

Chapter 2

EMOTIONAL INTELLIGENCE : AN OVERVIEW

2.1	Introduction	18
2.2	What is Emotional Intelligence?	19
2.3	The Emotional Brain	19
2.4	Origins of the Concept	20
2.5	Defining Emotional Intelligence	23
2.6	Advantages of Emotional Intelligence	24
2.7	Emotional Intelligence Models	25
2.8	Measures of EI Models	39
2.9	Applicability of EI on Other Factors	46
2.10	Conclusion	47
	References	48

Chapter 2

EMOTIONAL INTELLIGENCE : AN OVERVIEW

2.1 Introduction

Intelligence is considered as one of the most desirable personality qualities in today's society. I.Q. tests are presently employed for many purposes such as selection, diagnosis and evaluation in all parts of society. It claims that, "it is the single most effective predictor of individual performance at school and on the job. (Andoh, 1998)¹ Some critics of I.Q. believe that intelligence is more of a result of an individual's opportunities to learn skills and information in a particular situation. They emphasize that successful learning in school depends on many personal characteristics such as persistence, interest in school, and willingness to study. Encouragement for academic achievement received from friends, family and teachers is also important, together with other cultural factors. Another criticism of I.Q. tests is that the tests declines when they are used to forecast outcome in later life, such as job performance, or salary. Moreover, I.Q. tests become less effective on population, situations or tasks change. Some studies have showed that I.Q. positively predicts leadership quality in low stress conditions.

Another issue is the validity of IQ tests. Present researchers of human intelligence, such as Robert Sternberg and Howard Gardner (1983)², argue that IQ tests measure only a restricted aspect of human intellectual ability. These researchers also highlighted the crucial importance of considering the cultural context for a fair evaluation of individual performance. I.Q. tests based on western thoughts which cannot be applied to other cultures, which may have different values. This tends strong support to the notion of the existence of several kinds of intelligence, and recent theories argue for a further extension of the concept of intelligence also include emotional intelligence.

2.2 What is Emotional Intelligence?

Emotions are involved in everything people do: every action, decision and judgement. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by them. In the course of last two decades, Emotional Intelligence (EI) concept has become a very important indicator of a person's knowledge, skills and abilities in workplace, school and personal life. The overall result of researches suggest that EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. Thus applying EI methodology in higher education can have lots of benefits for students. It not only fulfills their desire but also makes them more efficient in their field.

Everyone experiences and relates their feelings and emotions in day to day life. Emotions have valuable information about relationships, behavior and every aspect of the human life around us. The most recent research shows that emotions are constructive and do contribute to enhance performance and better decision making both at job and in private life.

2.3 The Emotional Brain

With advances in neuroscience and brain imaging techniques, scientists understand the way that the human brain works. They are able to distinguish between the emotional centre of the brain - which gives rise to feelings and emotions - from the neocortex, which is responsible for thinking and reasoning. Today most scientists believe that our emotions are well involved in the rational decisions and choices we make. There is an increasing evidence that *emotional intelligence* has greater impact on our ability to learn and our future success.

As shown in Fig. 2.1, a visual signal first goes from the retina to the thalamus, where it is translated into the language of the brain. Most of the messages then go to the visual cortex, where it is analyzed and assessed for meaning and appropriate response; if that response is emotional, a signal goes to the amygdala to activate the emotional centers. But a smaller portion of the original signal goes straight from the thalamus to the amygdala in a quicker transmission allowing a faster response. Thus

the amygdala can trigger an emotional response before the cortical centers have fully understood what is happening.

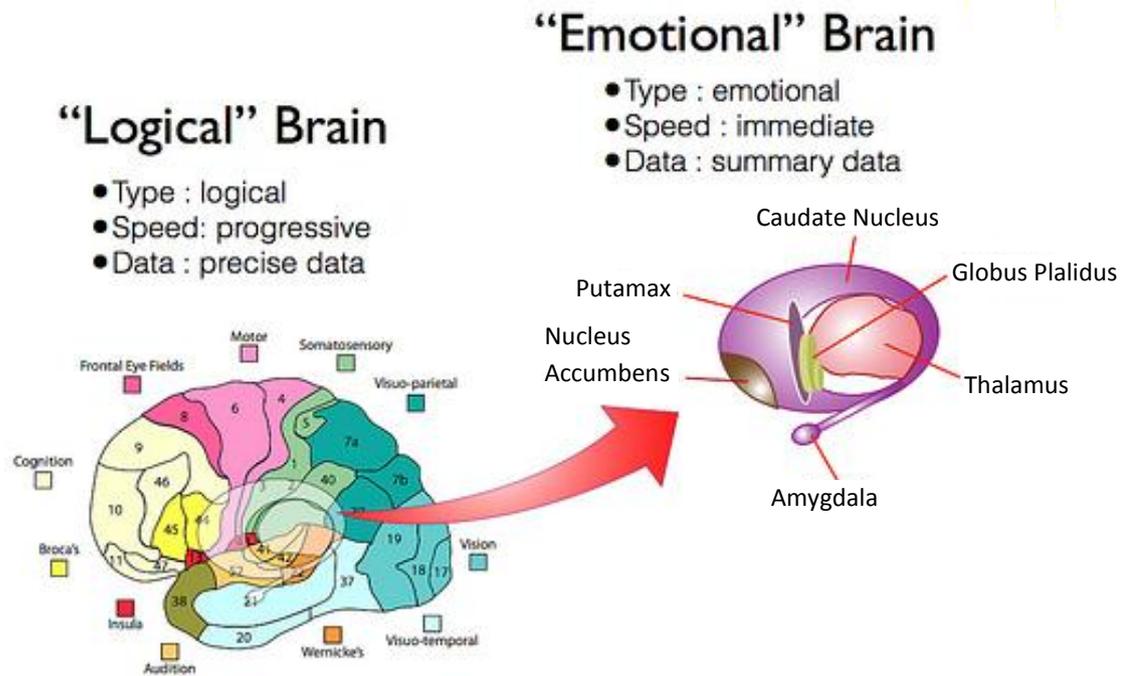


Fig. 2.1 The emotional brain

Source: <http://www.simplifyinginterfaces.com/2012/01/designing-a-user-experience-for-brains-that-are-10000-years-old/>

2.4 Origins of the Concept

The roots of emotional intelligence were traced by Darwin’s early work on the importance of emotional expression for survival. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, later on several researchers in the intelligence field of study had begun to be aware of the importance of the non-cognitive aspects.

