

CHAPTER TWO

REVIEW OF THE LITERATURE

The purpose of this study is to identify communication factors which are affecting the in-flight service of Thai Airways International (Public) Company Limited. The reviews of the literature are under the following topics:

1. What is Emotional Intelligence?
2. Concepts and theories of Emotional Intelligence
3. Intrapersonal Communication
4. Interpersonal Communication
5. Related Research

2.1 WHAT IS EMOTIONAL INTELLIGENCE?

Cooper & Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection, and influence.

Goleman (1998) defined Emotional Intelligence as the capacity to recognize one's own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

Gardner (1993) stated that there was not just one solid kind of intelligence that was crucial for life success, but rather a wide range of seven intelligence varieties, namely: verbal ability, mathematical ability, spatial ability, kinesthetic ability, musical ability, interpersonal ability, and intrapsychic ability. His thinking about the multiplicity of intelligence continues to change gradually. In 1993, he gave the summaries of personal intelligence as follows:

- **Intrapersonal intelligence** is a capacity to form an accurate idea and understanding of oneself and to be able to use that model to work effectively in life.
- **Interpersonal Intelligence** is the ability to understand other people; what motivates them, how they work, how to work cooperatively with them. Successful people are all likely to be individuals with a high degree of interpersonal intelligence.

2.2 CONCEPTS AND THEORIES OF EMOTIONAL INTELLIGENCE

Emotional intelligence refers to the ability to process emotional information as it pertains to the perception, assimilation, expression, regulation, and management of emotion (Mayer & Cobb, 2000). Emotional intelligence is believed to encompass a variety of social and cognitive functions related to the expression of emotion (Schuttle et al., 1998). Emotionally intelligence individuals are often described as well-adjusted, warm, genuine, persistent, and optimistic (Salovey & Mayer, 1997).

There are many applications of the theory of emotional intelligence at work. The researcher considers studying three concepts that were proposed by Salovey and Mayer, Weisinger, and Goleman as they coincide with Thai characteristics.

1. Salovey and Mayer's Model

Salovey & Mayer (1997) stated that there are four branches of emotional intelligence. Each one describes a set of abilities one needs to develop for success in work. Those abilities are arranged from basic to more integrated psychological processes, as follows:

1.1 Emotional Perception and Expression : The ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli.

- the ability for self-awareness; to be aware of your own feelings as they are occurring.
- the ability to become emotionally literate.
- the ability to learn to identify and label specific feelings in yourself and others and
- the ability to clearly and directly communicate and discuss these emotions.

They are the abilities to accurately perceive, appraise and express emotions in forming judgments and making decisions. The right expression of emotions insures that people communicate effectively with others to meet their needs and achieve their goals. In general, the appraisal of emotion in other comes from nonverbal hints.

1.2 Use of Emotions : The ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes

- the ability to let your feelings guide you to what is important to think about
- the ability to use your feelings to help your decisions that are healthy for both you and the rest of the human race

This is how people can use emotions to enhance cognitive processes and decision making in communication. Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity.

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

- This includes the ability to understand...
- The purpose of emotions; understanding their survival value
- The relationships between emotions; how and why they can change from one feeling to another
- The emotions which lead to behavior in yourself and others
- The relationship between thoughts and feelings
- The causes of emotions and their relationship to our human psychological needs, especially our unmet emotional needs.

1.4 Emotional Management : The ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth.

- the ability to take responsibility for one's own feelings and happiness
- the ability to turn negative emotions into positive learning and growing opportunities
- the ability to help others identify and benefit from their emotions

2. **Weisinger's Concept**

Weisinger (1998) divided the practical aspects of emotional intelligence into two sections:

- A. Increasing one's emotional Intelligence which includes developing high self awareness, managing one's own emotions, and motivating oneself.
- B. Using emotional intelligence in relation to others which includes developing effective communication skills, developing interpersonal expertise, and helping others help themselves.

He also stated that emotional intelligence derives from four basic elements, which enable people to develop specific skills and abilities. Those four basic, but hierarchical elements are:

- 2.1 The ability to perceive, appraise, and express emotion accurately.
- 2.2 The ability to retrieve feelings which help understand oneself and others.
- 2.3 The ability to comprehend emotions and knowledge about them.
- 2.4 The ability to control one's emotions in order to improve emotional and intellectual developm

3. **Goleman's Framework**

Goleman (1998) introduced the Emotional Competence Framework as a practical way to apply emotional intelligence. There are two groups of competencies one should develop to be successful in work:

- A. Personal Competencies. They are capabilities which determine how one manages oneself. Personal competency includes self-awareness, self-regulation, and motivation.
- B. Social Competencies. They are capabilities which determine how one handles relationships. Social competency includes empathy and social skills.

Emotional Intelligence is expected to be involved in everyone's life, at home, at school, at work and other settings. In addition to the knowledge and ability to work, emotional intelligence is considered to be crucial for all kinds of jobs. Emotional intelligence skills are not only an indicator of success for a person, but also a quality

one must have. Especially in the service business, service providers are being judged by how well they handle themselves and the customer, not just by how smart they are or by their training and expertise.

