

4

EMOTIONAL INTELLIGENCE

- The term emotional intelligence was created by two researchers, Peter Salovey and John Mayer in their article “Emotional Intelligence” in the journal *Imagination, Cognition, and Personality* in 1990.
- It was later popularized by Dan Goleman in his 1996 book *Emotional Intelligence*. Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one’s self, of others, and of groups.
- People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic. Surprisingly, emotional intelligence is a relatively recent behavioural model.
- By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too.
- The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony.
- Last but not least, it links strongly with concepts of love and spirituality. With spiritual techniques this ability to understand emotions – EI – can be substantially developed and nurtured.



“If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.” —Daniel Goleman

- In a nutshell, emotional intelligence refers to the ability to identify and regulate our own emotions, to recognize the emotions of other people and feel empathy toward them, and to use these abilities to communicate effectively and build healthy, productive relationships with others. Healthy, productive relationships not only are key to our psychological well-being, they’re also vital to physical health.

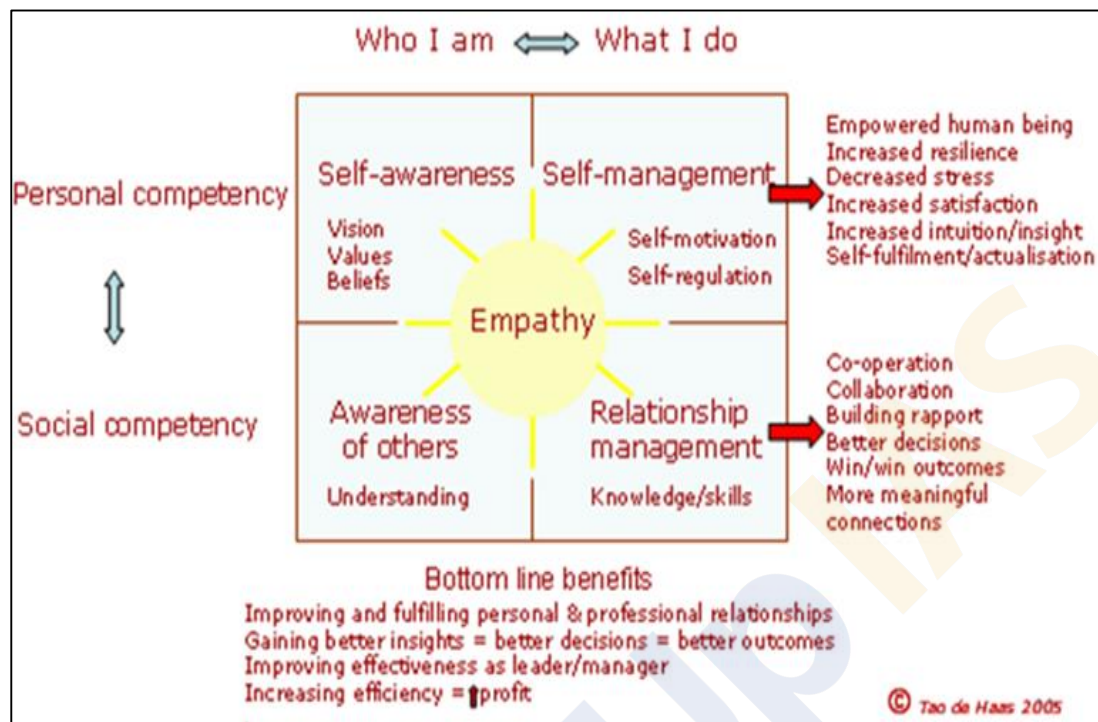
ABILITY MODELS OF EMOTIONAL INTELLIGENCE

- In Western history and in psychology, emotions and reasoning sometimes have been viewed in opposition to one another. Contemporary thinkers, however, hold that, emotions convey information about relationships and suggests that emotions and intelligence can work hand in hand.
- Emotions reflect relationships between a person and a friend, a family, the situation, a society, or more internally, between a person and a reflection or memory.
- The mental ability model of emotional intelligence makes predictions about the internal structure of the intelligence and also its implications for a person's life.
- The theory predicts that emotional intelligence is, in fact, an intelligence, like other intelligences in that it will meet three empirical criteria.
 1. First, mental problems have right or wrong answers, as assessed by the convergence of alternative scoring methods.
 2. Second, the measured skills correlate with other measures of mental ability (because mental abilities tend to inter-correlate) as well as with self-reported empathy).
 3. Third, the absolute ability level rises with age i.e. - experience.
- The model further predicts that emotionally intelligent individuals are more likely to -
 - a) have grown up in bio-socially adaptive households (i.e., have had emotionally sensitive parenting),
 - b) be less defensive,
 - c) be able to reframe emotions effectively (i.e., be realistically optimistic and appreciative),
 - d) choose good emotional role models,
 - e) be able to communicate and discuss feelings,
 - f) Develop expert knowledge in a particular emotional area such as aesthetics, moral or ethical feeling, social problem solving, leadership, or spiritual feeling.

