

SEMESTER V

DSE-A-01 : POSITIVE PSYCHOLOGY

UNIT 2 : POSITIVE EMOTIONAL STATES AND PROCESSES

**EMOTIONAL
INTELLIGENCE**

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Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-this is not easy.

~Aristotle, The Nicomachean Ethics

Converging Ideas from Both Sides of the Brain



For psychologists, the 1990s were best known as the “Decade of the Brain.” But there were moments during those 10 years when the popular press seemed ready to declare it the “Decade of the Heart,” not so much for a popular interest in cardiovascular physiology but rather as a reflection on the **growing interest in emotions and emotional intelligence**, in particular.

Reasons for the growing interest in Emotional Intelligence

- Academic intelligence has little to do with emotional life
- Relative inability of grades, IQ, SAT scores to predict unerringly who will succeed in life.
- There are widespread exceptions to the rule that IQ predicts success. IQ contributes about 20% to the factors that determine life success, leaving 80% to other forces to non-IQ factors.

A DIFFERENT KIND OF INTELLIGENCE

Project Spectrum – A curriculum that intentionally cultivates a variety of kinds of intelligence. It recognizes the human repertoire of abilities goes far beyond the narrow band of word-and-number skills that schools traditionally focus on. It acknowledges that capacities such as social perceptiveness are talents that an education can nurture rather than ignore. By encouraging children to develop a full range of the abilities that they will actually draw on to succeed, or use simply to be fulfilled in what they do, school becomes an education in **life skills**.

The guiding visionary behind this project was **Howard Gardner** who asserted that “**the time has come to broaden our notion of the spectrum of talents**”. The single most important contribution education can make to a child’s development is **to help him toward a field where his talents best suit him, where he will be satisfied and competent**.

According to **Daniel Goleman**, success at work and in achieving valued life goals was largely due, not to IQ, but to emotional intelligence—the capacity to recognise and manage one’s own emotions and those of others in significant interpersonal relationships.

Bar-On (1997, 2000) defined emotional intelligence as an array of non-cognitive capabilities, competencies, and skills that help us deal with the demands of the environment.

HISTORY OF THE CONCEPT

References prior to Mayer and Salovey's work

- Mowrer (1960) – “the emotions...do not at all deserve being put into opposition with ‘intelligence’...they are, it seems, themselves a high order of intelligence”
- Payne (1983/1986) used the term ‘emotional intelligence’ in an unpublished dissertation.

Sternberg (1985) challenged mental abilities researchers to pay more attention to **creative and practical aspects of intelligence**.

Gardner (1983/1993) defined an **intrapersonal intelligence** that concerns access to one's feeling life, the capacity to represent feelings, and the ability to draw upon them as a means of understanding and a guide for behaviour.

Mayer and Salovey (1990) described three core components of emotional intelligence-

- appraisal and expression
- regulation
- utilization

Mayer, Salovey and Caruso's work on emotional intelligence was reinforced by neuroscientists' interest in showing that emotional responses were integral to "rational" decision making (e.g., Damasio, 1995).

Emotional intelligence represents the ability to perceive, appraise, and express emotion accurately and adaptively; the ability to understand emotion and emotional knowledge; the ability to access and/or generate feelings when they facilitate cognitive activities and adaptive action; and the ability to regulate emotions in oneself and others (Mayer & Salovey, 1997).

It refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviors.

Emotional intelligence could be an important predictor of success in personal relationships, family functioning, and the workplace.

- Emotional intelligence is an intelligence having to do with discerning and understanding emotional information. Emotions communicate basic feeling states from one individual to another.
- Emotional information is crucial. It is one of the primary forms of information that human beings process.
- Emotional intelligence is predominantly environmentally determined and can be improved by training.
- Ability tests of emotional intelligence tell us that only the high EI individual understands the full richness and complexities of these communications.

