



**anujjindal.in**



# **Emotional Intelligence**

**Anuj Jindal**



## KEY BENEFITS OF OUR COURSES



Video Lectures



Live Sessions



PDFs



Mock  
Tests



Current  
Affairs



Daily Preparation  
Material



Personalised  
Feedback

**Our course structure includes a lot of perks that are otherwise unavailable elsewhere.**

**It is a comprehensive guide to help you crack the paper & secure your dream position.**

**We provide personal solutions all queries using a Telegram group wherein Anuj Jindal himself will clarify your doubts.**

**We curate the learning strategies of past year toppers to help you learn from the success of the best**

## Table of Contents

<b>EMOTIONAL INTELLIGENCE</b>	<b>4</b>
<b>Emotions can be both positive and negative</b>	<b>4</b>
<b>Intelligence</b>	<b>5</b>
<b>Emotional Intelligence</b>	<b>6</b>
Need / importance	6
History	7
Goleman's findings	7
Goleman's dimensions of emotional intelligence in the workplace	7
Case for EI	8
Case against EI	8
Models of EI	9
Ability Model	9
Mixed Model	10
Trait Model	11
How to manage Emotions:	13

## EMOTIONAL INTELLIGENCE

Emotional intelligence has two conceptual components, “emotions & intelligence” Let’s examine both of them separately.

**Emotions** have traditionally been defined as an instinct, which should be subdued or suppressed. But modern theorists have defined emotions as an expression of self-personality which results in the development and enrichment of a person. Emotional expression is a powerful tool of communication.

It is understood that emotions are generated from the heart and rational thinking comes from the head.

### Emotions can be both positive and negative

POSITIVE EMOTIONS	DESCRIPTORS
Love/affection	Acceptance, Adoration, longing, devotion, infatuation.
Happiness/joy	Cheerfulness, Contentment, bliss, delight, Amusement, enjoyment.
Surprise	Amazement, wonder, astonishment, shock.

NEGATIVE EMOTIONS	DESCRIPTORS
Fear	Anxiety, Alarm, apprehension, concern, fright, terror.
Sadness	Grief, disappointment, sorrow, gloom, despair, suffering, dejection.
Anger	Outrage, Hostility, irritability, wrath, indignation.
Disgust	Contempt, disdain, abhorrence, revulsion, distate.
Shame	Guilt, remorse, regret, embarrassment, humiliation.

Each of these emotions are common in workplace. For instance

- Ishan is disgusted with favoritism which is shown to his colleague chaitanya while assigning projects to him.

- Sarah feels happy when her boss comments in front of the sales team that she just landed the biggest contract of the year.

## Intelligence

Intelligence has been defined in many ways: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem-solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context.

Intelligence is most often studied in humans but has also been observed in both non-human animals and in plants despite controversy as to whether some of these forms of life exhibit intelligence. Intelligence in computers or other machines is called artificial intelligence.

Intelligences	Characteristics
Logical	Processes analytically , calculates , quantifies
Verbal	Thoughts through work
Interpersonal	Understands others, processes through interaction
Intrapersonal	Thinks in quiet ,likes to be alone , goal oriented
Visual	Uses mental models , thinks three dimensionally
Musical	Sensitivity in pitch , melody , rhythm , found in both performers & listeners
Bodily / kinesthetic	Physical movement involves whole body ,processes by jumping or dancing
Naturalist	Needs to be with / survive in nature
Existential	Not religion per se , knows why he or she is here , personal mission

Emotional

Emotionally mature , recognizes own anger , reacts to emotions of self & others

## Emotional Intelligence

- Emotional intelligence (sometimes called EQ) is the ability to understand, use, and manage our own emotions in positive ways to relieve stress, communicate effectively, empathize with others and overcome challenges
- It can also help to connect with our feelings, turn intention into action, and make informed decisions about what matters most to us.
- EI helps to build relationships with people and get along in different situations and thus command respect in the group.

## Need / importance

- Till the 1970s, **Intelligence quotient (IQ)** was taken as the sole determinant of success. But, it was realised that IQ is not enough to achieve success & happiness in one's life.
- The term “emotional intelligence” was developed to identify a person's social and personal abilities. It was realized that intelligence alone does not define a person's success.
- The Emotional quotient was thus combined with Intelligence Quotient to form a new term called **EQ** or **emotional quotient**. IQ and EQ exist in tandem.
- High EI can help us to sail smoothly in the complexities of the workplace, ultimately helping us to excel in our career
  - Uncontrolled stress can lead to various health problems like high blood pressure, heart attack etc .Thus it's very important to manage stress.
  - By understanding our emotions and how to control them, we are better able to understand others' emotions & feelings which allows us to communicate more effectively & build good relationships with others.

