Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.¹ There are three models of EI. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information and use it to navigate the social environment.² The trait model as developed by Konstantin Vasily Petrides, "encompasses behavioral dispositions and self perceived abilities and is measured through self report".³ The final model, the mixed model is a combination of both ability and trait EI. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman.⁴

Studies have shown that people with high EI have greater mental health, exemplary job performance, and more potent leadership skills.⁵ Markers of EI and methods of developing it have become more widely coveted in the past few decades.⁶ In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence.⁷
Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of EI was revised to "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth." However, after pursuing further research, their definition of EI evolved into "the capacity to reason about emotions, and of emotions, to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one’s own emotions. Perceiving emotions represent a basic
2. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving.

3. **Understanding emotions** – the ability to comprehend emotion language and to appreciate complicated relationships among emotions.

4. **Managing emotions** – the ability to regulate emotions in both ourselves and in others.

![Figure-1 Showing Emotional Quotient of ability model](image)

**Measurement**

The current measure of Mayer and Salovey's model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items. Consistent with the model's claim of EI as a type of intelligence, the test is modeled on ability-based IQ tests. By testing
a person's abilities on each of the four branches of emotional intelligence, it generates scores for each of the branches as well as a total score.

Central to the four-branch model is the idea that EI requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. The MSCEIT can also be expert-scored, so that the amount of overlap is calculated between an individual's answers and those provided by a group of 21 emotion researchers.13


1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill – managing relationships to move people in the desired direction
4. Empathy - considering other people's feelings especially when making decision
5. Motivation - being driven to achieve for the sake of achievement.

Figure-2 showing Golemans’ Emotional Competencies

Goleman\textsuperscript{16} includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology"\textsuperscript{17} (Mayer, Roberts, & Barsade, 2008).\textsuperscript{18,19,20}
PERSONALITY

**Personality psychology** is a branch of psychology that studies personality and its variation between individuals. Its areas of focus include:

- Construction of a coherent picture of the individual and their major psychological processes
- Investigation of individual psychological differences
- Investigation of human nature and psychological similarities between individuals

Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviors consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress.⁴¹

The study of personality has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological behaviorist, evolutionary and social learning perspective.⁴² However, many researchers and psychologists do not explicitly identify themselves with a certain perspective and instead take an eclectic approach. Research in this area is empirically driven, such as dimensional models, based on multivariate...
statistics, such as factor analysis, or emphasizes theory development, such as that of the psychodynamic theory. There is also a substantial emphasis on the applied field of personality testing. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in abnormal psychology or clinical psychology.

PERSONALITY THEORIES

The study of personality is based on the essential insight that all people are similar in some ways, yet different in others. There have been many different definitions of personality proposed. However, many contemporary psychologists agree on the following definition:

Personality is that pattern of characteristic thoughts, feelings, and behaviors that distinguishes one person from another and that persists over time and situations.

Evolutionary theory

Charles Darwin is the founder of the theory of the evolution of the species. The evolutionary approach to personality psychology is based on this theory. This theory examines how individual personality differences are based on natural selection. Through natural selection organisms change over time through adaptation and selection. Traits are developed and certain genes come
into expression based on an organism's environment and how these traits aid in an organism's survival and reproduction.

**Genetic basis of personality**

Ever since the Human Genome Project allowed for a much more in-depth understanding of genetics, there has been an ongoing controversy involving heritability, personality traits, and environmental vs. genetic influence on personality. The human genome is known to play a role in the development of personality.

**Behaviorist theories**

Behaviorists explain personality in terms of the effects external stimuli have on behavior. The approaches used to analyze the behavioral aspect of personality are known as behavioral theories or learning-conditioning theories. These approaches were a radical shift away from Freudian philosophy. One of the major tenets of this concentration of personality psychology is a strong emphasis on scientific thinking and experimentation. This school of thought was developed by B. F. Skinner who put forth a model which emphasized the mutual interaction of the person or "the organism" with its environment. Skinner believed children do bad things because the behavior obtains attention that serves as a reinforce.
Trait theories

