

---

### **Block III - Models of Emotional Intelligence**

---

Unit 4 Models of Emotional Intelligence (EI) and Assessment

---

61-81

THE PEOPLE'S  
UNIVERSITY



---

## UNIT 4 MODELS OF EMOTIONAL INTELLIGENCE (EI) AND ASSESSMENT\*

---

### Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Ability Model of Emotional Intelligence
  - 4.3.1 Assessment Tools based on the Ability Model of EI
- 4.4 Trait Model of Emotional Intelligence
  - 4.4.1 Assessment Tools based on the Trait Model of EI
- 4.5 Genos Model of Emotional Intelligence
  - 4.5.1 Assessment Tools based on the Genos Model of EI
- 4.6 Mixed Model of Emotional Intelligence
  - 4.6.1 Bar-On Model of EI
    - 4.6.1.1 Assessment Tools based on Bar On Model of EI
  - 4.6.2 Performance Model of EI
    - 4.6.2.1 Assessment Tools based on Performance Model of EI
- 4.7 Let Us Sum Up
- 4.8 Key Words
- 4.9 Answers to Self Assessment Questions
- 4.10 Unit End Questions
- 4.11 Answers to Unit End Questions
- 4.12 References
- 4.13 Suggested Readings

---

### 4.1 INTRODUCTION

---

The field of emotional intelligence (EI) is comprised of several theories and models that attempt to explain the interrelated concepts therein and propose assessment measures so that they can be mapped. This diversity of frameworks allows for multiple perspectives on the issue and covers a very broad array of skills, abilities and traits. What is common among these theories/models is that they acknowledge the role and importance of recognizing, regulating and leveraging emotions in order to be more effective in their personal and professional lives. The models help us to conceptualize emotional intelligence to develop a comprehensive understanding about it. Consequently, it facilitates proper assessment of the concept that has implications for implementing strategies to improve emotional intelligence in individuals. The present Unit discusses the most important of these frameworks and how they have proposed to assess emotional intelligence.

---

\*Nitasha Singh Borah , Ph.D. Scholar, Discipline of Psychology, SOSS, IGNOU, New Delhi

---

## 4.2 OBJECTIVES

---

After completing this unit, you will be able to:

- describe the most popular frameworks of emotional intelligence;
- differentiate between models; and
- discuss various methods of assessing emotional intelligence.

---

## 4.3 ABILITY MODEL OF EMOTIONAL INTELLIGENCE

---

The ability model is a four-branch framework of emotional intelligence put forth by Mayer, Salovey & Caruso (2004). Mayer & Salovey, in fact, first coined the term ‘emotional intelligence’ in 1990. The four-branch model emerged from the need to define emotional intelligence in terms of an ability, rather than a trait or characteristic. The researchers theorise that there are two types of broad intelligences- hot and cool. Cool intelligences are those that pertain to knowledge that is not personal but is rather intellectual such as verbal-propositional intelligence, math abilities, and visual-spatial intelligence. Hot intelligences are personal because they have to do with processing personal information pertaining to “social acceptance, identity coherence, and emotional well-being”. Mayer, Caruso & Salovey (2016) argue that while recurrent failures to process information related to these areas can lead to “psychic pain”, effective reasoning about feelings and social information can improve people’s coping capacities and functioning. In their view, emotional intelligence is a type of broad, hot intelligence.

The EI model of Mayer, Salovey and Caruso defines emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth.” According to this model, individuals vary in their ability to (i) process information of an emotional nature and (ii) relate emotional processing to a wider cognition (Mangal & Mangal, 2015). Thus the ability model emphasizes on the emotional information - knowing and regulating the emotions, and at the same time the role of reasoning and other cognitive functioning in the accurate processing of this emotional information.

It is a step- wise developmental model of EI from childhood to adulthood, proceeding from basic to more complex tasks involving increasing complex skills. The four branches/tiers comprise:

