

***EASEQuadrant*¹ is a system for behavior change and a theoretical framework for the classification and interpretation of the MSCEIT™²: Mayer-Salovey-Caruso Emotional Intelligence Test.**

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EASEQuadrant

EASEQuadrant is a systematic method of learning behavior change. It has been applied as a theoretical framework for classifying and interpreting mental abilities scored using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT: Mayer, Caruso & Salovey, 1999, 2000, 2002a, 2002b; Mayer, DiPaolo, & Salovey, 1990; Mayer & Salovey, 1997; Salovey & Mayer, 1990). *EASEQuadrant* is Dr. Mike Gosling's vision of how emotional intelligence may be learned and applied to everyday living exercising emotional leadership; behaving with emotional intelligence in your relationships in the home, community, and workplace.

¹ Gosling M & Gosling KS 2004, *Emotional Leadership. Using emotionally intelligent behaviour to enjoy a life of EASE*, Goslings International Pte Ltd, Singapore, p. xxviii, 287.

EASEQuadrant (figure 1) is a matrix for emotionally intelligent leadership, which explores and develops an individual's emotional intelligence. Set on two axes of experiential emotional leadership and strategic emotional leadership, *EASEQuadrant* comprises four quadrants, each undergirded by a branch of the MSCEIT: (1) **Evaluating** (Perceiving), (2) **Attending** (Using), (3) **Strengthening** (Understanding), and (4) **Enhancing** (Managing) emotion. Each quadrant is a right of passage along a journey to learning and applying emotionally intelligent behaviour to build a long-term feeling of trust in business, professional, and social relationships.

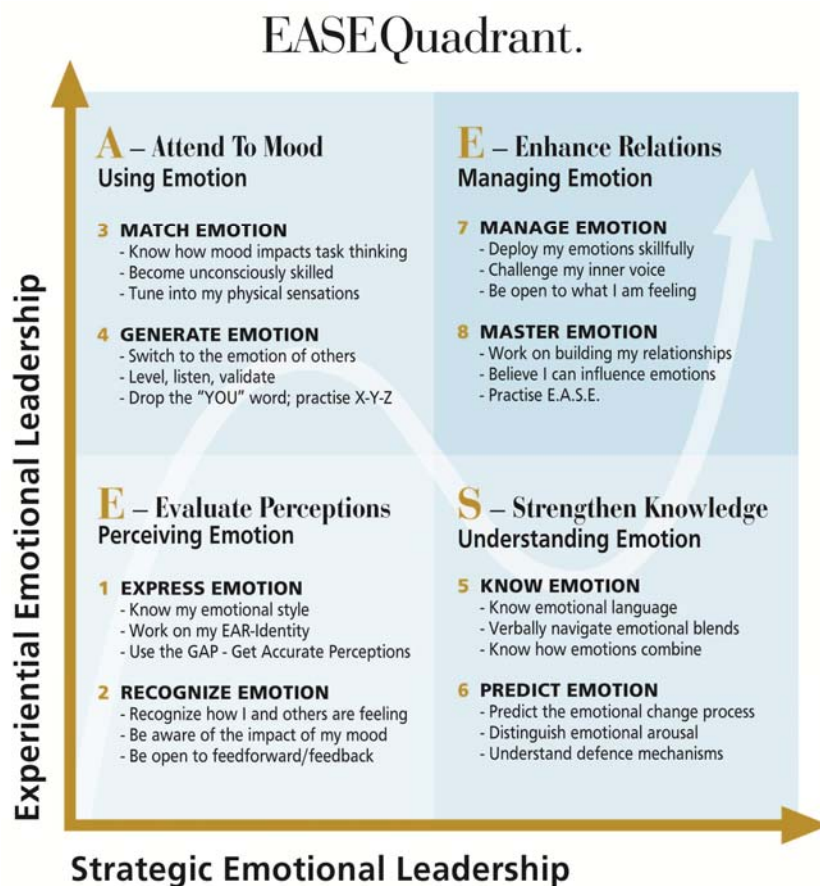


Figure 1 – *EASEQuadrant*

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EASEQuadrant was created by Dr. Gosling in 2002 to classify and interpret MSCEIT scores for his Ph.D. research. It is underpinned by the mental ability model of emotional intelligence (Mayer, DiPaolo, & Salovey, 1990; Mayer & Salovey, 1997; Salovey & Mayer, 1990) and is central to the classification and interpretation of the emotional intelligence of 86 managers who responded and were tested in the author's Ph.D. study using the online MSCEIT. Results showed that *EASEQuadrant* could be used to teach successful leaders and others *how* to apply their emotional intelligence abilities in every day living. The author argues that emotional intelligence in and of itself is valued as a capacity required for organisation effectiveness and individual performance. *EASEQuadrant* provides a framework to teach successful leaders *how* to apply their emotional intelligence skills to achieve positive long-term change in behaviour leading to improved individual and organization success.

