



Using Emotional Intelligence in Times of Conflict and Difficult Situations

Mayank Sharma (B.Ed-M.Ed Student in SGVU)

Dr. Shailja Dubey

Abstract

The idea behind emotional intelligence is very popular at present. The impact of emotional intelligence is noteworthy in every area of human life, regardless of what it may be. Emotional intelligence has become a highly popular and interesting topic for many researchers. Research related to emotional intelligence has been and continues to be conducted by many individuals. This research aims to summarize the findings of numerous studies conducted on emotional intelligence, allowing for the collection of concrete material and findings. Additionally, this research seeks to gather information about the evolution of emotional intelligence and the related concepts and models proposed by researchers over time. Furthermore, it endeavours to determine the usefulness of emotional intelligence in stress, conflict, and problematic situations across various fields of human life.

Key Words: Emotional Intelligence, Emotional Quotient, Conflict

Emotional Intelligence

Emotional intelligence is a concept related to a person's internal feelings, thoughts, etc., which manifests as the ability or inability of a person to understand, express, and control their own personal emotions as well as those of other people. It is a very broad concept in itself, which affects various types of elements or situations present in the world. Emotional intelligence encompasses a broad range of emotional skills and abilities that pertain to understanding, interpreting, expressing, and regulating one's own or others' emotions. With high emotional intelligence, a person's behavior, emotions, and problems can be better understood, leading to improved problem-solving abilities. Compared to other abilities, skills, and intelligence, the contribution of emotional intelligence can be seen in a unique and special way.

The glimpse of emotional intelligence of the current perspective is first seen in the concept of social intelligence given by **Thorndike (1920)**, which is related to the ability to understand, manage individuals and act intelligently in human relationships. And is similar to the concept of interpersonal and intrapersonal intelligence (multiple intelligence) given by **Gardner (1983)**.

While the concept of multiple intelligence was in vogue, the concept of emotional intelligence was ready to carve a niche for itself in the future. After this, the term emotional intelligence was first used by Peter Salovey and John Mayer in 1990 and for the first time, a different definition and model for emotional intelligence was also put before everyone by them.

Peter Salphet and John Mayer (1997) redefined emotional intelligence and provided four branches under emotional intelligence.

In 1995, a book on emotional intelligence was written by **Daniel Goleman**. This was the time when this book of Daniel Goleman became a best seller book, due to which the concept of emotional intelligence first gained fame. In the 1990s, when Daniel Goleman was a science correspondent at The New York Times, he first came across an article in an academic journal, which was the first article written by Mayer and Salovey on emotional intelligence.

For the first time in 1997, a questionnaire based on emotional intelligence was prepared. In 1997, **Bar on (1997)** provided the Emotional Quotient Inventory to measure emotional intelligence. On which a resource report (Bar on emotional quotient inventory) was prepared. Under this report, 5 components have been explained under total emotional intelligence, which are interpersonal, intrapersonal, adaptability, stress management and general mood, and under these different components, a total of 15 subcomponents have been explained, as well as total

emotional intelligence. Under the result of multiplier, the results of 5 scales and 15 sub-scales of components and sub-components are shown.

In the book "Executive EQ: Emotional Intelligence in Leadership and Organizations" (1997) written by Robert K. Cooper, Ph.D., and Ayman Sawaf, the authors explain the four cornerstones of emotional intelligence as follows:

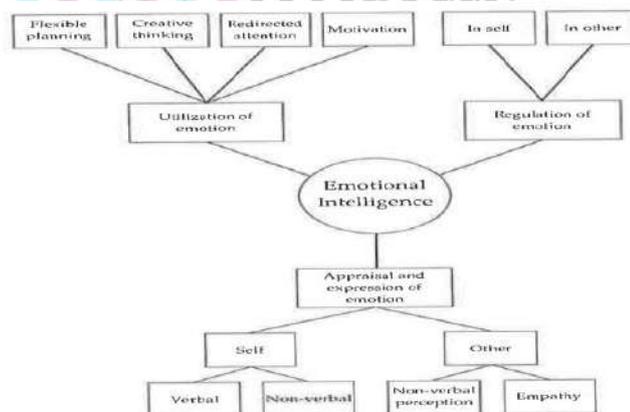
1. Emotional Literacy
2. Emotional Fitness
3. Emotional Depth
4. Emotional Alchemy

In his second book written by Daniel Goleman, emotional intelligence has now been presented with about 25 aspects under 5 domains.

