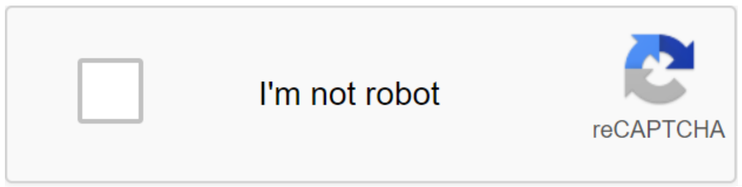
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In 1990, in my role as a science reporter at The New York Times, I accidentally came across an article in a small academic journal by two psychologists, John Mayer, now at the University of New Hampshire, and Peter Salovey of Yale. Mayer and Salovey proposed the first formulation of the concept, which they called emotional intelligence. These were the days when the superiority of intelligence as a standard of perfection in life was undeniable; disputes raged over whether it was found in our genes or because of experience. But here, suddenly, there was a new way of thinking about the ingredients of life's success. I was electrified by the concept that I made the title of this book in 1995. Like Mayer and Salovey, I used the phrase to synthesize a wide range of scientific findings, putting together what was the individual strands of research - reviewing not only their theory, but a wide range of other interesting scientific developments, such as the first fruits of the nascent field of affective neuroscience, which explores how emotions are regulated in the brain. I remember shortly before this book was published ten years ago, I thought that if I had overheard a conversation one day in which two strangers used the phrase emotional intelligence, and both realized what it meant, I could spread the concept more widely into culture. I don't know much. The phrase emotional intelligence, or its occasional abbreviation of the equalizer, has become ubiquitous, showing in settings as unlikely as the cartoon bands Dilbert and Tzippi Pinhead and in the serial art of Roz Chast in The New Yorker. I've seen boxes of toys that claim to boost a child's equalizer; lovelorn personal ads sometimes trumpet it into those looking for potential mates. I once found wit about an equalizer printed on a bottle of shampoo in my hotel room. And the concept has spread to the far corners of our planet. The equalizer became a word recognized, as I was told, in such diverse languages as German and Portuguese, Chinese, Korean and Malay. (Despite this, I prefer EI as an English acronym for emotional intelligence.) My inbox often contains requests, for example, from a graduate student in Bulgaria, a schoolteacher in Poland, a college student in Indonesia, a business consultant in southern Africa, a management expert at the Sultanate of Oman, a leader in Shanghai. Business students in India read about EI and leadership; the DIRECTOR-general in Argentina recommends a book that I later wrote on the subject. I have also heard from religious scholars in Christianity, Judaism, Islam, Hinduism and Buddhism that the ei concept resonates with the worldview in their own faith. The best part for me was how hotly the concept was adopted by educators, in the form of programs in social and emotional learning or SEL. Back in 1995 I was able to find several such programs teaching emotional intelligence skills for children. Nwo Nwo ten years later, tens of thousands of schools around the world offer SEL to children. In the United States, many districts and even entire states are now making the SEL curriculum a requirement, necessarily that just as students must achieve a certain level of competence in math and language, so they need to master these necessary skills for life. In Illinois, for example, special standards of SEL ability training have been set for each class from kindergarten to the last year of high school. To provide just one example of a remarkably detailed and comprehensive curriculum, in their early years students must learn to recognize and accurately mark their emotions and how they lead them to action. By the end of elementary years, empathy lessons should make children able to identify nonverbal clues to how someone feels; in junior high school they should be able to analyze what creates stress for them or what motivates their best performance. And in high school, SEL skills include listening and talking in ways that resolve conflicts instead of escalating them and negotiating for win-win solutions. All over the world, Singapore has taken an active initiative in SEL, as have some schools in Malaysia, Hong Kong, Japan and Korea. In Europe, the UK leads, but more than a dozen other countries have schools that cover EI, as well as Australia and New zealand, and here and there countries in Latin America and Africa. In 2002, a worldwide initiative to promote SELE was launched to the ministries of education in 140 countries in 2002, with a statement on the ten basic principles of SEL implementation. In some states and countries, SEL has become an umbrella for education, violence prevention, drug prevention, and school discipline programs. The aim is not only to reduce these problems among schoolchildren, but also to improve the school climate and, ultimately, student performance. In 1995, I presented preliminary data showing that SEL is an active component of programmes that improve children's learning while preventing problems such as violence. Now the thing can be done scientifically: helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not only in improving behavior, but in measurable academic achievement. This is great news contained in a recently completed meta-analysis of 668 studies evaluating SEL programs for children from preschool to high school. The mass survey was conducted by Roger Weisberg, who directs collaborations for academic, social and emotional learning at the University of Illinois at Chicago - an organization that way in bringing SEL to schools around the world. Data show that SEL programs have benefited greatly in academic academic as demonstrated in the results of the achievement test and average scores. In participating schools, up to 50 per cent of children showed higher performance and improved their average scores to 38 per cent. SEL programmes have also made schools safer: the number of misconduct cases has decreased by an average of 28 per cent; 44 per cent suspension; and other disciplinary measures of 27 per cent. At the same time, attendance increased, while 63 percent of students demonstrated significantly more positive behavior. In the world of social science research, these are remarkable results for any program to promote behavior change, SEL has fulfilled its promise. In 1995, I also suggested that much of sel's effectiveness came from its effects in the formation of children developing neural circuits, particularly the executive functions of the prefrontal cortex that govern working