When psychologists began to think and write about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who understand that the non-cognitive aspects were also important in intelligence.

In 1920, E. L. Thorndike³, used the term social intelligence to describe the skill of understanding and managing other people. In other words, he proposed that humans possess several types of intelligence, one form is being called as social

intelligence, or the ability to understand and manage men and women, boys and girls, and also to act wisely in human relations.

In 1940 David Wechsler⁴, the originator of the Wechsler Adult Intelligence Scale (WAIS), referred to both non-intellective and intellective elements of intelligence. He described the effects of non-intellective factors on intelligent behavior. The non-intellective elements included affective, personal, and social factors, he later hypothesized that they were essential for predicting one's ability to succeed in life. He further argued that our models of intelligence would not be complete until we can effectively describe these factors.

In 1983, Howard Gardner's² *Frames of Mind: The Theory of Multiple Intelligences* included both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, failed to explain cognitive ability fully. Thus, there was a common belief that traditional definitions of intelligence are lacking the ability to explain performance outcomes completely.

Psychologists John Mayer and Peter Salovey⁵, introduced the concept of emotional intelligence in the early 1990's. According to them, emotions are internal events that coordinate physiological responses, cognitions, and conscious awareness. They defined emotional intelligence as, "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to regulate emotions reflectively so as to promote emotional and intellectual growth".

As a result of the growing needs of EI, the research on the topic was in process, until the publication of Daniel Goleman's (1995)⁶ best seller book *Emotional Intelligence: Why It Can Matter More Than IQ* was published and then the term became widely popular. Nancy Gibbs' article in Time magazine in 1995 highlighted Goleman's book and EI was popular in media. Thereafter, articles on EI began to appear with increasing frequency across a wide range of academic and popular magazines.

In 1996, Dr. Reuven Bar-On⁷ explained that Emotional Intelligence reflects our ability to deal successfully with other people and with our feelings. He developed the Bar-On EQ-I, and this inventory is the first scientifically developed and validated measure of emotional intelligence that reflects one's ability to deal with daily environmental challenges and helps for one's success in professional and personal life. Bar-On Emotional Quotient Inventory (EQ-i) was published by Multi-Health Systems in 1996. This test covers five areas: intrapersonal, interpersonal, adaptability, stress management and general mood.

In 1997, Richardson and Evans⁸ explored some methods for teaching social and emotional competence within a culturally diverse society. Their purpose was to help students to connect with each other, in order to assist them in developing interpersonal, intrapersonal, and emotional intelligences, arguing that these intelligences are essential for personal accomplishment.

In 1997, according to Ediger⁹ the emotions, feelings and values are very important for a person's well being and achievement in one's life. He also states that science teachers should stress on the emotional area that cannot be separated from the cognitive domain. He also said that quality emotions and feelings help students to give their best potential in the classroom. The students who dislike study and think negatively cannot concentrate for a long time on study and have more difficulty in reaching their capacity than others.

In 1997, Pool¹⁰ the senior editor of Educational Leadership, stated in an article that emotional well-being is a predictor of success in academic achievement and job success among others.

Finegan (1998)¹¹ argues that schools should help students to learn the abilities of emotional intelligence. Possessing those abilities, or even some of them, "can lead to better achievement from the formal education from the childhood to adolescent in the working place and in society".

In 2001, Elias¹² mentioned that teaching emotional and social skills are very important at school, it affects academic achievement positively of students not only during the year they were taught but during the years that follow as well. Teaching these skills has a long term effect on achievement.

According to Nelson and Low (2003)¹³ emotional intelligence is the single most important variable in personal achievement, career success, leadership and life satisfaction. They feel that an emotionally fit person is capable to identify, understand, experience, and express human emotions in a healthy and productive ways.

2.5 Defining Emotional Intelligence

There are lots of arguments about the definition of EI. As the field is growing so rapidly that researchers are constantly amending their own definitions. Some definitions are as below:

According to Salovey and Mayer (1990)¹⁴ emotional intelligence is:

“the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

According to Reuven Bar-On (1996)¹⁵ emotional intelligence is:

“An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

According to Six Seconds Team (1997)¹⁶ emotional intelligence is:

“The capacities to create optimal results in your relationships with yourself and others.”

According to Maurice Elias (2001)¹²

“Emotional intelligence is the set of abilities that we like to think of as being on the other side of the report card from the academic skills.”

According to Peter Salovey and John Mayer (2002)¹⁷ emotional intelligence is:

“The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth.”

According to Hein (2005, 2008, 2009)¹⁵ emotional intelligence is:

“The mental ability we are born with which gives our emotional sensitivity and potential for emotional management skills that help us maximize our long term health, happiness and survival.”(2005)

“Knowing how to separate healthy from unhealthy feelings and how to turn negative feelings into positive ones.”(2008)

“Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, learn from, manage, understand and explain emotions.”(2009)

According to Byron Stock (2007)¹⁸,

“Emotional Intelligence (EI) is the ability to acquire and apply knowledge from your emotions and the emotions of others.” You can use the information about what you’re feeling to help you make effective decisions about what to say or do (or not to say or do) next.

According to Travis Bradberry and Jean Greaves (2009)¹⁹,

“Emotional intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behaviour and relationships.”

According to Golis Chris (2009)²⁰

“EQ is achieving Self- and Social Mastery by being smart with core emotions.”

