

Emotional Intelligence

Wayne Payne coined the term
“emotional intelligence”



- In **1995** the American Dialect Society selected **Emotional Intelligence** as the most useful new term.
- **Daniel Goleman's (1995) bestseller Book—Emotional Intelligence: Why It Can Matter More than IQ.**
- Goleman gave the Mixed Models of Emotional intelligence.
- Based on mixed model **Emotional Competency Inventory (ECI)** was developed to measure the emotional intelligence.
- Gardner argued that there were many other intelligences besides that measured by traditional IQ tests.
- These included the ability to **understand and regulate one's own emotions** (intrapersonal intelligence) and the **ability to understand and manage relationships** (interpersonal intelligence).

- **Goleman** suggested that success at work and in achieving valued life goals was largely due to **emotional intelligence—the** capacity to recognize and manage one's own emotions and those of others in significant interpersonal relationships.
- Thorndike introduced the concept of **social intelligence** to survive in society.
- Emotional intelligent persons are **patient, good listener, predictable.**

- **Goleman** in his inventory made distinctions between the competencies necessary for:
 - self-awareness
 - social awareness
 - self-management
 - social skills

SELF

OTHER

AWARENESS

SELF-AWARENESS

- Emotional Self-awareness
- Self Assessment
- Self-Confidence

SOCIAL-AWARENESS

- Empathy
- Organizational Awareness
- Service Orientation

MANAGEMENT

SELF-MANAGEMENT

- Self Control
- Adaptability
- Achievement Drive
- Initiative

RELATIONSHIP MANAGEMENT

- Developing Others
- Influence
- Change Catalyst
- Teamwork/ Collaboration

RECOGNITION

SELF-AWARENESS

Emotional Self-awareness
Accurate Self-Assessment
Self-Confidence

SOCIAL AWARENESS

Empathy
Organisational Awareness
Service Orientation



REGULATION

SELF-MANAGEMENT

Self-Control
Transparency
Adaptability
Achievement Drive
Initiative

RELATIONSHIP MANAGEMENT

Inspirational Leadership
Developing Others
Influence
Change Catalyst
Conflict Management
Building Bonds
Teamwork & Collaboration





The Five Components Of Emotional Intelligence At Work

Self Awareness

The ability to recognize and understand personal moods and emotions and drives, as well as their effect on others

Self-confidence, Realistic Self-assessment, And A Self-deprecating Sense Of Humour.

Self-regulation

The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting.

Trustworthiness And Integrity, Comfort With Ambiguity; And Openness To Change.

Motivation

A passion to work for internal reasons that go beyond money and status -which are external rewards. A propensity to pursue goals with energy and persistence

Strong Drive To Achieve, Optimism Even In The Face Of Failure, And Organizational Commitment.

Empathy

The ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions.

Include Expertise In Building And Retaining Talent, Cross-cultural Sensitivity, And Service To Clients And Customers

Social Skill

Proficiency in managing relationships and building networks, and an ability to find common ground and build rapport.

Effectiveness In Leading Change, Persuasiveness, And Expertise Building And Leading Teams.

Factors assessed by the Emotional Competence Inventory

<i>Domain</i>	<i>Ability</i>
Self-awareness	1. Emotional self-awareness
	2. Accurate self-assessment
	3. Self-confidence
Social awareness	4. Empathy
	5. Organisational awareness
	6. Service orientation
Self-management	7. Self-control
	8. Trustworthiness
	9. Conscientiousness
	10. Adaptability
	11. Achievement orientation
	12. Initiative
Social skills	13. Developing others
	14. Leadership
	15. Influence
	16. Communication
	17. Change catalyst
	18. Conflict management
	19. Building bonds
	20. Teamwork

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Source: Adapted from Boyatzis *et al.* (1999).

EMOTIONAL INTELLIGENCE: ABILITY OR PERSONALITY TRAIT?

- El is conceptualized in **Two distinct ways**:
- As a **set of abilities** for processing emotional information (University of New Hampshire by Mayer, Caruso and Salovey, 2000)
- As a **set of personality traits** (model given by Petrides and by Reuven Bar-On, 2000)

- **Ability model** by Mayer, Caruso and Salovey's (2000)
- **Emotional intelligence** refers to the abilities used to process information about one's own emotions and the emotions of others.