**EMOTIONAL
INTELLIGENCE
: ABILITY OR
PERSONALITY
TRAIT?**

Emotional Intelligence has been conceptualised in two distinct ways –

- First, as a set of abilities for processing emotional information – Mayer, Salovey, Caruso
- Second, as a set of personality traits – Bar-On, Goleman, Cooper

Salovey and Mayer's Four-Branch Ability Model of Emotional Intelligence

Here, emotional intelligence refers to the abilities to used to process information about one's own emotions and the emotions of others.

Branch 1: Perceiving Emotions

- Ability to identify emotion in a person's physical and psychological states
- Ability to identify emotions in other people
- Ability to express emotions accurately and to express needs related to them
- Ability to discriminate between authentic and inauthentic emotions

Branch 2: Using Emotions to Facilitate Thought

- Ability to redirect and prioritize thinking on the basis of associated feelings
- Ability to generate emotions to facilitate judgment and memory
- Ability to capitalize on mood changes to appreciate multiple points of *view*
- Ability to use emotional states to facilitate problem solving and creativity

Branch 3: Understanding Emotions

- Ability to understand relationships among various emotions
- Ability to perceive the causes and consequences of emotions
- Ability to understand complex feelings, emotional blends, and contradictory states
- Ability to understand transitions among emotions

