

# Emotional intelligence: Characteristics and ways to develop it

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## **Abstract**

Emotional intelligence has turned out to be a progressively mainstream as a measure for distinguishing individuals who are successful in life, and as an instrument for reaching this success. On the other hand, people who suffer mostly in their social lives are often signaled as having low emotional intelligence. Characteristics of people with high emotional intelligence and ways to develop it are going to be discussed in the present paper.

**Keywords:** Emotional intelligence, characteristics, ways

**Título:** Inteligencia emocional: Características y modos de desarrollarla.

## **Resumen**

La inteligencia emocional se ha convertido progresivamente en corriente principal como medida para distinguir individuos que son exitosos en la vida, y como instrumento para alcanzar ese éxito. Por otro lado, a los que sufren principalmente en su vida social con frecuencia se les señala como personas con baja inteligencia emocional. En este artículo se van a discutir las características de personas con alta inteligencia emocional y modos de desarrollarlo.

**Palabras clave:** Inteligencia emocional, características, modos.

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## 1. CHARACTERISTICS OF PEOPLE WITH HIGH EMOTIONAL INTELLIGENCE

Emotional intelligence has turned out to be a progressively mainstream as a measure for distinguishing individuals who are successful in life, and as an instrument for reaching this success. Firstly, what emotions are should be analyzed.

Emotion originates from the Latin verb *emovare*, which implies continually changing and moving (Callahan & McCollum, 2002). Emotions assume a critical part in human natural selection and adjustment as they influence the way we see our environment, how we understand it, and how humans respond to this awareness. The way we are able to manage our emotions is related to how well-prepared the rational brain is to overwhelm body responses (Li, 2012).

Emotions assume a key part in the advancement of learning since it is through our subjective emotional world that we forge our personalities and implications out of reality.

As Darwin estimated, analysts have discovered that emotions fulfill a natural need. They sign to us when there is something wrong or when our necessities are not being met. When we require something that we cannot or that we are not getting consistently, we will experience a negative feeling. This could be outrage, fear, dissatisfaction, wretchedness, or some other negative feeling. There are social, psychological, and even physical outcomes to our capacity to manage our feelings. Since our feelings are a way our body can converse with us, we disregard them at our own particular risk. Disregarding emotions guarantees misery. Also, it can prompt physical ailment and even early aging (McPheat, 2010).

Facets	High Scorers perceive themselves as being or having.....
Adaptability	Flexible and willing to adapt to new conditions
Assertiveness	Forthright, frank and willing to stand up for their rights
Emotion expression	Capable of communicating their feelings to others
Emotion management (others)	Capable of influencing other people's feelings
Emotion perception (self-and others)	Clear about their own and other people's feelings
Emotion regulation	Capable of controlling their emotions
Impulsiveness (low)	Reflective and less likely to give into their urges
Relationship skills	Capable of having fulfilling personal relationships
Self-Esteem	Successful and self-confident
Self-Motivation	Driven and unlikely to give up in the face of adversity
Social competence	Accomplished networkers with excellent social skills
Stress management	Capable of withstanding pressure and regulating stress
Trait empathy	Capable to taking someone else's perspective
Trait happiness	Cheerful and satisfied with their lives
Trait optimism	Confident and likely to 'look on the bright side' of life.

Table 1. High scorers on emotional intelligence (Furnham, 2012, p.36)

Individuals are in some cases successful not due to their knowledge, but rather because of their capacity to interact with individuals socially and emotionally by utilizing charming temperament in their interchanges (St. Clair, 2004). We are going to consider two different leaders. Firstly, one who is very intelligent and analytical having a high IQ. He<sup>1</sup> possesses more knowledge than anybody. Be that as it may, he gets fretful when individuals do not comprehend him promptly, and he explodes failing to transmit his knowledge to other employees. On the other hand, the other leader just got the employment and is slower to adapt to the running of the enterprise. Yet, he is kind and nice with individuals. He controls his feelings and comprehends what makes a difference to his laborers. Who does common sense say is more viable and efficient in his working environment? The second supervisor is more powerful and his impact should be better.

