



## A Study of Goleman's model on emotional intelligence it can matter than I.Q

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### Abstract :

Emotion is an important part of our life, as it affects all aspects of life. Most truly, it is the soul of every relationship. Even Plato wrote about 2000 years ago that "All learning has an emotional base" Being an integral and significant aspect of human nature an motivation for behaviour, emotions serve as one of the most important ingredient of human nature.

Intelligence is the potential for learning something, and technical skills learnt depend on the academic intelligence. However, psychologists don't entirely agree on the definition of intelligence. Such as Which (1958) defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally and the deal effectively with his emotion." Intelligence is a broad concept presumably generalizing across, many domains of human functioning. It has to do with a person's number of ways to deal with tasks involving discriminations, abstractions and problem solving.

Emotional intelligence has been defined as "A form of Intelligence that involves the ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions" The emergence of emotional intelligence is comparatively recent in the field of Psychology this is the merger of both emotion and intelligence, as a cognitive ability and was proposed by psychologists.

Psychologists have proposed numerous theories to articulate and explore the notion of intelligence A number of Psychometric theories of intelligence These theories are based upon the statistical method of factor analysis and consider I.Q. as an indicator of intelligence.

Keywords- signification, generalizing, domains, rationally, abstractions, indicators, deal, information.

### Introduction :

#### The model of emotional intelligence

The model of emotional intelligence keenly describes its various dimensions. Consequently, clarifying the Concept more appropriately. The emotional intelligence models are classified under two categories: -

1. Ability Model: - The ability model of emotional intelligence is proposed by Mayer and Salovey (1997) and called as pure model by them. It may also be termed as cognitive model of emotional intelligence because it perceives EI as form of Pure intelligence, or more Specifically a cognitive ability. This

model shows that individuals vary in their Ability to process information of an emotional nature and their ability to relate emotional processing to a wider cognition. According to this model, EI is comprised of two areas:-

- (i) Experiential: - The ability to perceive, respond and manipulate emotional information without necessarily understanding it.
- (ii) Strategic: - The ability to understand and manage emotions without necessarily perceiving feelings well or fully experiencing them.

Each area is further divided into two branches that range from basic psychological processes to more Complex processes integrating emotion and cognition: -

- (a) Perception, appraisal and expression of emotion
- (b) Emotional facilitation of thinking
- (c) Understanding and analyzing emotions and employing emotional knowledge.
- (d) Reflective regulation of emotions to promote emotional and intellectual growth.

Therefore this model is also known as four 'branch model' All the four branches are described as under:

- (a) Perception appraisal and expression of emotions

The first branch of 'EI ability model' talks about the ability to perceive and identify emotions in one, self and others as well as in other stimuli in cluding people's voices, stories, music and works of art.

Perceiving emotions represents a basic aspect of EI, as it makes all other processing of emotional information possible.

- (b) Emotional facilitation of thinking.

The Second branch of EI ability model Concerns about the ability to use emotions to focus attention and to think more rationally, logically and creatively. It is the ability to harness emotions to facilitate various cognitive activities such as thinking, Problem solving, decision making and interpersonal communication.

- (c) Understanding & analyzing emotions and employing emotional knowledge.

The third branch of EI involves a fair amount of language and Prepositional thought to reflect the capacity to analyze emotions it is the ability to understand complex emotions and the ability to recognize transitions from one to the other.

- (d) Reflective regulation of emotions to promote emotional and intellectual growth.

The ability to regulate moods and emotions in oneself and in other people constitutes the fourth branch of EI model. It is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation.

2. Maxed Model: This model is considered as mixed model because it combines personality aspects, such as motivation, with abilities, The mixed model of EI Constitutes the model proposed by Goleman (1995) and Bar-on (1997)

### Goleman's Model of emotional intelligence

It is also known as 'Model of affective Regulation, According to Goleman (1995) emotional intelligence consist of "abilities such as being able to motivate one, self and persist in the face of frustrations, to control impulse and delay gratification to regulate one's mood the ability to think to empathize, and to hope" This definition of EI includes self-control, zeal and persistence and the ability to motivate one, self.

The model proposed by Goleman (1998) focuses on EI as a wide array of competencies and skills that drive leadership performance. This model includes a set of emotional competencies within each construct of

emotional intelligence. Instead of believing that this kind of intelligence is something that we are born with. This is an ability which we can learn.

