

**The Bill Blackwood
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**The Implementation of Emotional Intelligence Assessments into
Promotional Systems**

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**By
Zachary Allen Flores**

**Sherman Police Department
Sherman, Texas
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ABSTRACT

A number of issues in law enforcement are propagated from within the department. They do not have to do with external factors. Supervisors play a large role in the performance of an organization and it is important for law enforcement agencies to have the right employees in the right places at the right times. Emotional intelligence assessments should be built into promotional processes in order for administrators to have insight into the candidates beyond their ability to recall information from memory or their ability to demonstrate a technical skill before a set of their peers.

According to Goleman (1996), emotional intelligence has proven to be more important as a predictor of leadership success than technical ability, or cognitive intelligence. It has lasting effects on an organization, fortunately these skills that comprise emotional intelligence can be learned.

Concerns surrounding the effects of emotional intelligence on decision making have been unfounded. Sedvalis, Petrides, and Harvey (2007) indicated that emotions have a strong correlation to decision-making, but a higher level of emotional intelligence typically allows for better decision making .

Issues addressing the scientific validity of emotional intelligence assessments argue the lack of specific metrics researchers have used in their analysis. One consistent recommendation of researchers has been that emotional intelligence assessments should be used for employee development instead of selection or disqualification.

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INTRODUCTION

Law enforcement is a profession steeped in tradition. Laws and policies have been put in place in a number of law enforcement agencies in order to create a degree of fairness and equality in hiring and promotional processes. In 1883, civil service laws were implemented so that cronyism could be avoided. Civil service laws provide structure and strict guidance as to how entry level hiring, and promotions can be done. Labor laws around the country have also elevated to a point that most departments have adopted policies and practices in reference to the same issues, hiring and promotion, so they can be protected from labor and discrimination related lawsuits.

The hiring process typically allows organizations more room and flexibility when discretion to hire is at question. Promotions provide less autonomy, the rules surrounding promotions are typically more strict than entry level examinations. In non-civil service entities, administrators are still bound by anti-discrimination laws that protect employees. Failure to promote is a frequently used citation in the federal courts when discrimination suits are brought against employees regardless of the organizations civil service status.

When the chief executive of an organization makes promotions, they are tied to that placement, by a proportionately closer relationship with each promotion. They are also more dependent on the person to further their vision for the organization. In order to better align the administration with promotional candidates, agencies can put to use advances in emotional intelligence research and analysis to help them understand how to interact and communicate with their new, or potentially new supervisors. Emotional

Intelligence assessment may also be able to provide guidance to administrators when deciding between promotional candidates.

Emotional intelligence was first discussed in the 1980's by Howard Gardner (Falkas, 2016). In the 1990's, Salovey and Mayer brought more science and research to the topic. Daniel Goleman (1996) ultimately made emotional intelligence "mainstream" by following up on Salovey and Mayer's research.

Salovey and Mayer (1990) defined emotional intelligence as the ability to make decisions based upon information gathered by assessing ones own, and others behaviors and actions. The necessity to balance and work with others emotions is a requisite for any leader. Goleman (1996) explained that when assessing the ratio of technical skills and cognitive skills with emotional intelligences as they relate to high performing leaders, emotional intelligence proved to be more than twice as important at all levels of the job.

If law enforcement agencies are striving to be highly efficient and highly effective, they need to capitalize on the research and utilize the tools created to measure emotional intelligence to their benefit. Blindly promoting candidates based upon a test score, or skipping over promotional candidates without adequate documentation which has been validated can cause a myriad of problems. Applying emotional intelligence analytics to the promotional process can reduce and mitigate potential pitfalls related to these processes. Law enforcement agencies should implement emotional intelligence assessments into their promotional processes. This would provide them a documented grounds to assist in their decision making as it relates to promotions.

POSITION

A number of people have made careers in organizations and succeeded in a number of different positions. Ultimately, most find themselves in a position at some point where they are not suited for the task at hand. According to Berman and West (2008) the Peter Principle is founded upon the notion that most employees tend to promote to a point that is beyond their competence. Capelli and Tavis (2016), state in a study of sales representatives, there was a positive correlation between high sales and promotion, however when the performance of those promoted was assessed by the output of their subordinates there was a clear and distinct reduction in the performance of the new managers subordinates.

Different professions have different promotional processes. Performance has been used as a criteria as have examinations and assessments. Regardless of the process, one critical denominator is what is being assessed or measured. Performance may be the only indicator, or the ability to recall information from a book may be the metric for examinations. Leadership studies have expanded to the point that it is common knowledge that production and bottom line are not the only factors that determine a supervisor or a managers success. Private organizations have to keep an eye on the revenue coming in just as their public organization counterparts in government have to monitor budgets and live within their means. Achieving these basic fiscal principles of business while still accomplishing the mission or goals of the organization is where supervisors can have difficulty.

