

Psychology of Emotion: Theory and Applications
Professor Dilwar Hussain
Department of Humanities and Social Sciences
Indian Institute of Technology, Guwahati
Module 10, Lecture 23: Emotional Intelligence-Introduction

I welcome you all to Module Number 10. This module focuses on emotional intelligence, and today marks the first lecture of Module 10, which is also Lecture Number 23 overall. Our discussion today will revolve around the introduction of the concept of emotional intelligence, providing an overview of its key aspects. In the previous lecture, we delved into the concept of mindfulness.

Specifically, the last module centred on emotion regulation, with a focus on specific strategies for adaptive emotion regulation. Within this context, the last lecture explored mindfulness as one such strategy, known for its adaptive qualities in emotion regulation. We covered various aspects, including the introduction of mindfulness, its roots, components, therapeutic effects, and its impact on human behaviour and mental well-being. Additionally, we discussed how mindfulness can effectively address thought processes and emotions in a productive and adaptive manner, along with specific research findings pertaining to emotion regulation and mindfulness. Lastly, we concluded by exploring practical aspects of mindfulness practice.

So these are some of the things that we discussed in the last lecture. Today, we embark on a new module focused on exploring the concept of emotional intelligence. Indeed, the upcoming modules will delve into various aspects of emotional intelligence, covering both theoretical and applied dimensions.

Today's lecture serves as an introduction, wherein we will examine the concept of emotional intelligence and compare it with cognitive intelligence. Additionally, we will provide a brief historical overview of emotional intelligence and discuss its significance and relevance. Towards the end, we will explore different models of emotional intelligence. Let us commence with today's lecture.

The concept of emotional intelligence is often associated with the idea that individuals can possess intelligence regarding their emotions. This notion may seem paradoxical at first, as people typically believe that when overwhelmed by emotions, rational or intelligent behaviour diminishes. However, research indicates that individuals can demonstrate intelligence in various aspects of emotions, including expression, understanding, and regulation.

Today, we aim to delve deeper into these concepts and explore how emotions, as a powerful force, influence motivation and drive. Emotions can sometimes lead us astray, yet they can also serve as guiding forces, directing us towards the appropriate path.

Despite our efforts to maintain logic and rationality at all times, emotions still play a very important role in our perception, thinking, reasoning, and decision-making. In previous modules, we thoroughly discussed how emotions impact thought processes and decision-making, understanding that emotions affect every aspect of cognition. Therefore, we cannot separate emotions from cognition; they inevitably influence our cognitive processes.

Many people perceive emotions as interference or as the antithesis of rational decision-making, often valuing intellect as superior. However, emotional intelligence recognizes that both intellect and emotions are equally important and intertwined. They mutually impact each other, leading to the understanding that both aspects can work together, forming the basis of emotional intelligence.

Emotional intelligence encompasses a set of skills that determine how we perceive, understand, use, and manage our own and others' emotions. It involves understanding, perceiving, and regulating emotions within ourselves, as well as in our interactions with others.

So you have an understanding not only of your own emotions but also of others. We will be discussing different models to make everything much clearer. Emotional intelligence is a crucial factor in personal and professional relationships and success, as how you deal with emotions significantly impacts the quality of your life. Emotions determine whether your life is experientially filled with happiness or sorrows; they flavour our lives and determine their quality. If you can be intelligent with your emotions, it will obviously impact your life's quality in significant ways.

The concept of emotional intelligence was first proposed in 1990 by Salovey and Mayer when they introduced this concept. This term was first coined by Salovey and Meyer in 1990, where they combined cognitive and affective components, integrating intellectual and emotional aspects of the mind. They proposed the idea of emotional intelligence, defining it specifically as the ability to monitor one's own and others' feelings and emotions, discriminate among them, and use this information to guide one's thinking and actions. According to Meyer and Salovey, one's ability in this regard reflects their emotional intelligence.

