

CHAPTER TWO

REVIEW OF LITERATURE

This chapter reviews the literature relating to emotional intelligence. Many psychologists defined, developed, and distinguished the concept of emotional intelligence in many different aspects. This chapter can be divided into six different parts which are Emotional Intelligence’s Definition and Components, Misconceptions of Emotional Intelligence, Emotional Intelligence Journey, Emotional Intelligence at Work, Emotional Intelligence in Thailand, and Relevant Research.

2.1 EMOTIONAL INTELLIGENCE’S DEFINITION AND COMPONENTS

2.1.1 Emotional Intelligence’s Definition

Many theorists have defined emotional intelligence differently depending on their own interests and fields. The handbook of Intelligence of Sternberg (2000, p. 401, cited by Salovey, Brackett & Mayer, 2004, p. 88) has compiled three dominant theorists revealed in Table 2.1 below.

Table 2.1 Definition of the Three Competing Models

Mayer & Salovey (1997)	Bar-On (1997)	Goleman (1995)
“Emotional intelligence is the set of abilities that account for how people’s emotional perception and understanding vary in their accuracy. More formally, we define emotional intelligence as the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (after Mayer & Salovey, 1997).	“Emotional intelligence is...an array of noncognitive capabilities, competencies, and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” (Bar-On, 1997, p.14).	“The abilities called here emotional intelligence, which include self-control, zeal and persistence, and the ability to motivate oneself.” (Goleman, 1995a, p. xii). And “There is an old-fashioned word for the body of skills that emotional intelligence represents: character” (Goleman, 1995a, p. 28).

2.1.2 Emotional Intelligence Models and Components

Mayer, Salovey, and Caruso (2000, cited by Salovey, Brackett & Mayer, 2004, p. 88) summarize emotional intelligence's components of three studies of theorists, Mayer and Salovey in 1997, Bar-on in 1997, and Goleman in 1995 as stated in Table 2.2 below.

Table 2.2 The Three Competing Model, All Labels "Emotional Intelligence"

Major Areas of skills and Specific Examples		
Mayer & Salovey	Bar-On	Goleman
<p>Perception & Expression of Emotion</p> <ul style="list-style-type: none"> -Identifying and expressing emotions about one's physical states, feeling, and thoughts -Identifying and expressing emotions in other people, artwork, language, etc 	<p>Intrapersonal Skills</p> <ul style="list-style-type: none"> • Emotional self-awareness • Assertiveness • Self-Regard • Self-actualization • Independence <p>Interpersonal Skills</p> <ul style="list-style-type: none"> • Interpersonal relationships • Social responsibility • Empathy <p>Adaptability Scales</p> <ul style="list-style-type: none"> • Problem solving • Reality testing • Flexibility <p>Stress-Management scales</p> <ul style="list-style-type: none"> • Stress tolerance • Impulse control <p>General mood</p> <ul style="list-style-type: none"> • Happiness • Optimism 	<p>Knowing One's Emotions</p> <ul style="list-style-type: none"> • Recognizing a feeling as it happens • Monitoring feelings from moment to moment <p>Management Emotions</p> <ul style="list-style-type: none"> • Handling feelings so they are appropriate • Ability to sooth oneself • Ability to shake off rampant anxiety, gloom, or irritability <p>Motivating Oneself</p> <ul style="list-style-type: none"> • Marshalling emotions in the service of a goal • Delaying gratification and
<p>Assimilating Emotional in Thought</p> <ul style="list-style-type: none"> -Emotions prioritize thinking in productive ways -Emotions generated as aids to judgment and memory 		
<p>Understanding and Analyzing Emotion</p> <ul style="list-style-type: none"> -Ability to label emotions, including complex 		

(table continues)

Table 2.2 (continued)