The emotionally intelligent leader

In his book (Gosling & Gosling, 2004) the author argued that the premise underlying *EASEQuadrant* was that situational and functional leadership behaviours were driven by effective emotional leadership. It was difficult to achieve individual and organisational goals without the benefit of emotional leadership. Leadership was influencing others to achieve your vision. Leaders influenced people through developing a feeling of long-term trust in their business, professional, and social relationships. Emotional leadership was learning and applying emotionally intelligent behaviours that gained a feeling of long-term trust – the point from where successful relationships moved forward.

Mayer (2000b) argued that emotional intelligence was "the capacity to process emotional signals about relationships...the capacity to reason with emotion, particularly to perceive, integrate, understand, and manage emotions" (p. 427). Gosling & Gosling (2004) believed that managers who exercised emotional leadership in whatever role they found themselves – management, administration, and leadership – would be behaving as an emotionally intelligent leader. Those managers who wanted to be emotionally intelligent leaders had a responsibility to exercise emotional leadership in their interactions with others

and assist others to gain emotional knowledge and nurture emotionally intelligent behaviour. The emotionally intelligent leader could exercise emotional leadership in relationships only if he or she was emotionally intelligent.

Practising the eight stages of emotional leadership

Learning about emotions involves emotional practice; applying one's emotional intelligence – one's capacity to identify, use, understand and manage emotion (Mayer & Salovey, 1997; Salovey & Mayer, 1990). *EASEQuadrant* coaches individuals, in an eight stage program on emotional leadership, on *how* to apply their emotional intelligence. The objective of the four quadrants and eight tasks of emotional leadership program is to help leaders become emotionally intelligent leaders in their relationships – mastering their emotional abilities and behaving with emotional wisdom.

Practising emotional leadership using *EASEQuadrant* is structured around four quadrants that challenges the participant to:

1. **Evaluate Perceptions** – Your capacity for emotional intelligence and level of emotional awareness.
2. **Attend to Mood** – Know how mood impacts task thinking and develop the ability switch to the emotions of other.
3. **Strengthen Knowledge** – Know emotions as a resource and predict emotional change.
4. **Enhance Relations** – Learn to build a feeling long-term trust through improved self and social management. Develop emotional wisdom and be an effective emotional leader; behaving with emotional intelligence using E.A.S.E.

Participants who attend *EASEQuadrant* training program complete two online emotional intelligence tests – the MSCEIT³ and BarOn EQ-i⁴ – reporting on their emotional intelligence abilities and competencies respectively. Participants receive feedback on areas for emotional development. Their MSCEIT experiential EIQ area score and strategic EIQ area score are profiled on the *EASEQuadrant* grid (figure 2), on the experiential emotional leadership and strategic emotional leadership axes, respectively. The point at which a participant's experiential EIQ area score and strategic EIQ area score cross is where they sit in their journey toward practising emotional leadership – applying emotional intelligence.

Test results (see Dr. Gosling's Ph.D. thesis) show that most managers who completed the MSCEIT in this study had scores crossing other than at point **x**. This represents to each manager an opportunity to develop his or her emotional intelligence abilities; to develop emotional wisdom – knowing how to behave when you don't know what to do – through practising emotional leadership.

The goal of each person is to achieve a meeting of their MSCEIT experiential EIQ area score and strategic EIQ area score in the top right hand corner of the *EASEQuadrant* grid. At point **x** on the *EASEQuadrant* grid a person demonstrates significant strength in both experiential and strategic emotional intelligence – emotional wisdom. If a person's scores cross at this point it is highly likely that the person is someone who exhibits consistent emotionally intelligent behaviour valued of an effective leader – someone who builds a feeling of long-term trust in his or her business, professional, and social relationships. A score at point **x** on the grid represents someone exercising emotional leadership – behaving with emotional intelligence.

