

EMOTIONAL INTELLIGENCE; HISTORY, MODELS AND MEASURES

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ABSTRACT

The concept of Emotional Intelligence (EI) has generated unparalleled interest both in the lay and scientific fields; it has also become a topic of rapid interest for researchers and academicians. EI is considered to be one of the hottest buzzwords in today's corporate world because it has overshadowed other less spectacular classical psychological concepts such as Intelligence Quotient (IQ) and personality. The present study is an attempt to summarize the literature available on EI by discussing the evolution of the term Emotional Intelligence and various definitions of EI. It also clarifies the concept of EI by reviewing different models of EI and discussing the various measures used to access EI. The paper further throws light on EI in the Indian Context by finding the roots of EI in The Bhagavad-Gita. Further it will reason why EI is important for both personal and professional growth and well being.

Keywords - Emotional Intelligence, History, Indian Context, Measures, Models.

I. INTRODUCTION

Emotional Intelligence in the simplest words refers to the ability to recognize and regulate emotions in ourselves and others [1] to make effective decisions [2], [3]. EI may be a relatively new term, not more than 25 years old but the roots of EI can be found in The Bhagavad-Gita, 5000 years ago where Krishna's Sthithapragnya (Emotionally stable person) is very close to Mayer and Salovey's Emotionally Intelligent person [4] and also the work of Plato, 2000 years ago where he stated, "All learning has an emotional base" [5]. Since then, researchers, scientists, educators, and philosophers have worked to prove or disprove the importance of feelings and emotions in day to day life [5].

Though we experience a wide range of emotions in our daily life its effect on human behaviour has always been a topic of argument [6]. Unfortunately, for a large part of last two millennia, common thought was, "Emotions are in the way, they keep us from making good decisions, and they keep us from focusing" [7]. In the last three decades, a growing body of research is proving just the opposite by suggesting that Emotions are valuable signals that help us survive and thrive [8]. Over the last few decades, beliefs about emotions and intelligence have both changed — where intelligence was once perfection, people were recognizing that there was more to life [10].

Where emotion was once perdition, people were recognizing that it might have substantive value [11]. This was the result of the work of psychologists in the 19th century where they began to link emotions to thought which

further led to rigorous research on the relation of emotion and thought and that is when the concept of EI was formally getting existence. In early 1900s Thorndike [12] describes the concept of social intelligence as the ability to get along with other people by being able to understand the internal states, motives and behaviours of oneself and others, this concept is very close to the present day concept of EI. Soon after, Wechsler [13] developed the concept of non-cognitive intelligence stating that it is essential for success in life and intelligence is not complete until we are not able to define its non cognitive aspects [14]. In the later part of the century Gardner [15] in his book Frames of Mind introduced multiple intelligences and the present day EI is somewhere close to two of those seven intelligences; Interpersonal and Intrapersonal Intelligence [14], [16] In 1990, Psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence" where they considered EI as a form of intelligence defining EI as the ability to monitor one's own and others feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions [17]. The concept of EI got popularized after the publication on Daniel Goleman's book "Emotional Intelligence: Why It can Matter More than IQ" [18] which he wrote after being inspired by the works of Salovey and Mayer [19], [20]. He defined Emotional Intelligence as an ability which include self-control, zeal and persistence and the ability to motivate one-self [18]. Another prominent researcher in the field of EI is Reuven Bar-On who is the originator of the term "emotional Quotient" [21]; he defines EI as understanding oneself and others, relating to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands [22]. This paper will review the literature available on emotional Intelligence and a brief description of the three most important models of EI will be given along with the different measures used to assess EI, it also discusses EI in the Indian Context by throwing light on the work done in the field of EI in India.

II. HISTORY OF EMOTIONAL INTELLIGENCE

1930s - Edward Thorndike described the concept of social intelligence as the ability to get along with other people by being able to understand the internal states, motives and behaviours of oneself and others [23].

1940s – David Wechsler developed the concept of non-cognitive intelligence stating that it is essential for success in life intelligence is not complete until we are not able to define its non cognitive aspects [24].

1950s – Humanistic Psychologist Abraham Maslow suggested that people can build emotional strength [25].

1975 - Howard Gardner introduces the concept of multiple Intelligences in his book The Shattered Mind [26].

1983 - Howard Gardner in his book Frames of Mind introduced Interpersonal and Intrapersonal Intelligence and said it is as important as IQ [15].

1985 - Wayne Payne used the term emotional intelligence in his doctoral dissertation entitled, 'A study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain and desire.' (Theory, structure of reality, problem-solving, contraction/expansion, tuning in/coming out/letting go)" [27].

