

An Overview of Emotional Intelligence

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Abstract

Humans with high emotional intelligence are able to regulate their adrenaline levels in reaction to stressful situations. How we talk about our emotions, share our thoughts, and solve everyday difficulties are all in large part due to it. It's becoming clear that Emotional Intelligence (EI) is essential to maintaining peak performance over time. The purpose of this research is to theoretically examine the impact of several variables on workers' EI.

Keywords: Emotional Intelligence, Interpersonal sensitivity, Motivation.

INTRODUCTION

Emotional IQ is another name for Emotional Intelligence. Alterations to the human brain's physical structure have prompted parallel shifts in interpersonal chemistry. Having emotional intelligence is being aware of, processing, and controlling your feelings. Emotional quotient (EQ) is a word used to describe how well one can read and manage their own emotions. The ability to regulate one's emotions increases as EQ rises. People with high EQs are prized in today's cutthroat business environment. Some have even theorised that having a high IQ will get you employed, whereas having a poor EQ would get you fired. It is now widely acknowledged that IQ alone is an inadequate predictor of career success. Emotional intelligence does not imply a lack of feeling. It simply means that a person is better able to tell the difference between healthy and unhealthy emotions and to control their own reactions appropriately.

Emotions are strong sentiments that arise for no apparent reason and are directed at a certain person, event, or circumstance. It might be excitement, enthusiasm, fervour, wrath, sadness, fear, pleasure, surprise, love, contempt, embarrassment, etc. Emotional intelligence, also known as emotional awareness or emotional management abilities, is the capacity to recognise and control one's own emotions in order to maximise long-term satisfaction. Aside from conventional categories of general intelligence and technical or professional abilities, EI may be seen as an umbrella word that covers a large collection of individual talents and dispositions often referred to as soft-skills or inter or intra personal skills. Even in the information era, it is crucial to be able to keep tabs on and distinguish between one's own sentiments and emotions and utilise this knowledge to guide one's own and other people's actions.

"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, that is not easy"

- Aristotle

“Emotional Intelligence is the ability to sense, understands value and effectively applies the power of emotions as a source of human energy, information, trust, creativity and influence”.

- Daniel Goleman

Emotions as “acute disturbances of the individual ...” and believed that emotions made people “lose control”.

- Young (1943)

EMOTION OR FEELING

'Feelings are what count the most in life,' Charles Birch, a scientist, stated in 1995. It's disputed if it's the "most" important, but it's not optional. Wierzbicka (1999) notes that the English word "emotion" has no direct translation into many other languages, including French, German, and Russian. However, the phrases "feelings" and "emotions" are sometimes used interchangeably. However, "feelings" and "emotion" are not interchangeable terms. A "feeling" may be a physical sensation, such as a flushed face, a knot in the stomach, or an overall uneasy sensation that may be the result of an emotion. Since Caruso (2008). A "feeling of hunger" may be described, but a "emotion of hunger" cannot. When asked to name a few feelings, the typical response includes expressions of joy, sorrow, remorse, etc. So, should "emotions" refer to mental states and "feelings" to physiological or physical reactions? So, when someone says they're "feeling" lonely, what exactly do they mean? Is this a mental or bodily phenomenon? Accepting it as true makes greater sense. The English term "emotion" contains references to "feeling," "thinking," and "the human body" in its meaning (Wierzbicka, 1999). As a result, the term "emotions" incorporates elements of sensation, thought, and bodily experience.

EMOTIONAL INTELLIGENCE AT WORK

Emotional intelligence is connected to every facet of our professional lives, including: professionalism, assertiveness in the workplace, empathy, decision-making, drive and motivation, stress management, flexibility in the face of change, communication, conflict resolution, team building, coaching, leadership, customer service, and even time management. We naturally have more influence over our emotions at work when we are more conscious of and informed about them. The source of choice is knowledge. How can we alter or exert control over our feelings if we don't understand them or the reasons behind them? First, we have to define "it"

LEVELS OF EMOTIONAL INTELLIGENCE

A person's EQ scores based on Goleman's theory of emotional intelligence. Individuals who possess these traits are well-rounded and successful in a variety of social situations.

