CHAPTER 2
CONCEPTUALISATION OF EMOTIONAL INTELLIGENCE

This chapter provides the conceptual framework for understanding emotions and their impact, fundamentals of emotional intelligence (EI) and its perspectives, Significance of EQ and IQ, models of EI and its competencies, EI in comparison to personality and measuring EI.

2.1 Understanding Emotions

A major difference in the functioning of humans and machines is that of EMOTIONS. As humans, we always work with emotions whether positive or negative, but emotions are ubiquitous. Buck (1985) has defined emotions as the process by which motivational potential is realized or ‘read out’ when activated by challenging stimuli. The complexity of our emotional life is reflected in the richness of language that has so many words to express different feeling states. You remove emotions from human life and the very existence of humans will be inconsequential. “Emotional Social Intelligence is necessary for human survival and adaptation”, Charles Darwin (1872).

According to Damasio (1999), there is a distinction between emotions and feelings in spite of the fact that they are governed by the same neural circuitry. Emotions are a collection of changes in body and brain states triggered by the brain system that responds to the content of our perceptions of a particular occurrence. The signals generated by these changes in the brain produce additional changes which provide a fundamental and inseparable ingredient for the subjective experience of emotions as a ‘feeling’. Thus, emotions are what an outside observer can see or measure; and feelings are what the individual senses or subjectively experiences.

2.1.1 Types of Emotions

Emotions are at the very core of our existence and there is an enormous vocabulary in our languages to reflect the complexity of emotions we feel. A major research project led by Baron-Cohen (2003) at Cambridge University found that the English language has at least
1512 emotion words. From this, 412 discrete emotional concepts were recognized which could be classified into 24 emotional groups. Biddulph (1998) and Goleman (1995) referred to anger, sadness, happiness and fear (or anxiety/afraid) as the ‘primary colours’ of emotion. These primary colours each contain a ‘spectrum’ of hues and shades reflecting the strength of feeling. They also mix with each other to produce more sophisticated and subtle emotions. For instance, jealousy or shame could be considered as mixtures of anger and fear, disappointment could be a mix of sadness and anger. It is these emotions that we all need to be able to manage at least to some degree while dealing with self and others.

2.1.2 Power of Emotions

Emotions serve as a powerful source of human energy causing physiological, cognitive and behavioural changes in our bodies and minds. They have immense power. In Latin they were described as ‘motus anima’, meaning literally the spirit that moves us. At the same time, emotions are contagious (Cacioppo & Berntson, 2005). If a person smiles at us we automatically smile at him/her even if he/she is a stranger. While watching a movie we laugh and cry with the characters in the movie. If the emotions of the virtual characters can influence us so much we can imagine how influential they can be in real life. All emotions have value but we need to experience positive affect to be able to function at our best and to overcome negativity because positive and negative emotions produce different types of response and have different outcomes. Negative emotions generate negative thoughts, cloud our judgment, inhibit our ability to think logically and rationally and our ability to communicate gets adversely affected. Our working memory may fail; we become less likely to think through the consequences of our actions and we become less empathetic (Lerner & Tiedens, 2006).

On the other hand, positive emotions generate positive thoughts, build trust, enhance perception, memory and learning, improve performance, make us confident, help in persistence, motivate us towards specific goals, make us think more creatively, increase adaptability to suit the changing environment, we are better able to work cooperatively and relate with others (Goleman, 1995; Lerner & Keltner, 2001). In day-to-day life, whether personal or professional, they affect our self-identity, our ability to complete a task and our relations with other people (Amirtha & Kadheravan, 2006). Therefore, by recognizing,
understanding and managing emotions we can harness the tremendous powers of emotions in the right direction and for that we need Emotional Intelligence (EI).

2.2 Conception of Emotional Intelligence

Salovey and Mayer (1990) originally used the term "emotional intelligence" in their published work and defined it as: A form of 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. It refers to the individual differences in the perception, processing, regulation and utilization of emotional information. It is also defined as an array of non-cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressure to promote growth (Bar-On, 1997). Individuals with high EI believe that they are in touch with their emotions and they can regulate them in a way that promotes well-being (Bar-On, 2005). A simple and an all-inclusive definition of EI has been given by Daniel Goleman in 1998 when he defines EI as person’s self-awareness, self-confidence, self-control, commitment and integrity, and person’s ability to communicate, influence, initiate change and accept change. If we analyse, these are the qualities which are more important in handling stress, frustration, conflicts and failures and help us in better decision making and perseverance.