³ MSCEIT™ Copyright ©1999, 2002. Multi-Health Systems Inc. All rights reserved.

⁴ Bar-On EQ-i® Copyright ©1997, 1999. Multi-Health Systems Inc. All rights reserved.

⁴ Mayer, J D, Salovey, P & Caruso, D R 2002, *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) User's Manual*, Copyright ©1999, 2002. Multi-Health Systems Inc. All Rights Reserved. p. 18.

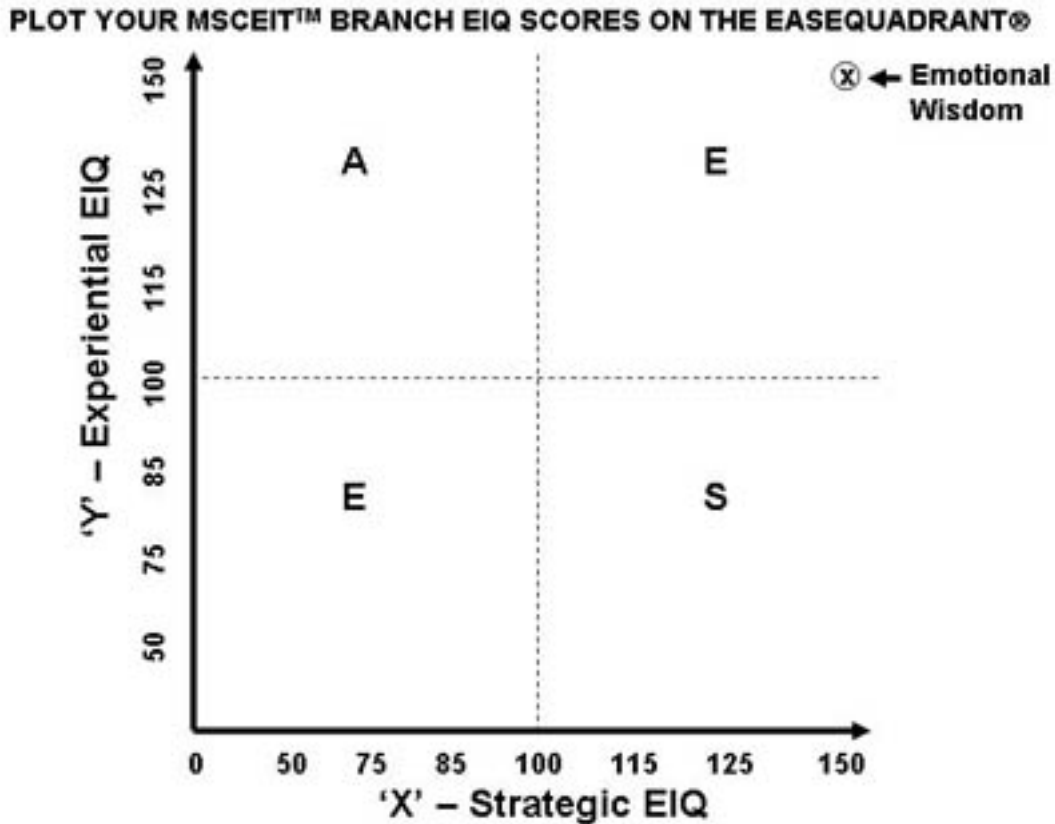


Figure 2 – The *EASEQuadrant* Grid

***EASEQuadrant* Training**

EASEQuadrant is presented as a two-day training workshop and online course. For the experienced emotionally intelligent practitioner the course offers the chance to empower personal and relationship change, for the novice in emotional awareness it offers direction and a way to get started on one's EAR-Identity, and for everyone there is the opportunity to discover the key to the most vital issue in your life – emotional wisdom; behaving with emotional intelligence.

EASEQuadrant training uses film and media, real life case studies on emotional issues, role-play, slide presentations, reflective individual exercises, and small group discussions to facilitate the learning process. Throughout the workshop there are many workshop examples and exercises that illustrate real world applications of emotional leadership. For example, understanding what comprises the compound emotion of disgust serves as a lead-in to discussing other compound emotions. In *EASEQuadrant* training, the exercises and case studies are styled as Emotional Leadership Practice (ELP).

The author is accredited by Multi-Health Systems Inc. (MHS), Toronto, Canada to administer the MSCEIT and EQ-i emotional intelligence tests. Participants who want to attend *EASEQuadrant* Workshop and complete the two emotional intelligence tests online, may contact the author by email at mike@goslings.net or visit the author's website <www.mikegosling.com>.