According to the Diagnostic and Statistical Manual of the American Psychiatric Association, personality traits are "enduring patterns of perceiving, relating to and thinking about the environment and oneself that are exhibited in a wide range of social and personal contexts." Theorists generally assume that a) traits are relatively stable over time, b) traits differ among individuals, and c) traits influence behavior. They consistently are used in order to help define people as a whole. Traits are relatively constant; they do not usually change. Traits are also bipolar; they vary along a continuum between one extreme and the other (e.g. friendly vs. unfriendly).25

Type theories

Personality type refers to the psychological classification of different types of people. Personality types are distinguished from personality traits, which come in different degrees. For example, according to type theories, there are two types of people, introverts and extroverts. According to trait theories, introversion and extroversion are part of a continuous dimension with many people in the middle. The idea of psychological types originated in the theoretical work of Carl Jung,26 specifically in his (1921) Psychological Types and William Marston.27
Type A and Type B personality theory: During the 1950s, Meyer Friedman and his co-workers defined what they called Type A and Type B behavior patterns. They theorized that intense, hard-driving Type A personalities had a higher risk of coronary disease because they are stress. Type B people, on the other hand, tended to be relaxed, less competitive, and lower in risk. There was also a Type AB mixed profile.

Psychoanalytic theories

Psychoanalytic theories explain human behavior in terms of the interaction of various components of personality. Sigmund Freud was the founder of this school of thought. Freud drew on the physics of his day (thermodynamics) to coin the term psychodynamics. Based on the idea of converting heat into mechanical energy, he proposed psychic energy could be converted into behavior. Freud's theory places central importance on dynamic, unconscious psychological conflicts.28

Freud divides human personality into three significant components: the id, ego, and super-ego. The id acts according to the pleasure principle, demanding immediate gratification of its needs regardless of external environment; the ego then must emerge in order to realistically meet the wishes and demands of the id in accordance with the outside world, adhering to the reality principle. Finally, the superego (conscience) inculcates moral judgment and societal rules upon the ego, thus forcing the demands of the id to
be met not only realistically but morally. The superego is the last function of the personality to develop, and is the embodiment of parental/social ideals established during childhood. According to Freud, personality is based on the dynamic interactions of these three components.\textsuperscript{29}

**Social cognitive theories**

In cognitive theory, behavior is explained as guided by cognitions (e.g. expectations) about the world, especially those about other people. Cognitive theories are theories of personality that emphasize cognitive processes, such as thinking and judging.

Albert Bandura, a social learning theorist suggested the forces of memory and emotions worked in conjunction with environmental influences. Bandura was known mostly for his "Bobo Doll experiment". During these experiments, Bandura video taped a college student kicking and verbally abusing a bobo doll. He then showed this video to a class of kindergarten children who were getting ready to go out to play. When they entered the play room, they saw bobo dolls, and some hammers. The people observing these children at play saw a group of children beating the doll. He called this study and his findings observational learning, or modeling.
Humanistic theories

Humanistic psychology emphasizes that people have free will and that this plays an active role in determining how they behave. Accordingly, humanistic psychology focuses on subjective experiences of persons as opposed to forced, definitive factors that determine behavior. Abraham Maslow and Carl Rogers were proponents of this view, which is based on the "phenomenal field" theory of Combs and Snygg (1949). Rogers and Maslow were among a group of psychologists that worked together for a decade to produce the Journal of Humanistic Psychology. This journal was primarily focused on viewing individuals as a whole, rather than focusing solely on separate traits and processes within the individual.

Bio psychological theories

Biology plays a very important role in the development of personality. The study of the biological level in personality psychology focuses primarily on identifying the role of genetic determinants and how they mold individual personalities. Some of the earliest thinking about possible biological bases of personality grew out of the case of Phineas Gage. In an 1848 accident, a large iron rod was driven through Gage's head, and his personality apparently changed as a result, although descriptions of these psychological changes are usually exaggerated.
Job performance and emotional intelligence

Research of EI and job performance shows mixed results: a positive relation has been found in some of the studies, in others there was no relation or an inconsistent one. This led researchers Cote and Miners (2006) to offer a compensatory model between EI and IQ, that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance (Petrides, Frederickson, & Furnham, 2004). The results of the former study supported the compensatory model: employees with low IQ get higher task performance and organizational citizenship behavior directed at the organization, the higher their EI.

