

CHAPTER-II

CONCEPT OF EMOTIONAL INTELLIGENCE

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2.1 INTRODUCTION :

In the first chapter, the researcher has introduced the problem , objectives , hypothesis , delimitation and research procedure . He has also given an information about the chapterization.

In this chapter researcher has discussed the different concepts of emotional intelligence with the 10 competencies of the concerned study.

2.2 CONCEPT OF EMOTIONAL INTELLIGENCE :

The concept of emotional intelligence has been widely discussed by many researchers. Researchers have different ideas about it, Hence in order to understand the nature of emotional intelligence one has to go through the different models of emotional intelligence.

Eminent psychologist McClelland , (1973) wrote provoking article testing for competence rather than intelligence.

Reuven Bar -On, (1980) proposed model of emotional intelligence. According to him the fifteen key abilities fall into 5 general clusters.

- 1] Intrapersonal capacities
- 2] Interpersonal skills
- 3] Adaptability
- 4] stress management strategies.

5] Motivational and general mood factors.

Haward,Gardner,(1983) ,proposed a widely regarded model of multiple intelligence. His theory of multiple intelligence based on biological as well as cultural research, formulates a list of seven intelligences, it includes ,

1. Logical mathematical intelligence.
2. Linguistic intelligence.
3. Spatial intelligence.
4. Musical intelligence.
5. Body kinetic intelligence.
6. Personal intelligence.

This category includes two separate intelligence,

- A) Interpersonal Intelligence : the ability to understand the feelings and others.
- B) Intrapersonal intelligence : the ability to understand one's own feelings and motivations.

Cooper, Robert and Ayman,Sawaf (1997) defined,“ Emotional intelligence as the ability to sense, understand , and effectively apply the power and acumen of emotions as a source of human energy, in formation connection and influence ”.

They gave the four cornerstone model.

1. Emotional Literacy :

The first cornerstone is emotional Literacy , which builds Locus of self-confidence through emotional honesty, energy , emotional feedback,intuition, responsibility and connection.

2. Emotional Fitness :

The second cornerstone, emotional fitness strengthens individuals authenticity, believability and resilience expanding individual's Circle of trust and capacity of listening ,managing conflict and making the most constructive discontent.

3. Emotional Depth :

In the third cornerstone, emotional depth, individual can explore ways to align his / her life and work with his / her unique potential and purpose, and back this with integrity, commitment and accountability, with in turn can increase individuals influence without authority.

4. Emotional Alchemy :

In the fourth cornerstone, emotional depth, individual can extend his / her creative instincts and capacity to flow with problems and pressures and to complete for the future building his/her capacity to

sense more readily and access the widest range of hidden solutions and untapped opportunities.

Mayer and Salvoey, (1997). defined, “ Emotional intelligence as the ability to perceive emotions to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and reflectively to regulate emotions so as to promote emotional and intellectual growth.”

They explain that it consists of the following four branches of mental ability .

1. Emotional identification, perception and expression.

It involves such abilities as identification of emotions in faces, music and stories.

2. Emotional facilitation of thought :

It involves such abilities as relating emotions to other mental sensations such as taste and color (relations that might be employed in art work) and using emotions in reasoning and problem solving (also integrating emotions in thought)

3. Emotional Understanding :

It involves solving emotional problems such as knowing emotions which are similar or opposite and what relations they convey.

4. Emotional management :

It involves understanding the implications of social acts on emotions and implications of social acts on emotions and the regulation of emotions in self and others.

They provide a detailed chart pertaining to the four branches of emotional intelligence .

Goleman,(1998) defines , “Emotional intelligence is the capacity to recognizing our own feelings and those of others , for motivating ourselves , for managing emotions well in ourselves and in our relationship .”

He gave the following emotional intelligence competency model.

Goleman's Emotional Competence Framework	
Personal competence These competencies determine how we manage ourselves.	
Self Awareness Knowing one's internal states, preferences, resources, and intuitions.	Emotional Awareness : Recognizing one's emotions and their effects. Accurate self-assessment : Knowing one's strengths and limits Self-confidence : A strong sense of one's self-worth and capabilities.
Self-Regulation Managing one's internal states, impulses, and resources	Self-Control : keeping disruptive emotions and impulse in check. Trustworthiness : Maintaining standards of honesty and integrity. Conscientiousness : Taking responsibility for personal performance. Adaptability : Flexibility in handling change. Innovation : Being comfortable with novel ideas, approaches, and new information.
Motivation Emotional tendencies that guide or facilitate reaching goals.	Achievement Drive : Striving to improve or meet a standard of excellence. Commitment : Aligning with the goals of the group or organization. Initiative : Readiness to act on opportunities. Optimism : Persistence in pursuing goals despite obstacles and setbacks.

Goleman's Emotional Competence Framework	
Social competence These competencies determine how we handle relationships	
<p>Empathy Awareness of other's feelings, needs, and concerns</p>	<p>Understanding Others: Sensing other's feelings and perspectives and taking an active interest in their concerns.</p> <p>Developing Others : Sensing other's development needs and bolstering their abilities.</p> <p>Service Orientation : Anticipating , recognizing and meeting customers needs</p> <p>Leveraging Diversity : Cultivating opportunities through different kinds of people.</p> <p>Political Awareness : Reading a group's emotional currents and power relationships.</p>
<p>Social Skills Adeptness at inducing desirable responses in others.</p>	<p>Influence : Wielding effective tactics for persuasion.</p> <p>Communication : Listening openly and sending convincing messages.</p> <p>Conflict Management : Negotiating and resolving disagreements.</p> <p>Leadership : Inspiring and guiding individuals and groups.</p> <p>Change Catalyst : Initiating or managing change.</p> <p>Building Bonds : Nurturing instrumental relationships.</p> <p>Collaboration and Cooperation : Working with others toward shared goals.</p> <p>Team Capabilities : Creating group synergy in pursuing collective goals.</p>

There is multiplicity of definitions of emotional intelligence and psychologists have various views and ideas regarding the abilities at need. According to Mayer, (1999), psychologists have defined emotional intelligence in dozens of ways, typically as a list of personally characteristics, such as motivation persistence, empathy, warmth and social skills. Because they mix together diverse parts of personality, they have been referred to as mixed model.

