current list exhaustive by making a code 'other' or by creating multiple lists, if there seems to be a good reason to do so: a list with verbal and non-verbal codes, for example.

To increase the chance of reliable outcomes, timed-event sequential continuous coding is being used, because it gives the most thorough representation of behavior (Chorney et al., 2015). The event-codes are giving a meaningful representation of start and stop times of the emotionally intelligent behaviors. Plus, if only frequency is important for data analysis, the researcher could still choose to only use the frequency of used codes instead of duration (Chorney et al., 2015).

3.3.4 Coders

Elaborate training has been given to the coder, to become familiar with emotional intelligence and to be instructed on the proper usage of the coding scheme. The training focused on teaching what emotional intelligence is and how the list of verbal behaviors relate to the EI construct in literature and everyday practice. The training needed one hour to be finished properly.

After piloting the new codebook, an elaborate discussion of a few hours was held for all the codes in the codebook between the two coders. Dissimilar and similar use of every single code was discussed, to fully grasp the coding process of both coders. Differences were resolved by watching the video and listening to the audio. After reasoning from both sides why the code was used or not, reference to literature or logic made resolving all differences possible.

4. THE NEW EI CODEBOOK

The coding scheme was developed to analyze leadership behavior during staff meetings, but can be used for more general purposes as well. The coding scheme is based on four operationalizations: the 'WLEIS' (Wong and Law, 2002), the GENOS EI full inventory (Palmer, Stough, Harmer and Gignac, 2009), the 'TEIQue' (Petrides, 2009) and the 'SSEIT' (Schutte et al., 1998). The content was also largely based on figure 1.1 in the paper 'what is EI' (Mayer and Salovey, 1997, p. 11). This paper only focusses on abilities as being the essence of EI and did not formulate perhaps related EI behaviors to also represent the essence of EI.

The new coding scheme consists of fifteen -mutually exclusive-codes which are divided into four main categories. To answer the first research question; 'What emotionally intelligent behaviors (and associated behavioral categories) can be distinguished?', Table 1 gives an overview of the four categories and the fifteen codes. The full coding scheme with examples and operational definitions are in Appendix A.

Expressing emotions	
a	Expressing emotions of oneself, others, situations and things
b	Expressing needs of oneself, others, situations and things
c	Empathizing
Utilizing emotions	
d	Prioritizes positive emotions and directs attention to tasks endangering positive emotions
e	Mentioning a wider variety of possible outcomes
f	Expressing emotional memories
Understanding emotions	
g	Relating similar emotions
h	Giving meaning to emotions and situations
i	Giving meaning to complex or ambiguous emotions occurring at the same time
j	Identifying accurate and honest expressions of oneself and others
k	Identifying inaccurate and honest expressions of emotions of oneself and others
l	Identifying inaccurate and dishonest expressions of emotions of oneself and others
m	Describing how emotions evolve over time
Regulating emotions in oneself and others	
n	Mentioning influence of expressing emotions on oneself and others
o	Managing own and others' emotions

Table 1.   Overview of the new codebook.

4.1.1 Expressing emotions

Expressing emotions is the first category of the coding scheme and was distilled from the category: Perception, Appraisal and Expression of Emotion (Mayer and Salovey, 1997, p. 11). Mayer and Salovey (1997), made a distinction between four subcategories of which three new verbal subcategories were made for the new codebook. One important remark about the fourth subcategory of Mayer and Salovey (1997) has to be made: the fourth category was included in the third category 'understanding emotions', because the degree of accuracy or honesty can only be expressed as an understanding of emotions of oneself or others. Only when an individual correctly understands and labels emotions, they can identify accuracy or honesty of an expressed emotion. This individual can then

mention or discuss this accuracy or honesty with others, making it an observable behavior of understanding emotions.

The first code, *Expressing emotions of oneself, others, situations and things,* is a combination of the 'Ability to express emotions and related needs' and to 'Identify emotions in oneself, others, situations and things'. Two examples created for this code can be viewed in Appendix A. Items such as "I can tell how people are feeling by listening to the tone of their voice", ('SSEIT') are reflected in this code and adapted from current operationalizations (Schutte et al., 1998).