A meta-analytic review by Joseph and Newman also revealed that both Ability EI and Trait EI tend to predict job performance much better in jobs that require a high degree of emotional labor (where 'emotional labor' was defined as jobs that require the effective display of positive emotion). In contrast, EI shows little relationship to job performance in jobs that do not require emotional labor. In other words, emotional intelligence tends to predict job performance for emotional jobs only.
A more recent study suggests that EI is not necessarily a universally positive trait. They found a negative correlation between EI and managerial work demands; while under low levels of managerial work demands, they found a negative relationship between EI and teamwork effectiveness. An explanation for this may suggest gender differences in EI, as women tend to score higher levels than men. This furthers the idea that job context plays a role in the relationships between EI, teamwork effectiveness, and job performance.

Organization both IT and NON-IT have to manage change in an effective way. Emotional Intelligence plays an important role in helping the managers and employees to cope with this dynamic change in the business environment. Dalip Singh, (2001)\(^{37}\) mentioned that application of emotional intelligence supports the managers and employees to recognize and understand emotions and using emotional intelligence to manage oneself and his/her relationship with others. The application of emotional intelligence in the organization includes the areas like personnel selection, development of employees, teams and the organization. The organizations must coach their employees in developing their interpersonal skills and coach them to perform effectively on the job with other employees in the organization. (Reuven Bar-On et al, 2007).\(^{38}\) Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Management of emotional intelligence by the team members will
help in developing interpersonal skills of the team members. Organization’s to be successful, need to develop employee’s emotional intelligence skills to work effectively in the organization. (Bob Wall, 2008).39

There has been an increase in interest in ‘emotional intelligence’ within the Indian organization system in recent years. This increase has been attributed to the popularization of the construct of emotional intelligence in the research area. The promotion of emotional development in corporate organizations assumes that the ability to regulate emotions is a positive trait, which is associated with positive workplace performance. There is however, currently, little evidence to support the existence of such a relationship. The aim of the current study was to explore the relationship between emotional intelligence, personality traits and workplace performance among corporate executives

**EQ and Personality**

In psychology, personality refers to the emotion, thought, and behavior patterns unique to an individual. Personality influences one's tendencies, such as a preference for introversion or extroversion. Like Intelligence Quotient (IQ), personality cannot be used to predict EQ. However, as EQ can identify both the biases and clarity in one's thinking patterns that allow them to make good sound decisions, personality only refers to the biases in the behaviors themselves.

Personality tests typically only distinguish four categories of temperament but do not distinguish which melancholy person is actually high in
ambition. For example, business people know that they want an extrovert to fill the sales position, but they cannot tell from a temperament test which ones will be persistent from those who will be insistent. It is desirable for salespeople to have persistence, which allows them to have the energy, drive, and thick skin to develop and close new business. Less effective, however are insistent salespeople who 1) turn off prospective buyers because they are too pushy, and 2) cannot give up on a prospect who is not going to buy when they could be focusing their efforts on more promising opportunities.

An employee with a "good" personality may be fun, social, energetic, and outgoing. However, having a "good" personality doesn't necessarily equate to success in the workplace. A "good" personality tells nothing about the fact that the employee can also make errors in judgment due to lack of "clarity" when making decisions within their own biases. This is why people with varying personality styles can successfully perform the same job. It boils down to their ability to exercise clear and sound judgment in those situations their job/role presents on a regular basis.

An employee with high emotional intelligence can manage his or her own impulses, communicate with others effectively, manage change well, solve problems, and use humor to build rapport in tense situations. These employees also have empathy, remain optimistic even in the face of adversity, and are gifted at educating and persuading in a sales situation and resolving customer
complaints in a customer service role. This "clarity" in thinking and "composure" in stressful and chaotic situations is what separates top performers from weak performers in the workplace.

**EQ Competencies that Correlate to Workplace Success**

The following outlines a set of five emotional intelligence competencies that have proven to contribute more to workplace achievement than technical skills, cognitive ability, and standard personality traits combined.

**Intuition & Empathy.** Awareness of others' feelings, needs, and concerns. This competency is important in the workplace for the following reasons.

- Understanding others: an intuitive sense of others' feelings and perspectives, and showing an active interest in their concerns and interests
- Customer service orientation: the ability to anticipate, recognize, and meet customers' needs
- People development: ability to sense what others need in order to grow, develop, and master their strengths
- Leveraging diversity: cultivating opportunities through diverse people
Political Acumen & Social Skills. Competency is important in the workplace for the following reasons.