Major Areas of skills and Specific Examples		
Mayer & Salovey	Bar-On	Goleman
		stifling
		Impulsiveness
		<ul style="list-style-type: none"> • Being able to get into the “flow” state
Emotions and simultaneous feelings		Recognizing Emotions in others
-Ability to understand relationships associated with shifts of emotion		<ul style="list-style-type: none"> • Empathetic awareness • Attunement to what others needs or wants
Reflective regulation of emotion		Handling Relationships
-Ability to stay open to feelings		<ul style="list-style-type: none"> • Skill in managing emotions in others • Interacting smoothly with others
-Ability to monitor and regulate emotions reflectively to promote emotional and intellectual growth		
(Mayer& Salovey, 1997, p.11)		

2.2 MISCONCEPTIONS OF EMOTIONAL INTELLIGENCE

The confusion of the terms emotional quotient (EQ) and emotional intelligence (EI) used in the emotional intelligence criteria is likely to happen because their perceptions seem to be very much alike. According to the Bar-On model of emotional-social intelligence, the Emotional Quotient Inventory or EQ-I is a self-report measure designed to measure a number of constructs related to emotional intelligence. Emotional Intelligence, or EI, describes an ability or capacity to

perceive, assess, and manage the emotions of one's self, and of others. EQ, or Emotional Quotient, is how one measures Emotional Intelligence (Bar-On 2006.)

In addition to the emotional quotient and emotional intelligence, some misconceptions have been found because different people have different view points toward the concept of emotional intelligence. Goleman (1998) states the misconceptions in the field of emotional intelligence in his book of “Emotional intelligence at work.”

First, emotional intelligence does not mean merely being nice, but the state that we know how to deal or confront with someone with uncomfortable but consequential truth they have been avoiding.

Second, emotional intelligence does not mean giving free rein to feelings—“letting it all hang out.” Managing feeling to express appropriately and effectively, enabling people to work together smoothly toward their common goals is what emotional intelligence really is.

Next, men and women tend to have different characteristics and have a shared, gender specific profile of strong and weak points. An analysis of emotional intelligence in thousands of men and women found that women, on average are more aware of their emotions, show more empathy, and are more adept interpersonally. Men, on the other hand, are more self-confident and optimistic, adapt more easily, and handle stress better. Even so, indeed, on average of overall rating for men and women, the strengths and weaknesses average out, the emotional intelligence seems to have no differences in terms of gender.

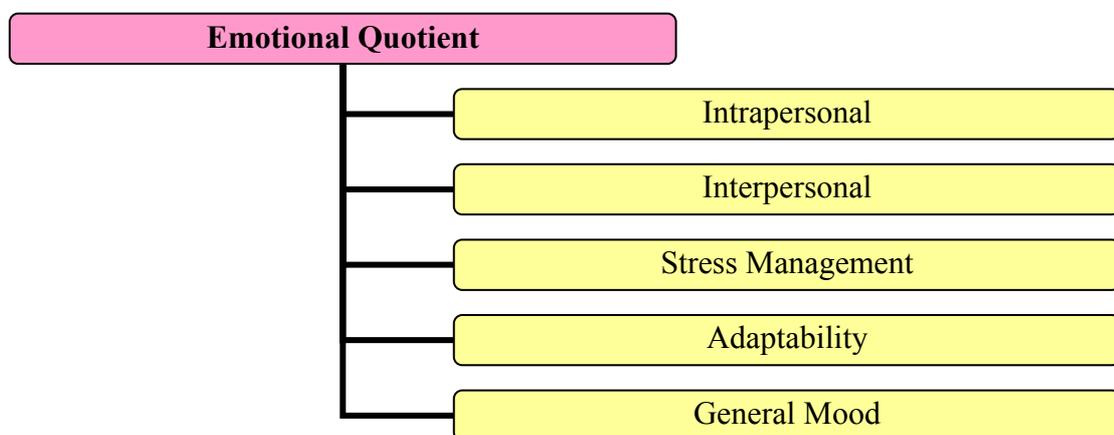
Moreover, the level of emotional intelligence is not genetically nor does it develop only in early childhood. Emotional intelligence can be learned and continuously develop from incoming experiences—the emotional competence can keep growing.