Bar-on, another researcher, provided a broader definition of emotional intelligence than Meyer and Salovey's. According to Bar-on, the concept includes adaptive capacities, abilities to control impulses, cope with stress, as well as intrapersonal and interpersonal intelligence. Bar-on's definition encompasses more aspects than what Mayer and Salovey discussed. More precisely, emotional intelligence includes an array of non-cognitive competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures.

So, broadly defined, emotional intelligence addresses the emotional, personal, social, and survival dimensions of intelligence. Bar-on also included the concept of coping with different environmental demands and pressures in the concept of emotional intelligence. Baron extensively worked on developing a comprehensive inventory for assessing emotional intelligence in the 1980s, which we will discuss later.

While Salovey and Mayer originally introduced the concept of emotional intelligence in 1990, it was not until 1995 that Daniel Goleman released a book on this topic, which became a bestseller. The book, titled "Emotional Intelligence: Why It Can Matter More Than IQ," popularized the concept of emotional intelligence. With the publication of this book, the concept gained much attention in the public domain and received increased research focus. This book significantly contributed to the popularity of emotional intelligence.

In his book, Goleman introduced the idea of emotional intelligence, which includes various skills such as self-awareness, empathy, self-regulation, and social skills, among others. We will discuss his model in detail, which encompasses various skills and abilities related to emotional intelligence. Goleman defined emotional intelligence as the capacity to recognize our own

feelings and those of others, motivating ourselves, and managing emotions well in ourselves and in our relationships. These concepts form the foundation of emotional intelligence as defined by Goldman.

So it is very clear that if you examine the definitions of emotional intelligence provided by different researchers or theorists, the core idea is almost similar, but they use different parameters or skills and abilities in their definitions. Thus, based on the approach one takes, the definition also slightly varies, but the core idea remains the same, focusing on non-cognitive abilities related to one's own and others' emotions. Therefore, there are different models based on the perspective from which emotional intelligence is defined.

With this brief introduction, let us also explore some signs of people with high emotional intelligence. It is evident that some individuals display exceptional abilities in recognizing and regulating emotions, reflecting emotional intelligence. They possess a variety of emotional intelligence skills, such as the capacity to acknowledge and comprehend their emotions while expressing them appropriately according to the context. Additionally, they can manage a variety of challenging emotions, such as guilt, jealousy, and disappointment, without becoming overwhelmed.

Moreover, they exhibit self-assurance and are willing to display empathy and compassion towards others, enabling them to understand others' perspectives better. These individuals also demonstrate a high level of self-awareness and perceptiveness towards their surroundings. They can delegate tasks appropriately and influence others without resorting to manipulation or emotional blackmail, thereby influencing others in a healthy manner.

Furthermore, they handle anger in a reasonable manner and are not afraid to stand up for their beliefs or express their emotions when hurt. Additionally, they possess the ability to sense and address the emotional needs of others, showing sensitivity towards others' emotional well-being. These characteristics may indicate higher emotional intelligence, and it is evident that some individuals excel in these aspects while others may struggle, indicating individual differences.

Now, let us explore how the concept of emotional intelligence differs from cognitive intelligence, commonly known as IQ, which primarily focuses on intellectual capabilities. Here are some distinctions between the two.

So, cognitive intelligence refers to the ability to think, reason, solve problems, and process information. Typically, cognitive intelligence is associated with processing ability, including skills such as logical and critical analysis, often emphasized in academic settings. The curriculum in schools and colleges is primarily designed to enhance cognitive intelligence, focusing on intellectual aspects such as logical reasoning, memory, creativity, and critical thinking.

On the other hand, emotional intelligence involves recognizing, managing, and understanding one's own and others' emotions. It pertains to handling emotional aspects of life, including self-awareness, empathy, interpersonal skills, and the ability to regulate emotions. Emotional intelligence is crucial in situations involving emotional awareness, empathy, and conflict resolution.