Despite the fact that the primary supervisor has a higher IQ, the person who controls his feelings and comprehends what is important to his subordinates is the sort of leader that can impact and spur individuals to action. He realizes what is really essential and he is a fantastic communicator. His emotional solidness makes him adaptable and inventive when tested, and his team likes and respects him. With this basic example, it has been shown that success as a leader is not only about knowledge. Even though knowledge or the ability to reason legitimately about data is truly needed among alluring qualities of a leader, high emotional intelligence also takes a solid part in the working environment (Leadership essentials: Leading with emotional intelligence, n.d.). Individuals with elevated amounts of EI have a natural ability for understanding emotions that can be used to move individuals to react in a good way to them (St. Clair, 2004).

When this example is connected to other aspects in life, being intelligent, that is, having a high IQ, is not what is going to bring anyone happiness. Similarly, having a high IQ will not guarantee anyone success at work, nor will it guarantee success in life. Being smart will not enable individuals to know themselves, their feelings, their expectations, to be successful in relationships, motivations, control of oneself etc.

Utilizing Bar-On's Emotional Quotient Inventory, Newsome, Day and Catano (2000) found that the final score of emotional intelligence is not altogether associated with scholastic accomplishment. This is conceivable as scholarly outcomes are more identified with a person's IQ (Goleman, 1998). Emotional intelligence seems to be more of a measure in foreseeing criteria in life settings and business-related results. For instance, when utilizing both (emotional intelligence & IQ), Bar-On's Emotional Quotient Inventory found that emotional knowledge was decidedly connected with life fulfillment, human relationships and quality of their lives (Prentice, 2008).

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<sup>1</sup>The generic pronouns he, him, etc. will be used for the sake of economy on some occasions although obviously the reference may be male or female.

At the point when individuals have not built up their EI, they have a tendency to encounter difficulties and misfortunes. They either cannot move beyond these sorts of circumstances, or they battle past them. They may respond adversely to others individuals included, which brings about expanded hostility and trouble in being productive. They may think about things personally that in fact are not intended to be. They might see it as if they have been mistreated as opposed to the feeling of being engaged. With everything taken into account, these sorts of circumstances keep them from being as effective as conceivable in the work environment (Goleman, 1998).

Somebody who has an exceptionally strong EI still faces these sorts of circumstances, much the same as every other person. Nonetheless, the way they respond is extraordinary. They can stop and investigate what they are feeling, and they try to see how those sentiments are affecting their conduct and their decisions. They can perceive how other individuals are feeling and identify with them.

They would then be able to choose the conduct and activities that will be helpful not only to move past a circumstance, but rather to find a solution to it –both inside themselves and in relation to others. Also, as they find themselves in these situations over and over, they will get speedier and quicker at recuperating from adversities. Besides, they can consider difficulties to be learning encounters and opportunities to enhance their associations with others. At that point these barriers never again stop them, yet rather enable them to build up their potential (McPheat, 2010).

## 2. DIFFERENT WAYS TO DEVELOP EMOTIONAL INTELLIGENCE

The span of EI into diverse spaces reflects the diversity of definitions. Along these lines EI has normally been offered as a panacea for issues and ailments in instruction, work, well-being, school and, what is more, individual relationships. People who suffer mostly in their social lives are often signaled as having low emotional intelligence. There are many professionals whose aim is to try to heal these sensible aspects of humans but really important ones. Trying to improve EI at work or school may without a doubt offer an answer for a number of society's issues, however, intercessions must be soundly situated in a psychological theory hypothesis and watchful definition and investigation of emotional skills.

Emotional intelligence is believed to offer a hopeful viewpoint and future for those people who are not especially fruitful in accomplishing high scores on intelligence and accomplishment tests. These same people would now be able to try to succeed and advance by the social, corporate and monetary step in view of their high EI. This vision for the future stands as opposed to investigate the proposal that there is a predetermined cognitive elite (Zeidner, Matthews & Roberts, 2012).