There are **four branches**: (P-U-M-I)

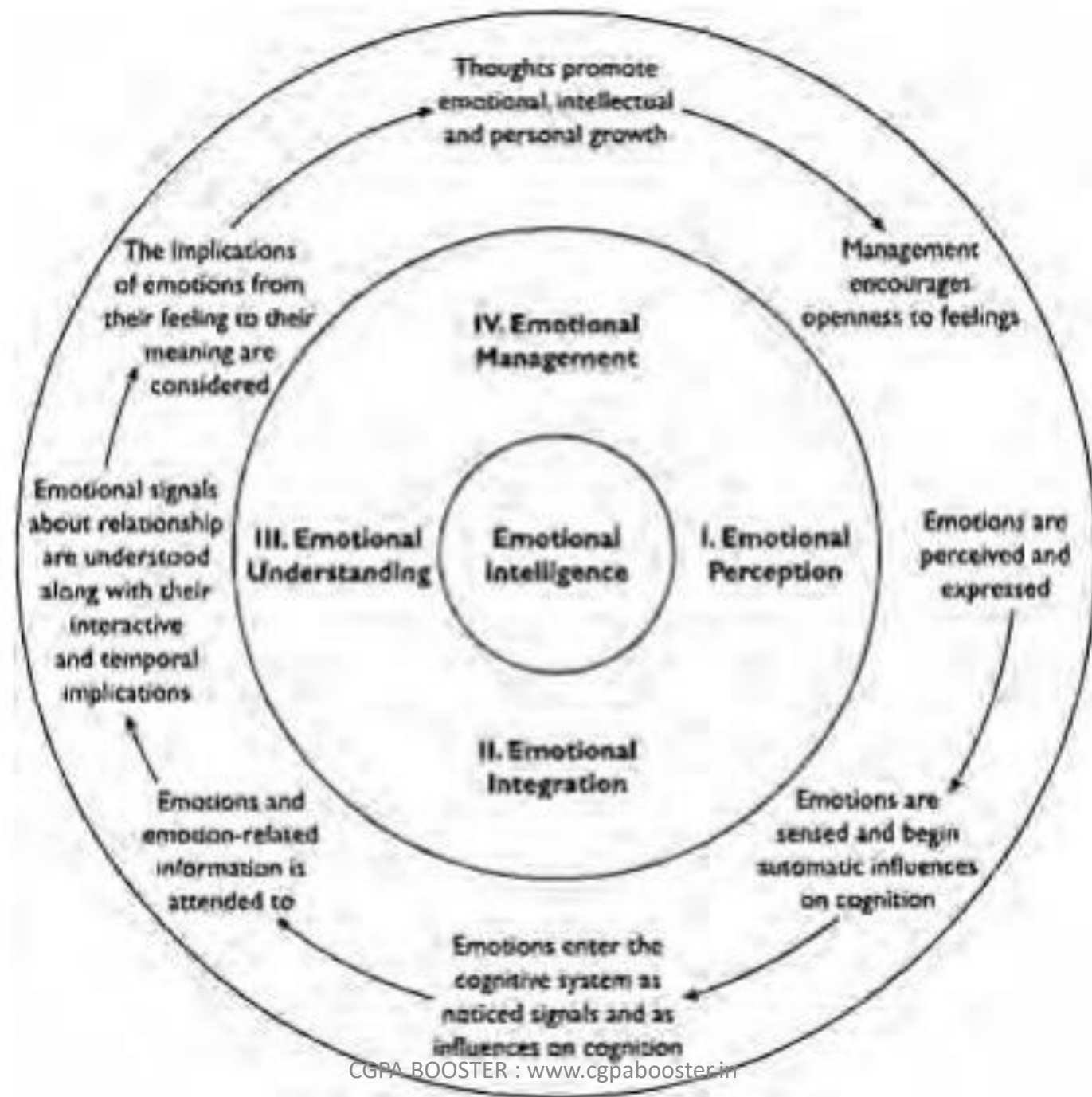
- emotional **perception**
- emotional **integration**
- emotional **understanding**
- emotional **management**

<i>Domain</i>	<i>Ability</i>
Emotional perception	<ol style="list-style-type: none"> 1. Identifying emotions in faces 2. Identifying emotions in designs 3. Identifying emotions in music
Emotional integration	<ol style="list-style-type: none"> 4. Identifying emotions in stories 5. Translating feeling (synesthesia) 6. Using emotions to make judgements (feeling biases)
Emotional understanding	<ol style="list-style-type: none"> 7. Defining emotions 8. Defining complex emotional transitions 9. Defining emotional transitions 10. Defining emotional perspectives
Emotional management	<ol style="list-style-type: none"> 11. Managing own emotions 12. Managing other's emotions

Source: Adapted from Mayer *et al.* (1997); Mayer *et al.* (1999).