According to Wikipedia (the free encyclopedia)(2010)¹⁴

Emotional Intelligence (EI), often measured as an Emotional Intelligence Quotient (EQ), describes a concept that involves the ability, capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one’s self, of others, and of groups.

2.6 Advantages of Emotional Intelligence

The advantages emotional intelligence are as below:

- improves relationships with human beings;
- improves communication with people;
- makes better empathy skills;
- acting with integrity;
- helps you to get respect from others;
- to improve career prospects;
- managing change more confidently;
- enjoy the work wholeheartedly;
- feeling confident and positive in attitude;

- to reduce stress levels;
- to increase creativity;
- to learn from mistakes.

2.7 Emotional Intelligence Models

In the course of last two decades EI researchers have developed three major models they are *ability*, *mixed*, and *trait* EI models²¹. The main difference in these three categories is whether authors' models perceive their EI as an innate human trait or a competence that can be systematically developed over time. Thus, measuring EI differs per model varying from strict ability testing with right and wrong answers to subjective self-report types of measurement.

Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, *mixed* models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being. While, *trait* models of EI refers to an individual's self-perceptions of their emotional abilities.

The ability model of emotional intelligence is proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed by Reuven Bar-On and Daniel Goleman, each has a different notion.

2.7.1 Ability EI models

2.7.1.1 John Mayer and Peter Salovey (2000)²¹: *An Ability Model of Emotional Intelligence*

John Mayer and Peter Salovey first coined the term "emotional intelligence" in 1990 and have continued to conduct research on the significance of the construct⁶¹. Their pure theory of emotional intelligence integrates key ideas from the fields of intelligence and emotion. They further mentioned that emotional intelligence is based on a model of intelligence. It proposes that emotional intelligence is comprised of two areas: experiential (ability to perceive, respond, and manipulate emotional information without necessarily understanding it) and strategic (ability to understand and manage emotions without necessarily perceiving feelings well or fully

experiencing them). He had developed four branches for this model. (Mayer & Salovey, 1997).

The first branch, *emotional perception*, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. Emotional perception also includes the ability to distinguish between honest and dishonest expressions of emotion.

The second branch, *emotional assimilation*, is the ability to distinguish among the different emotions such as feelings which identify those that are influencing their thought processes.

The third branch, *emotional understanding*, is the ability to understand complex emotions (such as feeling two emotions at once) and the ability to recognize transitions from one to the other.

Last and the fourth branch, *emotional management*, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.

Salovey and Mayer's (2000) conception of EI strives to define EI within standard criteria for a new intelligence. Their continuing researches was revised to their initial definition of EI was :

***“The ability to perceive emotion, integrate emotion
to facilitate thought, understand emotions and
to regulate emotions to promote personal growth.”***

Thus, the ability based model views emotions as useful source of information that helps one to work in social environment. This model is shown in Figure 2.2.

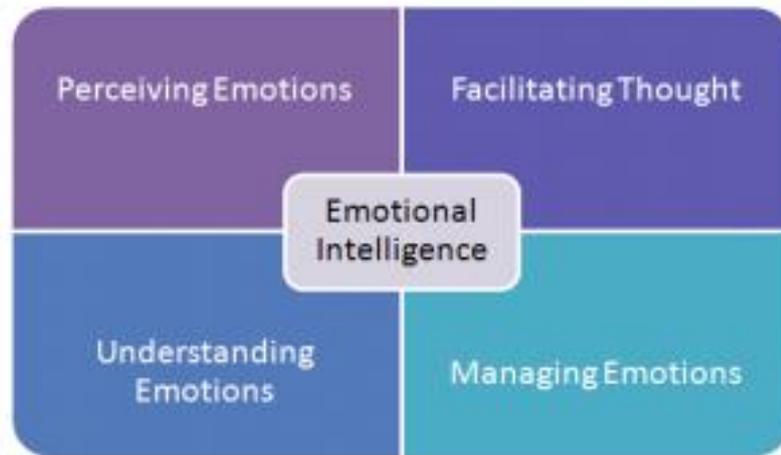


Fig. 2.2 Mayer and Salovey's (1997) four branch model of emotional intelligence

Source: <http://ehealthaustralia.org/article/emotional-intelligence-101-for-healthcare/>

This model of EI includes four types of abilities:

1. Perceiving emotions — the ability to identify and interpret emotions in faces, pictures and voices – including the ability to identify one's own emotions.
2. Using emotions — the ability to use emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can be benefited in his or her changing moods in any work.
3. Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions include the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions grow over time.
4. Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can tie together emotions, even negative ones, and manage them to achieve intended goals.

2.7.2 Mixed Models of EI

2.7.2.1 Bar-On²²: A Mixed Model of Emotional Intelligence

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On (2006) developed the first measuring tool of emotional intelligence that was used as the term “Emotional Quotient”.

He defines emotional intelligence as, understand oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Bar-On’s model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). It focuses on (1) a group of emotional and social abilities, including the ability to be aware of, understand, and express oneself, and the ability to be aware of, understand, and relate to others, (2) the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social or personal nature (Bar-On, 1997). Bar-On mentioned that emotional intelligence develops over time and that it can be improved through training, programming and therapy (Bar-On, 2002).

Bar-On found that individuals with higher than average E.Q.’s are in general more successful in meeting environmental demands and pressures and deficiency in emotional intelligence can mean a lack of success and the existence of emotional problems. In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person’s general intelligence, which then offers an indication of one’s potential to succeed in life (Bar-On, 2002).

According to the Bar-On model, emotional-social intelligence is,

“a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how well we understand and express ourselves, understand others and relate with them, and cope with daily demands, challenges and pressures”.

In his model, Bar-On outlines five components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management and general mood. These components have sub-components, which are outlined in Fig. 2.3.