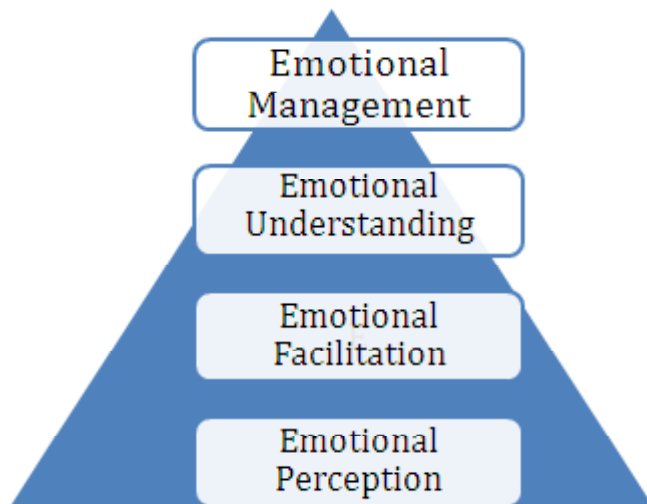


Figure 4.1: The Four Branches of the Ability Model of EI

- **Branch 1- Emotional Perception** refers to the ability to identify emotions in faces and pictures. It involves recognising of emotions expressed through facial expressions and body language and is the most basic and early developing branch. It helps the individual to perceive, apprise and express emotions in oneself and others. This helps in providing appropriate input to the cognitive system in the next tier.
- **Branch 2- Emotional Facilitation** refers to the capacity of emotions to assist and aid thinking so that an individual can act in a planned manner. It refers to the ability of facilitating thought with emotional inputs. Here emotional information are used to enhance, adjust and prioritize thinking, and facilitate judgement and decision.
- **Branch 3- Emotional Understanding** is about analysing and making sense of emotions by labelling them and differentiating among them. It refers to the ability to understand the emotions, and the dynamics in their inter-relationship. Thus it involves abstract processing of the emotional information.
- **Branch 4- Emotional Management** is the most complex and distinct from the others and focuses on utilising emotions to optimise reactions to one's environment such as reframing and changing appraisals to regulate emotions. It includes the ability to manage emotions to help in personal and inter-personal effectiveness.

This four-branch model has undergone several revisions and the updated version is presented below (the changes from the original model are highlighted in the notes below the Table):

Models of Emotional Intelligence **Table 4.1: Updates and Modifications to the Four- Branch Model of EI (Adapted from Mayer, Caruso & Salovey, 2016)**

Branch	Type of Reasoning
<p><b>Perceiving emotion</b></p>	<p>Identify deceptive or dishonest emotional expressions<sup>b</sup></p> <ul style="list-style-type: none"> <li>• Discriminate accurate vs. inaccurate emotional expressions<sup>b</sup></li> <li>• Understand how emotions are displayed depending on context and culture</li> <li>• Express emotions accurately when desired</li> <li>• Perceive emotional content in the environment, visual arts, and music<sup>b</sup></li> <li>• Perceive emotions in other people through their vocal cues, facial expression, language, and behavior<sup>b</sup></li> <li>• Identify emotions in one’s own physical states, feelings, and thoughts</li> </ul>
<p><b>Facilitating thought using emotion<sup>d</sup></b></p>	<p>Select problems based on how one’s ongoing emotional state might facilitate cognition</p> <ul style="list-style-type: none"> <li>• Leverage mood swings to generate different cognitive perspectives</li> <li>• Prioritize thinking by directing attention according to present feeling</li> <li>• Generate emotions as a means to relate to experiences of another person<sup>c</sup></li> <li>• Generate emotions as an aid to judgment and memory</li> </ul>
<p><b>Understanding emotions</b></p>	<p>Recognize cultural differences in the evaluation of emotions<sup>c</sup></p> <ul style="list-style-type: none"> <li>• Understand how a person might feel in the future or under certain conditions (affective forecasting)<sup>c</sup></li> <li>• Recognize likely transitions among emotions such as from anger to satisfaction</li> <li>• Understand complex and mixed emotions</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiate between moods and emotions<sup>c</sup></li> <li>• Appraise the situations that are likely to elicit emotions<sup>c</sup></li> <li>• Determine the antecedents, meanings, and consequences of emotions</li> <li>• Label emotions and recognize relations among them</li> </ul>
<b>Managing emotions</b>	<p>Effectively manage others' emotions to achieve a desired outcome<sup>b</sup></p> <ul style="list-style-type: none"> <li>• Effectively manage one's own emotions to achieve a desired outcome<sup>b</sup></li> <li>• Evaluate strategies to maintain, reduce, or intensify an emotional response<sup>b</sup></li> <li>• Monitor emotional reactions to determine their reasonableness</li> <li>• Engage with emotions if they are helpful; disengage if not</li> <li>• Stay open to pleasant and unpleasant feelings, as needed, and to the information they convey</li> </ul>

Note. <sup>a</sup>The bullet-points are based on Mayer and Salovey (1997) except as indicated in superscripts b and c. Within a row, the bulleted items are ordered approximately from simplest to most complex, bottom to top. The four-branch model depicts the problem-solving areas of emotional intelligence and is not intended to correspond to the factor structure of the area.

<sup>b</sup>An ability from the original model was divided into two or more separate abilities.

<sup>c</sup>A new ability was added.

<sup>d</sup>Note that the Branch 2 abilities can be further divided into the areas of *generating emotions to facilitate thought* (the bottom two bulleted items) and *tailoring thinking to emotion* (the top three bulleted items).

Thus, the updated model refines the abilities that comprised the original model, while also adding several others. It reflects the current state of thinking as far as the ability model of emotional intelligence is concerned.

### 4.3.1 Assessment Tools based on the Ability Model of EI

Unlike other self-report measures which rely on individuals' own perception of their skills and thus, may be prone to biases, emotional intelligence under the four

**Models of Emotional Intelligence** branch model is measured as other mental abilities would be- by assessing performance in a testing situation. For example, instead of asking an individual to report whether they have the ability to recognise facial expressions in others, such a test would present facial expressions in the form of images and ask individuals to identify the emotion expressed by the image. The Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT) is one such test embodying the ability model. It was initially normed on a sample of 5000 men and women and is designed for persons aged 17 years and above.