memory - something we keep in mind as we learn - and suppress destructive emotional impulses. Now came the first preliminary scientific proof of this concept. Mark Greenberg of Pennsylvania State University. The CODEveloper program of PATHS in SEL, reports not only that the program for elementary school students boasts academic achievements, but more importantly that much of the increase in learning may be due to improved attention and working memory, the key function of the prefrontal cortex. This strongly suggests that neuroplasticity, brain formation through repeated experience, plays a key role in the benefits of SEL. Perhaps the biggest surprise for me was the impact of EI in the business world, especially in the field of employee leadership and development (a form of adult education). Harvard Business Review called emotional intelligence a stunning, crushing idea of the paradigm, one of the most influential business ideas of the decade. Such claims in the business world too often turn out to be quirks, without any real fundamental substance. But there's a far different network of researchers working here to ensure that the application of EI is based on solid data. The Emotional Intelligence Research Consortium (CREIO), based at Rutgers University, has become a leader in catalysing this scientific work, working with organizations that range from the Office of Personnel Management in the federal government to American Express. Today, companies around the world regularly look through the prism of EI in hiring, promoting and developing their employees. For example, Johnson and Johnson (another CREIO member) found that in divisions around the world, those who were identified in the middle of career as having high leadership potential were much stronger in EI competencies than their less promising counterparts. CREIO continues to encourage such that can offer evidence-based guidelines for organizations seeking to their ability to achieve their business goals or fulfill a mission. The ability to understand their emotions and use it to guide the thinking and behaviors of Emotional Intelligence (EI), Emotional Leadership (EL), Emotional Factor (ER) and Emotional Intelligence Factor (ISIS), is the ability of people to recognize their own emotions and the emotions of others, to distinguish different feelings and label them properly, to use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt to the environment. Although the term first appeared in 1964, it gained popularity in the 1995 book Emotional Intelligence, written by the scientific journalist Daniel Golman. Empathy is usually associated with EI because it is associated with a person connecting their personal experience with other people's experiences. However, there are several models that aim to measure the levels (empathy) of EI. There are currently several EI models. The original Goleman model can now be considered a mixed model that combines what has since been modeled separately as the EI ability and the EI trait. Goleman defined EI as a set of skills and characteristics that govern leadership performance. The feature model was developed by Konstantinos V. Petrides in 2001. It includes behavioral dispositions and self-assessment abilities and is measured through self-report. The Ability Model, developed by Peter Salovey and John Mayer in 2004, focuses on a person's ability to process emotional information and use it to navigate social media. Studies have shown that people with high levels of AI have greater mental health, performance and leadership skills, although cause-and-effect relationships have not been shown, and such findings are likely to be associated with general intelligence and specific personality traits rather than emotional intelligence as a design. For example, Goleman pointed out that EI accounts for 67% of abilities deemed necessary to improve leadership performance, and has twice as much technical knowledge or intelligence. Other studies show that the impact of EI markers on leadership and managerial performance is not essential when ability and personality are controlled, and that overall intelligence is very closely correlated with leadership. EI markers and methods of development have become more desirable in the last decade by people seeking to become more effective leaders. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence. Criticism focused on whether EI is real intelligence and whether it has an incremental reality over intelligence personality traits of the big five. The story of the term emotional intelligence seems to have first appeared in 1964 in an article by Michael Beldock, Beldock, 1966 work by B. Loyner called Emotional Intelligence and Emancipation, which appeared in the psychotherapeutic journal: The Practice of Child Psychology and Child Psychiatry. In 1983, Howard Gardner's Mind: The Theory of Several Intellects introduced the idea that traditional intelligence types, such as intelligence, could not fully explain cognitive abilities. He presented the idea of several intellects, which included both interpersonal intelligence (the ability to understand the intentions, motives and desires of others) and intrapersonal intelligence (the ability to understand oneself, to appreciate one's feelings, fears and motives). The term subsequently appeared in Wayne Payne's doctoral thesis The Study of Emotions: The Development of Emotional Intelligence in 1985. The first published use of the term E (Emotional quota) was an article by Keith Beasley in 1987 in the British magazine Mensa. In late 1998, a Harvard Business Review article entitled What Makes a Leader caught the attention of Johnson's Johnson's Consumer Companies (JJCC). The article talked about the importance of emotional intelligence (EI) in leadership success, and cited several studies that have shown that EI is often a hallmark between great leaders and middle leaders. The JJCC funded a study that concluded that there was a strong link between superior performance leaders and emotional competence, supporting the theorist's suggestion that social, emotional and relational competence, commonly referred to as Emotional Intelligence, was a hallmark of leadership performance. In 1989, Stanley Greenspan put forward a model to describe the EI, followed by others, Peter Salovey and John Mayer, published the following year. However, the term became widely known with the publication of Golemman's book: Emotional Intelligence - Why It May Have More Value Than I'25 (1995). It is to the status of the bestseller of this book this term can