Furthermore, emotional competencies are not innate talents, but rather learned Capabilities that must be worked on and can be developed to achieve outstanding Performance. Goleman's Conceptual model of EI and corresponding emotional competencies are described as under: -

1. Personal Competence: - Recognition and regulation of emotion of self It deals with two skills:

(a) Self-awareness: - self-awareness is the first skill deals with the ability to read one's emotions and recognize their impact while using gut feelings to guide decision. In simple terms it is to be aware of what one feel and being able to name which emotion is happening at any given time. It further includes the following sets of skills: -

- (i) Emotional awareness: - It deals with recognizing one's emotions and their effects and recognize how feelings affect performance.
- (ii) Accurate self-assessment: It deals with knowing one's strengths and limits that means to be aware of personal strength and weakness and to be reflective and able to learn from experience.
- (iii) Self Confidence: - It deals with the ability to be self-assured, to be decisive and make decisions despite uncertainties.
- (b) Self-Management: - It involves regulating one's emotion's and manage them further adapting to changing circumstances. It is the ability to use the awareness of our emotions to stay flexible and direct behaviour positively.

Following are the Components of self-Management: -

- (i) Self-Control: - It deals with managing disruptive emotions and impulses, staying composed, Positive and unflappable even in difficult moments.
- (ii) Trustworthiness: - Maintaining standards of honesty and integrity building trust through reliability and authenticity
- (iii) Conscientiousness: - It is about taking responsibility for personal performance; meet commitments and keep promises
- (iv) Adaptability: - It concern about flexibility in handling changes by smoothly handling multiple demands, shifting priorities and rapid change.

(2) Social Competence: - Recognition and regulation of emotions of others. It also deals with two skills:

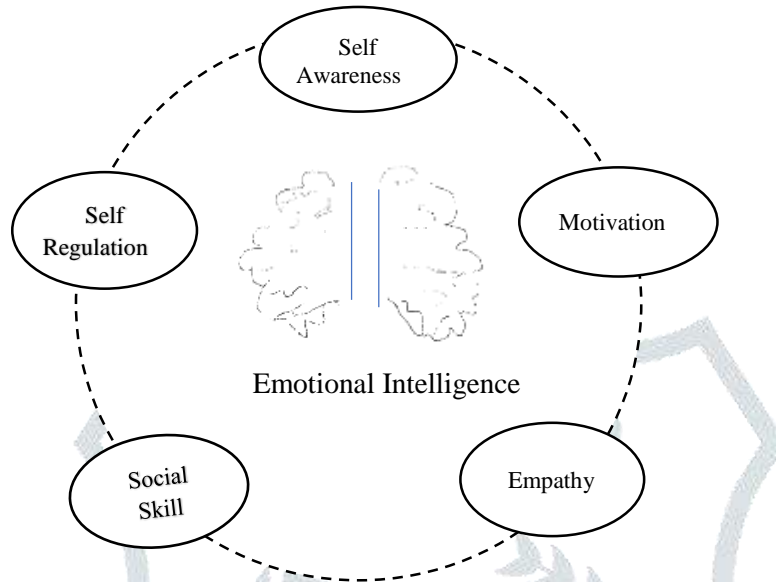
(a) Social awareness: - It deals with the ability to sense, understand and react to other's emotions while comprehending social networks. Following are the Components of Social awareness:

- (i) Empathy: - It deals with sensing other's feeling and perspective and taking an active interest in their concerns; to show sensitivity and understand other's perspective.
- (ii) Service Orientation: - It is about anticipating recognizing and meeting needs of peoples try to match response to need. By grasping the other person's perspective, seek ways to increase other's satisfaction and loyalty.
- (iii) Organizational awareness: - It deals with reading a group emotional current and power relationship, accurately read situations and Organizational realities.

(b) Relationship management: - This includes interacting with people and being adept at managing emotions in. It is the ability to inspire, influence and develop others while managing conflict. Following are its components