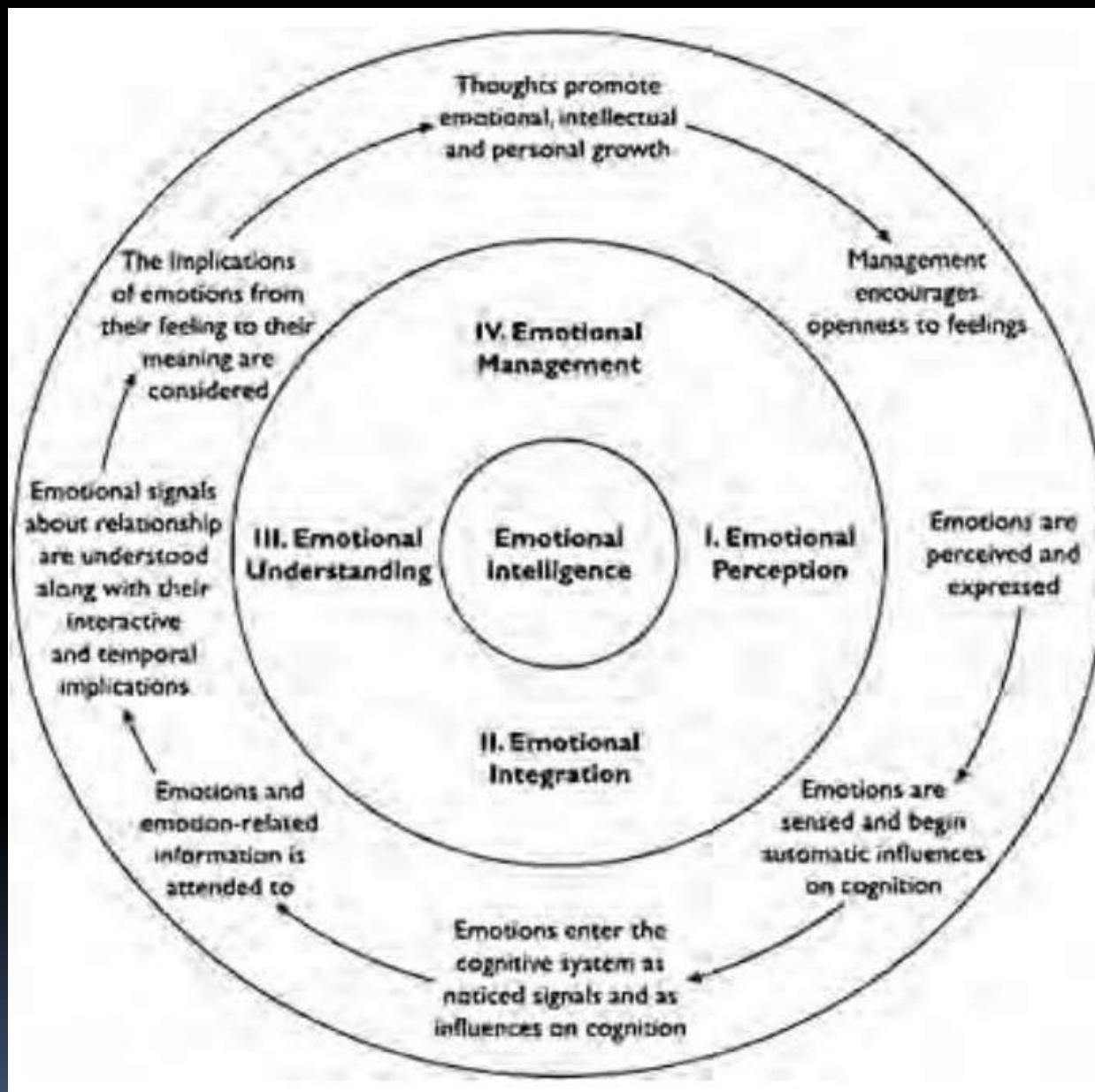
Branch 4: Managing Emotions

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

Practicing some or all of the 16 skills associated with the 4 branches of emotional intelligence is associated with positive interpersonal functioning.

Lopes et al al., (2004) found that abilities to manage emotions were positively associated with the quality of social interaction in college students.

The strengths of emotional regulation skills were associated positively with interpersonal sensitivity (self-reports and peer nominations), prosocial tendencies and with the proportion of positive vs negative peer nominations (Lopes et al., 2005). These relationships remained meaningful after controlling for the Big Five personality traits as well as verbal and fluid intelligence.



Mayer, Salovey and Caruso's Model of Emotional Intelligence

The abilities to perceive, integrate, understand and manage emotions may be measured by the Multifactor Emotional Intelligence Scale (MEIS), (Mayer et al., 1997) or the Mayer, Salovey and Caruso Emotional Intelligence Test (MSCEIT), (Mayer et al., 1999).