Understanding Oneself: Understanding oneself is the foundation for development and achievement. Emotional quotient "keystone," according to Daniel Goleman. It suggests that you are aware of your emotions and are able to accurately assess how you are feeling. This area is divided into three parts: knowing oneself, having an honest evaluation of oneself, and having faith in oneself. Learning to honestly appraise oneself entails taking stock of one's strengths and areas for improvement. It's also about being curious about both of these things and being open to doing so, either alone or in

conversation with others. The ability to firmly plant one's feet so that one feels safe and confident of oneself no matter what life throws at them is the essence of self-confidence.

Self-Confidence: The Behavioural EQ Model places significant emphasis on a person's self-confidence. It's a term used to describe how one feels about their own value and abilities. It's a sign that he has faith in his own judgement and abilities and can instill such faith in others. People who are secure in their own abilities are seen favourably by others around them. They're able to go beyond their comfort zones and take on challenging new situations.

Self-Control: Self-control is the capacity to manage the behaviours that are prompted by one's emotions. People who have strong passionate self-control are able to maintain composure and equilibrium in the face of adversity. This is a crucial skill for corporate leaders to acquire, since followers tend to reflect the success of the group's leader.

Empathy: To have empathy is to be able to put oneself in another person's mental and emotional shoes. Being able to "put oneself into another's shoes" or to feel another person's perspective or feelings is a common definition of empathy. To empathise is to share another person's emotional experience. It's about feeling what they're feeling. It's the power to empathise with another person in a deep and significant manner. Having emotional intelligence is being able to control your own feelings and those of others around you. All effective communicators have this ability.

Social Competency: Having social competence (which encompasses both self-awareness and relationship management) takes one's innate abilities and expands them into the world of social interaction. It's the potent skill of picking up on other people's feelings, actions, and motivations so that you may deepen and widen your interactions with them. It will go more deeply into the social competency components of the emotional intelligence abilities since this is the most important factor in fostering positive connections at work. etc. According to research conducted by Monoshree Mahanta (2015) on emotional intelligence and work-life balance in the service industry, workers with high, moderate, and low EI vary significantly on several aspects of work-life harmony. Employees with medium EI have a better work-life balance than those with low EI, as shown by the findings, due to less interference between their personal and professional lives. According to Spencer (2001), Palmer et al. (2001) discovered that EI is critical to sustaining life satisfaction and to maximising performance. According to Palmer and Stough (2001), it's important for things like being able to negotiate, getting along with others, talking, listening, leading, and inspiring others. Work-life balance (Gardner and Stough, 2003), job satisfaction (Gardner, 2003), personal resilience (Tugade and Fredrickson, 2004), and the facilitation of satisfying interpersonal relationships (Fitness, 2001) are all factors that have been found to benefit from it.

BRANCHES OF EMOTION

Perceiving Emotion

Emotional understanding and communication via nonverbal cues is the first point. Psychologists and evolutionary biologists agree that emotional expression is a fundamental kind of social communication across species. Humans were the only animals that could be reliably identified by their facial emotions of pleasure, sorrow, rage, and fear. Scientists from a variety of fields, including evolutionary biologists, experts on nonverbal behaviour, and researchers of human emotions, have made great strides in our collective knowledge of this aspect of the human experience. Perceiving others'

emotions by their expressions or tone of voice is a fundamental building block for expanding one's own emotional literacy.

Using Emotions to Facilitate Thought

The second location seemed just as elementary as the first. This was the ability of emotions to permeate the mind and direct the thought process. Cognitive scientists, for instance, have noted that emotions come first in most situations. Something that evokes an emotional response from us is more likely to hold that attention. Therefore, it makes sense to focus on what really matters by having a reliable emotional input system.

Understanding Emotions

Emotions communicate meaning, such as the urge to socialise when happy, attack or injure others when angry, flee from danger when afraid, and so on. There is a unique set of signals and behaviours connected with each emotion. For instance, if someone is angry in a message, it might be because they feel mistreated. Possible responses to anger include making peace, assaulting, seeking vengeance and revenge, or withdrawing in an attempt to calm off. One essential part of this expertise is recognising and responding to people's emotions. The ability to reason with and about such emotional signals and acts becomes crucial when such messages and actions have been identified.

