

**INTERNATIONAL JOURNAL OF ENGINEERING SCIENCES & RESEARCH
TECHNOLOGY****THE LITERATURE SURVEY OF EMOTIONAL INTELLIGENCE – MODELS AND
FRAMEWORK****B.Asraf Yasmin*¹ Dr.R.Latha²**¹ Ph.D Research Scholar, Computer Applications, St.Peter's University, Chennai, India.² Prof & Head., Dept of Computer Applications, St.Peter's University, Chennai, India.

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ABSTRACT

Emotional intelligence is an important component of artificial intelligence, especially for human computer communication. Web users when they speak, interact and write convey emotions. Emotions play a vital role in all kind of decision in affective, social and business area. These emotions are represented in facial expressions but also in written texts. Nowadays, with the growth of internet many humans interact with other web users and share ideas, opinions in web communities. Due to the increase in growth and use of internet, share of user's emotional opinion has increased which has lead to the increase in inspiration towards emotional intelligence. Emotional intelligence is crucial for both individual and companies. The main aim of this survey is to give nearly full details of emotional intelligence and related fields with brief details. The main contributions of this paper include the sophisticated categorizations of a large number of recent articles and the illustration of the recent trends of research in the emotional intelligence and its related areas.

KEYWORDS: Emotional Intelligence, Literature Review**I. INTRODUCTION**

Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using your feelings to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks in working toward goals (Kumran Nazari., et al., 2013). It's empathy; knowing what the people around you are feeling. And it's social skill getting along well with other people, managing emotions in relationships, being able to persuade or lead others. Emotional intelligence was popularized in 1995 when psychologist Daniel Goleman wrote his book, *Emotional Intelligence: Why It Can Matter More Than IQ*. Emotional, or social intelligence, involves at least five types of skills: Managing emotions this skill helps people display their emotions in socially appropriate ways. It helps one control anger, sadness, and fear. Self-awareness is a person's ability to understand and be aware of their feelings and moods. Self-awareness helps a person keep an eye on their thoughts and emotions so they can better understand why they feel a particular way. Empathy is the ability to understand how a person feels. It is different from feeling sorry for someone. It is feeling like "walking in their shoes." Social skills are dealing with others in social situations. It is the ability to carry on a conversation and deal with other's emotions. It is being socially competent. Motivation helps a person use their emotions to reach their goals. It helps them hold back their impulses and delay gratification to reach these goals (Kumran Nazari., et al., 2013).

II. PROCESS OF EMOTIONAL INTELLIGENCE

As a result of these findings, it's become important to understand what we're feeling, what others are feeling, how to manage our own feelings and how to manage relationships with others. This is the core of Emotional Intelligence: a term used to describe the complex ability to regulate our impulses, empathize with others and be resilient in the face of difficulties. Therefore, emotional intelligence is a product of the amount of communication between the rational and emotional centers of the brain. This article will examine the history, data and components of Emotional Intelligence.

III. MODELS OF EMOTIONAL INTELLIGENCE

Salovey and Mayar: An Ability Model of Emotional Intelligence

The Mayer-Salovey-Caruso Emotional Intelligence Test is an ability-based test designed to measure the four branches of the EI model of Mayer and Salovey. It was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (Mayer, J.D., et al., 2003).

The Four Branches of Emotional Intelligence

Perceiving Emotions: The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli

Facilitating Thought: The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes

Understanding Emotions: The ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings

Managing Emotions: The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth (Brackett, M. A., et al., 2003).

Bar-On : A Mixed Model of Emotional Intelligence

The purpose of this article is to present, describe and examine the Bar-On model of emotional-social intelligence (ESI). This is an empirically based theoretical paper (Bar-On, R., et al., (2010). As such, various findings are presented to describe this theory of ESI and demonstrate that it is a comprehensive, robust and valid conceptualization of the construct.

The first part of the article describes the Bar-On model and measure of emotional-social intelligence and how it was developed. The second part provides the reader with a description of the model's construct validity, and the third part describes its predictive validity (Bar-On, R., et al., 2006). I then show that the Bar-On model is both a teachable and learnable concept. In the last part of the article, I summarize the key points, discuss the limitations of the model that need to be addressed, and raise the idea for developing a more comprehensive and robust model of ESI based on the most powerful aspects of existing conceptualizations of this construct.

The Bar-On model provides the theoretical basis for the EQ-i, which was originally developed to assess various aspects of this construct as well as to examine its conceptualization. According to this model, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. The emotional and social competencies, skills and facilitators referred in this conceptualization include the five key components described above; and each of these components comprises a number of closely related competencies, skills and facilitators which are described in the Appendix. Consistent with this model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures. This is based, first and foremost, on one's intrapersonal ability to be aware of one self, to understand one's strengths and weaknesses, and to express one's feelings and thoughts non-destructively. On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of others' emotions, feelings and needs, and to establish and maintain cooperative, constructive and mutually satisfying relationships. Ultimately, being emotionally and socially intelligent means to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situation, solving problems and making decisions. To do this, we need to manage emotions so that they work for us and not against us, and we need to be sufficiently optimistic, positive and self-motivated (Bar -On, R., et al., 2004).