Abilities assessed by the MSCEIT

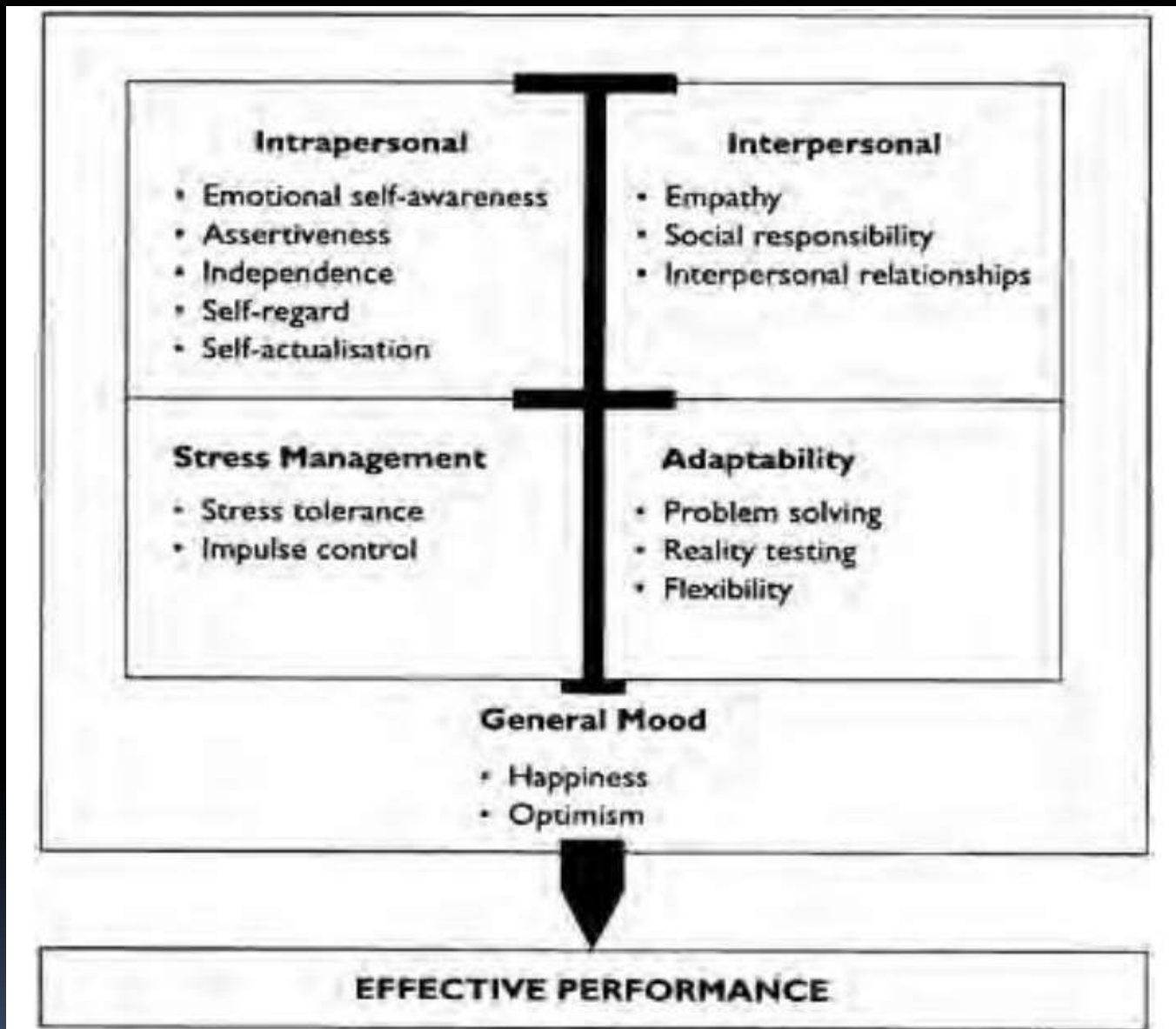
Domain	Ability
Emotional Perception	<ol style="list-style-type: none">1. Identifying emotions in faces2. Identifying emotions in designs3. Identifying emotions in music4. Identifying emotions in stories
Emotional Integration	<ol style="list-style-type: none">1. Translating feeling (synesthesia)2. Using emotions to make judgments (feeling biases)
Emotional Understanding	<ol style="list-style-type: none">1. Defining emotions2. Defining complex emotional transitions3. Defining emotional transitions4. Defining emotional perspectives
Emotional Management	<ol style="list-style-type: none">1. Managing own emotions2. Managing other's emotions

Bar-On's Personality Trait Model of Emotional Intelligence (2000)

In Professor Reuven Bar-On's (2000) personality-trait model of emotional intelligence, distinctions are made between five domains: the intrapersonal, the interpersonal, adaptability, stress management and mood. In each of these domains there are specific skills which collectively constitute what he refers to as emotional and social intelligence.

Domains	Ability
Intrapersonal	<ol style="list-style-type: none">1. Emotional self awareness – Recognize and understand one’s own emotions2. Assertiveness – Express one’s thoughts, beliefs and feelings in a non-aggressive way so as to defend one’s rights3. Independence – Self-directed and self-controlled in one’s thinking and actions and to be free of emotional dependency4. Self-regard – Understand, accept and respect oneself5. Self-actualisation – To realize one’s potential and to achieve goals that one wants to attain
Interpersonal	<ol style="list-style-type: none">1. Empathy – To be aware of, understand and appreciate the feelings of others2. Social responsibility – To cooperate and contribute constructively to one’s social group3. Maintaining interpersonal relationships – Capacity to make and maintain friendships characterized by emotional closeness and psychological intimacy

