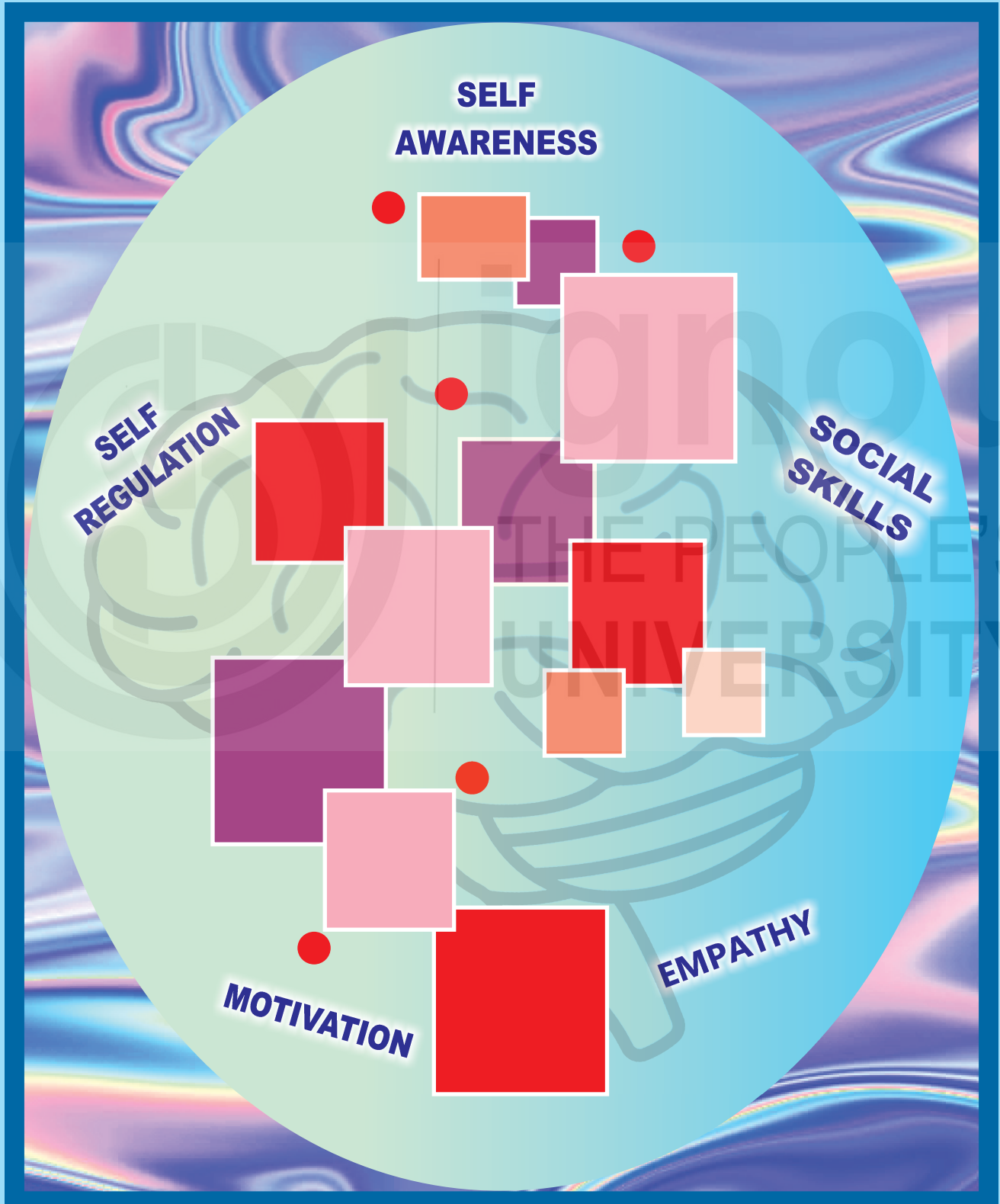


# BPCS-185 DEVELOPING EMOTIONAL COMPETENCE



# **Developing Emotional Competence**

**School of Social Sciences  
Indira Gandhi National Open University**

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# INTRODUCTION TO THE COURSE

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**BPCS 185: Developing Emotional Competence** Course is in the Semester-III of BA General Psychology (BAG). It is a Skill based Course of 4 credits. The course will provide you an understanding of the concept of emotional intelligence (EI) and emotional competence (EC). It will also focus on the key competencies of emotional intelligence. Further, the course will explain about developing emotional competencies and describe various factors and strategies regarding this.

The specific objectives of the course are as follows:

## Objectives

- 1) To help students learn the concept of emotional intelligence and emotional competence;
- 2) To explain the factors associated with emotional intelligence; and
- 3) To learn strategies to develop emotional competence

## Learning Outcome

At the end of this course, the learner will gain knowledge about the concept of emotional intelligence and emotional competence. The learner will be able to explain the components of emotional competencies. The learner will also learn about various factors associated with emotional intelligence and acquire different strategies to develop emotional competence.

## Introduction

BPCS 185 consists of three Blocks and a total of six Units which you need to study and complete during the six months duration of your third semester. You will have continuous evaluation through assignment and a Term-End examination at the end of each semester. Assignments are available on the IGNOU website. You can download the assignments on [www.ignou.ac.in](http://www.ignou.ac.in) > student support > downloads > assignments. Refer to the instructional guidelines on the assignment for your assignment preparation and submission. You can also refer to the previous year question papers available under downloads to prepare for your term-end examination (TEE).

You will need to go through the course material in this book presented in different Blocks and Units to do your assignments and prepare successfully for the exam. Each Unit is like a chapter written in a structured way. It contains **Self Assessment questions** (SAQs) in between the sections in the Unit so that you can check your progress and go back to the content for more clarification. This will help make your learning better. Further, there are **Unit End questions** also at the end of the Unit that facilitates your overall understanding of the Unit. **Key Words** section highlights the key words in the Unit that will help you recall the main terms and concepts learned in the Unit. **References** section will help you refer to specific studies and articles to gain more understanding of a particular point discussed in the Unit. At the end of each Unit, you are also provided with **Suggested readings** for your further understanding of the Unit. Thus, the various aspects of this Self Learning Material (SLM) are designed to help you learn better. These features also ensure that the teacher is built into the course materials to help minimize the gap or distance between the learner and the teacher.

IGNOU follows a multi-pronged approach to teaching and learning. Thus there are printed course materials, audio and video materials also. The soft copies of the course materials are also available on the IGNOU website through *egyankosh*. Interaction between the teacher and learner is also facilitated through Gyanvani (interactive radio counseling), Gyan darshan (tele conference) and web conference. *Gyanvani* is available on FM (105.6 channel). *Gyandarshan* is a television channel, a must carry channel for all the cable operators. Information about Gyanvani and Gyan darshan monthly schedule is available on the IGNOU website. *Webconferences* are held by the Faculty of Discipline of Psychology and you will get the information about the same from your Regional centre. You can make use of all these features of learning at IGNOU to take your learning to a new higher level and make it a truly enriching experience.

## **BRIEF INTRODUCTION TO BLOCKS AND UNITS**

A brief outline of the Blocks and Units therein is given here for your reference which you can go through before studying the Units in detail.

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## **BLOCK I INTRODUCTION TO EMOTIONAL INTELLIGENCE (EI) AND EMOTIONAL COMPETENCE (EC)**

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**Block I – Introduction to Emotional Intelligence (EI) and Emotional Competence (EC)** will introduce you to the concept of emotional intelligence and emotional competence which has significant contributions in all the fields of our life. The Block consists of two Units.

### **Unit 1 Concept of Emotion**

It discusses the nature and characteristics of emotion. Components of emotion are explained and various types of emotions are described. The Unit also discusses the relationship between our emotions and thoughts and how these affect our behavior.

### **Unit 2 Concept, historical development and components of EI**

This Unit explains the meaning of emotional intelligence (EI) and traces the historical development of EI. Further, it describes the components of emotional intelligence.