Managing Emotions

Emotions, lastly, are usually controllable. One must realise that feelings have meaning. A person may choose to keep themselves emotionally attuned as long as the signals are not too unpleasant, while shutting off the more intense ones. Between these two extremes, inside the individual's emotional buffer zone, is the potential for self- and social-directed emotional regulation and management. This decade has seen a rise in studies exploring how to control one's emotions.

MODEL OF EMOTIONAL INTELLIGENCE

Ability model: After the term "Emotional Intelligence" was first used in 1960, its definition was refined by Salovey and Mayer, who broke it down into a model with four primary constructs: emotional perception, emotional use, emotional regulation, and emotional management. The name "Mayer and Salovey's ability model" refers to the authors of this theory. The first component of the model is a person's proficiency in reading nonverbal cues, such as body language, facial expressions, and tone of voice, when conveying emotional meaning. The second component includes intellectual, rational, and logical thinking, as well as improved decision making and viewpoint evaluation in response to emotional stimuli. The third concept is the capacity to control or direct one's emotions in response to a certain set of circumstances. Ability to recognise emotions, make appropriate interpretations of them, comprehend the range of sentiments that arise as a consequence of emotions, and manage or divert negative emotions and ideas towards a more optimistic outlook is the model's last component. Attitudes such as openness to change, trustworthiness, and tolerance for ambiguity all contribute to the model's final construct.

Personality Model: David Goleman, another well-known expert in the field of EQ research, developed the Personality Model of EQ. Self-awareness, emotion regulation, motivation, empathy, and social competence were the five key components of the Personality Model. He said that self-awareness was the capacity to be conscious of one's own feelings in the moment. Emotional self-management was described as responding to negative feelings with positive action. The capacity to direct one's emotions towards the accomplishment of a goal is an essential component of self-motivation. To have empathy is to understand and value the feelings of other people. Managing one's emotions with the end objective

of improving one's interactions with others is the last skill necessary for controlling one's external relationships.

Mixed model: The Mixed Model of Emotional Intelligence, proposed by Reuven Bar-On, is the last model discussed here because of its emphasis on the significance of emotional expression and the outcome of emotional and social activities. His theory draws heavily on Darwin's early writings on the role of emotion in survival and adaptation and Thorndike's emphasis on the value of social intelligence in determining success. His model entails the following abilities: (1) the capacity to recognise and articulate one's own emotions and feelings; (2) the capacity to comprehend and empathise with the emotions and feelings of others; (3) the capability to manage and regulate one's own emotions and those of others; (4) the capability to deal with change, adapt, and solve problems of both an individual and a social nature; and (5) the capacity to generate positive affect and be self-motivated.

A summary of emotional intelligence models.

	Ability model	Personality model	Mixed model
Theoretical	Salovey & Mayer, (1990)	Goleman (1995)	Bar-On (1997)
Constructs	1. Perceiving Emotion	1. Self-awareness	1. Intrapersonal
	2. Utilising Emotion	2. Managing personal emotion	2. Interpersonal
	3. Regulating Emotion	3. Self-motivation	3. Adaptability to
	4. Managing Emotion	4. Empathy	4. General Mood
		5. Handling external	

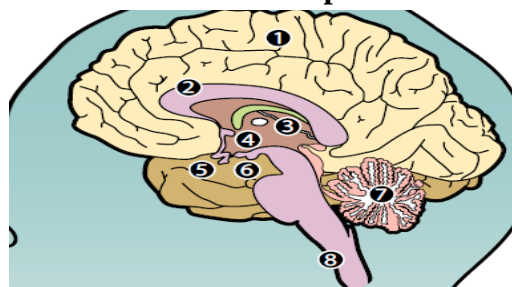
EMOTIONAL INTELLIGENCE AT WORK

According to Bradberry and Greaves (2005), "the intensity and variety of emotions that can surface over the course of a day are astounding," making emotional intelligence crucial in the workplace. In a typical hour, people feel 27 different emotions. How a company handles its employees' feelings and other forms of emotional management are crucial to grasping its culture (Hothschild 1983). From the moment you wake up until the time you fall asleep, you go through roughly 456 different feelings. This equates to more than 150,000 emotional responses a year, or more than 3,000 every week. Nearly two million of the three billion emotions you'll have throughout your lifetime will occur on the job. Those who are able to keep their emotions in check are naturally more pleasant to be around and more successful in accomplishing their goals.

