

A Comprehensive Literature Review and Measurement Techniques on Emotional Intelligence & Indian Youth in context of Leadership and Entrepreneurial Abilities

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Abstract: Youth are the major seekers of employment as they traverse their journey of life from adolescent to youth. A significant proportion of youth take over the business of their family as heir apparent, but the major proportion of youth becomes the first time jobseekers and searches for economic opportunities as existing in their country of residence. Employment market is a dynamic system where people keep getting in and out of system. Through this paper the authors are interested to explore the relationship among the emotional intelligence with the Indian youth with respect to leadership and entrepreneurial ability. The author's are explored the measurement techniques for the emotional intelligence.

Keywords: BarOn, TIEQue, entrepreneurial ability, IQ, EQ, IQ

1. Introduction

1.1 Emotional Intelligence:

From time immemorial, human beings have strived to understand and analyze the concept of 'intelligence', since human species is the most generously gifted by this aspect of life. Till the early twentieth century, it was believed that intelligence is only uni-dimensional and was best explained by the concept of "Intellectual Intelligence". This theory was rooted in the belief that intelligence is a function of rational logic.

Emotional Intelligence, in essence, can be traced all the way back to 1920, when Thorndike first spoke about the concept of 'social intelligence'. Taking that forward, the first attempt to measure 'social intelligence' in children was made by Edgar Doll in 1935. On similar but more advanced lines, in 1983, Gardner did some path breaking work and introduced the concept of 'multiple intelligence', which basically spoke about two different types of intelligences – the interpersonal intelligence and the intrapersonal intelligence. Gardner (1999) clarified the difference between what is known as inter-personal intelligence and intra-personal intelligence. It is believed that interpersonal skills focus on how one person deals with the behavior and desires of others, where as intrapersonal intelligence means to understand our own internal behavioral attributes.

The term 'emotional intelligence' was used in literature prior to 1990 also, (Greenspan, 1989; Leuner, 1966; Payne, 1986), but it is believed that the first proper definition of 'Emotional Intelligence' was made available by Mayer and Salovey in 1990.

However, in the mid 1990s, Daniel Goleman started popularizing a concept called "Emotional Intelligence" (and its corresponding measure called 'Emotional Quotient' or 'EQ') based on earlier work done by researchers John Mayer and Peter Salovey.

In 2004, The Encyclopedia of Applied Psychology suggested three different frameworks or models of EI. These are:

- (i) The Ability Model of Mayer and Salovey (1997)
- (ii) Daniel Goleman's Model (1998)
- (iii) Bar-On Model (1997b, 2000)

Emotional Intelligence (EQ):

EQ or Emotional Intelligence is understood to be the capacity to recognise emotions as they occur and appear in oneself and also as they happen in others; and also the capacity to discriminate between different feelings and to give these feelings suitable names or labels; and to then use this learning to guide thoughts and behavior patterns.[1].

According to Goleman (1998, p. 317), EI is to be seen as the power to recognise feelings within oneself and feelings within other people and then figuring out a way to manage these feelings and emotions within oneself and within others.

There has been a very long-standing war between believers of Intellectual Quotient (IQ) and believers of Emotional Quotient (EQ). A lot of research done on emotional intelligence shows that success depends quite significantly on emotional and social intelligence of individuals, which is conflicting with the native belief that IQ is the most important determinant for success. People who support emotional intelligence applications believe that although IQ is necessary, it may not be the most significant attribute to predict future star performers. For example, a threshold level of intellectual ability is a prerequisite for complex professions like engineering or medicine and to that effect, high IQ is required to even get admissions into an engineering or medical school. But once the individual finishes classroom education and steps out in the real world, in comparison with other candidates who also graduated

from similar engineering or medical schools, how successful that individual becomes in his/her career depends on emotional intelligence in the long run. This has been our experience in the world too, where we see that not all students who pass out from top science schools are equally successful out there.

1.2 Effects of Emotional Intelligence (EI):

EI has been extensively utilized over many years across various industries to understand and apply the phenomenon in practical environments and to demonstrate the effect of emotional intelligence in the professional and academic world. Some of the examples of how emotional intelligence is effective are listed below:

The US Air Force experimented emotional intelligence tests to see if there was any connection between EI and successful recruiting. They found that when they used EI tests to select recruiters, the capability to hire successful recruiters increased threefold because EI scores were higher in successful recruiters from a past experience.

(The GAO report is titled, “Military Recruiting: The Department of Defense Could Improve Its Recruiter Selection and Incentive Systems,” and it was submitted to Congress January 30, 1998).