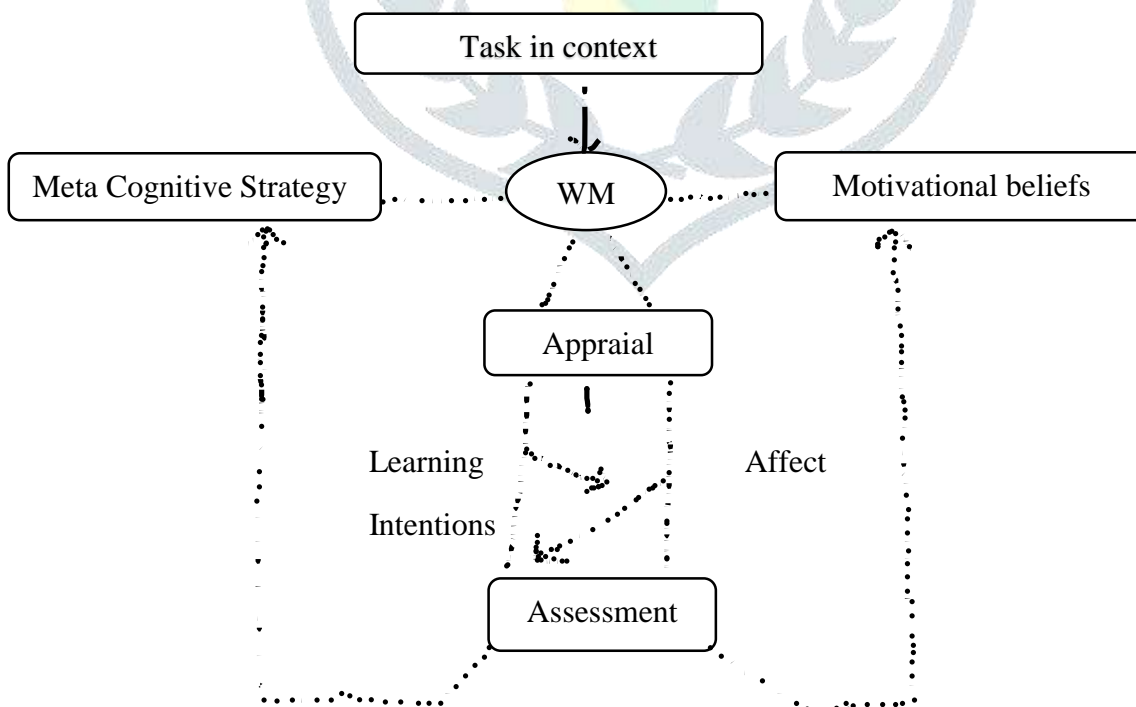
- (i) Influence: - It includes using effective tactics and persuasion; to use complex strategies like indirect influence to build consensus and support.
- (ii) Communication: It deals with sending clear and convincing message, listen well, seek mutual understanding and welcome Sharing information fully.

- (iii) Conflict management: - It deals with negotiating and resolving disagreements by handling difficult people and tense situations with diplomacy and tact.
- (iv) Collaboration and Co-Operations: - It deals with working well with others towards shared goals, balance a focus on task with attention to relationships by promoting a friendly cooperative Climate
- ❖ Goleman’s best Selling book Emotional intelligence (1995), in which he claimed that emotional intelligence (EI) Can matter more than the intelligence quotient (IQ) in predicting important life out comes Despite the appeal of this idea recent metanalyses indicate the emotional intelligence has not lived up to its promise what are



implications of their findings for emotional intelligence research and for people interested in applying EI research to their Organizations? We suggest that the predictive validity of emotional intelligence can be enhanced by refining the construct through the incorporation of their well-established Principles of psychological processing

(a) Dual process principals that capture automatic and deliberate processing



Well-Being Pathway

- (b) Motivational Principles that highlight the importance of goals for processing social-emotional information and (c) Person X situation Principles that delineate how content influences the way people

think fedand behave. We discuss the implications of this reconceptualization for emotional intelligence theory, research and practice

Who is Daniel Goleman?

Scientific journalist, author and Psychologist, Daniel Goleman, Popularized the concept of emotional intelligence (EQ) in 1995, in his book *emotional intelligence: Why it can matter more than IQ*

He developed a framework of five key components that make up emotional intelligence, plus a range of skills that can be developed and improved, so it's possible for anyone to become more emotionally intelligent.

Goleman breaks down EQ into five components:

1. Self- awareness
2. Self- regulation
3. Motivation
4. Empathy
5. Social Skills

### **Background**

Lawrence Erlbaum Robert Perloff 1 (1), 21, 1997 : Daniel Goleman who, like president Bill Clinton, is a 50 year old baby boomer, has written a challenging and data- driven discourse on the interplay between (Cognitive) intelligence, might well have grounded his thesis on the behavior of president's apparent lack of self-control as evidenced by his undisciplined quest for involving himself in a multitude of Political Programs represents in the view of many the abys of emotional intelligence, emotions of others, including voters, to feel Theis Pain, and to influence their sentiment and supports for his programs, represent the best of what Harvard trained personality Psychologist and prolific new York Times behavioral Science Writer Daniel Goleman Calls emotional intelligence (EQ) Despite the plethora of tests in the non-Cognitive domain (in chake as EQ or effectivity) and the personality found again and again in personality lasts, there does not appear to be an integration of the heterogeneity of traits or skills comprising EQ in one up on EQ because it is easily and with considerable Psychometric Consensus measured and measurable.