In various scenarios, both cognitive and emotional intelligence can manifest differently. Cognitive intelligence is more relevant in contexts requiring problem-solving and analytical thinking, such as solving complex mathematical problems. Conversely, emotional intelligence comes into play during conflict situations, where individuals must manage emotions and interpersonal dynamics effectively.

Cognitive intelligence is commonly assessed through IQ tests, which are indicative of academic and professional success. In contrast, emotional intelligence is measured through EQ tests, which evaluate self-awareness, social skills, and emotional management. While cognitive intelligence influences academic and professional achievements, emotional intelligence plays a significant role in personal relationships, leadership skills, teamwork, and overall emotional well-being.

Notably, emotional intelligence is increasingly recognized as vital in leadership roles due to its importance in managing people and resolving conflicts. Moreover, in personal and professional relationships, teamwork, and overall happiness, emotional intelligence significantly impacts success and well-being. Research suggests that emotional intelligence is becoming increasingly important in professional settings, as maintaining standards and fostering relationships are integral to success, where cognitive intelligence may take a secondary role.

But still, emotional intelligence can determine the longevity of services and so on. So, we will see some of the findings there. Let's review a brief history, although some aspects have already been discussed. The evolution of emotional intelligence is closely tied to the survival of early societies and reflected in the human brain itself. Emotional intelligence was crucial even in prehistoric times when people were trying to survive in different contexts. Charles Darwin's writings also recognized the role of emotional expression in survival and adaptation, indirectly referring to the concept of emotional intelligence.

However, the concept of emotional intelligence as we know it today developed in the 20th century. Edward Thorndike, an American psychologist, was one of the first to discuss aspects of intelligence beyond cognitive intelligence. He coined the term "social intelligence," suggesting that intelligence extends beyond processing ability to include social situations. Social intelligence, according to Thorndike, referred to the ability to understand and manage people and act wisely in human relationships. Thorndike's work marked one of the early instances in the 20th century where dimensions of intelligence beyond cognitive abilities were explored.

David Wechsler, a prominent researcher in the study of intelligence, also emphasized the importance of emotional factors in intelligence. He suggested that emotional and social intelligence should be included in a comprehensive measurement of general intelligence. However, these factors were not typically included in IQ tests, although there has been increasing focus on them.

Another significant development in the theory of emotional intelligence was Howard Gardner's proposal of multiple intelligences in 1983. Gardner argued that human intelligence is multidimensional, encompassing various abilities beyond logical analysis and processing information. He identified eight intelligences, two of which directly relate to emotional intelligence: interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence involves understanding others' thoughts, motivations, and desires and effectively

working with them. Intrapersonal intelligence pertains to understanding oneself, including desires, fears, and abilities, and regulating one's own life accordingly.

Gardner's work highlighted the diverse nature of human intelligence and the importance of understanding emotional aspects. Additionally, the term "emotional quotient" (EQ), akin to "intelligence quotient" (IQ), was coined by Reuven Baron in the 1980s. Baron developed the Baron Emotional Quotient Inventory, a test used to measure EQ based on his theory of emotional intelligence. This inventory assesses emotional intelligence using questionnaires, providing a perspective on emotional intelligence measurement.

The term "emotional intelligence," as previously mentioned, was formally introduced by Salovey and Mayer in 1980. They also developed another test called the Meyer Salovey Caruso Emotional Intelligence Test. This test, named after the three individuals, measures various emotional abilities and is an ability-based test rather than a self-reporting one. Daniel Goleman further popularized the concept of emotional intelligence through his bestselling book. Subsequently, extensive research has contributed to our understanding of emotional intelligence and its significance in today's world.

Now, why is emotional intelligence so important? What are the reasons for studying and applying this concept in our lives? Let's explore some findings on its importance. Research indicates that emotional intelligence is crucial in both personal and professional realms. Numerous studies have shown that emotional intelligence predicts better job performance. A study by the consulting firm Talent Smart revealed that individuals with higher emotional intelligence tend to achieve greater success in their careers. This trend suggests that career advancement is not solely determined by intellectual performance but also by factors such as teamwork and leadership abilities, which are closely linked to emotional intelligence.

