CHAPTER III
EMOTIONAL INTELLIGENCE: A CONCEPTUAL ANALYSIS

3.1: EMOTIONS

Oxford English Dictionary (oxforddictioaries.com) defines emotion as “a natural distinctive state of mind deriving from one’s circumstances, mood, or relationships with others.”

Aristotle gave one of the earliest definitions where he described emotions as “all those things that so change (people) as to affect their judgments, and that are attended by pain or pleasure” (Jerkins, Oatley and Stein, 1998; p.7)

“Emotion refers to a feeling and its distinctive thoughts, psychological and biological states, and the range of propensities to act.” (Goleman 1995, P. 289)

We all know what emotion is, right? Perhaps not, as consulting the dictionary presents a not-very-helpful definition of the term: "an affective state of consciousness in which joy, sorrow, fear, hate, or the like, is experienced, as distinguished from cognitive and volitional states of consciousness" (Random House Dictionary of the English Language, 1973, p. 467)

What comes out of this exercise is that emotion is distinct from cognition (thinking) and volition (will, or motivation).
3.1.1: IMPORTANCE OF EMOTIONS

Here are a few of the reasons why our emotions are important in our lives. The first few chapters of Goleman's 1995 book, Emotional Intelligence, have a good Analysis of evolution of emotions.

**Survival:**

Human beings have an intrinsic instinct for survival. Our emotions have the potential to serve us today as a delicate and sophisticated internal guidance system. People have on inbuilt biological, emotional and psychological mechanism of indicating both the feelings of safety and insecurity.

**Decision Making:**

Our emotions are a valuable source of information. Our emotions help us make decisions. Studies show that when a person's emotional connections are severed in the brain, he cannot make even simple decisions. It is because when a person is emotionally distraught he will not be able to make decisions of his choice. This proves that the role of emotions play a major role in the ability to take decisions.

A thorough understanding of our own emotions will help us in developing a healthy interpersonal relationship with others. This will help us set our boundaries which are necessary to protect our physical and mental health.

**Communication:**

Our emotions play a vital role in achieving a better communication with others. Our verbal and nonverbal expressions, for example, can convey a wide range of emotions. Our gestures and body language effectively express more of our emotional needs and thereby have a better chance of filling them. If we are effective at listening to the emotional troubles of
others, we are better able to help them feel understood, important and cared about.

**Happiness:**

The better we can identify our emotions, the easier it will be to determine what is needed to be happy. A holistic understanding of the volatility of our emotions and feelings is necessary to conduct ourselves in a positive productive manner.

**Unity:**

Our emotions are perhaps the greatest potential source of unifying factors. All members of the human species are brought together not by our various religious, cultural and political beliefs but by the virtue of the universal emotions. Emotions, on the other hand, are universal. Charles Darwin wrote about this, years ago in one of his lesser-known books called "The Expression of Emotion in Man and Animal". The emotions of empathy, compassion, cooperation, and forgiveness, for instance, all have the potential to unite us as a species. It seems fair to say that, generally speaking: Beliefs divide us. Emotions unite us.
### 3.1.2: ELEMENTS OF EMOTIONS:

#### TABLE: 3.1

**THE MAIN CANDIDATES AND SOME OF THE MEMBERS OF THEIR FAMILIES**

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<th>B. ENJOYMENT:</th>
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3.1.3: CAUSES OF EMOTIONS:

The primary questions of the genesis of emotions like Love, Anger, sadness, hate, fear, envy and so on had been analyzed in philosophy for ages. The causal relationship between emotion and thought had been a major area of study. It is imperative to observe the relationship between linguistic competence and the state emotions.

Emotions are caused by one's thoughts. They are both triggered by one's thoughts and programmed by one's thoughts. The triggering is straightforward to show. Hearing the words "rape", "murder", "death", or "genocide", etc., one experiences an emotion. If one hears the same words in a language not known to him/her, the words would become meaningless to a person. One wouldn't be able to make the mental connection between the sounds and the meaning of the words. The emotions that one normally feels with respect to these words would not be present. Emotion will trigger only on understanding the meaning.

In a similar way the understanding of situation as far as the physical environment is concerned, the triggering of certain emotions can be rationalized. A further example is that of a gunman. If someone burst into a room with a gun, the people present would probably feel fear. However, if one didn't know what a gun was, he/she wouldn't make the connection, and wouldn't experience the fear. The emotion is only triggered when understanding of the situation is present.

We know that understanding triggers the emotion. This doesn't explain the particular emotion, though. Why do we feel fear when we see the gunman, but joy when we see a baby walk for the first time? The answer is the same as why understanding is required to trigger the emotion. The emotion is a response to our understanding of the situation. Emotions are
triggered by particular beliefs. Fear is based on a belief that one's life is in danger. Pleasure is experienced when one believes a value has been achieved. Each emotion is a particular response to a certain kind of judgment. Hence, it can be argued that emotions are automated responses.

The relationship between emotions and previous value judgments is very complex phenomenon. Since emotions are automatic responses to, it is possible that the response is not predictable. If the original judgment was faulty, the emotion will be faulty as well. For instance, one may hate a stepfather because one believes him to be trying to steal one's mother. Later in life, the emotion may still be triggered when one sees the stepfather, even if one no longer believes the cause to be true anymore. Similarly, if the original judgment no longer applies, neither does the emotion. Finally, it is possible to trigger an emotion out of the original context. One may properly hate a man for his actions, but another man with similarities may improperly trigger that same emotion.

It is not possible to take emotions at face value as they are automatic responses. Emotions are characterized by fallibility. The emotional conflict management is very essential in resolution of problems originating from emotional maladjustment among stakeholders. One should try to understand why the emotion is being triggered and whether it is correct. It is possible that the emotion is correct, and the reasoning false, due to an oversight. But the two should be resolved carefully, and if the emotion is incorrect, one should attempt to change one's automatic response.

The proper understanding of how emotions are formed is essential to implement fast value judgments, which enable faster responses to time-critical situations and, as automatic responses, they can give useful insights to complicated problems.
3.1.4: HOW ARE EMOTIONS CONTROLLED IN HUMAN BEINGS?

It is impartment to note how the cerebral functioning has a unique role to play in determining human emotions. The structure that plays the key role in emotional emergencies, which provokes expediency, is the AMYGDALA. The prefrontal area in the frontal lobe is the site of ‘working memory’. It has the capacity to pay attention and keep in mind whatever information is salient. Amygdala in the prefrontal area, which acts as brains alarm is linked through neural structures (Goleman 1995)

The visual and auditory images reach the thalamus through sensory signals which are eventually transformed into the language of brain. Most of the messages then go to the visual cortex, where it is assessed and analyzed for meaning and appropriate response; if that response is emotional, a signal goes to the amygdala to activate the emotional centers. However, a smaller portion of the original signal goes straight from the thalamus to the amygdala in a quicker transmission, allowing a faster, though less precise response. Thus the amygdala can trigger an emotional response before the cortical centers have fully understood what is happening.

When the amygdala stimulates the brain panic button, it releases a hormone called cortisol, which induces stress. It stays for a longer time in the body. Such repeated activities add more stress hormones. The impact of this recurrence can transform the ‘Amygdala’ a constantly volatile zone by provoking us into anger or panic.