The second code, *Expressing needs of oneself, others, situations and things*, is also a combination of the 'Ability to express emotions and related needs' and to 'Identify emotions in oneself and others'. This code is also reflected in the 'TEIQue' (Petrides, 2009) item, "Understanding the needs and desires of others is not a problem for them".

The third code, *Empathizing*, is an exceptional combination of the two first codes derived from the mixed model of EI (Goleman, 1995). In the case of empathy, the participant should not just identify the others' feelings, but expresses that he or she shares that feeling. This means that it is a simultaneous expression of both your own and the emotion of others. For example, expressing "I am happy for you" (Appendix A). One example of an operationalization where empathy is reflected as an aspect of EI is the GENOS 360 questionnaire (Palmer et al., 2009). This assessment contains the item: "He/She effectively demonstrates empathy to colleagues when necessary".

4.1.2 Utilizing emotions
Utilizing emotions is the second category of the coding scheme and was derived from the category: Emotional Facilitation of Thinking (Mayer and Salovey, 1997, p. 11). The four subcategories of "What is EI?" (Mayer and Salovey, 1997, p. 11), were translated into three new verbal subcategories for the codebook. The fourth category of Mayer and Salovey (1997), Emotional states, was left out for two reasons. Firstly, different emotional states resulting in different problem approaches is an internal process. Secondly, different emotional states resulting in different problem approaches, could only indirectly be expressed as an emotional memory or a regulation of emotions. The last two are already codes in the coding scheme, thus for mutual exclusivity it has been left out.

The first code, *Prioritizes positive emotions and directs attention to tasks endangering positive emotions,* is a combination of several already existing items adapted from Mayer and Salovey's (1997) "Emotions prioritize thinking, by directing attention to important information" (p. 11). However, the 'importance' of certain information is hard to objectively measure. Therefore, already existing questionnaire items were able to help make it more objective. The GENOS 360 questionnaire and the TEIQue 153 item questionnaire offer deepening understanding of what 'prioritization with drawing attention to important information', could mean in practice. These items are particularly helpful: "They never put pleasure before business" (Petrides, 2009) and "He/She engages in activities that make him/her feel positive at work" (Palmer et al., 2009). Putting business before pleasure, means prioritizing finishing tasks that can give a stressed feeling. Finishing these tasks prevents stressful feelings from arising and maintaining positive feelings. However, engaging in such activities to feel positive can also mean an activity that in itself is evoking negative emotions, but help feel positive after finishing it. Therefore, 'important information' is any activity or task that prevents negative emotions from arising.

Important is to note that the code seems very similar to regulating emotions. However, the difference between utilizing and regulating emotions is that preventing negative feelings, also means preventing the need to regulate unpleasant or pleasant emotions. From a relatively neutral emotional place the participant is believed to prioritize, fixing anything that could potentially endanger positive emotions in this code which is not the case when unpleasant or pleasant emotions are moderated.

The second code, *Mentioning a wider variety of possible outcomes*, is based on the item "Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view." (Mayer and Salovey, 1997, p. 11). The variety in this code is ranging from optimism to pessimism. In case a participant mentions several outcomes, the participant is more likely to use emotions to create more possible optimistic or pessimistic views resulting in coming up with more outcomes. The 'SSEIT' (Schutte et al., 1998) also reflects this code with the item: "When my mood changes, I see new possibilities". Another example of current operationalizations which this code has been adapted from the 'TEIQue' (Petrides, 2009) "They often find it difficult to see things from another person's viewpoint".

The third code, *Expressing emotional memories*, is thought of as a past tense of the code 'expressing emotions'. It was adapted from the subcategory "Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings." (Mayer and Salovey, 1997, p. 11). The example of this item stresses once more the importance of using this code only when the expressed emotion is experienced in the past. These memories aid emotional thinking and are an important emotional ability. The 'TEIQue' (Petrides, 2009) reflects this code with the items: "They don't have a lot of happy memories" and "They rarely think about old friends from the past".