MIXED MODELS OF EMOTIONAL INTELLIGENCE

- Goleman created a model that also was mixed and was characterized by the five broad areas, including –
 - i. knowing one's emotions,
 - ii. managing emotions,
 - iii. motivating oneself,
 - iv. recognizing emotions in others
 - v. handling relationships.

- His list of specific attributes under motivation, for example, include, marshalling emotions, delaying gratification and stifling impulsiveness, and entering flow states.



- Goleman recognized that he was moving from emotional intelligence to something far broader. He states that "ego resilience" is quite similar to [this model of] emotional intelligence" in that it includes social (and emotional) competencies.
- He goes so far as to note that, "There is an old-fashioned word for the body of skills that emotional intelligence represents: character."
- Goleman makes extraordinary claims for the predictive validity of his mixed model. He states that emotional intelligence will account for success at home, at school, and at work.
- Among youth, he says, emotional intelligence will lead to less rudeness or aggressiveness, more popularity, improved learning (Goleman, 1995a, p. 192), and better decisions about "drugs, smoking, and sex."
- At work, emotional intelligence will assist people "in teamwork, in cooperation, in helping learn together how to work more effectively".
- More generally, emotional intelligence will confer "an advantage in any domain in life, whether in romance and intimate relationships or picking up the unspoken rules that govern success in organizational politics".

COMPONENETS OF EMOTIONAL INTELLIGENCE

- Individuals have different personalities, wants, needs, and ways of showing their emotions. Navigating through this requires tact and shrewdness—especially if one hopes to succeed in life.

- This is w
- Here emotional intelligence theory helps. In the most generic framework, five domains of emotional intelligence cover together **personal** (self-awareness, self-regulation, and self-motivation) and **social** (social awareness and social skills) competences.



SELF-AWARENESS

- (i) **Emotional awareness:** Recognizing one's emotions and their effects.
- (ii) **Accurate self-assessment:** Knowing one's strengths and limits.
- (iii) **Self-confidence:** Sureness about one's self-worth and capabilities.

HOW TO IMPROVE SELF-AWARENESS

- Ask for constructive feedback
- Keep a journal
- Learn new skills
- Meditate
- Pay attention to your thoughts and emotions
- Practice mindfulness
- Reflect on your experiences
- Set goals and routines to achieve them
- Use positive self-talk
- Work on building a growth mindset

SELF-REGULATION

- (i) **Self-control:** Managing disruptive emotions and impulses.
- (ii) **Trustworthiness:** Maintaining standards of honesty and integrity.
- (iii) **Conscientiousness:** Taking responsibility for personal performance
- (iv) **Adaptability:** Flexibility in handling change.
- (v) **Innovativeness:** Being comfortable with and open to novel ideas and new information.

HOW TO IMPROVE SELF-REGULATION

- Be mindful of your thoughts and feelings.
- Build distress tolerance skills.
- Find ways to manage difficult emotions.
- Look at challenges as opportunities.
- Practice your communication skills.
- Recognize that you have a choice in how you respond.
- Use cognitive reframing to change thought patterns and emotional responses.
- Work on accepting your emotions.

SELF-MOTIVATION

- Achievement drive:** Striving to improve or meet a standard of excellence.
- Commitment:** Aligning with the goals of the group or organization.
- Initiative:** Readiness to act on opportunities.
- Optimism:** Persistence in pursuing goals despite obstacles and setbacks.

HOW TO IMPROVE MOTIVATION

- Avoid overusing extrinsic rewards.
- Celebrate your results.
- Focus on setting small, measurable goals.
- Introduce challenges to keep things interesting.
- Set goals to help build intrinsic motivation.
- Work with a friend or co-worker to find accountability.

SOCIAL AWARENESS

- Empathy:** Sensing others' feelings and perspective, and taking an active interest in their concerns.
- Service orientation:** Anticipating, recognizing, and meeting customers' needs.
- Developing others:** Sensing what others need in order to develop, and bolstering their abilities.
- Leveraging diversity:** Cultivating opportunities through diverse people.
- Political awareness:** Reading a group's emotional currents and power relationships.

HOW TO SOCIAL AWARENESS

- Be willing to share your own feelings.
- Engage in a cause such as a community project or social service.
- Listen to other people.
- Talk to new people and learn about their experiences.
- Try to imagine yourself in someone else's place.

SOCIAL SKILLS

- Influence:** Wielding effective tactics for persuasion.
- Communication:** Sending clear and convincing messages.
- Leadership:** Inspiring and guiding groups and people.
- Change catalyst:** Initiating or managing change.

- v. **Conflict management:** Negotiating and resolving disagreements.
- vi. **Building bonds:** Nurturing instrumental relationships.
- vii. **Collaboration and cooperation:** Working with others toward shared goals.
- viii. **Team capabilities:** Creating group synergy in pursuing collective goals.

HOW TO IMPROVE SOCIAL SKILLS

- Ask open-ended questions.
- Find icebreakers that will help start conversations.
- Notice other people's social skills.
- Practice good eye contact.
- Practice your social skills.
- Practice active listening.
- Show interest in others.
- Watch your body language.