1987 – In an article published in Mensa Magazine, Keith Beasley used the term "emotional quotient." It has been suggested that this is the first published use of the term, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis [28].

1990 - Psychologists Peter Salovey and John Mayer published their landmark article, “Emotional Intelligence” in the journal *Imagination, Cognition, and Personality* [17].

1995 - The concept of EI got popularized after the publication on Daniel Goleman's book “Emotional Intelligence: Why It can Matter More than IQ” [18].

Table 1. Five Periods of Development in Emotions and Intelligence in Past Century [29], [30].

| | |
|---|---|
| <p>1900-1969</p> <p>Intelligence and Emotions as Separate Narrow Fields</p> | <p>Intelligence Research</p> <ul style="list-style-type: none"> • Psychometric approach to intelligence is developed and refined. <p>Emotions Research</p> <ul style="list-style-type: none"> • -Debate which happens first: physiological reaction or emotion. • -Movement from Darwin’s theory for heritability and evolution of emotional responses to now being viewed as culturally determined. • -Social Intelligence [12] as concept is introduced. |
| <p>1970-1989</p> <p>Precursors to EI</p> | <ul style="list-style-type: none"> • The field of cognition and affect emerged to examine how emotions interacted with thoughts. • Gardner [15] theory of multiple intelligences described an intrapersonal intelligence and an interpersonal intelligence. • Empirical work on social intelligence developed four components: social skills, empathy skills, prosaically attitudes, and emotionality (sensitivity). • Brain research began to separate out connection between emotion and cognition. • Occasional use of EI appeared. |
| <p>1990-1993</p> <p>The Emergence of EI</p> | <ul style="list-style-type: none"> • Mayer and Salovey publish a series of articles on EI. • First ability measure of EI published. • Editor of the journal <i>Intelligence</i> argued for an existence of EI. • Further developments for EI in the brain sciences. |
| <p>1994-1997</p> <p>The Popularization and Broadening</p> | <ul style="list-style-type: none"> • Goleman [18] publishes <i>Emotional Intelligence</i> which becomes worldwide best-seller. • Time magazine used the term “EQ” on its cover [31] • measures of EI using mixed model theories were published. |
| <p>1998-Present</p> <p>Research on the Institutionalization of EI</p> | <ul style="list-style-type: none"> • -refinements to the concept of EI. • -new measures of EI introduced. • -appearance of peer-reviewed articles on the subject. |

III. DEFINITIONS OF EMOTIONAL INTELLIGENCE

According to Emmerling & Goleman [32], there are various definitions of EI that are complementary to each other; each one aims at understanding one's own and others emotions. In 1990, Salovey & Mayer [17] coined the term "Emotional Intelligence" and they defined Emotional Intelligence as a subset of social 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. This was the very first definition of EI which was then redefined in 1997 and it stated EI as, "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in self and others" [33]. Review of literature suggests that this definition of EI is accepted and adopted by most of the scholars and researchers around the world [34]. Goleman published his book Emotional Intelligence, Why it matters more than IQ and it instantly became a worldwide best seller, he defined EI as an ability which include self-control, zeal and persistence and the ability to motivate oneself [18] and later he redefined EI as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others [35]. Bar-On [21] introduced the term 'Emotional Quotient' (EQ) in his doctoral dissertation as an analogue to Intelligent Quotient (IQ). He defined emotional intelligence as "an array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" [22]. The most compendious definition of EI was offered by Martinez [30] he defined EI against most common definitions, as non-cognitive skills, which surrounds skills that help person in dealing with daily life. He defined EI as "an array of noncognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures" [36].

The most formal definition of EI [30] refers to the ability to identify and express emotions, understand emotions, assimilate emotions in thought, and regulate positive and negative emotions in oneself and others [37]. Talking about competency in perception of emotion: it consists of recognition of emotion-related facial and voice cues of others and awareness of one's own body states relating to emotion. Competency in understanding one's own and others emotions involves knowing the causes and consequences of different emotions as well as being able to differentiate between varying emotions [38]. This conceptualization suggest that the competencies of perception, understanding, utilizing and managing emotions effectively in the self and others comprise the core of emotional intelligence [38],[39],[40], [41]

IV. MODELS OF EMOTIONAL INTELLIGENCE

Different theories attempt to understanding and explaining the skills, traits, and abilities associated with emotional intelligence [42], [18], [43], [44]. While some might argue that the goal of research should be to identify and define a singular theoretical framework to be labelled as the "correct" version of emotional intelligence, another approach would be to acknowledge that having multiple theories can often serve to elucidate additional aspects of complex psychological constructs [32]. All of the theories and models in conceptualization of EI are under the umbrella of three main lines of thought including: trait approach, ability

approach and mixed approach these are the models proposed by Mayer and Salovey, Bar-on and Goleman. Each of their theoretical framework conceptualise emotional intelligence from one of two perspectives: as a form of pure intelligence consisting of mental ability only [17], or as a mixed intelligence consisting of both mental ability and personality characteristics like optimism, adaptability and well-being.