Lastly, possessing high in emotional intelligence does not guarantee a person will have learned the emotional competencies that matter for work; it means only that they have excellent potential to learn them.

2.3 EMOTIONAL INTELLIGENCE JOURNEY

Reuven Bar-On, an Israeli psychologist, is one of the leading pioneers of emotional intelligence who initiated the model of emotional intelligence in 1980s and created the well-known emotional intelligence test afterwards. Emotional intelligence in his view point is an array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures (2006, p.23.)

Figure 2.1 Bar-On five Meta factors

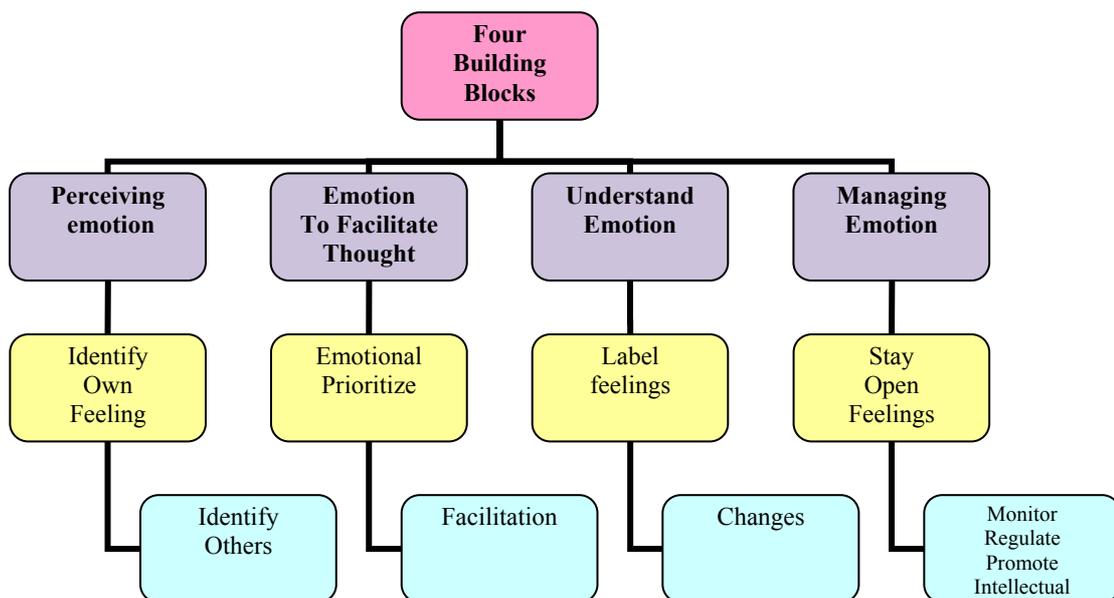


A comprehensive theory of emotional intelligence was firstly defined by two psychologists, Peter Salovey and John Mayer, in 1990. The definition of emotional intelligence in the view point of Salovey and Mayer is “the ability to process emotional information, more specifically an ability to recognize the meanings of emotions and their relationships, as well as being able to reason and problem-solve on the basis of them. In particular, it involves one’s capacity to perceive and assimilate emotional feelings, to understand the information of these emotions and lastly, the management of them” (Salovey & Mayer, 1990, pp. 185-211 cited by Salovey, Brackett & Mayer, 2004, pp. 1-18.)

The four building blocks are the basic elements that emotional intelligence derives from. Unlike biological DNA, emotional intelligence blocks can be developed to be skills and abilities if nurtured with experience. Each hierarchical building block represents abilities that together give rise to your emotional intelligence. First is the

ability to perceive, appraise, and express emotions accurately. Second is the ability to retrieve or produce feelings which helps understand oneself or someone else. Third is the ability to comprehend emotions and knowledge about them. Last is the ability to control one's emotions in order to enhance emotional and intellectual development.