EMOTIONAL MATURITY

- When we think of someone who's emotionally mature, we typically picture a person who has a good understanding of who they are. Even if they don't have all the answers, an emotionally mature individual gives off a sense of "calm amid the storm." They're the ones we look to when going through a difficult time because they perform well under stress.
- In other words, emotional maturity is when someone can manage their emotions no matter their circumstances. They know how to respond to tough situations and still keep their cool. It's a skill set they can consistently work on over time.

WHAT ARE THE KEY CHARACTERISTICS OF EMOTIONAL MATURITY?

1. **Taking responsibility-** People with emotional maturity are aware of their privilege in the world and will try to take steps toward changing their behavior. This means you don't blame others (or yourself) when something goes awry. You possess a spirit of humility — instead of complaining about your circumstances, you become action-oriented. You may ask, "What can I do to improve this situation?"
2. **Showing Empathy** - Emotionally mature individuals approach life by doing as much good as they can and supporting those around them. You know how to put yourself in someone else's shoes. Meaning, you often feel more concern for others and try to find ways of helping.
3. **Owning mistakes** - You know how to apologize when you've done wrong. No excuses. You'll admit your mistakes and try to find ways of rectifying the situation. You also don't have the desire to be right all the time. Instead, you'll acknowledge that you indeed don't have "all the answers."
4. **Being unafraid of vulnerability** - You're always willing to open up and share your own struggles so others feel less alone. You're also not interested in being seen as "perfect" all the time. Emotional maturity means being honest about your feelings and building trust with those around you because you don't have an agenda.
5. **Recognizing and accepting needs** - Those with emotional maturity can admit when they need help or when they're burning out. For example, you'll

acknowledge when you need a break and know when to ask your boss for a day off. You're also able to clearly communicate with your partner for more help around the house.

6. **Setting healthy boundaries** - Setting healthy boundaries is a form of self-love and respect. You know how and when to define a line and won't allow others to cross it. If a colleague belittles or puts you down, you won't stand for it and will let your voice be heard.

Emotional Intelligence should result in Emotional Maturity. The framework to improve the same in public administration is as follows:

Name of the Competency	Emotional Maturity	
	Emotional Maturity is the ability to maintain a sense of professionalism and emotional restraint when provoked, when faced with hostility from others, or when working under conditions of increased stress. It also includes the ability to work effectively under stressful situations, remain resilient and maintain stamina over the long term.	
Definition of the Competency	Level 1: Restrains Emotional Impulses	<ul style="list-style-type: none"> Resists temptation to act immediately when it is inappropriate. Feels strong emotions (such as anger, extreme frustration, or high stress) but does not react.
Behavioural indicators of the Proficiency Level	Level 2: Responds Calmly	<ul style="list-style-type: none"> Feels strong emotions in the course of a conversation or other task, such as anger, extreme frustration, or high stress; holds the emotions back, and continues to act calmly and respectfully towards others. Acknowledges angering actions or stressful situations and is able to think through and then respond in a calm and composed manner.
Proficiency Level within the Competency	Level 3: Manages Stress Effectively	<ul style="list-style-type: none"> When feeling strong emotions (such as anger or frustration), holds back and/or removes self from situation to reduce negative impact on others. Responds constructively and professionally to challenges, provocation and/or disappointments. Uses deliberate strategies or self-control to ensure ability to function and provide effective leadership in situations of stress or adversity.
	Level 4: Calms Others During Periods of High Stress or Adversity	<ul style="list-style-type: none"> In stressful situations controls own emotions and calms others as well. Demonstrates maturity and self control to engage effectively when challenged or while driving an outcome through. Remains non-defensive, composed and optimistic to seek a positive resolution to a highly challenging situation by managing self and others.
	Level 5: Maintains Effectiveness Despite Prolonged Stressors	<ul style="list-style-type: none"> Able to maintain focus and keep up the stamina for self and others in face of extremely contentious situations, or during repeated exposure to difficult demands. Applies specific techniques such as planning ahead to manage and minimise stress in self and others; coaches and mentors others to do the same.

CONTEXTUALIZING EMOTIONAL INTELLIGENCE FOR CIVIL SERVICES

Emotional intelligence holds immense instrumental value in realizing the objectives of good governance. Importance can be seen as follows:

- Emotional intelligence allows one to be a more effective leader and team builder.
- Understanding how others are feeling allows you to communicate with them effectively thus leaving no scope for misunderstanding and miscommunication.
- Knowing more about what you are feeling allows you to be more self-aware and understand yourself more deeply. This helps someone to manage own actions and achieve aspirations and goals in life so stop
- By being more aware of your emotions, you can also improve your self-control abilities and exhibit highest standards of ethics in morality

- Managing your emotions effectively allows you to exert greater control in situations marked by stress or conflict. Collaborative and cooperative approach is often chosen over reactionary or authoritarian approach to reach a feasible and practical solution.
- It helps civil servants to maintain ethics in public and private relationships.
- It provides a framework for civil servants to uphold and protect the foundational values of civil services.