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## **BLOCK II EMOTIONAL COMPETENCIES**

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**BLOCK-II Emotional Competencies** focuses on the core competencies included under emotional intelligence. They serve as the building blocks that help improve our emotional intelligence. The Block consists of one Unit.

### **Unit 3 Components of Emotional Competencies**

The Unit focuses on the components of EI namely self awareness, motivation, empathy, self regulation and social skills. These skills help one to understand the emotions of oneself and others and manage these also.

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## **BLOCK III    DEVELOPING EMOTIONAL COMPETENCIES**

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**BLOCK III – Developing Emotional Competencies** explains the importance of managing our emotions. It describes various factors associated with emotional intelligence that play important role in handling our emotions to become more effective and successful in our life. It further outlines the strategies to develop emotional competence. The Block consists of three Units.

### **Unit 4   Emotions, Self Control and Assertiveness**

This Unit focuses on two important parameters of self-control and assertiveness in the context of handling emotions. It explains the meaning and importance of being in control of one's emotions and communicating in an assertive manner. Further, it specifies various strategies to increase self control and assertiveness.

### **Unit 5   Emotions, Self Regard and Self Actualization**

In this Unit, you learn about two more parameters that help you to understand and manage your emotions. Further, you will also learn about the strategies to enhance self-regard and self actualization.

### **Unit 6 Strategies to Develop Emotional Competence**

Here, you will learn various strategies to improve your emotional intelligence and develop emotional competence. The Unit specifically focuses on the strategies related to intrapersonal and interpersonal aspects. Various activities are given to reinforce the use of each strategy by the learners.

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UNIVERSITY

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**BLOCK I INTRODUCTION TO EMOTIONAL INTELLIGENCE (EI)  
AND EMOTIONAL COMPETENCE (EC)**

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Unit 1 Concept of Emotion

9-22

Unit 2 Concept, historical development and components of EI

23-38



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# UNIT 1 CONCEPT OF EMOTION\*

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## Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Nature and Characteristics of Emotions
- 1.4 Components of Emotions
- 1.5 Types of Emotions
- 1.6 Relationship between Emotions, Thinking and Behaviour
- 1.7 Let Us Sum Up
- 1.8 Key Words
- 1.9 Answers to Self Assessment Questions
- 1.10 Unit End Questions
- 1.11 Answers to Unit End Questions
- 1.12 References
- 1.13 Suggested Readings

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## 1.1 INTRODUCTION

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One of the most important and fundamental aspects of the human experience is our capacity to experience emotions. Without this, our existence would be uni-dimensional and nowhere as rich and vibrant as it is. We experience joy and pleasure when we achieve something, become sad when we lose, or get angry or frustrated when things don't turn out the way we want it. But what exactly is this emotion, what does it consist of, how does it affect our thinking and other aspects of our life? Defining emotions and agreeing upon a framework to understand them is a challenging task. Complex concepts such as these lie somewhere at the intersection of philosophy, psychology and neuroscience. Thus, there are numerous theories and frameworks within which emotions can be understood. In this Unit, we will focus on principles that are accepted across disciplines and are based on current evidence from the scientific community.

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## 1.2 OBJECTIVES

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After completing this unit, you will be able to:

- understand and describe the concept of emotion;
- explain the components that comprise emotion;
- list the different kinds of emotions;
- understand the linkage and relationship between emotion, thought and behaviour.

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## 1.3 NATURE AND CHARACTERISTICS OF EMOTIONS

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What is an emotion? It appears too simplistic to the common people to define it. Common emotions experienced are joy, happiness, anger, sadness, jealousy, love and so on. We eat good food and feel contented. We see a good movie and feel happy. We spend time with loved ones and feel loved. We lose a game and feel sad.

Visualize yourself in the following situations:

- You have been standing in line to collect your admission form for over two hours. Your turn is finally about to arrive after two others ahead of you when the form disbursing staff member announces his lunch break and closes the window.
- You are waiting backstage to begin your presentation to an auditorium full of students and teachers.
- You are on your way to meet a very close friend after a gap of three years during which they were living and studying abroad.
- Your favourite cricket or football team wins the world cup.

The above examples may serve as powerful reminders of intense emotions that you might have experienced routinely. In fact, looking back on your day as you read this Unit, you may be able to recognise that how you might have felt when the day began, is different from how you are feeling now. By the time you finish reading this, your emotion might have changed again. So what are these powerful, shifting states?

Emotion is a complex chain of loosely connected events that begins with a stimulus and includes feelings, psychological changes, impulses to action and specific goal-directed behaviour (Plutchik, 2001).

Woodworth (1945) defines emotion as a stirred-up state of an organism that appears as feelings to the individual himself and as a disturbed muscular and glandular activity to an external observer.

Morris (1979) states that emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns.

Thus, emotions are experienced in response to a particular internal or external event. A response of this kind involves physical arousal in the body- heart rate, blood pressure, perspiration, release of hormones etc. Secondly, a motivation to take action is activated- seeking things and activities that provide pleasure and avoiding those that give rise to pain or unpleasantness. Thirdly, emotions arise out of our sensations, perceptions and thoughts related to objects, persons and situations. It depends on how do we perceive something, think about it and interpret it. Fourthly, emotions vary in their intensity, for example, happiness can be experienced as pleasant and contented at the lower end of the continuum whereas excited and thrilled at the higher end of the continuum. Similarly being irritated and upset are the milder forms of anger whereas furious and enraged are high intensity anger feelings.

Emotions can be desirable or undesirable to an individual, depending on whether the said event is perceived as 'positive' or 'negative' or performs an adaptive function for an individual. They are responsible for driving a range of human behaviours such as attacking, fleeing, self-defence, forming relationships, reproducing etc. However, some of these functions may translate into negative consequences such as 'freezing' on stage, intense expressions of anger, unwarranted aggression etc. Regardless of whether the consequences are positive or negative, emotions create significant impact when they arise and adapting to our environment demands that we understand and express emotions appropriately.

Emotions are not the same as *feelings*, even though we may use both the terms similarly. The term feeling is used to refer to a person's private emotional experience or self-perception of a specific emotion. When an event occurs, one first responds automatically at a physical level even without awareness (emotion) and then registers or evaluates this (feeling). For example, when one sees a snake nearby, their heartbeat, breathing, perspiration (physiological arousal) might increase immediately, causing the action of running away. Only later might one realise that the feeling they experienced was fear. Feelings are created by emotions. Thus, although we may use the terms emotion and feeling interchangeably in our daily lives, they differ considerably from each other.

Another related concept is *mood*. While emotions last for short periods of time and arise in response to a particular event, moods are of lower intensity, generally last for longer periods of time, even days and may not necessarily be associated with a certain, immediate event or cause. While emotions are directed at something or someone (e.g. you are angry at your brother or you are frustrated about waiting in line), moods can arise for no apparent reason, such as waking up irritable one morning without anything unpleasant having occurred the previous day. Nevertheless, moods are important because they too influence our actions. For example, wanting to socialise more with friends when in a good mood and avoiding social situations when feeling low over the weekend.

### 1.3.1 Functions of Emotions

Emotions matter. They provide information to us and serve certain purpose. They became part of the human experience and have continued to remain so because of the functions they perform. Each function is associated with a certain utility or role.

**Intrapersonal functions:** This domain refers to the functions that emotions serve within individuals. They help one guide behaviour and make decisions, so that we can survive as well as function as human beings. For instance, they inform us when to fight and when to leave a dangerous situation. Feeling respect for oneself encourages one to care and look after oneself. Happiness promotes creative thinking and expands our focus to allow new ideas and small details to be noticed (Fredrickson & Losada, 2005). Even mild sadness contributes to more realistic thinking and improves judgment by encouraging us to scan information more carefully and thoroughly (Kalat, 2017)



**Interpersonal functions:** These functions are performed by emotions between individuals. The act of expressing emotions serves as an indication or signal to others about how one might feel about them or the relationship, what one's intentions might be and what one's needs might be. Displaying a positive facial expression such as a smile usually encourages other people to approach us. Showing sadness may stimulate others to show empathy or sympathy. Emotional expression is thus an important communication and relationship management tool. In fact, as early as 1872, Darwin identified that emotional communication aids the survival of the human species by enabling the reading of signs of impending aggression in others or warning others of a threat by displaying fear (Nolen-Hoeksema et al., 2009).