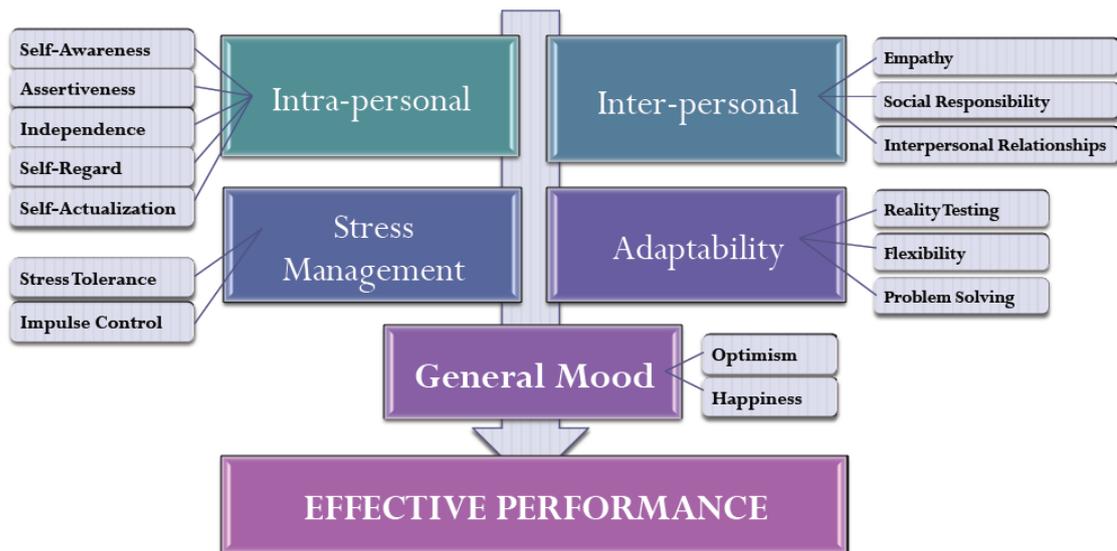


Fig. 2.3 Bar-On's EI model

Source: <http://www.cakitches.com/books/reuven-bar-on.html>

From Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components, all of which are included in the Bar-On conceptual model: (i) the ability to understand emotions as well as express our feelings and ourselves; (ii) the ability to understand others' feelings and relate with people; (iii) the ability to manage and control our emotions; (iv) the ability to manage change and solve problems of an intrapersonal and interpersonal nature; (v) the ability to generate positive mood and be self-motivated. These meta-factors of the conceptual model of emotional-social intelligence are referred as follows in the Bar-On measures of this model. Each of these 5 meta-factors comprises a number of closely related competencies, skills and facilitators (15 in all), are listed and briefly defined below.¹¹

INTRAPERSONAL (self-awareness and self-expression):

- Self-Regard (*being aware of, understanding and accepting ourselves*) .
- Emotional Self-Awareness (*being aware of and understanding our emotions*)
- Assertiveness (*expressing our feelings and ourselves nondestructively*)
- Independence (*being self-reliant and free of emotional dependency on others*)
- Self-Actualization (*setting and achieving goals to actualize our potential*)

INTERPERSONAL (*social awareness and interaction*):

- Empathy (*being aware of and understanding how others feel*)
- Social Responsibility (*identifying with and feeling part of our social groups*)
- Interpersonal Relationship (*establishing mutually satisfying relationships*)

STRESS MANAGEMENT (*emotional management and control*):

- Stress Tolerance (*effectively and constructively managing our emotions*)
- Impulse Control (*effectively and constructively controlling our emotions*)

ADAPTABILITY (*change management*):

- Reality Testing (*validating our feelings and thinking with external reality*)
- Flexibility (*coping with and adapting to change in our daily life*)
- Problem Solving (*generating effective solutions to problems of an intrapersonal and interpersonal nature*)

GENERAL MOOD (*self-motivation*):

- Optimism (*having a positive outlook and looking at the brighter side of life*)
- Happiness (*feeling content with ourselves, others and life in general*)

The above meta-factors and sub-factors are defined in detail below:

INTRAPERSONAL:

This meta-factor of emotional-social intelligence comprises of Self-Regard, Emotional Self-Awareness, Assertiveness, Independence and Self-Actualization. This meta-factor relates primarily to self-awareness and self-expression, governing our *ability to be aware of our emotions and ourselves in general, to understand our strengths and weaknesses, and to express our feelings and ourselves nondestructively.*

- Self-Regard:

This intrapersonal sub-factor is defined as *the ability to accurately perceive, understand and accept ourselves.* Self-regard is the ability to respect and accept ourselves as basically good. Respecting ourselves is the way we like ourselves and self-acceptance is the ability to accept our positive and negative aspects as well as our limitations and possibilities. A person with good self-regard feels fulfilled and satisfied.

- Emotional Self-Awareness:

This intrapersonal sub-factor is defined as *the ability to be aware of and understand our emotions*. Emotional self-awareness is the ability to recognize our emotions.

- Assertiveness:

This intrapersonal sub-factor is defined as *the ability to constructively express our feelings and ourselves in general*. Assertiveness is thus composed of three basic components: (i) the ability to express our feelings; (ii) the ability to express beliefs and opinions; and (iii) the ability to stand up for our rights and not to allow others to bother or take advantage of us.

- Independence:

This intrapersonal sub-factor is defined as *the ability to be self-reliant and free of emotional dependency on others*. This is the ability to be self-directed in our thinking and actions and to be free of emotional dependency.

- Self-Actualization:

This intrapersonal sub-factor is defined as *the ability to set personal goals and the drive to achieve them in order to actualize our potential*. Fundamentally, self-actualization pertains to the ability to realize our potential capacities.

INTERPERSONAL:

This meta-factor of emotional-social intelligence comprises Empathy, Social Responsibility and Interpersonal Relationship as defined below. It relates primarily to social awareness, skills and interaction. This meta-factor is, essentially, concerned with *our ability to be aware of others' feelings, concerns and needs, and to be able to establish and maintain cooperative, constructive and mutually satisfying relationships*. They understand, interact with and relate well with others. They inspire trust and function well as part of a team.