Till now, the only ability model of emotional intelligence is that proposed by Mayer and Salovey [17], they considered EI as a form of pure intelligence consisting of cognitive ability only. The two mixed models distinguish from each other; the differences in which are attributed to the varying beliefs of what constitutes emotional intelligence [4], [22], [43]. Reuven Bar-On [22] conceptualised a model with personality dimensions, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to well-being. On the other hand, Daniel Goleman proposed a mixed model in terms of performance by combining an individual's abilities and personality implementing their corresponding effects in the workplace [1].

4.1 Mayer-Salovey-Caruso ability model

Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 [17] and have continued to conduct research on the significance of the construct. They conceptualised Ability-Based Emotional Intelligence Model [44] which was based on the work of Gardner and his view on personal intelligence. Their model entails five broad areas: knowing one's own emotions, managing one's own emotions, self-motivation, recognizing emotions of others and handling relationships with others. Salovey and Mayer [44] redefined emotional intelligence and proposed four branches; the first branch, emotional perception, is the ability to be self-aware of emotions and to express emotions and emotional needs accurately to others. It also includes the ability to distinguish between accurate and inaccurate or honest and tricky emotional expressions. The second branch, emotional assimilation, is the ability to distinguish among the different emotions one is feeling and to identify those that are influencing their thought processes by directing attention to important information. Just like Emotional mood swings change the individual's thinking pattern from optimistic to pessimistic, encouraging consideration of multiple points of view. Emotional states distinctively encourage specific problem-solving approaches such as happiness state facilitates inductive reasoning and creativity. The third branch, emotional understanding, is the ability to understand complex emotions and the ability to identify transitions from one emotion to the other such as the transition from anger to satisfaction or from anger to shame. Lastly, the fourth branch, emotion management, is the ability to stay open to both pleasant and unpleasant feelings, the ability to reflectively connect or detach from an emotion depending upon it being judged to be informative or utility and regulate emotions in both ourselves and in others. Mayer et. al [45] explain that the four branches function hierarchically with the perception of emotions acting as the most basic or bottom branch, and emotional management as the most complex or top branch.

4.2 Goleman's Competency Model

Daniel Goleman popularised the concept of emotional intelligence in 1995, when he wrote the landmark book '*Emotional Intelligence*'. He defined emotional intelligence as "abilities of being able to motivate oneself and survive in the face of frustrations; to control impulse and delay gratification; to manage one's moods and keep distress from swamping the ability to think; to empathize and to hope" [43]. Goleman's model outlines the four

constructs of emotional intelligence. Self-awareness is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, involves controlling one's emotions and impulses and thereby adapting to changing circumstances. Social awareness consists of the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management entails the ability to inspire, influence, and develop others while managing conflict [43]. Goleman's model includes a set of emotional competencies within each construct of emotional intelligence, he opined that Emotional competencies are not innate talents, rather learned capabilities that must be worked on and developed to achieve outstanding performance.

4.3 Bar-On's Mixed Model

Bar-On [21] introduced the term 'Emotional Quotient' (EQ) in his doctoral dissertation as an analogue to Intelligent Quotient (IQ). His model of emotional intelligence can be viewed as a mixed intelligence, also consisting of cognitive ability and aspects of personality, health and well being. It relates to the potential for performance and success and is considered process-oriented rather than outcome-oriented [46]. He defined emotional intelligence as "an array of non cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" [22]. The definition encompasses a number of areas like emotional self-awareness, assertiveness, self-regard, self actualization, independence, empathy, interpersonal relationship, social responsibility, problem solving, reality testing, flexibility, stress tolerance, impulse control, happiness and optimism.

Insufficient emotional intelligence can mean a lack of success and the existence of emotional problems. Bar-On [46], considers that emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which eventually indicates potential success in one's life.

V. MEASURES OF EMOTIONAL INTELLIGENCE

Emotional intelligence can be measured in one of three ways; the first approach takes the form of a self-report measure, second approach to measuring emotional intelligence involves informant measures like how others perceive an individual and third approach involves ability or performance measures [33]. Ability and performance measures are preferred by some researchers [33],[47]. The subject of EI has only recently received worldwide interest and assessments are still in an early stage of development. Although there are some effective, valid and reliable tools, much more research needs to be conducted in order to develop new assessments as well as, evaluate and improve existing ones [48]. Following table listing some prevalent EI measures provides brief information about each of them.