2.3 Perspectives of Emotional Intelligence

2.3.1 Biological Perspectives

Scientific studies have highlighted the biological aspects of emotions. Amygdala and Hippocampus closely interconnected with the hypothalamus are the two main parts of the brain which play a major role in emotions. Neurotransmitters and hormones also have their roles in emotions. Amygdala triggers emotions based on the Emotional Memory stored in hippocampus. The hippocampus and the amygdala are the two key parts of the primitive brain from which the cortex was formed and then the neocortex in evolution process. Therefore, the emotional areas are intertwined via myriad of connecting circuits to all parts of the neocortex. This gives the emotional centres immense power to influence the functioning of the neocortex, the thinking brain (Damasio, 1994). Thus we can say that human beings operate from two minds Rational Mind (controlled by neocortex) and Emotional Mind (controlled by amygdala). The Rational Mind deals with Cognitive
Intelligence and the Emotional Mind deals with the Emotional Intelligence (Goleman, 1995; Cherniss, et al. 2006).

Fig. 2.1: Different parts of the brain responsible for cognitive and emotional functioning

Researchers in the area of affective neuroscience stress that their findings endorse the existence of a set of emotional abilities that comprise a form of intelligence which is distinct and different from standard intelligence, or IQ. While intellectual abilities such as verbal fluency, spatial logic, and abstract reasoning (the components of IQ) are based primarily in the neocortex, the components that constitute EI have been found to exist as more of a neurological connections that link the limbic areas for emotion (amygdala and its corresponding networks) to the prefrontal cortex (the brain's executive centre). Lesions in this area were found to produce deficits in EI abilities like personal and social decision making, while their intellectual abilities were unaffected (Damasio, 1999). Studies of patients with amygdala lesions found that the amygdala is essential for recognition of emotions through facial expressions and in judging the trustworthiness of a given individual. Also, the neural connections which underlie these abilities to interpret facial expressions overlap with those involved in decision making (Bechara, Tranel, & Damasio, 2000).

The effective management of one’s emotions is likewise a universal aspect of EI. Research by Davidson, Jackson and Kalin (2000) using PET scans (positron-emission tomography) found that increased activity in the amygdala led to an increase in negative emotions. However, this activity is mediated by the medial pre-frontal cortex, which produces neurons which inhibit the activity of the amygdala. Thus, it appears that the ability to regulate negative emotions lies within the circuit between the amygdala and the medial pre-frontal
cortex. According to Joseph LeDoux (1996), a neuroscientist at the centre for Neural Science at New York University, sensory signals from eye or ear travel first in the brain to the thalamus, and then – across a single synapse – to the amygdala (seat of emotions in the brain); a second signal from the thalamus is routed to the neocortex – the thinking brain. The branching allows the amygdala to begin to respond before the neocortex, which mulls information through several levels of neurons before it fully perceives and finally initiates its more finely tailored response.

![Diagram of sensory signals to amygdala and neocortex]

**Fig. 2.2: Transmission of sensory signals is faster to emotional centres**

*Cognitive-Experiential Self-Theory (CEST):* Epstein and Pacini (1999) posit that people process information by two parallel, interactive systems- Experiential and Rational System, which interface harmoniously but operate in different ways. Table 2.1 shows difference in information processing of Experiential and Rational Systems. The experiential mode acts as default, unless the rational processing mode is consciously activated.

**Table 2.1: Difference between Experiential & Rational System of Information Processing**

<table>
<thead>
<tr>
<th>Experiential System</th>
<th>Rational System</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preconscious</td>
<td>• Conscious</td>
</tr>
<tr>
<td>• Rapid, holistic</td>
<td>• Relatively slow</td>
</tr>
<tr>
<td>• Automatic</td>
<td>• Analytical</td>
</tr>
<tr>
<td>• Primarily nonverbal</td>
<td>• Primarily verbal</td>
</tr>
<tr>
<td>• Associated with emotions</td>
<td>• Relatively emotion free</td>
</tr>
</tbody>
</table>

*Intuitive and Analytical Systems of Information Processing:* Intuitions are defined as “affectively charged judgments that arise through rapid, non-conscious and holistic associations operating beyond the realms of rational processes” (Dane & Pratt, 2007, p. 40). Intuition supports creativity, innovation, and foresight (Hayashi, 2001). It is interesting
to know that human behaviour is rational, but only within the limits of the human information-processing system. In situations where the opportunity to engage in deliberative, reasoned analysis is limited by pressures of time, complexity, and incompleteness of information Intuitive Processing takes place. Table 2.2 given below differentiates between the functioning of Intuitive and Analytical Systems.