According to a study done by Lusch and Serpkeuci, (1990), it was found that the highest performing managers of retail stores were the ones who were able to manage their stress levels in the most effective way and ability to handle stress is surely an emotional intelligence competency.

In another study done by Spencer, L.M., Jr., (1997) revealed that in fifteen global companies, emotional competencies like team leadership, self-confidence etc. were the ones that distinguished star performers from average performers based on a study done on more than 300 top level officers.

McClelland (1999) conducted an interesting experiment on attrition rates in a large beverage firm where comparison was made between hiring mechanisms before and after introducing emotional intelligence competencies based hiring. The attrition rate dropped from 50% to 6% after introducing selection methods, which took into account competencies like self-initiative, confidence and leadership abilities.

2. Literature Review

2.1 Emotional Intelligence (EI) and Leadership:

A sizable body of research exists which studies the impact that EI has had on concepts of leadership in different contexts and continents. To our special interest is to understand the significance of EI traits on the young leaders of India and how to develop leadership attributes of Indian youth in today's day and time.

One of the most influential thought providers and authors in this area, especially in understanding of leadership and emotional quotient, is Daniel Goleman. One of his books called ‘Emotional Intelligence’ in 1995 is considered an authority in this field. Also very popular was Daniel

Goleman's article called “What makes a leader”, where he writes extensively about emotional intelligence positively impacts leadership. Goleman's study identifies 5 main elements of EI, namely – self-awareness, self-control, motivation, empathy and social skills.

Malcolm Higgs and Paul Atiken suggest that there are results which basically lend support to the idea that EI and the ability to lead do have a positive connection, which means that emotional intelligence can be seen a potential predictor for leadership potential (Malcolm Higgs and Paul Atiken, 2003).

The relation between emotional intelligence and emergence of leadership in small groups has been examined and it has been found that EI is definitely related with evolution of leadership. Also, amongst the many dimensions that can be considered to make up the philosophy of emotional intelligence, it is observed that the ability to understand and comprehend emotions is clearly one of the most significant contributors which has seen to be consistently impacting leadership potential and emergence. (Cote, S., Lopes, P. N., Salovey, P., & Miners, C. T., 2010)

BanoFakhraBatoool (2013) made a study to understand the connection between emotional intelligence and effective leadership and found emotional intelligence immensely helps to improve the effectiveness of a leader, especially when studied in the light of parameters like work-load, stress, performance and responsibility in a corporate or a public sector organization.

2.2 Emotional Intelligence and entrepreneurial ability:

Entrepreneurship is one of the most widely and passionately discussed topics today across the world, from technology to business schools, from start ups to big corporate house and from school kids to academicians.

3. EI Models:

Through its evolution for the past many decades, emotional intelligence has seen the development of different models by various researchers. Mayer and Saolveycreatd the term ‘emotional intelligence’ in the year 1990 and suggested their primary model that is also known as the ‘Ability Model’. Later there were more models suggested by different researchers and authors.

3.1 Ability and Mixed Models:

In 2004, The Encyclopedia of Applied Psychology suggested three different frameworks or models of EI. These are:

- (i) The Ability Model of Mayer and Salovey (1997)
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- (iii) Bar-On Model (1997b, 2000)

3.1.1 Mayer and Salovey Ability Model (1997):

Mayer and Salovey suggest that EI is the capacity to understand and evaluate feelings rising in oneself and in other people around, and to understand the difference between different feelings and then use this understanding to guide thought, action and behavior (Mayer and Salovey, 1990).

The original model proposed by Mayer and Salovey consisted of three aspects of emotional intelligence, namely (i) Appraisal and expression of emotions, (ii) Regulation of emotion and (iii) Utilization of emotion.

The model that is widely accepted today as the Mayer-Salovey-Caruso model on which the famous MSCEIT tool of measuring emotional intelligence is based, describes the 4-branch model:

The 4 Branch Mayer-Salovey-Caruso Model: (1990):

- (i) Perceive emotions
- (ii) Facilitate thought
- (iii) Understand the emotions
- (iv) Manage the emotions

3.1.2 Goleman's Mixed Model (1998):

Daniel Goleman proposed a model of EI, which was based on the premises that EI is a combination of personal traits and social characteristics and cannot be seen only as 'ability' but has to be seen as a 'competence'.