**Social and cultural functions:** This dimension has to do with how emotions contribute to the construction and maintenance of societies and cultures. Emotions such as trust often act as a social glue that keeps groups together. Cohesive groups in turn form societies and evolve their own distinct cultures. On their part, cultural codes inform individuals and groups about specific display rules that exist for emotional expression. For example, men are often conditioned to only display certain emotions such as anger and aggression, while showing "softer" emotions such as sadness is discouraged in eastern cultures. Certain work places are driven by unspoken rules about whether certain emotions such as affection are appropriate for display in work related contexts.

### **Self Assessment Questions 1**

1. Define emotion.

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2. What is the difference between emotion, feeling and mood?

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3. What are the interpersonal functions of emotions?

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## **1.4 COMPONENTS OF EMOTIONS**

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Emotions can be viewed as having five components.

1. *Affective*: also referred to as a conscious, subjective feeling. Individuals monitor their internal, felt states and recognise what they are feeling.
2. *Cognitive*: involves describing or assigning meaning to the emotion. Thus, thinking about a feeling is very different from the actual feeling. Individuals

try to understand the reason behind why something is happening and try to judge how an event might impact them.

3. *Physiologic*: bodily reactions such as palms sweating upon feeling anxious.
4. *Motivational*: Going toward or away from an action or person. This component is also referred to as action tendencies, which refers to specific actions that the individual takes that may be voluntary or involuntary. For example, moving one's hand away from a hot pan is an involuntary action, while going on an early morning run despite feeling tired is a voluntary action. Each emotion may be associated with a particular action tendency. Some of these are presented in Table 1.1 (Nolen-Hoeksema et al., 2009).

**Table 1.1: Emotions and their Associated Action Tendencies**

EMOTION	ACTION TENDENCY
Anger	Attack
Fear	Escape
Disgust	Expel
Guilt	Make amends
Shame	Disappear
Sadness	Withdraw
Joy	Play
Interest	Explore

5. *Expressive*: Displaying emotions through facial expressions such as smiling, crying, frowning or body movements such as throwing a vase when angry to communicate emotions to others.

The interaction of these components explains how emotions work. Consider the following scenario:

*Jhanvi's boss shouts at her in response to a recent report that she submitted to him, which he says contained several errors and was not satisfactory. This can be labelled as an experience for her. As he shouts, Jhanvi can feel that the palms of her hands are becoming sweaty, her heartbeat becomes quicker and she can feel a sinking sensation in her stomach. This is the physiological reaction to the stimulus that she has just experienced. She also finds herself thinking "What if I lose my job?", "He is humiliating me in front of others" or "My work is not valued". Jhanvi is now responding cognitively. As her face turns red and her eyes tear up to express her distress, we see the expressive component in play. Simultaneously, she might recognise that she is feeling shame and anxiety as affect, giving rise to the motivation or action urge to walk out of the office and run to the restroom where she might have privacy to experience these emotions and compose herself.*

With practice, you can become quite aware of these components as you encounter situations, especially those that give rise to intense emotions within you. You can try the following exercise to develop this skill.

### **Exercise 1**

Step 1: Identify a situation in which you felt an intense emotion. Where were you, what happened, who said or did what.

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Step 2: What sensations or changes did you notice in your body? In which parts of your body did they occur?

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Step 3: What thoughts went through your mind? How did you explain what was happening to yourself? Did you make any predictions about what would happen next or in the future?

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Step 4: What was the name of the feeling that you experienced? Was there more than one feeling? List all of them here.

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Step 5: If someone were to observe you in this situation, how would they describe your facial expressions and body movements?

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Step 6: What did you do or say in response?

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## 1.5 TYPES OF EMOTIONS

Emotions are also commonly classified as primary and secondary. Primary emotions are those that are basic and universal in the sense that they are “hard-wired”, automatic and experienced in all cultures and social contexts. They are thought to have evolved so as to aid our survival as a species. Robert Plutchik (2003) identified eight of these- fear, surprise, sadness, disgust, anger, anticipation, joy and trust and represented them in the form of a colour wheel. Each of these emotions vary in intensity and show up as layers. For example, the primary emotion of fear may be called apprehension when it is at a very low intensity and terror when it is at its highest intensity. The core emotion remains the same i.e. fear.

Combinations and layers of primary emotions may give rise to more complex emotions. These are called secondary emotions and may be culture specific. These are represented in Fig. 1.1 below.

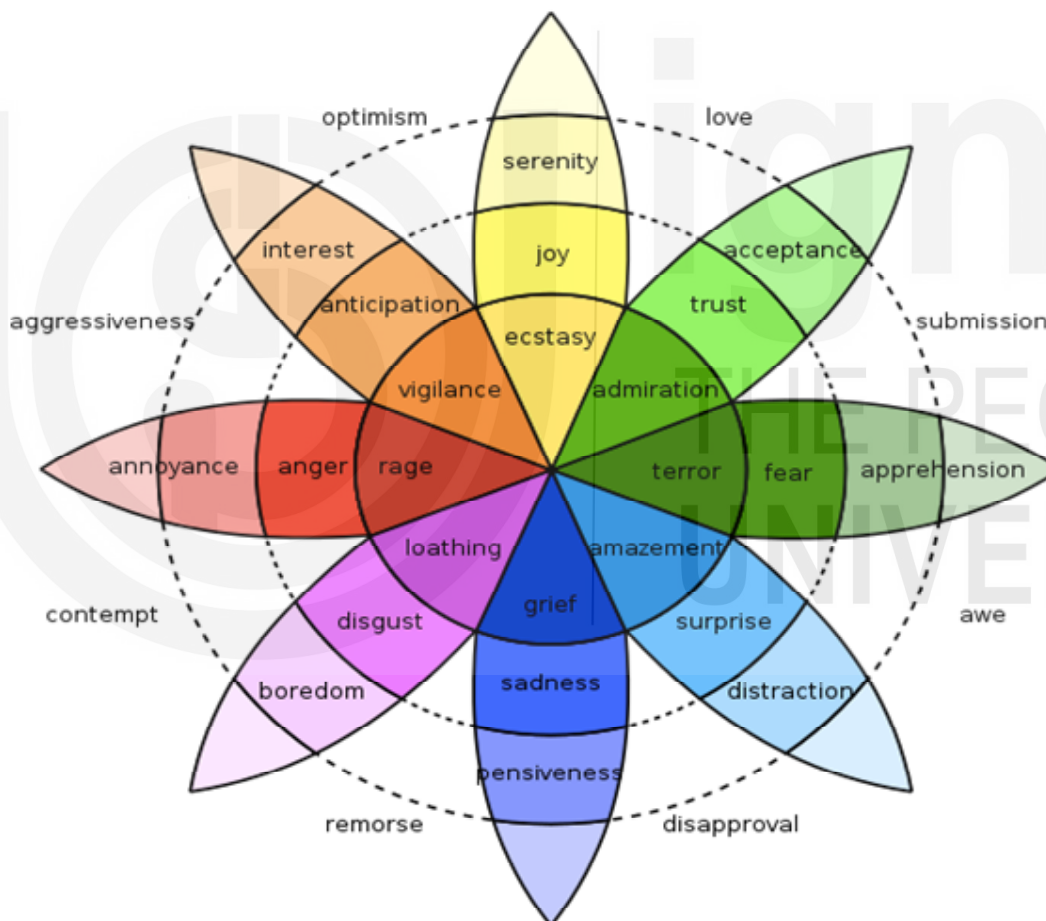


Fig 1.1: Plutchik's Emotion Wheel

(Source: Wikicommons)

The colour families in the figure indicate similar emotions. Darker shades indicate greater intensity. The spaces between emotions indicate combined emotions that emerge from the merging of primary emotions. In the above representation, contempt can be a combination of anger and disgust. Optimism can be seen as the combination of serenity and interest. In addition, some emotions can exist as opposites of each other: sadness is the opposite of joy, trust and disgust lie at

opposing ends, as do fear and anger. The wheel above indicates that different emotion words can be used to express different intensities of the same family of emotions. The emotions in the central circle of the wheel are at the highest level of intensity; rage, vigilance, ecstasy, admiration, terror, amazement, grief, and loathing. As one moves outwards in the wheel, the emotional intensity decreases-anger is less intense than rage and annoyance is even milder.