The resilient people are capable of rapidly recovering from stress, as their prefrontal area starts to calm down the amygdala remarkably within a short span of time.
3.1.5: HUMAN EMOTIONAL NEEDS

All humans have basic emotional needs. These needs can be expressed as feelings, for example the need to feel accepted, respected and important. People are variable as far as motivation and emotional requirements are concerned. The fundamental biological and emotional needs also vary from person to person. One person may need more freedom and independence; another may need more security and social connections. One may have a greater curiosity and a greater need for understanding, while another is content to accept whatever he has been told (Goleman 1995).

One of the major problems that have been observed in schools is the stereotypical treatment given to all children as if their emotional and psychological needs are identical. The behavioral problems are, in fact aggravated by dysfunctional families and the policies implemented in schools. This inevitably produces either emotionally neglected or over controlled pupils. Therefore the lack of insightful education and a strong family background can irrevocably destroy the emotional wellbeing of a human being.

Primary and secondary emotions

The researcher finds it useful to divide the emotion into two categories: primary and secondary. A primary emotion is what we feel first. The secondary emotion is what it leads to. Anger and depression are good examples of secondary emotions. There are many possible primary emotions which, when they are intense enough, can lead to anger. We might feel insulted, pressured, cheated, etc. If these feelings are at a low level we are not likely to say we feel angry. But if they are intense, we commonly say we feel "angry."
These secondary emotions are influenced by feeling discouraged, hopeless, lonely, isolated, misunderstood, overwhelmed, attacked, invalidated, unsupported, etc. Normally they include several feelings. These apparently specific feelings are referred as primary emotions.

Secondary emotions like anger and depression do not help us much when it comes to identify our unmet emotional needs. Instead of focusing more on secondary emotions, the task becomes all the more challenging to evolve a technique to identify the primary emotions.

3.1.6: INFLUENCE OF EMOTIONS ON MANAGERIAL DECISION MAKING

Research in the last few decades has started to look at emotional decision making with a new perspective. Instead of having only a rational vs. emotional perspective, work has taken a more complete view, recognizing positives as well as negative effects of emotions in the context of making decisions.

Decisions taken with uncontrolled emotions may not be rational decisions. It is important to have the Management of emotional intelligence for a better decision making. Emotional intelligence, according to experts influence team working and learning, and hence will transform an organization to “Learning Organization”.

Advancements in technology, particularly in studying how our brains work, have made it possible to expand our understanding of how emotions influence our judgment and choice selection.

In managerial decision making it is necessary to evolve rational decision making to avoid emotional bias. Emotion's other positives can include better decision efficiency, better employee engagement in the workplace, and enhanced creativity. Becoming aware of emotions has the
benefit of correcting many emotional biases. Finding ways to minimize decision making driven by emotional bias while making better use of emotional intelligence can help use emotions to increase effectiveness in the workplace.

Dr. Antonio Damasio, a neurologist known for his work on the relationship between emotions and decision making, suggests that emotions may be fundamental in dealing with equal options and decisions that do not have a clear rational basis for choosing. In his 1994 book, Descartes' Error: Emotion, Reason, and the Human Brain, Damasio analyzes how patients with prefrontal cortical damage cannot create the emotions necessary for effective decision-making. In an example, his story of Elliot describes how, without emotion, he could not make simple choices, even regarding the colour of socks to wear. This suggests that at the point of selection, emotions are pivotal for making a choice. The demarcating line between the role of reason and emotion vis-à-vis decision making is a complex phenomenon. As for as the moral judgments in connection with the rational cost-benefit calculations are concerned the role of people with ventromedial injuries, in whom the area of the brain active in emotions, exhibit a distinct difference.

Positive elements of emotions in decision making:

- A totally emotional decision is very fast in comparison to a rational decision. This is reactive (and largely subconscious) and can be useful when faced with immediate danger, or in decisions of minimal significance.

- Some studies suggest that emotional insistence is essential to respect the life of another human being.
• Emotions may provide a way for coding and compacting experience, enabling fast response selection. This may point to why expert's "gut" level decisions have high accuracy rates.

• Emotions are possible signals from the subconscious that provide information about what we really choose.

• Decisions that start with logic may need emotions to enable the final selection, particularly when confronted with near equal options.

• Individuals care about the emotional features of decision options.

• Emotions often drive us in directions conflicting with self-interest.

**Negatives of Emotional Decision making:**

• We make quick decisions without knowing why, and then create rational reasons to justify a poor emotional decision.

• Intensity of emotions can override rational decision making in cases where it is clearly needed.

• Immediate and unrelated emotions can create mistakes by distorting and creating bias in judgments. In some cases this can lead to unexpected and reckless actions.

• Projected emotions can lead to errors because people are subject to systemic inaccuracy about how they will feel in the future.

**3.2: EMOTIONAL INTELLIGENCE**

In a simplistic sense of term emotional intelligence is the faculty to manage emotions such as Anger, Sadness, Fear, Surprise, Enjoyment, disgust, shame etc., in an intelligent way so as to build and maintain healthy relationship with the people.
With the publication of Daniel Goleman's first book on the topic in 1995, Emotional intelligence has become one of the prominent key concepts in the corporate world. When the Harvard Business Review published an article on the topic several years ago, it attracted a higher percentage of readers than any other article published in that periodical in the last 40 years. The importance this article is evident as the CEO of Johnson and Johnson read that article, he was so impressed that he had copies sent out to the 400 top executives in the company worldwide.

Taking into account the significance of the emotional intelligence and its psychological dimension, Industrial and Organizational psychologists have ventured to develop theoretical perspective in emotional intelligence. Therefore it is imperative to situate the concept of emotional intelligence within historical context. To ward off the popularistic misuse of the concept, the I/O(Industrial and Organizational) psychologists must act judiciously to contribute constructively to their clients in the future.

When psychologists began to reflect upon intelligence, they focused on cognitive aspects, such as memory and problem-solving. On the contrary there were researchers who recognized that the non-cognitive aspects were also important. For instance, David Wechsler defined “intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (Wechsler, 1958, p. 7). As early as 1940 he referred to non-intellective as well as intellective elements (Wechsler, 1940), by which he meant affective, personal, and social factors. Furthermore, as early as 1943 Consortium for Research on Emotional Intelligence in Organizations was formed.

Wechsler was proposing that the non-intellective abilities are essential for predicting one’s ability to succeed in life. He argued whether non-intellective, that is affective and cognitive abilities contribute to general
intelligence. The conclusion has been that such factors are not only admissible but necessary. It has been expostulated that apart from intellective there are also definite non-intellective factors that determine intelligent behavior. If the foregoing observations are correct, it follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors [Wechsler, 1943 #316, p. 103). Wechsler was not the only researcher who conceptualized that non-cognitive aspect of intelligence to be important for adaptation and success. Robert Thorndike was another psychologist to throw light on these concepts in the late thirties (Thorndike and Stein, 1937). Unfortunately, the work of these early pioneers was largely forgotten or overlooked until 1983 when Howard Gardner began to contemplate on the notion called multiple intelligence. Gardner (1983) proposed that intrapersonal and interpersonal intelligences are as important as the type of intelligence typically measured by IQ and related tests.

By the early 1990s, the research in the field of non-cognitive factors in helping people to succeed in both life and the workplace had reached a decisive phase. The current work on emotional intelligence is developed on this foundational principle.