Table 2.2: Difference in the functioning of Intuitive and Analytical Systems

<table>
<thead>
<tr>
<th>Intuitive Systems</th>
<th>Analytical Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Affect-laden</td>
<td>• Affect free</td>
</tr>
<tr>
<td>• Comparatively fast in operation, slow in formation</td>
<td>• Comparatively slow in operation, fast in formation</td>
</tr>
<tr>
<td>• Parallel and holistic</td>
<td>• Serial and detail-focused; intentional</td>
</tr>
<tr>
<td>• Involuntary</td>
<td>• Voluntary</td>
</tr>
<tr>
<td>• Cognitively undemanding</td>
<td>• Cognitively demanding</td>
</tr>
<tr>
<td>• Imagistic/narrative-based</td>
<td>• Abstract/symbolic based</td>
</tr>
<tr>
<td>• Unavailable to conscious awareness</td>
<td>• Open to conscious awareness</td>
</tr>
</tbody>
</table>

Source: Lieberman (2007); Sloman (2002)

2.3.2 Historical Perspectives

Though the term emotional intelligence is relatively new but its existence manifests since the beginnings of the human race, for emotions are inevitable to human existence and human function. The concept of EI and related theories can be traced back to 1872, when Charles Darwin theorized about a broader *emotional social intelligence necessary for human survival and adaptation*. E.L. Thorndike conveyed the essence of EI in 1920 through his concept of *social intelligence*. Carl Rogers’ theory of *Self Concept* and Abraham Maslow’s theory of *Self-actualisation* from 1950s are also relevant to EI. Howard Gardner (1983) introduced the idea of *multiple intelligences*, which included both interpersonal intelligence and intrapersonal intelligence. In 1985 Wayne Payne introduced the term *emotional intelligence* in his doctoral dissertation. Robert Sternberg (1996) referred to the concept of social intelligence as *contextual intelligence* through his *Triarchic theory* of intelligence, other two components being componential intelligence and experiential intelligence. In 1990 the term caught attention of the world through the landmark article, “Emotional Intelligence,” by Psychologists Peter Salovey and John Mayer. But it was only after 1995
when the concept of emotional intelligence got popularized through the book, "Emotional Intelligence: Why It Can Matter More Than IQ" by Daniel Goleman.

**EI is a part of Intelligence in Indian Context:** Unlike western notion of intelligence which gives emphasis only on cognitive abilities, the Indian notion of intelligence is holistic in approach and is called *Integral Intelligence* which lays emphasis on mental abilities both in cognitive and non-cognitive domains. According to the Indian view an intelligent person not only shows *Cognitive Competence* but also has *Social Competence* (respect for social order, concern about others, commitment to elders, young & the needy), *Emotional Competence* (Politeness, honesty, good conduct, self-evaluations & self-regulation of emotions) and *Entrepreneurial Competence* or motivational component like commitment, hard work, persistence, patience and goal directed behaviours (Emmerling, Shanwal & Mandal, 2008).

### 2.4 Significance of IQ and EQ in Future Success

*Intelligence Quotient* (IQ) measures the intelligence of a person. Studies in the past have linked a person's IQ with their potential for success in general. Thus it is believed higher the IQ better is the person’s ability to learn, understand, reason, judge, assess and solve the problems. *Emotional Quotient* (EQ) is the measurement of EI of an individual. EQ score indicates how well a person would be able to cope with stress, resolve conflicts, develop good relations, bring constructive change and motivate self and others. The term EQ was coined in 1985 by Reuven Bar-On in his Doctoral Dissertation to devise an approach to assess emotions and social functions. High levels of EI might mean a very high degree of insight into one’s own emotional wellbeing and motivations, or to be a highly effective and skilled communicator or negotiator. According to Singh (2006) high EQ leads to happiness, appreciation, satisfaction, freedom, awareness, contentment, peace, self-esteem, stability and motivation whereas low EQ leads to dejection, emptiness, anger, bitterness, dependence, depression, loneliness, instability, stress, unhappiness, failure and frustration.

Conventionally it is believed that the more intelligent a person is, the more successful he is in life. But researchers in the past began to hypothesize that perhaps cognitive intelligence as measured by IQ tests did not encompass intelligence in its entirety, but that perhaps several types of intelligences could coincide within one person (Riggio, Murphy & Pirozzolo, 2002). In the past two decades many researchers have been successfully trying to prove that EI is
equally important for success in most of the domains of human functioning. Research on the predictive significance of EI over IQ was spurred by Goleman’s initial publication on the topic which claimed that EI could be “as powerful and at times more powerful than IQ” (Goleman, 1995, p.34) because cognitive intelligence gets impaired or enhanced depending upon how emotionally intelligent a person is. Much of this claim was based on past research revealing that the predictive nature of IQ on job performance was not promising, with IQ accounting only for 10-25% of the variance in job performance (Stemburg, 1996).