4.1.3 Understanding emotions
Understanding emotions is the third category of the coding scheme and was adapted from the category "Understanding and Analyzing Emotions: Employing Emotional Knowledge" (Mayer and Salovey, 1997, p. 11). Within this category many of the codes are based on ability-based subcategories of Mayer and Salovey (1997, p. 11).

The first code, *Relating similar emotions*, is an adapted and smaller version of the subcategory "Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving." (Mayer and Salovey, 1997, p. 11). The heading of this code is,

'Labelling emotions'. However, the knowledge on how to label emotions can only be observed if the participants would express the correct labels. Therefore, this code, and the third code, can only be used if the expression of emotions is also conveying an understanding of emotions. In this code the expression should convey an understanding of the relationship between similar emotions. The example for this code: 'The leader saying being very surprised, but very happy as well', should clarify the code is only about verbal behavior. The 'TEIQue' (Petrides, 2009) reflects this code with the item: "It is easy for them to find the right words to describe their feelings".

The second code, *Giving meaning to emotions and situations*, is adapted from the subcategory "Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss." (Mayer and Salovey, 1997, p. 11). Understanding meanings of emotions and linking them to situations is very similar to the ability-based subcategory of Mayer and Salovey. Therefore, the examples of '*Giving meaning to emotions and situations*' clarify that only verbal expressions should be coded. Both examples are in Appendix A, using words such as: "saying" and "asking" indicating verbal expressions.

The third code, *Conveying understanding of complex or ambiguous emotions*, is adapted from the subcategory: "Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise." (Mayer and Salovey, 1997, p. 11). As mentioned before this code can only be used if the expression of emotions is also conveying an understanding of emotions such as understanding love and hate can be experienced simultaneously.

The fourth, fifth and sixth codes are three possible interpretations of behavior from the subcategory of Mayer and Salovey (1997, p.11), "Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling.". It is important to know that these three codes are a more sophisticated version of the code 'expression of emotions'. For these codes, one cannot simply express emotions, but also has to show understanding of how honest and how accurate they are. The codes are inspired by this item, "He/She fails to recognize when colleagues' emotional reactions are inappropriate.", GENOS 360 questionnaire (Palmer et al., 2009).

The seventh and last code of this category, *Describing how emotions evolve over time,* is adapted from the subcategory, "Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame." (Mayer and Salovey, 1997, p. 11). This code is also reflected in current operationalizations with items such as: "They can identify an emotion from the moment it starts to develop in them" and "I know why my emotions change" (Schutte et al., 1998; Petrides, 2009).

4.1.4 Regulating emotions

Regulating emotions is the fourth and last category of the coding scheme and was derived from the category: "Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth" (Mayer and Salovey, 1997, p. 11). Regulating was reflected in all the operationalizations used for this thesis paper. The interesting thing is that only two behavioral codes could be adapted from the four subcategories. The other two categories are internal processes which are impossible to observe as behaviors. Nevertheless, it is believed that if someone is observed with the newly developed codes, the internal processes are sometimes a pre-requisite for the EI behaviors to increase as well. This means that if someone scores high on questionnaires, he/she should also show more observable EI behavior (this is yet an untested hypothesis).

The first code, *Mentioning influence of expressing emotions on oneself and others*, is adapted from the subcategory, "Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are." (Mayer and Salovey, 1997, p. 11). This code is also to a certain extent reflected in the current item, "He/She is aware of how his/her feelings influence the way he/she responds to colleagues." (Palmer et al., 2009).