- **Emotional perception**— ability to register, attend to and interpret **emotional messages** as they are expressed in a variety of contexts including facial expressions, tone of voice and works of art.



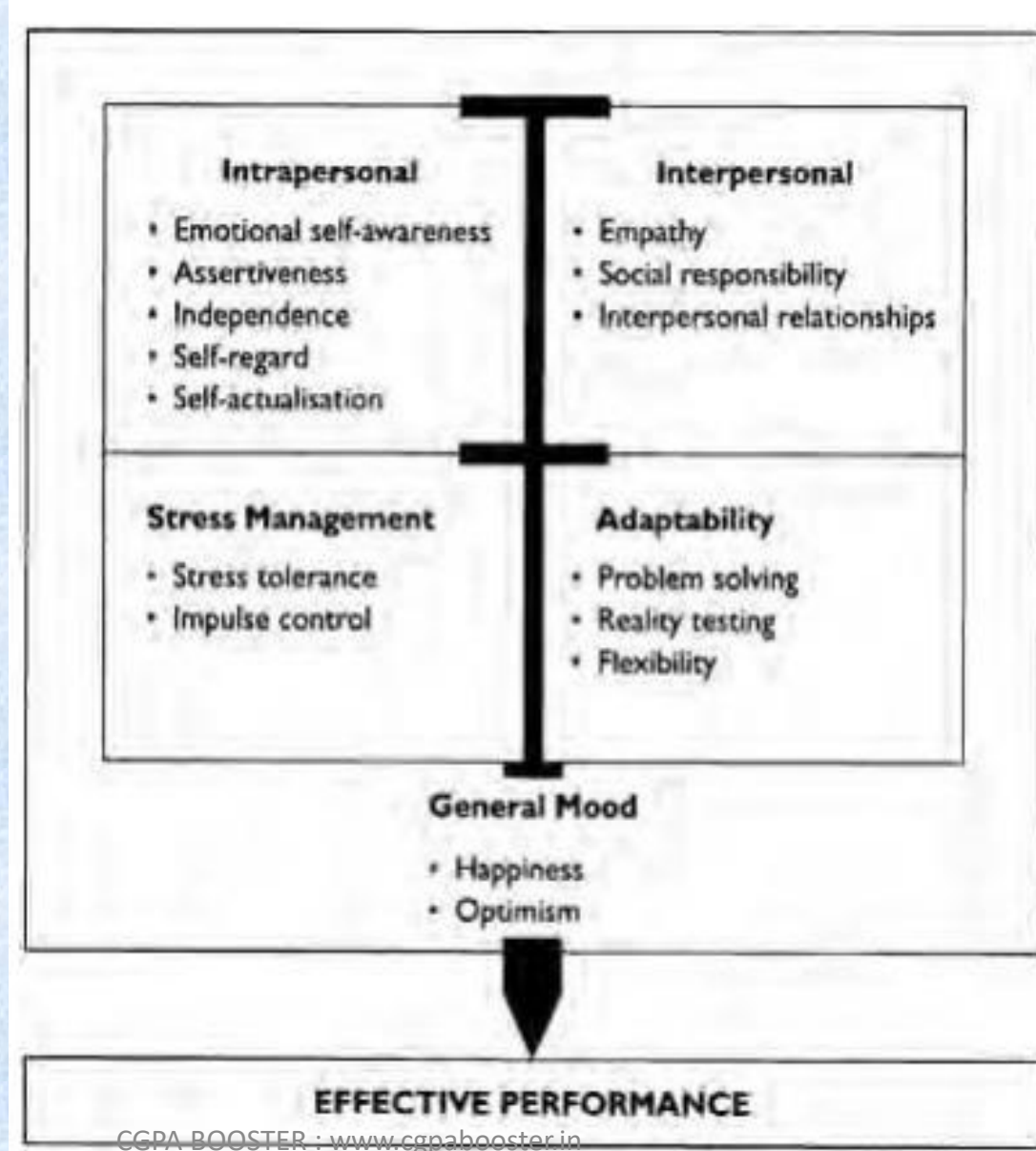


- **Emotional integration**— ability to access and generate feelings which facilitate thought.
- Emotions **enter the cognitive system** and can facilitate thought by giving information about our mood state.
- Letting us know if we are happy, sad, frightened or angry— and by making us think in a way that is congruent with our mood states.
- People skilled in emotional integration **are more likely to view things from an optimistic perspective** when happy, a pessimistic perspective when sad and **a threat-oriented perspective when anxious or angry.**

- **Emotional understanding**— ability to comprehend the implications of emotions.
- **People with well-developed** emotional understanding can understand how one emotion **leads to another**, how emotions change **over time**, and how the temporal patterning of emotions can **affect relationships**.

