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**EMOTIONAL INTELLIGENCE: A STUDY OF THE CONCEPTUAL FRAMEWORK****VAISHALI JOSHI****INDEPENDENT SCHOLAR****# 2065, 2<sup>ND</sup> FLOOR, OUTRUM LANES  
DELHI****HANSIKA KHURANA****ASST. PROFESSOR****GARGI COLLEGE  
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DELHI****ABSTRACT**

The term 'Emotional Intelligence' has generated a lot of buzz in recent times, more so after publication of Daniel Goleman's best-selling book on the same topic. The popularity of the concept in corporates has overshadowed the classical psychological concepts like intelligence and personality. This paper attempts to summarize the concept of EI, its evolution over the years, major contributors in the field and various models developed to measure it.

**KEYWORDS**

emotional intelligence, history, models.

**INTRODUCTION**

Emotional Intelligence is one of the highly discussed and debated topics of our times. And the publication of the best-selling book *Emotional Intelligence* by Daniel Goleman (1995), has led to the unparalleled interest in researchers, psychologists, theorists and managers in this area. Suddenly there was a demand for programs to inculcate and make people aware of emotional intelligence. Behavioral development programs for managers in organisations were started to develop EI. Organisations viewed EI as intellectual capital, something that could be used to provide more knowledge and facts while selecting effective managers. An employee with high EI level is able to express his own emotions clearly and understand the emotions of others as well, thus leading to better performance and relationships at work. More so, management in some organisations started looking at EI of their employees as a source of hidden competitive advantage. (Nick Zenuik, 1998).

The emergence of interest and awareness about emotional intelligence has led to questioning of cognitive intelligence, often referred as Intelligence Quotient (IQ) as the sole determinant of worker's performance. In post liberalisation era, where workers are faced with many challenges like interacting with people from different cultures, increased pressure to be more efficient and productive, EI has been identified as important factor leading to better performance and success of employees.

Many times EI is considered as being soft, whereas it is just a different way of being smart. It's the ability to use one's emotions to cope up with one's circumstances. There are lots of arguments relating to the construct of EI. Just like with intelligence or personality, even for EI various schools of thought exist. Some researchers believe that emotional intelligence is inherent while others think that it can be learnt. Consequently, a lot of tests have been developed based on different models. The basic content and approach of these testing models varies accordingly.

**HISTORY OF EMOTIONAL INTELLIGENCE**

The term Emotional intelligence was first used by Wayne Payne in his doctoral dissertation in 1985 entitled, 'A study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain and desire.' However, prior to this, the term "emotional intelligence" had appeared in a paper by Michael Beldoch in 1964 and by Leuner in 1966 in a paper titled *Emotional intelligence and emancipation*. In 1983, Howard Gardner introduced the idea of multiple intelligences and included interpersonal and intrapersonal intelligence.

In 1987, Keith Beasley used the term "emotional quotient" in an article published by Mensa Magazine. This has been considered the first published use of the term.

Stanley Greenspan (1989) also came out with EI model, followed by Peter Salovey and John Mayer (1989). The trait model of emotional intelligence was distinguished from the ability based model of emotional intelligence in 2000. However, the popularity of the term can be attributed to Goleman. He came out with the bestselling book *Emotional Intelligence – Why it can matter more than IQ* in 1995. He has further followed up with several publications reiterating similar theme.

**WHAT IS EMOTIONAL INTELLIGENCE**

Intelligence is a result of two factors: cognition and emotion. Traditionally intelligence was mainly regarded as cognitive process and very little was explored with regards to contribution of emotion towards intelligence of a person. Conventionally, cognitive scientists saw intelligence as mere processing of facts. But as a result of progressing times and more research in the field of psychology, scientists have recognised the importance of emotions. An emotion is a complex psychological state accompanied by mental activity and experiencing pleasure or displeasure. There is no consensus on one definition of emotion. Some theorists consider cognition as part of emotions while others consider them as states of feelings only.

But with the changing times and progressing research in the field of psychology, the theory of conventional wisdom propounded by the cognitive scientists has been found to be a lopsided vision. The researchers have begun recognizing and realizing the significance of feeling while thinking. Thus emerged the role of emotional intelligence.