Emotions do not remain static and can transition or evolve into others over time. For example, one may be angry about a fight with a close family member at first. Over a day, this can turn into sadness, even if nothing seemingly changes in the situation.

You can practice identifying and labeling emotions through the following exercise.

### **Exercise 2:**

Refer to Step 4 in Exercise 1. Using the colour wheel in Fig. 1.1, try and see if you can find your emotion in the wheel. May be you find that another emotion name fits your experienced feelings better than the one you originally selected.

- i) What is the colour of your emotion?

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- ii) Is it a primary emotion or a combination of others?

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- iii) Are there any new words that you can find in the wheel that you may not have used before?

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### **Self Assessment Questions 2**

1. Distinguish between primary and secondary emotions.

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2. Which component of emotions determines judgments, predictions and analysis of thoughts?

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3. How does culture impact emotional expression?

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## 1.6 RELATIONSHIP BETWEEN EMOTIONS, THINKING AND BEHAVIOUR

Recall a recent time when you were feeling happy and content. What was your view of the world during the time you were in this mood? Now try and remember a time when you were feeling upset and angry at something. How did you view the world during this time? It is likely that your perception of the world (including the people in it) was different during both these phases and influenced by whichever emotions were dominant at the time. Chances are that you also behaved differently towards other people as a consequence.

Emotions, thinking and behaviour are inextricably linked. The relationship between them can best be explained through contemporary models of emotion. Referring to Fig. 1.2 below, one's thoughts or interpretation of a situation has a significant impact on the emotion one feels (Strongman, 2003). Imagine that your friend suddenly shouts at you. This is an emotional stimulus and encountering it may make you interpret or judge the outburst as "my friend is angry with me" or "my friend is rude". Depending on what you think about the stimulus, you will experience a feeling. Subsequently, some form of adaptive behaviour will follow. If your interpretation of the situation is that is your friend is angry with you, you might feel confused and ask them why they are angry. If you think that your friend is being rude, you might experience anger and shout back at them too and thus your behaviour may look very different.

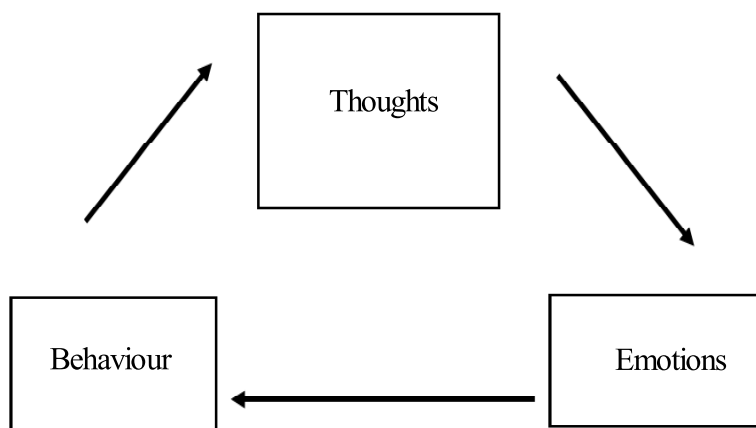


Fig. 1.2: Relationship between Thoughts, Emotions and Behaviour

This process of assigning meaning to an event and our reaction to it is called appraisal. A cognitive appraisal is, therefore an evaluation or interpretation of the personal meaning of certain circumstances that results in an emotion (Nolen-Hoeksema et al., 2009). Specific appraisals usually give rise to particular emotions and influence their intensity and quality as well. For example, an appraisal of “I desire something that someone else has”, goes along with the emotion of envy. “I have been treated well by another” creates the experience of gratitude. Table 1.2 below presents a summary of some other appraisals and the emotions they create (Coon et al., 2010).

**Table 1.2: Appraisals and Emotions they give rise to**

EMOTION	APPRAISAL
Anger	You have been slighted or demeaned
Anxiety	You feel threatened
Sadness	You have experienced a loss
Guilt	You have broken a moral rule
Happiness	You are moving toward a desired goal
Love	You desire affection from another person
Hope	You fear the worst but yearn for better
Compassion	You are moved by someone’s suffering
Pride	You are linked with a valued object or accomplishment.

According to Gross (2001) and Deuschendorf (2009), changing one’s interpretation of an event can prevent the experience of feeling drained and guard against overwhelming emotions. For instance, in the above example, by changing your appraisal to “she doesn’t mean it”, you could easily brush- off her behaviour and get on with your day. Appraisals, therefore, have the power to impact our reactions to the daily experiences of emotions, especially those that are unpleasant and stressful. By changing our own appraisals, we may be able to protect ourselves from stress and promote our well- being, even if we cannot control external situations or other people. In addition, because of differences in how a situation or event may be appraised, the same situation may give rise to different behaviour on the part of individuals. Infact, the same person may also react differently to the same situation at different times.

However, it is important to keep in mind that while emotions have the potential to energise us to act, whether action is actually taken depends on more than just emotions. Situational context, the object at which emotion is directed, anticipation and judgment of possible consequences of actions and past experiences, culture and gender all determine behavior (Baumeister, Vohs, DeWall, & Zhang, 2007). For example, people from western cultures feel comfortable expressing anger more openly than those from eastern cultures, where showing anger in the presence of others is regarded in a more negative light because of the importance assigned

to maintenance of relationships (Coon et al., 2010). Gender differences notwithstanding, men and women may be similar in their subjective experiences of emotions but express them very differently due to the differences in how they are conditioned to show their emotions (Fischer, 2000). Women are generally more comfortable showing vulnerability through the expression of sadness while men are raised not to cry easily and instead are more accepting and expressive of anger and aggression.

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## 1.7 LET US SUM UP

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Emotions are complex states that are difficult to define but also fundamental to our experiences. Without their existence, our individual, interpersonal and cultural existence would be meaningless. Emotional complexity arises out of multiple components that comprise emotional experience- subjective feelings, interpretations, physiological/ bodily changes, action tendencies and expression. As human beings, we share certain basic or primary emotions, while more complex, secondary emotions may be learnt and expressed as combinations of primary emotions. While emotions may ready us for action, they do not directly cause behaviour. How we think about an emotional event determines which emotion is felt, what action is taken and how the emotion is eventually expressed. These dynamics add considerable richness to our individual and social lives and allow us to adapt to situational demands. Understanding and changing our appraisal of an experience can empower us to change our reactions and gain better control of our emotions.

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## 1.8 KEY WORDS

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- |                           |   |
|---------------------------|---|
| <b>Emotion</b>            | : Emotion is a complex chain of loosely connected events that begins with a stimulus and includes feelings, psychological changes, impulses to action and specific goal- directed behaviour (Plutchik, 2001). |
| <b>Feelings</b>           | : The term feeling is used to refer to a person's private emotional experience or self- perception of a specific emotion.   |
| <b>Moods</b>              | : Moods are of lower intensity, generally last for longer periods of time, even days and may not necessarily be associated with a certain, immediate event or cause.  |
| <b>Primary Emotions</b>   | : Primary emotions are those that are basic and universal in the sense that they are "hard- wired", automatic and experienced in all cultures and social contexts.  |
| <b>Secondary Emotions</b> | : Combinations and layers of primary emotions may give rise to more complex emotions. These are called secondary emotions and may be culture specific.  |



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## 1.9 ANSWERS TO SELF ASSESSMENT QUESTIONS

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### Self Assessment Questions 1

1. Emotion is defined as a complex chain of loosely connected events that begins with a stimulus and includes feelings, psychological changes, impulses to action and specific goal- directed behaviour (Plutchik, 2001).

