Recent research conducted by neurologists and educators shows a strong link between emotion and reason. The role of emotion has been addressed in various ways in the fields of adult education and training, career education and development, and career and technical education (CTE). The term "emotional intelligence" (EI) is generally used to describe the ability to process, understand, and use emotions effectively. In the fields of training, career development, and CTE, EI has been connected to job skills training, leadership development, team development, and organizational development and learning. The need to connect the emotional to other domains or skills and competencies under development is an underlying theme in the literature on EI. In adult education, "emotional intelligence and intuitive understanding" has been identified as an alternative form of thinking that stands in contrast to the traditional rational forms of intelligence and understanding. Research has demonstrated how ignoring or attending to emotions can affect the outcomes of training. The career development literature has connected emotion to career change, career interventions, and job search. Additional exploration and development of the question of how emotions affect learning in adult education, career education, and CTE is clearly needed. (A 22-item annotated bibliography constitutes approximately 75% of this document.) (MN)
Effect of Emotions on Learning in Adult, Career, and Career–Technical Education
Trends and Issues Alert No. 43

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In education, as in many other fields, the rational mode of thinking has tended to prevail; thus, the role of emotions in learning has been largely ignored until recently. "But, recent research conducted by neurologists and educators shows a strong link between emotion and reason, feelings and thoughts—thereby disproving the adage that emotion is the enemy of reason." (Weiss 2000, p. 45). In the fields of adult education and training, career education and development, and career and technical education, the role of emotion has been addressed in a variety of ways. This Alert examines some of the trends and issues associated with the literature and provider resources for further information.

Emotional intelligence (EI), a concept that was popularized by Goleman (1995), is generally used to describe the ability to process, understand, and use emotions effectively (Cobb and Mayer 2000). In the fields of training, career development, and career-technical education, EI has been connected to job skills training (Houghomon and Proscio 2001), leadership development (Dearborn 2002), team development (Druskat and Wolf 2001), and organizational development and learning (Callahan and McComly 2001; Gabriel and Griffiths 2002). An underlying theme in the literature on EI is the need to connect the emotional to other domains or skills and competencies under development.

In adult education, the role of emotions in adult learning is an area that has received attention, particularly as contrasted to rational and instrumental ways of learning. Both Dwyer (2000) and Taylor (1996) counter the prevailing views of transformative learning that emphasize rational and cognitive processes by highlighting the part played by emotions in transforming meaning perspectives. Leestatter (2001) identifies the characteristic "emotional intelligence and intuitive understanding" as an alternative form of thinking, which is contrasted with the traditional rational forms.

How emotions affect training has been described by Dwyer (2001) and Short (2001). Using two training programs as examples, Short demonstrates how ignoring or attending to emotions can affect the outcome of training, whereas Dwyer argues for the inclusion of new ideas such as EI in training. Career development literature has connected emotion to career change (Chope 2001), career interventions (Kidd 1998), and job search (Linnehan and Blau 1998).

Other than contrasting views of learning that incorporate emotions with the more dominant, rational views of learning, few issues related to the effect of emotions on learning appear in the literature of adult, career, and career-technical education. Gabriel and Griffiths (2002) warn that in the rush to "harness emotion to increase work motivation," organizations may overlook the fact that many emotions arise from the unconscious and are resistant to learning (p. 214). Clearly, the effect of emotions on learning is an area that needs further exploration and development.

Resources


A study of nursing department employees of a small rural hospital revealed that emotional intelligence was positively related to career commitment but not to organizational commitment.


Approaches to the study of emotional behavior in organizations are examined including the interconnection of objective-subjective and emergent-managed continua regarding emotional behavior. Four overlapping approaches (functionalist, interpretivist, dialectic deconstructionist, structural deterministic) to emotional behavior practical interventions are presented.


Emotions associated with rapid changes in today's job market can affect job search, job change, and the process of job placement. Strategies for dealing with the variety of emotions are suggested for career counselors as well as for job seekers.


Two models of emotional intelligence exist. The ability model defines EI as a set of abilities and makes claims about the importance of emotional information and potential uses of reasoning well with that information. The mixed model mixes EI as an ability with social competencies, traits, and behaviors and makes claims about how this intelligence can lead to success.


In this interview, Edgar H. Schein explains why anxiety associated with learning interferes with the development of learning organizations. Both learning anxiety and survival anxiety are associated with learning.


Emotional intelligence is linked to leadership training as a means of addressing failures in traditional leadership development programs. Accepting the relationship between emotional domains and the skills and competencies needed for leadership is necessary for developing effective learning strategies in leadership development.

Dirks, K. M. Transformative Learning and the Journey of Individualization. ERIC Digest no. 223. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, the Ohio State University, 2000. (ED 448305) http://ericcave.org/digests.asp

The deeper emotional and spiritual dimensions of learning that many have suggested are underdeveloped in conceptions of transformative learning are explored.


Individual emotional intelligence has a group analog that is just as critical to the effectiveness of groups. Teams can boost their overall
performance by developing greater emotional intelligence by paying
tention to the emotions of its members, its own group emotions or
moods, and the emotions of groups and individuals outside of its bound-
aries.