Goleman: A Mixed Model of Emotional Intelligence

The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance (Cherniss, C., et al., 1998). Goleman's model outlines four main EI constructs:

- 1. Self-awareness:** the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
- 2. Self-management:** involves controlling one's emotions and impulses and adapting to changing circumstances.

3. Social awareness: the ability to sense, understands, and reacts to others' emotions while comprehending social networks.

4. Relationship management: the ability to inspire, influence, and develop others while managing conflict.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies (Goleman, D., et al., 1998).

The level of Emotional Awareness scale

The Levels of Emotional Awareness Scale is a performance measure that assesses an individual's ability to be aware his or her emotions. Emotional awareness is conceptualized as a cognitive skill that varies between individuals in the degree to which it has developed. People vary from one another in their typical level of emotional awareness. The five levels of emotional awareness are: 1) physical sensations, 2) action tendencies, 3) single emotions, 4) blends of emotions, and 5) blends of blends of emotions. The scale poses evocative interpersonal situations and elicits open-ended descriptions of the emotional responses of self and others which are scored using specific structural criteria applied to the emotion words used in the responses (Barchard, K. A., et al., 2011).

IV. EMOTIONAL COMPETENCE FRAMEWORK

Personal Competence: Self Awareness

Emotional awareness: Recognizing one's emotions and their effects. People with this competence: 1. Know which emotions they are feeling and why. 2. Realize the links between their feelings and what they think, do, and say. 3. Recognize how their feelings affect their performance. 4. Have a guiding awareness of their values and goals (Daniel Goleman., et al., 1998).

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are: 1. Aware of their strengths and weaknesses. 2. Reflective, learning from experience. 3. Open to candid feedback, new perspectives, continuous learning, and self-development. 4. Able to show a sense of humor and perspective about themselves.

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence: 1. Present themselves with self-assurance; have "presence". 2. Can voice views that are unpopular and go out on a limb for what is right. 3. Are decisive, able to make sound decisions despite uncertainties and pressures (Wilke, J., 2015).

Personal Competence: Self-Regulation

Self-control: Managing disruptive emotions and impulses. People with this competence: 1. Manage their impulsive feelings and distressing emotions well. 2. Stay composed, positive, and unflappable even in trying moments. 3. Think clearly and stay focused under pressure (Richard H., et al., 1994).

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence: 1. Act ethically and are above reproach. 2. Build trust through their reliability and authenticity. 3. Admit their own mistakes and confront unethical actions in others. 4. Take tough, principled stands even if they are unpopular.

Conscientiousness: Taking responsibility for personal performance. People with this competence: 1. Meet commitments and keep promises. 2. Hold themselves accountable for meeting their objectives. 3. Are organized and careful in their work.

Adaptability: Flexibility in handling change. People with this competence: 1. Smoothly handle multiple demands, shifting priorities, and rapid change. 2. Adapt their responses and tactics to fit fluid circumstances. 3. Are flexible in how they see events.

Innovativeness: Being comfortable with and open to novel ideas and new information. People with this competence: 1. Seek out fresh ideas from a wide variety of sources. 2. Entertain original solutions to problems. 3. Generate new ideas. 4. Take fresh perspectives and risks in their thinking.

Social Competence: Social Awareness

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence: 1. Are attentive to emotional cues and listen well. 2. Show sensitivity and understand others' perspectives. 3. Help out based on understanding other people's needs and feelings (Daniel Goleman., et al., 1998).

Service orientation: Anticipating, recognizing, and meeting customers' needs. People with this competence: 1. Understand customers' needs and match them to services or products. 2. Seek ways to increase customers' satisfaction and loyalty. 3. Gladly offer appropriate assistance. 4. Grasp a customer's perspective, acting as a trusted advisor.

Social Competence: Social Skills

Influence: Wielding effective tactics for persuasion. People with this competence: 1. Are skilled at persuasion. 2. Fine-tune presentations to appeal to the listener. 3. Use complex strategies like indirect influence to build consensus and support. 4. Orchestrate dramatic events to effectively make a point.

Communication: Sending clear and convincing messages. People with this competence: 1. Are effective in give-and-take, registering emotional cues in attuning their message. 2. Deal with difficult issues straightforwardly. 3. Listen well, seek mutual understanding, and welcome sharing of information fully. 4. Foster open communication and stay receptive to bad news as well as good (Hargett-Neshyba, R. M., et al., 2015).

V. CONCLUSION

The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. However, rather than arguing about whether emotional intelligence is new, I believe it is more useful and interesting to consider how important it is for effective performance at work. Although I have not had the time to cover very much of it, I hope I have shown that there now is a considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and the world of work make ever greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. And that is good news for I/O psychologists, for they are the ones who are best situated to help clients to use emotional intelligence to improve both productivity and psychological well-being in the workplace of tomorrow.

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