2. Emotion	Feeling	Mood
Instant physical response to a stimulus without awareness	Conscious awareness of an emotion that arises in response to a stimulus	Can occur without an external stimulus
Brief in duration	Brief in duration	Lasts over a long period of time; sometimes days

3. When emotions serve the purpose of communication between persons and contribute to the initiation and management of relationships with others, they are performing an interpersonal function. Emotional expressions provide vital information about how one might feel towards another or what one intends to do with reference to another person. For example, an expression of disgust signals others to withdraw or stay away, while a smile is often considered a social invitation.

### Self Assessment Questions 2

1. Primary emotions are instinctive and universal among human beings. They are also limited in number. Researchers have identified eight primary emotions: fear, surprise, sadness, disgust, anger, anticipation, joy and trust. In contrast, secondary emotions are learned and may not be shared across different cultures or societies. They are formed by combining at least two primary emotions. Unlike the very limited range of primary emotions, secondary emotions are many. Plutchik identified as many as 24 secondary emotions formed by mixing primary emotions.
2. Cognitive component of emotions determines judgments, predictions and analysis of thoughts because it involves the process of assigning meaning to an experienced emotion.
3. Culture exerts an impact on emotion expression by defining display rules about which emotions are considered appropriate to be expressed in different contexts and the manner in which they are to be expressed. For example, eastern cultures encourage free expression of aggressive emotions such as anger in men and label them as strong, to the exclusion of emotions such as sadness. Similarly, crying may be considered weak and unmanly. Individualistic societies such as western cultures value ambition and ruthlessness and associate it with achievement, while collectivistic cultures value trust and consideration for the group or community and may drive behaviour by reinforcing sacrifices for others.

## 1.10 UNIT END QUESTIONS

1. What are the different components of emotions? Explain with the help of an example.
2. Differentiate between primary and secondary emotions.
3. Explain the relationship between emotions, thoughts and behavior.
4. What is cognitive appraisal? How is it useful?
5. In your opinion, are emotions disruptive or useful? Justify your answer.

## 1.11 ANSWERS TO UNIT END QUESTIONS

1. Emotions have five main components:

Affective: subjective feelings

Cognitive: interpretation or thinking

Physiologic: bodily arousal

Motivational: capacity of emotions to direct one to or away from some action

Expressive: displaying emotions through facial expressions or body language.

2. PRIMARY EMOTIONS	SECONDARY EMOTIONS
Basic, independent units	Made up of two or more primary emotions
Hard- wired and universal	Not universal but culturally influenced

3. Emotions, thoughts and behaviour are connected to each other. When a situational event occurs, individuals interpret or evaluate the situation to make sense of it. This occurs in the form of thoughts. The kind of thoughts one has about a situation, may determine what one feels or experiences as an emotion. The felt emotion, in turn, has the potential to give rise to some form of action directed towards the situation. This cycle may continue with one's reaction giving rise to further thoughts and emotions and so on.
4. Cognitive appraisal refers to evaluation or interpretation of information received about a particular environmental situation or state of the body. Appraisals are useful because they enable us to make sense of our environment (especially emotion producing events) and internal states. Specific emotions arise as a result of specific appraisals. They also influence the intensity and quality of emotions as well. It therefore follows that emotions can be changed by altering our appraisals as well.
5. In and of themselves, emotions are neither entirely disruptive nor entirely useful. The utility of emotions is determined by how an individual may use them as important sources of information or become perturbed by them because of his/ her own difficulties in managing or using them. For example, fear has the useful function of alerting us to potential danger

so that we may act to protect ourselves. However, when it arises when there is no real threat in the environment or is extremely intense when the threat is very small in comparison, an inability to manage it may lead to adverse consequences. For example, a fear of public speaking or group presentations may lead to extensive preparations and indirectly lead to improvement in performance quality but paralysing fear and an inability to manage it may also hinder academic success or career growth.

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## UNIT 2 CONCEPT, HISTORICAL DEVELOPMENT AND COMPONENTS OF EMOTIONAL INTELLIGENCE\*

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### Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept of Emotional Intelligence (EI)
  - 2.3.1 Definition of Emotional Intelligence
  - 2.3.2 What Emotional Intelligence 'is' and is 'not'
- 2.4 Historical Development of Emotional Intelligence
- 2.5 Components of Emotional Intelligence
- 2.6 Intelligence and Emotional Intelligence: Relationship between IQ and EQ
- 2.7 Benefits of Emotional Intelligence
- 2.8 Let Us Sum Up
- 2.9 Key Words
- 2.10 Answers to Self Assessment Questions
- 2.1 Unit End Questions
- 2.12 Answers to Unit End Questions
- 2.13 References
- 2.14 Suggested Readings

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### 2.1 INTRODUCTION

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Emotional intelligence (EI) reflects the current view in modern neuroscience wherein emotions are framed as sources of useful data about our environment, rather than hindrances or disruptors in rational thinking. Using emotions intelligently can provide competitive advantage in a world where technical knowledge and “booksmarts” may be in abundance, but the ability to deal with uncertainty, frustration, conflicts and interpersonal relationships may be scarce. In a volatile, uncertain, complex and ambiguous (VUCA) social reality, being attuned to one’s own and others’ emotions can help us tap into a unique kind of resource to navigate the world. While many of us are already familiar with general or cognitive intelligence given the emphasis placed on Intelligence Quotient (IQ) in academic and professional contexts, emotional intelligence is a relatively new concept that is still under development and research. This unit will introduce the construct and provide context and background for its emergence. It will also examine why IQ is not sufficient to ensure success in today’s world and why EI is receiving so much attention across domains.

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## 2.2 OBJECTIVES

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After studying this unit, you will be able to:

- Understand the concept of emotional intelligence;
- Trace the historical developments that led to the formulation of the concept;
- Describe the components of emotional intelligence; and
- Distinguish between intelligence quotient and emotional quotient

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## 2.3 CONCEPT OF EMOTIONAL INTELLIGENCE

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*Ashwin is a very sharp and technically gifted researcher. He has numerous world-class research publications and is the star of his research and development team. However, despite his excellent individual performance, working with others in the team has always been a challenge for him. He finds it easier to work in isolation because he feels awkward around his teammates and is unable to initiate and carry out engaging conversations. It is difficult for him to tell when someone is bored with what he is saying. Two of his colleagues recently walked off after he commented on the mediocrity of their work, even though his intention was to provide honest feedback. They haven't spoken to him since. Ashwin is also frequently confused about why he feels so irritated and impatient in team discussions and is barely able to hide his contempt for the ideas that usually emerge out of these. He feels trapped and stuck in his current role and cannot see a way out since most organisations today have moved to team-based work.*

Based on the vignette above, what do you think is getting in the way of Ashwin's success? If your first thoughts upon reading about Ashwin's situation were related to his ability to recognise and manage his emotions and interact appropriately with other people, you would be focusing on what we call emotional intelligence.

The term emotional intelligence can be broken down into two concepts- emotions and intelligence. If one is asked about emotions in general terms, the first responses are likely to constitute a perspective on emotions that is inherently restrictive. Most commonly, emotions are seen to make us inefficient, are a sign of weakness, a distraction and obstacle to good judgment and decision making. The two words in the term emotional intelligence can then be seen to contradict each other, if viewed from this lens. However, modern neuroscience has served to debunk these myths and highlighted several important functions that emotions serve. We now know that emotions provide vital feedback and information about our world, spark creativity, aid decision making, enhance reasoning and strengthen trust and connection- all of which are crucial if we are to not just function but thrive as human beings.