- Influencing: using effective tactics and techniques for persuasion and desired results
- Communication: sending clear and convincing messages that are understood by others
- Leadership: inspiring and guiding groups of people
- Change catalyst: initiating and/or managing change in the workplace
- Conflict resolution: negotiating and resolving disagreements with people
- Building bonds: nurturing instrumental relationships for business success
- Collaboration and cooperation: working with coworkers and business partners toward shared goals
- Team capabilities: creating group synergy in pursuing collective goals
**Self Awareness.** Knowing one's internal states, preferences, resources, and intuitions. This competency is important in the workplace for the following reasons.

- Emotional awareness: recognizing one's emotions and their effects and impact on those around us
- Accurate self-assessment: knowing one's strengths and limits
- Self-confidence: sureness about one's self-worth and capabilities

**Self Regulation.** Managing one's internal states, impulses, and resources. This competency is important in the workplace for the following reasons.

- Self-control: managing disruptive emotions and impulses
- Trustworthiness: maintaining standards of honesty and integrity
- Conscientiousness: taking responsibility and being accountable for personal performance
- Adaptability: flexibility in handling change
Innovation: being comfortable with an openness to novel ideas, approaches, and new information

**Self Expectations & Motivation.** Emotional tendencies that guide or facilitate reaching goals. This competency is important in the workplace for the following reasons.

- Achievement drive: striving to improve or meet a standard of excellence we impose on ourselves
- Commitment: aligning with the goals of the group or organization
- Initiative: readiness to act on opportunities without having to be told
- Optimism: persistence in pursuing goals despite obstacles and setbacks

**Emotional Intelligence's Impact on the Bottom Line**

To date, many companies have focused their selection criteria and training programs on hard skills (e.g., technical expertise, industry knowledge, education) and the assessment of personality traits. Topics including competencies like stress management, assertiveness skills, empathy, and political/social acumen were never measured in the selection process or focused on in training and development programs. In reality, these are critical success
factors that should not be dismissed, and have a direct impact on the bottom line.

Studies have been done on possible ways that a high or low EQ might affect a person’s abilities to perform under pressure, resolve conflict, and cope with challenges. For example, someone who has a low EQ might lack self-confidence and be pessimistic, both of which might affect his or her performance when doing certain tasks. People who are not proponents of the concept believe that things such as confidence, self-esteem and attitude are simply a matter of personality, which cannot be measured or modified. Other studies have linked this measurement to communication skills and other social skills that people either lack or possess.
Work success

It is believed that the Big-Five traits are predictors of future performance outcomes. Job outcome measures include job and training proficiency and personnel data. However, research demonstrating such prediction has been criticized, in part because of the apparently low correlation coefficients characterizing the relationship between personality and job performance. In a 2007 article co-authored by six current or former editors of psychological journals, Dr. Kevin Murphy, Professor of Psychology at Pennsylvania State University and Editor of the Journal of Applied Psychology (1996-2002), states:

The problem with personality tests is … that the validity of personality measures as predictors of job performance is often disappointingly low. The argument for using personality tests to predict performance does not strike me as convincing in the first place.

Such criticisms were put forward by Walter Mischel whose publication caused a two-decades' long crisis in personality psychometrics. However, later work demonstrated (1) that the correlations obtained by psychometric personality researchers were actually very respectable by comparative standards, and (2) that the economic value of even incremental increases in prediction accuracy was exceptionally large, given the vast difference in performance by those who occupy complex job positions.
There have been studies that link national innovation to openness to experience and conscientiousness. Those who express these traits have showed leadership and beneficial ideas towards the country of origin.

Some businesses, organizations, and interviewers assess individuals based on the Big 5 personality traits. Research has suggested that individuals who are considered leaders typically exhibit lower amounts of neurotic traits, maintain higher levels of openness (envisioning success), balanced levels of conscientiousness (well-organized), and balanced levels of extraversion (outgoing, but not excessive). Further studies have linked professional burnout to neuroticism, and extraversion to enduring positive work experience. When it comes to making money, research has suggested that those who are high in agreeableness (especially men) are not as successful in accumulating income. It is possible that these individuals are too passive and do not aspire to obtain higher levels of income.