Moreover, emotional intelligence has been found to be a better predictor of job performance than IQ or technical skills in some studies. In certain job situations, emotional intelligence may be more critical than IQ. Additionally, research indicates that leaders with high emotional intelligence are more effective at motivating and inspiring their teams, building trust, and fostering positive work environments. One study even identified emotional intelligence as a key factor in the success of top-performing CEOs. Leaders rely on their emotional intelligence to manage conflicts, build relationships, and motivate others effectively. Therefore, emotional intelligence plays a crucial role in leadership, as supported by numerous research findings.

Enhanced social relationships are also connected to emotional intelligence. Individuals with higher emotional intelligence tend to have stronger and more meaningful relationships in both personal and professional life. This correlation is understandable because relationships involve a significant emotional component. For example, a study conducted at the University of Maryland found a positive correlation between emotional intelligence and relationship satisfaction and intimacy. People with higher emotional intelligence experience less conflict and more harmonious relationships.

Emotional intelligence (EQ) has also been found to be associated with better mental health. A study by the University of California revealed that individuals with high emotional intelligence were better able to manage stress and cope with negative emotions, resulting in lower levels of anxiety and depression. Various indicators of mental health seem to be connected to emotional

intelligence. When individuals can regulate and understand their emotions effectively, they are less likely to experience emotional disorders, leading to better mental health outcomes.

Connected to mental health is the aspect of well-being, which is another facet of mental health. Research has shown that emotional intelligence is linked to greater well-being and life satisfaction. For instance, a study at the University of JIWRICH found that individuals with higher emotional intelligence reported higher levels of happiness, self-esteem, and overall life satisfaction.

These findings highlight the importance of emotional intelligence in various aspects of human life. Emotional intelligence plays a crucial role in enhancing the quality of life and adapting to different life situations. Studies have found that higher levels of emotional intelligence are associated with greater life satisfaction, better health outcomes, increased social support, improved quality of social and marital relationships, and enhanced academic and work performance.

According to a review published in the Annual Review of Psychology in 2008 by Mayer's, Roberts, and Bercet, emotional intelligence is connected to different aspects of human life. In the context of children and teenagers, emotional intelligence is positively associated with favourable social interactions and relationships, while being negatively associated with going against social norms and engaging in antisocial behaviours.

So it was found that individuals, including children and teenagers, with higher emotional intelligence had better relationships and social interactions and engaged less in behaviours against social norms or antisocial behaviour, which could include things like crime and so on. These findings were reported by the children themselves, their families, and teachers, both in and out of schools, with data collected from multiple sources associated with those samples.

Another finding was that emotional intelligence led to better social relationships for adults as well. Individuals with higher emotional intelligence had better perceptions of their own social abilities and experienced more success in their interpersonal relationships. Additionally, they exhibited less interpersonal aggression and encountered fewer problems in their relationships, resulting in overall more harmonious relationships for adults as well as for children and teenagers.

The third finding summarized from the review is that emotional intelligence is linked with academic success as reported by teachers, but not necessarily with higher grades when IQ is taken into account. However, it was related to academic performance and success, not necessarily translating directly into higher grades, especially when IQ is considered. Some aspects of academic performance are also connected to emotional intelligence.

Fourthly, individuals with higher emotional intelligence have better social dynamics and negotiating skills in the workplace. More negotiating skills and better social dynamics have been reported or associated with higher emotional intelligence.

Fifthly, individuals with higher emotional intelligence also have better well-being, including higher life satisfaction, self-esteem, and lower levels of insecurity, depression, and poor health choices. This summary of the review shows that emotional intelligence has many positive impacts in different spheres of human life.