The adaptive function of emotions has been highlighted by Levenson (1994) as follows:

*"Emotions are short-lived psychological-physiological phenomena that represent efficient modes of adaptation to changing environmental demands. Psychologically, emotions alter attention, shift certain behaviors upward in*

*response hierarchies, and activate relevant associative networks in memory. Physiologically, emotions rapidly organize the responses of disparate biological systems including facial expression, somatic muscular tone, voice tone, autonomic nervous system activity, and endocrine activity to produce a bodily milieu that is optimal for effective response. Emotions serve to establish our position vis-à-vis our environment, pulling us toward certain people, objects, actions and ideas, and pushing us away from others. Emotions also serve as a repository for innate and learned influences, possessing certain invariant features, and others that show considerable variation across individuals, groups, and cultures”.*

In fact, the word emotion itself derives from the Latin word “motere” or “movere” meaning “to move” (Dozier, 1998), to stir up, to agitate or to excite. Emotional intelligence leverages and expands on these ideas by proposing that thinking (including memory, judgment, reasoning) and emotions go together. Emotions assist thinking and thinking can be used to analyse and regulate emotions. For example, anger signals the presence of an obstacle and gives one energy to fight. Fear is a survival emotion that protects from danger by taking our attention to possible threats. Trust flags the presence of a sense of safety and motivates one to open up to connections. Thus, while emotions may be seen to disrupt thinking in some situations, they also signal where one’s attention needs to be directed in a given situation.

Some basic principles about emotions that are relevant to emotional intelligence are :

1. Emotions are information and present useful data about our worlds.
2. Decisions must incorporate emotions in order to be effective and lead to intended outcomes. For example, Reinhard & Schwartz (2012) have found that people in a less positive or even negative mood perceive truthful information more effectively than those in a positive mood.
3. We can try to ignore emotions but it doesn’t work, especially over long periods of time. Suppressing and hiding emotions takes up valuable mental energy that could have been directed at an important task and is highly stressful when continued for long.
4. We can try to hide emotions but are not as good at it as we might think. Most people are able to read tiny, fleeting changes in emotional expressions and interpret them correctly, such as identifying a fake smile by noticing the lack of movement of the eye muscles while smiling.

Given the above, dismissing or ignoring emotions may not be a realistic goal if we are to function healthily. Instead, it may be worthwhile to consider how we might use emotions intelligently so that they help us thrive.

### **2.3.1 Definition of Emotional Intelligence**

Emotional intelligence (EI) is a set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. Several definitions of emotional intelligence have been proposed over the years.

One of the most popular definitions is “Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (Goleman, 1998). This definition emphasises that knowledge about emotions can be used to make sense of our internal and social worlds and arrive at decisions accordingly. Others like Reuven Bar-On (2002) have emphasised the adaptive function by EI by defining it as “an array of non-cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”.

Salovey & Mayer (1990) initially defined emotional intelligence as a sub-set of social intelligence - “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”. Later, this definition was revised to make it more comprehensive. Mayer, Salovey & Caruso (2004) define it as “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.” This perspective emphasises the synthesis of emotions and intelligence and is shared by other theoretical frameworks as well (Ciarocchi, Chan & Caputi, 2000; Roberts, Zeidner & Matthews, 2001).

Just as intelligence is quantified and measured through Intelligence Quotient (IQ) emotional intelligence is indicated by Emotional Quotient or EQ. Bradberry & Greaves (2009) consider EI as the ‘missing piece’ in conceptualising a complete, whole person; personality and intelligence comprising the other two key components. Over decades of research, it has been established that EI is a distinct ability that does not share attributes with either personality or intelligence. Having certain personality traits does not automatically predispose one to have high or low emotional intelligence. For example, while extroverts may feel energised by interacting with people and introverts share a preference for solitude, it does not automatically imply that extroverts are more emotionally intelligent than introverts. Similarly, having an ability to process information cognitively or intelligence, does not indicate one’s level of EI. In addition, while personality and intelligence are relatively stable and resistant to change after the age of 18-20 years, EI comprises a dynamic component that has the potential to evolve and grow over time, as well as with targeted interventions.

Glossop and Mitchell (2005) highlighted this as: “Emotional intelligence is learned. Unlike IQ, which is essentially fixed within narrow parameters at birth, EQ can be developed and enhanced. In other words, temperament is not destiny. Empathy and the capacity to understand the emotions of others can be nurtured.” In fact, several studies have shown that older participants tend to score higher on EI measures and may indicate that EQ increases with age and maturation (Bar-On, 2000).

Thus, in order to consider ‘the whole person’, emotional intelligence must be considered alongside personality and intelligence.

### **2.3.2 What Emotional Intelligence ‘is’ and is ‘not’**

To have an accurate understanding of the concept of emotional intelligence, it is important to draw clear distinctions between what it covers and refers to and which aspects of it are untrue or inaccurate.

**What emotional intelligence ‘is’:**

- Being aware of oneself
- Being able to manage emotions
- Being socially aware
- Ability to manage interpersonal relationships by using emotions
- A field of scientific study

**What emotional intelligence is ‘not’:**

- Ignoring or suppressing emotions
- Allowing emotions to dominate thinking and decision making
- A permanent trait
- An indicator of cognitive and academic intelligence
- A person’s aptitude or interest
- Avoidance of conflict
- Best predictor of success in life

Thus, emotional intelligence refers to the non-cognitive abilities of a person that includes the ability to be aware of the emotions of oneself and others and also to be able to manage these emotions. In common words, it can be said to denote ‘street smartness’ or the ‘common sense’ (Stein & Book, 2006). It is the practical knowledge that one needs to have to be effective in any field even if the knowledge acquired from the academic arena is average. As Aristotle has put it, “Anyone can become angry – that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way – that is not within everybody’s power and is not easy. Hence, getting aware of the emotions, and knowing proper ways to express emotions are crucial for success in life.

**Self Assessment Questions 1**

1. State whether the following statements are True (T) or False (F):
  - i Human beings often succeed at suppressing negative emotions such as anger and anxiety without any impact on productivity.
  - ii) Decision making can be more effective if emotions are not involved.
  - iii) Emotional intelligence means being devoid of emotions and being able to think purely in a rational and logical manner.
  - iv) Personality and intelligence are flexible and can be modified over time.



2. Define emotional intelligence.

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3. How is emotional intelligence measured?

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## **2.4 HISTORICAL DEVELOPMENT OF EMOTIONAL INTELLIGENCE**

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The concept of emotional intelligence has its roots in early psychologists' conceptualisation of intelligence. Thorndike in 1920 proposed that intelligence is comprised of three distinct domains or classes: (i) Abstract, analytic or verbal; (ii) Mechanical, performance and visuo-spatial; (iii) Social or practical. Thorndike, thus, expanded on the traditional view of 'intelligence' as being purely cognitive by identifying several other kinds of intelligences. Specifically, his social/practical intelligence component indicates emotional intelligence aspect. Howard Gardner (1983) further identified eight different abilities: musical-rhythmic, visual-spatial, verbal- linguistic, bodily-kinesthetic, logical-mathematical, intrapersonal, interpersonal and naturalistic. Here, the intrapersonal and interpersonal intelligences are related to aspects of emotional intelligence. Another psychologist, Sternberg (1985) talked about three types of intelligence such as analytical, creative and practical intelligence. In all these notions of intelligence, we can see the building blocks of emotional intelligence - social intelligence, intrapersonal and interpersonal intelligences, and practical intelligence can all be said to reflect emotional intelligence abilities.