The MSCEIT has 141 items and eight tasks; two each for every branch in this model. To assess one's ability on Branch 1, sample tasks include examining facial expressions to identify emotions or in a more abstract task, identifying the emotions conveyed by images such as landscapes and designs. Branch 2 would be assessed by identifying sensations and associating emotions with particular types of tasks such as planning a birthday party. One's ability on Branch 3 is evaluated by tasks that encourage an individual to know about increasing or decreasing intensity of emotions or transformation of one emotion into another such as frustration into anger. Lastly, performance Branch 4 is gauged by having an individual respond to scenarios with how they would regulate emotions in a particular context. The sub scales of MSCEIT are detailed below:

1. Emotional Perception (Faces & Pictures tests): These measure the ability to perceive emotions in oneself and others as well as in objects, art, stories and the like.
2. Emotional Facilitation (Facilitation & Synesthesia tests): Assess the ability to generate, use, and feel emotion as necessary to communicate feelings, or employ them in other mental processes.
3. Understanding Emotion (Changes & Blends tests): Measures the ability to understand emotional information, how emotions combine and progress through relationship transitions, and to reason about such meanings.
4. Managing Emotion (Management & Relationships tests): Assess the ability to be open to feelings, to modulate them in oneself and others so as to promote personal understanding and growth.

The tool takes approximately 30- 45 minutes to complete. Like in IQ tests, questions have a right or wrong answer and are scored accordingly to differentiate between individuals who have a particular ability and those who do not. MSCEIT provides 15 main scores: Total EI score, two Area scores, four Branch scores, and eight Task scores. In addition to these 15 scores, there are three Supplemental scores (Mayer, Salovey, & Caruso, 2002).

The findings can then be used to predict an individuals' emotional and psychological well- being, satisfaction and quality of interpersonal relationships.



**Self Assessment Questions 1**

1. What is the central assumption of the ability model of EI?  
.....  
.....  
.....
2. Which is the most basic and early to develop branch of EI according to the ability model? Which is the most complex?  
.....  
.....  
.....
3. What abilities constitute the second and third branches of the model?  
.....  
.....  
.....
4. How is EI measured within the ability model?  
.....  
.....  
.....

---

**4.4 TRAIT MODEL OF EMOTIONAL INTELLIGENCE**

---

The trait model of emotional intelligence takes a view that may be considered opposite to the one propounded by the ability model above - that emotional intelligence is not a real intelligence and therefore cannot be measured as an ability, because emotions are subjective in nature (Petrides et al., 2004; Matthews, Zeidner, & Roberts, 2007). Trait emotional intelligence under this model is thought to be situated within personality frameworks and is defined as “a constellation of emotional self - perceptions located at the lower levels of personality hierarchies (Petrides, Pita et al., 2007). Petrides terms this as trait emotional self- efficacy. This means that emotions are subjective and emotional intelligence is quite simply, an individual’s own perception of his/ her own ability to work with emotions. Taking this further, he asserts that there is no standard profile of an emotionally intelligent person because certain traits are adaptive, functional and useful in some situations, while the same traits may hamper individuals in other contexts. For example, being reserved would be useful in a job role that demands research in isolation but may not be suited to a job role that expects social interaction and agreeableness, such as customer service.

Thus the trait model of EI focuses on particular personality traits helpful in perceiving and regulating emotions. It emphasizes the emotional self-perceptions

**Models of Emotional Intelligence** and emotional traits in one's personality as playing a significant role in one's emotional intelligence.

#### 4.4.1 Assessment Tools based on the Trait Model of EI

Trait emotional intelligence is assessed using measures of self-reporting such as inventories and questionnaires. One such measure is Trait Emotional Intelligence Questionnaire (TEIQue) developed by Petrides and his associates. The latest version of the full form of the instrument comprises 153 items, providing scores on 15 facets, 4 factors, and a global trait EI. The 15 facets or personality traits include adaptability, assertiveness, empathy, impulsiveness, optimism, self-motivation, emotional self-perception, emotion regulation, expression of emotions, self-esteem, happiness, social awareness, stress management, management of others' emotions, and relationships.

The questionnaire has been translated into 15 languages. A 30- item short version of the questionnaire- TEIQue – short form is also available and includes two items from each of the 15 facets of the TEIQue. Multiple other versions make the tool quite versatile in assessing trait EI by 360 degree ratings, as well as adolescent and child forms being separately available.

