Emotional Intelligence (EQ) is now an established concept that is frequently applied alongside type instruments for personal development and change. Connections made between the two approaches have tended to look at the overlap between EQ scales and type preferences (Armstrong, 2002; Higgs, 2001; Pearman, 2002) but no theoretical link explaining how they are related has yet been made.

In this article, I will map the framework of EQ onto the Jungian type preferences and show how type dynamics may indicate a possible order of strength in the four parts of EQ. But there are two core differences between EQ and type: EQ is about competence while type is about preference, and EQ is changeable while type is constant. This leads us to explore how Emotional Intelligence and type are interdependent; when used in combination, they can provide a more powerful approach for personal development.

The theoretical link

The EQ framework, shown in Figure 1 below, consists of four parts: Self Awareness (SA), Other Awareness (OA), Self Management (SM), and Relationship Management (RM). The arrows indicate how they are related, with the cornerstone to EQ being SA. This framework is largely consistent across EQ theorists (Bar-On, 1997; Goleman, 1995; Maddocks & Sparrow, 2000).

The framework may be separated left from right. On the left there is Intrapersonal EQ which is picking up what is going on inside of us (SA) and doing what we need to do about it (SM), and on the right is Interpersonal EQ which is picking up what is going on in other people and between people (OA) and doing what we need to do about that (RM).

In broad terms, there are obvious similarities here to the Extraverted-Introverted attitudes of type theory. Introverts are more oriented towards the left side (Intrapersonal EQ) and extraverts to the right side (Interpersonal EQ). The second way in which this framework may be divided is by top and bottom. At the top, we have the two Awareness parts (SA and OA) and on the bottom we have the Management parts (SM and RM).

Again, there are clear similarities here with the Jungian Functions. The Perceiving functions are related to the top half of how we take in information (Awareness) and the Judging functions are related to the bottom half of how we decide and act upon our perceptions (Management).

Having made these conceptual links, it is possible to assign the eight Jungian
preferences within the EQ framework as illustrated in Table 1.

For example, Introverted Sensing would lie top (Perceiving function) left (Introverted attitude), under the SA part of the EQ framework.

If we assume this link exists between EQ and type theory, as described in the box, what then are the practical implications? To answer this question, we need to understand how EQ and type differ and that we are not just replicating one theory with a different nomenclature.

Table 1. Jungian Preferences within the EQ Framework

<table>
<thead>
<tr>
<th>EQ components: Jungian Attitudes:</th>
<th>Intrapersonal</th>
<th>Interpersonal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jungian Perceiving Functions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Awareness</td>
<td>Introversion</td>
<td>Extraversion</td>
</tr>
<tr>
<td>Introverted Sensing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introverted Intuition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introverted Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introverted Feeling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraverted Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extraverted Feeling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Difference 1: Type is fixed, EQ is changeable.

Type theory assumes that a person’s type preferences are innate and do not change, although it can be enhanced or impeded by upbringing and the environment. EQ, on the other hand, consists of attitudes, habits, and skills which are acquired through experience and, therefore, are changeable.

Difference 2: Type is a preference, EQ is a competence.

While type theory provides a model for understanding individual differences, it does not suggest that any particular type is better or more competent than another type. EQ, on the other hand...

“Feelings about thinking” refers to using our intuitive bodily sense to advise our thinking, e.g. when we do something because it seems logically right, yet our body tells us it feels wrong. In turn, feelings are largely determined by our attitudes (innate knowledge and learnt experiences). This happens through a process of pattern matching (Griffin, 1997) whereby new stimuli are recognised and matched against existing metaphorical patterns which are then tagged with an emotion. This takes place within the deeper and more primitive limbic brain, the emotional tag is transmitted up to the neocortex (i.e. the thinking and more conscious parts of the brain) and experienced throughout the body as emotions/feelings.

So there is communication between the body (our physiology), the thinking brain, and the feeling brain. However, as the brain evolved from the deeper primitive parts outwardly, there are fewer connections downwards from thinking to feelings than upwards from feelings to thinking (Ledoux, 1998). This explains why it can be so difficult to think and reason ourselves out of strong emotional responses such as phobias and trauma, why effective cognitive strategies require calming down the emotional brain first, and why many thinking disorders are in fact the categorical thinking characteristic of the emotional brain.