**Five Key Skills for Raising Your Emotional Intelligence**

Emotional intelligence (EQ) is a different type of intelligence. It’s about being —heart smart, not just —book smart. The evidence shows that emotional intelligence matters just as much as intellectual ability, if not more so, when it comes to happiness and success in life. Emotional intelligence helps to build strong relationships, succeed at work, and achieve our goals.
The skills of emotional intelligence can be developed throughout life. You can boost your own —EQ by learning how to rapidly reduce stress, connect to our emotions, communicate nonverbally, use humor and play to deal with challenges, and defuse conflicts with confidence and self-assurance.

How to raise your emotional intelligence

Skill 1: Rapidly reduce stress
Skill 2: Connect to your emotions
Skill 3: Improve nonverbal communication
Skill 4: Use humor to deal with challenges
Skill 5: Resolve conflict positively

Emotional development: How to raise our emotional intelligence

Most of us know that there is a world of difference between knowledge and behavior, or applying that knowledge to make changes in our lives. There are many things we may know and want to do, but don’t or can’t when we’re under pressure. This is especially true when it comes to emotional intelligence. Emotional intelligence is not learned in the standard intellectual way; it must be learned and understood on an emotional level. We can’t simply read about emotional intelligence or master it through memorization. In order to learn about emotional intelligence in a way that produces change, we need to engage the emotional parts of the brain in ways that connect us to others. This kind of learning is based on what we see, hear, and feel. Intellectual understanding is an
important first step, but the development of emotional intelligence depends on sensory, nonverbal learning and real-life practice.

Developing emotional intelligence through five key skills:

Emotional intelligence consists of five key skills, each building on the last:

Emotional intelligence (EQ) skill 1: The ability to quickly reduce stress.

Emotional intelligence (EQ) skill 2: The ability to recognize and manage our emotions.

Emotional intelligence (EQ) skill 3: The ability to connect with others using nonverbal communication.

Emotional intelligence (EQ) skill 4: The ability to use humor and play to deal with challenges.

Emotional intelligence (EQ) skill 5: The ability to resolve conflicts positively and with confidence.

The five skills of emotional intelligence can be learned by anyone, at anytime. But there is a difference between learning about emotional intelligence and applying that knowledge to our life. Just because we know that should do something doesn’t mean we will—especially when we’re feeling stressed. This is especially true when it comes to the skills of emotional intelligence.

Raising our emotional intelligence by engaging our emotions

When you become overwhelmed by stress, the emotional parts of our brain override the rational parts—hijacking our best-laid plans, intentions, and strategies. In order to permanently change behavior in ways that stand up under
pressure, we need to learn how to take advantage of the powerful emotional parts of the brain that remain active and accessible even in times of stress. This means that we can’t simply read about emotional intelligence in order to master it. We have to learn the skills on a deeper, emotional level—experiencing and practicing them in our everyday life.

**Emotional intelligence (EQ) skill 1: Rapidly reduce stress**

When we’re under high levels of stress, rational thinking and decision making go out the window. Runaway stress overwhelms the mind and body, getting in the way of our ability to accurately—read a situation, hear what someone else is saying, be aware of our own feelings and needs, and communicate clearly. The first key skill of emotional intelligence is the ability to quickly calm oneself down when we’re feeling overwhelmed. Being able to manage stress in the moment is the key to resilience. This emotional intelligence skill helps to stay balanced, focused, and in control—no matter what challenges we face.

**Stress busting: functioning well in the heat of the moment**

Develop stress busting skills by working through the following three steps:

**Realize when you’re stressed** – The first step to reducing stress is recognizing what stress feels like. Many of us spend so much time in an unbalanced state that we’ve forgotten what it feels like to be calm and relaxed.
Identify your stress response – Everyone reacts differently to stress. Do you tend to space out and get depressed? Become angry and agitated? Freeze with anxiety? The best way to quickly calm yourself depends on your specific stress response.

Discover the stress busting techniques that work for you – The best way to reduce stress quickly is through the senses: through sight, sound, smell, taste, and touch. But each person responds differently to sensory input, so you need to find things that are soothing to you.