The second code, *Managing own and others' emotions*, is the most elaborated code of the whole codebook, with a lot of complexity. It was adapted from the subcategory, "Ability to manage emotions in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey." (Mayer and Salovey, 1997, p. 11). This code was also adapted from items such as: "They're generally good at social chit-chat", "I can always calm down quickly when I am angry." and "I compliment others when they have done something well" (Schutte et al., 1998; Wong and Law, 2002; Petrides, 2009). These items use pronouns, which are not used in the new codebook's items. Some of the examples for this code are also adapted from these questionnaires, example given: 'Initiating social chit chat' and 'Giving compliments and positive feedback'.

5. RESULTS OF THE PILOT-STUDY

To answer the second research question: 'What leadership behavior during staff meetings can be coded as emotionally intelligent?' three videos were coded by the author of this paper and an experienced and trained coder. Although, there are no reliable statistics to validate the codebook, there are already a number of valuable results from this pilot-test. However, no big differences were found between the results of each effective leader.

1. <u>Almost all codes</u> were used at least once, except for the codes: C.4a, C.4.b and C.4.c, see Appendix A. However, the results are also different per category.

    a. In the category 'Expressing emotions' all codes were used, of which the first was used most frequently. However, the third code empathy was hardly used. Even if the leader experiences empathy he/she would hardly ever express doing so, making it very hard to observe this code.

    b. The category 'Utilizing emotions' was in total the category with the lowest frequency, but all codes

were used at least once. The low frequency can be explained by the literature it was adapted from. As mentioned before, emotional facilitation of thinking are mostly internal processes and are only indirectly observable through the behaviors of leaders. Plus the low amount of examples was discussed to be of possible negative influence due to the lack of a clear guideline for application of these codes.

c. The category 'Understanding emotions' is used more often, but with bigger differences between the codes. Some codes were not used at all and some codes were used very often. After a discussion with the second coder the following conclusion was drawn: the amount of codes in this category is unnecessarily big and made overly complex. For example, splitting up 'Interpreting the degree of accuracy and/or honesty…', made observing these behaviors and using the correct codes very difficult. For this code, the examples should have made a distinction between the three combinations, instead of splitting up the code into three new codes.

d. The category 'Regulating emotions in oneself and others' contains two codes which had opposite results. The first code D.1 was hardly ever used, while D.2 was used very often. This is probably because the ability to moderate unpleasant and pleasant emotions is often better developed than the ability to express how emotions influence each other. The code 'expressing the influence of emotions' require understanding of the influence of emotions, in combination with the ability to regulate, by expressing them appropriately. Therefore, code D.1 is more difficult to observe than code D.2.

2. The audio quality also had an influence on the results of the pilot-test. During the discussion after the pilot, both coders had trouble identifying certain verbal behaviors the other coder did observe, creating differences in the use of codes. However, when the tape was observed once more together, agreement was reached on which code should have been used by both coders.

3. The context of certain non-emotionally intelligent leadership behavior, made it possible to misinterpret this behavior as emotionally intelligent. However, using certain codes for behavior that cannot be coded as emotionally intelligent in itself, led to some false and unreliable outcomes, which were contextually based instead of behavioral. For example, the code empathy was sometimes used falsely when the context of the behavior made it seem as though the leader was displaying empathic behavior. Nevertheless, the code was not supposed to be used, because the leader did, in no such case, actually express empathy. It

is recommended to add the restriction rule in the training of the coders. The discussion helped see that before coding it should be mentioned, the contexts in the video-images can never be interpreted as verbal EI behavior, without actual verbal behavior reflecting this context.

4. The difference in interpretation of certain behavioral codes also led to differences in use of these codes. Sometimes certain examples, such as 'joking', were coded with different interpretations of the definition of joking. A mutual understanding of a joke being a joke, because others are amused by it, not because the coder is amused by it has to be created in the new codebook. Providing more definition in the new codebook should decrease interpretation errors.

5. A sentence sometimes needed two codes. Sometimes the first half of a sentence was coded, but the second half was not coded. For example, a leader sometimes expressed an emotion, but immediately after that a related need is expressed, but not coded. In this case the coder had to use two different codes in the same sentence.

