

ENHANCING HUMAN'S POTENTIAL THROUGH EMOTIONAL QUOTIENT

*Mr. S Balakumaran

**Dr. V.Kannan

Abstract:

The greatest gift/wish by god to humans beyond all the creatures in this planet is "EMOTIONS". This gift makes all of us to think, feel and to believe. Emotional intelligence (EQ) is a different type of intelligence. It's about being "heart smart," not just "book smart." The evidence shows that emotional quotient matters just as much as intellectual ability, if not more so, when it comes to happiness and success in life. Emotional quotient helps us to build strong relationships, succeed at work, and achieve our goals.

The skills of emotional quotient can be developed throughout life. We can boost our own "EQ" by learning how to rapidly reduce stress, connect to our emotions, communicate nonverbally, use humor and play to deal with challenges, and defuse conflicts with confidence and self-assurance.

There are number of reasons to invest in our potential now. We may have evidence that our top talent is indeed mobile in any economy and need to beef up our life. Every human must be treated humanly.

Introduction:

"All learning has an emotional base." -- Plato

We Humans have the greatest gift beyond all the creatures in this planet "EMOTIONS". This gift makes all of us to think, feel and to believe. Gradually the technical term has been given to such things as Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ). With these abilities we face, perceive and influence the environment we live in. What we know is limited by what we have been taught. First and foremost, a pro-active person is essentially self confident. People who are unsure of themselves are not confident and unlikely to be pro-active.

There is a saying "Ships are safer at the harbor, but they are not made for that". We humans also came to this earth to have this life just not for passing the days in this planet. We need to see the depth of our potential possibilities we have. As a human, in varying degrees and at different developmental stages the Emotional Quotient which is inherent in all of us develops and is expressed in our actions, thoughts, attitudes, character and personality.

What is emotional intelligence?

Emotional intelligence is the ability to identify, use,

understand, and manage our emotions in positive and constructive ways. It's about recognizing our own emotional state and the emotional states of others. Emotional intelligence is also about engaging with others in ways that draw people to us.

The Four Branches of Emotional Intelligence:

Salovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

2. Reasoning with Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if our boss is acting angry, it might mean that he is dissatisfied with our work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

4. Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of

*Mr. S. Balakumaran, Assistant Professor, R.V.S. College of Engineering and Technology, Institute of Management studies, Dindigul 624005, E-mail- balakumaran20@gmail.com

**Dr. V.Kannan, Director, Institute of Management Studies, R.V.S. College of Engineering and Technology, Institute of Management studies, Dindigul 624005, E-mail kannanpooja1971@yahoo.co.in

others are all important aspect of emotional management.

A Brief History of Emotional Intelligence:

- 1930s Edward Thorndike describes the concept of "social intelligence" as the ability to get along with other people.
- 1940s David Wechsler suggests that affective components of intelligence may be essential to success in life.
- 1950s Humanistic psychologists such as Abraham Maslow describe how people can build emotional strength.
- 1975 - Howard Gardner publishes *The Shattered Mind*, which introduces the concept of multiple intelligences.
- 1985 - Wayne Payne introduces 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, and tuning in/coming out/letting go)."
- 1987 In an article published in *Mensa Magazine*, Keith Beasley uses 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.
- 1990 Psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*.
- 1995 - The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*.

Emotional intelligence consists of four core abilities:

- **Self-awareness** The ability to recognize our own emotions and how they affect our thoughts and behavior, know our strengths and weaknesses, and has self-confidence.
- **Self-management** The ability to control impulsive feelings and behaviors, manage our emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** The ability to understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** The ability to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Emotional Intelligence (EQ) vs. Intellectual Intelligence (IQ):

Most of us have learned not to trust our emotions. We've been told emotions distort the more "accurate" information our intellect supplies. Even the term "emotional" has come to mean weak, out of control, and even childish. "Don't be a baby!" we say to the little boy who is crying on the playground. "Leave him alone! Let him work it out!" we admonish the little girl who runs to help the little boy.