Dwyer, B. "Successful Training Strategies for the Twenty-first Cen-
tury: Using Recent Research on Learning to Provide Effective Train-
ing Strategies." *International Journal of Educational Management*
15, no. 6 (2001): 312-318.

Training models should be examined to ensure that they embrace
brain-based learning and multiple and emotional intelligence and bring
the training environment an attitude that provides an understand-
ing, empathy, and respect for all learners.


Using social constructionist and psychoanalytic ideas, the authors ar-
gue that the management of emotions in organizations is problematic and
precarious. Some emotions may be contained or redirected but
many arise from deeper unconscious sources and are impervious to
learning.


The concept of emotional intelligence was popularized through this
book. In addition to describing EI, the author shows how it can be
applied in areas such as relationships and education.

Houghton, T., and Proscio, T. *Hard Work on Soft Skills: Creating a
"Culture of Work" in Workforce Development*. Philadelphia, PA:
pdffiles/softskills.pdf

Four work force development programs are described. The focus is on
how they cultivate emotional intelligence or soft skills such as cour-
tesy, teamwork, and self-control. Some general lessons and principles about
the culture of work conclude the publication.

Jaeger, A. J. "Job Competencies and the Curriculum: An Inquiry into
Emotional Intelligence in Graduate Professional Education," Un-
(ED 465 341)

A study to investigate the role of emotions in graduate studies found
that those students whose curriculum included emotional intelligence
significantly improved their EL.


Argues for a greater emphasis on the role of emotions in career deve-
lopment and shows how the literature on emotion at work can be
applied to extend career theory and the theory informing career inter-
ventions.

Labouvie-Vief, G. "Emotion, Thought, and Gender." In *Handbook of
Emotion, Adult Development, and Aging*, edited by C. Magai and

Two modes of thinking—rational and non-rational—are discussed.
Rather than thinking of the modes as oppositional, the author suggests
viewing them as interacting with and mutually informing each other.
As adult development progresses, rational structures can embrace and
contain emotions that at less developed levels could not have been
integrated and rational structures can inform emotions.

Leicester, M. "Two Decades of Feminist Thought—and Beyond." *International Journal of Lifelong Education* 20, no. 1-2 (January-

Emotional intelligence and intuitive understanding are among seven
characteristics identified from a review of two decades of feminist
writing in adult education. Although the dominant mode of thought
has emphasized rational or instrumental forms, alternative ways of
thinking include intuition, metaphor, and emotion as means of mak-
ing valid judgments.

Linnenbrink, E., and Blau, G. "Exploring the Emotional Side of Job Search
Behavior for Younger Workforce Entrants." *Journal of Employ-
ment Counseling* 33, no. 3 (September 1998): 98-113.

A study of younger (ages 18-23) work force entrants found empirical
support for two distinct types of job search behavior: detached and
interactive. The two dimensions seemed to represent different levels of
emotional involvement in the job search process.

Mayer, J. D.; Caruso, D. R.; and Salovey, P. "Emotional Intelligence
Meets Traditional Standards for an Intelligence." *Intelligence* 27,

An intelligence must meet several standard criteria before it can be
considered scientifically legitimate. Results of two studies—one of adults
and one of adolescents—revealed that emotional intelligence as mea-
sured by the Multi-factor Emotional Intelligence Scale meets the clas-
scial criteria of a standard intelligence.


Two bodies of writing on emotional intelligence are discussed as illus-
trative of recent theorizing on EI, and conceptual and measurement
problems presently challenging the usefulness of the EI construct are
discussed.

Short, D. C. "Analyzing Training from an Emotions Perspective." In
"Emotional and Behavior in the Workplace. Symposium 2." *Acad-
emy of Human Resource Development (AHRD) Proceedings*,
Tulsa, OK, February 28-March 4, 2001, edited by O. A. Aliaga-
Baton Rouge, LA: Academy of Human Resource Development,
2001. (ED 453 437)

Empirical and theoretical literature on emotions is used to analyze
incidents in the training context as a means of improving understand-
ing the role of emotions in training. Training is not solely a rational
process and emotions can both support and hinder the performance of
trainees and the trainer, the learning that takes place, and the effec-
tiveness of course design.

Taylor, E. W. "Rationality and Emotions in Transformative Learning
Theory: A Neurobiological Perspective." In *37th Adult Education
Research Conference Proceedings, Tampa, Florida, May 16-19,
1996*, compiled by H. Reno and M. Witte. Tampa: University of
South Florida, 1996. (ED 419 087)

This paper supports the criticism of transformative learning as a rati-
onally driven process by exploring the emotional nature of rationality
from the field of neurobiology. A physiological explanation of the inter-
dependent relationship of emotion and reason is offered. The findings
encourage the promotion of emotional literacy in the practice of trans-
formative learning.


Recent research conducted by neurologists and educators shows a
strong link between emotion and reason, feelings and thoughts. The
more emotionally engaged a learner is, the more likely he or she is to
learn.

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