Figure 2.2 Mayer and Salovey's Four Building Blocks



In 1997, they later revised their own definition which is “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.” There are four major branches of emotional intelligence. (Salovey & Sluyter, 1997, pp. 10-16)

First, the perception, appraisal, and expression of emotion is the ability to accurately determine the emotions of others regarding their experiences, to assist the use of the emotional input in forming judgments and making decisions and to effectively communicate with others to meet their needs to achieve the goals.

Second, the emotional facilitation of thinking is the ability to prioritize the importance of information, to generate as aids to judgment and memory concerning feelings and bring about more flexible planning, the generation of multiple alternatives, and a broadened perspective on problems.

Next, the understanding and analyzing emotions and employing emotional knowledge are to comprehend both the determinants and consequences of moods and emotions, and how those emotions change over time.

Last, the reflective regulation of emotions to promote emotional and intellectual growth is the ability to be open-minded for the pleasant and unpleasant feelings that come across, to engage or detach from emotion depending on the incoming information or utility, to monitor emotion to oneself and others, and to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones without repressing or exaggerating.

2.4 EMOTIONAL INTELLIGENCE AT WORK

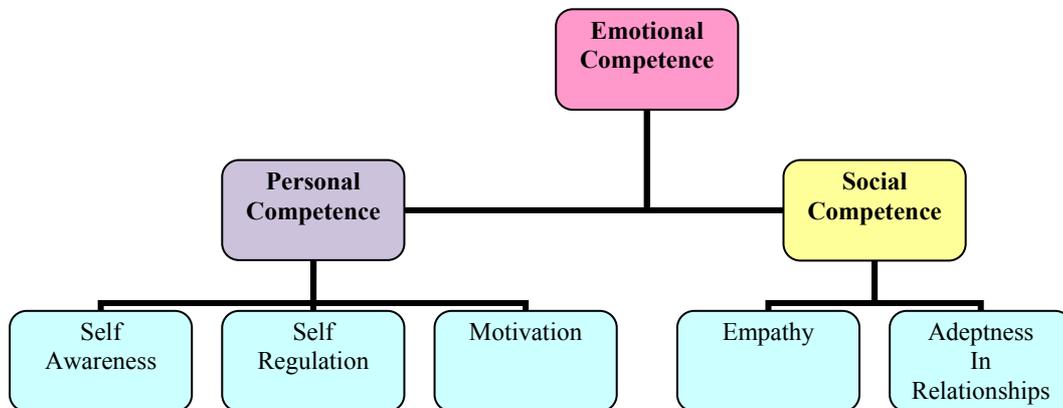
2.4.1 Daniel Goleman's Concept (1998)

Daniel Goleman's view point of emotional intelligence is the new yardstick and a different way of being smart. He defines the five domains of emotional intelligence as "the ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's mood and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, 1995, p. 43) The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships is what he repeated in 1998 (p. 317.)

In 1998, he clarifies the emotional intelligence and its application to work in terms of self-mastery people skills, new model of learning and applications in the organization.

After claiming that emotional intelligence counts more than IQ and how emotional intelligence is important for careers, the twelve specific job capabilities and thirteen key relationship skills are listed as practical ways to perform. The twelve specific job capabilities and the thirteen key relationship skills can be divided into five basic emotional and social competencies. The personal competencies cover three components which are self-awareness, self-regulation, and motivation. The social competence has two different components which are empathy and adeptness in relationships.

Figure 2.3 Daniel Goleman's five basic emotional and social competencies



2.4.2 Weisinger's Concept (1998)

According to the intrapersonal and interpersonal of Weisinger's theory (1998), the effects of low emotional intelligence do not affect the individuals only, but it affects colleagues, subordinates, work outcomes, company images and customers' satisfaction. For instance, some flight attendants especially those in-charge of a compartment are so pressurized from their work that they raise their voice to their subordinates in the galley when the subordinates have done something wrong or they cannot understand what the in-charge instructed. It seems that the failure of controlling one's emotional intelligence is likely to happen in downward communication.