- **Emotional management**— ability to regulate emotions, to choose to be open to experiencing emotions and to control the way in which these are expressed.
- In normal day-to-day interactions it may enrich our lives and deepen our relationships to be open to emotions experienced by ourselves or expressed by others and to express our emotions freely.
- The abilities to perceive, integrate, understand and manage emotions may be measured by the ***Multifactor Emotional Intelligence Scale*** (MEIS), (Mayer, 1997).

- Personality-trait model of emotional intelligence by Reuven Bar-On's (2000)



<i>Domain</i>	<i>Ability</i>
Intrapersonal	1. Emotional self-awareness 2. Assertiveness 3. Independence
Interpersonal	4. Self-regard 5. Self-actualisation 6. Empathy 7. Social responsibility 8. Interpersonal relationships
Adaptability	9. Problem solving 10. Reality testing 11. Flexibility
Stress management	12. Stress tolerance
Mood	13. Impulse control 14. Happiness 15. Optimism

Source: Adapted from Bar-On (1997).

- Reuven Bar-On (1997) also developed a questionnaire—*The Emotional Quotient Inventory*—to evaluate emotional intelligence containing 133 items.
- Bar-On (2000) has shown that Emotional intelligence increases with age at least until middle life. People in their 40s and 50s have higher EQs than younger or older people.
- Males score higher in the intrapersonal, adaptability and stress management domains while females score higher in the interpersonal domain.

- **Howard Gardner** discussed **seven types** of intelligence including: *logical, linguistic, musical, etc.* But he did not include *spiritual intelligence*.



- Emotionally intelligent persons are **Good listener**.
- Being good on **interpersonal and intrapersonal relationship** is closely related to be emotional intelligence.

ENHANCING EMOTIONAL INTELLIGENCE

- Emotional intelligence is used in **Education, Corporate, Healthcare**
- **Cognitive-behaviour therapy** studies suggest that training in the skills for self-monitoring, self-regulation, communication and problem solving might be included in programmes to enhance emotional intelligence (Carr, 2000)

Education

- **Anyone can become angry — that is easy.**
- **But to become angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way— that is not easy**

- Model them (students)
- Tell stories of positive behaviors
- Help students to express feelings in positive or appropriate ways
- Offer opportunities for collaborative learning
- Behavioral skills (non-verbal) – body language and posture , being aware of the messages one is giving and receiving
- Verbal – model making clear statements, responding appropriately, listening, empathetic responses, helping others

Self-awareness – Identify your emotions; ask “How am I feeling today”. Put a name to that emotion. Take a couple of hours time out and think through as to what made you feel that way. Also identifying what thought led to this emotion will help us to understand the reason for the way we feel.

Empathy – Start observing others emotions, respond to others in a way that you would want someone to respond to you. Try to put yourself in other shoes and understand their perspective being empathetic will help you handle the situations well.

Communicating – It plays an important role in developing and maintaining good relationships. Developing quality relationships has a very positive effect on all. The ability to express personal concerns without anger or passivity is a key asset.

Dealing with Exam Stress – Stress is not always bad. Stress is just emotional strain and body’s response to demanding circumstances. There are 2 kinds of stress Eustress (positive stress) and Distress (negative stress).

- **The ability to deal with one's own negative emotions**
- **The ability to stay cool under pressure**
- **The ability to stay proactive, not reactive in the face of a difficult person**
- **The ability to express intimate emotions in close, personal relationships**

- **Output of EI:**

- Recognize what others want and need
- Sense what you want and need
- Merge your wants and needs with those of others
- Have productive, satisfying interactions with others
- Stay calm under pressure; focus emotional energy with intention
- Act in a manner that causes other people to want to be around you

Applications in organizations

- Leadership and professional development
- Selection and performance policies
- Strengthening of team
- Interaction with customers and suppliers
- Strengthening the work environment
- Improvement of process

- **The Dark Side: When EQ Turns Bad**
- The problem is that EQ is "morally neutral".
- It can be used to help, protect, and promote oneself and others, or it can be used to promote oneself at the cost of others.
- In its extreme form, EQ is sheer Machiavellianism--the art of socially manipulating others in order to achieve one's own selfish ends.
- When used in this way, other people become social tools to be used to push oneself forward even at considerable expense to them.
- Some people confuse Machiavellianism with [psychopathy](#) or even social impairment syndromes

- <https://www.arealme.com/eq/en/>