Contemporary Interest in the Topic: When Salovey and Mayer coined the term *emotional intelligence* in 1990 (Salovey and Mayer, 1990), they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as a form of social intelligence that involves 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 action. (Salovey and Mayer, 1990). Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of
people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly (Salovey, Mayer, Goldman, Turvey, and Palfai, 1995). In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise other emotions were better able to respond flexibly to changes in their social environments and build supportive social networks (Salovey, Bedell, Detweiler, and Mayer, 1999).

In the early 1990s Daniel Goleman became aware of Salovey and Mayer’s work, and this eventually led to his book, *Emotional Intelligence*. He being a science writer for the New York Times, did remarkable study in area of brain and behavior research. He had been trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland (1973) was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence inform us about what is considered to be successful in life.

IQ by itself cannot be taken as good predictor of job performance. According to Hunter and Hunter (1984) estimation at best, IQ accounts for about 25 percent of the variance. Sternberg (1996) has pointed out that studies vary and that 10 percent may be a more realistic estimate. In some studies, IQ accounts for as little as 4 percent of the variance.

An example of this research on the limits of IQ as a predictor is the Sommerville study, a 40 year longitudinal investigation of 450 boys who grew up in Sommerville, Massachusetts. Two-thirds of the boys were from welfare families, and one-third had IQ.s below 90. However, the observations indicate that IQ had little relation to how people are placed in life and work place. What caused considerable difference was that childhood abilities such as being able to handle frustration, control
emotions, have played a decisive role in how they get along with other people (Snarey and Vaillant, 1985).

Another good example is a study of 80 Ph.D.’s in science who underwent a battery of personality tests, IQ tests, and interviews in the 1950s when they were graduate students at Berkeley. Forty years later, when they were in their early seventies, they were tracked down and estimates were made of their success based on resumes, evaluations by experts in their own fields, and sources like American Men and Women of Science. It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige (Feist and Barron, 1996).

Notwithstanding the relevance of cognitive ability, we have to underscore social and emotional factors which will enable an individual to persist in the face of difficulty. High score of IQ may help an individual to attain higher positions, where as a holistic view is necessary for a positive performance in society.

We should bear in mind non-cognitive abilities are complementary to each other. In fact, research suggests that emotional and social skills actually help improve cognitive functioning. For instance, in the famous marshmallow studies at Stanford University, four year olds were asked to stay in a room alone with a marshmallow and wait for a researcher to return. They were told that if they could wait until the researcher came back before eating the marshmallow, they could have two. Ten years later the researchers tracked down the kids who participated in the study. They found that the kids who were able to resist temptation had a total SAT score that was 210 points higher than those kids who were unable to wait (Shoda, Mischel, Peake, 1990). This proved that cognitive ability seems to play a rather limited role in accounting for why some people are more successful.
than others, what is the evidence that emotional and social factors are important? In his research Goleman (1995) pointed out that social and emotional abilities play a major role in personal success. Some elements of this research were derived from studies in personality and social psychology. There were also some developments regarding these aspects from the burgeoning field of neuropsychology.

An attempt will be made to analyze Howard Gardner’s concepts of seven intelligences. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called ‘personal intelligences’ (Gardner 1999: 41-43).

1. **Linguistic intelligence** denotes sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

2. **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

3. **Musical intelligence** involves skills in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structurally parallel to linguistic intelligence.
4. **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner conceptualizes that mental and physical activities are related.

5. **Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas.

6. **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.

7. **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model for ourselves, and to be able to use such information to regulate our lives.

   Emotional Intelligence, also referred as Relationship intelligence, is the combination of the sixth and the seventh i.e. Interpersonal and Intrapersonal Intelligence.

3.2.1: **History of emotional intelligence**

The researcher attempts to give a history of research over the period between 1930 and 1995, Edward Thorndike developed the concept of "social intelligence" as the ability to get along with other people in 1930s. David Wechsler argued that affective components of intelligence may be essential to success in life in 1940s. Abraham Maslow explored as a Humanistic psychologist such as described how people can build emotional strength in 1950s. In the year 1975 Howard Gardner introduced the concept of multiple intelligences through his publication
of “The Shattered Mind”. 1985 witnessed the coinage of the term “emotional intelligence” by Wayne Payne in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction / expansion, tuning in/coming out/letting go).” Keith Beasley came up with the concept "emotional quotient.” In the year 1987 in an article published in Mensa Magazine. It has been suggested that this was the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis. In 1990 Psychologists Peter Salovey and John Mayer popularized the conception "Emotional Intelligence" in the journal “Imagination, Cognition, and Personality”. The concept of emotional intelligence became a contemporary issue along with the publication of psychologist and New York Times science writer Daniel Goleman’s book Emotional Intelligence: “Why It Can Matter More Than IQ?”.

Charles Darwin's concepts of survival and, second, adaptation preceded his foundational reference to emotional intelligence. This concept can also be trace back to Leuner (1966) which appeared in the German publication Praxis der Kinderpsychologie und Kinderpsychiatrie by Leuner in 1966. In it, Leuner discusses women who reject their social roles due to them being separated at an early age from their mothers. He suggests that they had a low “Emotional Intelligence” (EI) and prescribed LSD for their treatment.

Several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects apart from the traditional approaches which emphasized primarily cognitive aspects such as memory and problem-solving during the 20th century.
In the 1940s, with in the perspective of I/O psychology under the direction of Hemphill, the Ohio State Leadership Studies suggested that "consideration" is an important aspect of effective leadership. More specifically, this research suggested that leaders who are able to establish "mutual trust, respect, and a certain warmth and rapport" with members of their group will be more effective (Fleishman and Harris, 1962). At about the same time, the Office of Strategic Services (1948) developed a process of assessment based on the earlier work of Murray (1938) that included the evaluation of non-cognitive, as well as cognitive, abilities. This process evolved into the "assessment center," which was first used in the private sector at AT&T in 1956 (Bray, 1976). Many of the dimensions measured in assessment centers then and now involve social and emotional competencies such as communication, sensitivity, initiative, and interpersonal skills (Gowing, in press; Thornton and Byham, 1982).

In 1983, Howard Gardner's “Frames of Mind: The Theory of Multiple Intelligences” popularized the idea of multiple intelligences which 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, fail to fully explain cognitive ability. Finally there is a unanimity with the conclusion that the traditional definitions of intelligence were lacking in ability to fully explain performance outcomes.

The concepts of emotional work and emotional labour can be attributed to the works of Arlie Hochschild in 1983. Gradually research activities began to look at emotional expression and its importance to organizational psychology.

3.2.2: Definitions of emotional intelligence

Daniel Goleman’s(1995) definition: “Emotional intelligence is the ability to 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”.

Identifying Emotions is the ability of an individual to recognize how he and those around him are feeling.

Using Emotions is the ability to generate an Emotion and use it appropriately.

Understanding emotions is the ability to understand complex emotions and Emotional “chains”, how an emotion transits from one stage to other.

Managing Emotions is the ability of an individual, which allows him to manage emotions in himself and in others.