There different opinions and arguments regarding the definition of emotional intelligence. Currently, there are several definitions of EI in use and they do not necessarily match well. EI is a multifaceted construct. Let's have a look at some of the popular definitions of EI:

The first attempt at defining the concept was made by Salovey and Mayer (1990). Different authors have emphasised different components of the concept. While Mayer and Salovey (1997) treat emotional intelligence as an ability and hence emphasize on the cognitive elements in their definition of EI, Goleman focuses on the way people function emotionally.

According to **Mayer and Salovey (1997)**, emotional intelligence is the ability to process information in order to generate, perceive emotions so as to understand emotions and emotional knowledge in order to effectively use it to navigate the social environment.

**Reuven Bar-On**, another famous theorist and researcher who coined the term "emotion quotient" considers it as a set of intrapersonal and interpersonal competencies which determine human behaviour. He defines emotional intelligence as set of non-cognitive abilities and skills. According to him, EQ is a trait rather than intelligence which helps people to understand themselves and others enabling them to adapt to the changing surrounding and succeed in overcoming environmental demands and challenges. It addresses the skills which are required in day to day life for emotional, personal and survival related issues than traditional cognitive intelligence (**Bar-On 1997**).

**David Goleman**: has provided a very basic definition of EI it as a skill to identify and control emotions within ourselves as well as of others. **Goleman (1997)** definition is about knowing your feelings and being able to handle them; motivating yourself to get the job done; sensing others' feelings so as to be equipped to handle relationships effectively. His construct has five dimensions: self-awareness, self-regulation, motivation, empathy and social skills.

**Cooper and Sawaf (1997)** highlighted the higher aspects of human behaviour in their definition of emotional intelligence. They focused on the qualities needed for good leadership like intuition, creativity and integrity.

**Weisinger (1998)** defines it as intelligent use of emotions so that it helps you guide your behaviour in order to enhance your results.

## MODELS OF EQ

Following are the three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

### ABILITY MODEL

Mayor and Savoy have described emotional intelligence as a cognitive ability.

Emotions are sources of information processed by individuals to help them navigate the social environment. This model consists of four different and interrelated abilities, which are; perception of emotion, emotional facilitation, understanding emotions and management of emotions (Mayor and Salovey, 1997). These abilities are ordered from basic to higher-order which develop as an individual matures. (Mayor and Salovey, 1997).

- 1) **Emotional perception**: Ability to be self-aware of emotions and to express them accurately.  
It's the ability to be self-aware and accurate perception of emotions. Many times it also involves understanding nonverbal signs such as deciphering emotions in faces, pictures, voices, emotion in stimuli such as landscapes and art (Mayer & Salovey, 2003)
- 2) **Emotional assimilation**: Emotional assimilation is the ability to distinguish between the different emotions one is undergoing and further use them in thinking and cognitive process to solve problems. It is ability to harness emotions so that we can give prioritise to thinking about matters that are important. Many research findings suggest link between creativity and certain emotions.
- 3) **Emotional understanding**: Having knowledge and understanding of complex emotions including slight variations between different emotions and the evolution of emotion over time. Since emotions carry a wide range of meanings, the observer should be able to interpret the cause behind its occurrence.
- 4) **Managing emotions**: Emotionally intelligent person can regulate his own and others' emotions so that intended work is achieved.

### MIXED MODEL

Developed by Daniel Goleman. He has outlined five essential constructs of Emotional Intelligence. These are:

- 1) **Self-awareness**: Self-awareness deals with an individual's ability to recognise one's emotions and analyse its impact. This element also includes the ability to identify one's impact on others, and recognise gut feelings while taking a decision.
- 2) **Self-regulation**: This involves the ability to recognize one's own negative or disruptive emotions and impulses and redirect them for productive purposes. This element also included the individual's capacity to adapt to changing situations and circumstances. Self-regulation involves self-control, trustworthiness, conscientiousness, adaptability and innovation.
- 3) **Social skill**: It's the ability to manage relationships by utilising the first two elements so that people are directed in the desired way. For example, a manager may find a new way to solve conflict between employees.
- 4) **Empathy**: Empathy is many times confused with sympathy. However, both are quite different emotions. Sympathy is simply feeling bad for other person's hard circumstances, while in empathy one is able to identify with the challenges. So in empathy, a person considers feelings of others while making decisions.
- 5) **Motivation**: motivation is the drive to achieve goals. It requires setting clear goals and a positive attitude to achieve them. Motivation is made up of:
  - a) achievement drive: constantly working to achieve goals.
  - b) commitment: aligning with the goals of group or organisation.
  - c) initiative: readying yourself to act on opportunities.
  - d) optimism: pursuing goals persistently despite obstacles and setbacks.