From both the employers' side and the employees themselves there is a need to have and maintain emotional intelligence. It helps in solving problems, handling difficult situations and making important decisions.

2.3 INTRAPERSONAL COMMUNICATION

Intrapersonal communication is the process of understanding and sharing meaning within oneself. (Joseph, 1994). It is the active internal involvement of the individual in symbolic processing of messages. The individual becomes his or her own sender and receiver, providing feedback to himself or herself in an ongoing internal process. It can be useful to envision intrapersonal communication occurring in the mind of the individual in a model which contains a sender, receiver, and feedback loop. Most people and courses bypass this very important and crucial step in being able to communicate. One must be able to communicate with oneself before one can communicate with others.

It can be surprising to know the number of people who do not know what they want or where they want to go and hope that other people will figure it out for them. They get upset when others are unable to mind read for them, what they have been unable to discover for themselves.

Many people have stated that much of their stress in life is from a feeling of not having any control in their lives. The essential first step in gaining control is getting a clear understanding with oneself, on what one wants. Then one must be able to figure out the details of that desire and the steps necessary to achieving it.

We need to do this in all areas of our lives, and have an idea, in each area, how we would like to achieve it. This puts you in the driver's seat of your life. You can be the one in control instead of having others control you. You will then be able to communicate to others what your wishes and desires are. This will enable you to attract to you what you need and to go where you want to head.

Intrapersonal communication occurs prior to, and during other forms of communication as well. For example, you argue with yourself during a conversation in which someone asks you to do something you do not really wish to do.

It is not restricted to “talking to ourselves”, it also includes activities like internal problem solving, resolving internal conflicts, planning for the future, evaluating ourselves and our relationship with others. Intrapersonal communication involves only the self and it must be clearly understood by the self because it is the foundation for all other communication.

Salovey & Sluyter (1997) expands the intrapersonal communication into three areas that individual should be aware of;

2.3.1 Knowing One’s Emotions. Self awareness is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is crucial to self understanding and psychological insight. An inability to recognize one’s true feelings leaves one at their mercy. People who are certain about their own feelings are more successful in their lives, owning a surer sense of how they really feel about personal decisions.

2.3.2 Managing Emotions. The ability of handling feelings appropriately is a very important skill. It is built on self awareness, which will examine the capacity to calm oneself, to shake off anxiety, sadness or annoyance. People who are poor in this ability are constantly battling feelings of extreme unhappiness, while those who have the ability can easily bounce back from life’s problem and unhappiness.

2.3.3 Motivating Oneself. Organizing emotions is essential for attention, goal setting, self motivation and creativity. Emotional self control and ruling out impulsiveness underlies all accomplishment. People who have this skill tend to be more productive and effective in whatever they undertake.

2.4 INTERPERSONAL COMMUNICATION

Interpersonal communication is the process of sending and receiving information between two or more people. It is the personal process of understanding and sharing meaning between at least two people when mutual opportunities communication occurs. (Bochner, 1978)

One way of defining interpersonal communication is to compare it to other forms of communication. In so doing, we would examine how many people are involved, how physically close they are to one another, how many sensory channels are used, and the feedback provided. Interpersonal communication differs from other forms of communication in that there are few participants involved and they are in close physical proximity to each other. There are many sensory channels used, and feedback is spontaneous. An important point to note about the contextual definition is that it does not take into account the relationship between the persons. From the developmental view, interpersonal communication is defined as communication that occurs between people who have known each other for some time. Importantly, these people view each other as unique individuals, not as people who are simply acting out social situations.

Interpersonal communication is considered as one of the most influential forms of communication and the most satisfying to the individuals involved in it (Hamilton & Parker, 1997). It often occurs in an informal setting and generally involves verbal and nonverbal exchanges and sharing roles of source and receiver.

Salovey & Sluyter (1997) expands the interpersonal communication into two areas that individual should be aware of;

2.4.1 Handling Relationship. The art of relationship is mostly the skill in managing emotions in others. It is the ability that enhances popularity, leadership and interpersonal effectiveness. People who excel in this skill do well at anything that relies on interacting steadily with others.

2.4.2 Recognizing Emotions in Others. The ability that builds on emotional self awareness is the fundamental “people skill”. People who are empathic are more attuned to the subtle signals that indicate what other people need or want. This ability, empathy, makes them better in a particular line of work such as the caring professions, servicing, teaching, sales and management.

2.5 RELATED RESEARCH

There are studies revealing that emotional intelligence is an important factor that affects the quality of service. Two of which are quoted as follows:

The first study, “The Effects of Personality and Emotional Intelligence on Quality of Service As Perceived by Supervisors of First Class Hotel Front Office Staff in Bangkok”, (Chatroudee Sookplung, 2000) found that the emotional intelligence factor on social skill had a positive correlation with quality of service, and had impact on personality factors. The study sample included 252 front office staff from 18 first class hotels in Bangkok.

The second study, “The Relationship between the States of Emotional Intelligence Communication of Thai Cabin Crew and the Service” (Taksina Seanyen, 2002) discovered that the emotional intelligence of THAI cabin attendants had a positive correlation with quality of their service. The study sample included 342 Thai cabin attendants.

The next chapter describes the methodology, procedures and instruments used in collecting data for the study.