Patterns or attitudes are therefore the core to how we feel, think, and behave. We have identified nine core humanistic attitudes which are determinants of EQ and fit well within the philosophy of type theory, e.g. ‘People are different’ and ‘All people have the natural tendency towards growth and health’. My view is that individuals who hold these attitudes will more easily develop their EQ and use of their psychological types.
hand, does emphasise the difference between better and worse EQ scale scores.

The practical implications

There are two main ways of considering the relationship between EQ and type. First, type will influence the development of EQ; second, EQ will influence the development of type.

I would suggest that type and EQ are interdependent, that EQ influences the effectiveness with which type is applied, and type influences the ease with which different aspects of EQ are learnt. We can now go on to consider both of these hypotheses.

Hypothesis 1: Personality type influences how we develop our EQ

One way to explore this relationship would be to see if type dynamics predict an order of strengths in the corresponding parts of the EQ framework. Harold Grant's convention that the tertiary is used in the same attitude as the dominant will be used here. For example, based on the links we have already made between the EQ framework and type, an INFP would have the following order of strengths in EQ:

Table 2 shows the dynamic order and link to EQ for each of the personality types. For example I—J types would have dominant Introverted Sensing or Introverted Intuition; these functions correspond with the SA part of the EQ framework.

Incidentally, we can see from this analysis that the dominant and auxiliary of each type link to both an Awareness and Management part as well as to an Intrapersonal and Interpersonal part of the EQ framework. Similar to type theory, it is important for EQ development that a person does not get locked into their Management without Awareness (judgment without perception, in type terms) or Awareness without Management (perception without judgment).

Based on the type dynamics model, we would anticipate that the EQ component linked to the dominant function will be more easily developed, followed by the EQ component linked to the auxiliary function, etc. For example, an ISTP would have the following predicted order of EQ development: SM, OA, SA, RM. The implication is that by using type dynamics, we can identify how easy or difficult it may be for an individual to develop each component of their EQ competence. Knowledge of type would therefore be a useful tool for those seeking to develop their EQ. (See box next page.)

Although these links may exist between the type dynamics model and the EQ framework, we also find it useful to consider each of the four components to EQ (SA, OA, SM, RM) as independent elements that may be higher or lower rather

<table>
<thead>
<tr>
<th>Dynamic</th>
<th>Type Preference</th>
<th>Emotional Intelligence Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominant</td>
<td>Introverted Feeling</td>
<td>Self Management (SM)</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>Extraverted Intuition</td>
<td>Other Awareness (OA)</td>
</tr>
<tr>
<td>Tertiary</td>
<td>Introverted Sensing</td>
<td>Self Awareness (SA)</td>
</tr>
<tr>
<td>Inferior</td>
<td>Extraverted Thinking</td>
<td>Relationship Management (RM)</td>
</tr>
</tbody>
</table>

Table 2. Dynamic Order and Link to EQ

<table>
<thead>
<tr>
<th>Type</th>
<th>Dom</th>
<th>Aux</th>
<th>Ter</th>
<th>Inf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 — J</td>
<td>EQ pattern</td>
<td>SA</td>
<td>RM</td>
<td>SM</td>
</tr>
<tr>
<td></td>
<td>Jungian function</td>
<td>Si/Ni</td>
<td>Te/Fe</td>
<td>Ti/Fi</td>
</tr>
<tr>
<td>1 — P</td>
<td>EQ pattern</td>
<td>SM</td>
<td>OA</td>
<td>SA</td>
</tr>
<tr>
<td></td>
<td>Jungian function</td>
<td>Ti/Fi</td>
<td>Se/Ne</td>
<td>Si/Ni</td>
</tr>
<tr>
<td>E — P</td>
<td>EQ pattern</td>
<td>OA</td>
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</tr>
</tbody>
</table>
Example description of an ISTP and their Emotional Intelligence:

Higher Self Management but lower Self Awareness indicates this person may follow a set of automatic habits and attitudes in his/her life which, on the surface, are quite effective, but may not meet the individual’s real needs in the longer run. An example of this is a person who meets others’ expectations of them rather than being in touch with their own wants. In type terms, this person may not be using their Introverted Sensing and Intuition sufficiently to provide the inner feedback about what is important to them.