STRCUTURE OF BRAIN & EMOTIONAL COMMANDEER

It's important to know the brain structure to understand how emotional hijack happens

Overview of parts of brain



1. **Cerebrum** : The cerebrum, the largest section of the brain, is responsible for thinking and reasoning. The cerebrum is responsible for 85% of the total brain mass. Your willful, or voluntary, muscular movement is orchestrated by the cerebrum, the brain's thinking centre.
2. **Corpus Callosum** : The arching bridge of nerve tissue known as the corpus callosum links the two cerebral hemispheres and facilitates communication between the right and left sides of the brain.
3. **Thalamus**: Located near the back of the forebrain, the thalamus is a vast oval mass of grey matter responsible for transmitting sensory information to the brain's cortex.
4. **Hypothalamus**: The hypothalamus functions as a kind of thermostat in the brain. The hypothalamus regulates your body temperature to maintain a steady 98.6 degrees Fahrenheit (37 degrees Celsius). The hypothalamus initiates sweating in response to a rise in core body temperature. You start shivering because your hypothalamus thinks it's too chilly.
5. **Amygdala**: The amygdala consists of a cluster of neurons on both sides of the brain. The Latin term for almond is amygdale. That's how the cellular region appears. Feelings are processed in this area of the brain. The amygdala is thought to act as a relay station for information between the brain's sensory-processing centres and its interpretive centres. It may indicate the presence of danger, leading to an anxious or fearful reaction. Anxiety disorders may be broken down into subtypes, with the central amygdala perhaps playing a role in phobias and other conditions involving extreme fear.
6. **Hippocampus**: The hippocampus is located in the cerebrum and is specifically responsible for remembering. Short-term memory and long-term memory serve various purposes. Recent knowledge is what the brain stores in its short-term memory. Long-term memory stores and recalls information about the past.
7. **Cerebellum**: The cerebellum is a small, brainstem-like structure located near the base of the brain. It's just 1/8 the size of the cerebrum, thus it's a lot more compact. However, this region of the brain is crucial. It regulates the way your muscles function together (coordination), your balance, and your movements.
8. **Brain Stem**: The brain stem is another tiny but powerful region of the brain. The brain stem is located behind the cerebellum and below the cerebral cortex. The remainder of your brain communicates with the spinal cord, which extends from your neck to your lower back. Breathing, digestion, and blood circulation are just a few of the life-sustaining processes controlled by the brain stem.

REVIEW OF LITERATURE

- ❖ **Mayer et al. (2000)** proposed that feelings serve as indicators of connections with others, whether external (friends, family, circumstance, society) or internal (memories).
- ❖ **Goleman (1998)** EQ refers to a person's emotional self-awareness and adaptive coping strategies. Emotional intelligence, he concluded, included characteristics like introspection, control, drive, sympathy, and tact.
- ❖ **Myers, 2001**, the states of mood, temperament, personality, and motivation are all linked to emotional experience.

OBJECTIVES OF THE STUDY

- ❖ The primary goal of this line of research is to determine the elements that comprise emotional intelligence.
- ❖ To check the awareness level regarding emotional intelligence.
- ❖ To check the importance of emotional intelligence
- ❖ To know about the factors affecting emotional intelligence

RESEARCH METHODOLOGY

The study's primary focus is descriptive, and it's designed to help with things like gauging workers' emotional IQ, identifying the key contributors to EQ, and figuring out how to boost people's soft skills.

CONCLUSION

The primary purpose of this study was to assess the staff's emotional quotient. Employees should be helped to become more self-aware, and they should be given training to help them become more sensitive to the public's wants and requirements. They should be kept informed of the company's plans and future goals to maintain their interest and participation. Competitive advantage may be gained by personnel with the right sort of attitude, optimism, trust in the organisation, flexibility, openness to change, and emotional stability. To foster a sense of community and loyalty among workers, businesses should foster teamwork and cooperation. High performance can only be achieved via the cultivation of the emotional abilities of empathy and self-awareness. Employees with a high degree of emotional intelligence are more likely to support the organization's mission. Employees rely heavily on EI in order to deal with the stress that is an inherent component of their jobs. Overall, people of all stripes would benefit greatly from developing their emotional intelligence in order to thrive in today's fast-paced, high-stakes workplace.

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