In the words of Hein, S.(1999) , “ There is no consensus among experts about the best definition. The most popular elucidation of the concept of course , is that of Goleman, but reservations have been expressed about the same .”

Hence, we can say that emotional intelligence is a container term that encloses and encompasses a series of skills that one has learned more or less intuitively.

2.3 INTELLIGENCE QUOTIENT AND EMOTIONAL QUOTIENT :

IQ and emotional intelligence are not opposing competencies , but rather separate ones. People with high IQ but low emotional intelligence or vice –versa are relatively rare. According to

Goleman, D. (1995,P.48) ,“There is slight Co-relation between IQ and some aspects of emotional intelligence.”

All of us have mix IQ and emotional intelligence in varying degrees and these dimensions add separately to a persons qualities. To the degree a person has both cognitive and emotional intelligence. Emotional intelligence adds for more of the qualities that makes us more fully human.

Emotional Quotient (E.Q.) is an index of emotional intelligence which is analogous to the I.Q. index of conventional intelligence.

2.4 WORKING OF EMOTIONAL BRAIN :

A visual signal first goes from the retina to the thalamus , where it is transmitted into the language of the brain. Most of the message then goes to the visual cortex where it is analyzed and assessed for meaning and appropriate response, if that response is emotional , a signal goes to amygdala to activate the emotional centres. But a smaller portion of 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 certers have fully understand what is happening.

2.5 DISCUSSION ABOUT THE 10 COMPETENCIES OF EMOTIONAL INTELLIGENCE

It is clear from the above discussion that 'Emotional Intelligence' is a broad concept consisting of many different competencies. This study is concerned with 10 competencies of E.I. only these 10 competencies have been discussed in the following paragraphs.

1. Accurate Self assessment :

Self assessment means having a realistic assessment of our own abilities, knowing their strength, weakness, emotions attitudes and approaching their work accordingly.

The person who has accurate self-assessment competency is aware of their limits, examining their actions, identifying feelings & assess their intensity of feelings, appraisal of characteristics of one self and identification of self.

2. Self-confidence :

Self confidence can reveal in a strong self presentation, a projection of 'presence'. Highly self confident people can seem to exude charisma, inspiring confidence in those around them.

The person who has self-confidence competency is self knowledge, aspiration self-help, ability to face the difficulties, taking

responsible decision making ability, self assurance , optimistic attitude , the positive judgement of one's own capacity to perform.

Self confidence is closely related with self –efficacy.

3. Self –control :

Self control means managing feelings delaying gratification , reducing stress , better able to express anger appropriately, less aggressive , restraint and control of one's emotions and actions by demonstration of discipline , patience, controlling impulses sentimental and in oscillating situations keep one's balance.

Developing will power means developing self-control.

4. Conscientiousness :

It means taking responsibility for personal performance.

A term 'Conscience' used in several distinct senses concerning the individual's response to the moral principles and behavioral norms of the social groups of which he is member.

Awareness of the nature and origin of rules of conduct and ability to evaluate one's own actions and intentions, avoidance of prescribed behavior, feeling of obligation, guilt and remorse tendency to act in ways regarded as meritorious in the absence of punishment or external reinforcement knowing the difference between feelings and actions.

This is minds development moral intelligence. Using this, one can make difference between things that are worst and the best.

5. Initiative:

Initiative means ability to act on your own, the ability to act and take decisions without the help or advice of other people , plan or strategy aimed at tackling a particular problem less disturbed by difficult challenges and more positive in the face of stresses, making efforts to complete their work, making efforts to achieve goals and objectives of the self.

It also means self-duty.

6. Optimism :

Optimism is positive attitude towards life or future outcome, hopefulness, idealistic, cheerfulness, being aware of surrounding.

It also means positive expectations, hopefulness in tough task , they look at their failure as due to correctable mistake and knowing the steps needed to get to a goal and having the energy to pursue these steps.

7. Understanding others :

Understanding others means read on others emotions , understand others feelings , give appropriate response to emotions and

needs of other people , appreciating the differences in how people feel about things.

It also means ability to calm distressing emotions in others , communication skills , ability to read non verbal channels , tone of voice , gestures , facial expressions understanding the issues or concerns that lie behind others emotions.

8. Developing others :

Developing others means give proper guidance for developing others, play role of counselor, knowing the deficiency of others and give them proper feedback and show deficiencies bravely.

9. Communications :

Communication means exchange of ideas information and meaning between people taking place either through language or non-verbally and varying with a different degree of knowledge , motivation and attitudes.

Good listener and question asker distinguish between what some one else says and your own reactions and judgement about it, effective communication and give good response to others, take one's mind off, being open minded, being in control of our own moods are essential to good communicator.

10. Leadership :

Leader is intelligent , initiative emotionally matured , aware of responsibility.

He affectionately behaves with the member helpful , cooperative and democratic. He possesses motivation and problem solving skills.

He is the best orator, responding effectively to criticism, compromises skill recognizing the consequences of your decisions and actions.

2.6 CONCLUDING REMARKS

In this chapter, the researcher has discussed the different concepts of emotional intelligence and 10 competencies.

In the next chapter the researcher has described the procedure of test construction.