Adaptability	<ol style="list-style-type: none">1. Problem solving – Identify social and interpersonal problems, define them in solvable terms and generate and implement effective solutions2. Reality testing – Evaluate the correspondence between subjective experiences and external objective situations3. Flexibility – Modify one’s thoughts, feelings and behavior to fit with changing situations
Stress Management	<ol style="list-style-type: none">1. Stress tolerance – Capacity to withstand the build-up of adversity, challenges, stresses and strong emotions without decompensating or emotionally “falling apart”2. Impulse control – Resist or delay acting on an impulse and to control one’s emotions
Mood	<ol style="list-style-type: none">1. Maintaining happiness – Ability to enjoy oneself and others, to have fun, express positive feelings and to be satisfied with life2. Optimism – To look on the bright side of things even in the face of adversity



Reuven Bar-On's Model of Emotional Intelligence

Reuven Bar-On (1997) developed a questionnaire – The Emotional Quotient Inventory – to evaluate emotional intelligence. The questionnaire consists of 133 items. Each of these is a brief statement and the respondent indicates the degree to which each item describes them on 5-point scales where 1=very seldom true and 5=very often true. The Emotional Quotient Inventory yields an overall emotional quotient score and scores for the domains and specific abilities listed in the table.

GOLEMAN'S MODEL OF EMOTIONAL INTELLIGENCE

Goleman's model of Emotional Intelligence was initially articulated in his two bestselling books and later operationalised in the Emotional Competence Inventory (Boyatzis et al., 1999). Its aim is to evaluate emotional intelligence competencies important for outstanding performance in commercial business.

Factors assessed by the Emotional Competence Inventory

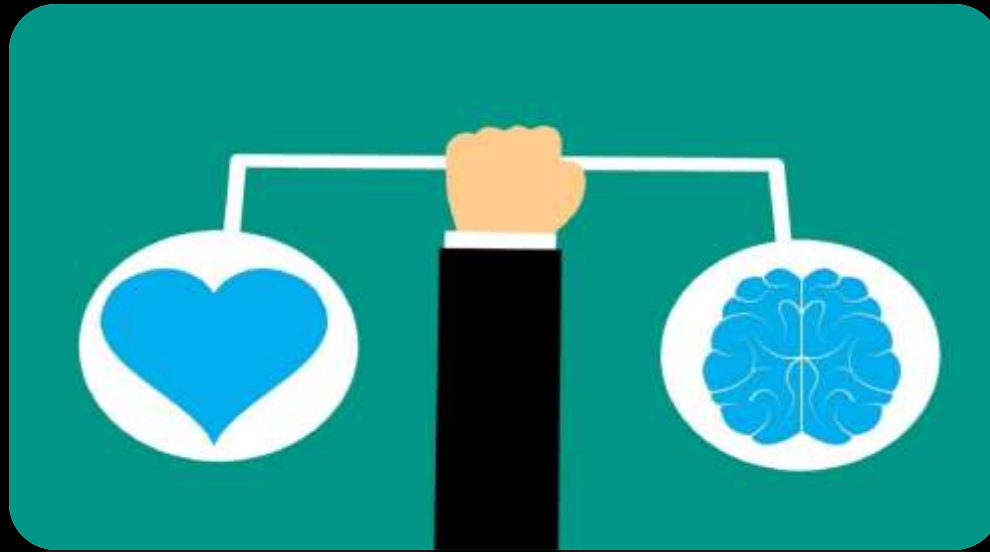
Domain	Ability
Self-awareness	<ol style="list-style-type: none">1. Emotional self-awareness2. Accurate self-assessment3. Self-confidence
Social awareness	<ol style="list-style-type: none">1. Empathy2. Organisational awareness3. Service orientation
Self management	<ol style="list-style-type: none">1. Self-control2. Trustworthiness3. Conscientiousness4. Adaptability5. Achievement orientation6. Initiative
Social Skills	<ol style="list-style-type: none">1. Developing others2. Leadership3. Influence4. Communication5. Change catalyst6. Conflict management7. Building bonds8. Teamwork

Cooper's EQ Map

Dr. Richard Cooper developed an instrument called the Emotional Quotient Map or EQ Map which evaluates the respondent's current environment, emotional literacy, EQ competencies, EQ values and attitudes and EQ outcomes.