Overall, the research suggests that emotional intelligence matters because it can lead to greater success, better relationships, improved mental health, and increased well-being. By developing emotional intelligence skills, we can enhance our personal and professional lives in a meaningful way. It is a very important concept strongly connected to the quality of our life, and that's why it matters.

Now, let's briefly discuss some of the models of emotional intelligence. As we have already seen, people have defined emotional intelligence in slightly different ways, and based on their definitions, they propose different models. These models are derived from how they define it, and the development of various emotional intelligence models has been influenced by varying definitions proposed by major theorists. Different theories define it in different ways, although the core idea remains the same, resulting in different models of emotional intelligence.

There are three major types of models: the ability model, the mixed model, and the trait model. These categories conceptualize emotional intelligence in different ways: as an ability, as a trait, and as a mixed concept of ability and trait. Let's now discuss these three models separately, starting with the ability model of emotional intelligence proposed by Mayer and Salovey in 1990.

If we revisit what we discussed, Mayer and Salovey were the individuals who first used the term "emotional intelligence," defining it as more of an ability in people. It's an ability that can be developed; individuals have either high or low ability, which can be enhanced through learning. Thus, Mayer and Salovey proposed the ability model of emotional intelligence based on their definition. According to this model, there are four categories of mental abilities or four abilities related to emotional intelligence, ranging from simple to complex abilities. These four abilities include perceiving, appraising, and expressing emotions; using emotion to facilitate thinking; understanding and analysing emotions; and regulating emotions through reflection. These abilities vary from basic to advanced.

Let's briefly discuss each of these abilities. In terms of perceiving, appraising, and expressing emotions, perception, appraisal, and expression constitute the emotional dimension. This involves recognizing and distinguishing emotions in oneself and others, which requires understanding diverse emotions, including subtle ones. Appraising and expressing emotions start with identifying one's own emotions through bodily sensations, internal feelings, and thoughts. Once individuals can identify their emotions, they can extend this understanding to recognize the emotions of others, leading to appropriate expression based on environmental cues. Individuals with developed emotional intelligence can differentiate between genuine and false expressions of emotion and recognize the accuracy of others' emotions.

Using emotion to facilitate thinking is crucial because cognition and emotions are intertwined. Emotions can influence thought processes, either enhancing or hindering them. Emotion can serve as a powerful tool in facilitating thought processes and creativity, although it can also impede them. In conclusion, emotional intelligence involves understanding and utilizing emotions effectively, and it plays a significant role in various aspects of life. Developing emotional intelligence skills can lead to greater success, better relationships, improved mental health, and increased well-being. Therefore, understanding and applying emotional intelligence concepts are essential for enhancing the quality of our lives.

If we revisit what we discussed, Mayer and Salovey were the individuals who first used the term "emotional intelligence" and defined it more as an ability in people. It's a skill that can be developed; individuals may possess either high or low ability, which can be improved through learning. Thus, Mayer and Salovey proposed the ability model of emotional intelligence based on their definition. According to this model, there are four categories of mental abilities or abilities related to emotional intelligence, ranging from simple to complex abilities.

Let's delve into each of these abilities briefly. Using emotions to facilitate thought processes is an ability according to this model. It involves how emotions can aid in thinking processes such as reasoning, problem-solving, and communication. At a basic level, individuals prioritize their thinking by using emotions to focus on important information in their environment, as emotions signal the significance of environmental information. As individuals develop emotional intelligence, they can generalize vivid emotions to aid in judgment and memory processes, as emotions can trigger memories congruent with the emotions experienced.

Furthermore, individuals deeply feel, manipulate, and examine generated emotions to plan or make decisions. Eventually, they can think from multiple perspectives by using emotional mood swings. Emotional intelligent individuals tend to be more flexible in constructing plans as they utilize their ability to shift thinking styles and mood swings. At the highest level of emotional facilitation of thinking is the ability to recognize reasoning induced by emotions. For instance, happiness may facilitate creative thinking or inductive reasoning, while sadness may facilitate deductive reasoning. Therefore, individuals' moods can influence different thought processes and styles of processing.

