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OVERVIEW OF EMOTIONAL INTELLIGENCE: MODEL, MEASUREMENT AND DEVELOPMENT

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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. Since its inception different scholars such as Daniel Goleman, Peter Salovey, John Mayer, and Reuven Bar-On have conducted comprehensive research on the subject of Emotional Intelligence. In their research work they have approached the concept of Emotional Intelligence (EI) with different construct, conceptualized different models of Emotional Intelligence, with different corresponding measurement tools and have proposed various strategies for developing Emotional Intelligence (EI). In this paper the researchers attempts to conduct an in-depth study of the concept of (EI). For this purpose two researchers have conducted a comprehensive study of the existing literature on the subject matter that covers; the existing models of Emotional Intelligence (EI), measurement and development.

Keywords: Emotional Intelligence (EI), Concept, Model, Measurement, Development

Introduction

Since the publication of the best selling book Emotional Intelligence by Daniel Goleman (1995), the topic of emotional intelligence has witnessed unparalleled interest. Programs seeking to increase emotional intelligence have been implemented in numerous settings, and courses on developing one's emotional intelligence have been introduced in organizations, universities and even in schools. Academic institutions endeavor to develop emotionally intelligent students in order to prepare them for working effectively in their work environment. On the other hand, different organizations are more inclined towards recruiting EI employees as trainers, and making investments in hiring EI professional staff and providing training to their existing workforce in order to achieve competitive edge in today's competitive work environment. The era of work is changing quickly, consistently similar to the organizations and individuals who work for them. But what exactly is emotional intelligence?

In the current case the researchers conducted an extensive study of the existing literature on EI, and have focused on three main models of EI i.e. Mayer & Salovey Model of EI, Bar-On Model of EI, and Goleman Model of EI. This paper further throws light on measures and views of developing Emotional Intelligence (EI).

Emotional Intelligence (EI)

Emotion: *The meaning of emotion is any agitation or disturbance of mind; any vehement or excited mental state. Thus, emotion refers to any feeling with its distinctive thoughts, psychological and biological states, and ranges of propensity to act.*

Intelligence: *Intelligence is the mental capability of a person and is determined mostly by the structure of one's brain.*

Emotional intelligence (EI) is the capability of individuals to recognize their own and other people's emotions, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s) (Coleman, Andrew 2008). In order to define the term EI, the current research has mainly focused on the study of prominent researchers in the field of EI, such as Peter Salovey and John Mayer (Mayer & Salovey 1993; Mayer & Salovey, 1997; Salovey et al, 2004), Daniel Goleman (Goleman, 1995; Goleman, 1998), and Reuven Bar-On (Bar-On, 1997; Bar-On, 2004). John Mayer and Peter Salovey (Mayer & Salovey 1993; Mayer & Salovey, 1997; Salovey et al, 2004) are considered as the originators of the notion of Emotional Intelligence (EI). In their article on Emotional Intelligence, they have defined the term EI as the subset of social intelligence that involves the individual's ability to monitor his own and others' feelings and emotions, the ability to discriminate among them and to employ this information to guide one's thoughts and actions (Salovey & Mayer, 1990; Mayer & Salovey, 1993) but subsequently Salovey and Mayer came up with more simplified definition of EI which means it is an aptitude to perceive and assimilate emotion in order to facilitate thought, and understand and regulate emotions to promote personal growth (Mayer & Salovey, 1997, p.3). EI is learning how to manage feelings and emotions, and use that information to behave and act, including making decisions, solving problems, self-management, and leading others.

The most formal definition of EI (Nourizade, F. & Mohseni, M. 2014) 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 (Matthews et al. 2003).

An overview of Emotional Intelligence

The concept of Emotional Intelligence was introduced for the first time by Peter Salovey and John Mayer (1990) and since then the subject of EI has remained the main focus among researchers, organizations, and academia. A prominent researcher Daniel Goleman came across the work of Mayer and Salovey and decided to conduct his own research on the subject of EI. In furtherance of this initiative Goleman conducted a very useful research and published the first book on Emotional Intelligence (Goleman, 1995; Goleman 1990, [Video www.haygroup.com](http://www.haygroup.com)).. At the most general level, emotional intelligence (E.I.) refers to the ability to recognize and regulate emotions in ourselves and others (Goleman, 2001). Peter Salovey and John Mayer, who originally used the term "emotional intelligence" in published writing, initially defined emotional intelligence as: *A form of 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 (Salovey & Mayer, 1990).*

Later, these authors revised their definition of emotional intelligence, the current characterization now being the most widely accepted. Emotional intelligence is thus defined as: *The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth (Mayer & Salovey, 1997).*

After giving the concept of EI it has become very attractive in different fields of life like organizations, educational institutes and other kind of relevant department where it can show its positive effects. In furtherance of this clarification several researchers have attempted to accurately describe and assess the concept of EI. Regardless of the discrepancies between definitions of emotional intelligence, it is clear that what is being referred to is distinct from standard intelligence, or I.Q.