Due to all these researchers defining emotional intelligence differently from time to time, different models were developed from time to time, which include 1. **Salovey and Mayer (1990)** and **Salovey and Mayer (1997)** ability model. 2. **Bar-on (1997)** and the mixed model of emotional intelligence proposed by **Daniel Goleman (2001)** in which the mixed model given by **Bar-on (1997)** is more theoretical, but the mixed model proposed by **Goleman (2001)** is highly practical. And 3. Incorporates the trait model proposed by **Petrides and Furnham (2001)**.

Ability Model

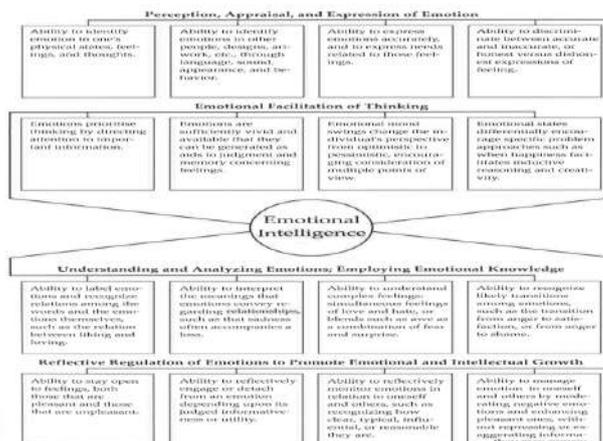
"According to Mehta and Singh (2013), Dhani and Sharma (2016), and Kanesan and Fauzan (2019), the term emotional intelligence was first used by Peter Salovey and John Mayer in 1990. They conceptualized a competency-based model of emotional intelligence based on Gardner's approach.



Salovey and Mayer's 1990 model of emotional intelligence.

Source: Book wrote by Aljoscha C. Neubauer H. Harald Freudenthaler

It was redefined by Salovey and Mayer (1997)



Mayer and Salovey's 1997 model of emotional intelligence



Source: Book wrote by Aljoscha C. Neubauer H. Harald Freudenthaler

Mixed Model

According to Kanasan and Fauzan, different mixed models were developed under emotional intelligence by **Bar-On (1997)** and **Daniel Goleman (2001)**, with **Goleman (2001)** model being considered more practical and **Bar-On (1997)** model more theoretical.

Bar-On (1997) model views emotional intelligence as a set of non-cognitive skills or characteristics, consisting of 15 factors within 5 core components, as follows:

1. Intrapersonal: self-regard, emotional self-awareness, assertiveness, independence, self-actualization
2. Interpersonal: empathy, social responsibility, interpersonal relationship
3. Stress Management: stress tolerance, impulse control
4. Adaptability: reality testing, flexibility, problem-solving
5. General Mood: optimism, happiness

According to the research paper by Kanasan and Fauzan, **Goleman (1995)** stated that all competencies, skills, abilities, or characteristics not represented by cognitive intelligence can be termed emotional intelligence. Goleman's initial model includes twenty-five emotional intelligence competencies under five main dimensions, as follows:

1. Self-awareness: understanding one's own feelings, problems, motivations, and their impact on others.
2. Self-regulation: understanding negative emotions and converting them into positivity.
3. Social skills: managing relationships with others.
4. Empathy: making decisions by understanding others' feelings.
5. Motivation: striving for achievement.

This model was later refined in 2001, reducing the competencies to twenty under four main dimensions."

	Self Personal Competence	Other Social competence
Recognition	Self-Awareness - Accurate self-assessment - Emotional self-awareness - Self-confidence	Social Awareness - Empathy - Organizational awareness - Service orientation
Regulation	Self-Management - Adaptability - Trustworthiness - Initiative - Conscientiousness - Self-control - Achievement drive - Initiative	Relationship Management - Communication - Influence - Conflict management - Developing others - Building bonds - Leadership - Teamwork & collaboration - Change catalyst - Teamwork & collaboration

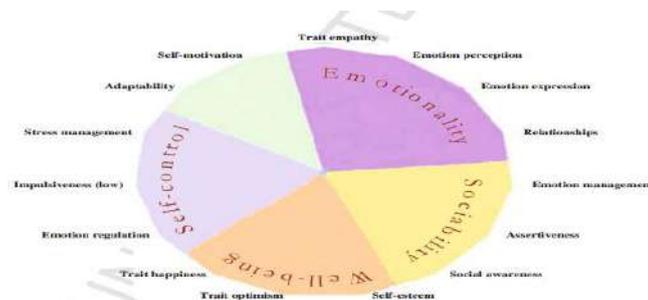
Source: Goleman (2001)

Trait Model

According to Petrides and Furnham (2001), the ability to self-imagine and practical tendencies is linked to emotional intelligence. Therefore, it is very important to have the dimension of

personality under emotional intelligence; hence, they proposed the trait emotional intelligence model.

Characteristic emotional intelligence consists of 15 aspects under 4 main dimensions, as outlined by Petrides (2009), in which self-control, sociality, emotionality, and well-being are the main dimensions.



Importance of Emotional Intelligence in Handling Stress

According to Mehta and Singh (2013), stress within a person is affected by their ability to understand, control, and manage emotions in any workplace. Many researchers have conducted studies to determine the extent to which emotional intelligence can alleviate stress and its resulting consequences or situations. It has been concluded that individuals with higher emotional quotient scores experience less stress and better health outcomes, enabling them to perform better in the workplace.

In the research conducted by **Slaski and Cartwright (2002)** to explore the relationship between intelligence, health, and performance, it was concluded that emotional intelligence plays an important and positive role in controlling and managing stress. If emotional intelligence is developed within an individual, it can become a crucial ability that aids in stress management.

Gangai and Agrawal (2013), based on their own research and previous findings, stated that the ability to control negative emotions such as self-doubt, anger, and stress, and transform them into confidence and sympathetic emotions, is key to emotional well-being and intelligence. Therefore, to alleviate stress, emotional intelligence should be cultivated within individuals.

Research conducted by **Pau and Crocher (2003)** in the field of dental training revealed that students who scored higher in emotional quotient were better able to control and manage stress.

Based on the findings of the above researches, it has been observed that proper management of emotions, which is a dimension of emotional intelligence, is helpful in relieving a person from any kind of stress or anxiety in any workplace or daily life. A person with a high emotional intelligence quotient feels less stressed, whereas a person with low emotional intelligence feels more stressed.

Importance of Emotional Intelligence in conflict and difficult situation in daily life

The results of the research conducted by **Aapko, Callan, and Hartel (2008)** showed that individuals in the workplace should develop the necessary skills for emotional management, empathy, and conflict resolution. This ensures that individuals experiencing conflict at work can receive assistance in resolving conflicts. This implies that emotional intelligence is beneficial for individuals dealing with conflicts.

Among the findings of the research conducted by **Jordan and Troth (2004)**, it was found that teams in the workplace with individuals possessing high emotional intelligence perform better compared to teams with individuals having low emotional intelligence.

Additionally, the research indicated that teams with members who have high emotional intelligence can solve problems more easily than other teams.



A research conducted by **Koubova and Bichko (2013)** can be considered highly important, as it demonstrates the significance of emotional intelligence in both the workplace and everyday life. It suggests that regardless of the situation a person faces, their own and others' emotions play a crucial role and influence their mindset.

Some of the examples provided in this context imply that if a family member's health suddenly deteriorates and this news is conveyed to the person, they may not be able to work to their full capacity until they receive news of the person's recovery. Similarly, if there are significant conflicts with one's life partner in daily life, the person may experience depression and emotional stress as a result.

Therefore, emotional intelligence is deemed very important in daily life. based on these research findings, it can be concluded that emotional intelligence plays a vital role in addressing any kind of problem or stress in both the workplace and life. Additionally, emotional intelligence aids in managing the daily challenges individuals encounter.

Regardless of the situation, individuals with high emotional intelligence can navigate it more easily. In daily life, it is essential for individuals to comprehend their own emotions, as well as understand and regulate the emotions of others. By effectively managing emotions, individuals can establish stronger relationships with others and transform negative emotions into positive attitudes.

Conclusion

In this research paper it was concluded that due to ongoing research and contributions by various researchers, three important models emerged under the umbrella of emotional intelligence over time, which are as follows:

1. Ability Model
2. Mixed Model
3. Trait Model

Each of these models exhibits distinct characteristics. Additionally, the information compiled within this research paper I conclude that emotional intelligence holds sway over many aspects of human life. Understanding, expressing, and managing one's own or others' emotions in a more effective manner is crucial. Emotional intelligence plays a vital role in addressing stress, conflict, and problems across all facets of human life. It involves the ability to transform negative thoughts inherent in our minds into positive feelings or thoughts, a capability of utmost importance.

References:

1. Ayoko, O. B., Callan, V. J., & Härtel, C. E. (2008). The influence of team emotional intelligence climate on conflict and team members' reactions to conflict. *Small Group Research*, 39(2), 121-149.
2. Bar-On, R. (1997). *BarOn emotional quotient inventory* (Vol. 40). Multi-health systems.
3. Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI) 1. *Psicothema*, 13-25.
4. Cooper, R., & Sawaf, A. (1998). *Executive Eq*. Penguin.
5. Dhani, P., & Sharma, T. (2016). Emotional intelligence; history, models and measures. *International journal of science technology and management*, 5(7), 189-201.
6. Di Fabio, A. (Ed.). (2012). *Emotional intelligence: New perspectives and applications*. BoD-Books on Demand.
7. Gangai, K. N., & Agrawal, R. (2013). Role of emotional intelligence in managing stress among employees at workplace. *International Journal of Innovative Research and Studies*, 2(3), 1-27.
8. Gardner, H. (1983). *Frames of mind*. New York: Basic Books.



9. Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ for character health and lifelong achievement. New York, NY: Bantam Books.
10. Goleman, D. (1998). Working with emotional intelligence. New York, NY: Bantam Books.
11. Goleman, D. (2001). An EI-based theory of performance. In C. Cherniss & D. Goleman (Eds.), *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations* (pp. 27-44). San Francisco, CA: JosseyBass
12. Goleman, D. (2006). *Emotional Intelligence: The 10th Anniversary Edition*. Bantam Books.
13. Jordan, P. J., & Troth, A. C. (2021). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. In *Emotion and Performance* (pp. 195-218). CRC Press.
14. Kanesan, P., & Fauzan, N. (2019). Models of emotional intelligence: A review. *e-BANGI Journal*, 16(7).
15. Koubova, V., & Buchko, A. A. (2013). Life-work balance: Emotional intelligence as a crucial component of achieving both personal life and work performance. *Management Research Review*, 36(7), 700-719.
16. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators* (pp. 3-31). New York, NY: Basic Books.
17. Mehta, S., & Singh, N. (2013). A Review paper on emotional intelligence: Models and relationship with other constructs. *Int J Manag Inf Technol*, 4(3), 342-353.
18. Neubauer, A. C., & Freudenthaler, H. H. (2005). Models of emotional intelligence. *Emotional intelligence: An international handbook*, 2005, 31-50.
19. Pau, A. K., & Croucher, R. (2003). Emotional intelligence and perceived stress in dental undergraduates. *Journal of dental education*, 67(9), 1023-1028.
20. Petrides, K. V. (2009). Psychometric properties of the trait emotional intelligence questionnaire (TEIQue). In *Assessing emotional intelligence: Theory, research, and applications* (pp. 85-101). Boston, MA: Springer US.
21. Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European journal of personality*, 15(6), 425-448.
22. Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and personality*, 9, 185-211.
23. Sarangi, D., Pradhan, R. K., & Jena, L. K. (2017). Emotional intelligence, organizational role stress and job satisfaction: Perspectives from Indian public and private sector organizations. *Indian Journal of Positive Psychology*, 8(4), 478-483.
24. Singh, S. (2004). Development of a measure of emotional intelligence. *Psychological Studies-University of Calicut*, 49, 136-141.
25. Slaski, M., & Cartwright, S. (2002). Health, performance and emotional intelligence: An exploratory study of retail managers. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 18(2), 63-68.
26. Thronike, E.!. (1920). Intelligence and its uses. *Harper's Magazine*, 140,227-235.
27. Trait, E. I. (2004). Emotional intelligence. *Psychologist*, 17(10), 574.