Emotional intelligence demands from an individual to be aware of his own emotions, show empathy, have better interpersonal skills, be self-confident and optimistic and handle stress better. Emotional intelligence influences team working and learning and hence will lead an organization to “Learning Organization”.
3.2.2.1: Hein Definition of Emotional Intelligence

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

RESEARCHER’S DEFINITION OF EMOTIONAL INTELLIGENCE

Although experts define intelligence as per their understanding and knowledge about Emotional intelligence, researcher (of present investigation) would define it as “Playing safe with the emotions by understanding feelings of oneself and that of others and playing safe with emotions of self and others that would result in good intrapersonal and interpersonal relationship, leading to ethically and morally acceptable behavior”

What researcher meant by Playing safe is to understand one’s primary feelings, which might result in outbreak of emotions and also thinking in advance what impact it would have in others feelings. The critics have written about the dark side of emotional intelligence as pretending to be ethical. Experts refer it as potential emotional intelligence. Yes, it is true. All of us have all the elements of emotions which are inherent in us. But it is the potentiality of an individual to use those emotions by generating the appropriately required emotion for the particular situation. This safe usage of emotions in an acceptable manner would result in success both in professional and personal lives.

For example, consider captaincy of Indian Cricket team in the past by Sourav Ganguly. Though he was a very good player, he was not a good team player. He seemed to be more aggressive, which highlights his low EI. Because of which he had an issue with the coach, which was leaked to public. We have also seen his temperament in the field, due to emotional
hijack. Whereas, when we observe the nature of cricketer Rahul Dravid, one could see him calm and composed as he was able to control his emotions, was very diplomatic in his approach, and larger public accepted him as a good team player and as a Captain. This does not mean that he never got anger, but it means he knew to manage his emotions in a better and acceptable way. When we fail to control our anger, anger takes control of us, leading to unacceptable behavior.

Critics say emotional intelligence is manipulation of original nature of a person which is the dark side of EI. The researcher would say manipulation may not work every time. Researcher in his definition has also mentioned about being ethically and morally right. Emotional intelligence does not mean that we should never get angry. Getting angry may sometime be a manipulated one too; this is a good sign of getting things done but at not at one’s own health cost. As Aristotle puts it “Anybody can become angry- that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-this is not easy”. This is where one’s emotional intelligence plays a major role.

Emotional intelligence can be developed at any stage of life cycle. But what matters is their attitude to develop and the support he/she should get.

**The Mayer - Salovey Academic Definition of Emotional Intelligence**

Jack Mayer and Peter Salovey have been the leading researchers in emotional intelligence since 1990. In that year they suggested that emotional intelligence is a true form of intelligence which had not been scientifically measured until they began their research work.

Here is how they defined emotional intelligence in 1990.
They defined emotional intelligence “as the subset of social intelligence that involves 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”.

In the abstract of the 1990 article they also wrote: This article by Meyer and Salovey presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan and achieve in one's life. They and their colleagues have used various definitions of EI in their academic journal articles since 1990, but their 1997 definition is the one they use the most now. First, here are a few other definitions they have used, and then a full presentation of the 1997 definition is shown.

<table>
<thead>
<tr>
<th>From Selecting a Measure of Emotional Intelligence: The case for ability scales (2000)</th>
<th>Four branches of Emotional Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The first, Emotional Perception, involves such abilities as identifying emotions in faces, music, and stories.</td>
</tr>
<tr>
<td></td>
<td>The second, Emotional Facilitation of Thought, involves such abilities as relating emotions to other mental sensations such as taste and color (relations that might be employed in artwork), and using emotion in reasoning and problem solving. (Also: &quot;integrating emotions in thought,&quot; Mayer and Cobb)</td>
</tr>
<tr>
<td></td>
<td>The third area, Emotional Understanding involves solving emotional problems such as knowing which emotions are similar, or opposites, and what relations they convey.</td>
</tr>
<tr>
<td></td>
<td>The fourth area, Emotional Management involves understanding the implications of social acts on emotions and the regulation of emotion in self and others.</td>
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</tbody>
</table>
Mayer and Cobb (2000)  | The ability to process emotional information, particularly as it involves the perception, assimilation, understanding, and management of emotion."
---|---
David Caruso, February, 2004 radio interview  | The ability to:
1. Accurately identify emotions
2. Use emotions to help you think
3. Understand what causes emotions
4. Manage to stay open to these emotions in order to capture the wisdom of our feelings

**The 1997 Mayer Salovey definition**

This was the first time Mayer and Salovey detailed their "four branch model" of emotional intelligence. The definition is extremely thorough and deserves close attention. Unfortunately, this attention has not often been given it though, at least not in publications on the net.

They introduce the model by saying that the four branches in their chart are: "arranged from more basic psychological processes to higher, more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion."

They add that abilities that emerge relatively early in development are to the left of a given branch; later developing abilities are to the right." And they also say that, "people high in emotional intelligence are expected to progress more quickly through the abilities designated and to master more of
them.” (From what is Emotional Intelligence, by John Mayer and Peter Salovey

**Other Definitions of Emotional Intelligence on the Net**

Here are other examples of definitions of EI on the Net

<table>
<thead>
<tr>
<th>Source</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Seconds</td>
<td>“The capacities to create optimal results in your relationships with yourself and others.”</td>
</tr>
<tr>
<td>Reuven Bar-On</td>
<td>&quot;An array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures&quot;.</td>
</tr>
<tr>
<td>Inst. for Emotionally Intelligent Living</td>
<td>The ability to sense and use emotions to more effectively manage ourselves and influence positive outcomes in our relationships with others.</td>
</tr>
<tr>
<td>A management consulting firm in Australia</td>
<td>Emotional intelligence refers to the ability to regulate your impulses, face obstacles and empathize with others.</td>
</tr>
<tr>
<td>Byron Stock</td>
<td>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 say or do) next.</td>
</tr>
</tbody>
</table>

Emotional intelligence is one’s ability to acquire and apply knowledge from his/her emotions and the emotions of others in order to be more successful and lead a more fulfilling life.
More from Six Seconds

In 1997, Six Seconds’ team sought to take those best-practices and create a framework for teaching and practicing the skills of EQ. They went beyond the scientific definition to capture the practical value of the concepts that are worth teaching and learning. Their definition of emotional intelligence is, “The capacities to create optimal results in your relationships with yourself and others.”

Steve's Short Definition of Emotional Intelligence: Is an innate ability which gives us our emotional sensitivity and our potential for learning healthy emotional management skills.

Stanley Greenspan (1989) also put forward an EI model describing Six Developmental Levels (Stages) of the Mind

- Process consists of six specific stages that together illustrate how a baby translates the raw data of her senses and inner feelings into images that represent them both to her and others
- Can be thought of as the mind’s deepest structural components, supporting all later development
- Require nature and nurture to form properly
- Without this structure the mind cannot function coherently, but only in fragmented, jumbled fashion
- Addiction and the various co-occurring disorders often interfere with the development of the mind’s structure

Stage 1: Security and the Ability to Look, Listen, and Be Calm

The first developmental skill is the ability to be calm and regulated and at the same time interested and engaged in the world. This skill allows a child to take-in all the exciting things going on in the environment through
the various senses, organize them internally, and simultaneously focus on particular stimuli while ignoring other things. It is the ability to focus on the face of mommy, or touch a particular toy without losing control that leads to a sense of internal security. As sensations are exchanged between a person and his/her child, emotions of pleasure and joy emerge, leading to greater engagement and the second developmental stage.