attribute its popularity. The Goleman followed up with several more popular publications of a similar theme that reinforce the use of the term. To date, tests measuring EI have not replaced intelligence tests as a standard intelligence metric. Emotional intelligence has also received criticism for its role in leadership and business success. The distinction between emotional traits intelligence and the ability of emotional intelligence was introduced in 2000. Emotional intelligence definitions were defined by Peter Salove and John Mayer as the ability to control one's and other emotions, to distinguish between different emotions and to call them accordingly, and to use emotional information to guide thinking and behavior. This definition was later broken and four proposed abilities: perception, perception, understanding and managing emotions. These abilities are different, but they are related. Emotional intelligence also reflects the ability to join intelligence, empathy, and emotion to improve thought and understanding of interpersonal dynamics. However, there are significant differences over the definition of EI, both in terms of terminology and operational data. Currently, there are three main EI models: the Mixed Model Ability Model (usually subdivided under the EI) While some of these measures may overlap, most researchers agree that they tap different designs. Specific models of ability turn to ways in which emotions facilitate thought and understanding. For example, emotions can interact with thinking and allow people to make better decisions (Lyubomirsky et al. 2005). The person who responds more emotionally to the most important issues will deal with more important aspects of his life. Aspects of the emotional relief factor should also know how to incorporate or exclude emotions from thoughts depending on the context and situation. It is also associated with emotional reasoning and understanding in response to people, the environment and the circumstances that a person encounters in his life day in and day out. Salovey and Mayer's conception of EI abilities seek to define EI within the standard criteria for new intelligence. After their ongoing research, their original definition of EI was revised to the ability to perceive emotions, integrate emotions to facilitate thought, understand emotions, and regulate emotions to promote personal growth. However, after further research, their definition of EI has evolved into the ability to talk about emotions and emotions to enhance thinking. It includes the ability to accurately perceive emotions, gain access and generate emotions to help thoughts, understand emotions and emotional knowledge, and reflexively regulate emotions in order to promote emotional and intellectual growth. The ability-based model sees emotions as useful sources of information that help to understand and navigate the social environment. The model assumes that people differ in their ability to process emotional information and their ability to correlate emotional processing with broader cognition. This ability manifests itself in certain adaptive behaviors. The model claims that EI includes four types of abilities: the perception of emotions - the ability to detect and decipher emotions in faces, pictures, voices and cultural artifacts, including the ability to identify their own emotions. Perception of emotions is a fundamental aspect of emotional intelligence, as does all other emotional information is possible. The use of emotions is the ability to use emotions to facilitate various cognitive actions, such as thinking and problem solving. An emotionally intelligent person can take full advantage of his changing mood to best meet the task at hand. Understanding emotions is the ability to understand the language of emotions and appreciate complex relationships between emotions. For example, understanding emotions involves the ability to be sensitive to minor variations between emotions, and the ability to recognize and describe how emotions develop over time. Emotional management is the ability to regulate emotions both in one's self and in others. Thus, an emotionally intelligent person can use emotions, even negative ones, and manage them to achieve their goals. The EI ability model was criticized in the study for lack of face and predictive reliability in the workplace. However, in terms of design reality, EI capability tests have a big advantage over EI self-reporting scales because they compare individual maximum performance with standard performance scales and do not rely on individuals approving descriptive statements about themselves. Measuring the current measure of the Model Ei Mayer and Salovea, the Mayer-Salovea-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotional-based subjects. According to the AI model's assertion as a type of intelligence, the test is modeled on the basis of intelligence-based tests. By testing a person's abilities on each of the four branches of emotional intelligence, it generates scores for each branch, as well as an overall score. Central to the four industry models is the idea that EI requires tweaking social norms. MsCEIT is thus assessed in a consensual manner, with higher scores indicating a higher overlap between human responses and responses provided by a worldwide sample of respondents. MSCEIT can also be an expert scoring so that the amount of overlap is calculated between human responses and those provided by a group of 21 emotion researchers. Although MSCEIT is promoted as an ability test, it is not similar to standard intelligence tests in that its elements do not have objectively correct answers. Among other problems, the consensus assessment criterion means that it is not possible to create elements (issues) that only a minority of respondents can solve, since by definition the answers are considered emotionally intelligent only if the majority of the sample approved them. This and other similar problems have led some cognitive experts to question the definition of EI as genuine intelligence. In a study conducted by Fullesdal, MSCEIT's 111 business leaders were compared to how their employees described their leader. It was determined that there was no between the results of the leader's test and how he or she was evaluated by the staff, in terms of empathy, ability to motivate and effectiveness of the leader. Fullesdal also criticized the Canadian company Multi-Health Systems, which conducts the MSCEIT test. The test contains 141 questions, but it was found after the publication of the test that 19 