Moving on, understanding and analysing emotions is another ability mentioned in the model. This involves the ability to label emotions, recognize similarities and differences between them, and understand their impact. For example, joy is an emotion of great happiness, while sadness is an emotion that leads to withdrawal from the surroundings. Each emotion has certain motivational or behavioural tendencies that influence behaviour. Additionally, individuals can interpret emotions to understand their origins, such as associating sadness with loss or happiness with gain. Those who have mastered this level can understand complex and blended emotions, recognizing transitions between emotions and understanding how different emotions can blend or transition in various contexts.

Lastly, regulating emotions through reflection is crucial in emotional intelligence. Effective regulation can help individuals in planning processes and enhance their ability to manage emotions effectively by increasing positive emotions and moderating negative ones. Ultimately, regulating emotions involves decreasing negative emotions and expressing more positive ones. This ability is crucial as it reflects emotionally intelligent behaviours.

Overall, the ability model of emotional intelligence proposed by Mayer and Salovey emphasizes learned skills that can be enhanced through understanding and practice. They developed the Mayer-Salovey-Caruso Emotional Intelligence Test to measure these abilities, which is considered one of the most prominent and popular models of emotional intelligence because it focuses on abilities that can be learned and improved.

When considering other models like the trait model, it presents emotional intelligence more as a personality trait inherent in individuals, with some having higher levels while others have lower levels. The trait model suggests that emotional intelligence is not viewed as a set of

learnable abilities, but rather as a characteristic that individuals possess to varying degrees. Patrice is one of the researchers who developed this trait model, distinct from the ability model, proposing it as an alternative perspective. According to this perspective, emotional intelligence cannot be treated as a genuine intelligence akin to cognitive intelligence, as emotions are subjective and transient, making them difficult to measure objectively. Therefore, the trait model posits that emotional intelligence should be considered within the framework of personality traits, with individuals differing in their levels of emotional intelligence as part of their overall personality.

This model asserts that trait emotional intelligence is situated within the hierarchy of personality traits, constituting a constellation of emotional self-perception at the lower level of personality hierarchies. The term "trait emotional self-efficacy," coined by Patrice, refers to an individual's perception of their ability to handle emotions. According to this view, there is no definitive profile of an emotionally intelligent person with specific characteristics, as certain traits may be advantageous in some situations and detrimental in others. For example, introversion may be beneficial in research-oriented jobs but disadvantageous in customer service roles.

The trait model of emotional intelligence emphasizes specific personality traits that facilitate the perception and regulation of emotions. Patrice's model delineates four dimensions, each with further facets, resulting in a total of fifteen facets. The four dimensions are:

1. Well-being: -This dimension encompasses emotional resilience, self-esteem, and life satisfaction. Individuals high in well-being can effectively cope with stress and negative emotions, experiencing a sense of self-worth and fulfillment.
2. Self-control: - This dimension involves emotional regulation, low impulsivity, and adaptability. Individuals high in self-control can regulate their emotions and impulses and adapt to changing situations.
3. Emotionality: - This dimension includes traits such as empathy, emotional perception, and expression. Individuals high in emotionality can recognize, understand, and express emotions appropriately.
4. Sociability: -This dimension pertains to social competence, assertiveness, and communication skills. Individuals high in sociability can navigate social situations effectively, assertively communicate their needs and opinions, and establish positive relationships with others.

Each of these dimensions further comprises sub-dimensions or facets, contributing to the overall understanding of trait emotional intelligence. Apart from that, they also include adaptability and self-motivation. So, in total, there are 15 facets composed of these four dimensions. These facets and their definitions are available in the handouts, allowing for a more detailed understanding. All 15 facets stem from these four dimensions.