6. A sentence sometimes needed another code. Another issue was that the coder was not instructed specifically to listen to the whole sentence first before coding too quickly at all times. This resulted in, for example, leaders being coded with 'expressing emotions', but actually needed to be coded with 'expressing an understanding of these emotions'. This issue came forward most strongly when choosing to use codes A or C.

6. DISCUSSION AND RECOMMENDATIONS

After piloting the codebook, seven recommendations for refinement can be given. Note: Appendix B is the recommended next version of the codebook.

1. A different format, a list of codes per category is easier to understand than the vertical and horizontal lay-out currently used. Example given, the first category uses A.1.a, A.1.b and A.1.c to cluster them within one heading. Another and arguably a better option to use is A.1, A.2 and A.3. This would shorten the codes and make them easier to cluster per category, instead of clustering per heading. Additionally, all categories should remove headings per code, to get more clarity and to reduce repetition. The removal of headings of codes would also increase the sensibility of putting the codes, A.1.a, A.1.b and A.1.c, below each other as A.1, A.2 and A.3.

2. Smaller categories by merging indistinguishable codes. This is optional for codes A.1 and A.2, as there are split up when they were adapted from the literature. However, the results show these two codes can also be used separately. The category 'Understanding emotions' has grown exponentially since codes C.4a, C.4.b and C.4.c were put in. Besides, the observability of these codes seems to be most

difficult compared to all the other codes. Therefore, it is recommended that codes C.4a, C.4.b and C.4.c are merged together as the literature also suggests. Lastly, it seems no less than appropriate to merge C.1 and C.3 into one code as well. Literature suggests C.1 to be about the ability to label emotions correctly, but C.3 is also about labelling and understanding complex feelings. Merging the codes would help to observe an expression of understanding similar, complex or ambiguous feelings as they are evenly matched.

3. Shorter codes and improved definitions. The feedback from the coders was that the codebook was not very easy to learn and read without proper training. The training is recommended to be given again. However, the codebook itself should be made more user-friendly, because short and easy codes with more elaborate definitions are easier to memorize and use. The most important examples of shorter codes and improved definitions are:

   a) The last category name should be shortened by removing the words: "of oneself and others". These can be removed, because in practice they can be added to all the codes, definitions and examples. The behaviors always include expressing, understanding, using or moderating emotions for oneself and/or others. It is recommended the training of the coders should stress that all behaviors include expressing, understanding, using or moderating emotions for oneself and/or others.

   b) The heading 'Moderating unpleasant and/or pleasant emotions in oneself and others', of code D.2, should be integrated in the operational definition "Making positive statements to enhance pleasant emotions in oneself and others". After merging the heading and the definition a shorter code such as, 'Moderating emotions' is more suitable. The new definition could become, 'Making statements to enhance pleasant emotions and diminish unpleasant emotions.' The new definition would capture the essence of the shorter code better.

   c) The example given for D.2: "joking" caused a lot of trouble while observing. The example could be improved, if joking has a measurable criterium. The new example could be: Initiating a joke or social chit chat to the extent of actual observable amusement of the others (e.g. laughter or another verbal expression).

6.1.1 Recommendations for implementation
4. A transcript and better selection of videos based on the audio quality. The transcript could help get more consistency in coding and therefore prevent more coding, interpretation and context errors.

5. Written instructions should clarify what, how and when to code. Coders were not explicitly told how to interpret certain examples or words such as 'joking'. Plus, no caution

has been given to the need for precision of using codes in the right context. Written instructions could help a great deal with consistency and a more reliable interrater use of codes in the future.

6. Coding more stressful settings than the ones actually coded, might help future research test a fuller spectrum of the codes developed in this paper. Codes such as A.1.c, C.4a, C.4.b and C.4.c should be retested and either reworded or removed if they are not observable in such settings. Researching the codebook in different settings than staff meetings, could help acquire knowledge of the possible influence of these meetings on the number of codes used. In general, more stressful moments, such as a termination conversation or a performance appraisal, are expected to make emotional intelligence easier to observe. Hypothetically, participants are more likely to show empathy and other emotionally intelligent behaviors in stressful situations.