Applying emotional intelligence

In a discussion on teaching emotional knowledge the authors of the MSCEIT, Mayer et al. (2002), stated:

Emotional intelligence is a part of personality. Research on the biological bases of personality suggests that most personality aspects are partly inherited and partly learned. No research has yet addressed the degree to which emotional intelligence is inherited. It is entirely possible that some of the capacity is biologically based and some is a consequence of learning.

A further distinction can be drawn between emotional intelligence and emotional knowledge (Mayer & Salovey 1997). Emotional intelligence refers to the capacity to reason with emotions, whereas emotional knowledge refers to what one has learned about emotions. Assuming one has average emotional intelligence, it is possible to learn about emotions, and the more learning one has, the better one may perform in the area of emotional reasoning (p. 21-22).

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The authors of the MSCEIT concluded that teaching emotional knowledge may be an effective way of compensating for lower levels of emotional intelligence and suggested that good evidence exists that emotional knowledge can be taught.

EASEQuadrant represents an opportunity to understand and consolidate new emotional knowledge about emotional abilities. The author has found in his clinical coaching and counselling practice that individual task scores from the MSCEIT more often than not portray accurately a person's level of emotional ability. The author has used task scores from the MSCEIT to assist clients to learn and develop their emotional knowledge and thereby their emotional style and emotional intelligence. Suggestions for development can be derived from a client's low task scores and information on skills or untapped abilities derived from well above average task scores.

For example:

Client A reported back that she has been helped greatly by the MSCEIT by the discovery of an emotional intelligence she didn't know she had and how her increased understanding of her emotional abilities is helping her in her business and social relationships. She has gleaned valuable information from her task scores and now understands why she has been successful in her work as a manager and recognizes areas she can improve on.

Client B has been able to understand finally why people have told her that they don't want to continue a friendship with her. The MSCEIT showed her with a very low score on sensations (what we describe as an ability to be empathetic). She has realised that her inability to empathise with others and being quite blunt and self-focused in her talk with friends has caused her the loss of relationships. By addressing with her what the MSCEIT is saying about her emotional abilities and the potential for change we have helped her address this issue, for which she was very grateful.

Client C was blown away with the discovery that many of his perceptions of his team member's feelings were so inaccurate. He could understand immediately why he drew so much

flak from employees, because of his misinterpretation of their emotions - as signalled by their facial expressions. This was reinforced for him by a Branch 1 MSCEIT score of 86. He has already made changes to his behaviour in this area, now that he is aware of how often he misreads people.

The author believes that MSCEIT scoring helps people raise their well-being through developing increased awareness of their emotional intelligence and areas for change. Once a person's MSCEIT score is classified and interpreted using the *EASEQuadrant* Grid, he or she can begin to nurture and develop their emotional intelligence according to the eight stages of emotional leadership.

Specific examples of *how* to apply emotional intelligence abilities in every day living, according to each branch of the mental ability model of emotional intelligence, are provided in the following description of *EASEQuadrant*.

EASE:

E – Evaluate Perceptions (MSCEIT Branch 1 – Perceiving Emotion)

In this task a test taker is asked to identify how he or she felt based upon facial expressions and the extent to which images and landscapes expressed emotion. People who score low on perceiving emotion are not very capable of reading people. Such people often also score low on the self-management tasks because their inability to read people often means they cannot manage emotional situations.

People who receive low scores in perceiving emotion are often taken aback as it could mean a change in self-image is required, something people are initially reluctant to do. Such people can be egocentric and fixed in their "point of view". They need to ask themselves if there was ever a situation in which someone acted in a way he or she had failed to predict.

This may get the person to acknowledge that they have a need to change and develop this ability.

People who have strength in perceiving emotion are delighted to discover their "hidden asset" that may lead them into a new and exhilarating career, such as marketing, communications, counselling, and coaching, where their "hidden" emotional ability can be put to good use.

In stages one and two of *EASEQuadrant* individuals are assisted to **evaluate** their perceptions by learning to correctly perceive emotions (Branch 1: MSCEIT ability model of emotional intelligence).

