

Emotional Intelligence

Module-1 , SEC-2, SEM-IV(Prog)

Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).

Although the term first appeared in "The Communication of Emotional Meaning" paper by a member of Department of Psychology Teachers at College Columbia University Joel Robert Davitz and clinical professor of psychology in psychiatry Michael Beldoch^[3] in 1964, it gained popularity in the 1995 book "Emotional Intelligence", written by author and science journalist Daniel Goleman. Since this time, EI, and Goleman's 1995 analysis, have been criticized within the scientific community, despite prolific reports of its usefulness in the popular press.

Empathy is typically associated with EI, because it relates to an individual connecting their personal experiences with those of others. However, several models exist that aim to measure levels of (empathy) EI. There are currently several models of EI. Goleman's original model may now be considered a *mixed model* that combines what has since been modeled separately as *ability EI* and *trait EI*. Goleman defined EI as the array of skills and characteristics that drive leadership performance.

The *trait model* was developed by Konstantinos V. Petrides in 2001. It "encompasses behavioural dispositions and self perceived abilities and is measured through self report". The *ability model*, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and use it to navigate the social environment.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. For example, Goleman indicated that EI accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. Other research finds that the effect of EI markers on leadership and managerial performance is non-significant when ability and personality are controlled for, and that general intelligence correlates very closely with leadership. Markers of EI and methods of developing it have become more widely coveted in the past decade by individuals seeking to become more effective leaders. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence.

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.^[1] Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics.