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Question.1: Write a note on emotional intelligence.

(1000-1500words)

Answer : Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also.

Emotional intelligence is a very important skill in leadership. It is said to have five main elements such as - self-awareness, self-regulation, motivation, empathy, and social skills.

❖ Facts:

- If you are self-aware of what you are going through, you would be in a better position to understand others, and affect people around you. It also means you are aware of your strengths as well as weaknesses. When you experience anger, hold that moment and think what made you so angry. Keeping a journal always helps.
- Self-regulation is the next step wherein you think before speaking. It is an important aspect where you can regulate yourself. This will impact others in a positive way rather than in negatively. Hold yourself accountable in case you make a mistake, and try to remain calm in every situation.
- When you are motivated to do a series of tasks you will be in a better position to influence others. Work towards your goals consistently. Show your employees how the work is done and lead by example. Even if you are faced with a challenge try and find something good about the situation.
- When you are able to put yourself in other's shoe and think about a situation, it is known as empathy. Every successful leader should know how to empathise with others, if you want to earn their respect.

- The last aspect is social skills and it is one of the important aspects. Social skills are all about communicating your point of view to. They are able to build a rapport with others which makes the relationship more comfortable.

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.

Example that states such study:

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 markers 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 individuals seeking to become more effective leaders. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence.

Despite its popularity, and the fact that most people claim to have heard of it, very few can accurately define emotional intelligence. Sceptics claim that “charm and influence” became “social and interpersonal skills” which has become “emotional intelligence”. The new term and concept chimed with the zeitgeist and became very popular. It spawned a huge industry particularly with those interested in success at work. Many books make dramatic claims: for instance that cognitive ability or traditional academic intelligence contributes only about 20% to general life success (academic, personal and work) while the remaining 80% is directly attributable to EI. Below is a simple 2x2 way of conceiving on EI: self vs other; emotional awareness vs management. Goleman’s (1995) book told a simple and interesting story about emotional intelligence that helped explain its appeal. Technical training in the essential job knowledge of any career is easy compared to teaching IQ skills. That is, as an adult it is comparatively more straight forward to teach a person the technical aspects of the job than the soft skills. The idea is that there is a critical period to acquire the basis of EI which is probably during early to late adolescence. The young person, often a male, may experience social anxiety, discomfort and rejection while attempting to interact with and influence others (specifically those they are attracted to, which is most often people of the opposite sex). Hence they may over time find solace in computers and other activities with a high skills/low contact basis. Thus, in early adulthood, they appear to be technically competent in certain areas (IT, engineering) but still rather undeveloped in people skills and more specifically emotional awareness and regulation. They may even be ‘phobic’ about emotional issues and resistant to (social skills) training. It is also assumed that people are less able to pick up EI ‘skills’ as well as less willing to try. To acquire technical skills often requires considerable dedication so opportunities to acquire social skills (EQ) are, therefore, reduced. Then the low EQ person chooses technology rather than people for fun, comfort, a source of ideas because they do not understand emotions.

Emotional Competencies

<p><u>Self Awareness</u></p> <ul style="list-style-type: none">• Emotional Self-Awareness• Self Confidence• Accurate Self-Assessment	<p><u>Social Awareness</u></p> <ul style="list-style-type: none">• Empathy• Organisational Awareness• Service Orientation
<p><u>Self Management</u></p> <ul style="list-style-type: none">• Emotional Self-Control• Adaptability• Achievement Orientation• Optimism• Initiative• Transparency	<p><u>Relationship Management</u></p> <ul style="list-style-type: none">• Influence• Conflict Management• Ins. Leadership• Change Catalyst• Developing Others• Teamwork and Collaboration

Some adults often tend to be rigid, with poor self-control, poor social skills and are weak at building bonds. Understanding and using emotions/feelings are at the heart of business and indeed being human. Often business people prefer to talk about emotional competencies (rather than traits or abilities) which are essentially learned capabilities. Emotional competencies include: emotional self-awareness, emotional self-regulation, social-emotional awareness, regulating emotions in others: understanding emotions, etc. If one is to include older related concepts, like social skills or interpersonal competencies, it is possible to find a literature dating back thirty years showing these skills predict occupational effectiveness and success. Further, there is convincing empirical literature that suggests these skills can be improved and learnt.

Some Key points:

Intrapersonal (self-awareness and self-expression)

- Self-Regard: To accurately perceive, understand and accept oneself .
- Emotional Self-Awareness: To be aware of and understand one's emotions.
- Assertiveness: To effectively and constructively express one's emotions and oneself.
- Independence: To be self-reliant and free of emotional dependency on others.
- Self-Actualization: To strive to achieve personal goals and actualize one's potential.