Stage 2: Relating: The Ability to Feel Warm and Close to Others

Critical to all childhood and adult relationships is the ability to relate to others in a warm, trusting, and intimate manner. Normally, this skill is in full swing by 4 to 6 months of age when a child smiles back at a parent in a special way, or later as a toddler when she enthusiastically shares her toys or gives hugs to other kids. As Greenspan puts it, “without some degree of this ecstatic wooing by at least one adult who adores her, a child may never know the powerful intoxication of human closeness, never abandon herself to the magnetic pull of human relationships, never see other people as full human beings like herself, capable of feeling what she feels.” The ability to relate to others in a warm and intimate manner is a process that continues to evolve throughout childhood, and develops even more within the context of romantic relationships.

When children at any age experience trauma in some form (physical, sexual, emotional), this stage of development is very often critically affected. When trust is broken or a child’s expression of emotion is met by distance and rejection, then a child often will retreat into an internal world where thoughts, feelings, and sensations become disconnected and alienated from external reality. Children with special needs, particularly those with obvious physical or psychological abnormalities, are at increased risk for problems at this stage because of how cruel other kids can be. When a child expects to be humiliated or teased because of how he looks or acts, the best
(and natural) defense is to isolate and avoid other kids. Because most learning occurs in the context of relationships, avoiding others results in significant problems with all later stages of development.

**Stage 3: Intentional Two-Way Communication without Words**

Developing the capacity to focus and relate to others allows children to begin communicating with willful intention through facial expressions, gestures, and body language. By 18 months of age, many children are quite good at reading nonverbal cues and engaging in the most rudimentary forms of communication. A smile leads to a smile, pointing results in obtaining an object, and crying brings on attention and comfort. It is through learning to read others nonverbal language that we learn to differentiate emotions in other people, and how to send and receive non-verbal messages that establish our personal boundaries. Children and adults who never master skills at this stage struggle in school, work, and in friendships because they are still learning to read non-verbal cues from others and figure out what a person is really saying. In one study by UCLA researchers, 93 percent of communication effectiveness was determined by nonverbal cues and 7 percent by the words that were spoken.

In the bestselling book Emotional Intelligence by Daniel Goleman, explained why bright individuals who have achieved significant academic success often struggle in relationships because they lack emotional intelligence, or the ability to read and respond appropriately to emotions in others. For children who grow-up in families where parents are not well equipped to facilitate emotional growth (because they are stuck developmentally themselves), academic success can become the primary vehicle for a child’s sense of self, leading to advanced degrees and professional careers where intelligence is highly valued. But for many who follow such a path, the price of academic and professional success comes at
a significant cost – developmental constrictions and deficits in reading nonverbal cues, subtle emotional gestures, and knowing how to deeply engage with all sorts of people in different contexts.

**Stage 4: Solving Problems and Forming a Sense of Self**

At this stage, children 14 to 18 months of age are successful at getting what they want, and begin to develop more advanced skills in relating to others and building an internal sense of who they are. In the beginning, a child’s sense of self is like a map with most areas still blank. The earlier developmental stages provide some essential outlines on the map, but the details get filled in as a child engages in more and more complex interactions with other people. Greenspan and Brazelton use the phrase circles of communication to describe interactive sequences of behaviors in a given communication exchange. In the previous stage, it is not uncommon to observe an infant and parent going back and forth thirty or forty times in a series of smiles, laughs, waves, and giggles. As such reciprocal interactions grow in richness and complexity (and number), a child begins to discern patterns of behavior, both in himself and others. Areas of the map begin to get filled in, and children begin to solve problems with the help of others.

**Stage 5: Emotional Ideas**

As children master the ability to engage others with intention through their emotions and behaviors, they move on to the fifth stage of development that involves learning to form mental pictures or images of their wants, needs and emotions. This is the stage of symbolic expression where a child can substitute a thought or an idea for an action or behavior. Instead of throwing an object in anger, a child can now say “I am angry.” As Greenspan and Brazelton note:
They not only experience the emotion but are also able to experience the idea of emotion, which they can then put into words or into make-believe play. They are using an idea, expressed in words, to communicate something about what they want, what they feel, or what they are going to do. This ability opens a whole new world of challenges: Children can begin to exercise their minds, bodies, and emotions as one. Children (and many adults) who never fully master the skills of this stage, have difficulty identifying what they are feeling and instead simply act-out feelings in actions and behaviors. Many who drink excessively or use illicit drugs do so in response to feelings that are difficult to identify, talk about, and experience. Parents can help children negotiate this stage by modeling appropriate expression of emotions in both words and nonverbal behavior (i.e., emotion coaching).

**Stage 6: Emotional Thinking**

The final developmental stage usually begins when a child is between three and four years of age, and involves taking the mental images from the previous stage and building bridges between them. Now, a child can go beyond simply labeling emotions, and connect them to external events or other internal images or ideas. “I feel sad because daddy cannot take me to the zoo” or “I feel angry because mommy won’t let me play with my toy trains” are examples of feelings now connected to different categories of ideas. This final stage is so critical that Greenspan and Brazelton (2000) conclude: This ability to build bridges between ideas on an emotional level underlies all future logical thought. In fact, emotional thinking is the foundation for all future thinking.”

The capacity to reflect on future behavior, feel empathy for others, and realize that actions can have consequences, all requires mastery of the skills of emotional thinking. Parents play an important role in helping children at this stage to the extent that they themselves have such abilities.
3.3: PHYSIOLOGY OF EMOTIONS:

We all deal with emotions on a daily basis. The daily challenge of dealing constructively with emotions is important to the human condition because our brains are hard-coded to give emotions the upper hand. This is how our brain works with respect to emotions. Whatever one sees, smells, hears, tastes and touches travels through the body in the form of electric signals. These signals pass from one cell to the other cell until they reach their final destination, the brain. They enter the brain at the bottom near the spinal cord, but will have to travel to the frontal lobe, behind the forehead before reaching the place where rational, logical thinking takes place. The trouble is, they pass through our limbic system along the way the place where emotions are produced. This journey ensures a person to experience things emotionally before proper reasoning can kick into gear. Some experience produce emotions that one will be easily aware of; other emotions may seem non-existent. When something generates a prolonged emotional reaction, it's called a “trigger event". One’s reaction to the triggers is shaped by his/her personal history, which includes his/her experience with situations. As one’s EQ skills grow, he/she will learn to spot triggers and practice productive ways of responding that will become habitual.
The rational area of the brain (the front of the brain) can't stop the emotion "felt" by limbic system, but the two areas do influence each other and maintain constant communication. The communication between the emotional and rational "brains" is the physical source of emotional intelligence.

When emotional intelligence was first discovered, it served as the missing link in a curious finding: people with the highest levels of intelligent Quotient (IQ) outperformed those with average IQ’s just 20 percent of the time, while people with average IQs outperformed those with high IQs 70 percent of the time. This anomalousness threw a massive wrench into what many people had always assumed was the source of success—IQ. Scientists started realizing that there must be another variable that explained success over and above one’s IQ. Years of research and enormous studies pointed at emotional intelligence (EQ) as the critical factor.

A Time magazine cover and hours of television coverage introduced millions to EQ, and once people were exposed to it, they wanted to know more. They wanted to know how Emotional Intelligence worked and who
had it. Most importantly, people wanted to know if they had it. Books emerged to bring in more curiosity among people.