Gardner's description of personal intelligences- intra and interpersonal focuses directly on feelings:

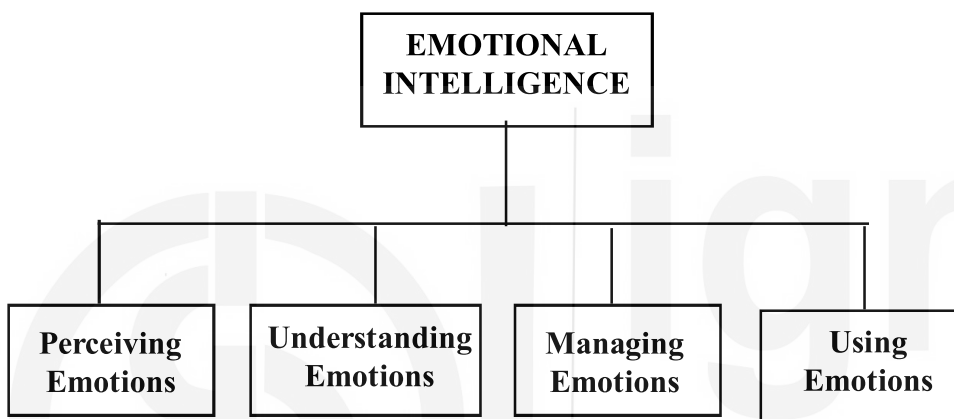
*"The core capacity at work here is access to one's own feeling life- one's range of affects or emotions: the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behaviour. In its most primitive form, the intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from one of pain....At its most advanced level, intrapersonal knowledge allows one to detect and to symbolise complex and highly differentiated sets of feelings.....to attain a deep knowledge of.....feeling life".*

Salovey & Mayer are widely credited with first using the term 'emotional intelligence' in 1990. However, they themselves acknowledge that the term was used much earlier in passing in the 1960s in literary criticism and psychiatry and eventually in a dissertation by Payne in 1986 (Mayer, Salovey & Caruso, 2004). The construct remained largely unknown until it attained

popularity when Daniel Goleman published his book on the subject in 1995 and argued that ‘people with the highest levels of intelligence (IQ) outperform those with average IQs just 20 percent of the time, while people with average IQs outperform those with high IQs 70 percent of the time’. His assertion that EI could predict job performance and success held intuitive appeal and since then, the concept has become extremely mainstream and received international attention among several domains such as mental health, business, education etc.

## 2.5 COMPONENTS OF EMOTIONAL INTELLIGENCE

Broadly, emotional intelligence can be viewed as having four interrelated components:



Let us explain each of these components below.

1. **Perceiving emotions:** This is the basic ability to register and recognise emotions in ourselves and other people. People who are high in emotional intelligence are able to identify when they are experiencing a particular emotion and able to use their vocabulary to label the feeling. For example, experiencing the sensation of “butterflies in the stomach” and knowing that they are feeling nervousness or anxiety. They are also sensitive to other people’s emotions and are able to see when someone is feeling angry, sad, happy or a range of other feelings by reading their facial expressions and body language. This is a fundamental skill because without recognising the experience of an emotion, it is very difficult to understand it or change it in any way.
2. **Understanding emotions:** This component refers to using the specific information that various emotions provide and knowing how that might affect their behavior. As discussed earlier, each emotion conveys distinct data to individuals about their environment and energizes one for action in a particular direction. Emotionally intelligent people are able to ‘read’ this information and use it to guide their behaviour. For example, understanding that one’s anger at their friend may be a result of feeling unfairly treated by them. Understanding emotions in others is similar- observing that a sibling is hanging their head low and has reduced their interactions with others might indicate they are upset or sad about something.

The following descriptive statements about persons 'X' and 'Y' may help to illustrate the above two components of perceiving and recognising emotions:

Example 1: *"During challenging and difficult social situations, X is very conscious of the pitch of his voice and hand gestures. He recognises when the intensity of his anger is rising and makes the effort to behave in an assertive way rather than give in to aggression".*

Example 2: *"Y is usually unaware of being triggered by an unorganised desk or a delayed project. He almost instantly responds with undue aggression without realising what language or tone of voice he is using with someone. He sounds very offensive at times".*

In the first example, being aware about one's pitch and the bodily gestures draws one's attention to the intensity of the emotion one is experiencing. This awareness then leads to appropriate action in the individual. The second example points out the consequences when we are not aware about how our emotions are linked to various factors. This awareness of generation of emotions will give us a control over how we respond to different situations.

3. **Managing emotions:** When one recognises their emotions quickly and understands their meaning, it becomes relatively easier for them to think about the next steps regarding how to change them. This applies to the self as well as others. Recognising that one is feeling low and wanting to change that emotion may encourage one to make plans to go out for a movie or meet a friend they enjoy talking to or just talk to the person over phone. A desire to reduce one's anger may also lead to the use of deep breathing and relaxation strategies to calm oneself down. Similar tools may be used to help change emotions in others as well. For example, saying sorry or apologising to an angry friend may reduce anger or sadness. Listening to a sibling who is feeling sad may improve their mood.

The following descriptive statements about persons 'X' and 'Y' may help to clarify how this skill is observable:

Example 1: *"X is a great example of patience and restraint when meetings become heated up and emotionally- charged. While others are shouting and calling others names around her, she responds by listening carefully and responding with well - thought out points rather than reacting impulsively".*

Example 2: *"Y calls incessantly when I don't answer the first time he calls. He reacts out of panic and assumes the worst. Unanswered calls are often accompanied by accusatory messages and rants that he later regrets."*

Here in the above examples we can see that we can better manage the emotions either in ourselves or in others when we become aware of the emotions and the situation giving rise to such emotions.

4. **Using emotions:** The ability to use one's emotions is more than just dealing with or managing emotions. It involves the skill of leveraging emotions to enhance our thinking, decision-making and relationships.

For example, concealing one's nervousness about public speaking by using body language and hand gestures to show excitement instead so that the audience is more engaged. Channelizing anger at perceived injustice towards fighting for one's legitimate rights is another example of using emotions and has been used extensively to bring about social changes and reforms for centuries.

The capacity to use emotions is illustrated by the following descriptions:

Example 1: *"X has a very good capacity to initiate and maintain relationships. She shows a lot of empathy and connects very quickly with people. Even when she does not like someone, she finds a way to be cordial and professional with them so that tasks succeed"*.

Example 2: *"Y is mistrusting and this shows when we interact with her. She does not like including new friends in the group and is very possessive about us. It can sometimes be suffocating to be around her"*.

As can be seen from the examples above, people do not share identical abilities in each of the above domains. One may be good at controlling their own anger but not have the skills to calm another angry person. Similarly, one may recognise own sadness but not possess well-developed strategies to change or manage sadness. Developing these skills is a matter of practice and sometimes requires structured coaching and experience.

### Self Assessment Questions 2

1. List the four components of emotional intelligence.

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2. Differentiate between the skills of understanding emotions and managing emotions.

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3. Amish is a very good negotiator. He often displays high assertiveness to increase positive outcomes for himself, even though does not consider himself as an assertive person on the whole. This is an example of ..... component of emotional intelligence.

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## 2.6 INTELLIGENCE AND EMOTIONAL INTELLIGENCE: RELATIONSHIP BETWEEN IQ AND EQ

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When we use the word “intelligence”, usually we refer to cognitive intelligence or academic intelligence. However, there are other types of intelligences also such as social and emotional intelligence. The most well known and referenced definition of intelligence is probably that of Wechsler’s - “intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (1958). The highest level of cognitive mental abilities is called general mental ability or ‘g’, which is thought to predict learnability and performance across domains. ‘g’ is further classified into fluid and crystallised forms of intelligence (Cattell, 1971). Fluid intelligence is a measure of the abilities of information processing and reasoning. Crystallized intelligence has to do with acquiring, retaining and organising information and is different from information processing. Furnham et al. (2007) have explained this with the help of an analogy. If cognitive intelligence is a computer, fluid intelligence would be the information processor (computer chip) while crystallised intelligence is analogous to the information stored in memory (hard drive).