After he had witnessed destructive criticism that causes emotional fallout, Weisinger realized that constructive criticism is a key element of emotional intelligence. He has learned that the inability to manage one's emotions well and to effectively communicate will lead to the conflicts among staff, low morale, and diminished productivity.

The definition of emotional intelligence is the intelligent use of emotions "you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results" (Weisinger, 1998, p. xvi.) Emotional intelligence is instrumental in resolving problems, dealing with difficult people, and other challenges affecting your success. Emotional intelligence is used

both intrapersonally which is helping your self and interpersonally which is helping others (p. xvii.)

While many research studies have been covered the methods for measuring emotional intelligence, determining the importance of emotional intelligence skills, and applying and integrating emotional intelligence in various settings, Weisinger focuses his application on emotional intelligence in the workplace. Employees can help build an emotionally intelligent organization by increasing their own emotional intelligence, using it in their relations with others, and applying the skills of emotional intelligence to the organization as a whole. Emotional intelligence at work can be categorized in to two parts which are to develop and use the intrapersonal use of your emotional intelligence to yourself and to be more effective in your relationships with others as an interpersonal use.

The intrapersonal use is to increase one's emotional intelligence by developing high self-awareness, managing one's emotions, and motivating oneself. The use of your emotional intelligence in your relations with others by developing effective communication skills, developing interpersonal expertise and helping others help themselves is interpersonal use.

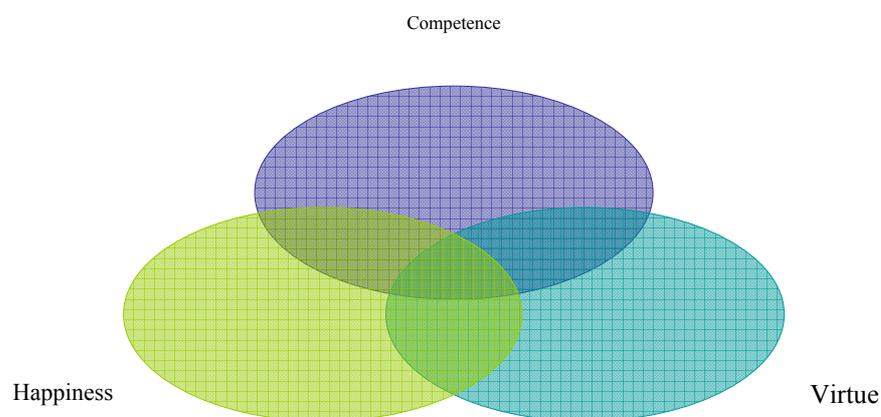
2.5 EMOTIONAL INTELLIGENCE IN THAILAND

The study of the Development of Thai Emotional Intelligence Screening Test for ages 12 to 16 by the Department of Mental Health, Ministry of Public Health (2000) has developed the measurement of emotional intelligence based on Thai culture, society and value. The emotional intelligence measured in this screening test portrayed the desirable behavior possessed by an emotionally mature person. The three main features that have been developed to relate to Thai people were virtue, competence and happiness.

To relate the concept of emotional intelligence with the mental health concept, the Department of Mental Health defined the concept of the way people possess self-awareness, live their lives with others in society and solve incoming difficulties in their lives. Virtue, Competence, and Happiness are introduced to represent the meaning of the above concepts. Virtue represents the ability that people maintain their emotions in order to live with others in the society which are ability to control one's

emotions, ability to understand another person's feelings, and be responsible to the organization or the society. To inspire and motivate themselves to accomplish, to make decision in solving problems, and to express their emotional positively to others are Competence. Happiness is the ability that one is able to be proud of oneself, to be satisfied and live one's life sufficiently, and to make oneself happy and peaceful.