On the other hand, our abilities to memorize and problem-solve, to spell words and do mathematical calculations, are easily measured on written tests and slapped as grades on report cards. Ultimately, these intellectual abilities dictate which college will accept us and which career paths we're advised to follow. However, intellectual intelligence (IQ) is usually less important in determining how successful we are than emotional intelligence (EQ). We all know people who are academically brilliant and yet

are socially inept and unsuccessful. What they are missing is emotional intelligence.

Emotional development: How to raise our emotional intelligence:

Most of us know that there is a world of difference between knowledge and behavior, or applying that knowledge to make changes in our lives. There are many things we may know and want to do, but don't or can't when we're under pressure. This is especially true when it comes to emotional intelligence.

Emotional intelligence is not learned in the standard intellectual way; it must be learned and understood on an emotional level. We can't simply read about emotional intelligence or master it through memorization. In order to learn about emotional intelligence in a way that produces change, we need to engage the emotional parts of the brain in ways that connect us to others. This kind of learning is based on what we see, hear, and feel. Intellectual understanding is an important first step, but the development of emotional intelligence depends on sensory, nonverbal learning and real-life practice.

Developing Emotional Quotient through five key skills:

Emotional intelligence consists of five key skills, each building on the last:

- Emotional intelligence (EQ) skill 1: The ability to quickly reduce stress.
- Emotional intelligence (EQ) skill 2: The ability to recognize and manage your emotions.
- Emotional intelligence (EQ) skill 3: The ability to connect with others using nonverbal communication.
- Emotional intelligence (EQ) skill 4: The ability to use humor and play to deal with challenges.
- Emotional intelligence (EQ) skill 5: The ability to resolve conflicts positively and with confidence.

The five skills of emotional intelligence can be learned by anyone, at anytime. But there is a difference between learning about emotional intelligence and applying that knowledge to your life. Just because you know you should do something doesn't mean you will especially when you're feeling stressed. This is especially true when it comes to the skills of emotional intelligence.

Raising our emotional intelligence by engaging our emotions:

When we become overwhelmed by stress, the emotional parts of our brain override the rational partshijacking your best-laid plans, intentions, and strategies. In order to permanently change behavior in ways that stand up under pressure, we need to learn how to take advantage of the powerful emotional parts of the brain that remain active and accessible even in times of stress. This means that we can't simply read about emotional intelligence in order to master it. We have to learn the skills on a deeper, emotional level experiencing and practicing them in our everyday life.

Emotional intelligence (EQ) skill 1: Rapidly reduce stress:

When we're under high levels of stress, rational thinking and decision making go out the window. Runaway stress overwhelms the mind and body, getting in the way of our ability to accurately "read" a situation, hear what someone else is saying, be aware of our own feelings and needs, and communicate clearly. The first key skill of emotional intelligence is the ability to quickly calm our self down when we are feeling overwhelmed. Being able to manage stress in the moment is the key to resilience. This emotional intelligence skill helps us stay balanced, focused, and in control no matter what challenges we face.

Stress busting: functioning well in the heat of the moment:

We shall develop our stress busting skills by working through the following three steps:

- **Realize when we are stressed** The first step to reducing stress is recognizing what stress feels like. Many of us spend so much time in an unbalanced state that we've forgotten what it feels like to be calm and relaxed.
- **Identify our stress response** Everyone reacts differently to stress. Do we tend to space out and get depressed? Become angry and agitated? Freeze with anxiety? The best way to quickly calm our self depends on our specific stress response.
- **Discover the stress busting techniques that work for you** The best way to reduce stress quickly is through the senses: through sight, sound, smell, taste, and touch.

Emotional intelligence (EQ) skill 2: Connect to your emotions:

The second key skill of emotional intelligence is having a moment-to-moment awareness of your emotions and how they influence your thoughts and actions. Emotional awareness is the key to understanding yourself and others.

Many people are disconnected from their emotions especially strong core emotions such as anger, sadness, fear, and joy. But although we can distort, deny, or numb our feelings, we can't eliminate them. They're still there, whether we're aware of them or not. Unfortunately, without emotional awareness, we are unable to fully understand our own motivations and needs, or to communicate effectively with others.