A – Attend to Mood (MSCEIT Branch 2 – Using emotion to facilitate thought)

The two elements of this branch are the sensations (empathy) tasks and facilitation (moods) tasks. In the sensations (empathy) tasks of the test a person compares different emotions to different situations such as light, colour, and temperature. A high score here indicates one is able to generate a certain amount of emotion and then compare it to the sensory modalities in the task. A low score indicates a person has difficulty in generating emotions to compare and contrast with the sensory modalities. For example, you do not have a strong ability to generate empathy for someone who is feeling exhilarated at winning a senior position at work.

In the facilitation (moods) task an individual is assessed on her ability to generate a mood to assist and support thinking and reasoning. Strong performers can easily see the relevance of emotions to performance and motivation whereas those with low average abilities in this task are less able to generate the right mood to enhance performance, productivity, and teamwork.

People who are open to experience, those who are good at accessing emotions (that is, those who are empathetic), and those with a vivid imagination, often score very high on

facilitation (generating mood). People who block emotions, those who are emotionally constipated and generally fight against negative feelings, choose consciously or unconsciously to not feel, because it hurts too much (it is too painful), and are not able to generate mood. They are conscious of a feeling in their head and not in their body. Because the feeling is in their head they cannot generate emotion in their body. As a consequence, they tend not to feel much at all and score low on ability to generate empathy and mood to facilitate thinking and reasoning.

In chapters three and four of *Emotional Leadership. Using emotionally intelligent behaviour to enjoy a life of EASE* (Gosling & Gosling, 2004) the authors assist people to develop their ability to use emotion to facilitate thought. How emotion is generated and negative emotion reinforced and maintained by the inner voice is described. The concept of one's EAR-Identity is introduced to provide a model for understanding how a person appraises events that happen in life and the responses that are generated. The author emphasises the importance of a person gaining control over the "gap". Autonomic arousal felt in the body and how to move from anger to assertion and fear to appreciation using the 4-step cognitive framework is explained. This section ends with a review of an individual's self-concept inventory.

In stages three and four of *EASEQuadrant* participants are assisted to **affirm** their identity and behavioural choices by using emotion to enhance thinking and reasoning (Branch 2: MSCEIT ability model of emotional intelligence).

S – Strengthen Knowledge (MSCEIT Branch 3 – Understanding Emotion)

In this task a person is, firstly, asked to analyze blends of emotions for their parts and assemble simple emotions into compound emotions. For example, what emotions combine to form a feeling of contempt?

Secondly, individuals are assessed on their knowledge of emotional "chains"; how emotions transition from one to another. For example, how anger can change into rage.

A high score in this branch of the MSCEIT indicates high emotional insight, but does not necessarily indicate a strong ability to *feel* emotions (Branch 2). Someone with a low score in understanding emotional chains and blends will not pick up on cues from others and may find it difficult to read people (Branch 1). Alternatively, a woman who scores low on understanding emotions may perceive well that her partner is feeling depressed, yet be unable to understand why her partner is depressed. This person has little empathy (no awareness of the usual emotion likely to be experienced following a certain event) because she has difficulty understanding emotional chains and compound emotions. She believes that all people should respond to an event as she would.

In stages five and six of *EASEQuadrant* participants are taught chains and blends of emotions and reminded of the necessity to keep looking at things from a perspective other than you own. Individuals learn how to convert weaknesses and negatives in their self-concept inventory into affirmations by revising the way they think about an experience. Participants are taught the process of change and encouraged to build on their awareness by contrasting the Freudian non-biological model of personality to *EASEQuadrant* biological concept of EAR-Identity, unpacking one's negative jigsaw, practising affirmations, and acting with compassion.

Stages five and six of *EASEQuadrant* assist one to **strengthen** their understanding of emotions (Branch 3: MSCEIT ability model of emotional intelligence).

E – Enhance Relations (MSCEIT Branch 4 – Managing Emotions)

The emotion management tasks of Branch 4 measure one's ability to:

- a. Regulate a person's own emotion in decision making (self-management); and

- b. Incorporate emotions and the emotions of others into decision making that impact on other people (social management). Participants are assessed on how effective different actions would be in achieving an outcome involving other people.

a. Managing emotion in self (self-management):

In this task a person is asked to rate the effectiveness of alternative actions in achieving a certain result in situations where a person must regulate his or her own emotions.

Low score – Those who score low in self-management tasks are prone to misread a situation and blame out, blame others, feel a victim, feel others hurt them, get angry or withdraw, and want others to do something to make them feel better. Using the 4-step cognitive framework in *EASEQuadrant* will assist such a person to improve his or her self-management abilities by incorporating his or her own emotions into cognitive reframing and decision making.