Quality employees are necessary for any organization to enjoy success. The importance of quality in a persons work is exasperated when they promote because

their span of control increases. Goleman (1996) explained that emotional intelligence proved to be a better predictor of success in managers compared to technical skills and general intelligence. Goleman went on to identify five areas of competence for emotional intelligence, those areas were defined self-awareness, self-regulation, motivation, empathy, and social skill.

Most law enforcement promotions are made with one of the requirements being a specific amount of time spent in the rank lower than that which is being sought. Systems are in place to protect this tradition. Goleman (1996) also explained that higher levels of emotional intelligence become more critical the higher level the manager is at. There is typically a great deal of parody among top level executives when assessing their technical skills. Emotional intelligence tends to be the determining factor of success when their careers are evaluated. The mere fact that law enforcement executives typically rise through the ranks is evidence that emotional intelligence needs to be assessed during promotional processes.

According to Dulewicz and Higgs (2003), emotional intelligence is vital to the success of 21st century organizations. As society changes, so does the need to lead in a different way. This can be seen in the growing texts concerning generational differences in the workplace.

Organizations need to be flexible enough to withstand the demands of our evolving society, economy, and the ebbs and flows of the business environment. Law enforcement agencies depend on the command staff and chief executive to be able to do this. Channer and Hope (2001) noticed that for a leader to effectively transform an organization, they needed to be able to establish where the organization was in three

particular areas. These areas were rational, political, and emotional. Channer and Hope further explained that in addition to determining where an organization was at in relation to the three aforementioned areas, leaders had to be able to construct interventions and communicate them effectively to the team. Dulewicz and Higgs (2003) articulate that one of the core responsibilities of a leader is the ability to make change happen. They continue to note that there is an evident link between transformational, or change leadership and emotional intelligence. Higgs and Rowland (2005) were able to validate the link between changed leadership and emotional intelligence when they conducted research using a combination of their Change Leadership Competency Questionnaire and the Emotional Intelligence Questionnaire.

Dulewicz and Higgs (2003) established that the facilitation of conflict resolution as it relates to the governing practices of the organization was seen as having an elevated level of importance when compared to other needs for emotional intelligence. They also explain that with the growth and increased use of the internet, affecting groups that executives do not have any direct control over will increase the need for executives to exercise high emotional intelligence elements.

It is generally agreed upon in law enforcement that social media and a strong internet presence is needed, however department policies vary widely concerning social media. In studying the literature reviewed, the chief executives emotional intelligence level may play a large role in how the public views a law enforcement agency based upon their internet presence.

Goleman, Boyatzis, and McKee (2015) explain that the mood and behavior of a leader dictates the moods and behaviors of others in an organization. This can also be

seen in other dynamics. When a parent is in a quiet or somber mood, their children tend to follow with the same sad demeanor. It is noted that emotional intelligence creates a certain work environment and culture (Berman & West, 2008). Emotional intelligence is compared to electricity traveling through a wire. Goleman et al. (2015) go on to explain that emotional intelligence is a determining factor in the creation of a culture that promotes, trust, information sharing, healthy risk taking, and learning.

There are many types of individuals needed to operate any organization. Law enforcement agencies are not different. Agencies need to be diverse in order to meet the needs of their community. Installing an emotional intelligence component to the promotional process does not have to be used to exclude individuals with a lower level of emotional intelligence. According to Dulewicz and Higgs (1999), emotional intelligence can be increased through intentional and planned training in personal development.

A large component of emotional intelligence is merely recognizing one's own emotions and how that affects them. The affects on a person are broad. Stress and other factors in one's life do not differentiate work from home. It is important for managers and supervisors to recognize that they cannot simply disengage from home or work and act independently in either setting. Feedback is a learning mechanism that can increase a person's awareness to the subject at hand. More formally, mentoring can be a tool used to increase the amount of feedback an employee receives. Berman and West (2008) note that some municipalities identify promotional candidates and initiate emotional intelligence training with them in the form of mentoring, prior to advancement.

As previously noted, there are multiple facets to emotional intelligence. In recent studies, it has been defined and re-defined to fit specific arguments of various researchers (Salovey & Mayer, 1990). Ultimately, regardless of approach, the construct of emotional intelligence allows for growth. Goleman (1999) explained that emotional intelligence increases with age, identifying the progression as maturity. A gift from life experience. Goleman further articulates that in order to increase emotional intelligence, training has to be directed at the limbic system. If training addresses the limbic system, it will provide the ability to change habits, breaking old ones and creating new ones.

Using an emotional intelligence assessment in the promotional process will allow administrators to see beyond an employee's ability to recall memory or prove their ability to perform a technical skill. Emotional intelligence assessments can assist in providing administrators a peek into the emotional make-up of their candidate pool. It can also provide information concerning areas of training and mentorship that a candidate may need if they are promoted. High levels of emotional intelligence has proven to be an indicator of leadership success. Successful leaders will in turn, nurture a more emotionally intelligent and therefore more successful organization.