### 4.5 GENOS MODEL OF EMOTIONAL INTELLIGENCE

Genos EI was originally conceptualized by Ben Palmer and Con Stough at Swinburne University as a specific need was felt to design a model that meets the unique and specific needs of business leaders, human resource professionals and occupational psychologists to identify employees for learning and development at the workplace Palmer, Stough, Harmer & Gignac (2009). The model has six core emotional intelligence competencies (indicated in the centre column of Fig. 4.2 below):



**Fig. 4.2: Genos Model of Emotional Intelligence**

(Source: <https://www.genosinternational.com/emotional-intelligence/>)

The above model is organised to reflect the role of emotional intelligence competencies listed below in giving rise to either productive or unproductive states:

1. Emotional self-awareness: being aware of the way one feels as well as the impact one's feelings can have on decisions, behaviour and performance.
2. Emotional awareness of others: perceiving, understanding and acknowledging the way others feel so as to demonstrate empathy.
3. Authenticity: openly, honestly and effectively expressing oneself, being transparent and keeping commitments.
4. Emotional reasoning: considering and using your one's and others' feelings decision making, integrating with facts and technical information as well as communicating this process to others
5. Self- management: managing one's own mood and emotions, time and behaviour, even in high pressure and demanding contexts.
6. Positive influence: creating positive and healthy work environment by impacting others' feelings through problem solving, feedback and support.

These core skills help people demonstrate productive being states such as being present, empathetic, genuine, expansive, resilient and empowering, as opposed to the unproductive being states of disconnected, insensitive, untrustworthy, limited, temperamental and indifferent. The obtained profile comprises areas of strengths as well as "opportunities for development". Each participant receives a Development Report which contains suggestions for further improvement so that results can be used to improve performance. Two abbreviated versions of the tool are also available: a 31-item Concise version and a 14-item Short version.

#### **4.5.1 Assessment Tools based on the Genos Model of EI**

The Genos Emotional Intelligence Inventory (Genos EI) is the primary tool for assessing emotional intelligence within the Genos framework. It was originally published as the Swinburne University Emotional Intelligence Test (SUIET; Palmer & Stough, 2001) and later revised to the current version. It is especially designed for workplace contexts to facilitate human resource functions such as identifying learning and development areas, employee selection and identifying potential for excellence. Interestingly, Palmer, Stough, Harmer & Gignac (2009) assert that Genos EI does not measure emotional intelligence "per-se" but instead is an indicator of how well individuals show emotionally intelligent behaviour which is thought, in turn, to serve as an indicator of EI. The tool is a behaviour-based assessment with 70 items that source ratings on emotionally intelligent workplace behaviour from reporters who have the opportunity to observe a person frequently. Thus, more than one rater can provide the assessment. The tool is available in self, 180 degree and 260 degree formats. It is suitable for individuals between the ages of 17 and 75 and takes only about 10 minutes to complete. Participants or other raters involved in assessing an individual are asked to indicate how often an individual's behaviour is shown, on a five- point rating scale from 1 (almost never) to 5 (almost always). The items concern a range of different positive emotions such as satisfaction,

**Models of Emotional Intelligence** enthusiasm, optimism, excitement, engagement, motivation, and feeling valued to several negative emotions like anxiety, anger, stressed, annoyed, frustrated, disappointed, upset and impatient.

### **Self Assessment Questions 2**

1. What is the central assumption of the Trait model of EI?

.....  
.....  
.....  
.....

2. What is the difference between the Trait and Ability models of EI?

.....  
.....  
.....  
.....

3. Explain the Genos model of EI.

.....  
.....  
.....

4. How is EI measured within the trait model?

.....  
.....  
.....

5. How is EI measured within the Genos model?

.....  
.....  
.....

---

## **4.6 MIXED MODELS OF EMOTIONAL INTELLIGENCE**

---

Mixed models of emotional intelligence are those that combine the construct with personality characteristics. This is communicated most prominently through the work of Goleman, illustrated by the following statement: “There is an old-fashioned word for the body of skills that emotional intelligence represents: character” (Goleman, 1995). The mixed model considers both abilities/skills and personality traits in explaining and measuring emotional intelligence. Thus, the assessment of EI involves self report or performance measures or both.

Two models are generally thought to fall under the mixed model of emotional intelligence - Bar-On's Model and Goleman's Performance Model.

### 4.6.1 Bar-On Model of EI

Bar-On is acknowledged to have coined the term “emotional quotient” as a measure of emotional intelligence in his doctoral dissertation, just as intelligence quotient is the measure of cognitive intelligence (Emmerling & Goleman, 2003).

Reuven Bar-On (2002) emphasised the adaptive function of EI by defining it as “an array of non-cognitive abilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures”. Emotional intelligence in his view allows individuals to function well and maintain well-being by adapting in a certain way to his/ her environment. More specifically, these abilities are:

1. Awareness of, understanding, and expression of oneself
2. Awareness of, understanding and relating to others
3. Dealing with strong emotions and controlling one’s impulses
4. Adapting to change and solving problems of a personal or social nature

The five main domains in this model are intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood (Bar-On, 1997). These, in turn, are comprised of specific abilities organised as follows:

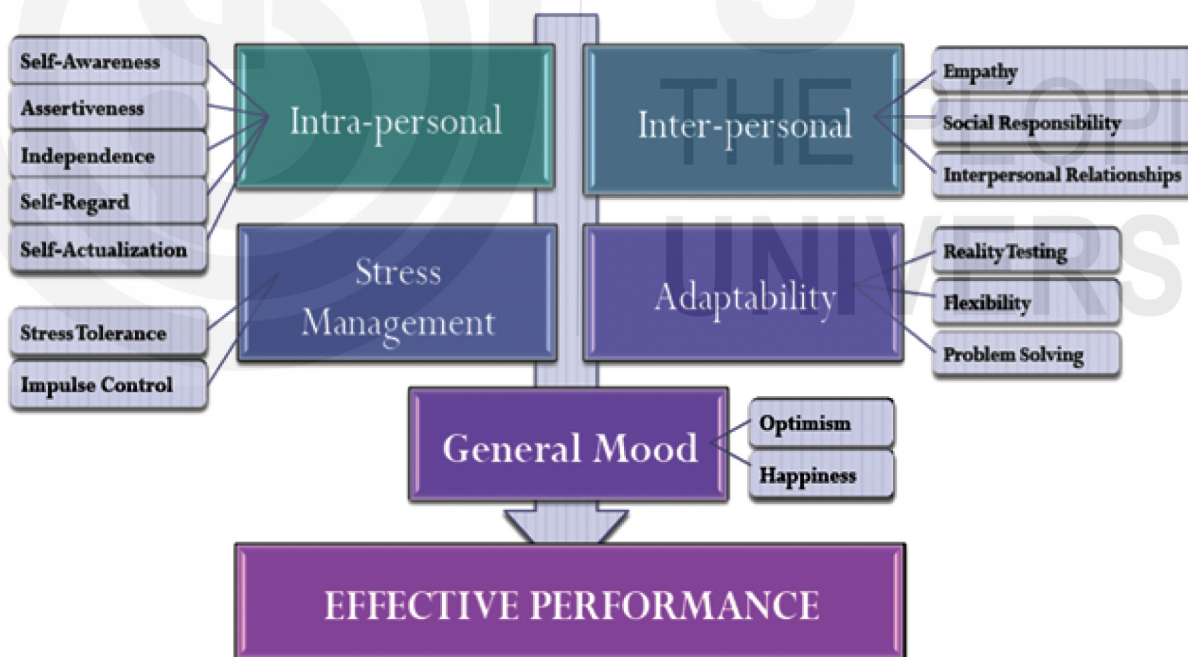


Fig. 4.3: Bar-On's Model of Emotional Intelligence

(Source: <http://www.cakitches.com/books/reuven-bar-on.html>)

The major areas or skills that the model maps are:

#### I. *Intrapersonal Skills*

- Emotional self-awareness: being aware of and understanding one’s own emotions.

- Models of Emotional Intelligence**
- Assertiveness: expressing one's feelings non- aggressively or non- passively.
  - Self-Regard: being aware of, understanding and accepting oneself
  - Self- Actualization: setting and achieving goals to fulfil one's potential
- Independence: being self-reliant as opposed to emotional dependency on others

## **II. *Interpersonal Skills***

- Interpersonal relationships: establishing and maintaining mutually satisfying relationships
- Social responsibility: identifying with and feeling part of one's social groups, as well as acting to support them.
- Empathy: being aware of and understanding how others feel

## **III. *Adaptability Scales***

- Problem solving: generating effective solutions to interpersonal and intrapersonal problems.
- Reality testing: keeping emotions in touch with reality and facts
- Flexibility: coping with and adapting to changes in the environment

## **IV. *Stress-Management Scales***

- Stress tolerance: managing one's emotions effectively and constructively.
- Impulse control: effectively controlling emotions and thinking through before taking action.

## **V. *General Mood***

- Happiness: feeling content with oneself, others and life in general
- Optimism: having a positive outlook on life

### **4.6.1.1 Assessment Tools based on Bar on Model of EI**

Bar-On Emotional Quotient Inventory (EQ-i) is based on the Bar-On model of EI. The original EQ-i is a 133- item self-report measure that assesses overall emotional intelligence and sub- skills as described above. It is normed for individuals aged 17 and older and comprises descriptive sentences that an individual rates on a 5 point scale ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). The questionnaire takes approximately 30 minutes to complete. Average to above average scores on the EQ-i suggest that the respondent is likely to be effective in emotional and social functioning. On the other hand, low scores indicate an inability to be effective in performing well and the possible existence of emotional, social and/or behavioral problems. Significantly low scores on stress tolerance, impulse control, social responsibility, reality testing and problem solving scales indicate serious challenges in coping and possible maladaptive behavior. It must be noted that since its initial publication, the Bar-On EQ-i has been revised and updates to EQ-i 2.0 in 2011 and also includes a separate multi- rater 360-degree measure which asks persons who know the individual to be assessed (such as supervisors, co- workers, family members,

friends etc.) to rate his/ behaviour on various items. A youth version- EQ-i:YV is also available as a self-report instrument to measure emotionally and socially intelligent behavior in children and adolescents from 7 to 17 years of age.