A study of Harvard graduates in the fields of law, medicine, teaching and business observed that scores on entrance exams, a surrogate for IQ, had zero or negative correlation with their eventual career success. Ironically, IQ was found to have limited power in predicting the success of people smart enough to handle the most demanding fields, and the value of EI was found to be higher for entry into these fields (Goleman, 1995). According to Lam and Kirby (2002) EI does contribute to individual cognitive-based performance over and above the level attributed to general intelligence. The results of longitudinal studies further implicated EI as being important. A study involving 450 males reported that IQ had little relation to workplace and personal success; rather, more important in determining their success was their ability to handle frustration, control emotions, and getting along with others (Snarey & Vaillant, 1985). Although this study did not attend to EI directly, the elements which it addressed (the ability to regulate one’s emotions and understand the emotions of others) are some of the central tenants of the EI construct.

Palmer, Gardner and Stough (2003) in their study to find the relationship between EI, personality and effective leadership, revealed that EI, specifically the capacity to understand the emotions of others, was able to predict effective leadership over and above facets of personality and accounted for the largest proportion of the variance (41%) in effective leadership. According to Chapman (2003), EQ is important in the work environment because the higher a person’s EQ, the less insecurity is likely to be present, and the more openness will be tolerated [High EQ = Low Insecurity = More Openness = More Progress]. When a person is open to change and accepts new ideas there is a scope for progress. People with low EQ have emotional ‘baggage’ and unresolved issues.

Putting more light on this issue, in his later work, Goleman (2001) describes IQ as playing a sorting function, determining the types of jobs individuals are capable of holding. He
theorized that IQ is a strong predictor of what jobs individuals can enter as well as a strong predictor of success among the general population as a whole. But, EI is a stronger predictor of who will excel in a particular job when people are selected with a relatively equal level of IQ. For example, in order to become a medical doctor, an individual requires an above average IQ. Thus, the doctors in a particular clinic would all have similarly above average IQ’s but Goleman hypothesized that what distinguishes the most successful doctors from the others would be their levels of EI. This indicates that IQ is useful to begin with but EQ helps in long term achievements. Singh (2006) in his book Emotional Intelligence at Work has quoted, “IQ gets you hired but EQ gets you promoted”.

Success needs right mixture of ‘The Head’ and ‘The Heart’, but people work hard to develop only their IQ and ignore the EQ. Almost all over the world, most children spend 10 to 15 years of their lives learning to develop their academic skills and emotions are largely ignored. Therefore there is a strong need to make a conscious effort to develop EI in our personal and professional lives. Instead of accepting the conventional dichotomy between reason and emotion, between academic basics and emotional basics, it is important to develop both through conscious efforts because when emotional awareness is lacking emotional reactions override rational thought (Cherniss, et al. 2006).

2.5 EQ can be Developed

One of the most controversial aspects of EI is whether or not it can be taught or developed. In an article Emmerling and Goleman (2003) attempted to clarify the reservations regarding the ability to develop EI skills. To start with, they acknowledged that genes play an important role in the determination of EI but drew attention to the fact that geneticists themselves recognized the ability of nature to shape gene expression. Secondly, they challenged the common misconception that developing one’s EI was an easy task; they argue that individuals are unlikely to improve any aspect of their EI without sustained effort, commitment and attention to do so. The research findings from a longitudinal evaluation of the Weatherhead MBA program, in which EI was found to be improved by 50% seven years after program completion, support the contention that EI can be developed (Boyatzis, Cowan, & Kolb, 1995). Neurological research supports the contention that the brain centres for emotion (the amygdala and pre-frontal cortex) are capable of change (Davidson, Jackson, & Kalin, 2000).
Thus, while rational intelligence is relatively fixed throughout working life (McCrae, 2000), EI can be learned or taught, and that well developed training programs can enhance emotional abilities (Bar-On, 2002). Personality or innate temperament is influential in the development of EI and early experience and attachment relationships also contribute significantly. Another critical factor is the context in which one operates at any particular time. The dimensions are related to each other; for example, self-awareness influences one’s ability to empathise with others. Yet they can also develop independently of each other, such as, one may be very empathic to others but have poor management of one’s own feelings (Cherniss et al. 2006). Expertise in these areas develops throughout life and this development can be enhanced through emotional literacy programmes and positive relationships. EI skills exist along a continuum that can be developed over the lifespan and in which one can achieve high levels of expertise (Goleman, 1998).

2.6 Models of Emotional Intelligence

Each theoretical paradigm conceptualizes EI from one of two perspectives; Ability or Mixed Model. Ability models regard EI as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of EI combine mental ability with personality characteristics such as optimism and well-being.