7. Emotional Intelligence might be a pre-requisite for reliable coding. Before piloting the new codebook, both coders did an emotional intelligence test with the 16-item Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002). It is recommended to limit the use of the codebook in the development and first implementation phase only to coders with high scores on emotional intelligence. Users of the codebook would need a high emotional intelligence to be able to have correct and reliable judgement during the coding process. Although, this hypothesis is not tested, it is nevertheless argued that, for the benefit of reliable observations with this macro coding scheme, coders need to be able to recognize EI correctly by referring to this scheme, their training, but also their own EI.

7. CONCLUSION
7.1 Limitations
The last development step 'implementation' of the codebook was not yet accomplished due to time- and resource constraints. This paper was partly in fulfillment of the criteria for graduation of the Bachelor degree, within the given time frame. Therefore, the author was unable to further develop, implement and validate the codebook and test some of the hypotheses that are listed below.

Plus, there was a limited availability of operationalizations for research purposes. Many operationalizations had to be bought from assessment centers, which the author was unable to do.

Lastly, there was no data available on the actual EI of the leaders in our data set. Therefore, the research could not yet be validated.

7.2 Future research
Interestingly, a few important hypotheses already came up that have not been tested yet. Future research to examine these could potentially also mean an increasing chance of validating this coding scheme. Four specific hypotheses are recommended to be taken into consideration for future research. These four hypotheses can all be extremely valuable as a part of future

development, implementation and validation of the new codebook.

1. In case someone would score high on emotional intelligence questionnaires, he/she should also show more observable EI behaviors. Whenever this is true, that could mean a lot of internal processes which are not directly observable are reliably observable in an indirect manner with a verbal behavioral EI codebook.

2. To be able to observe emotionally intelligent behaviors one has to be scoring high on emotional intelligence tests. The pilot for the new codebook was done by two coders who scored approximately just as much on emotional intelligence. Therefore, it is not less than reasonable to hypothesize that to be able to observe emotionally intelligent behavior one has to be emotionally intelligent himself or herself.

3. Compared to less effective leaders, observing effective leaders results in higher observed frequency of verbal EI behavioral codes. In other words, leaders are more effective if they are showing more emotionally intelligent behaviors.

4. Stressful situations should trigger the use of emotional intelligence among highly effective leaders and/or followers. Participants in future research who would experience more stress, need more emotional intelligence to cope with such a situation effectively. The increase necessity of emotional intelligence is expected to also increase the observable emotionally intelligent behaviors. The increase of such observable behaviors could help validate the codebook, by increasing the chance of higher interrater reliability.

7.3 Conclusion

It becomes increasingly important for effective leaders to train their emotional intelligence abilities. However, an exhaustive list with specific emotionally intelligent behaviors did not exist yet, to the best of our knowledge. This makes training and actual change of behavior unnecessarily difficult for those who aim to improve their emotional intelligence. This paper developed and pilot-tested a new behavioral measurement tool for emotional intelligence. An exhaustive list with EI behaviors and categories is created, which leaders can draw upon for self-development. However, the coding scheme was developed for the purpose of implementation in future behavioral research. The codebook was piloted already, to observe leadership behavior during staff meetings of a large public organization. The video-observation method and coding process by two trained coders led to a set of recommendations for the future development, implementation and validation of the newly designed codebook. Most intriguing is the predicted influence different settings of research can have on the frequency of emotionally intelligent behaviors. Plus, the predicted pre-requisite high level of emotional intelligence for coders makes the practical use of the codebook for research purposes more exclusive. Nevertheless, the coding scheme provides a newly exhaustive list of observable and trainable verbal EI behaviors that is aimed to help increase the effectiveness of leaders. The recommended new EI codebook can be used for future research to measure EI, without reliance on self-tests. Besides, the list with EI behaviors can already help improve EI trainings in firms, for the practical value these EI behaviors have.

8. ACKNOWLEDGEMENTS

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