### 4.6.2 Performance Model of EI

Goleman’s initial model (Goleman, 1998) consisted of five dimensions of emotional intelligence categorised broadly into personal competencies that relate to recognising and managing emotions in self; and social competencies that have to do with recognising and managing emotions in others. *Personal competencies* comprise of Self awareness, Self regulation, and Motivation; whereas *Social competencies* include Empathy and Social skills.

Subsequently, the model was expanded and re-structured further by creating a matrix format with four quadrants- Self awareness, Self management, Social awareness and Relationship management (Boyatzis, Goleman, & Rhee, 2000) (see Fig 4.4).

	Self	Social-Relational
Awareness	<p><b>Self-awareness</b> Emotional Awareness Accurate Self-Assessment Self-Motivation Self Confidence</p>	<p><b>Social Awareness</b> Empathy Organisational Awareness Service Orientation</p>
Regulation	<p><b>Self-Management</b> Emotional Self Control Transparency Adaptability Achievement Orientation Initiative Optimism</p>	<p><b>Relationship Management</b> Developing Others Inspirational Leadership Influence Change Catalyst Conflict Management Teamwork and Collaboration</p>

Fig. 4.4: Goleman’s EI Model

(Source: [https://www.physio-pedia.com/Emotional\\_Intelligence](https://www.physio-pedia.com/Emotional_Intelligence))

The model above has 4 quadrants created by intersections between self and social awareness, as well as regulation. As we are aware, recognition/ awareness and regulation/ management of emotions are two key emotional intelligence abilities. Having these capacities, however, does not necessarily mean that all competencies or skills that these underlie, are also possessed by us. These need to be acquired. For example, having social awareness means that one has the underlying capacity to recognise emotions in others. This does not, however, automatically mean that a person also has empathy or organisational awareness. These are emotional competencies that need to be acquired through additional experience or training, although having social awareness does mean that skill acquisition in this area will be easier. In this way, each of the domains of self- awareness, social awareness, self- regulation and relationship management serve as the foundations for the specific competencies contained in each of the quadrants, that have to be learned (Goleman, 2001). Mastering these is thought to result in improved performance at work. The description of each cluster is presented in Table 4bT below:

**Table 4.2: Clusters & Competencies in Performance Model of EI**

<b>CLUSTER</b>	<b>DESCRIPTION</b>
<i>Self Awareness</i>	Knowing one's internal states, preferences, resources, and intuitions.
● Emotional awareness	Recognizing one's emotions and their effects
● Accurate self- assessment	Knowing one's strengths and limits
● Self- confidence	A strong sense of one's self-worth and capabilities
<i>Self- Management</i>	Refers to managing ones' internal states, impulses, and resources.
● Emotional Self-Control	Keeping disruptive emotions and impulses in check
● Transparency	Maintaining integrity, acting congruently with one's values
● Adaptability	Flexibility in handling change
● Achievement	Striving to improve or meeting a standard of excellence
● Initiative	Readiness to act on opportunities
● Optimism	Persistence in pursuing goals despite obstacles and setbacks
<i>Social Awareness</i>	Refers to how people handle relationships and awareness of others' feelings, needs, and concerns.
● Empathy	Sensing others' feelings and perspectives, and taking an active interest in their concerns
● Organizational awareness	Reading a group's emotional currents and power relationships
● Service orientation	Anticipating, recognizing, and meeting customers' needs
<i>Relationship Management</i>	Concerns the skill or adeptness at inducing desirable responses in others.
● Developing Others	Sensing others' development needs and bolstering their abilities



● Inspirational Leadership	Inspiring and guiding individuals and groups
● Change Catalyst	Initiating or managing change
● Influence	Wielding effective tactics for persuasion
● Conflict Management	Negotiating and resolving disagreements
● Teamwork & Collaboration	Working with others toward shared goals. Creating group synergy in

This model is unique, in that while other EI models discuss emotional intelligence abilities in general terms across domains such as well being and adaptation, the performance model specifically targets performance at work, with emphasis on leadership competencies. This makes for its focused contribution to analysing and optimising workplace productivity and outcomes. Recent reviews have shown that the importance of emotional competencies increases as an individual climbs higher up the corporate ladder (Goleman, 2002).

**4.6.2.1 Assessment Tools based on Performance Model of EI**

The primary tool for assessing emotional competencies under this model is the Emotional Competence Inventory (ECI) developed by Daniel Goleman and Richard Boyatzis. The current version of the tool is ECI- 2.0. The tool assesses 18 competencies, organized into the four quadrants outlined by the performance model described above: self awareness, social awareness, self management, and relationship management. While the original ECI had a 7 point scale, the current version- ECI 2.0 has a new 6 point scale, behaviorally anchored as: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Consistently, and 6=Don't know; depending on one's observation of the frequency with which the person being assessed demonstrates the behavior or nature of the item. The score reported for a competency indicates 'the competency level that is most characteristic of the participant's day-to-day work behaviors based on the feedback of others'. Feedback from the report may be used for developing the desired competencies through training, mentoring and feedback.