The idea of emotional intelligence clarifies why two individuals of a similar IQ can achieve extraordinarily different levels of accomplishment in life. Emotional intelligence takes advantage of a key component of human conduct that is unlike intellect. There is no known association between IQ and EI: you are unable to anticipate EI in view of how smart somebody is. This is ground-breaking news on the grounds that cognitive intelligence, or IQ, is not flexible. Your IQ is settled from birth. You do not get smarter by learning new certainties or data. Intelligence is your capacity to learn, and IQ continues being the same at age 15 as it is at age 50. EI, then again, is an adaptable skill that is promptly learned. While the reality of the matter is that a few people are normally more emotionally intelligent than others, high EQ can be obtained regardless of whether or not you are conceived with it.

Personality is the last piece "in the puzzle". It's the "style" that characterizes each of us. Your identity is a consequence of your inclinations, for example, your proclivity to introversion or extroversion. In any case, similar to IQ, personality cannot be utilized to foresee emotional intelligence. Additionally, like IQ, personality is steady during lifetime. Personality traits seem ahead of schedule in life and they do not leave as times goes by. Individuals frequently accept that those specific characteristics (for instance, extroversion) are related to a higher EQ. Nonetheless, the individuals who want to be with other individuals are not more sincerely insightful than individuals who want to be separated from everyone else. You can utilize your identity to help with building up your EQ, yet the last is not subject to the previous. EQ is an adaptable skill while personality does not vary (Badberry & Greaves, 2005).

Hence, EQ is not stable during time, it can change and there are certain ways to develop it. First of all, in order to improve emotional intelligence, it is required that the person is capable of analyzing his own conduct and comportment with an unbiased, impartial and open to suggestions mindset. Before starting to boost EI, the individual must know what his current level of EI is. In pursuance of this, a different set of questions must be completed. Evaluating the answers, the emotions and the reactions shown, the level of EQ can be calculated. Trying to approach the ideal emotions or reactions to a certain problem would allow humans to increase their EI.

Newton (2014) suggests an easy 5-step guide to be able to improve one's EQ in certain fields. The steps proposed are the following:

1. Find a specific event that you think could have ended up better if you had behaved in a different manner and that you would like to better comprehend.
2. Analyze the feelings involved.
  - How was your reaction at the occasion?
  - How did you handle your own feelings?
  - What were the emotions people involved had?
3. Once you completely understand the emotions that took place at the event, one must try to know how our "own emotions and behavior affected the outcome" (p.6).
4. In the case when these emotions affected the outcome, you need to analyze how they changed the situation and how you can solve those issues. Also, whether they had a positive or a negative effect on the outcome.
  - Did the emotions make the situation more problematic?
  - Did the emotions get the other party emotional too?
  - Were the emotions related to the topic?
  - Was your reaction predictable?
  - Are you emotionally prepared for these situations?
  - Were you in control of your emotions all the time?
  - How could I have reacted to make the situation better and not worse?
5. Once one knows his mistakes related to emotions and behavior, the person must "create a clearly detailed plan" (p.7) that permits correcting the errors. In order to achieve this, the plan must contain at least:
  - A precise goal
  - Concrete tasks with a deadline to be performed
  - Options to examine the advancement and modify the conduct

This procedure can be repeated continuously. It will give you the best outcomes if you have specific goals. The further along you are in your EQ improvement, the more prominent concentration your scheme will have on enhancing your social mindfulness and relationship administration. By integrating the intelligent cycle strategy into your self-awareness design, you will accomplish your desired level of EQ.

On the other hand, Daniel Goleman believed that efforts should be made in every single EQ area where the person is weak at. He suggests different ways to approach the problem (Goleman, 1998), highlighting the next:

- 1) Self-awareness
  - Accept the fact that humans have a wide assortment of feelings and that despite the fact that we cannot select the feelings we encounter, we can choose how we react to these feelings.
  - Practice marking your feelings, 'I feel....', and assume liability for how you feel instead of faulting others. For instance, 'I feel terrified when you drive quick', instead of 'you drive like a simpleton'.
  - Identify the physical sensations you encounter related to the strong feelings. Staying caution to these physical signals and early cautioning signs may enable you to recognize the distinctive feelings you are encountering and thusly to respond in a more controlled way.
  - Do an "emotional check-in" a few times each day by pausing for a couple of minutes and asking yourself, 'how am I feeling?' 'what feeling is this?' and 'how solid is this feeling?' Toward the day's end you will expand your EI and eventually empower you to perceive your feelings 'continuously'.
- 2) Self-management
  - Use your energy of decision. We cannot control the external world yet we can be responsible for our thoughts and activities and how we react to the external world.