2.6.1 Salovey and Mayer: An Ability Model of Emotional Intelligence

Mayer and Salovey's model of EI proposes that EI comprises of four dimensions. A depiction of this four-branch model is summarized in Table 2.3, which outlines the four dimensions and the corresponding stages in emotion processing associated with each dimension.

<table>
<thead>
<tr>
<th>EI Dimensions</th>
<th>Emotional Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Emotional Perception</td>
<td>The accuracy with which individuals can identify and express emotions and emotional content.</td>
</tr>
<tr>
<td>2 Emotional Assimilation</td>
<td>To distinguish among emotions and their influence on thought process.</td>
</tr>
<tr>
<td>3 Emotional Understanding</td>
<td>The ability to analyse emotions and transition from one to another for employing emotional knowledge</td>
</tr>
<tr>
<td>4 Emotion Management</td>
<td>Conscious, reflective regulation of emotions to promote emotional and intellectual growth</td>
</tr>
</tbody>
</table>
The first dimension, *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 dimension, *emotional assimilation (Emotions Direct Cognition)*, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes. The third dimension, *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. Lastly, the fourth dimension, *emotion management*, is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Mayer & Salovey, 1997).

### 2.6.2 Bar-On: A Mixed Model of Emotional Intelligence

Bar-On's model of EI focuses on an array of emotional and social abilities, including the ability to be aware of, understand, and express oneself; the ability to be aware of, understand, and relate to others; 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 outlines five components of EI: intrapersonal, interpersonal, adaptability, stress management, and general mood. Within these components are sub-components, all of which are outlined in Table 2.4.

<table>
<thead>
<tr>
<th>Components</th>
<th>Sub-Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>Self-Regard; Emotional Self-Awareness; Assertiveness; Independence; Self-actualization</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>Empathy; Social Responsibility; Interpersonal Relationship</td>
</tr>
<tr>
<td>3. Adaptability</td>
<td>Reality Testing; Flexibility; Problem Solving</td>
</tr>
<tr>
<td>4. Stress Management</td>
<td>Stress Tolerance; Impulse Control</td>
</tr>
<tr>
<td>5. General Mood Components</td>
<td>Optimism; Happiness</td>
</tr>
</tbody>
</table>

### 2.6.3 Goleman’s Mixed Model of Emotional Intelligence

Goleman's model EI has two main aspects, Recognition and Regulation of emotions; recognition of self and others’ emotions and regulation of self and others’ emotions. To
regulate or control the emotions of self and others we need to first recognize the emotions. Based on the Recognition and Regulation of emotions, there are four major constructs of EI: (1) Self-awareness is the ability to read or identify one's emotions, recognize their impact and to determine whether or not to express those emotions. (2) Self-management involves regulating positive and negative emotions to maintain an even disposition in the workplace and if required, use emotional control to deal with strong emotions to prevent them from taking over thoughts and behaviours. (3) Social awareness includes the ability to sense, understand, and recognize other's emotions while comprehending social networks. (4) Relationship management entails the ability to inspire, influence, develop others while managing conflict and assist them in managing their emotions (Goleman, 1998).

A set of twenty emotional competencies are included within four constructs of EI. The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, & Rhee, 1999). Table 2.5 illustrates Goleman's conceptual model of EI and corresponding emotional competencies. His initial model of EI (1998) consisted of five dimensions of EI and twenty-five emotional competencies. Motivation was presented as a separate dimension under personal competence. Innovation (under self-regulation), commitment, optimism (under motivation), leveraging diversity and political awareness (under empathy) were the other five EI competencies.

**Table 2.5: Goleman’s (2001) Model of Emotional Intelligence**

<table>
<thead>
<tr>
<th>RECOGNITION</th>
<th>SELF Personal Competence</th>
<th>OTHER Social Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>1. Emotional Self-Awareness</td>
<td>Social Awareness</td>
</tr>
<tr>
<td></td>
<td>2. Accurate Self-Assessment</td>
<td>10. Empathy</td>
</tr>
<tr>
<td>REGULATION</td>
<td>Self-Management</td>
<td>12. Organizational Awareness</td>
</tr>
<tr>
<td></td>
<td>4. Self-Control</td>
<td>13. Developing Others</td>
</tr>
<tr>
<td></td>
<td>6. Conscientiousness</td>
<td>15. Communication</td>
</tr>
<tr>
<td></td>
<td>8. Achievement Drive</td>
<td>17. Leadership</td>
</tr>
</tbody>
</table>

Source: Stys and Brown (2004)
2.7 EI Competencies

Both Goleman (1998) and Mayer, Salovey & Caruso (1998) emphasized that emotional intelligence by itself is probably not a strong predictor of job performance. Instead, it provides a foundation for Emotional Competencies which are strong predictors of job performance as different jobs require different competencies. Goleman (2001) posits that individuals are born with a general EI that determines their potential for learning emotional competencies. These *EI competencies are not innate talents, but rather learned capabilities* that must be worked on and developed to achieve outstanding performance. Goleman has divided EI skills or competencies into two domains- Personal Competence (understanding and managing own emotions and their effects) and Social Competence (understanding and managing others’ emotions). These competencies are described below.