**Self Assessment Questions 3**

1. What is the central assumption of the mixed models of EI?  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Models of Emotional Intelligence** 2. What is the difference between Bar-On’s model and Performance model of EI?

.....  
.....  
.....

3. How is E.I measured within Bar-On’s model?

.....  
.....  
.....

4. Explain the quadrants of the Performance model of EI.

.....  
.....  
.....

5. How is EI measured within the Performance model?

.....  
.....  
.....

---

## 4.7 LET US SUM UP

---

There are three primary frameworks into which models of emotional intelligence may be categorised. These are (a) Ability models that equate emotional intelligence with mental abilities and assess them through tools that categorise responses into right and wrong, much like IQ tests; (b) Competency or Mixed models that refer to emotional intelligence skills as learned abilities based on specific underlying emotional intelligence capabilities or traits; and lastly, (c) Trait models that propose that emotional intelligence abilities are similar to personality traits rather than abilities and adopt personality test- like measures to assess them. Each model has something distinctive to offer, while retaining commonalities of retaining a focus on recognising, processing and using emotions. Various models of EI tend to be complimentary rather than contradictory (Ciarrochi, Chan & Caputi, 2000) and Goleman (2001) acknowledges that the diversity in EI approaches may reflect the “robustness” of the field. Assessment of emotional intelligence based on the various models was also described.

---

## 4.8 KEY WORDS

---

**Ability model of EI**

: The ability model of EI by Mayer, Salovey and Caruso defines emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to

assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth.”

- Trait Model of EI** : Trait emotional intelligence under this model is thought to be situated within personality frameworks and is defined as “a constellation of emotional self - perceptions located at the lower levels of personality hierarchies (Petrides, Pita et al., 2007).
- Mixed Model of EI** : The mixed model considers both abilities/skills and personality traits in explaining and measuring emotional intelligence, e.g., Baron’s EI Model and Goleman’s Performance Model of EI
- Genos Model of EI** : It is a model of EI developed by Palmer, Stough, Harmer & Gignac (2009) that is applied in the workplace context
- Self Awareness** : It refers to knowing one’s internal states, preferences, resources, and intuitions.
- Self Management** : It refers to managing ones’ internal states, impulses, and resources.
- Social Awareness** : It refers to how people handle relationships and awareness of others’ feelings, needs, and concerns.
- Relationship Management** : It refers to the skill or adeptness at inducing desirable responses in others.

---

## **4.9 ANSWERS TO SELF ASSESSMENT QUESTIONS**

---

### **Self Assessment Questions 1**

1. The central assumption of the ability model of emotional intelligence is that the construct is not a personality trait but an ability such as intelligence. It proposed that EI is a type of hot intelligence because it is concerned with processing emotional information related to the self and one’s social identity.
2. The most basic branch is emotional perception. The most complex is emotional management.
3. The second branch is emotional facilitation which refers to the capacity of emotions to assist and aid thinking so that one can make decisions and act in a planned manner. Branch 3 is called emotional understanding and is concerned with analysing and making sense of emotions by labelling them and differentiating among different emotions.

- Models of Emotional Intelligence**
4. Within the ability model, E.I is assessed using the Mayer, Salovey, Caruso, Emotional Intelligence Test (MSCEIT). Unlike self- report tools, questions in this test have a right or wrong answer and are scored accordingly to yield scores which differentiate between individuals who have a particular ability and those who do not.

### **Self Assessment Questions 2**

1. The central assumption of the trait model is that because emotions are highly subjective in nature, emotional intelligence cannot be considered an ability but a personal characteristic which refers to an individual's own perception of his/ her own ability to work with emotions.
2. The primary difference between the two models is that while the ability model considers EI as a type of ability or a real intelligence, the trait model assumes that emotional intelligence is a subjective perception or one's own self- efficacy regarding the ability to identify and use emotions. The former model considers that individuals with high or low EI can be assessed and identified. The trait model on the other hand suggests that a typical profile of an emotionally intelligent person is not possible to identify as emotions are dynamic and considered with regard to context.
3. The Genos model was developed to meet the specific training and development needs of organizations, which were seen to not have been met by other EI models because of their broad and generic approach. The model identifies six core emotional intelligence competencies- Emotional self-awareness, Emotional awareness of others, Authenticity, Emotional reasoning, Self-management and Positive influence. The competencies can give rise to either productive or unproductive emotional states at the workplace. For example, a person who is low in 'authenticity' will come across as untrustworthy, while one who is high on the competency will be genuine. An untrustworthy person has the potential to impact team relationships and performance adversely, while one who is genuine can be said to possess the qualities of a team player and leader.
4. Within the trait model, EI is measured using a self- report tool called Trait Emotional Intelligence Questionnaire or TEIQue.
5. EI is measured via the Genos Emotional Intelligence Inventory (Genos EI) under the Genos model.

### **Self Assessment Questions 3**

1. The central assumption is the mixed models of EI is that it is best represented as a combination of abilities and personal characteristics.
2. Bar- On's model discusses emotional intelligence in a general context of well being and adaptation, while the performance model has been created with specific reference to the impact of emotional intelligence on workplace performance.
3. Bar- On's model uses EQ-i, a 133- item self-report measure to assess EI.