- It is critical to take care of yourself physically, guaranteeing you get satisfactory rest, physical exercise and fitting sustenance. It is not experimentally demonstrated but rather normally acknowledged that there is a connection between specific "foods and some negative mood states". When we are exhausted and hungry, we may respond improperly to some enthusiastic states. Exercise additionally delivers "positive emotional states" related to the arrival of endorphins.
  - Control your impulses. If you realize that a specific circumstance or contact with someone in particular has a tendency to inspire negative emotional reactions at that point, either stay away from these circumstances or anticipate your feelings to better assess them.
  - Learn from the past. When learning, it is important to consider the past achievements and how you reached success using of your self-administration methodologies so that in future occasions you feel motivated and better prepared.
- 3) Motivation
- Identify what inspires you and how you can utilize these inspirations to force or push you forward when you are feeling unmotivated.
  - Know what you need out of life and set objectives and points of reference to accomplish these. Perceiving and praising your advance will make it less demanding to address difficulties and obstructions should they happen.
  - Monitor and test your "self-talk". Do you continually patronize yourself or develop yourself? Be aware of negative expressions, for example, 'that will never work'.
  - Read motivational books and aphorisms and be enlivened by the difficulties overcome by others or beforehand without anyone else's input.
  - As far as conceivable encircle yourself with constructive, propelled individuals.
- 4) Empathy
- Practice active listening. This is simply the procedure whereby you draw in completely and without judgment to listening with your head, heart, ears and eyes to the next individual.
  - Encourage others to express their sentiments; ask 'so how does that influence you to feel?' or 'on a scale of 1 to 10 how irate would you say you are?'
  - Develop the capacity to interpret non-verbal communication signals.
  - Ensure that you approve the sentiments of others. Cases of straightforward approving phrases include: 'I hear you', 'that is bad', 'that must hurt', 'I know how you feel'.
- 5) Social Skills
- Be open about your emotions and desires in a circumstance.
  - Take time to truly become more acquainted with individuals and find out about their emotions and desires. For instance, ask: 'what is vital to you about this circumstance?' and 'how would you feel about this circumstance?'
  - When initially meeting somebody, assemble compatibility by utilizing a well-known dialect as well as a coordinating pace and tone of discussion.
  - Ask for input on the effect of your activities and offer valuable criticism yourself (Goleman, 1998).

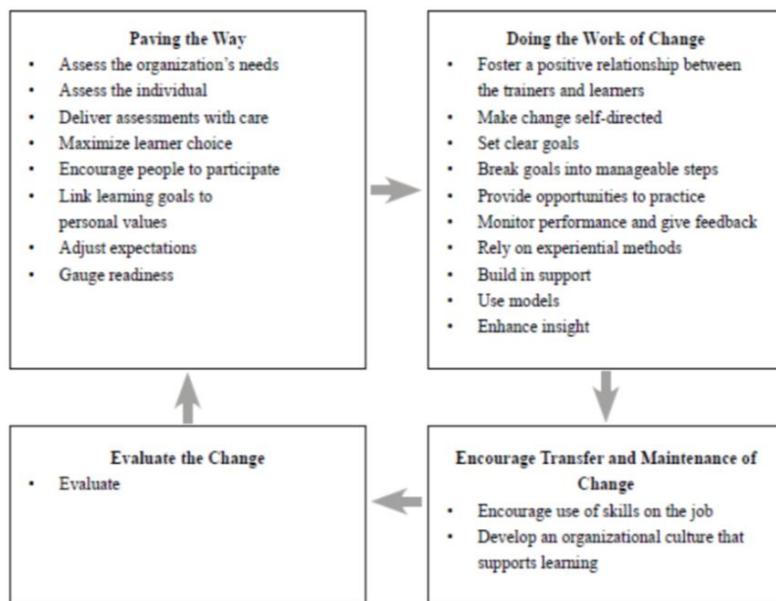


Figure 1. Guidelines for achieving emotional intelligence (Cherniss, Goleman, Emmerling, Cowan & Adler, 1998, adapted)

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