Intelligence quotients (I.Q.'s) were developed and used during the initial part of the 20th century as measures of intelligence. French psychologist Alfred Binet pioneered the modern intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance (Myers, 1998). More modern studies linked a person's I.Q. with their potential for success in general (Weschler, 1958) as well as with elements such as leadership success (Lord, DeVader, & Alliger, 1986). However, the validity of the general academic measure of I.Q. was soon challenged on the grounds that it did not consider situational factors such as environment or cultural setting when predicting achievement (Riggio, Murphy, & Pirozzolo, 2002). Theorists began to hypothesize that perhaps cognitive intelligence as measured by I.Q. tests did not encompass intelligence in its entirety, but that perhaps several types of intelligences could coincide within one person.

One's intelligence is measured in terms of comparison between one's chronological age and mental age and is expressed in terms of intelligence quotient (IQ). Thus,

$$IQ = (MA/CA) \times 100$$

If a person is of 25 years of age and has mental age of 30, his IQ is 120. While chronological age is calculated based on one's date of birth, mental age is calculated by various tests. Psychologists have identified seven types of intelligence:

- 1) Linguistic Intelligence
- 2) Logical-mathematical Intelligence
- 3) Bodily- kinesthetic Intelligence
- 4) Spatial Intelligence
- 5) Musical Intelligence
- 6) Interpersonal Intelligence
- 7) Intrapersonal Intelligence

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 (Thorndike, R.L., and Stein, S. 1937) .

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 (Wechsler, D. 1943).

1950s – Humanistic Psychologist Abraham Maslow suggested that people can build emotional strength (Maslow, A. 1950)

1960s – Michael studied the term "emotional intelligence" seems first to have appeared in a 1964 paper by (Michael Beldoch, M. 1964)

1966 - B. Leuner entitled *Emotional intelligence and emancipation* which appeared in the psychotherapeutic journal: *Practice of child psychology and child psychiatry* (Leuner, B 1966).

1983 - Howard Gardner in his book *Frames of Mind* introduced Interpersonal and Intrapersonal Intelligence and said it is as important as IQ (Gardner, H. 1983).

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)" (Payne, W. 1985) .

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 (Beasley, K. 1987).

1990– Psychologists published their landmark article, —Emotional Intelligence in the journal *Imagination, Cognition, and Personality* (Salovey, P., & Mayer, J. D. 1990).

1995 - The concept of EI got popularized after the publication on Daniel Goleman's book —Emotional Intelligence: Why It can Matter More than IQ (Goleman, D. 1995) .

2000 - Introduced the distinction between trait emotional intelligence and ability emotional intelligence (Petrides, K.V.; Furnham, A. 2000a).

EMOTIONAL INTELLIGENCE (EI) MODELS

By studying an in-depth analysis of the existing literature on the topic of EI it is evident that research on EI originates mainly from three models that are very popular among the researchers, academics, and organizations on the international level. The three major models of EI are Mayer, Salovey, and Caruso's EI ability model which are resulted from decades of research, analysis, and scientific investigations., Bar-On's EI competencies model, and Goleman's EI performance model.

1. Peter Salovey and John Mayer (1990, 1997) perceives EI as a pure intelligence, which means EI is a cognitive ability.
2. Reuven Bar-On (1997, p.108) that considers EI as mixed intelligence that includes cognitive ability and personality aspects in which more importance is given on how cognitive and personality factors persuade general well-being.

- Daniel Goleman (1995, 1998) which perceives EI in the same way as Bar-On's model and regards EI as a mixed intelligence that involve cognitive ability and personality aspects and in addition Goleman has given more emphasis on how cognitive and personality factors determine success at workplace.