of them do not give the expected answers. This led Multi-Health Systems to remove the answers to these 19 questions before scoring, but not making it official. Other measurements Of other specific measures were also used to assess ability in emotional intelligence. These measures include: Diagnostic analysis of nonverbal accuracy. - The adult version includes 24 photos of an equal number of happy, sad, angry and terrible personals of both high and low intensity, which are balanced by the floor. The task of the participants is to answer which of the four emotions is present in these stimuli. Japanese and Caucasian brief test for influence recognition - Participants try to identify 56 faces of Caucasian and Japanese people expressing seven emotions, such as happiness, contempt, disgust, sadness, anger, surprise and fear, which can also be entlineized by 0.2 seconds to different emotions. Levels of Emotional Awareness Scale 36 - Participants read 26 social scenes and respond to their expected feelings and continuum of low to high emotional awareness. The mixed model Model, introduced by Daniel Golman, focuses on EI as a wide range of competencies and skills that drive leadership performance. The Goleman model outlines five basic EI designs (for more details see What Makes Leader Daniel Golman, Best of Harvard Business Review 1998): Self-awareness is the ability to know your emotions, strengths, weaknesses, drives, values

and goals and recognize their influence on others, using gut feelings for decision-making. Self-regulation involves controlling or redirecting one's destructive emotions and impulses and adapting to changing circumstances. Social skills - managing relationships to get along with others' empathy - given the feelings of others, especially when making motivation decisions - knowing what motivates them. Goleman includes a set of emotional competencies in each EI design. Emotional competences are not innate talents, but rather learned abilities that need to be worked on and that can be developed to achieve outstanding results. Goleman argues that people are born with a common emotional intelligence that determines their potential for learning emotional competence. The EI Golman model has been criticized in research literature as simply pop psychology (Mayer, Roberts, s Barsade, 2008). The measuring two measurement tools are based on the Goleman model: Competency inventory which was created in 1999, and emotional and social competence inventory (ESCI), a new edition of ECI was developed in 2007. Emotional and Social Competence - University Edition (ESCI-U) is also available. These tools developed by Goleman and Boyatzis provide a behavioral measure of emotional and social competence. An assessment of emotional intelligence, which was created in 2001 and can be considered as a self-reportation or 360-degree assessment. The Trait See also: Trait theory Konstantinos v. Petrides proposed a conceptual distinction between a ability-based model and a feature-based EI model, and has developed it in numerous publications over the years. The Trait EI is a constellation of emotional self-image located at the lower levels of the individual. From the point of view of lay people, the EI trait refers to a person's self-in-peace of their emotional abilities. This definition of EI includes behavioral dispositions and the ability to self-aggrposes and is measured by self-reporting, as opposed to a ability-based model that refers to actual abilities that have proven to be highly resistant to scientific measurements. Trait EI should be investigated within the framework of personality. An alternative label for the same design is the trait of emotional self-reafective. The EI feature model is common and will fit the Goleman model discussed above. The conceptualization of EI as a personality trait leads to a design that lies outside the taxonom of a person's cognitive abilities. This is an important distinction in how it carries directly on the exploitation of the designs and theories and hypotheses that are formulated about it. None of them appreciate intelligence, ability or skills (as their authors often claim), but rather, they are limited measures of the trait of emotional intelligence. The most widely used and widely researched measure of self-reporting or self-fulfillment (as it is now called) of emotional intelligence is the equalizer 2.0. Originally known as the BarOn equalizer, it was the first self-reporting measure of emotional intelligence available, the only measure anticipating Goleman's bestseller. There are more than 200 studies that used an equalizer or an equalizer 2.0. It has the best standards, reliability and validity of any document of self-reporting and was the first to be reviewed in the Book of Mental Measures of Buros. The 2.0 equalizer is available in different languages as it is used all over the world. TEISE ensures the operation of the model of Konstantinos V. Petrides and his colleagues, which conceptualizes EI from the point of view of personality. The test includes 15 sub-scales organized by factors: factors: self-control, emotionality and sociability. Teikum's psychometric properties were investigated in a study in the French-speaking population, where it was reported that TEICUE scores were globally distributed and reliable. The researchers also found that TEI'que scores were not associated with nonverbal reasoning (Crow Matrix), which they interpreted as supporting a view of the EI personality trait (as opposed to a form of intelligence). As expected, TEI-Kew scores were positively associated with some personality traits of the big five (extroversion, pleasantness, openness, conscientiousness), as well as back-to-back related to others (alexitimia, neuroticism). A number of quantitative genetic studies have been conducted as part of the EI trait model, which have identified significant genetic effects and features for all signs of EI scores. Two recent studies (one meta-analysis), which includes a direct comparison of several EI tests, have yielded very favorable results for TEIC. The General Effects Review, published in the journal Annual Psychology, found that higher emotional intelligence positively correlates with: Better social relationships for children – Among children and adolescents, emotional intelligence positively correlates with good social interactions, relationships and negatively correlated with deviations from social norms, antisocial behavior is measured both in and out of school as reported by their own children, as reported by their own