## History

- In 1990s, two psychologists **Mayer and Salovey** developed their first theory of emotional intelligence (EI), which subsequently became popularized by **Daniel Goleman**. He published a book named emotional intelligence in 1995.
- He defines emotional intelligence as the capacity for recognizing our own feelings & those of others, for motivating ourselves and for managing emotions well in ourselves & in our relationships.

## Goleman's findings

- Goleman also made a clear distinction between IQ & EI. He pointed out that both these constructs are not the same but also not necessarily opposite from one another.
- He believed that brain pathways may help process EI
- **He says that IQ is related to neocortex whereas EI draws from inner subcortex which is associated with emotional impulses.**
- **He also says that EI seems to be largely learned & it continues to develop as we go through life & learn from our experiences**
- According to him, **IQ is largely inherited & fixed but in EI personality, behavioral theories & learning play an important role .**

## Goleman's dimensions of emotional intelligence in the workplace

1. **Self-awareness:** It is understanding of own self & knowledge of true feelings at the moment. Example- Sarah recognises that she is very annoyed so she decides to cool down her anger before making any important decisions.
2. **Self-management:** It involves handling one's own emotions rather than hindering the task at hand, shaking off negative emotions & getting back on constructive track for problem's solutions. Example- Hina holds back her impulse to become visibly upset & raise her voice at the customer's unfair complaint & tries to get more facts on what happened.
3. **Self-motivation:** It involves overcoming negative emotional impulses & delaying gratification to attain desired outcome. Example- Peter successfully completed the project in spite of various frustrations like lack of resources & no top management support.

4. **Empathy:** It involves being sensitive to the feelings of others & being able to sense what others feel & want.  
Example- Bhavika, head of finance department found that all team members were tired & exhausted, so she took them for bowling during break & ordered some refreshments for them.
5. **Social skills:** It includes ability to read social situations, smoothness in interacting with others & forming a network.  
Example- Anurag guessed from non-verbal clues that his staff members were not convinced from the company's new policy that he presented in the meeting, so after their meeting was over he visited each of them to explain about its benefits.

## Case for EI

- **Intuitive appeal** – people who can detect emotions in others, control their own emotions & handle social interactions well will have powerful leg up in the world. People with high EI can deliver more in business than people with low EI.
- **EI predicts criteria that matter** – Studies have predicted that people who are able to predict other's emotions are valuable to the organization. EI is correlated with job performance.
- **EI is biologically based** – People who suffer neurological damage score lower on EI & make poorer decisions than people who are healthier in this regard.

## Case against EI

- **EI is a vague concept** - Different researchers focus on different skills, making it difficult to get a definition of EI. some focus on self-motivation while others focus on self-discipline making the concept of EI broad & its components variegated.
- **EI can't be measured** – Measures of EI are diverse , some test have right & wrong answers while some tests don't have right & wrong answers .
- **The validity of EI is suspect** – EI appears to be highly correlated with measures of personality, especially emotional stability, once you control these factors, EI has nothing unique to offer.



## Models of EI

- Emotional intelligence has been defined by Peter Salovey and John Mayer, as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior".
- This definition was later broken down and refined into four proposed abilities: perceiving, using, understanding, and managing emotions.
- These abilities are distinct yet related.
- Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics.
- However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations.

Currently, there are three main models of EI:

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

## Ability Model

Salovey and Mayer's conception of EI strives to define EI within the confines of the standard criteria for a new intelligence.

According to them, EI is "the **capacity to reason about emotions, and of emotions, to enhance thinking**. It includes the abilities to accurately 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."

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment.

The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider

cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

1. **Perceiving emotions** – the ability to **detect and decipher** emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. **Using emotions** – the **ability to harness emotions** to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. **Understanding emotions** – the **ability to comprehend emotion language** and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. **Managing emotions** – the **ability to regulate emotions** in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for **lacking face and predictive validity in the workplace**. However, in terms of construct validity, ability EI tests have great advantage over self-report scales of EI because **they compare individual maximal performance to standard performance scales and do not rely on individuals' endorsement of descriptive statements** about themselves.