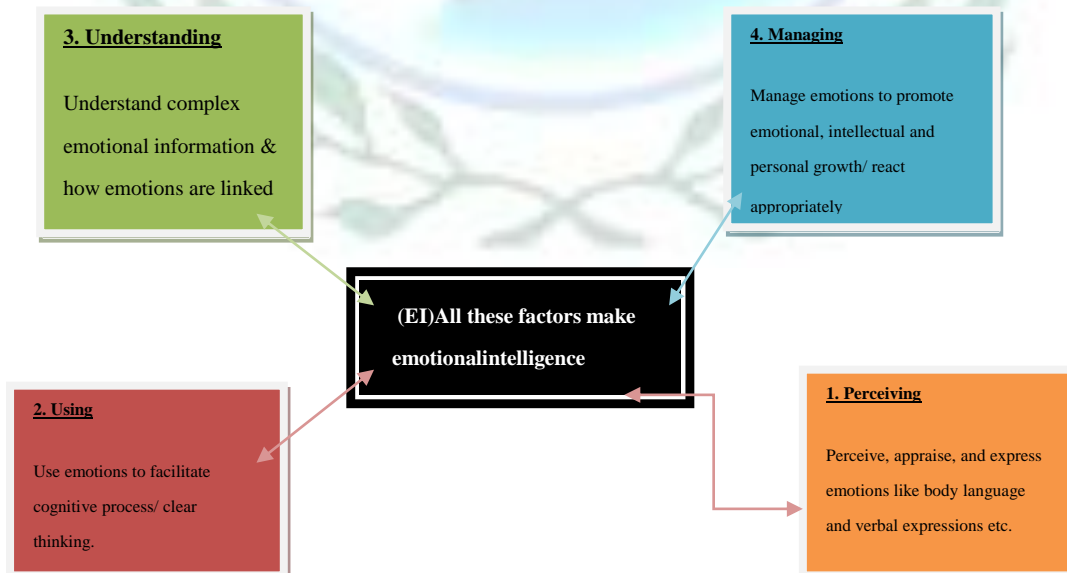
In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001).

Salovey and Mayer an ability model of Emotional Intelligence (EI)

Mayer and Salovey model of EI is known as the Ability Model. Mayer and Salovey (1997) proposed that EI was a cognitive ability which is separate but also associated to, general intelligence. By looking at the definition and construct of EI by Mayer and Salovey (Salovey & Mayer, 1990; Mayer & Salovey, 1993; Mayer & Salovey, 1997) it can be seen that EI is conceived as ability rather than a personality dimension by narrowly defining the construct in order to differentiate it from other phenomena. Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 (Salovey & Mayer, 1990) and since that continued to conduct research on the significance of the construct. They propose that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviours (Mayer, Salovey, & Caruso, 2000).

The domain of Mayer and Salovey Model of EI describes a number of distinct emotional abilities or dimensions, which are mainly divided into four competencies i.e. emotional perception, emotion integration, understanding emotions, and managing emotions which means perceiving, understanding, and managing emotions, and using that information to facilitate thinking, and guide our decisions.

Figure 1. *Salovey and Mayer Model*



Reuven Bar-On a Mixed model of Emotional Social Intelligence

The second model of EI is originated by Reuven Bar-On (1997). Bar-On introduced the term Emotional Quotient' (EQ) in his doctoral dissertation as an analogue to Intelligent Quotient (IQ) (Bar-On, R, 1988). This model is a mixed model of intelligence that combines personality aspects and cognitive abilities it mainly comprised of five scales and fifteen subscales (Bar-On, 2004). The key scales of the model center on different proportions i.e. intrapersonal, interpersonal, adaptation, stress management, and general mood. Bar-On considers that emotional intelligence and cognitive intelligence contribute equally to a person's general intelligence, which eventually indicates potential success in one's life (Bar-On, R. 2002). In Bar-on model of EI there is discussion of scales and sub-scales that has influence about intrapersonal, interpersonal, stress management, adaptability and general mood.

Figure 2. Scales and Sub scales of Bar-on model of EI

| Intrapersonal | Interpersonal | Stress Management | Adaptability | General Mood |
|--|--|---|---|---|
| <ul style="list-style-type: none"> • Self regard • Emotional Self Awareness • Assertiveness • Independence • Self-actualization | <ul style="list-style-type: none"> • Empathy • Social Responsibility • Interpersonal Relationship | <ul style="list-style-type: none"> • Stress Tolerance • Impulse Control | <ul style="list-style-type: none"> • Reality Testing • Flexibility • Problem Solving | <ul style="list-style-type: none"> • Optimism • Happiness |

Source: (Bar-On, 2004)

Goleman: A Mixed Model of Emotional Intelligence (EI)

As stated earlier, after getting inspired from the work of Salovey and Mayer in the 1990's Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995). This remarkable book gained tremendous popularity among the public and private sectors with the concept of EI becoming popular. Goleman's model prescribes four main constructs and each construct consists of a set of emotional competencies. As described before according to Goleman (1998) Emotional competencies are not inborn talents, but rather learned capabilities that can be learned and developed to achieve outstanding performance in different aspects of life, which indicates that Goleman conceives that individuals are born with a common EI that determines their strength for learning emotional competencies.