- Empathy:

This interpersonal sub-factor is defined as *the ability to be aware of and understand how others feel*. It is being sensitive to what, how and why people feel the way they do. Being empathetic means being able to 'emotionally read' other people.

- Social Responsibility:

This interpersonal sub-factor is defined as *the ability to identify with our social group and cooperate with others*. Social responsibility is the ability to demonstrate ourselves as cooperative, contributing and constructive members of our social group (in the family, among friends and at work).

- Interpersonal Relationship:

This interpersonal sub-factor is defined as *the ability to establish and maintain mutually satisfying relationships and relate well with others*. Mutual satisfaction describes meaningful social interactions that are potentially rewarding and enjoyable for those involved.

STRESS MANAGEMENT:

This meta-factor comprises of Stress Tolerance and Impulse Control as defined below. This component of emotional-social intelligence relates primarily to *emotional management and control* and governs our *ability to deal with emotions so that they work for us and not against us*.

- Stress Tolerance:

This stress management sub-factor is defined as *the ability to effectively and constructively manage emotions*. In essence, stress tolerance is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress.

- Impulse Control:

This stress management sub-factor is defined as *the ability to effectively and constructively control emotions*. More precisely, impulse control is *the ability to resist or delay an impulse, drive or temptation to act*. It entails a capacity for accepting our aggressive impulses, being composed and controlling aggression, hostility and irresponsible behavior.

ADAPTABILITY:

This meta-factor of emotional-social intelligence comprises Reality Testing, Flexibility and Problem Solving as defined below. This meta-factor relates primarily to change management i.e., how we cope up with and adapt to personal and interpersonal change as well as change in our immediate environment.

- Reality Testing:

This adaptability sub-factor governs *the ability to objectively validate our feelings and thinking with external reality*. Reality testing, essentially, involves ‘tuning in’ to the immediate situation, attempting to keep things in correct perspective and experiencing things as they really are without excessive fantasizing or daydreaming.

- Flexibility:

This adaptability sub-factor represents *the ability to adapt and adjust our feelings, thinking and behavior to new situations*. This entails adjusting our feelings, thoughts and behavior to changing situations and conditions.

- Problem Solving:

This adaptability sub-factor governs *the ability to effectively solve problems of a personal and interpersonal nature*. Problem solving entails *the ability to identify and define problems as well as to generate and implement potentially effective solutions*.

GENERAL MOOD:

This meta-factor of emotional-social intelligence comprises Optimism and Happiness as defined below. This meta-factor is closely associated with self-motivation. It *determines our ability to enjoy ourselves, others and life in general, as well as influences our general outlook on life and overall feeling of contentment*.

- Optimism:

This general mood sub-factor is defined as the ability to maintain a positive and hopeful attitude towards life even in the face of adversity. It represents a positive approach to daily living and a very important motivating factor in whatever we do.

- Happiness:

This general mood sub-factor is defined as *the ability to feel content with ourselves, others and life in general*. It is the ability to feel satisfied with our life, enjoy others and have fun. In this context, happiness combines self-satisfaction, general contentment and the ability to enjoy life.

2.7.2.2 Goleman²³: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote *Emotional Intelligence* (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. (Goleman, 1998).

Goleman's (1998) first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described personal competencies related to knowing and managing emotions in one's self. The remaining two dimensions, empathy and social skills, described social competencies related to knowing and managing emotions in others. As Goleman refined his model, the self vs. others distinction would remain an important dimension of his emotional intelligence typology.

A statistical analysis by Richard Boyatzis (2000) supported collapsing the twenty five competencies into twenty, and the five domains into the four: Self-Awareness, Self-Management, Social Awareness, and Relationship Management (Boyatzis, Goleman, & Rhee, 2000). While the analysis verified that the competencies nest within each EI domain, it also suggests that the distinction between the social awareness cluster and the relationship management cluster may be more theoretical than empirical. Fig. 2.4 shows Goleman's new model of emotional intelligence.



Fig. 2.4 Goleman’s EI model

Source: http://www.transgrowth.com/transgrowth_website/ei_competencies.php

Figure 2.4 illustrates Goleman’s conceptual model of emotional intelligence and corresponding emotional competencies. The constructs and competencies fall under one of four categories: the recognition of emotions in oneself or others and the regulation of emotion in oneself or others.

Goleman’s new model outlines four main EI constructs:

1. Self-awareness — the ability to read one’s emotions and recognize their impact while using gut feelings to guide decisions.
2. Self-management — involves controlling one’s emotions and impulses and adapting to changing circumstances.
3. Social awareness — the ability to sense, understand, and react to others’ emotions while comprehending social networks.
4. Relationship management — the ability to inspire, influence, and develop others while managing conflict.

Goleman define emotional intelligence as

“the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships”.

THE SELF-AWARENESS DOMAIN

Goleman (1998) argues self-awareness is critical to understanding others and exhibiting empathy. The competencies in the self-awareness domain enable individuals to be recognized their own feelings and thoughts, as well as personal strengths and weaknesses.

- Emotional Self-Awareness

The first component of emotional intelligence is emotional self-awareness, knowing what one feels and why. According to Goleman (2002), emotional self-awareness is the ability to recognize one's emotions and their effects on self and others.

- Accurate Self-Assessment

Self-awareness is key to realize one's own strengths and weaknesses. Individuals who score high in accurate self-assessment are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths.

- Self-Confidence

Self-Confidence is a belief in one's own capability to accomplish a task and select an effective approach to a task or problem (Goleman, 1998). This definition includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions.

THE SELF-MANAGEMENT DOMAIN

The second domain of emotional intelligence, Emotional Self-Management, refers to the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity (Goleman, et al, 2002). Self-management covers the emotional intelligence competencies of motivation, optimism, and emotional control.