### **❖ Cary Cherniss, Melissa Extein, Daniel Golman, Roger P Weissberg**

Educational Psychologist 41 (4) 239-245-2006 In her critique of emotional intelligence (EI) Theory and research, Waterhouse (2006) makes several claims First, she argues that there are "many Conflicting Constructs of EI," implying that it cannot be a valid concept given this multiplicity of views. Second, she cites some research and opinion suggesting that EI has not been differentiated from personality plus IQ." Third she states that "the claim that IE determines real word success has not been validated." Finally, she proposes that research on brain function proves that there cannot be a "Unitary EI." Based on this critique, she argues that EI competencies should not be taught in the schools This article addresses each of there criticisms and shows that there now is much more empirical support for EI theory than Water house Suggested in her article.

### **❖ Cary cherniss, Daniel Goleman**

What is emotional intelligence? What Difference doesit make and What is the best way to promote it in the workplace? The Emotionally intelligent workplace explores there three questions. It presents thoughtful and Practical perspectives on how to measure emotional intelligence, use it as a basis for personnel selection, and improve it for the individual, The group and the Organization. Although this is not a how to book several chapters offer concrete guidelines for practitioners. At the same time, this book is designed to meet the growing need among researchers, graduate students and professionals for a sophisticated yet readable analysis of the emotional intelligence concepts. It provides a much deeper understanding of the concept's theoretical and

empirical foundations than can be found in most other books on the topic. Among those who will find this book of value are human resource managers and executives, general managers and executives, consultants, academics in both psychology and business schools, and students in management and applied psychology courses.

❖ **Oscar Ybarra, Ethankross, Jeffrey Sanchezburks Academy of Management perspective 28 (2), 93-107, 2014;**

The “emotional intelligence” Construct has been the focus of enormous scrutiny over the past 20 years. Much of this interest is based on the so-called “big idea” that first brought widespread attention to it an idea popularized by Goleman’s best-selling book *Emotional Intelligence* (1995), in which he claimed that emotional intelligence (EI) can matter more than the intelligence quotient (IQ) in predicting important life outcomes. Despite the appeal of this idea, recent meta-analyses indicate that emotional intelligence has not lived up to its promise.

### History of Emotional Intelligence

The historical roots of emotional intelligence can actually be traced back to the nineteenth century when Darwin worked on the importance of emotional expression for survival and adaptation (Darwin) (1872-1965). The importance of the relationship b/w emotion and cognition was already recognized by the earlier philosophers (Aristotle, 1984) as well as psychologists (Ellis, 1962). Two thousand years ago, Socrates declared that the attainment of self-knowledge is humanity’s greatest challenge. Aristotle added that this challenge was about managing our emotional life with intelligence (Lajoie, 2002). According to Spinoza (1677), both the emotion and the intellect together contribute to the ultimate cognitive tool. He talked about three levels of cognition (or knowledge), that are emotional cognition, intellectual cognition, and a kind of intimate Ellis (1962) points out that human emotions and thinking are not separate processes, but that they significantly overlap and can never be viewed completely apart from each other. So many psychologists work on this text. Only a few describe here.

The first academic use of the term emotional intelligence is usually attributed to way one Leon Payne’s doctoral thesis, “A study of emotion” developing emotional intelligence” in the year 1985 (Payne, 1983/1986)

After reviewing the history of emotional intelligence, it can be stated that the theoretical idea behind emotional intelligence is not totally new in the field of Psychology. Though emotional intelligence is one of the recent developments in the area of intelligence the existing models of emotional intelligence are somewhat overlapping with many other constructs such as social intelligence, intra and interpersonal intelligence, and practical intelligence.

### Conclusion

Psychologists realized that this ability, which ensures the success in daily life is distinct from the academic intelligence. On the other hand, it constitutes a sort of specific sensibility towards managing interpersonal relationship. Studying the interrelation b/w emotion and intelligence, for the first time, both merge into a single construct, this appearing a new form of intelligence termed as ‘Emotional Intelligence, by Salovey and Mayer (1990)

Daniel Goleman was not the first to articulate the concept. However, in the double role of psychologist and journalist, Goleman made the elements of emotional intelligence accessible to broad segments of Society. His best-selling books-beginning with “*Emotional Intelligence*” (1995)- have already changed how some businesses interact with clients and some managers recruit employees. His impact has been even more profound on education, Thanks to Goleman, educators now recognize that emotional intelligence is every bit as important to learning as intellectual prowess or IQ. As a result, thousands of schools throughout the world currently incorporate “social and emotional learning” in their Curriculum. In some school’s courses geared towards developing emotional intelligence are mandatory.

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