Higher OA and lower RM indicate this person is aware of others and their relationships but does not act upon this information. There are several reasons for this, such as having an overly suspicious view of others (their OA may in fact be distorted), having a lack of social confidence, and poor basic interpersonal skills. Through the type lens, this person may not be applying their Extraverted Feeling to help support them in managing relationships. Their higher SM and lower RM suggests they may be more effective at managing themselves than relationships with others which may reflect an underpinning attitude of high self regard and lower regard for others.

It is worth noting here that EQ interpretations are more evaluative than type descriptions and therefore provide a different set of interpretations to be explored with the client.

than hold to a specific pecking order. If we were to classify each EQ component either high or low there would be a total of 16 combinations or EQ types. We do not presume that these will necessarily relate to the 16 MBTI® types, but this would be an interesting area for further exploration.

Hypothesis 2: Emotional Intelligence influences how we apply and develop our personality type.

Based on the links we made between the EQ framework and type theory, and the fundamental differences between type and EQ, we would assert that EQ largely influences how effectively we learn to apply our personality type. For example, an emotionally intelligent Introvert would have developed the attitudes, skills, and habits to be interpersonally effective, i.e. to use their less preferred Extraverted attitude. Equally, an emotionally unintelligent Introvert may have poor interpersonal behaviour (underdeveloped Extraverted attitude) because they lack the necessary attitudes, skills, and habits.

The proposal here is that to be a fully functioning personality, we must apply EQ so as to develop our type preferences and non-preferences. How we do this is broadly explained by our definition of EQ (using thinking about feelings and feelings about thinking) to guide our behaviour. More specifically, we can identify several aspects of EQ that relate to each of the EQ components (and therefore to the type functions) that are developable.

The proposal here is that to be a fully functioning personality, we must apply EQ so as to develop our type preferences and non-preferences.
Case Study

Here is an example of how an individual’s EQ profile, from the IE questionnaire (Maddocks & Sparrow, 2000), may be used to inform type development.

An ESFP client reported a specific concern that she lacked assertiveness. The EQ profile identified three particularly low scores: Personal Power (the degree to which a person is in charge of and takes responsibility for outcomes in life), Goal Directedness (the degree to which a person relates his/her own behaviour to long-term goals) and Self Awareness (the degree to which a person is in touch with his/her body, feelings, and intuitions).

From this profile, we identified specific objectives and strategies to improve her assertiveness including:

- **Self Awareness** - learning her patterns of feelings and behaviour: e.g., when she says ‘yes’ but feels ‘no’.
- **Goal Directedness** - developing impulse control: knowing what she wants, having clear intentions, and not being distracted from them.
- **Personal Power** - learning how to ask for what she wants.

The client also used two of her high scoring scales as a resource:

- **Flexibility**: trying out different approaches and giving it a go.
- **Personal openness**: seeking support of others to meet her objectives.

The purpose of an EQ intervention is usually to help individuals become more aware of their emotional state, identify unhelpful attitudes, and adopt new habits of behaviour. Combined with an understanding of type, EQ can help clients better understand why they may typically feel and behave as they do, and what they can do about it.

For example, Introverted Thinking which links to the SM part of EQ may include:

- motivating yourself
- emotional resilience
- inner confidence, and
- managing your emotions.

Being able to measure and develop these aspects of EQ, and link them directly with type functions, gives the user more options for what and how to develop their type. A main benefit, therefore, in using EQ alongside type is that it provides a measure of performance which helps us identify how effectively a person uses their personality type. The links we have made between the two models make it possible to help the type user to see how effectively they are in applying each of their type preferences and how to make improvements. In effect, a valid EQ measure can provide a useful indication of type development. (See Case Study above.)

Type and EQ models are closely linked, yet retain fundamental differences, which is what makes them so valuable when applied in combination. They are interdependent: EQ helps us to manage our personality and measure our type development, and type provides a model for understanding how best we can apply our EQ. As a practitioner, my experience has been that using type and EQ together provides a more complete picture and helps individuals know how to develop and use their personality.

In comparison to type theory, EQ is relatively new. Its emergence reflects a greater appreciation for the importance of emotions in our daily and working lives as well as a better understanding of how they affect our thinking and behaviour, largely resulting from the great advances made in brain science. These advances should be embraced and integrated with more established models such as type theory. We hope that some of the ideas in this article will encourage further thinking and links between EQ and type with particular emphasis on:

- Scientific research to test the conceptual links between type and EQ.
- Brain science research linking emotions, thinking, behaviour, and type.
- Development of practical methods for using EQ to develop type, and type to develop EQ.

References