- Emotional Self-Control

Goleman (1998) identified emotional self-control as "the ability to keep one's impulsive feelings and emotions under control and restrain from negative actions when provoked, when faced with opposition or hostility from others, or even when working under pressure."

- Transparency

Transparency, also referred as an integrity, is having one's actions consistent with what one says. It includes communicating intentions, ideas, and feelings openly and directly, and welcoming openness and honesty, even in difficult situations.

- Adaptability

Adaptability is the ability to be flexible and work effectively within a variety of changing situations and with various individuals or groups. Superior managers have been shown to exhibit this competence.

- Achievement Orientation

Achievement is not just accomplishing things. Rather, it is accomplishing things through one's own efforts, against a clear, challenging standard of excellence. This competency is most effectively engaged in situations that provide immediate, concrete feedback from a credible source.

- Initiative

Initiative is the ability to identify a problem, obstacle, or opportunity and take action in light of that to address current or future problems or opportunities.

- Optimism

Goleman (1998) defined optimism as the persistence to pursue goals despite obstacles and setbacks. Optimism is a key ingredient of achievement because it can determine one's reaction to unfavorable events or circumstances.

THE SOCIAL-AWARENESS DOMAIN

The Social Awareness domain includes three competencies: empathy, organizational awareness, and service orientation. Social Awareness competencies determine how we handle relationships.

- Empathy

Empathy gives people an astute awareness of others' emotions, concerns, and needs. The empathic individual can read emotional currents, picks up nonverbal cues such as tone of voice or facial expression (Goleman, 1998).

- Organizational Awareness

Organizational Awareness refers to one's ability to understand and learn the internal and external power relationships in an organization. The organizational

awareness competency includes one's ability to identify real decision-makers and individuals with influence (Goleman, 1998).

- Service Orientation

Service Orientation is a desire to help or serve others, in order to meet their needs. It means focusing one's efforts on discovering and meeting the customer's or client's needs and distinguishes star sales performers from average ones.

THE RELATIONSHIP MANAGEMENT DOMAIN

The Relationship Management domain contains competencies that have the most direct effect on interactions with other people. In a fundamental sense, the effectiveness of one's relationship skills hinges on one's ability to attune to or influence the emotions of another person.

- Developing Others

Developing Others means to understand people's developmental needs and help in building their abilities. Although this ability is crucial for those who manage the leading work, it has also emerged as a vital skill for effective leadership at high levels (Goleman, 2000).

- Inspirational Leadership

Inspirational Leadership implies a desire to lead others. Inspirational leaders are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to lead by example.

- Influence

Influence is the ability to persuade, convince, or to impact on others in order to get support on specific agenda or course of action.

- Conflict Management

Conflict Management is the ability to handle difficult individuals, groups of people, or tense situations with diplomacy and tact. This competency entails finding the best solution to a given problem or disagreement.

- Teamwork and Collaboration

Teamwork and Collaboration represents the ability to work cooperatively with others, to be the part of a team, to work together as opposed to working separately or competitively.

2.7.3 The Trait EI model

Petrides et al. (2004) proposed a conceptual distinction between the ability based model and a trait based model of EI. “Trait EI model refers to an individual’s self-perceptions of his emotional abilities”. This definition of EI includes behavioral tendency and self perceived abilities and is measured by self report. Trait EI should be investigated within a personality framework. An alternative name for the same construct is trait emotional self-efficacy.

2.8 Measures of EI Models

2.8.1 Measures of Mayer and Salovey’s Model²⁴

The current measure of Mayer and Salovey’s model of emotional intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was formed on a sample of 5,000 men and women. The MSCEIT is designed for individuals 17 years of age or older and aims to measure the four abilities outlined in Salovey and Mayer’s model of emotional intelligence with 141 items. Each ability (perception, facilitation of thought, understanding, and regulation) is measured by using specific tasks. Perception of emotion is measured by rating the extent and type of emotion expressed on different types of pictures. Facilitation of thought is measured by asking people to draw parallels between emotions and physical sensations (e.g. light, colour, temperature) as well as emotions and thoughts. Understanding is measured by asking the subject to explain how emotions can blend from other emotions (e.g. how emotions can change from one to another such as anger to rage). Regulation (or management) of emotions is measured by people having chosen effective self and other management techniques. The outline of MSCEIT model is shown in Table 2.1.

Table 2.1
Structure and levels of feedback from the MSCEIT

Overall score	Area Scores	Branch Scores	Task Associated With Each
Emotional Intelligence (EIQ)	Experiential Emotional Intelligence (EEIQ)	Perceiving Emotions (PEIQ)	Faces Pictures
		Facilitating Thought (FEIQ)	Facilitation Sensations
	Strategic Emotional Intelligence (SEIQ)	Understanding Emotions (UIEQ)	Changes Blends
		Managing Emotions (MEIQ)	Emotional Management Emotional Relations

Table 2.1 outlines the structure of the Mayer-Salovey-Caruso Emotional Intelligence Test and the scores attained. As shown in table, the scale yields six scores: an overall emotional intelligence score (expressed as an emotional intelligence quotient, or EIQ), two area scores (Experiential Emotional Intelligence, or EEIQ and Strategic Emotional Intelligence, or SEIQ) and four branch scores of emotional intelligence i.e. PEIQ, FEIQ, UIEQ and MEIQ. Each score is expressed in terms of a standard intelligence with a mean score of 100 (average score obtained in the general population) and a standard deviation of 15. Additionally, the manual provides qualitative ratings that correspond to each numeric score. For example, an individual who receives an overall EIQ of 69 or less would be rated ‘considerable development’ whereas someone scoring 130 or more would be rated ‘significant strength’ (Mayer, Salovey, & Caruso, 2002).

