



New Trends
in Psychology

Emotional Intelligence and Success

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Abstract: Emotional intelligence has existed and evolved with humanity. The human brain reflects this undeniable fact. Advanced scanning techniques have recently confirmed that many thought processes pass through the emotional centres of the brain as they move into the physiological area designed to convert external information into individual action and response. In other words, emotion is as old as time. The authors who developed the EQ papers organised them into five domains: the intrapersonal domain; the interpersonal domain; the adaptability domain; the stress management domain; and the general state domain. This domain of EQ encompasses what we generally call “our self”. It determines how you perceive your feelings about how satisfied you are with yourself and what you are doing in life. Success in this area means that you are able to express your feelings, live and work independently, feel empowered and confident in expressing your ideas and opinions.

Keywords: emotional intelligence; domain; success; behaviours; social; emotional education

1. Introduction

The phrase emotional intelligence, or its common abbreviation EQ, has already become ubiquitous in the most unexpected areas. The concept has spread to the furthest corners of the planet. In countries in America, Europe, Asia there are schools that have taken an active initiative in social and emotional education.

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In some countries and nations, social and emotional education has become a general label under which character education, violence prevention, aggression and drug abuse prevention and school discipline programmes are grouped.

The aim of these programmes is not only to reduce certain behaviours but also to improve the climate in schools and increase the academic performance of students.

1.1. Definition/Concept

The concept of emotional intelligence emerged around the 1960s.

Although it does not have a clear definition, as we can define cognitive intelligence (IQ), emotional intelligence refers to an individual's ability to recognise and manage their own emotions, to be empathetic and recognise the emotions of others and to maintain genuine social relationships.

The emotional intelligence quotient (EQ) is different from the intelligence quotient (IQ), which measures human intelligence in the sense of cognitive mental abilities in general, based on standardised tests, related to chronological age.

2. Short History of EQ

Emotional intelligence has existed and evolved with humanity. The human brain reflects this undeniable fact. Advanced scanning techniques have recently confirmed that many thought processes pass through the emotional centres of the brain as they move into the physiological area designed to convert external information into individual action and response. In other words, emotion is as old as time.

In 1920, the American psychologist Edward Thorndike talked about "social intelligence", later David Wechsler insisted on including the non-intellectual aspects of general intelligence in all studies measuring intelligence.

In 1955, Albert Ellis examined and promoted rational-emotive therapy, a process that involves people learning to examine their emotions in a logical, rational manner.

Howard Gardner, (1983) of Harvard University wrote about the possibility of "multiple intelligences", including what he called "intrapyschic capacities". Meanwhile, Reuven Bar-On, a Jewish psychologist working in this field, contributed the term "emotional quotient".

But the term “emotional intelligence” was formally adopted and defined in 1990 by John Mayer of the Univ. New Hampshire and Peter Salovey of the Univ. Yale.

In 1995 Daniel Goleman’s books Emotional Intelligence appeared in our bookstores, followed by The Power of Emotional Intelligence, Leadership. The Power of Emotional Intelligence.

For children: Developing children’s emotional intelligence. Techniques for cultivating children’s inner strength - Introduction and meditations by D. Goleman

3. Areas of Emotional Intelligence

The authors, who developed the EQ papers, organized them into five areas as follows:

1. Intrapersonal area
2. Interpersonal area
3. Adaptability area
4. The field of stress management
5. General status

Each domain in turn has a number of subdomains which I will briefly present.

4. Intrapersonal Area -1

This domain of EQ, encompasses what we generally call “our self”. It determines how you perceive your feelings about how satisfied you are with yourself and what you are doing in life. Success in this domain means that you are able to express yourself, your feelings, live and work independently, feel strong and confident when expressing your ideas and opinions.

4.1. - Emotional Self-Awareness

“He who knows the universe and does not know himself knows nothing” Jean de la Fontaine 1679

Definition: The ability to know your feelings and differentiate between them, to know what you are feeling and why, and to know what caused those feelings.

Serious deficiencies in this respect are found in people who suffer from an inability to express their feelings verbally.

4.2. Assertiveness

“The more arguments you win, the fewer friends you will have” Anonymous proverb

Definition: Assertiveness is made up of three basic components:

a) Ability to express feelings (e.g. accepting and expressing anger, friendship and sexual feelings);

b) The ability to express opinions and thoughts openly (being able to voice opinions, disagree and take a different position, even if it is difficult to do so and even if you have something to lose by doing so).

c) The ability to stand up for your rights (without allowing others to bother or abuse you).