Figure 2.4 Three main features of emotional intelligence from Department of Mental Health Ministry of Public Health (2000)



The emotional intelligence screen test is well developed and established by groups of researchers and proven tests, and has proven reliable through its widespread use throughout the population. Marital status provides significant difference in the study. People who are married or divorced have higher emotional intelligence scores in Competence and Happiness than those who are single. Different job titles also provide significant differences in the study. Those who are in higher positions or managerial positions are likely to possess higher scores of emotional intelligence. However, the possession of the emotional score range is just an indicator in general. To obtain lower score than the normal range does not indicate mental problems in the respondents.

2.6 RELEVANT RESEARCH

As the concept of emotional intelligence is not a brand new value that has gained popularity in organizations today, many researchers have produced loads of

productive research that could help the followers to move on the continuous learning of emotional intelligence. Like other customer service industries, the airline business' successful outcomes rely on the emotional intelligence of each employee. The ability to maintain their physical and emotional balance is highly demanding. Diggins (2004, pp. 33-35, cited by Suliman & Al-Shaikh, 2007, p. 1) suggested that emotional intelligence the key to effective performance. According to Brown and Brooks (2002, p. 327, quoted in Suliman et al., 2007, p. 1) "an understanding of emotion, both our own and those of other people, plays an important part in organizational life."

Emotional intelligence as a corporate intelligence model in the view of Darling and Walker (2001, pp. 230-242, cited by Suliman & Al-Shaikh, 2007, p. 3) is that to be successful in the world of business today is not to focus on intelligence but on social and emotional intelligence. There are some studies that have mentioned about emotional intelligence and intelligence Quotient; for example, "What is more important: intelligence (IQ) or emotional quotient (EQ)?" is the study of Akers and Porter (2003, p. 65) showing that emotional intelligence skills are critical for the success of the accounting profession. The possession of EQ—even if they did not recognize it as such—has always been more important than IQ in attaining success in their lives and careers.

The studies of the importance of the existence of emotional intelligence in training course organizational by Richards (2004, p. 12) found that the speed and quality of individual behavioral change is positively correlated and directly related to the quality and effectiveness of the training activities in the organization.

Some researchers are interested in the relationship of emotional intelligence and motivation; for example, Christie, Jordan, Troth, and Lawrence (2007, p. 212) found that motivation is a factor related to emotional intelligence but does not have strong significance in emotional intelligence based on Mc Clelland's (1987, cited by Christie, Jordan, Troth, & Lawrence, 2007, p. 1) three motivation needs supported the conceptualization of Mayer and Salovey's (1997, p. 35, cited by Salovey, Brackett & Mayer, 2004, pp. 29-59) than the emotional intelligence model of Goleman (1995).

Emotional intelligence and leadership is another aspect that researchers are interested in. Frye, Bennett, and Caldwell, (2006, p. 49) have studied the relationships between the emotional intelligence (EI) of self directed teams and two dimensions of

team interpersonal process-team task orientation and team maintenance function- by using the five dimension model of emotional intelligence measured by the Bar-On Emotional Quotient Inventory. Emotional intelligence becomes an important component for individuals as a team member. Emotional intelligence of the leaders that directly affects and stimulates the creativity of their teams has been studied by Rego, Sousa, Cunha, Correia, and Saur-Amaral (2007, p. 250). Bono, Foldes, Vinson, and Muros (2007, p. 1357) examined the role of organization leaders in employees' emotional experiences. The results also suggested that effects of emotional regulation on stress are long lasting (up to two hours) and not to reduced easily by leadership behaviors.