2.8.2 Measures of Bar-On’s Model²⁴

Reuven Bar-On’s measure of emotional intelligence, the Bar-On Emotion Quotient Inventory (EQ-i), is a self-report measure of emotional intelligence for individuals sixteen years of age and above. One hundred and thirty three items are used to obtain a Total EQ (Total Emotion Quotient) and to produce five composite scales corresponding to the 5 main components of the Bar-On model: Intrapersonal

EQ, Interpersonal EQ, Adaptability EQ, Stress Management EQ, and General Mood EQ. Items are measured on a 5 point scale ranging from 1 (very seldom/not true for me) to 5 (very often/often true of me). Total raw scores are converted into standard scores with a mean of 100 and standard deviation of 15. (Bar-On, 2002).

Bar-On has developed several versions of the ‘Emotion Quotient Inventory’ to be used with various populations and in varying situations. Among these are the EQ-interview (to be completed after the self-report), the EQ-I Short Version (a 52 item version of the original), the EQ-i:125 (a 125 item version of the original which excludes the negative impression scale), the EQ-I Youth Version (for children and adolescents 7- 15 years of age), and the EQ-360 Assessment (a multi-rater instrument used in conjunction with the regular self-report EQ-I to give a more complete assessment). In addition, the original EQ-I is available in several languages, including Spanish, French, Dutch, Danish, Swedish, Norwegian, Finnish, and Hebrew (Bar-On, 2002).

2.8.3 Measures of Goleman’s Model²⁴

Several measurement tools have been developed based on Goleman’s model of emotional intelligence and it’s corresponding competencies. Included among these are the Emotional Competency Inventory (ECI), the Emotional Intelligence Appraisal (EIA), and the Work Profile Questionnaire – Emotional Intelligence Version (WPQei).

Daniel Goleman developed the Emotional Competency Inventory (ECI) as a measure of emotional intelligence based on his emotional intelligence competencies as well as an earlier measure of competencies for managers, executives, and leaders (the Self-Assessment Questionnaire). It measures 20 competencies, organized into the four constructs outlined by Goleman’s model: self awareness, social awareness, self management, and relationship management. Each respondent is asked to describe themselves or the other person on a scale from 1 (the behaviour is only slightly characteristic of the individual) to 7 (the behaviour is very characteristic of the individual) for each item.

2.8.4 The Group Emotional Competence (GEC) Inventory²⁴

The Group Emotional Competence (GEC) inventory is based on the work of Vanessa Druskat and Steven Wolff who have started the application of emotional competence concepts at the group level. Their research has shown that GEC norms improve group effectiveness by building social relationship, which facilitates in effective task, behaviors and processes.

The instrument has now been administered to over 150 teams and provides feedback on 9 group norms that research has shown are linked to team effectiveness. Feedback is useful for helping groups for better understanding of their strengths and weakness and to identify areas for improvement. The instrument contains 57 items that measure the nine dimensions of GEI.

2.8.5 The Genos Emotional Intelligence Inventory (GENOS EI)²⁴

The Genos Emotional Intelligence Inventory (Genos EI) is a 360-degree measure of emotionally intelligent workplace behaviour. It measures how often individuals display emotionally intelligent workplace behaviour according to a taxonomic seven-factor model of emotional intelligence identified by Dr Benjamin Palmer and Professor Con Stough from Swinburne University. The Genos Emotional Intelligence Inventory (Genos EI) is referred as the Swinburne University Emotional Intelligence Test (or SUEIT).

The inventory can be completed online, consists of 70 items and takes approximately 15 minutes to complete. This test consist of seven skills of EI like, emotional self-awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional management, emotional management of others and emotional self-control. This test is valid for the age group of 17 to 75 years.

2.8.6 The Schutte Self Report Emotional Intelligence Test (SSEIT)²⁴

The Schutte Self Report Emotional Intelligence Test (SSEIT) contains 33 items to measure emotional intelligence. It was developed by Schutte et al. (1998). The SREIS has been designed on to the Salovey and Mayer (1990) model of EI. Items of the test relate to the three aspects of EI:

- (1) Appraisal and expression of emotion
- (2) Regulation of emotion
- (3) Utilization of emotion

2.8.7 Trait Emotional Intelligence Questionnaire (TEIQue)²⁴

The Trait Emotional Intelligence Questionnaire (TEIQue) was developed by K. V. Petrides, PhD is an integral part of a scientific research program that is currently based at the London Psychometric Laboratory in University College London (UCL). The family of TEIQue is available, free of charge, for academic and clinical research, a wide range of materials are also available for commercial purposes. Translations and version of the various TEIQue forms currently exist in over 20 languages.

The Trait Emotional Intelligence Questionnaire (TEIQue) – Scales*

TEIQue-Full Form

The TEIQue is a self-report inventory that covers the sampling of trait EI (reprinted below) comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI (Petrides, 2009). The 15 distinct aspects are adaptability, assertiveness, emotion perception (self & others), emotion expression, emotion management (others), emotion regulation, impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, empathy, happiness and optimism.

TEIQue-Short Form

This is a 30-item questionnaire designed to measure global trait emotional intelligence (trait EI). It is based on the full form of the TEIQue. Two items from each of the 15 facets of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total facet scores (Cooper & Petrides, 2010; Petrides & Furnham, 2006).

TEIQue-Child Form

The Child Form has been designed with Stella Mavroveli and is based on a sampling domain that has been specifically developed for children aged between 8 to 12 years. It comprises of 75 items responded to on a 5-point scale and measures nine distinct facets (Mavroveli, Petrides, Shove, & Whitehead, 2008).

2.8.8 Work Group Emotional Intelligence Profile (WEIP)²⁴

The Work Group Emotional Intelligence Profile (WEIP) is designed to measure emotional intelligence of individuals in teams. The measure is made up of a seven-point reference format ranging from 1 (strongly disagree) to 7 (strongly agree). These items reflect on one's own behavior such as "I am aware of my own feelings when working in a team" and "I am able to describe accurately the way others in the team feel."