Factors assessed by the EQ Map

Domain	Ability
Current environment	Life pressures, Life satisfactions
Emotional Literacy	Emotional self-awareness, Emotional expression, Emotional awareness of others
EQ Competencies	Intentionality, Creativity, Resilience, Interpersonal connections, Constructive discontent
EQ Values and Attitudes	Outlook, Compassion, Intuition, Trust radius, Personal power, Integrated self
EQ Outcomes	General health, Quality of life, Relationship quotient, Optimal performance



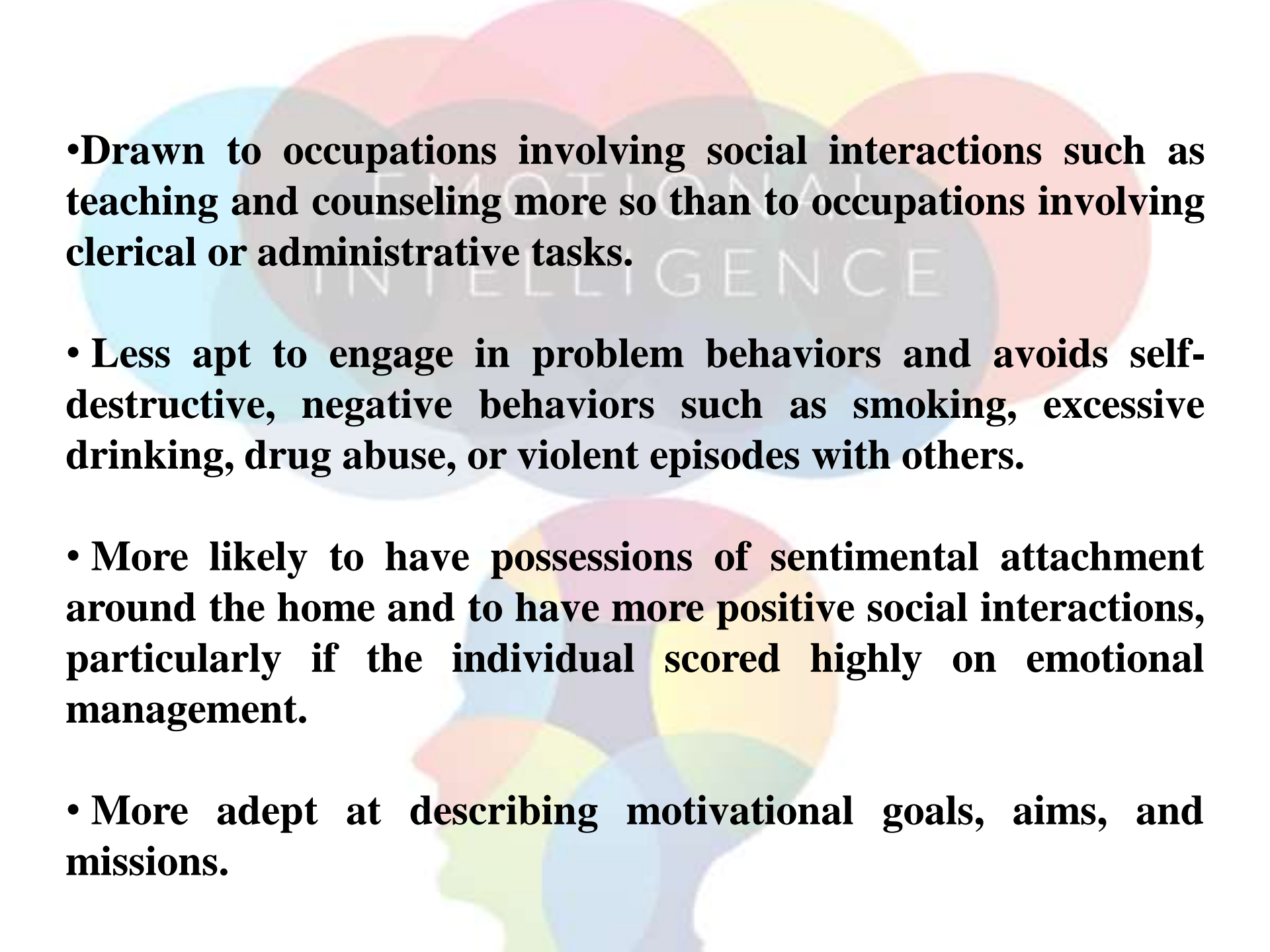
Neurological basis for EI - EI requires the efficient functioning of the neural network involving the amygdala, the right somatosensory/insular cortices and the ventromedial prefrontal cortex.