The 15 facets of trait emotional intelligence describe specific aspects that contribute to the four dimensions. For instance, emotional awareness and emotional self-control are facets that contribute to the self-control dimension. There are many other sub-facets like these, resulting in 15 facets derived from the model. Overall, the trait emotional intelligence model proposed

by Patrite suggests that emotional intelligence is a complex construct involving multiple facets and dimensions, all of which can be measured through structured self-report measures.

Patrite also developed separate scales and questionnaires to measure these dimensions proposed in the model. The scale developed is called the TEIQ, short for the trait emotional intelligence questionnaire, which can be used to measure scores across all dimensions of emotional intelligence.

This is about trait emotional intelligence. While the core ideas remain the same, the specific details and conceptual approaches differ. The last model is called the mixed model of emotional intelligence, which includes two theories: The Baron model and Goldman's model. These two theories fall under the mixed model because they conceptualize emotional intelligence as a blend of traits and abilities.

Bar-on's model, one of the earliest and most widely cited models, proposes emotional intelligence as consisting of 15 sub-traits grouped into five main domains. These domains are:

1. Intrapersonal domain, focusing on self-awareness, assertiveness, self-regard, and understanding one's own emotions, needs, and strengths.
2. Interpersonal domain, concentrating on empathy, social responsibility, and establishing and maintaining positive relationships with others.
3. Adaptability domain, involving flexibility, problem-solving, and the ability to adapt to changing situations and demands.
4. Stress management domain, encompassing stress tolerance, impulse control, and effective coping with different stressful circumstances.
5. General mood domain, including happiness and optimism, and maintaining a positive outlook on life even in challenging circumstances.

The intra- and interpersonal domains in this model fall under the trait-based aspect of emotional intelligence, as they focus on personal characteristics. Conversely, adaptability, stress management, and general mood fall under the ability-based aspect, as they pertain to skills and abilities. This model emphasizes the ability to adapt to changing circumstances and situational demands, hence its classification as a mixed model of emotional intelligence. Overall, the Baron model considers both personality traits and abilities as crucial components of emotional intelligence.

This model also has its own assessment scale, as every model does. Thus, the concept of emotional quotient (EQ) was developed under this model. They also have a scale to measure EQ, which provides an overall measure of emotional intelligence. The Baron model emphasizes the importance of emotional and social skills in personal and professional life, suggesting that they can be developed and improved due to its mixed nature. This model is also widely used.

The last model is Goleman's model, which popularized the concept of emotional intelligence through the book "Emotional Intelligence: Why It Can Matter More Than IQ." Goleman's model discusses five domains of emotional intelligence, which are self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness pertains to recognizing and understanding one's own emotions, while self-regulation involves managing and controlling

emotions, delaying gratification, managing stress, and controlling impulses. Motivation enables the channelling of emotions toward achieving goals, including persisting in the pursuit of goals and bouncing back from setbacks. Empathy involves recognizing and understanding the emotions of others and responding to them appropriately, fostering positive relationships. Lastly, social skills encompass effective communication, conflict resolution, and building and maintaining social relationships.

Originally, Goleman's model included five domains, but later it was streamlined into four, combining empathy into relationship management. Self-awareness and self-regulation are considered more trait-like components, reflecting an individual's dispositions and habitual ways of thinking and behaving. Conversely, motivation, empathy, and social skills are viewed as more ability-like characteristics, as they involve specific skills and competencies that can be developed.

Goleman's model used a two-by-two model, with emotional intelligence focusing on understanding oneself and others. This led to the identification of four dimensions: self-awareness, social awareness, self-management, and relationship management. Self-awareness leads to self-management, and social awareness leads to relationship management. These dimensions represent key aspects of emotional intelligence and are interconnected, as each leads to the development of the other.

In summary, while different models may have distinct approaches and details, the core idea of emotional intelligence remains consistent: understanding oneself and others in terms of emotional understanding and expression, as well as the regulation of emotions. These models serve as frameworks for understanding and developing emotional intelligence, which will be explored further in subsequent modules and lectures.