COUNTER ARGUMENTS

Arguments can and have been made against emotional intelligence. One point of view is that emotional intelligence may be positive for a person, as it may be a predictor of individual success, but it may not be good for an organization. It is argued that decision making in an organization is better completed when emotions are not present (Bacigalupo & Hess, 2011).

Unfortunately, there is never a time that emotions are not present for people. Even if a person's emotional state is not derived from a specific situation, it will still affect how they handle the situation. This is where the self-regulation aspect of emotional intelligence is critical. Self-regulation occurs when a person can control their impulses and moods (Bacigalupo & Hess, 2011). This often comes in the form of redirecting their emotions.

Through their research, Bacigalupo and Hess (2011) discovered that there is an inextricable link between emotional intelligence and how it can serve as an intermediary between emotion and rationality. They also noted that individuals typically think about the emotions that their decisions are likely going to trigger when making a decision. This discovery is validated by Sevdalis, Petrides, and Harvey (2007). They explained that decision makers experience three things related to emotions when they make a decision. Decision makers anticipate, experience, then recall their emotions causing a cyclical effect that allows individuals to grow with their emotional experiences.

In consideration of the literature cited, past experiences play a large role in the thought processes decision makers have. People tend to consider their current state of emotions, how past decisions have made them feel, and how their decision or decisions may make others feel. This process is powerful beyond the measure of purely cognitive based decision-making. Cognitive decision making is predictable, people are not. When making decisions that affect others, it is important to have a high level of emotional intelligence operating.

Another argument against the implementation of emotional intelligence assessments in promotional processes is that emotional intelligence assessments are

lacking scientific validation. Landy and Conte (2004), explain that while there is great interest in the field of emotional intelligence and that while there may be a great deal of optimism surrounding how it can affect organizations, there are concerns surrounding its concept, theory, and measurement.

Conte (2005) explains that some of the issues surrounding emotional intelligence assessments is due to the reluctance of many researchers to be specific about what they desire to measure. Conte continues to note that emotional intelligence measures have proven to demonstrate sufficient internal consistency reliability, however the validity evidence is lacking. Conte recommends that administrators should proceed with caution when using emotional intelligence measures for selection, however, the use of emotional intelligence assessments may be used more effectively for development.

Dulewicz and Higgs (1999) concluded that the Emotional Intelligence Questionnaire is both adequately valid and reliable. They note that the competency based foundation of the assessment allows for its productive use in personal development. When considering the use of the Emotional Intelligence Questionnaire, they recommend it be used as a basis for discussion geared toward personal growth and the management of maximum performance.

RECOMMENDATION

In culmination of the research conducted and the literature reviewed, law enforcement agencies should use emotional intelligence assessments in their promotional processes. Ultimately, a recognition of a promotional candidates emotional intelligence will allow administrators to understand how they may need to communicate

with the candidate, where the candidate needs development, and what problems, the candidate may present upon promotion.

Emotional intelligence has proven to be a better predictor of a leader's success than cognitive intelligence or technical ability (Goleman, 1996). Leadership failure is not the aim of any law enforcement agency. Therefore, the ability to use an instrument which is more likely to provide a positive outcome makes sense.

Emotional Intelligence is also a construct that tends to affect an entire organization. Law enforcement agencies are consistently becoming more technologically based, but the crux of any organization is its people. Law enforcement is an industry which is founded in serving and protecting people, but this adage is rarely applied to the workplace. It is important that law enforcement leaders recognize the impact of emotional intelligence on their organizations so they can better serve their employees. Most leadership failures are not due to a lack of technical capability or capacity, however law enforcement agencies continue to measure a person's ability to recall from memory via written examinations and their ability to demonstrate technical knowledge through assessment centers among peers.

Dulewicz (1999) indicates that most research says that emotional intelligence metrics have not evolved to the point where they should be used as a practical selection process measure and the skills involved in emotional intelligence are continually shown to be able to be learned. The elements of emotional intelligence have been dissected into three distinct areas. Ability, trait, and mixed models of emotional intelligence dominate the literature (Salovey & Mayer, 1990). Regardless of content area, there is overwhelming agreement that emotional intelligence can be learned.

As previously noted, there has been significant argument on the effects of emotional intelligence and decision making, however, Milkman, Chugh, and Bazerman (2008) conducted research which indicated emotions will have an effect on decision making, and the greater the level of emotional intelligence in a leader, the better the decisions tend to be.

Emotional intelligence measurements have also been criticized for lacking the scientific validation needed for accurate assessments. Ultimately, emotional intelligence assessments have been found to be lacking the validity to be used for disqualification measures, but there is consensus that they positively impact employee development.

In order to better serve employees, administrators should use emotional intelligence measurements to gauge where their promotional candidates strengths and weaknesses are in reference to emotional intelligence. This assessment should be done during the selection process and required at each level of promotion. The results of the assessment should then be shared with the promotional candidates chain of command to better enlighten them as to their employees emotional intelligence level.

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