The first construct is self-awareness, it is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-awareness, is very important for organizational development. It gives the right option to understand the situation and then go for the more suitable alternatives. It helps to recognize the effects of emotions in the organization and its impacts on performance. The second construct is self-management, gives a lot of helps to the managers to access their self for better understanding of their behavior and control on their emotions in the organization towards their tasks and given goals. In other words, self management involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, it consists the ability to sense, understand, and react to other's emotions while comprehending social networks. Social awareness in the sense of emotional intelligence has great influence to support the organization to go for best results like if we talk about leadership and team then we think about the term empathy that's very important to understand the situation of others in the regard of emotional intelligence and as we understand the situation of others then we easily can help to our team member and that gives best results with highly motivational effects in the team and specially for team leader. Then after the empathy there is need to organizational awareness that comes making good relationship between leader and team and build trust as well. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998).

Figure 3. *Goleman's (2001) Emotional Intelligence*



Measures of Emotional Intelligence (EI)

The different tools that are used by researcher scholars in order to measure the level of EI.

These tools help for further research on the topic of EI in organization or where its need is being felt. This technique

measures the EI in different fields of working environment and gives appropriate results about the level of emotions in the individuals.

WHO I AM

environment

WHAT I DO

Measures of Mayer and Salovey Model

The first model of Mayer and Salovey Model of EI (Mayer et al, 2003) is measured by using Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT). This approach involves ability or performance measures (Mayer, J.D., et al. 2000). This measurement tool requires the respondents to perform a number of tasks relating to EI. The respondents have to work on the given task by keeping the manners of developing EI in their mind and work flow activities, then after they are evaluated by the results taken from their progress through given task.

| SELF (Personal Competence) | OTHERS (Social Competence) |
|--|--|
| <u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence | <u>Social Awareness</u> Empathy Service Orientation Organizational Awareness |
| <u>Self-Control</u> Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative | <u>Relationship Management</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork Collaboration |

Measures of Bar-On's Model

Reuven Bar-On's model of emotional intelligence measures by the scholars with the help of Bar-On Emotion Quotient Inventory (EQ-i), is a self-report measure of emotional intelligence for individuals sixteen years of age and over. Bar-On model is measured by using Emotional Quotient Inventory (EQ-I) This approach takes the form of a self-report measure. Developed as a measure of emotionally and socially competent behaviour that provides an estimate of one's