Goleman's mixed model outlines 5 important constructs:

- (i) Self-awareness
- (ii) Self-regulation
- (iii) Social scale
- (iv) Empathy
- (v) Motivation

This model is more in sync with leadership in the corporate world and finds its use in training modules in the corporate world.

3.1.3 Bar-On Model (1997b, 2000):

Reuven Bar-On suggested a new term called 'Emotional Social Intelligence (ESI)' since he believed that emotional intelligence is like a set of non-cognitive abilities unlike what Mayer and Salovey suggested in their theory in 1990. His model is tested with measures like Bar-On EQ-i.

The EQ-i tool is designed to measure 15 different elements of emotional well being divided into 5 clusters, which are:

- (i) Intrapersonal composite
- (ii) Interpersonal Composite
- (iii) Stress Management Composite
- (iv) Adaptability Composite
- (v) General Mood Composite.

3.2 Ability and Trait Models:

(i) Ability Based Models:

John Mayer, Peter Salovey and David Caruso (1990) classify the ability models into two types:

(a) Ability Models:

These are models where emotional intelligence is seen as a cognitive ability, like the Mayer-Salovey model.

- (b) **Mixed Models:** These are models that see emotional intelligence to be a mixture of different abilities and of different personality traits (like Goleman model and Bar-On model)

(ii) Trait Based Models:

The Trait model views emotional intelligence as a part of personality traits and measures persistence of behavior in different situations. This model was suggested by K.V. Petrides and Adrian Furnham (2000). This model is best measured with a self-report mechanism while as performance testing mechanism is heavily used for measuring EI in the ability based models.

4. EI Measurement Techniques

In the last few decades, a plethora of measuring techniques and tests have surfaced which measure the emotional intelligence of an individual in terms of the 'Emotional Intelligence Quotient' or 'EQ'.

The 'Consortium for research on emotional intelligence in organizations' is an international independent body committed to advancing growth in research in the area of emotional intelligence. This body, through its own independent and quite stringent methods, has issued a list of measurement tests that are backed with proper research. Below is a partial list of some of these measuring tests for emotional intelligence:

4.1 Mayer-Salovey-Caruso EI Test (MSCEIT):

The MSCEIT test is basically designed to measure the emotional intelligence quotient keeping in mind the model involving 4 branches that was formulated and proposed by Mayer and Salovey in 1997. The four-branch model defines EI as the ability to:

- Perceive emotion
- Facilitate thought
- Understand emotions
- Manage emotions

4.2 Bar-On Emotional Quotient Inventory (Bar-On EQ-i):

Bar-On (2002) model of emotional intelligence gives importance to the potential for success than success itself. It focuses on process and not just the outcome. His model outlines five components – intrapersonal, interpersonal, adaptability, stress management, and general mood components (Bar-On, 2002).

This model of emotional-social intelligence has a corresponding inventory test to measure the Emotional Quotient Inventory (EQ-i), EQ-360 and EQ-i: YV, the three different variations of the same tool. It should be noted that this tool is a self-report measure. The EQ-i tool is designed to measure 15 different elements of emotional well being divided into 5 clusters, which are:

- (vi) Intrapersonal composite
- (vii) Interpersonal Composite
- (viii) Stress Management Composite
- (ix) Adaptability Composite
- (x) General Mood Composite.

The youth version of the Bar-On EQ-i tool, which is called Bar-On EQ-i: YV is specifically designed for youth between the age group of 7-18 years.

4.3 Emotional and Social Competence Inventory (ESCI)

The Emotional and Social Competency is a multi-rater scale was developed for the Boyatzis-Goleman Emotional and Social Competency test and also comes with a special university version of the scale that is known as ‘ESCI-U’. The history of emotional intelligence tells us that Reuven Bar-On coined a new term “Emotional Social Intelligence (ESI)” and formed the Bar-On Model (1997) and Daniel Goleman coined a term called “Emotional Competence” which sprung from his belief that emotional intelligence is a combination of cognitive abilities and personality traits.

4.4 Genos Emotional Intelligence Inventory (Genos EI)

The Genos Emotional Intelligence Inventory (Genos EI) tool is also known as the Swinburne University Emotional Intelligence Test (SUEIT). This, unlike other generic tools that measure emotional intelligence, is customized to measure behavior of an individual at workplace and how emotionally intelligent this workplace behavior is. The reason why this test is also called as the Swinburne University Emotional Intelligence Test (SUEIT) is because this tool measures emotionally intelligent workplace behavior based on a model of emotional intelligence with seven factors that was cognized by Dr. Benjamin Palmer and Professor Con Stough from Swinburne University. This tool is a self-assessment module that consists of 70 items and is available online to use. This tool was developed for the Australian context primarily. The seven factors that this tool attempts to measure are

- (i) Emotional Self Awareness
- (ii) Emotional Expression
- (iii) Emotional Awareness of others
- (iv) Emotional Reasoning
- (v) Emotional Self Management
- (vi) Emotional Management of others
- (vii) Emotional Self Control.