The Emotional Intelligence Quick Book was released in 2004, the Quick Book was unique (and still is) because each copy contained a pass code that let the reader go online and take the world's most popular EQ test, the Emotional Intelligent Appraisal®. The book satisfied readers' curiosity by teaching the ins and outs of EQ and provided a new self-perspective that wasn't available anywhere else then.

3.4: IMPORTANCE OF EMOTIONAL INTELLIGENCE AT WORKPLACE

Martin Seligman has developed a construct that he calls learned optimism (Schulman, 1995). It refers to the causal attributions people make when confronted with failure or setbacks.

Optimists tend to make specific, temporary, external causal attributions while pessimists make global, permanent, internal attributions. In research at Met Life, Seligman and his colleagues found that new salesmen who were optimists sold 37 percent more insurance in their first two years than did pessimists. When the company hired a special group of individuals who scored high on optimism but failed the normal screening, they outsold the pessimists by 21 percent in their first year and 57 percent in the second. They even outsold the average agent by 27 percent (Schulman, 1995). In another study of learned optimism, Seligman tested 500 members of the freshman class at the University of Pennsylvania. He found that their scores on a test of optimism were a better predictor of actual grades during the freshman year than SAT scores or high school grades (Schulman, 1995).

The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. A
study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment (Lusch and Serpken, 1990).

The analysis of Emotional intelligence has much to do with not only the awareness of the production of emotion but also its conscious control we can take into account. Consider an experiment that was done at Yale University by Sigdal Barsade (1998;). He had a group of volunteers play the role of managers who come together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups the actor projected cheerful enthusiasm, in others relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation, fairness, and overall group performance.

In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organization. Similar findings come from the field. Bachman (1988) found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and sociable. One more factor worth studying is the element of empathy. This is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying other’s emotions were more successful in their work as well as in their social lives (Rosenthal, 1977). More recently, a survey of retail sales buyers found that apparel sales representatives were valued primarily for their empathy. The buyers reported that they wanted representatives who could listen well and really understand what they wanted and what their concerns were (Pilling and Eroglu, 1994).
Thus, research suggests that emotional intelligence is important for success in profession and life. However, this notion is characterized by ambiguity somewhat simplistic and misleading. Both Goleman (1995) and Mayer, Salovey, and Caruso (1998) have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies. Goleman has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the arena of work. The emotional competencies are linked to and based on emotional intelligence.

The fundamental objective of predicting performance depends to a great extent on adaptation of emotional intelligence. This invariably results in the creation of competencies such as Influence, Initiative or Achievement drive especially in corporate world.

The notion of emotional intelligence can contribute constructively in the domains of leadership, career development and professionalism. Moreover, through empirical research and theorizing, concrete perspectives to harness emotional intelligence can be framed.

Emotional intelligence does not and should not be thought of as a replacement or substitute for ability, knowledge or job skills. Emotional intelligence is hypothesized to enhance workplace outcomes but does not guarantee it in the absence of suitable skills. Applications of emotional intelligence in the workplace, Career Development, Management Development and Team Effectiveness may include these spheres:

The competency of aptitude for understanding people may enable a professional to thrive in a people-intensive career such as those in the mental health field. Understanding and enhancing emotional intelligence may enhance certain management skills and styles. Teams are more than the
sum of the individual parts. The glue which holds teams together may be supplied by emotional intelligence.

3.4.1: The limits of emotional intelligence at work

Though technical skills are indispensable, without emotional intelligence as critical, job-related skills, one would not be positioned in an establishment. These two skills are mutually interconnected and complement each other. However, there certain professions which are specific to these skills - a programmer should have the fundamental competency of technical skills where as a social worker may require predominantly emotional intelligence.

Interestingly, research on emotional intelligence is a recent phenomenon. It is observed that in some cases that being emotionally intelligent has a negative impact on job performance. In other words emotional intelligence cannot be a substitute for technical skills.

We do believe that emotional intelligence is something new and unique. However, Popular claims that it is "twice as important as IQ" can be quite misleading. This issue was clarified by Dr. Goleman a few years ago when he noted that: “In some life domains emotional intelligence seems to be more highly correlated with a positive outcome than is a measure of IQ. The domains where this can occur are “soft” - those where, e.g., emotional self-regulation or empathy may be more salient skills than are purely cognitive abilities, such as health or marital success.” “In those cases where EI is more salient than IQ, the predictive power for IQ would be lower than usual.” (D. Goleman, personal communication, July 22 and 27, 1999 and reported in Mayer, Salovey, and Caruso, 2000.). These arguments do indicate that impact of analytic intelligence (IQ) is lower in some areas of our lives, such as marital success, whereas the consequences of non IQ factors play a major role in other circumstances. Ultimately it can be argued
that an emotionally intelligence person invariably has the ability to manage oneself, others and get results ethically.

There is a compelling need to redesign the recruitment policies of organizations. In the process of recruitment a mechanism should be evolved to identify both competencies of IQ and EQ to have positive results. Unfortunately the contemporary educational and material environments are conducive for the growth of only IQ. On the contrary the younger generation is left in the lurch as for as their management of emotions are concerned.

Unlike IQ, Emotional intelligence of a person can be developed at any stage of life, irrespective of the age. However this depends of an individual’s attitude towards change, support provided to an individual for development. It is advisable that, in the context of lack of accurate measuring of level of EQ unlike IQ, consideration should be oriented to developmental Purposes rather than administrative purpose.

It is surprising to know that there is no foolproof mechanism which has been instituted so far. Though human being is the most intelligent social animal he is incapable of assessing emotional intelligence of fellow human being. In fact, it is reasonably viable to ascertain the emotional intelligence of a person who is familiar.

Emotional intelligence is not a constant disposition but keeps changing depending on the context. Sometimes emotional intelligence in the hands of a shrewd person can be a disastrous tool. According to JaneaneGarofalo “DON’T BOTHER BEING NICE. Being popular and well-liked may not always be in your best interest. If you behave in a manner most pleasing to most, then you are probably doing something wrong. The masses have never been the arbiters of the sublime, and they often fail to recognize the truly great individual”.
3.4.2: Consequences of lack of emotional intelligence

Emotional intelligence is a must to survive in this competitive environment. Person lacking Emotional intelligence finds himself in a despicable condition as for as his relationship with peers, subordinates or his superiors are concerned. The person lacking EQ may not solicit feedback and will behave aggressively on most of the situations and hence he/she will be more susceptible to stress. The individual without the competency of EQ may have to suffer frustration and alienation. This will be detrimental to team work and successes of an organization.

3.5: MEASUREMENT OF EMOTIONAL INTELLIGENCE

Assuming that emotional intelligence is important, the question of assessment and measurement becomes particularly pressing. What does the research suggest about the measurement of emotional intelligence and competence? In a paper published in 1998, Davies, Stankov, and Roberts (1998) concluded that there was nothing empirically new in the idea of emotional intelligence. This conclusion was based solely on a review of existing measures purporting to measure emotional intelligence at the point in time when they wrote that paper.

The research in domain of emotional intelligence is still in its infant stage. The researcher is yet to come out with tangible psychometric properties. However there is an urgent need to evolve a strategy to constitute methodology the predictive validity in the contemporary situation. This definitely enhances the scope of research in this area.