The WEIP captures two dimensions of emotional intelligence: Ability to Deal with Own Emotions (Scale 1: 18 items) and Ability to Deal with Others' Emotions (Scale 2: 12 items) prepared by Jordan et al. (2002). Scales 1 and 2 are described into 5 subscales. Scale 1 is composed of the subscales: Ability to Recognize Own Emotions, Ability to Discuss Own Emotions and Ability to Manage Own Emotions. Scale 2 is composed of the subscales: Ability to Recognize Others' Emotions and Ability to Manage Others' Emotions.

2.8.9 Wong's Emotional Intelligence Scale (WEIS)²⁴

WEIS consists of two parts. The first part contains 20 scenarios and respondents have to choose one option that best reflects their reaction in each scenario. The second part contains 20 ability pairs and respondents are required to choose one out of the two types of abilities that best represents their strengths.

Wong's Emotional Intelligence Scale (WEIS) is a self-report EI measure, developed for Chinese respondent (Wong et al., 2007). WEIS is a scale based on the four ability dimensions described in the domain of EI:

5. appraisal and expression of emotion in the self
 - (2) appraisal and recognition of emotion in others
 - (3) regulation of emotion in the self
 - (4) use of emotion to facilitate performance

2.8.10 The Scale of Emotional Competencies²⁵

This scale is prepared by Dr. H. C. Sharma and Dr. R. L. Bharadwaj (2007). The final form of the scale has 30 items to measure five emotional competencies, where each competency could be measured by six items selected for the purpose. The five competencies are 1) Adequate depth of feeling, 2) Adequate expression and control of emotions, 3) Ability to function with emotions, 4) Ability to cope up with problem emotions and 5) Enhancement of positive emotions. It is a five-point scale based on the lines of likert having five alternatives to each item. Scoring of these five alternatives follow a system of 1, 2, 3, 4 and 5 from upper to lower end. The item wise scores are to be transferred to the table given on last page of the scale to obtain different competencies scores. The addition of item scores horizontally will provide scores of the competencies for A, B, C, D and E separately. The addition of five competencies vertically will provide the scores for emotional competence. This scale is for age group of 13 to 44 years.

2.8.11 Mangal Emotional Intelligence Inventory²⁶

This inventory has been designed by Dr. S. K. Mangal and Mrs. Shubhra Mangal (2009). It consists of 100 items of 4 area as — (1) Intra Personal Awareness (own emotions), (2) Inter Personal Awareness (others emotions), (3) Intra Personal Management (own emotions), (4) Inter Personal Management (others emotions). This inventory was standardized and administered on a large sample of 2200 (1050 males and 1150 females) for age group of more than 16 years.

2.8.12 Multifactor Emotional Intelligence Scale (MEIS)²⁷

This test was developed by Dr. Vinod Kumar Shanwal (2004). The MEIS is Indian version of Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). It consists of 141 items scale and 31 stimuli designed to measure the following four branches of emotional intelligence (a) perceiving emotions, (b) using emotions to facilitate thought, (c) understanding emotions, and (d) managing emotions. It is standardized on 200 children of primary schools (rural & urban, male & female). This scale is for students of age 8 to 12 years.

2.8.13 Emotional Intelligence Scale

This scale was developed by Dr. Pallaviben P. Patel and Dr. Hiteshbhai P. Patel (2006). It consists 77 items to measure Self-awareness, Self-management, Social awareness, Relationship management and Empathy based on emotional intelligence.

2.9 Applicability of EI on Other Factors²⁸

- **Motivation and Creativity**

It is not a matter of surprise that moods and emotions affect our mind. When we feel good about ourselves, we find the world around us a great motivator. This motivation helps us to express our personality better, creative and optimistic. This stage can be achieved by social awareness and proper emotional responses in a given situation. Thus, emotionally intelligent person can motivate his attitude for himself and for others which produces better results at work and in personal life. Moreover the sense of EI creates positive work environment and brings healthy job attitudes also.

- **Decision Making**

Many researchers agree that the key to good decision making is the combination of both thinking and feeling in one's decisions. Positive moods and emotions help for better decision making. With positive emotions people can develop problem-solving skills and take good decisions quickly.

- **Negotiation**

Everybody knows that negotiation is an emotional process. By proper use of emotions and understanding moods of oneself and others, one can manage their conflict and stressful situations. A person can be successful in negotiations, if he has an active listening techniques and skill of reading non-verbal cues.

- **Leadership**

Effective leaders use their emotions to convey their messages. "When leaders feel excited, enthusiastic and active, they may be more likely to energize their

subordinates and convey a sense of efficacy, competence, optimism, and enjoyment” (Robbins, Judge, 2009)²⁸. Therefore, successful leaders are emotionally intelligent.

- **Personal Growth**

Research shows that emotionally intelligent people achieve better results at work, school, and personal life. They are flexible enough to accept positive changes in their life for personal growth which can be achieved by developing EI competences.

- **Education**

EQ will affect educational approaches which is based on IQ that include logic, data, concrete thinking, and memory power. To be successful in school life EI competencies can be introduced through educational programs. Thus students in adolescents age acquired social, emotional and personal identity by the emotional intelligence.

2.10 Conclusion

western and eastern philosophy believed that success and happiness comes in life if we handle our emotions and other’s emotions too. The term ‘Emotional intelligence’ was popularized as a result of Daniel Goleman’s (1995) work. Although traditional understanding of intelligence is important for success in life, emotional intelligence is key to relating well to others and achieving goals, because the human world is all about relationships. We can say that by different measures as shown above one can observe oneself and feel comfortable to understand other’s feelings, social-awareness and social disorder behavior even in adverse condition, better self-control, social decision making, etc. also can be brought positively and success ratio can be increased. Thus we can say that to be successful one requires to have effective awareness; control and management of one’s own emotions; and awareness and understanding of other people.

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