4.5 Schutte Self Report EI Test (SEIS):

The Schutte Self Report Test is based on the Mayer and Salovey model (1990). This scale was devised by Schutte et al. (1998) and since then has been used in a lot of research based on emotional intelligence. This tool of EI

measurement consists of a 33 item self report measurement. There are three aspects of emotional intelligence that are tested here:

- (i) Appraisal and expression of emotion
- (ii) Regulation of emotion
- (iii) Utilization of emotion

It must be noted that amongst the many measurement scales for emotional intelligence that exist in the world of research today, the SEIS scale is one that has been criticized by experts a lot.

4.6 Trait Emotional Intelligence Questionnaire (TEIQue)

As emotional intelligence developed more as a concept and philosophy, there emerged clearly two different basic constructs of the emotional intelligence concept – the ‘trait EI’ (emotional self-efficacy) and the ‘ability EI’ (emotional ability). And naturally since these two are two entirely different constructs, their measurement mechanisms are also different. The Trait EI is typically measured by self-reports whereas the Ability EI is typically measured using tests of maximal performance.

The TEIQue is a self-report tool developed on the premises of the trait EI model, where emotional intelligence is seen as a personality trait (Petrides&Furnham , 2000b

4.7 Wong’s Emotional Intelligence Scale (WEIS)

WEIS is a scale which is slightly different from other scales in the sense that this was primarily developed for Chinese respondents (Wong et al. 2007). This scale works on the ‘self-report’ mechanism like some other scales for measuring EI. The measurement is done based on the choices made by the respondents on scenario based and ability-based questions. It primarily measures the four dimensions described in the domain of EI:

- (i) Appraisal and expression of emotions in the self
- (ii) Appraisal and recognition of emotions in others
- (iii) Regulation of emotion in the self
- (iv) Use of emotion to facilitate performance

5. COMPARATIVE OF THESE TECHNIQUES Emotional Intelligence Measurement Test/Tool Comparison Matrix

Sr. No	Name of the EI Measurement Tool/Test	Proposed by, In which year	Corresponding EI Model	Details of the Tool/Test	Paid or Free
1	MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test)	John Mayer. Peter Salovey. David Caruso 1997	Ability Model (Four Branch Model)	<ul style="list-style-type: none"> • 130 items 	Paid
2	Bar-On EQ-i	Reuven Bar-on (1997,2000)	Mixed Model	<ul style="list-style-type: none"> • 133 questions • Self-Report format 	Paid

3	Bar-On EQ-i YV (Youth Version)	Reuven Bar-On	Mixed Model	<ul style="list-style-type: none"> Youth version of Bar-on EQ-i 	Paid
4	ESCI (Emotional and Social Intelligence Inventory)	Daniel Goleman, Richard Boyatzis	Goleman's Mixed Model	<ul style="list-style-type: none"> Comes with a variant called ESCI-U especially for universities 	Paid
5	ECI 360 (Emotional Competency Inventory)		Mixed Model		Paid
6	Genos EI Assessment Scale	Dr. Benjamin Palmer and Prof. ConStough (Swinburne University)	Mixed Model	<ul style="list-style-type: none"> 70 item, self report test Also known as SUEIT. Customized to work place performance. 360-degree review. 	Free
7	Schutte Self Report Inventory (SCRI)	Schutte (1998)	Ability Model (Mayer-Salovey)	<ul style="list-style-type: none"> 33 item Self-report 	Free
8	TEIQue (Trait Emotional Intelligence Questionnaire)	Petrides and Furnham (2006)	Trait Model	<ul style="list-style-type: none"> Self-Report. Developed in University College London (UCL) 	Free
9	WEIS (Wong's Emotional Intelligence Scale)	Wong and Law (2007)	Ability Model		Free

6. CONCLUSION

The author has explore a numerous paper related to the Emotional Intelligent, Leadership, Entrepreneurial ability. From the study it has found that emotional intelligent has a significant impact on leadership and team building ability. The emotional intelligent quotients have be estimated through a number of scaling techniques. Further it has concluded that these emotional intelligent quotients can be enhanced.

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