The ventromedial prefrontal cortex is part of the uniquely human part of the brain. It allows us to deal in a measured way with emotional situations.



Description of the high EI individual

- **Can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others.**
- **Solving emotional problems likely requires less cognitive effort for this individual.**
- **Tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of EI.**
- **Tends to be more open and agreeable than others.**



• **Drawn to occupations involving social interactions such as teaching and counseling more so than to occupations involving clerical or administrative tasks.**

• **Less apt to engage in problem behaviors and avoids self-destructive, negative behaviors such as smoking, excessive drinking, drug abuse, or violent episodes with others.**

• **More likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management.**

• **More adept at describing motivational goals, aims, and missions.**

What is it that people high in emotional intelligence can see that so many others are blind to?

They're particularly good at establishing positive social relationships with others and avoiding conflicts, fights, and other social altercations. They're particularly good at understanding psychologically healthy living and avoiding such problems as drugs and drug abuse.

Such individuals, by providing coaching advice to others and by directly involving themselves in certain situations, might assist other individuals and groups of people to live together with greater harmony and satisfaction.

STRATEGIES FOR ENHANCING EMOTIONAL INTELLIGENCE

Domain	Strategy
Self-monitoring	Keep a diary of mood-change episodes and state the Activity that led to the change in mood, the Beliefs that led to the change in mood and the Consequent mood change on a 10-point Scale
Self-regulation	<ul style="list-style-type: none">• For depression, avoid distressing situations, focus on non-distressing aspects of difficult situations, assertively challenge distressing people, challenge pessimistic and perfectionistic thinking, be active and get support• For anxiety, challenge threat oriented thinking and practise courage by entering threatening situations and using coping strategies to reduce anxiety• For anger, avoid provocative situations, focus on nondistressing aspects of difficult situations, assertively ask provocative people to be less provocative, stand back and practise empathy

Domain	Strategy
Communication	<ul style="list-style-type: none"> • When listening, listen without judging • Put your own opinions and emotions on hold • Summarise what you have heard the other person say • Check that your summary is accurate • When speaking, decide on the points you want to make • Organise them logically • Say them clearly • Check that you have been understood • State your points without attacking, blaming or sulking • Repeat as necessary
Problem Solving	<ul style="list-style-type: none"> • Break big vague problems into many smaller specific problems • Define these in solvable terms • Focus on the problem, not the person • Generate many possible solutions • When all solutions are generated, examine the pros and cons of each • Select the best solution • Implement the solution • Review progress • Repeat as necessary • Celebrate success

Domain	Strategy
<p>Helping children develop emotional intelligence</p>	<ul style="list-style-type: none"> • Be attuned to infants' needs for physical and emotional care; control and intellectual stimulation; and try to meet them reliably and predictably, since this will foster secure attachment • Help children understand their own emotions by acknowledging and discussing how particular situations lead them to think certain thoughts, and so to experience particular emotions in other people • Help children learn self regulation by modelling the use of avoiding triggers, distraction, humour, self-talk relaxation routines and other coping strategies and praising them for self-soothing and self-regulation in threatening or frustrating situations • Help children develop conversational turn taking, and empathy skills for understanding of others' emotions by acknowledging and discussing how particular situations lead to particular emotions in other people • Help children learn cooperative problem-solving skills by modelling and inviting them to participate in joint problem solving