4. The Performance Model represents emotional intelligence as a set of competencies organised in the format of a matrix with four quadrants created by the intersection between self and social awareness, as well as regulation. This yields 4 underlying EI capacities- Self awareness, Self management, Social awareness and Relationship management. Each quadrant in turn has specific competencies within it. Possessing an underlying capacity in emotional intelligence is necessary to develop a particular competency. However, it is not sufficient in itself. For example, having a high level of social awareness makes it possible to acquire the competence in empathy. However, additional training in empathy skills would still be required for this to exert a significant impact on performance.
5. Emotional Competence Inventory (ECI) is used to measure EI within the Performance Model of emotional intelligence.

---

## **4.10 UNIT END QUESTIONS**

---

1. What are the most prominent theories within the domain of emotional intelligence? What are the commonalities and differences among them?
2. Which EI theories have been especially tailored to workplace contexts?
3. Match the central premises listed below with the theories that hold them:

a. E.I is essentially a personality characteristic.	1. Performance Model
b. E.I is a hot intelligence	2. Trait Model
c. One as aspect of E.I is its personality characteristic.	3. Ability Model
d. E.I comprises learned competencies	4. Mixed Model

---

## **4.11 ANSWERS TO UNIT END QUESTIONS**

---

1. The most prominent EI theories with commonalities and differences are:
  - Ability model
  - Genos model
  - Trait model
  - Mixed models such as Bar- On's and Goleman's Performance Model
2. The Genos model and Performance model are both distinctive from other models in having been conceptualised for application to workplace contexts.
3. a- 2; b- 3; c- 4; d- 1

---

## 4.12 REFERENCES

---

- Bar-On, R. (1997). The Bar-On Emotional Quotient Inventory (EQ-i): A Test of Emotional Intelligence. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2002). EQ-I: Bar-On emotional quotient inventory technical manual. Toronto, Canada: Multi-Health Systems.
- Boyatzis, Q.E., Goleman, D., & Rhee, K.S. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On and J.D. Parker (Eds.) *Handbook of Emotional Intelligence*. San Francisco, CA: Jossey-Bass.
- Ciarrochi, J.V., Chan, A.Y.C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539-561
- Emmerling, R.J. and Goleman, D. (2003). Emotional intelligence : issues and common misunderstandings. [Online.] Available WWW: [www.eiconsortium.org/research/ei\\_issues\\_and\\_common\\_misunderstandings.htm](http://www.eiconsortium.org/research/ei_issues_and_common_misunderstandings.htm).
- Goleman, Daniel (1995). *Emotional Intelligence, Why it can matter more than IQ*. New York: Bantam Books.
- 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 organisations*. (pp. 27-44). New York: Jossey Bass.
- Matthews , G , Zeidner , M. , & Roberts , R. D.( 2007). Emotional intelligence: Consensus, controversies, and questions . In G. Matthews , M. Zeidner , & R. D. Roberts(Eds.), *The science of emotional intelligence: Knowns and unknowns* (pp. 3 – 46). Oxford : Oxford University Press.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. *Psychological Inquiry*, 60, 197–215.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290–300.
- Palmer, B. and Stough, C. (2001). *Workplace SUEIT: Swinburne University EI Test – Technical Manual*, Organisational Psychology Research Unit, Swinburne University, Hawthorn.
- Palmer, B. R., Stough, C., Harmer, R., & Gignac, G (2009). The Genos Emotional Intelligence Inventory: A measure designed specifically for workplace applications. In C. Stough, D. H. Saklofske, & J. D. A. Parker (Eds.), *The Springer series on human exceptionality. Assessing emotional intelligence: Theory, research, and applications* (p. 103–116). Springer Science + Business Media.
- Petrides , K. V., Frederickson , N., & Furnham, A.( 2004 ). The role of trait emotional intelligence in academic performance and deviant behaviour at school . *Personality and Individual Differences*, 36, 277 – 293.
- Petrides , K. V., Pita, R., & Kokkinaki , F.( 2007 ). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273 – 289.

---

## 4.13 SUGGESTED READINGS

---

Bar-On, R. (2002). EQ-I: Bar-On emotional quotient inventory technical manual. Toronto, Canada: Multi-Health Systems.

Emmerling, R.J. and Goleman, D. (2003). Emotional intelligence : issues and common misunderstandings. [Online.] Available WWW: [www.eiconsortium.org/research/ei\\_issues\\_and\\_common\\_misunderstandings.htm](http://www.eiconsortium.org/research/ei_issues_and_common_misunderstandings.htm).

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 organisations.* (pp. 27-44). New York: Jossey Bass.

Mangal, S.K., & Mangal, S. (2015). *Emotional intelligence: managing emotions to win in life.* Delhi: PHI Learning Private Limited.

Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290–300.

Petrides , K. V., Pita , R., & Kokkinaki, F.( 2007 ). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology*, 98, 273 – 289.