family members, as reported by their own family members. as well as their teachers. Improving Social Relationships for Adults - High emotional intelligence among adults correlates with better self-touch social abilities and more successful interpersonal relationships while less interpersonal aggression and problems. Highly emotionally intelligent people are perceived by others more positively – other people perceive people with high EI as more pleasant, socially skilled and empathetic to be around. Improving family and intimate relationships - High EI correlates with better relationships with family and intimate partners in many ways. Better Academic Achievement - Emotional intelligence correlates with greater achievement in academia, as reported by teachers, but generally no higher grades once the intelligence factor is taken into account. Improving social relations during work and negotiation - Higher emotional intelligence correlates with better social dynamics at work, as well as with better negotiating ability. Improving Psychological Well-being - Emotional intelligence positively correlates with higher levels of life satisfaction, self-esteem and lower levels of insecurity or depression. It also negatively correlates with poor health choices and behavior. Allows for self-compassion - Emotionally intelligent people are more likely to better understand themselves and do decisions based on emotion and justification put together. In general, this leads a person to self-fulfillment. Criticism of THE EI and Goleman's original 1995 analysis have been criticized in the scientific community, despite prolific reports of its usefulness in the popular press. The predictive power Landy distinguishes between the commercial wing and the academic wing of the EI movement, basing this distinction on the supposed predictive power of THE, as seen in the two currents. According to Landy, the former makes expansive claims on the applied value of EI, while the latter tries to warn users against these claims. As an example, Goleman (1998) argues that the most effective leaders are one of the most important ways: they all have a high degree of what has become known as emotional intelligence. ... Emotional intelligence is a sinus qua not a leadership. By contrast, Mayer (1999) warns implied popular literature that very emotionally intelligent people possess an unconditional advantage in life that seems to be too enthusiastic at present and unreasonable by reasonable scientific standards. Landy also supports this argument by claiming that the data on which these claims are based are in their own databases, which means that they are not available to independent researchers for re-analysis, replication or verification. In addition, Murensky (2000) states that it is difficult to create objective indicators of emotional intelligence and demonstrate its influence on leadership, as many scales are measures of self-reporting. During the academic exchange, Antonakis and Ashkanasi/Dasborough mostly agreed that the researchers, while checking to see if EI had done leadership issues using reliable research projects; thus, there is currently no conclusive evidence that EI predicts leadership results when taking into account personality and intelligence. Antonakis argued that EI may not be necessary for leadership effectiveness (he called it the curse of emotions phenomenon, because leaders who are too sensitive to the emotional states of their own and others may have difficulty making decisions that will lead to emotional work for the leader or followers). The recently published meta-analysis seems to support Antonakis's position: in fact, Harms and Creed have found that in general (and using data free from common source problems and common methods), ei measures correlate only 0.11 euros with measures of transformational leadership. Barling, Slater and Kelloway (2000) also support Harms and Krede's position on transformational leadership. Barling et al. found that transformational leaders (mainly using idealized influence, inspiring motivation and individual consideration) as well as conditional associated with emotional intelligence and transformational leadership skills. So some of the shows that the people above in EI are seen as exhibiting more leadership behavior. Together, Harms and Creed, as well as Barling et al., demonstrate that emotional intelligence can play an important role in transformational leadership in the workplace, and that if EI can be developed, perhaps certain transformational leadership behaviors may be too. Ei abilities were the worst (i.e. 0.04 euros); WLEIS (the Wong-Law measure) did a little better (No. 0.08), and the Bar-On 69 measure is even better (No. 0.18). However, the veracity of these assessments does not include the effects of intelligence or the big five individuals, which correlate with both AI measures and guidance. In a subsequent paper, analyzing the impact of EI on both performance and leadership, Harms and Creed found that meta-analytical confidence scores for EI fell to zero when the big five and intelligence traits were controlled. Meta-analytically Joseph and Newman showed the same result for Ability EI. However, Trait EI's self-assessment and measures retain a fair amount of predictive duration for performance after controlling the big five traits and intelligence. Newman, Joseph and McCann argue that The long-term predictive duration of Trait EI measures is due to their inclusion of content related to achievement motivation, self-confidence and self-esteem performance. Meta-analytical data confirm that the self-assessment of emotional intelligence predicting performance is due to mixed EI and EI traits, which are used for self-reactiveness and self-esteem, in addition to areas of neuroticism, extroversion, integrity and intelligence. Thus, the predictive ability of mixed EI to performance falls to zero when controlling these factors. Rosetta and Ciarochi (2005) also investigated EI's predictive ability and performance. They concluded that higher AI was associated with better leadership performance in achieving organizational goals. Their research shows that EI can serve as a tool for determining who (or not) can work effectively with colleagues. In addition, there is the ability to develop and strengthen leadership qualities through the development of one's emotional intelligence. Groves, McEnrue, and Shen (2008) found EI could be intentionally developed, particularly by promoting thinking with emotions (FT) and monitoring and regulating emotions (RE) in the