Interpersonal (social awareness and interpersonal relationship)

- Empathy: To be aware of and understand how others feel.
- Social Responsibility: To identify with one's social group and cooperate with others.
- Interpersonal Relationship: To establish mutually satisfying relationships and relate well with others.

Stress Management (emotional management and regulation)

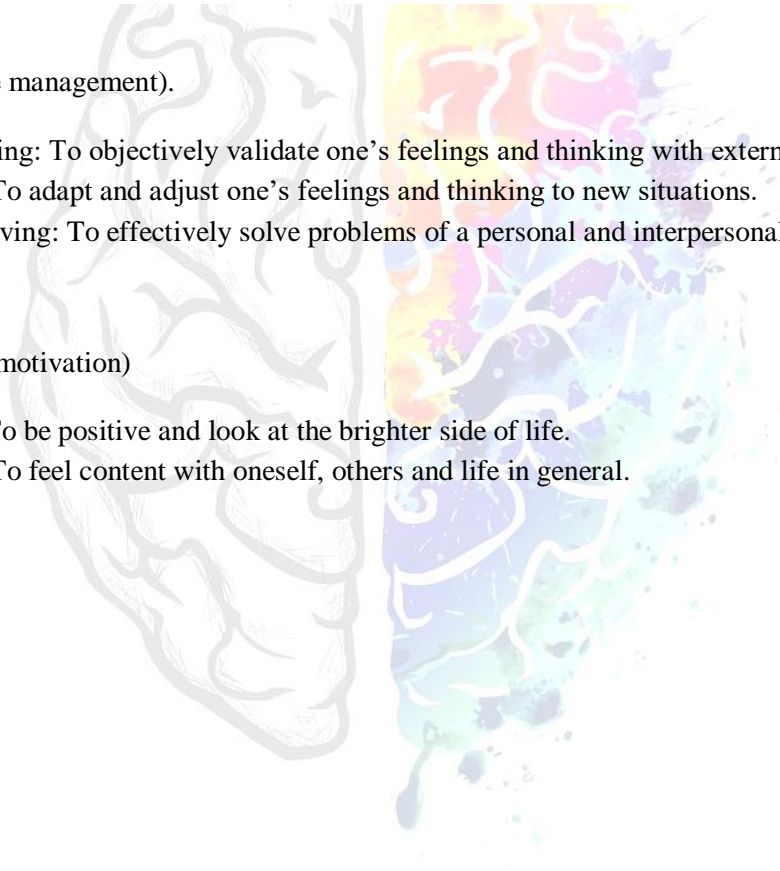
- Stress Tolerance: To effectively and constructively manage emotions.
- Impulse Control: To effectively and constructively control emotions

Adaptability (change management).

- Reality-Testing: To objectively validate one's feelings and thinking with external reality.
- Flexibility: To adapt and adjust one's feelings and thinking to new situations.
- Problem-Solving: To effectively solve problems of a personal and interpersonal nature.

General Mood (self-motivation)

- Optimism: To be positive and look at the brighter side of life.
- Happiness: To feel content with oneself, others and life in general.



Question.2: Explain importance of emotion and write about healthy VS unhealthy.

Answer: Emotions can play an important role in how we think and behave. The emotions we feel each day can compel us to take action and influence the decisions we make about our lives, both large and small. In order to truly understand emotions, it is important to understand the three critical components of an emotion.

There are three parts to an emotion:

1. A subjective component (how you experience the emotion)
2. A physiological component (how your bodies react to the emotion)
3. An expressive component (how you behave in response to the emotion).

These different elements can play a role in the function and purpose of your emotional responses.

Emotions can be short-lived, such as a flash of annoyance at a co-worker, or long-lasting, such as enduring sadness over the loss of a relationship. But why exactly do we experience emotions? What role do they serve?

Emotions Can Motivate Us to Take Action

When faced with a nerve-wracking exam, you might feel a lot of anxiety about whether you will perform well and how the test will impact your final grade. Because of these emotional responses, you might be more likely to study. Since you experienced a particular emotion, you had the motivation to take action and do something positive to improve your chances of getting a good grade.

We also tend to take certain actions in order to experience positive emotions and minimize the probability of feeling negative emotions. For example, you might seek out social activities or hobbies that provide you with a sense of happiness, contentment, and excitement. On the other hand, you would probably avoid situations that might potentially lead to boredom, sadness, or anxiety.

