**UNIT -V**

**EMOTIONAL INTELLIGENCE**

Emotional intelligence (EI), emotional leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve

**One’s goal(s).**

Empathy is the capacity to understand or feel what another person is experiencing from within their frame of reference, that is, the capacity to place oneself in another's position. Definitions of empathy encompass a broad range of emotional states. Types of empathy include cognitive empathy, emotional empathy, and somatic empathy.

Empathy is typically associated with EI, because it relates to an individual connecting their personal experiences with those of others. However, several models exist that aim to measure levels of (empathy) EI. There are currently several models of EI. Goleman's original model may now be considered a mixed model that combines what has since been modeled separately as ability EI and trait EI. Goleman defined EI as the array of skills and characteristics that drive leadership performance. The trait model was developed by Konstantinos V. Petrides in 2001. It "encompasses behavioral dispositions and self perceived abilities and is measured through self report". The ability model, developed by Peter Salovey and John Mayer in 2004, focuses on the individual's ability to process emotional information and use it to navigate the social environment.

Studies have shown that people with high EI have greater mental health, job performance, and leadership skills although no causal relationships have been shown and such findings are likely to be attributable to general intelligence and specific personality traits rather than emotional intelligence as a construct. For example, Goleman indicated that EI accounted for 67% of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. Other research finds that the effect of EI on leadership and managerial performance is non-significant when ability and personality are controlled for, and that general intelligence correlates very closely with leadership. Markers of EI and methods of developing it have become more widely coveted in the past decade.[by whom?][when?] In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence.

**Ability model**

The ability-based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors. The model claims that EI includes four types of abilities:

Perceiving emotions – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

Using emotions – The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving.

Understanding emotions – The ability to comprehend emotion language and to appreciate complicated relationships among emotions.

Managing emotions – The ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

The ability EI model has been criticized in the research for lacking face and predictive validity in the workplace. However, in terms of construct validity, ability EI tests have great advantage over self-report scales of EI because they compare individual maximal performance to standard performance scales and do not rely on individuals' endorsement of descriptive statements about themselves.

**Mixed model**

This Model outlines five main EI constructs:

Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.

Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

Social skill – managing relationships to move people in the desired direction

Empathy – considering other people's feelings especially when making decisions

**Motivation – being driven to achieve for the sake of achievement**

Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Every individual is born with a general emotional intelligence that determines one’s potential for learning emotional competencies.

**Trait model**

Trait EI is "a constellation of emotional self-perceptions located at the lower levels of personality." In lay terms, trait EI refers to an individual's self-perceptions of their emotional abilities.. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

**General effects**

The higher emotional intelligence is positively correlated with:

Better social relations for children – Among children and teens, emotional intelligence positively correlates with good social interactions, relationships and negatively correlates with deviance from social norms, anti-social behavior measured both in and out of school as reported by children themselves, their own family members as well as their teachers.

Better social relations for adults – High emotional intelligence among adults is correlated with better self-perception of social ability and more successful interpersonal relationships while less interpersonal aggression and problems.

Highly emotionally intelligent individuals are perceived more positively by others – Other individuals perceive those with high EI to be more pleasant, socially skilled and empathic to be around.

Better family and intimate relationships – High EI is correlated with better relationships with the family and intimate partners on many aspects.

Better academic achievement – Emotional intelligence is correlated with greater achievement in academics as reported by teachers but generally not higher grades once the factor of IQ is taken into account.

Better social relations during work performance and in negotiations – Higher emotional intelligence is correlated with better social dynamics at work as well as better negotiating ability.

Better psychological well-being - Emotional intelligence is positively correlated with higher life satisfaction, self-esteem and lower levels of insecurity or depression. It is also negatively correlated with poor health choices and behavior.

Allows for self-compassion - Emotionally intelligent individuals are more likely to have a better understanding of themselves and to make conscious decisions based on emotion and rationale combined. Overall, it leads a person to self-actualization.

**Conflict Management**

**Definition of Conflict Management**

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team.

**Conflict Management Styles**

Conflicts happen. Here are five conflict styles that are generally encountered are

Competing: This is the win-lose approach. A manager is acting in a very assertive way to achieve his or her own goals without seeking to cooperate with other employees, and it may be at the expense of those other employees. This approach may be appropriate for emergencies when time is of the essence.

Compromising: This is the lose-lose scenario where neither person nor manager really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution or where both sides have equally important goals.

**STRESS MANAGEMT**

**What is stress-**

Each person responds to stress in a different way, but too much stress can lead to health problems. Stress is the body's natural defense against predators and danger. It flushes the body with hormones to prepare systems to evade or confront danger. This is known as the "fight-or-flight" mechanism. When we are faced with a challenge, part of our response is physical. The body activates resources to protect us by preparing us either to stay and fight or to get away as fast as possible. The body produces larger quantities of the chemicals cortisol, adrenaline, and noradrenaline. These trigger an increased heart rate, heightened muscle preparedness, sweating, and alertness. All these factors improve the ability to respond to a hazardous or challenging situation.

Factors of the environment that trigger this reaction are called stressors. Examples include noises, aggressive behavior, a speeding car, scary moments in movies, or even going out on a first date. The more stressors we experience, the more stressed we tend to feel.

**Changes to the body**

Stress slows normal bodily functions, such as the digestive and immune systems. All resources can then be concentrated on rapid breathing, blood flow, alertness, and muscle use.

The body changes in the following ways during stress:

* blood pressure and pulse rate rise
* breathing is faster
* the digestive system slows down
* immune activity decreases
* the muscles become tense
* a heightened state of alertness prevents sleep

will be more likely to have a stronger reaction, and one that can trigger health problems. Stressors affect individuals in different ways.