workplace. The treatment team in their study demonstrated statistically significant overall EI successes, while the control group did not. Typically, self-assessment EI measures and personality measures are said to converge because they are both designed to measure personality traits. [51] there seem to be two dimensions of the big five that stand out as the most related to the independent EI report - neuroticism and extroversion. In particular, neuroticism is said to refer to negative emotionality and anxiety. Intuitively, people scoring high on neuroticism are more likely to score low on self-reported EI measures. Studies have studied the multivariate effects of personality and intelligence on EI, and have also tried to correct measurement error estimates. For example, Schulte's study, Re, Carretta (2004), showed that general intelligence (measured by the Wonderlic Personnel Test), pleasantness (measured by NEO-PI), and gender can be reliably used to predict measurement of EI ability. They gave a somewhat correlation (R) 0.81 with MSCEIT (perfect forecast will be 1). This result was reproduced by Fiori and Antonakis (2011),; They found several R 0.76 using the Cattell 'Culture Fair' intelligence test and the Big Five (BFI); significant covariats were intelligence (standardized beta version No.39), pleasantness (standardized beta version No.54) and openness (standardized beta version No.46). Antonakis and Dietz (2011a), who investigated the ability of the emotional intelligence of the Measure found similar results (Multiple R th .69), with significant predictors is intelligence, standardized beta version .69 (using Swaps Test and Wechslertest Libra, 40-element General Task Knowledge) and Empathy, standardized beta version .26 (using the Mera Empathy questionnaire). Antonakis and Dietz (2011b) also show how the inclusion or exclusion of important control variables can fundamentally change outcomes. Interpretations of correlations between EI questionnaires and personality were different., but a prominent place in the scientific literature is the point of view of Trait EI, which reinterprets EI as a set of personality traits. The socially desirable response to a socially desirable response (SDR), or fake good, is defined as a response model in which test takers systematically present themselves with an excessively positive bias (Paulhus, 2002). This bias has long been, it is known to contaminate responses to personal inventories (Holtgraves, 2004; McFarland and Ryan, 2000; Peebles and Moore, 1998; Nichols and Green, 1997; zerbe and Paulhus, 1987), acting as a facilitator between self-reporting measures (Nichols s Greene, 1997; Gangster and Dr., 1983). (Full quote is needed) It was suggested that the desirable response is a set of responses, which is a situational and time model of response (Pauls and Crost, 2004; Paulhus, 1991). This contrasts with the response style, which is a longer-term quality as a trait. Given the contexts, in some cases some self-reported EI inventories (such as employment settings) and set problems are used high-stakes scenarios are becoming more and more (Pollhus and Reed, 2001). There are several methods to prevent socially desirable responses to behavioral inventories. Some researchers believe it is necessary to warn test-takers not to fake well before taking a personality test (e.g. McFarland, 2003). Some inventories use reliability scales to determine the probability or consistency of responses across all articles. EI as behavior rather than the intelligence of Goleman at the beginning of the work has been criticized for suggesting from the beginning that EI is a type of intelligence or cognitive ability. Eisenke (2000) writes that The Goleman EI description contains unsubstantiated assumptions about intelligence in general and that it even goes against what researchers have come to expect when studying intelligence types: Goleman illustrates more clearly than most fundamental absurdity the tendency to class almost any type of behavior like intelligence... If these five abilities define emotional intelligence, we expect some evidence that they are highly correlated; Golman admits that they can be completely uncorrelated, and in any case, if we can't measure them, how do we know they're related? Thus, the whole theory is built on efsand: there is no sound scientific basis. Similarly, Locke (2005) argues that the EI concept itself is a misinterpretation of the structure of intelligence, and it offers an alternative interpretation: it is not another form or type of intelligence, but an intelligence - the ability to understand abstractions applied to a particular sphere of life: emotion. He suggested that the concept should be re-mapd as a skill. The essence of this critique is that scientific research depends on the reasonable and consistent use of design and that prior to the introduction of the term EI psychologists established theoretical differences between factors such as ability and achievement, skills and habits, attitudes and values, as well as personality traits and emotional states. Thus, some scientists believe that the term EI unites and unites such conventional concepts and definitions. EI as a skill rather than a moral quality Adam Grant warned of the general but erroneous perception of EI as a desirable moral quality rather than a skill. Grant argued that well-developed AI is not only a tool to achieve goals, but can also function as a weapon to manipulate others, depriving them of the ability to reason. EI as a measure of conformity Tom Reed describes the four stages of emotional intelligence: self-awareness, public consciousness, self-care and relationship management, as part of NAVAIR's Mentoring with The Speed of Life eventOne critique of the works of Mayer and Salovey comes from the study of Roberts et al (2001), can only be a measurement of conformity. This argument in using MSCEIT consensus assessment, and in the fact that MSCEIT scores are distributed negatively (meaning that its scores distinguish people with low EI better than people with high EI). EI as a form of knowledge Further criticism was never accomplished by Brody (2004), who argued that unlike tests of cognitive abilities, MSCEIT tests knowledge of emotions, but not necessarily the ability to perform tasks that involve knowledge that is evaluated. The main argument is that while someone knows how he or she should behave in an emotionally charged situation, it does not necessarily follow that a person can actually exercise reported behavior. The NICHD insists on consensus the