What kind of a relationship do you have with your emotions?

- **Do you experience feelings that flow**, encountering one emotion after another as your experiences changes from moment to moment?
- **Are your emotions accompanied by physical sensations that you experience** in places like your stomach or chest?
- **Do you experience discrete feelings and emotions**, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?
- **Can you experience intense feelings** that are strong enough to capture both your attention and that of others?
- **Do you pay attention to your emotions?** Do they factor into your decision making?

If any of these experiences are unfamiliar, your emotions may be turned down or turned off. In order to be emotionally healthy and emotionally intelligent, you must reconnect to your core emotions, accept them, and become comfortable with them.

Emotional intelligence skill (EQ) 3: Nonverbal communication:

Being a good communicator requires more than just verbal skills. Oftentimes, what we say is less important than how we say it or the other nonverbal signals we send out. In order to hold the attention of others and build connection and trust, we need to be aware of and in control of our nonverbal cues. We also need to be able to accurately read and respond to the nonverbal cues that other people send us.

Nonverbal communication is the third skill of emotional intelligence. This wordless form of communication is emotionally driven. It asks the questions: "Are you listening?" and "Do you

understand and care?" Answers to these questions are expressed in the way we listen, look, move, and react. Our nonverbal messages will produce a sense of interest, trust, excitement, and desire for connection or they will generate fear, confusion, distrust, and disinterest.

Emotional intelligence (EQ) skill 4: Use humor and play to deal with challenges:

Humor, laughter, and play are natural antidotes to life's difficulties. They lighten our burdens and help us keep things in perspective. A good hearty laugh reduces stress, elevates mood, and brings our nervous system back into balance. The ability to deal with challenges using humor and play is the fourth skill of emotional intelligence.

Playful communication broadens our emotional intelligence and helps us:

- **Take hardships in stride.** By allowing us to view our frustrations and disappointments from new perspectives, laughter and play enable us to survive annoyances, hard times, and setbacks.
- **Smooth over differences.** Using gentle humor often helps us say things that might be otherwise difficult to express without creating a flap.
- **Simultaneously relax and energize ourselves.** Playful communication relieves fatigue and relaxes our bodies, which allows us to recharge and accomplish more.
- **Become more creative.** When we loosen up, we free ourselves of rigid ways of thinking and being, allowing us to get creative and see things in new ways.

Emotional intelligence (EQ) skill 5: Resolve conflict positively:

Conflict and disagreements are inevitable in relationships. Two people can't possibly have the same needs, opinions, and expectations at all times. However, that needn't be a bad thing! Resolving conflict in healthy, constructive ways can strengthen trust between people. When conflict isn't perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships.

The ability to manage conflicts in a positive, trust-building way is the fifth key skill of emotional intelligence. Successfully resolving differences is supported by the previous four skills of emotional intelligence. Once you know how to manage stress, stay emotionally present and aware, communicate nonverbally, and use humor and play, you'll be better equipped to handle emotionally-charged situations and catch and defuse many issues before they escalate.

Measuring Emotional Intelligence:

"In regard to measuring emotional intelligence I am a great believer that criterion-report (that is, ability testing) is the only adequate method to employ. Intelligence is an ability, and is directly measured only by having people answer questions and evaluating the correctness of those answers." --John D. Mayer

• Reuven Bar-On's EQ-i:

➤ A self-report test designed to measure competencies including awareness, stress tolerance, problem solving, and happiness. According to Bar-On, "Emotional intelligence is an array of non cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures."

• **Multifactor Emotional Intelligence Scale (MEIS):**

➤ An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.

• **Seligman Attributional Style Questionnaire (SASQ):**

➤ Originally designed as a screening test for the life insurance company Metropolitan Life, the SASQ measures optimism and pessimism.

• **Emotional Competence Inventory (ECI):**

➤ Based on an older instrument known as the Self-Assessment Questionnaire, the ECI involves having people who know the individual offer ratings of that person's abilities on a number of different emotional competencies.