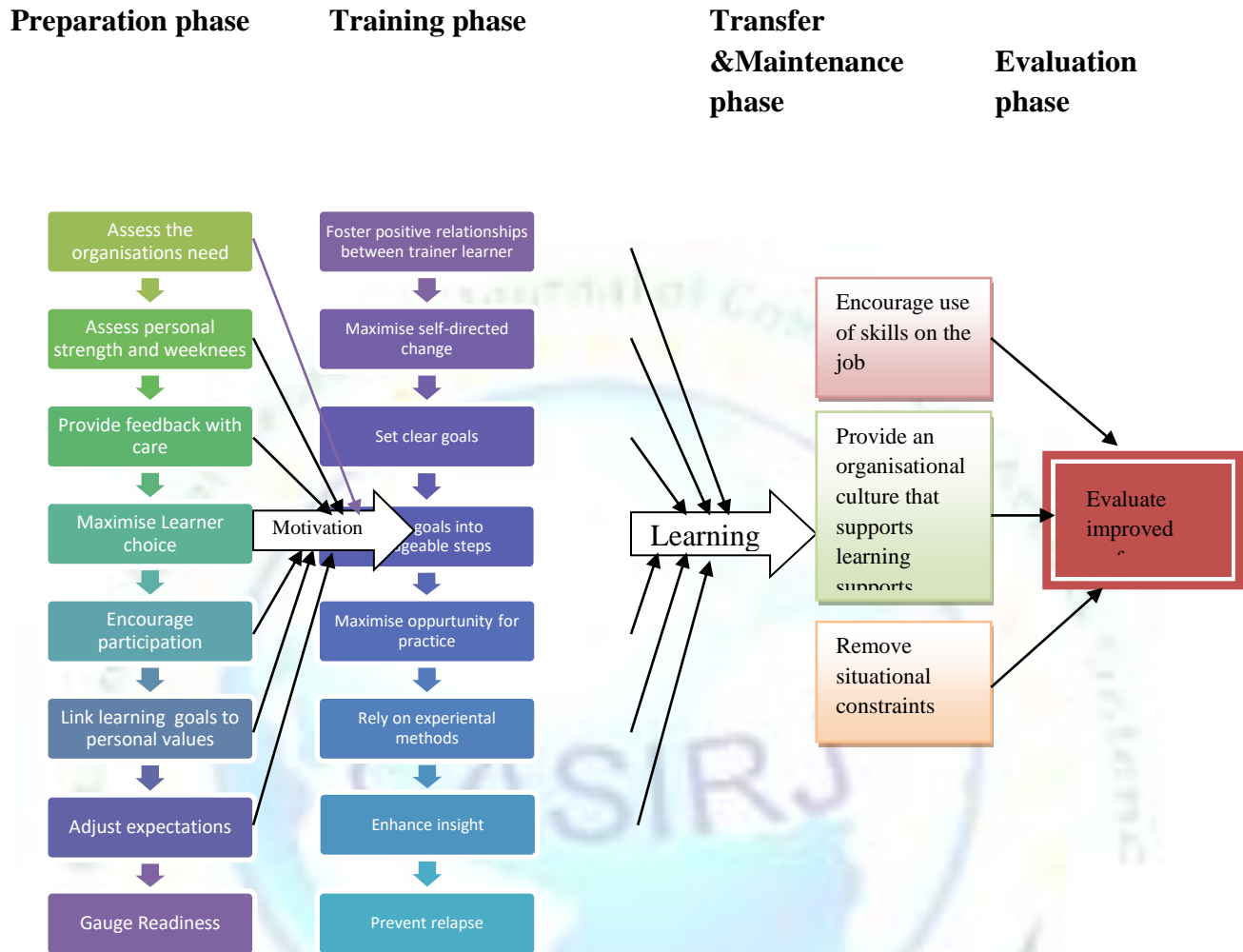
emotional and social intelligence, the Emotion Quotient Inventory is not meant to measure of personality traits or cognitive capacity, but rather to measure one's ability to be successful in dealing with environmental demands and pressures (Dawda & Hart, 2000; Bar-On, 2002). This measurement tools are very effective for both researchers and personnel of the organization to evaluate the level of EI and then its implantation for more work/output.

Measures of Goleman's Model

Several measurement tools have been developed based on Goleman's model of emotional intelligence and it's corresponding competencies. This approach to measuring emotional intelligence involves informant measures like how others perceive an individual. This measurement tool is seems to be prominent to measure the level of EI on work place in the given task, and then its further development and maintenance on work place and improvement / awareness for upcoming situations. Goleman's model is assessed through Emotional Competency Inventory (ECI).

Developing Emotional Intelligence in Organisations

Different programs have been introduced in organizations for the purpose of increasing emotional capabilities of employees and leaders. In order to facilitate the teaching and development of EI, looking at the practical implications, there exist very little evidence that training is useful. In support of this argument Cherniss and Goleman (2001) state that practically there are limited number of well-researched training and development programs that address expressly EI in workplace. According to Dadehbeigi and Shirmohammadi (2009) as far as EI development is concerned, researchers on EI fall into two contrasting groups. The researchers in support of EI strongly argue that it is possible to help people in workplace to become more emotionally intelligent and effective in their work performance (i.e. Cherniss and Goleman, 2001) while critics on the other hand, fundamentally doubt the possibility of EI development (i.e. Dulewicz and Higgs, 1999). Dadehbeigi, M, and Shirmohammadi, M (2009, p.211) have attempted to examine the possibility of developing EI on the basis of the competency model of Boyatzis et al. Training programs aimed at improving emotional intelligence can occur in several different areas of training and development within an organization, including management training, communication and empathy training, conflict resolution and stress management training, as well as self-management training and training provided to unemployed workers (Cherniss, 2000).

Figure 4. *Developing Emotional Intelligence in Organisations: The Optimal Process*

Conclusion

On the basis of an in-depth analysis of the literature on the topic of EI, researchers conclude that existing study among the different research and organizations in choosing the appropriate model and corresponding measure to assess the level of EI, and to adopt the most effective strategy to develop different competencies of EI on employees in the different organizations around the world. Although, all the researchers will need to work collectively, in order to come up with analogous construct and definition of EI, and to adopt a unified model of EI and develop some effective techniques for the development of EI in human being both at personal level and organizational level to make it more convenient for academic institutions and different organization to adopt an appropriate approach for gaining the success and higher productivity.

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