APPLICATION

EDUCATION

In recent years, the theme of emotional intelligence has been used to organize efforts to **teach schoolchildren various kinds of skills that help to build competency in self-management and social relations**. In the educational literature, this is usually called “social and emotional learning” (SEL; Elias, Hunter, & Kress, 2001; Payton et al., 2000), and programs range from the teaching of discrete skills in, for example, social problem solving (reviewed in Cohen, 2001; Elias et al., 1997) and conflict management (e.g., Lantieri & Patti, 1996), to larger curricula organized around broader themes in social development.

HUMAN RESOURCES MANAGEMENT

Research findings suggest that business students working together in task groups who scored high on the MSCEIT are more likely to be viewed by their peers as developing well-articulated, visionary goals for the group than those students with lower MSCEIT scores (Côté et al., 2003).

In a different study, business students working in teams who scored high on the MSCEIT, especially the managing emotions branch, were more likely to have satisfying social interactions and to elicit social support from the other group members (Côté et al., 2003). In both of these studies, associations with emotional intelligence and the various outcomes held even after controlling for the Big Five personality dimensions.

POLITICS

Based loosely on discoveries about the neurological underpinnings of the interactions between emotion and rational decision making (e.g., Adolphs & Damasio, 2001; Damasio, 1994; Jaus̃ovec, Jaus̃ovec, & Gerlic̃, 2001; LeDoux, 1996, 2000), Marcus, Neuman, and Mackuen (2000) provided a perspective on political judgment that they call “affective intelligence.” This is designed to examine how momentary psychological states, such as mood and emotion, interact with ongoing beliefs and values, such as self-interest, in determining political behavior.

Other scholars have looked especially at case examples of political leadership. In a study of all the presidents of the United States from Roosevelt to Clinton, Greenstein (2000) suggested that six qualities are needed for successful presidential leadership: (1) effectiveness as a public communicator, (2) organizational capacity, (3) political skill, (4) vision, (5) cognitive style, and (6) emotional intelligence. In considering emotional intelligence, Greenstein focused most explicitly on the management of emotions

MARKETING

With the popularization of emotional intelligence, marketing and advertising professionals became interested in connecting products to consumers' emotional states through a technique known as *emotional branding*.

Emotional branding is based on four principles (Gobé, 2001):

- Consumers want to feel that they have a relationship with the manufacturer of the product or its salesperson and that this relationship is respectful of them.
- The consumer wants to have a sensory experience with respect to the product that is rich and memorable.
- Emotional connections with products are best made when the consumer's imagination is peaked through something that is unexpected.
- Brand loyalty is cultivated when the marketing campaign includes vision, defined as a cohesive brand-emotion connection over time.

FAMILY DYNAMICS

Gottman (1997), through his work with emotion-coaching parents, discovered that parent-child interactions, when strong emotions are being expressed, are critical for the child's development. Effective parents seem easily to: (1) become aware of their child's emotions, (2) recognize the emotion as an opportunity for learning and intimacy, (3) listen empathically to their children, (4) help the child label the emotions he or she is experiencing, and (5) set limits while exploring solutions to the problem that gave rise to the emotions.

In addition, strong connections between parental emotional intelligence and social competence in children have been found using the MSCEIT. Higher maternal EI was also associated with more securely attached infants.

DIRECTIONS FOR FUTURE RESEARCH

- Despite the increasing interest in emotional intelligence, its measurement using ability-based indices is still in an early stage.
- Research needs to be conducted to measure emotional intelligence with greater precision.
- There is a need to investigate whether tests of emotional intelligence are culture-bound.
- Focus on how emotional intelligence can be developed through the life span.

*Out of the marriage of reason with affect there issues
clarity with passion. Reason without affect would be
impotent, affect without reason would be blind.*

~ S. S. Tomkins, Affect, Imagery, and Consciousness

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