Psychologists mean something very specific when they speak of raising intelligence. Recall that an intelligence is the capacity to engage in valid, abstract reasoning in relation to an area of information. Abstract reasoning requires (depending upon the situation), the capacity to learn and remember the material, to find similarities and differences among different ideas, to discover rules and generalize principles across what is encountered, and similar mental activities.

In the realm of emotions, for example, it involves understanding the general nature of emotions, the meanings of individual emotions, the capacity to uncover similarities and differences among emotions, and to engage in other, related, mental activities. These capacities at reasoning are the very essence of intelligence itself. It seems unlikely – or at least difficult -- to raise them. Raising them might mean, for example, that a person could be trained in one area, and then, miraculously, have enhanced reasoning, abstracting, and better thought processes in a new domain.

Although limited examples of such enhancements exist, it is very difficult to make these changes at present. No well-conducted, published studies have been reported in regard to raising emotional intelligence to date. Up to now, however, with a few exceptions, emotional intelligence has behaved much like other intelligences, and it seems very unlikely that it could be easily raised. Still, as very little research exists on the topic, it remains an open question.

Can Emotional Knowledge be Enhanced?

It may not matter, however, whether emotional intelligence can be raised or not. When most people ask the question, what they may mean is "Is it possible for someone to increase his or her emotional knowledge?" and, perhaps, "Is it possible for someone to improve their social and emotional functioning?" In both cases, the answer is almost certainly yes. First of all, it would be surprising if people could not learn something about emotions and emotional behavior.

People are very good at learning, and emotions are fairly well understood. There is nothing mysterious about how to teach information about emotions. Many educational curricula exist concerning teaching social and emotional effectiveness. In addition, some curricula can be focused on emotional learning in particular.

• Teaching emotional knowledge and teaching social and emotional functioning are somewhat different. (The distinction between them is discussed toward the end of this article). Some resources for teaching about emotions are included in the "Links" portion of this section.

Intelligence vs. Competence:

Intelligence - a high mental and cognitive capacity. It describes a "good thinker" Competence - possession of adequate skill, knowledge, experience, and capacity. Note the word is adequate, not exceptional. Essentially, it describes a "good-enough doer". *

Here are the five competencies which Goleman listed in his 1995 book.

- Awareness.
- Empathy.
- Regulation.
- Motivation and
- Social Skills

As I see it there are some problems with each of these when it comes to equating them with a person's EQ. With regard to awareness and empathy, it is possible a person with high innate EQ could later have life experiences which numb them to empathy as well as to awareness of other people's or their feelings. Each of the others is also highly dependent on, and a function of, one's life experiences. They are not just a reflection or an indication of the capacity for emotional intelligence an individual was born with.

Conclusion:

It is easy to raise emotional intelligence, and that it would cause a vast difference in one's success in life. My perspective, discussed elsewhere is that although emotional intelligence does make important predictions, and is important, there are also many other parts of personality, skills, dispositions, and tendencies that are equally important as predictors of success in life. Moreover, emotional intelligence is unlikely to be any more easily raised than general intelligence. There are, it seems to me, several reasons one would want to learn about emotions and emotional functioning.

References:

Websites:

- <http://trivialbusiness.blogspot.com/> accessed on November 01, 2011.
- <http://eqi.org/eitoc.htm> accessed on November 01, 2011.

Books:

- Thorndike, R. L., & Stein, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin*, 34, 275-284.
- Wechsler, D. (1940). Non-intellective factors in general intelligence. *Psychological Bulletin*, 37, 444-445.
- Gardner, H. (1975) *The Shattered Mind*, New York: Knopf.
- Beasley, K. (1987) "The Emotional Quotient." *Mensa Magazine - United Kingdom Edition*.
- Payne, W.L. (1985). A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire. A Doctoral Dissertation. Cincinnati, OH: The Union For Experimenting Colleges And Universities
- Salovey, P., & Mayer, J. (1990). Emotional intelligence. *Imagination, cognition, and personality*, 9(3), 185-211.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.). *Handbook of Intelligence* (pp. 396-420). Cambridge, England: Cambridge University Press.