Emotional intelligence (EQ) skill 2: Connect to your emotions

The second key skill of emotional intelligence is having a moment-to-moment awareness of your emotions and how they influence your thoughts and actions. Emotional awareness is the key to understanding yourself and others. Many people are disconnected from their emotions—especially strong core emotions such as anger, sadness, fear, and joy. But although we can distort, deny, or numb our feelings, we can’t eliminate them. They’re still there, whether we’re aware of them or not. Unfortunately, without emotional awareness, we are unable to fully understand our own motivations and needs, or to communicate effectively with others.

What kind of a relationship do you have with your emotions?

Do you experience feelings that flow, encountering one emotion after another as your experiences change from moment to moment?
Are your emotions accompanied by physical sensations that you experience in places like your stomach or chest?

Do you experience discrete feelings and emotions, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?

Can you experience intense feelings that are strong enough to capture both your attention and that of others?

Do you pay attention to your emotions? Do they factor into your decision making?

If any of these experiences are unfamiliar, your emotions may be turned down or turned off. In order to be emotionally healthy and emotionally intelligent, you must reconnect to your core emotions, accept them, and become comfortable with them.

Emotional intelligence skill (EQ) 3: Nonverbal communication

Being a good communicator requires more than just verbal skills. Oftentimes, what we say is less important than how we say it or the other nonverbal signals we send out. In order to hold the attention of others and build connection and trust, we need to be aware of and in control of our nonverbal cues. We also need to be able to accurately read and respond to the nonverbal cues that other people send us.

Nonverbal communication is the third skill of emotional intelligence. This wordless form of communication is emotionally driven. It asks the questions:
—Are you listening? and —Do you understand and care? Answers to these questions are expressed in the way we listen, look, move, and react. Our nonverbal messages will produce a sense of interest, trust, excitement, and desire for connection—or they will generate fear, confusion, distrust, and disinterest.

**Part of improving nonverbal communication involves paying attention to:**

Eye contact

Facial expression

Tone of voice

Posture and gesture

Touch

Timing and pace
Emotional intelligence (EQ) skill 4: Use humor and play to deal with challenges

Humor, laughter, and play are natural antidotes to life’s difficulties. They lighten our burdens and help us keep things in perspective. A good hearty laugh reduces stress, elevates mood, and brings our nervous system back into balance.

The ability to deal with challenges using humor and play is the fourth skill of emotional intelligence. Playful communication broadens our emotional intelligence and helps us:

Take hardships in stride. By allowing us to view our frustrations and disappointments from new perspectives, laughter and play enable us to survive annoyances, hard times, and setbacks.

Smooth over differences. Using gentle humor often helps us say things that might be otherwise difficult to express without creating a flap.

Simultaneously relax and energize ourselves. Playful communication relieves fatigue and relaxes our bodies, which allows us to recharge and accomplish more.

Become more creative. When we loosen up, we free ourselves of rigid ways of thinking and being, allowing us to get creative and see things in new ways.
**Emotional intelligence (EQ) skill 5: Resolve conflict positively**

Conflict and disagreements are inevitable in relationships. Two people can’t possibly have the same needs, opinions, and expectations at all times. However, that needn’t be a bad thing! Resolving conflict in healthy, constructive ways can strengthen trust between people. When conflict isn’t perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships.

The ability to manage conflicts in a positive, trust-building way is the fifth key skill of emotional intelligence. Successfully resolving differences is supported by the previous four skills of emotional intelligence. Once you know how to manage stress, stay emotionally present and aware, communicate nonverbally, and use humor and play, you’ll be better equipped to handle emotionally-charged situations and catch and defuse many issues before they escalate.

**Tips for resolving conflict in a trust-building way:**

**Stay focused in the present.** When we are not holding on to old hurts and resentments, we can recognize the reality of a current situation and view it as a new opportunity for resolving old feelings about conflicts.

**Choose your arguments.** Arguments take time and energy, especially if you want to resolve them in a positive way. Consider what is worth arguing about and what is not.
Forgive. If you continue to be hurt or mistreated, protect yourself. But someone else’s hurtful behavior is in the past; remember that conflict resolution involves giving up the urge to punish.

End conflicts that can't be resolved. It takes two people to keep an argument going. You can choose to disengage from a conflict, even if you still disagree.

Figure-3 Big five Personality Traits
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