Some experiences that are generally considered positive can lead to stress, such as having a baby, going on a trip, moving to a nicer house, and being promoted.

This is because they often involve a major change, extra effort, new responsibilities, and a need for adaptation. They are also steps into the unknown. The person wonders if they will cope.

A persistently negative response to challenges can have a detrimental effect on health and happiness. However, being aware of how you react to stressors can help reduce the negative feelings and effects of stress, and to manage it more effectively.

**Types of Stress**

The APA recognizes three different types of stress that require different levels of management.

**Acute stress**

This type of stress is short-term and is the most common way that stress occurs. Acute stress is often caused by thinking about the pressures of events that have recently occurred, or upcoming demands in the near future.

For example, if you have recently been involved in an argument that has caused upset or have an upcoming deadline, you may feel stress about these triggers. However, the stress will be reduced or removed once these are resolved.

It does not cause the same amount of damage as long-term, chronic stress. Short-term effects include tension headaches and an upset stomach, as well as a moderate amount of distress.

However, repeated instances of acute stress over a long period can become chronic and harmful.

**Episodic acute stress**

People who frequently experience acute stress, or whose lives present frequent triggers of stress, have episodic acute stress.

A person with too many commitments and poor organization can find themselves displaying episodic stress symptoms. These include a tendency to be irritable and tense, and this irritability can affect relationships. Individuals that worry too much on a constant basis can also find themselves facing this type of stress.

This type of stress can also lead to high blood pressure and heart disease.

**Chronic stress**

This is the most harmful type of stress and grinds away over a long period.

Ongoing poverty, a dysfunctional family, or an unhappy marriage can cause chronic stress. It occurs when a person never sees an escape from the cause of stress and stops seeking solutions. Sometimes, it can be caused by a traumatic experience early in life.

People with chronic stress are likely to have a final breakdown that can lead to suicide, violent actions, heart attacks, and strokes.

**Causes**

We all react differently to stressful situations. What is stressful to one person may not be stressful to another. Almost anything can cause stress. For some people, just thinking about something or several small things can cause stress.

**Common major life events that can trigger stress include:**

* job issues or retirement
* lack of time or money
* bereavement
* family problems
* illness
* moving home
* relationships, marriage, and divorce
* Other commonly reported causes of stress are:

**Different situations can trigger stress for different people**

* abortion or miscarriage
* driving in heavy traffic or fear of an accident
* fear of crime or problems with neighbors
* pregnancy and becoming a parent
* excessive noise, overcrowding, and pollution
* uncertainty or waiting for an important outcome

Some situations will affect some people and not others. Past experience can impact how a person will react.

Sometimes, there is no identifiable cause. Mental health issues, such as depression, or an accumulated sense of frustration and anxiety, can make some people feel stressed more easily than others.

Some people experience ongoing stress after a traumatic event, such as an accident or some kind of abuse. This is known as post-traumatic stress disorder (PTSD). Those who work in stressful jobs, such as the military or the emergency services, will have a debriefing session following a major incident, and they will be monitored for PTSD.

**Symptoms**

**The physical effects of stress include:**

* sweating
* pain in the back or chest
* cramps or muscle spasms
* erectile dysfunction and loss of libido
* fainting
* headache
* heart disease
* high blood pressure
* lower immunity against diseases
* muscular aches
* nervous twitches
* pins and needles
* sleeping difficulties
* stomach upset

A 2012 study suggested that the stressors experienced by parents, such as financial troubles or managing a single-parent household, can lead to obesity in their children.

**Emotional reactions can include:**

* anger
* anxiety
* burnout
* concentration issues
* depression
* fatigue
* a feeling of insecurity
* forgetfulness
* irritability
* nail biting
* restlessness
* sadness

**Behaviors linked to stress include:**

* food cravings and eating too much or too little
* sudden angry outbursts
* drug and alcohol abuse
* higher tobacco consumption
* social withdrawal
* frequent crying
* relationship problems

**Diagnosis**

A doctor will normally diagnose stress by asking the patient about symptoms and life events. Diagnosis is complex. It depends on many factors. Questionnaires, biochemical measures, and physiological techniques have been used, but these may not be objective or effective. The most direct way to diagnose stress and its effects on a person is through a comprehensive, stress-oriented, face-to-face interview.

**Treatment**

Treatment includes self-help and, in instances where the stress is caused by an underlying condition, certain medications. Therapies that may help to induce relaxation include aromatherapy or reflexology. Some insurance providers cover this type of treatment, but be sure to check before pursuing this treatment.

**Medicines**

Doctors will not usually prescribe medications for coping with stress, unless the patient has an underlying illness, such as depression or a type of anxiety. In that case, the doctor is treating a mental illness and not the stress. In such cases, an antidepressant may be prescribed. However, there is a risk that the medication will only mask the stress, rather than help you deal and cope with it. Antidepressants can also have adverse effects. Developing some coping strategies before stress hits can help an individual manage new situations and maintain physical and mental health. If you are already experiencing overwhelming stress, seek medical help.

**Stress management can help to:**

* remove or change the source of stress
* alter the way you view a stressful event
* lower the impact that stress might have on your body
* learn alternative ways of coping
* Stress management therapy pursues one or more of these approaches.

**Exercise:**

1. Narrate an incident where you have solved the conflict between two friends
2. Narrate an incident that you have been stressed and how did you overcome?
3. How do you manage your friend who is under stress? Give a live example.
4. How do you react to a difficult situation will affect how stress affects us and our health. A person who feels they do not have enough resources to cope