National Institute for Children's Health and Human Development has recognized that because there are disagreements over the topic of emotional intelligence, the mental health community should agree on some guidelines to describe good mental health and positive mental living conditions. In their section Positive Psychology and the concept of health, they explain. There are currently six competing models of positive health that are based on concepts such as being above the norm, strengths of character and basic virtues, maturity of development, socio-emotional intelligence, subjective well-being and sustainability. But these concepts define health in philosophical rather than empirical terms. Dr. Lawrence Becker proposed to reach a consensus on the concept of positive psychological health.... Interaction with other bullying main article: Bullying and emotional intelligence Bullying is an abusive social interaction between peers that can include aggression, harassment, and violence. Bullying is usually repeated and accepted by those who are in a position of power over the victim. A growing body of research illustrates the significant link between bullying and emotional intelligence. They also showed that emotional intelligence is a key factor in analysing cybervictimization, demonstrating an appropriate impact on health and social adaptation. Emotional intelligence (EI) is a set of abilities related to understanding, using and managing emotions because they are related to oneselth and others. Mayer et al., (2008) defines the dimensions of the overall EI as: accurately perceiving emotions, using emotions to facilitate thought, understand emotions and control emotions. The concept combines emotional and intellectual processes. Lower emotional intelligence appears to be associated with engaging in bullying as a bully and/or victim of bullying. Ei seems to play an important role in both bullying behavior and victimization in bullying; Given that the E.I.A. AI education could significantly improve initiatives to prevent bullying and intervention. [97] [97] Performance Home article: Performance and Emotional Intelligence The latest meta-analysis of emotional intelligence and performance work showed correlations r'..20 (for performance and EI ability) and r'29 (for performance and mixed EI). Previous studies on EI and performance have shown mixed results: some studies have found a positive link, while others have found no link or inconsistency. This led the researchers of Cat and Miners (2006) to propose a compensatory model between EI and I q, which suggests that the link between EI and performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance (Petrides, Frederickson, and Furnham, 2004). The results of the first study supported a compensatory model: employees with low intelligence receive higher performance tasks and organizational behavior of citizenship aimed at the organization, the higher their EI. It was also noted that there was no significant link between emotional intelligence and working-class behaviour. A more recent study shows that EI is not necessarily a universally positive trait. They found a negative correlation between EI requirements and management work; while at a low level of management requirements, they found a negative link between EI and team performance. The explanation may be the reason for gender differences in AI, as women tend to have higher levels than men. This further suggests that the context of work plays a role in the relationship between EI, team performance, and performance. Another finding was discussed in a study that assessed the possible link between AI and entrepreneurial behavior and success. While studies between emotional intelligence (EI) and performance have shown mixed results of high and low correlation, EI is undoubtedly a better predictor than most hiring methods commonly used in companies such as link letters, cover letter, among others. By 2008, 147 companies and consulting firms in the United States had developed programs that deal with EI for training and hiring employees. Van Roy and Wisvesvaran (2004) showed that EI is significantly correlated with different areas of performance ranging from .24 for performance to .10 for academic performance. These findings can contribute to the organization in different ways. For example, employees working high on EI will be more aware of their emotions and others, which in turn can lead companies to better profits and less Expense. This is especially important for foreign managers, who will have to deal with mixed emotions and feelings, adapting to the new working culture. Moreover, employees with high levels of AI are more confident in their roles, allowing them to deal positively with complex tasks. [104] [104] to the non-fiction book by journalist Daniel Golman, emotional intelligence explains more career success than intelligence. Similarly, other studies have found that employees with high levels of AI perform significantly better than employees with low AI. This is measured by self-rean and various performance indicators such as wages, promotions and wage increases. According to Lopez and his colleagues (2006), EI promotes strong and positive relationships with colleagues and effective work in working teams. This benefits the work of employees by providing the emotional support and instrumental resources needed to succeed in their role. In addition, emotionally intelligent employees have the best resources to cope with stressful situations and complex tasks that allow them to excel in such situations. For example, Law et al. (2004) found that EI is the best predictor of productivity beyond general cognitive abilities among IT scientists at a computer company in China. Similarly, Sy, Tram and O'Hara (2006) found that EI is positively associated with the work of the company's employees in the food service. In performance, the correlation of emotional intelligence is important for considering the consequences of management, which refers to a good and positive relationship between the employee and his/her supervisor. Previous studies have shown that the quality of this relationship can interfere with the results of subjective performance assessments. Emotionally intelligent employees devote more of their working time to managing their relationships with managers. Thus, employees with a higher level of AI are more likely to achieve better performance scores than employees with low AI. Based on theoretical and methodological approaches, EI metrics are classified in three main threads: (1) flow 