Sternberg, one of the pioneers in the field of intelligence stated its definition as “Intelligence comprises the mental abilities necessary for adaptation to, as well as shaping and selection of, different environments” (1997). In this regard, Wechsler acknowledged that “individuals with identical IQs may differ very markedly in regard to their effective ability to cope with the environment” (1940).

Later, Goleman (1995) famously claimed in his book that ‘emotional intelligence can be as powerful, and at times more powerful, than IQ’ and in fact could be the unnoticed factor that may explain why the smartest, and technically gifted people may not necessarily be the most successful. Pfeiffer (2001) extended Sternberg’s definition to emotional intelligence by proposing that it is also a type of intelligence because acting ‘intelligently’ does not involve only successful adaptation to the environment but also the act of moulding and changing it so that one’s needs are met adequately.

Thus, viewing intelligence as a simple, one-dimensional construct that refers to an ability to process information and thus predicts academic and career performance, may be seen as a somewhat narrower framework. It does not take into account the several other kinds of abilities that inform an individual’s capacity to adapt to his or her environment and succeed across various domains. Emotional intelligence is a kind of “hot intelligence”- part of a group of capabilities of dealing with personally relevant information (Mayer, Salovey & Caruso, 2004).

As stated earlier, cognitive intelligence, measured via Intelligence Quotient (IQ) and Emotional Intelligence measured through Emotional Quotient (EQ) are distinct constructs. Having a high IQ does not automatically indicate a high EQ, while having a high EQ may indicate a high or average IQ at least and predict success at work better than IQ alone. While IQ can predict academic success, it may not necessarily lead to success in life; whereas EQ predicts success and effectiveness in life. Given the importance of emotional intelligence, it may be noted here that unlike intelligence, emotional intelligence can be increased through training at any age.

In a study by Mount (2006), EQ was found to be more than twice as predictive of business performance than purely cognitive intelligence and better predictive of business performance than employee skill, knowledge and expertise. While academic intellectual capacities are important, they are not enough on their own. Many other studies have reported similar findings (Clarke, 2010; Godse & Thingujam, 2010). More recently, researchers are moving to a more integrated way to studying the impact of IQ and EQ. Since emotional intelligence is the sum of two concepts- emotion and intelligence, it makes sense to study their combined impact on performance and success. Kidwell et al., (2011) and Agnoli et al., (2012) have shown that emotional intelligence further enhances or boosts the relationship between general intelligence and job performance, especially when tasks are conducted in social contexts involving interaction and collaboration such as customer service, team work etc. Thus, although cognitive and emotional intelligences are different from each other, they also share a close relationship in terms of operating together to influence performance and success.

IQ can therefore be considered a minimum requirement or “threshold competence” (Emmerling & Goleman, 2003), for example, in getting into an academic institute through an entrance exam or a job in an organization on the basis of degrees and certifications attained. Success thereafter, is determined by many more varied skills that must be built upon this. Emotional competence needs to supplement intellectual competence. A sub-set of emotional intelligence, emotional competence is defined as “a learned capability based on emotional intelligence that results in outstanding performance at work” (Goleman, 1998). For example, one may have adequate baseline emotional intelligence but will still need to learn the specific competency of empathy to influence relationships with peers or superiors for success. Goleman has proposed five emotional competencies such as Self awareness, Motivation, Self-regulation, Empathy and Social skills. This emotional competence framework is presented in greater detail in Unit 3.

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## **2.7 BENEFITS OF EMOTIONAL INTELLIGENCE**

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The concept of emotional intelligence has become very popular and is steadily gaining traction because of the many benefits it purports to offer to these who have this capacity. Some of these benefits are:

1. Allows individuals to tap into not just thinking capacities, but also leverage information and strengths that emotions bring.
2. Takes a realistic and practical view of emotions as opposed to traditional notions that encourage leaving emotions out of certain contexts and encourage unhealthy suppression.
3. Facilitates understanding of self and others, beyond superficial information.
4. Encourages and enables empathy so that the quality of interpersonal interactions improves.
5. Adds competitive advantage over just cognitive intelligence and technical skills so that individuals are able to pursue excellence and success using a range of intelligences.
6. Allows individuals more agency and control over which emotions they would

like to experience more of and which ones they consider undesirable in a given situation and would like to switch from.

Thus the benefits of emotional intelligence have implications across a wide range of our life from personal relationship to professional contexts and settings.

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## **2.8 LET US SUM UP**

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Emotional intelligence has emerged as an exciting domain of study over the last 30 years or so, even though usage of the term and recognition of related skills has been around for several decades. The term is composed of two units- emotion and intelligence and arises out of the synthesis of these seemingly incompatible domains. Emotions can influence thinking and in turn, thinking can be used to make sense of and employ emotions effectively. It is now well established that the abilities that comprise emotional intelligence and are concerned with recognising, regulating and using emotions to drive effective decision-making are crucial to adaptive functioning and optimal performance. There has been much debate about its distinctiveness as a construct and mixed evidence for its exponential impact on performance when compared with cognitive intelligence. However, when taken together with cognitive intelligence, especially in social tasks, emotional intelligence can boost the impact of the former and yield tangible results. The present Unit explained the concept of emotional intelligence and highlighted the historical development of the concept. Further, the different components of emotional intelligence were explained.

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## **2.9 KEY WORDS**

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**Emotional Intelligence** : Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Goleman, 1998).

**Emotional Quotient** : Emotional quotient or EQ is a measure of emotional intelligence.

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## **2.10 ANSWERS TO SELF ASSESSMENT QUESTIONS**

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### **Self Assessment Questions 1**

1. (i) F, (ii) F, (iii) F, (iv) F
2. Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships (Goleman, 1998).
3. Emotional intelligence is measured quantitatively through emotional quotient (EQ).

### **Self Assessment Questions 2**

1. The four components of emotional intelligence are perceiving emotions, understanding emotions, managing emotions and using emotions.

2. Understanding emotions refers to using the specific information or data that various emotions provide and knowing how that might affect one's behavior. For example, being aware about one's pitch and the bodily gestures during an anger episode draws one's attention to the intensity of the emotion one is experiencing. This awareness may then lead to appropriate action in the individual.
3. Using emotions

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## **2.11 UNIT END QUESTIONS**

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1. Can the ability to recognise and regulate emotions be called an intelligence? Why or why not?
2. Why is emotional intelligence considered important?
3. Why is the ability to understand emotions in self and others important?

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## **2.12 ANSWERS TO UNIT END QUESTIONS**

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1. The ability to recognise and regulate emotions can be considered as a type of intelligence because it allows the use of thinking capacities to understand and reason with emotional information. Moreover, the capacity to adapt to changing environmental needs is one of the hallmarks of cognitive intelligence. Emotional intelligence not only enables this process, it also brings the additional advantage of helping an individual alter aspects of the environment to suit his/her needs.
2. Emotional intelligence is considered important because it has the potential to create a lot of impact for individuals and groups. It has been linked to superior performance at work, especially in social contexts and when combined with cognitive intelligence. The capacity to recognise and manage one's emotions allows individuals to not only understand themselves but also present themselves in a certain way to the outside world. A higher than average ability for social awareness can help individuals connect to others and build bonds so that interpersonal relationships can be a source of personal fulfilment and also be leveraged for superior teamwork.
3. The ability to understand self and others is fundamental to all other emotional intelligence strengths. Recognising the experience of emotions and being able to assign an identifying label to them brings clarity to the human experience. Without recognising what emotion one might be feeling, it would be nearly impossible to know which strategies would be helpful in managing it. For example, the coping and responding strategies for anxiety and sadness are different. Anxiety generally responds well to relaxation and calming strategies while intense sadness is helped by engaging with activities and other people. If a person is unable to understand whether they are feeling sad or anxious, they would not be able to respond to the experienced emotion with an appropriate emotion regulation strategy. Similarly, using the skills of observation and listening, emotions in other people can also be identified. This is crucial for two reasons- to experience empathy, without which genuine connection with others is not possible and secondly, reading others' emotions yields important information about the most suitable way to respond to others.



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