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## EMOTIONAL INTELLIGENCE

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### **Abstract**

This abstract presents an overview of an ability model of emotional intelligence, and explores the role that emotional intelligence plays in effective leadership. According to these authors, emotional intelligence underlies a leader's "people" or "relationship" skills. The authors apply their model of emotional intelligence to leadership in work organizations and discuss why organizations should consider emotional intelligence in the selection and development of leaders and managers. Ability models have given new respectability to the discussion of emotions in the workplace, and in that way, they have proven to be of immense value. Such enthusiasm is important, because leaders of today are still being chosen for their functional expertise. If leaders do lack emotional intelligence, they may be unmoved by calls for greater understanding of emotions in the workplace. HR practitioners and leadership researchers should focus on the ability model because it offers a unique and valuable perspective on leadership. Organizations, teams, and individuals all stand to benefit from choosing leaders who are high in emotional intelligence, or by developing the skills of less emotionally intelligent leaders. *The term EI means Emotional Intelligence*

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### **1. Introduction**

Peter Salovey and John D. Mayer coined the term 'Emotional Intelligence' in 1990 describing it as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action". Emotional intelligence is the ability to

perceive and express emotion to stimulate thought, understand and reason. It also regulates emotion in oneself and others. Leadership refers to the ability to influence, motivate and enable others to contribute to the effectiveness and success of the organizations of which they are members. It 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 behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goals.

There are currently several models of EI. Goleman's original model may now be considered a mixed model that combines what have subsequently been modelled separately as ability EI and trait EI. Goleman defined EI as the array of skills and characteristics that drive leadership performance. The trait model was developed by Konstantin Vasily Petrides in 2001. It "encompasses behavioural dispositions and self-perceived abilities and is measured through self-report. The ability model, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and use it to navigate the social environment. Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour. Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics. Specific ability models address the ways in which emotions facilitate thought and understanding. For example, emotions may interact with thinking and allow people to be better decision makers (Lyubomirsky et al. 2005). A person who is more responsive emotionally to crucial issues will attend to the

more crucial aspects of his or her life. Aspects of emotional facilitation factor is to also know how to include or exclude emotions from thought depending on context and situation. This is also related to emotional reasoning and understanding in response to the people, environment and circumstances one encounters in his or her day-to-day life.

### *1) 1.2 Relation of Daniel Goleman and Emotional Intelligence*

In the 1990's Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, Emotional Intelligence. Goleman was a science writer for the New York Times, specialising in brain and behaviour research. He trained as a psychologist at Harvard where he worked with David McClelland, among others. McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life.

Goleman argued that it was not {cognitive intelligence} that guaranteed business success but {emotional intelligence}. He described emotionally intelligent people as those with four characteristics:

**Self-conscious or Self-awareness.** The scale is oriented to assess emotions, recognizing feelings as they occur, and discriminating between them. Some examples are:

- a) I know when I do well the things
- b) The most important to me is to win

- c) I blame to others of my mistakes

**Self-control.** The aim of this scale is to measure the self-control management that have children about their basic emotions (fear, happiness, loneliness, anger, jealous, anxiety and so on). Some examples are:

- a) When I feel insecure, I look for help.
- b) When I feel angry, I show it.
- c) When I am boring, I feel anguish.

**Emotional profitability or Self- Motivation.**

The scale is oriented to measure el optimism, self-esteem, and persistence to finish the work and take intellectual risk. Some examples are:

- a) I feel motivated to study.
- b) If somebody says something about me, I like it.
- c) My opinion is important for my family.

**Social Ability.** The objective is to measure the ability to manage relationships, that is: handling interpersonal interaction, conflict resolution, negotiations, conversation, listen to the others and also to motivate them. The social ability is based on friendly and cooperative work. Some examples are:

- a) I show love and sympathy for my friends
- b) I like talking
- c) It is easy to me make friends

**2. Why is emotional intelligence so important?**

As we know, it's not the smartest people that are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual intelligence (IQ) isn't enough on its own to be successful in life. Yes, your IQ can help you get into college, but it's your EQ that will help you manage the stress and emotions when facing your final exams.

**2.1 Emotional intelligence and general intelligence**

The EI concept is widely discuss and many authors are questioning the exiting relations between emotional intelligence and general intelligence understood as a general factor. With the aim of give an answer to the question we will proceed to make a correctional analysis between the different components included in the EI evaluation questionnaire, such as self-conscious, self-control, emotional profitability, empathy, social abilities and general intelligence (IQ). Table 1 shows the Pearson's correlation index between such variables.

*Table 1. Pearson's correlation coefficients between the emotional intelligence scale and the general cognitive level.*

Correlations						
	Self-conscious	Self-control	Emo Prof	Empathy	Social Ability	IQ
Self-conscious	1					
Self-control	.204	1				
Emo Prof	.315**	.463**	1			
Empathy	.368	.358**	.442**	1		
Social Ability	.161	.274*	.401**	.178	1	
IQ	.111	.137	.132	.096	.074	1

As we can observe the correlations between the different abilities that define EI and the general intellectual quotient are very low and non-significant, what confirms the studies done in this line of research by Mayer and Salovey (1997). We can also observe that the correlations between the different EI questionnaire components are unequal. On one side, we find that the self-conscious and social abilities variables are the ones that they have less relation with the rest of abilities, been the emotional profitability and empathy variables the ones that show more relationship. So the ability for been in a stage of permanent search and persistency in the execution of the aims facing always the problems and finding solutions that will define the emotional profitability variable, as well as, the ability to understand the needs feelings and problems of other people, and responding correctly to the emotional reactions of the variable empathy,

that will be the ones defining the construct of the emotional intelligence.

## CONCLUSIONS

We have to say that Emotional Intelligence has been verified as an independent construct element from General Intelligence (IQ) and Multiple Intelligences. To all these we have to add that the questionnaire used for this measuring has presented suitable psychometric characteristics. The Emotional Intelligence is a construct that still requires research and deepening, and according to the results of some researches done in the same subject show its importance within the study of social and intellectual human competence. So we believe that it is useful and interesting to consider how important the Emotional Intelligence is for academic performance. Finally, it might be helpful to keep in mind

that emotional intelligence comprises a large set of abilities that have been studied by psychologists for many years. Thus, another way to measure emotional intelligence or competence is through tests of specific abilities.

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