Emotions Help Us Survive, Thrive, and Avoid Danger

Emotions are adaptations that allow both humans and animals to survive and reproduce. When we are angry, we are likely to confront the source of our irritation. When we experience fear, we are more likely to flee the threat. When we feel love, we might seek out a mate and reproduce.

Emotions serve an adaptive role in our lives by motivating us to act quickly and take actions that will maximize our chances of survival and success.

Emotions Can Help Us Make Decisions

Our emotions have a major influence on the decisions we make, from what we decide to have for breakfast to which candidates we choose to vote for in political elections. Researchers have also found that people with certain types of brain damage affecting their ability to experience emotions also have a decreased ability to make good decisions.

Even in situations where we believe our decisions are guided purely by logic and rationality, emotions play a key role. Emotional intelligence, or our ability to understand and manage emotions, has been shown to play an important role in decision-making.

Emotions Allow Other People to Understand Us

When we interact with other people, it is important to give clues to help them understand how we are feeling. These cues might involve emotional expression through body language, such as various facial expressions connected with the particular emotions we are experiencing.

In other cases, it might involve directly stating how we feel. When we tell friends or family members that we are feeling happy, sad, excited, or frightened, we are giving them important information that they can then use to take action.

Emotions Allow Us to Understand Others

Just as our own emotions provide valuable information to others, the emotional expressions of those around us give us a wealth of social information. Social communication is an important part of our daily lives and relationships, and being able to interpret and react to the emotions of others is essential.

It allows us to respond appropriately and build deeper, more meaningful relationships with our friends, family, and loved ones. It also allows us to communicate effectively in a variety of social situations, from dealing with an irate customer to managing a hot-headed employee.

This is the hypothetical context in which emotions emerge. Emotions understood as informative contents are beneficial for the subject; in a metaphorical sense, replicators are also the beneficiaries of emotions, and finally, the stability of natural structures can be maintained. This is not a thesis of biological

reductionism as it should be borne in mind that humans pursue their own concept of welfare (in relation to specific emotions). Therefore emotions (at the first glance) are embodiments of the surrounding environment that carry specific information, relative to the state of the subject by virtue of the existing rationale (points of adaptation). “Emotions are processes that use selected information from the environment as harbingers of possible events that may occur in relation to them.

An emotion can be distinguished from other cognitive processes, each of which has its own specifics. The specificity of emotions means that they divide the world into a positive and a negative, something no other power or information processing can do. An emotion constitutes that something is “important” and, as a result, it makes this something “more or less important” to set up a hierarchy of actions. Subjects (entities who take actions instead of just being subjected to actions) may, in theory, take an infinite number of activities, but emotions introduce an element of radical simplification. In this approach, emotional disorders, and specifically reduced intensity or lack of emotions will have serious consequences for the subject.

However, his emotions have changed dramatically as compared to the period before injury. He has lost the decision-making ability, he was unable to effectively plan for the future, or to learn from his mistakes. Psychological and neuropsychological tests have demonstrated outstanding intellectual capabilities of the patient. He excelled in memory tests based on interference procedures, while his perception, memory, learning ability, language, and arithmetic skills remained intact. However, his decisions and behaviors were only based on reasoning, and the patient was therefore unable to assign any value to the options he was faced with (he felt equally strong rationale behind all choices). He would lose sight of the main goals by devoting his attention to detailed tasks. Similar dysfunctions of the decision-making processes and diminished emotional responsiveness were observed in other patients following prefrontal cortex damage. They tended to be stiff and stubborn, they were unable to organize the future or take care of their work. They were characterized by stereotypical manners, lack of sexual drive, elevated pain and pleasure threshold, and complete absence of curiosity. Emotions not only introduce the idea of things being “positive or negative”, they also prioritize things according to the value they assign, they also involve action (behavior) as their intrinsic characteristics.

As for some emotions (fear, love, rage), behavior is promoted automatically, or involuntarily. Other types of emotions can be controlled to a certain extent (except for the fact that they emerge), but this can result from the activation of a stronger emotion that controls the first one (i.e. containing anger for fear of revenge). This approach can be exemplified with the ancient concept of will as *liberum arbitrium*. A subject can control some emotional states (means) but does not choose the final goals of achieving a happy life. I do not preclude the possibility that a subject (a human) takes actions “because he/she wants to”, but he/she also has to face the consequences. In the case of emotions, controlling emotions or the lack of such control is irrelevant; instead, functionality, or effective problem solving, is what matters. Hence, if a subject is not able to control justified anger and the accompanying retribution or revenge, no matter the costs, then the emotional state becomes an effective deterrent. Emotion cannot be identified without proper behavior. Emotion is not an “expression” of something internal but a kind of “acquisition” of the means we are lacking.