## Mixed Model

The model introduced by Daniel Goleman focuses on EI as a **wide array of competencies and skills that drive leadership** performance. Goleman's model outlines **five main EI dimensions**:

1. **Self-awareness** – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.

2. **Self-regulation** – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. **Social skill** – managing relationships to get along with others
4. **Empathy** – considering other people's feelings especially when making decisions
5. **Motivation** – being aware of what motivates them.

Goleman includes a set of emotional competencies within each construct of EI. **Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed** to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

### *Measurement tools under Mixed Model*

Two measurement tools are based on the Goleman model:

1. **The Emotional Competence Inventory (ECI), created in 1999**, and the **Emotional and Social Competence Inventory (ESCI), a newer edition of the ECI was developed in 2007.**
2. The **Emotional Intelligence Appraisal**, which was **created in 2001** and which can be taken as a self-report or 360-degree assessment.

### **Trait Model**

Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality."

In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self-perceived abilities and is measured by self-report, as opposed to the ability based model which refers to actual abilities, which have proven highly resistant to scientific measurement.

It is said that effective leaders are alike in critical way; they all have a high degree of emotional intelligence. Emotional intelligence is necessary or the sine qua non of leadership. Till 1970s, **Intelligence quotient (IQ)** was taken as the sole determinant of success. The term “emotional intelligence” was developed to identify a person’s social and personal abilities. It was realized that intelligence alone does not define a person’s success.

Emotional quotient was thus combined with Intelligence Quotient to form a new term called **EQ** or **emotional quotient**.

**(IQ = mental age \*100/ chronological age)**

## How to manage Emotions:

### Self awareness

- ability to evaluate oneself in light of emotions and feelings.

### Control over emotions

- control does not mean suppression. It means identifying the right emotion and expressing it at the right time.

### Empathy

- empathy means putting one's legs in another's shoes

### cooperation

- collective action

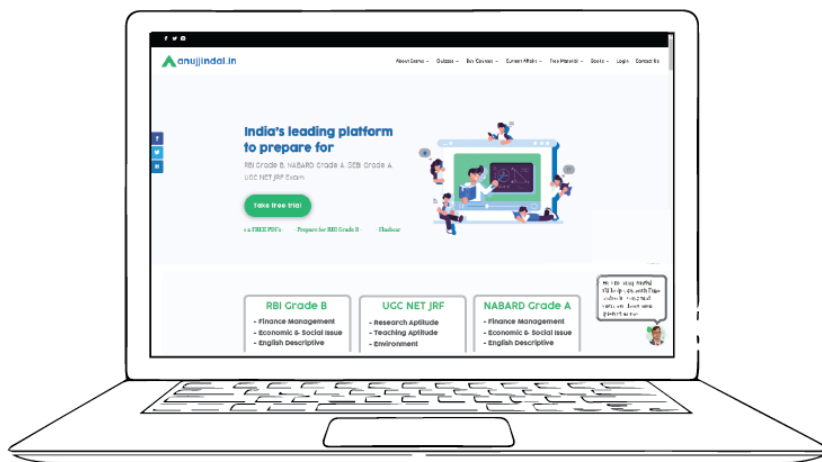
### Resolving conflicts

- people who interact on a regular basis often find themselves in a spiral of emotions where conflict is natural. By managing emotional issues, these conflicts can be managed and resolved.

Check our website [www.anujjindal.in](http://www.anujjindal.in) for enrolment, Course details and other updates!

Or

Log on to our mobile application.





## **“HALL OF FAME”**

## RBI



**AIR 03 RBI : Muhammad Ali**

**AIR 06 RBI : Aditya Sood**

**AIR 10 RBI : Sameer**

**AIR 11 RBI : Abhishek**

**550+ Students cleared RBI Phase 1**

**300+ Students clear RBI Phase 2**

**48 Students got selected in RBI**



## SEBI



**AIR 01 : Rajendra S**

**600+ Students cleared Phase 1**

**300+ Students cleared Phase 2**

**60+ Students selected in SEBI**

## NABARD



**1100+ Students cleared Phase 1**

**250+ Students cleared Phase 2**

**30 Students selected in NABARD**

## UGC NET JRF



**260+ Students selected in UGC NET JRF**