There are several models that stand out as most commonly used for business applications and in the workplace:

1. Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT) - An ability-based test in which test-takers perform tasks designed to
assess their ability to perceive, identify, understand, and utilize emotions.

2. Daniel Goleman, the Haygroup Emotional Competence Inventory (ECI) - measures EI ABILITY Based on an older instrument known as the Self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person’s abilities on a number of different emotional competencies.

3. Reuven Bar-On's Emotional Quotient Inventory (EQ-i) - measures EI SKILLS: A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, “Emotional intelligence is an array of non-cognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.”

4. The Genos Emotional Intelligence Assessment Scale (Genos EI) - measures EI BEHAVIOR

5. Seligman Attributional Style Questionnaire (SASQ)

6. EQ Map.

Each of these instruments has its own application and process, and each measures something different from what the others measure.

**MSCEIT**

This model was primarily founded by John Mayer and Peter Salovey they identified and named the initial construct of Emotional Intelligence at the University of New Hampshire in 1990. They considered EI to be a unique form of social intelligence that is distinct from IQ, personality, character, disposition, and technical skill. They arrived at a pragmatic
definition: "Emotional intelligence is the ability to 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." (Mayer and Salovey, 1997)

The MSCEIT is the most widely researched measurement of EI, with more than 10 peer-reviewed papers published. It is now workplace specific and is comprised of questions for which there are more or less correct answers. This makes the MSCEIT less susceptible to phallacies than other measures. Susan David, of Evidence Based Psychology, works at Yale with Professor Salovey and has developed a leadership and workplace development report. The 10 page feedback report is easy to understand and the development options are workplace specific. The MSCEIT is a pure EI measurement; however it does not measure personality, character or dispositional traits.

The MSCEIT is a self-assessment based model which operates with the help of 141 questions that take about an hour to complete. It measures EI ability in four dimensions:

The first dimension focuses on Perception of Emotions. It concentrates to assess the competency of perceiving emotions in oneself and others, as well as in objects, art, stories, music, and other stimuli. The second measure underscores the Facilitation of Thought. It evaluates the ability to generate, use, and feel emotion as necessary to communicate feelings, or employ them in cognitive processes. The third dimension targets the ability to understand emotional information, how emotions combine and progress through emotional transitions, and to appreciate such emotional meanings. Finally the fourth dimension concentrates on the Management of Emotions. The framework assesses the ability to be open to feelings, and to
modulate them in oneself and others so as to promote personal understanding and growth.

**Haygroup ECI**

Daniel Goleman’s (1998) contributions in the field of EI is exemplary. He defines EI as "It is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." The ECI was developed by Goleman and Richard Boyatzis, which has 360 assessing units. It includes ratings by self, managers, peers and direct reports. It is a workplace specific instrument intended for organizational applications. The Haygroup states that there are exclusive workplace norms. Unfortunately, specific information is not publicly available. Though there is the availability of only one peer-reviewed doctoral thesis, the Hay group claims to have over 500 research papers.

The application of this method is highly a complex procedure. The ECI provides a 20 page report that is difficult to understand and interpret. No developmental options are offered in this report. The assessment has 117 questions and takes 30 to 40 minutes to complete, which can create a time challenge for large teams completing multiple 360's. The ECI is a mixed model that measures competencies (another word for ABILITY) in 20 variables that are a combination of abilities, personality traits and dispositions in four quadrants: the first is conceptualized as self awareness. This includes Emotional Self-awareness, Accurate Self-assessment, and Self-confidence. The second is Self-Management which includes assessment regarding Self-control, Adaptability, Conscientiousness, Trustworthiness, Initiative, and Achievement Orientation. The third one deals Social Awareness by incorporating methods evaluate competencies of Empathy, Service Orientation, and Organizational Awareness. The last tool termed as
explication of Social Skills. This encompasses Leadership, Influence, Developing Others, Change Catalyst, Communication, Conflict Management, Building Bonds, Teamwork and Collaboration.

Bar-On EQ-I

Reuven Bar-On is the Israeli psychologist who developed the EQ-I, and he describes his view of emotional intelligence as, "…an array of non-cognitive skills that are useful in predicting success in specific areas of life."

This model though not workplace specific, it has covered 80,000 Americans in its general normative samples. There are two peer-reviewed published research papers in this model. The EQ-I provides several different report types, but the primary one is 7 pages and is easy to understand. However this is apparently an inconsistency module. Having 133 questions which intern takes 30 to 45 minutes to complete and is a mixed model of EI, personality traits and dispositions. The EQ-I is not a detailed work place relevant module, takes recourse to 5 composite scales and 15 sub-scales to assess EI skills.

These include Intrapersonal Scales which focuses on Self-Regard, Emotional Self Awareness, Assertiveness, Independence and Self-Actualization. Interpersonal Scales include Empathy, Social Responsibility and Interpersonal Relationship. Adaptability Scales concentrate on Reality Testing, Flexibility and Problem Solving. Stress Management Scales observers Stress Tolerance and Impulse Control. Finally general Mood Scales explains Optimism and Happiness.
Genos EI

The Genos EI model was originally developed by Dr. Ben Palmer and Professor Con Stough at Swinburne University of Technology in Australia. This is an extremely sophisticated and contemporary instrument structured in bottom to top pattern which can be successfully applied in work place conditions. Genos has over 3,000 general workplace norms and over 1,000 senior executive norms in their workplace samples. This model has 5 peer-reviewed and published research papers to its credits.

The Genos defines Emotional Intelligence (EI) “as the capacity to perceive, express, understand, and manage one's own and others' emotions in an appropriate, professional, and effective manner at work.”

The Genos assessment encompasses 70 questions, which takes about 20 minutes to complete online, is a full 360, and includes ratings by self, managers, peers, direct reports, and customers/clients. Genos provides an up to date feedback report is easy to understand, with one full page of detailed, workplace specific development options for each dimension of the assessment. The Genos program is easily customized keeping in mind the requirements individuals or teams.

The last of which is especially relevant for teams who want feedback from stakeholders outside the primary work group. Genos provides a full-color, 20 page feedback report that The Genos EI is the only model that recommends two assessments, one before the intervention and one after intervention. The intervention supports that measures the behavioral changes and improvements. Each client receives a comprehensive manual with participatory insight and behavioral rehearsal activities for business systems, processes and action plans, and 3 to 4 months of intensive, one-on-one developmental coaching. The coaching supports a cognitive-behavioral restructuring methodology based on the developmental options in the initial
report, and is tied directly to the needs, goals, objectives and outcomes in role competencies as defined by the client company. In fact the Genos EI, unlike all the other models emphasizes the measurement of behavior in 7 dimensions that have been determined through research to be the definitive core of EI:

1) **Emotional Self-awareness:** this dimension measures the skill of perceiving and understanding one’s own emotions. The subjects are rated on how frequently they are aware of their feelings, moods and emotions at work; the underlying causes of their feelings; and the impact that their feelings can have on their thoughts, decisions and behavior.

2) **Emotional Expression** – This dimension concentrate to assess the skills of effectively expressing one’s own emotions. The subjects are rated how frequently they express various emotions vis-à-vis their specific contexts of work. The expression of emotions such as happiness, frustration, impact of positive feedback and so on will be measured. The expression of appropriate emotions at the right time, to the right degree and to the right people is explained in a lucid manner.