Physiological changes are an important element of emotions – an element, not a symptom. Fear is accompanied by faster heart rate, lowered body temperature, pale skin, and panting. Blood flows into

large skeletal muscles, such as muscles of the lower extremities, to make it easier to escape. Blood is drained from the face and the face turns pale. Interconnections between brain areas that control emotions initiate the process of hormone secretion to force the body to remain vigilant, to make it more sensitive to all external stimuli and reactive, while attention is focused on the imminent danger. Sensitivity to pain is reduced, which is very practical when the body can be injured. W. B. Cannon believed that feedback, especially between the brain and other organs, is a process which is too slow and too non-differentiated to determine the exact emotion we feel at a particular moment. Today, we know that internal organs secrete steroid hormones and peptide hormones during emotional arousal (instead of adrenalin, as Cannon argued) that get to the brain with blood. Therefore, the possibility cannot be ruled out that the activation of various emotional systems in the brain leads to a variety of different patterns with which hormones are released from internal organs, which could translate into a multitude of biochemical feedback patterns between hormones and the brain, and each of them would cause unique consequences, specific to particular emotions.

Physiological changes are correlated with expression (of the face, posture, tone of voice).

when I clenched my jaws and lowered my eyebrows, I tried not to be angry, but I felt anger. I am not in the state of anger, but I have noticed that my thoughts keep coming back to the events that made me feel angry; I knew that this is an experiment, but I felt I was losing control over everything

Healthy vs Unhealthy

Difference between a healthy and unhealthy emotional response:

This is important because you do very different things with healthy vs. unhealthy emotions. If an emotion is healthy you have several good options:

- You can simply accept the feeling.
- You can express it in a respectful way.
- You can act on the feeling in a constructive way.

If an emotional response is unhealthy, you can work to alter the emotion by reexamining thoughts and beliefs you have about yourself, others, or the situation. However, if you have difficulty expressing emotion it is important to be very careful about trying to suppress healthy feelings because they are uncomfortable or you feel that it is wrong to express them. On the other hand, if you have a tendency to act impulsively, it is important to be careful about acting out on unhealthy feelings. How can you tell the difference? Below is a list of some common names and characteristics for healthy vs. unhealthy emotions.

Positive Emotions	Negative Emotions
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Healthy	Unhealthy	Healthy	Unhealthy
Self-Esteem	Arrogance	Sadness	Depression
Love	Codependence	Concern	Perseveration
Happiness	Mania	Anger	Rage
Interest	Obsession	Remorse	Shame/Guilt
Desire	Addiction	Awareness	Paranoia
Serenity	Passivity	Irritation	Exasperation

Characteristics of Healthy Feelings	Characteristics of Unhealthy Feelings
The feelings go away after a period of time.	The feeling may go on endlessly with no limits.
Your negative thoughts are realistic and not filled with distortions.	Your negative thoughts are exaggerated and distorted, even though emotionally they feel true.
You continue to be productively involved with your life and solving problems.	You lose interest in important areas of your life or stop trying to solve problems.
You do not incur a loss of worth or self-esteem.	You lose self-esteem or feel worthless.
Your feelings allow you to have a healthy enjoyment of your life.	Your feelings cause you to participate in behaviors that are self-destructive and harmful to you.
Your feelings are in reasonable proportion to the event that triggered them.	Your feelings are far out of proportion to the event that triggered them.
You do not feel discouraged about the future.	You feel demoralized and convinced that things will never get better.
You can express your feeling in a respectful way.	You cannot express your feeling in a way that is respectful of others.
You believe that both you and the other person have valid ideas and feelings that deserve to be understood.	You feel that your way of seeing things is the only right way.
Your emotions help you to learn from the situation so you can be wiser in the future.	Your emotions cause you to become overwhelmed and avoid all similar situations even when the new situation isn't actually dangerous.
Your emotions help you to build positive relationships with other people.	Your emotions make it difficult to have healthy relationships with other people
You look for a solution in which neither you nor anyone else has to lose.	You feel like you are in a battle or a competition where you or someone else has to lose.
There are no hidden motives that are driving the emotion such as wanting to avoid a problem or feeling that you do not like.	Your emotion is serving to help you avoid emotions or problems that you do not want to confront.