Assertive people are not shy or overly controlling - they are able to express their feelings (often directly) without being aggressive or abusive.

4.3. Independence

“Simple or complicated, pleasant or unpleasant, you are the same person” Martial

Definition: A person's ability to be self-directed and self-controlled in thought and action and not emotionally dependent. Independent people are self-confident in planning and making important decisions. However, they may also take other people's opinions into account before finally making the right decision for themselves; Consulting other people is not necessarily a sign of addiction. The ability to be independent depends on the degree of self-confidence and inner strength and the willingness to live up to expectations and obligations without becoming their slave.

4.4. Self-esteem

“No one can make you feel inferior without your consent” Eleanor Roosevelt, 1937

Definition: The ability to respect and accept yourself as essentially good. Respecting yourself actually means being content with the way you are. Self-respect is the ability to appreciate the positives and possibilities you have while accepting the negatives along with the limitations you have and still feeling good about yourself.

It's about knowing your strengths and vulnerabilities as you continue to be complacent. This conceptual component of EQ is associated with general feelings of inner strength, self-assurance, self-confidence, and feelings of self-adequacy. Feelings of self-confidence depend on self-esteem and self-respect, which are based on a relatively well-developed sense of self.

People who respect themselves feel fulfilled and satisfied with themselves. At the opposite pole are feelings of self-inadequacy and inferiority.

4.5. Subchapter 5 - Self-fulfilment

“The world is an oyster which cannot be opened on a mattress” Arthur Miller, 1949

Definition: The ability to fulfil your potential competencies.

This component of EQ, manifests itself through engagement with goals that drive you to lead a rich, meaningful and fulfilling life. Striving to fulfil your potential requires engaging in a range of enjoyable and meaningful activities, and can mean ongoing effort and commitment to long-term goals. Self-fulfilment is a dynamic ongoing process to achieve the maximum development of our skills and talents to continually strive to do our best. Enthusiasm for our own concerns gives us energy and motivates us to keep going. Self-fulfilment is closely linked to a sense of self-satisfaction.

5. Interpersonal Area - 2

This area of EQ refers to what we call new personal skills. Those who know how to do this are responsible and reliable. They understand, interact and relate well to other people in a variety of situations. They inspire confidence and are good team players.

5.1. Empathy

“You can tell a lot about a man’s character by the way he eats jelly beans” Ronald Regan 1981

Definition: The ability to be aware of, understand and appreciate the feelings and thoughts of others. Empathy is “tuning in” (being sensitive) to what, how and why people feel and think the way they do. It means being able to “*read other people emotionally*”. People who possess such qualities show interest in others and are concerned about their situation.

5.2. Social Responsibility

“If a free society cannot help the many and the poor, it cannot save the few and the rich” John F. Kennedy 1961

Definition: The ability to demonstrate that you are a cooperative, engaged and inventive member of the social group to which you belong. This component of EQ, involves acting in a responsible manner even if this may not be to your personal benefit, taking action with and for other people, accepting other people, acting in accordance with your conscience, and following social rules. People who are socially responsible have a social conscience and a basic concern for others, which manifests itself through involvement in community-oriented responsibilities. They have an interpersonal sensitivity and are able to accept other people and use their talents for the benefit of the community, not just for personal gain. People who are deficient in this respect may display antisocial attitudes, acting abusively towards other people.

5.3. Interpersonal Relationships

“Personal relationships are really the most important and not the world of telegrams and anger” E.M. Forester 1910

Definition: The ability to establish and maintain mutually beneficial relationships characterized by intimacy and the giving and receiving of affection. Mutual satisfaction includes social exchanges of value that are potentially pleasurable and offer many rewards, and is also characterized by mutual compromise. The ability to establish positive interpersonal relationships is based on sensitivity towards other people. This component of EQ is not only associated with the desire to cultivate

friendly relationships with other people but also with the ability to feel comfortable in such relationships and to have positive expectations about the nature of social relationships.

6. Adaptability Area – 3

Definition: This area of EQ refers to your ability to perceive and react to a wide range of challenging situations. Success in this area means that you can understand problems and find effective solutions that enable you to deal with conflicts within your social group and at work.