High score – Those who score highly in self-management tasks take responsibility for their feelings know that despite emotional pain they can do something to make themselves feel better, and can think about an event from a number of different perspectives. Such a person is skilled at regulating his or her emotions to make well-balanced emotional decisions.

b. Managing emotion in others (social management):

In this task a person is asked to incorporate his or her own and others' emotions into decision making.

Low score – Those who score low in social management tasks may or may not be able to identify/empathise with another's emotions, but will react to another's emotion with self-judgement. Person A with low self-management abilities does not acknowledge or give permission for Person B to have the feeling. As a consequence, Person B does not feel emotionally safe with Person A, as Person B perceives Person A's reaction to be generally

unpredictable. People with low self-management task scores will find it difficult to problem solve effectively using the emotions of others.

High score – Those who score highly in social management tasks are able to empathise with another's feelings and have the ability to convey that understanding. They have strong interpersonal skills. Such a person allows another to have a negative emotion without taking it personally. They will encourage another to express or experience an emotion safely, that is, they will not judge the other person. A person with a high task score for social management will make optimal decisions that incorporate all elements of a problem, including recognising and using the emotions of others.

In stage seven and eight of *EASEQuadrant* participants are encouraged to sow emotional leadership; to trust in their emotional abilities and competencies to make no-lose decisions that will serve them, their partner, family, workmates, and community. Individuals need to define their path, give in to awareness, and make right choices. Work on the relationship cycle and ways to give and receive love in social relationships. Build trust using emotional intelligence for effective long-term business, professional and social relationships.

Stages seven and eight of *EASEQuadrant* assist one to **enjoy** a life of ease through regulating and incorporating emotions into decision making that involves yourself and other people (Branch 4: MSCEIT ability model of emotional intelligence).

For further information about the *EASEQuadrant* model, please contact Dr. Mike Gosling <www.mikegosling.com>.



Dr. Mike Gosling, Ph.D. – Emotional Leader Coach

Best known for creating *EASEQuadrant. A practical guide to behavior change*, Dr. Mike Gosling is an international speaker, author, executive coach and internet marketer. His programs are taught internationally and have been responsible for helping thousands of clients make significant positive, measureable, long-term behavioral change. Mike motivates successful CEOs, senior level executives, self-employed professionals, entrepreneurs, and other top achievers to become even better leaders. He helps you create your vision, build emotional skills, and maximize your potential.

Dr. Gosling is a high achiever and successful entrepreneur with a passion for helping you succeed as an effective emotional leader. He has developed strong alliances with the Marshall Goldsmith Partners network of international executive coaches in the USA, MHS Inc, Canada, and EBPsych and Genos EI in Australia. He is a leading expert on the MSCEIT™, EQ-i®, and Genos EI psychometric instruments used in the measurement of emotional intelligence. Dr. Gosling provides a licensing opportunity for corporate HR personnel, executives, and coaches who want to be trained and certified to present the *Emotional Leader Process* coaching system, taking people to a new level of success as emotional leaders. He also conducts corporate group training on *How To Lead With Emotional Intelligence* helping high potential leaders and others evaluate perceptions, attend to mood, strengthen emotional knowledge, and enhance relations in the workplace.

Dr. Gosling graduated with an MBA from The University of Adelaide. His Ph.D. with the University of South Australia investigated the concept of emotional intelligence in managers in Singapore. He is author of two books, *Emotional Leadership. Using emotionally intelligent behaviour to enjoy a life of EASE* (2004) and *Enjoy a life of EASE* (2005). He also writes the monthly newsletter *EmotionMatters* and informs corporate leaders on emotional intelligence through his *Executive EI Briefings*.

Areas of expertise:

- Keynotes on *EASEQuadrant* and *How To Lead With Emotional Intelligence* to executive/staff groups, schools, public workshops, and international conferences.
- Personal coaching of CEOs and senior level executives in eight emotional wealth habits to help them achieve and sustain positive, long-term, behavioral growth.
- Coaching individuals and groups online using webconferencing and digital media at www.EmotionalLeader.com
- Providing high value emotional intelligence development consultations to international personal clients to increase emotional intelligence practice.
- Building www.EmotionalWealthAcademy.com – An online community with tips, tools, resources, mindsets, and behaviors to accelerate your emotional wealth.

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