2.7.1 Personal Competence

A) **Self-Awareness**: One of the basic emotional skills involves being able to recognise feelings. Self-awareness or insight is the ability to read one's emotions and recognize their impact. It is also important to be aware of the relationship between thoughts, feelings and actions (attitude). What thought sparked off that feeling? What feeling was behind that action? Self-awareness exists in degrees. There are differences in people's ability to be aware of their own thought processes. We may have good insight into some of our feelings, less so to other aspects of ourselves. The following competencies constitute the construct of self-awareness:

i. **Emotional Self-Awareness**: Recognizing one's emotions and their effect. People with this competence know which emotions they are feeling and why. They have an ability to recognize how their feelings affect their performance and have an awareness of their values and goals.

ii. **Accurate Self-Assessment**: Knowing one's strengths and limits. People with this competence are aware of their strengths and weaknesses. They learn from experience, are reflective and are open to candid feedback, new perspectives, continuous learning and self-development.

iii. **Self-Confidence**: A strong sense of one's self-worth and capabilities. People with this competence present themselves with self-assurance, can voice views and can fight for what is right. They are decisive, able to make sound decisions despite uncertainties and pressures.
B) **Self-Management:** Self-management involves controlling one's emotions and impulses and adapting to changing circumstances by being able to reflect upon and evaluate our thoughts. Self-awareness is therefore a fundamental building block of self-regulation (Bar-On, Maree, & Elias, 2007). The ability to calm strong feelings rather than act on impulse is a necessary skill to develop. We need to develop a sense of self-control, to recognise that strong feelings will peak and pass and some actions are best not taken in the heat of the moment. The following six competencies are included under this construct of EI:

**i. Self-Control:** Keeping disruptive emotions and impulses in check, people with this competency stay composed, positive and unflappable even in trying moments. They are able to think clearly and stay focused under pressure.

**ii. Trustworthiness:** Maintaining standards of honesty and integrity, people with this competency build trust through their reliability and authenticity, admit their own mistakes, confront unethical actions in others and can take tough, principled stands.

**iii. Conscientiousness:** People with this competency take responsibility for personal performance and act ethically. They meet commitments and keep promises, hold themselves accountable for meeting their objectives, are organized and careful in their work.

**iv. Commitment:** Aligning with the goals of the group or organization, people with this competency readily make sacrifices to meet a larger organizational goal. Find a sense of purpose in the larger mission. Use the group's core values in making decisions and clarifying choices and actively seek out opportunities to fulfill the group's mission

**v. Adaptability:** With flexibility in handling change, people with this competency smoothly handle multiple demands, shifting priorities and rapid change. They adapt their responses and tactics to fit fluid circumstances.

**vi. Achievement Drive:** People with this competency are result oriented, with a high drive to meet their objectives and standards. They set challenging goals and take calculated risks. They pursue information to reduce uncertainty and find ways to do things better. Strive to improve or meet a standard of excellence. Having a clear goal that is seen as achievable brings an expectation of success which is essential for motivation. Another key aspect of motivation is to feel optimistic, and possess hope that effort will bring benefits.
vii. Innovation: Being comfortable with novel ideas, approaches and new information, people with this competency seek out fresh ideas from a wide variety of sources, entertain original solutions to problems, generate new ideas and take fresh perspectives and risks.

viii. Optimism: With persistence in pursuing goals despite obstacles and setbacks, people with this competency operate from hope of success rather than fear of failure and see setbacks as due to manageable circumstance rather than personal flaw.

ix. Initiative: With readiness to act on opportunities, people with this competency are ready to seize opportunities, pursue goals beyond what's required or expected and can bend the rules when necessary to get the job done. They mobilize others through unusual, enterprising efforts.