Cote and Miners (2006, p. 1) examined how emotional intelligence and cognitive intelligence are associated with job performance. Emotional intelligence has become as a strong predictor of job performance as cognitive intelligence has decreased. Emotional intelligence can help develop and enhance job performance of individuals with low cognitive intelligence. Abraham (1999, pp. 209-224, cited by Suliman & Al-Shaikh, 2007, p. 2) has found in his studies that a person possesses who high levels of emotional intelligence tends to show higher levels of job performance. Langhorn (2004, pp. 220-230, cited by Suliman et al., 2007, p. 2) argued that emotional intelligence can predict performance of general managers which can be used to predict the team satisfaction, and team turnover. Deshpande, Joseph, and Shu (2005, pp. 75-85, cited by Suliman et al., 2007, p. 2) who studied the impact of emotional intelligence on counterproductive behavior in China found that the high emotional intelligence group tends to be more unethical than the low emotional intelligence group. Wong and Law (2002, pp. 243-274, cited by Suliman et al., 2007, p. 2) revealed that emotional intelligence of subordinates influences job performance and job satisfaction; the superior's emotional intelligence affects subordinates' satisfaction and extra-role behavior.

Emotional Intelligence's Theory and Applications at work was carried out by Jantana Pongsart (1999). Many prominent theories by many well-known theorists were collected and discussed in this research. In the area of measuring emotional intelligence of the employees in the organization, Kanokphat Jaithiang (2008) studied the Emotional Intelligence of Employees with different jobs in an organization. The

researcher used the accidental random sampling method by distributing the questionnaires to the subjects. The level of the respondents was in the normal score range was satisfactory. Happiness, one of the main three components of the department of Mental Health, Ministry of Public Health, Thailand, is the most important component that the employees need to develop. In addition, happiness is also considered as the most important factor for their careers.

Some interesting theses according to the Emotional Intelligence have been conducted on Thai Airways International ground and in-flight service personnel.

Paiboon Intathisan (ไพบูลย์ อินทิสันห์, 2001) studied the effects of emotional intelligence quotient, work-related values, and biosocial factors on the in flight service performance of Thai cabin attendants. The study findings showed that the older flight attendants with longer experience had better performance. Flight attendants who possessed higher scores on emotional intelligence quotient and work related values had better in flight service performance than those who scored lower. The emotional intelligence quotient, work-related values, and biosocial factors could predict the attendant's in flight service performance.

Damrongsak Glawiggit, (ดำรงศักดิ์ กล้าวิทย์กิจ, 2004) studied the relationship between emotional Intelligence, personalities, job satisfaction, and service quality of front line staff at Thai Airways International Public Company Limited. His study came up with six findings. First, the front line staff consisting of both males and female had different in service quality. Second, the front line staff who were different in age, duration of work, and marital status had no difference in service quality. Third, there was a positive correlation between emotional intelligence and service quality. Neuroticism was negatively correlated with service quality was the fourth finding. Extraversion factors, openness factors, agreeableness factors and conscientiousness factors were positively correlating with service quality. Last, emotional intelligence can predict service quality.

The earlier study of Surin Nuin (สุรินทร์ นุอิทร์, 2006) the study of relationship between emotional intelligence and quality of service of officers serving students according to the perception of their supervisors, has found that the employees who have longer work experience (16 to 25 year) possess the highest level of emotional

intelligence than other employees. Those who have worked for 5 to 15 year possess higher levels of emotional intelligence than those who have worked less than 5 years. The years of experience in this study relate to the different job titles in that each job title has a particular amount of work experience.

In another study, Suliman and Al-Shaikh (2007, p. 4) examined emotional intelligence at work: links to conflict and innovation. This finding indicates that older and longer tenured employees showed higher levels of emotional intelligence than younger and shorter tenured employees. To sum up, the older or longer tenured employees are likely to be experienced and working in senior jobs and accordingly their “ability to monitor one’s own and others emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (Mayer & Salovey, 1997, p. 433, quoted in Suliman et al., 2007, p. 4). The older or longer tenured can be related to four different job titles in this study. The higher the positions they are in the more experience they need.