3) **Emotional Awareness of Others** - This dimension focuses on the skills of perception and understanding of others’ emotions. Unlike subjective analysis, this in fact attempts to acknowledge how others feel about issues at work. Its objective is to delve deep into the causes which prompt people to feel specific emotions such as concern, anger or optimism.

4) **Emotional Reasoning** – This actually, emphasizes the utilitarian objective of employing emotional information to carry out reasoning, planning, problem-solving and decision-making in a workplace. The thrust area is to evaluate how the emotions of the self and others will be taken into account while formulating policy decisions. The elements of
empathy and effective communication will be utilized to reinforce the stakeholder’s commitments.

5) **Emotional Self-management** – The effective management of our own emotions and its assessment is the objective of this dimension. The frequent preoccupation with activities which orients the subjects to create positive feeling at work and detach from negative elements is the sole value of this principle.

6) **Emotional Management of Others** – This measures the skill of influencing the moods and emotions of others. The subjects are rated how frequently they create a positive working environment for others. Moreover it assesses the subject’s competencies of helping people find effective ways of responding to upsetting events, and; effectively help people resolve issues that are affecting their performance.

7) **Emotional Self-control** – this dimension measures the skill of effectively controlling strong emotions that the people at workplace experience. The subjects are graded correspondingly how frequently they remain focused in spite of anxiety at work place. Their ability to manage their anger and stress will be measured.

**Seligman Attributional Style Questionnaire (SASQ)**
this is originally designed as a screening test for the life insurance company Metropolitan Life to measure optimism and pessimism.

**EQ Map.**

Another measure that has been promoted commercially is the EQ Map. Although there is some evidence for convergent and divergent validity, the data have been reported in a rather ambiguous fashion. Self-report measure of EI which deserves acknowledgement even though it is less well-known than the others. Schutte, Malouff, Hall, Haggerty, Cooper, Golden,
and Dornheim (1998) have developed a 33-item self-report measure based on Salovey and Mayer’s (1990) early work. There is evidence for convergent and divergent validity. Emotional intelligence scores on this measure were positively associated with first-year college grades and supervisor ratings of student counselors working at various mental health agencies. Also, scores were higher for therapists than for therapy clients or prisoners (Malouff and Schutte, 1998; Salovey, Woolery, and Mayer, in press).

Finally, it might be helpful to keep in mind that emotional intelligence comprises a large set of abilities that have been studied by psychologists for many years. Thus, another way to measure emotional intelligence or competence is through tests of specific abilities. Some of these tests are apparently stringent. To quote as an example there is Seligman’s SASQ, which was designed to measure learned optimism and which has been impressive in its ability to identify high performing students, salespeople, and athletes, to name just a few (Schulman, 1995).

3.6: THE LARGE SPECTRUM OF EI

There is a need to have a holistic approach to ascertain various dimension of EQ. Several psychologists have analyzed the impact of EQ on the day to day lives of people belonging to different professional and personal strata. Even though tremendous developments have taken place regarding research in EQ, major chunk of the society is outside the preview of this activity. It has been said that only 36 percent of the people have been subjected to analysis and in turn are empowered in various competencies of Emotional awareness and understanding. The relevance of knowledge regarding EQ is all the more essential for the work force and decision makers. Considering the range of emotions people express, it can be argued that they are the emotions which derive from five core feelings: happiness,
sadness, anger, fear, and shame. Routine life as well as professional life subjects us to a constant stream of emotions.

**Sizing Up the Whole Person**

Emotional intelligence is the ability to recognize and understand emotions in oneself and others, and one’s ability to use this awareness to manage behavior and relationships.

However emotional intelligence is an abstract phenomenon in each individual. It influences regarding our management of behaviour, social complexities, and personal decisions. This in fact, enables us to achieve positive results. Our personality is the ultimate amalgamation of both IQ and EQ. Unlike IQ which is seemingly unchangeable trait, EQ is a flexible skill. The representation of the whole person is the configuration of IQ, EQ, and personality. This principle when subjected to intensive analysis will reveal how each individual is unique.

**FIGURE: 3.2**

**SIZING UP THE WHOLE PERSON**
Impact of EQ

A close link has been established regarding the relationship between EQ and professional success. The importance of EQ is indispensable in a person’s achievement of professional success such as time management, decision-making, and communication.

No matter whether people measure high or low in EQ, they can work to improve it, and those who score low can actually catch up to their co-workers. Research conducted at the business school at the University of Queensland in Australia discovered that people who are low in EQ and job performance can match their colleagues who excel in both - solely by working to improve their EQ.

Of all the people Goleman (1995) studied at work, he has found at least 90 percent of high performers are also high in EQ, whereas just 20 percent of low performers are high in EQ. This proves that occasionally one can be a high performer without EQ. There is a direct link between the monitory success in profession life and the competency of EQ. The link between EQ and earnings is so direct that every point increase in EQ adds $1300 to an annual salary (Travis Bradberry and Jean Greaves, Emotional Intelligence 2.0). So is there anything new about emotional intelligence? In some ways, emotional intelligence really is not new. In fact, it is based on a long history of research and theory in personality and social, as well as I/O, psychology.

Keeping aside, the historical significance of EQ, the study acquires contemporary relevance because of its utility in effective performance at work place. The constraints of time and space, in fact makes it impossible to cover the whole area of research in this fields. Positively, the exemplary efforts put in by I/O psychologists have empowered the organizations to deploy emotional intelligence to improve both productivity and psychological well-being in the workplace.
Regulating Individual emotions

Interpersonal understanding and perspective taking are two ways that groups can become more aware of their members’ perspectives and feelings. But just as important as awareness is the ability to regulate those emotions – to have a positive impact on how they are expressed and even on how individual team members feel. Researchers are not talking about imposing groupthink or some other form of manipulation here – clearly, the goal must be to balance the team’s cohesion with members’ individuality. They are simply acknowledging that people take their emotional cues from those around them. Something that seems up-setting initially can seem not so bad – or ten times worse – depending on whether one’s colleagues are inclined to smooth feathers or fan flames. The most constructive way of regulating team members’ emotions is by establishing norms in the group for both confrontation and caring.

It may seem illogical to suggest that an emotionally intelligent group must engage in confrontation, but it’s not. Inevitably, a team member will indulge in behavior that crosses the line, and the team must feel comfortable calling the foul. Some teams also find that a little humor helps when pointing out errant behavior. Teasing someone who is habitually late for meetings, for instance, can make that person aware of how important timeliness is to the group. Done right, confrontation can be seen in a positive light; it’s a way for the group to say, “We want you in – we need your contribution.” And it’s especially important when a team must work together on a long-term assignment. Without confrontation, disruptive behavior can fester and erode a sense of trust in a team.

Establishing norms that reinforce caring behavior is often not very difficult and usually a matter of concentrating on little things. When an individual is upset, for example, it may make all the difference to have
group members acknowledge that person’s feelings.

Interpersonal understanding, perspective taking, confrontation, caring – these norms build trust and a sense of group identity among members. And all of them can be established in teams where they don’t arise naturally. One may ask, but is it really worth all the effort? Does it make sense to spend managerial time fostering new norms to accommodate a few prickly personalities? Of course it does. Teams are at the very foundation of an organization, and they won’t work effectively without mutual trust and a common commitment to goals.