2.7.2 Social Competence

A) Social Awareness: This includes the ability to sense, understand, and react to other's emotions. This involves being able to manage strong feelings and emotions in others and being able to calm oneself rather than escalate situations. A person needs to be aware of how he affects others, to stand up for himself assertively and to let others know if he is being annoyed or hurt. He needs to know how to do these things without hurting others’ feelings. Social skills are increasingly important for success in the workplace. Most workplace environments involve teamwork. Effective teamwork needs good people skills and the ability to relate and communicate effectively with others. Social awareness includes following competencies:

i. Empathy: Empathy is social perceptiveness. It is about accurate insight into the motives and feelings of others. It gives insight into how others see us – and they might see us in a different way to how we see ourselves. The ability to empathise lies at the heart of emotional literacy (Killick, 2006). The roots of morality, kindness, compassion, generosity and altruism are found in empathy as it enables a person to see another person’s point of view. It also inhibits aggression. Cooperation is gained when feelings are acknowledged and accepted developing positive relationships and communication (Cotton, 2001).

ii. Service Orientation: Anticipating, recognizing and meeting others' needs, people with this competency understand customers/clients needs and match them to services of products. They seek ways to increase customers' satisfaction and loyalty, gladly offer appropriate assistance and grasp a customer’s perspective, acting as a trusted advisor.
iii. **Organizational Awareness:** People with this competency accurately read a group’s emotional currents, key power relationships, detect crucial social networks and understand the forces that shape views and actions of clients, customers, or competitors. They are able to accurately read organizational and external realities.

B) **Relationship Management:** Relationship management entails the ability to inspire, influence and develop others while managing conflict. It includes following competencies:

i. **Developing others:** Sensing others’ development needs and bolstering their abilities, people with this competency acknowledge and reward people's strengths and accomplishments. They offer useful feedback and identify people's needs for further growth, mentor, give timely coaching and offer assignments that challenge & foster a person's skills.

ii. **Influence:** People with this competency are skilled at winning people with effective tactics of persuasion which appeal to the listener. They use complex strategies to build consensus and support and orchestrate dramatic events to effectively make a point.

iii. **Effective communication skills:** Listening openly and sending convincing messages, people with this competence are effective in registering emotional cues in attuning their message. They deal with difficult issues straightforwardly, listen well, seek mutual understanding, and welcome sharing of information fully, foster open communication and are receptive to criticism. This is helped by a climate where feelings and emotions are frequently discussed.

iv. **Conflict management:** Negotiating and resolving disagreements, people with this competency handle difficult people and tense situations with diplomacy and tact, spot potential conflict, bring disagreements into the open and help to de-escalate. They encourage debate and open discussion and orchestrate win-win solutions.

v. **Leadership:** Inspiring and guiding individuals and groups, people with this competency articulate and arouse enthusiasm for a shared vision and mission, step forward to lead as needed, regardless of position guide the performance of others while holding them accountable and lead by example.

vi. **Change Catalyst:** Initiating or managing change, people with this competency recognize the need to change and challenge the status quo to acknowledge the need for change. They model the change expected of others.
vii. **Building Bonds:** Nurturing relationships, people with this competency cultivate and maintain extensive informal networks, seek out relationships that are mutually beneficial and build rapport. They make and maintain personal friendships among work associates.

viii. **Teamwork and Collaboration:** People with this competency focus on task with attention to relationships, collaborations, sharing plans, information and resources. They model team qualities like respect, helpfulness, and cooperation, draw all members into active and enthusiastic participation and share credit. This builds team identity, commitment and reputation.

### 2.8 Comparing Models of Emotional Intelligence

Despite the existence of three distinct models of EI, there are theoretical and statistical similarities between the various conceptions. On a global level, all of the models aim to understand and measure the elements involved in the recognition and regulation of one’s own emotions and the emotions of others (Goleman, 2001). All models agree that there are certain key components to EI, and there is even some consensus on what those components are. For example, all three models of EI implicate the awareness (or perception) of emotions and the management of emotions as being key elements in being an emotionally intelligent individual (Stys & Brown, 2004). There is a significant amount of debate within the EI literature concerning the two models of EI (ability vs. mixed); many researchers have attempted to address the issue of which model represents EI in the most accurate manner. Ability model supporters argue that research based on ability measures has demonstrated that EI is a distinct and clearly defined construct with evidence of incremental validity (Brackett & Mayer, 2003). However, proponents of the mixed models chastise the ability model for focusing too strictly on traditional intelligence-based psychometric criteria. They recommend broadening the traditional notion of intelligence so that it incorporates many aspects which have conventionally been beyond its scope.

### 2.9 Emotional Intelligence and Personality

Salovey and Mayer (1990) identified five key areas of EI. These formed the basis of Goleman’s (1995) model of EI and are also significant in Faupel’s (2003) model of emotional literacy. These dimensions have traditionally been seen as attributes of personality. In emotional literacy they are seen as areas of skills or competencies to develop.
When viewed as attributes of personality they are often seen as dichotomous characteristics: a person either has or does not have these characteristics. In EI these dimensions are not seen from this black or white perspective but rather as areas of skill that exists along a continuum and can be developed over the lifespan and in which one can achieve high levels of expertise. In Bar-On model of EI, sub-components of assertiveness, interpersonal effectiveness, empathy, impulse control, social responsibility, and reality testing have all been considered parts of personality and are consequently measured as such by popular personality inventories. Likewise, several of Goleman’s competencies, including empathy, self-control, and self-confidence are areas which have been extensively researched in personality psychology (Mayer, Salovey, & Caruso, 2000a). There is connection between the Big Five Personality Factors as measured by the NEO Personality Inventory – Revised (NEO-PI-R) and Bar-On and Goleman’s components of EI (Sala, 2002). In comparing the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the NEO-PI-R, significant correlations were found between the openness and agreeableness factors of personality and EI (Brackett & Mayer, 2003).