Table 2. Different Measures of Emotional Intelligence.

| Sr. No. | Commonly Used measures of Emotional Intelligence | Brief Description | 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 5 components of the BarOn model | Self-Report | 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 (EIA) | 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 Mayer's original concept of emotional intelligence | Self-Report | Mayer et al. |
| 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 (reprinted below) comprehensively. It comprises 153 items, measuring 15 distinct facets, 4 factors, and global trait EI [49]. | 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 | Jordan 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 types of abilities that best represent their strengths. | Self-Report | Wong et al |

VI. EMOTIONAL INTELLIGENCE IN THE INDIAN CONTEXT

Emotional Intelligence as a concept is not unknown to the Indian reader and from the last one decade a lot of research has been done in India in the field of EI. However the similarities between an Emotionally Intelligent person as surmised by Mayer et al. and “Sthithapragnya” as described by Lord Krishna in the Bhagavad-Gita were unknown [4]. The Bhagavad-Gita stresses on the effectiveness of being able to control and manage emotions. A Sthithapragnya according to Krishna is one who remains unperturbed in the face of calamity, and takes good or evil with equanimity. He is neither happy when something good happens, nor is he affected when things go against him. This does not mean that he lacks sensitivity. He has the ability to keep his emotions in check and the skill of withdrawing his feelings away from the object of pleasure or pain. Even as a tortoise

withdraws its head and legs inside the protective cover of its shell whenever it faces danger, so does an emotionally stable person withdraw all his emotions and feelings within himself and remains unperturbed. He has the power to emotionally attach or detach from any situation, at his will. This is not far from what Mayer and Salovey list as the skills pertaining to the fourth branch of their 'ability model' [50].

- Ability to be open to feelings, both pleasant and unpleasant
- Ability to monitor and reflect on emotions
- Ability to engage, prolong, or detach from an emotional state
- Ability to manage emotions in oneself, and the
- Ability to manage emotions in others.

As already discussed, there are many instruments to measure emotional intelligence; however, due to the influence of culture, they cannot be used in other countries and contexts because culture affects emotions in many ways; through the manner in which we perceive emotional stimuli, by altering emotional expressions, by determining social relationships and judgements and by the ritualized rules for displaying of behaviour [51]. Therefore a new instrument to measure the emotional intelligence of individuals in the work environment of Indian organizations was developed which had an initial scale of 86 items and subjected it to reliability and validity tests, resulting in a final scale of 18 items. The Cronbach's Alpha values for the subscales, corrected item to total correlations for all the items, content validity indices, and construct validity indices were also found to be satisfactory. According to Krishnaveni [52], EI is the ability of an individual to perceive various emotional stimuli associated with his/her self and his/her environment, appraise and regulate them, in order to produce appropriate behavioural responses, resulting in improved intrapersonal and interpersonal outcomes.

Research conducted in the field of EI in India has been vast, talking about gender differences; the studies conducted in India show gender have no influence on the EI of a person [53],[54],[55]. According to many other studies on Leadership, it is clear that gender plays no role in effective leadership; it is the EI of the person which influences leadership [55],[56],[57]. Studies show a significant relationship among dimensions of EI and dimensions of organizational citizenship behaviour (OCB) and in-role behaviour (IRB) [58]. It has also been found that ultimately it is the emotional and personal competencies that we need to identify and measure if we want to be able to predict performance at workplace resulting in its effectiveness, thereby enhancing the worth of the human capital [59],[60]. EI has also been associated with cooperative solutions, which results in more effective conflict management, [61], [62]. EI can also be used as a soft tool, to enhance the competencies of individuals and teams in Indian organizations and help them to gain competitive advantage [63].

VII. CONCLUSION

This paper sought to review the literature on emotional by discussing the history of EI to the different theories and measures of EI. Mayer and Salovey's four branch model of EI lays emphasis on emotional perception, emotional assimilation, understanding and management [39],[4], whereas Reuven Bar-On [46] agrees on the qualities of emotional self-awareness, self-actualization, interpersonal relationship, reality testing, stress tolerance, optimism, happiness, etc. as those that decide the emotional intelligence of a person. Goleman [43] on the other hand points out to emotional self-awareness, self-control, empathy, problem solving, conflict management, leadership, etc. as the characteristics of an emotionally intelligent person. Emmerling & Goleman [32] suggest that while each theory represents a unique set of constructs that depict the theoretical trend and

context in which each of these authors have decided to frame their theory, all share a common propensity to understand and measure the abilities and traits related to recognizing and regulating emotions in ourselves and others. This paper also throws light on the work done in the field of EI in India in the past few years.

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