6.1. Problem Solving

“It is not finding the solution that is the stumbling block but identifying the problem”
G.K. Chesterson 1935

Definition: The ability to identify and define problems along with generating and implementing potential and effective solutions. Problem solving has several phases and includes:

1. the ability to sense a problem and feel confident and cope effectively;
2. to define and formulate the problem as clearly as possible (e.g. gathering relevant information);
3. generate as many solutions as possible (e.g. brainstorming), ;
4. make decisions to implement one of the solutions (e.g. weighing the pros and cons of each solution and choosing the best one);
5. evaluate the results of the implemented solution;
6. to repeat this process if the problem persists;

6.2. Reality Testing

“All theory is grey but the golden tree of everyday life is eternal” J.W. Goethe 1808

Definition: The ability to assess the correspondence between what has happened and objective existence. Reality testing involves giving equal weight to the immediate situation. It is the ability to see things objectively as they really are, rather than as we would like them to be according to how we fear them. Testing this level of

correspondence involves research to identify objective evidence to confirm, justify and support feelings, perceptions and thoughts. The focus is on pragmatism, objectivity, the appropriateness of your perceptions and the authenticity of your ideas and thoughts. An important aspect of this component involves the ability to focus when trying to assess and deal with situations as they arise. Reality testing is associated with a lack of withdrawal from the external world, an “attunement” to the immediate situation as well as lucidity and clarity in your perception and thought processes. In simpler terms, reality testing is the ability to adequately perceive situations as they arise.

6.3. Flexibility

“Variety gives charm to life” W. Cowper, 1785

Definition: The ability to adapt your emotions, thoughts and behaviour to changing situations and conditions. This component of EQ applies to our general ability to adapt. To unfamiliar, unexpected and dynamic circumstances. Flexible people are agile, synergistic and able to react to change without rigidity. These people can change their minds when the evidence shows them to be wrong. They are generally open to different ideas, orientations and ways of acting, showing tolerance for them. Their ability to change their thoughts and behaviour is neither arbitrary nor unusual, but rather in accordance with the changing feedback they receive from the environment. Individuals who lack this ability tend to be rigid and stubborn. They have a hard time adapting to new situations and don’t know how to take advantage of new situations.

7. Stress Management Area - 4

This area refers to your ability to withstand stress without giving in to loss of control or despair. Success in this area means that you are calm, less impulsive and resilient when under pressure. At work these qualities are vital if you regularly have work with deadlines, or have to cope with multiple demands. In the family these qualities allow you to simultaneously deal with the problems of all family members and yourself.

7.1. Stress Tolerance

Definition: The ability to withstand stressful events and situations without giving in, actively and passively coping with stress. This skill is based on:

1. Ability to choose how to act to cope with stress (having the necessary resources, efficiency and ability to find the right methods).
2. An optimistic disposition both in terms of new experiences and change in general and personal ability to successfully overcome a particular problem.
3. Feeling that you can control or influence the stressful situation by remaining calm and in control.

7.2. Impulse control

"I can resist everything but temptation" Oscar Wilde

The ability to resist an impulse or temptation to act. Impulse control involves the ability to accept your aggressive impulses, to be in control of the situation and to control aggression, hostility and irresponsible behaviour. In the process of impulse control, the problems that arise are related to low frustration tolerance, loss of anger control, explosive and unacceptable behaviour.

8. General Status Area - 5

This area of EQ, refers to how you look at life, your ability to enjoy life both yourself and others and your general feelings of contentment or dissatisfaction.

8.1. Happiness

"Happiness is not merely laughing" Richard Whately, 1854

The ability to feel satisfied with your own life, to enjoy yourself and others. Happiness combines personal satisfaction, general contentment and the ability to enjoy life. Happy people usually feel good and at ease both in their free time and at work, and are able to enjoy opportunities to have fun. Happiness is associated with a general feeling of enthusiasm and good mood. It is a by-product or barometric indicator of the overall level of emotional intelligence and emotional functioning.

A person who demonstrates low levels of this component may show symptoms of depression, such as a tendency to worry, uncertainty about the future, social withdrawal, lack of initiative, depressive thoughts, feelings of guilt, dissatisfaction, and in extreme cases suicidal thoughts.

8.2. Optimism

“The optimist declares that we should live in the best possible world, and the pessimist fears that this would be true” James B. Cabell, 1926.

Definition: The ability to look on the bright side of life and maintain a positive attitude even in the face of adversity. Optimism implies the existence of hope in the way one approaches life. It is a positive way of approaching everyday life. Optimism is the opposite of pessimism which is a common symptom of depression.

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