### 2.10 Measuring Emotional Intelligence

EI can be measured by following three methods:

**i. Self-report measures** ask people to indicate to what extent a certain statement describes them. Relying on a person's self-understanding and self-concept, self-report measures are accurate if the person's self-concept is accurate. However, if the person's self-concept is inaccurate, a self-report measure may in fact be measuring the self-concept and not the true thoughts, behaviours and attitudes of the individual (Mayer, Caruso, & Salovey, 2000b). Social desirability is one of the major limitations of this method.

**ii. Other-report measures** (also called other-rater or informant measures) are sometimes advantageous over self-report measures as they are less of a measure of self-concept. In other-report formats, individuals who are familiar with a person are asked to what extent a certain statement describes that person. Other-report measures have been criticized as a measure of a person’s reputation and not their true self. They have also been found to be much less accurate when judging internal cognitive styles and capabilities (Funder & Dobroth, 1987).
iii. **Performance measures** (also called ability measures) assess intelligence by having the individual engage in a number of cognitive tasks. In essence, having to perform mental tasks illustrates their actual capacities while self and other-report designs measure beliefs about those capacities (Mayer & Salovey, 1993).

Self and other report measures are used within the mixed models, while performance measures are utilized within an ability model of EI (Roberts, Zeidner, & Matthews, 2001). Generally performance based measures are purported to assess one’s actual capacity while self-report measures of EI are assumed to provide an indication of one’s beliefs about one’s own EI. However, it may be that our perception of our EI behaviours play a major role in utilising these behaviours and as such self-report measures of EI may prove to be equally as reliable as performance based measures, and in fact, Bandura (1977) noted that people often act upon their beliefs as opposed to their actual abilities. In terms of practicality, self-report measures are more applicable in organizational research as performance based measures tend to be overly long (for example, MSCEIT (Mayer, Salovey & Caruso, 1999) contains 294 questions) which can be impractical for use in organisations and finally, these ‘ability’ measures have been considered to be controversial in their scoring method.

### 2.11 Conclusion

As a conclusion, it is important to understand that EQ is not contradictory to IQ and it is not the triumph of heart over head; rather it is the unique combination of both. EQ is synergetic with IQ; top performers have both. The more complex the job, the more important is EI, for a deficiency in these abilities can hinder the use of whatever technical expertise or intellect a person may have. Researchers have been making efforts to understand how EQ and IQ complement one another, for instance, how a person’s ability to handle stress affects his/her ability to concentrate and put his/her intelligence to use. Emphasising EQ does not mean de-emphasising IQ because it certainly has a significant role in problem solving. Still, of the two, EI has a great impact on human functioning with long term benefits and gives a person the competitive edge. The importance of cognitive intelligence can never be denied but the fact is that it never works in isolation (Cherniss et al. 2006). Cognitive Intelligence is most of the time controlled by emotions and especially in decision making process. Lam and Kirby (2002) found evidence through their research to support that overall EI contributes to cognitive performance in reasoning tasks. Other researchers have also suggested that
emotional and social skills help improve cognitive functioning. Therefore, it becomes necessary to utilise emotions intelligently to harness their immense potential and to get the maximum out of the cognitive intelligence.

Theoretically two models of EI have been conceptualized: ability or mixed model. According to ability model EI is a pure form of mental ability and thus is a pure intelligence. In contrast, mixed models of EI combine mental ability with personality characteristics such as optimism and motivation. Collectively the three models of EI share several broad themes. Firstly, they involve a conceptually related set of variables to do with emotions that contribute to or account for individual differences in adaptive behavior and work performance. Secondly, it is proposed that the components of EI whether they be abilities (cognitive or otherwise), competencies or traits, can be learned or enhanced through effective training and development programs. Goalman’s model has conceptualized four main constructs of EI: Recognising and Regulating (managing) self emotions, Recognising (understanding) and Regulating (managing) other’s emotions. A set of twenty emotional competencies are included within these four constructs of EI. To measure EI, self-report measures are more applicable in organizational research in terms of practicality, as performance based measure are very lengthy and have been considered to be controversial in their scoring method.