1: abilities-based measurements (e.g. MSCEIT), (2) Thread 2: Self-Requismsing about measures of ability (e.g. SREIT, SUEIT and WLEIS) and (3) Stream 3: Mixed Models (e.g. AES, ECI, EI Questionnaire, EIS, EINALIN I and GENOS) that include EI measures and traditional social skills. O'Boyle Jr. and his colleagues (2011) found that the three STREAMS of EI together had a positive correlation of 0.28 with performance. Similarly, each of the EI streams independently received a positive correlation of 0.24, 0.30 and 0.28 respectively. Stream 2 and 3 showed incremental confidence to predict performance over personality (Five Factor model) and overall cognitive ability. Both Flow 2 and 3 were the second-largest predictor of performance work below overall cognitive abilities. Stream 2 explained 13.6% of Variances; while Stream 3, explained 13.2%. To examine the veracity of these findings, an analysis was conducted of the bias of the publication of the publication The results showed that studies on the correlation of performance of EI-work until 2010 do not present significant evidence, indicate the presence of bias publication. Remembering that O'Boyle Jr. et al. (2011) included self-assessment of performance and academic performance in its meta-analysis, Joseph, Jean, Newman, O'Boyle (2015) collaborated to update meta-analysis to focus specifically on performance; using performance indicators, these authors showed r.20 (for performance and EI ability) and r'.29 (for performance and mixed EI). Despite the veracity of previous findings, some researchers still doubt that productivity correlations have a real impact on business strategies. They argue that the popularity of EI research is due to media advertising, not objective scientific conclusions. In addition, it is noted that the relationship between performance and EI is not as strong as suggested. This relationship requires other designs to enhance important results. For example, previous studies have shown that EI is positively associated with team performance in a highly managerial job requirement, which improves productivity. This is due to the activation of strong emotions during the speech at this work context. In this scenario, emotionally intelligent people show the best set of resources to succeed in their roles. However, people with high EI show a similar level of performance than non-emotionally intelligent employees in different working conditions. What's more, Joseph and Newman (2010) hypothesized that emotional perception and emotional regulation of EI components greatly contribute to performance in the face of high emotional demands. Moon and Hur (2011) found that emotional exhaustion (burnout) significantly affects performance - the EI relationship. Emotional exhaustion showed a negative relationship with the two components of EI (optimism and social skills). The association has also had a negative impact on productivity. Thus, performance work - EI relationships are stronger in conditions of high emotional exhaustion or burnout; in other words, employees with high levels of optimism and social skills have better resources to excel when faced with high emotional exhaustion of contexts. Leadership there are several studies that try to explore the relationship between EI and leadership. While EI plays a positive role when it comes to leadership effectiveness, what actually makes a leader effective is what he/she does with his role, not his interpersonal skills and abilities. Although in the past good or the leader was the one who gave orders and controlled the overall work of the organization, now almost everything is different: now leaders are expected to motivate and create a creation that will make employees feel comfortable, thus making them work more efficiently. However, this does not mean that actions are more important than emotional intelligence. Leaders still need to grow emotionally in order to cope with the various stress problems, and the lack of balance of life, among other things. For example, the right way of emotional growth develops a sense of empathy, since empathy is a key factor when it comes to emotional intelligence. The study, conducted to analyze the relationship between EI school counselors and leadership skills, concluded that several participants were good leaders because their emotional intelligence was developed in the training of a counselor where empathy is taught. A meta-analysis of 44 effect sizes conducted by Schutte in 2007 showed that emotional intelligence is associated with improved mental and physical health. In particular, the EI trait had a stronger relationship with mental and physical health. This was replicated again in 2010 by researcher Alexandra Martin, who discovered the EI trait as a strong predictor for health after conducting a meta-analysis based on 105 effects and 19,815 participants. This meta-analysis also showed that this line of research has achieved sufficient sufficiency and stability in ei incarceration as a positive predictor for health. An earlier study by Mayer and Salovski argued that high HG can enhance one's own well-being because of its role in strengthening relationships. Self-assessment and drug dependence A 2012 study cross-examined emotional intelligence, self-esteem and dependence on marijuana. Of the sample of 200 people, 100 of whom depended on cannabis and the remaining 100 were emotionally healthy, the dependent group scored an exceptionally low EI score compared to the control group. They also found that the dependent group also scored low on self-esteem compared to control. Another study, conducted in 2010, examined whether low LEVELS of AI had a link to drug and alcohol addiction. In an assessment of 103 residents of the drug rehabilitation center, they studied their EI along with other psychosocial factors during one month of treatment. They found that participants' EI scores improved as their addiction levels decreased as part of their treatment. See also the Psychology Portal Philosophy portal Anabelle Jensen Claude Steiner Emotional Literacy Emotional Thought Method Four Cornerstone Model emotional intelligence Joshua Friedman life skills Mark Brackett Description of Human Intelligence People Skills Positive Psychology Religion and Emotional Intelligence Psychological Like-minded Soft Skills Links - b Colman, Andrew (2008). Psychology (3 ed.). Oxford University Press. ISBN 9780199534067. Chapter 2 EMOTIONAL INTELLIGENCE : AN OVERVIEW (PDF). Центр INFLIBNET. Received on February 3, 2019. 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