### TRAIT MODEL

It is one of the most recent models of EI. This model was developed by Konstantin Vasily Petrides. Published in 2009, this model views EI as trait based instead of ability based. He defined the trait model as "a constellation of emotional self-perceptions located at the lower levels of personality." This suggests how one understands and perceives their own emotions.

These traits are measured by self-reports, and not in the scientific sense like ability based models. This model assumes that the person is able to accurately understand his or her own traits.

DIFFERENT MEASURES OF EI

TABLE 1

Sr. No.	Measures Of EI	Description of the Measure	Model of Measure	Main Theorist
1	Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Specific tasks are used to measure level of ability of each branch of emotional intelligence	Performance Based	Mayer and Salovey
2	Emotional Quotient Inventory (EQ-i)	133 self-report items measure total EQ and each of the five components of the Bar On Model	Self-Report Based	Bar-On
3	Emotional Competency Inventory (ECI)	A multi rater instrument that provides ratings on a series of behavioural indicators of emotional intelligence	Self-Report and Other Report	Goleman
4	Emotional Intelligence Appraisal	A 7-minute assessment meant to measure the existence of Goleman's four components of Emotional Intelligence	Self-Report and Other Report	Goleman
5	Work Profile Questionnaire-Emotional Intelligence Version(WPQei)	Measures 7 of Goleman's competencies thought of as most essential for effective work performance	Self Report	Goleman
6	Self Report Emotional Intelligence Test (SREIT)	A 33-item measure of Salovey and Mayor's original concept of emotional intelligence	Self Report	Mayer et all
7	The Levels of Emotional Self Awareness Scale (LEAS)	Self Report Measure based on hierarchical generalisation of emotional intelligence like physical sensations, action tendencies, single emotions and blends of these emotions.	Self Report	Lane and Schwartz
8	The Genos Emotional Intelligence Inventory (Genos EI)	(Genos EI) is a 360-degree measure of emotionally intelligent workplace behaviour. It measures how often individuals display emotionally intelligent workplace behaviour	Multi-Rater or Self Assessment	Benjamin Palmer and Con Stough
9	The Group Emotional Competence (GEC)Inventory	The instrument contains 57 items that measure the nine dimensions of GEI. GEC norms improve group effectiveness by building social capital, which facilitates engagement in effective task behaviours and processes.	Self Assessment	Vanessa Druskat and Steven Wolff
10	Trait emotional Intelligence Questionnaire(TEIQue)	The TEIQue is a self-report inventory that covers the sampling domain of trait EI comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors and global trait EI	Self Report	K.V. Petrides
11	Work Group Emotional Intelligence Profile(WEIP)	The WEIP6 captures two dimensions of emotional intelligence: Ability to deal with own emotions(Scale 1:18 items) and ability to deal with others' emotions (Scale 2:12 items)	Self Report	Jordon et al.
12	Wong's Emotional Intelligence Scale (WEIS)	WEIS consists of two parts. The first part contains 20 scenarios and respondents are required to choose one option that best reflects their likely reaction in each scenario. The second part contains 20 ability pairs and respondents are required to choose one out of the two abilities that best represent their strengths.	Self Report	Wong et al.

Source: (Dhani & Sharma , 2016)

CONCLUSION

This paper highlighted the concept, history and various measures of emotional intelligence. Many theorists have worked on how emotional intelligence improves the life skills of individuals. Researchers believe that lie and work performance of an individual can be improved by understanding, analysing and regulating emotions of self and others.

Since there is no one single idea or definition of emotional intelligence, it puts a question whether emotional intelligence is different or simply old wine in new bottle. So many theories also lead to confusion as to which one is the best way to approach emotional intelligence.

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