

Understanding Of Emotional Intelligence

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ABSTRACT

Emotional Intelligence(EQ) has been emphasized tremendously in most organizations. However, most of insights into EQ and EQ enhancer skills have been highlighted only from the outer perspective. Insights into putting EQ at work from the inner perspective of the human soul is still lacking. This paper discusses EQ from the perspective of the psyche, the human brain and the mind.

Kecerdasan emosi (EQ) sering diperbincangkan dan diberi penekanan dalam kebanyakan organisasi. Walaupun begitu kebanyakan kajian mengenai EQ hanya melihat dari sudut perspektif luaran tanpa melihat dari aspek perspektif dalaman . Kertas kerja ini akan membincangkan konsep EQ menurut perspektif psikologi kognitif serta perkaitannya dengan otak dan minda.

INTRODUCTION

When a baby is born, the first expression she shows is her feelings – she cried. She is actually trying to convey the message that she is in fear of the sudden change in what she saw , and that she needs somebody to accompany her.

Humans are beings with emotions. Emotions are the natural skills created in all humans and this natural skills are in variations. Izard (1980) defined that emotions is literally strong feelings of any kind, an excitement or disturbance of the mind. We are born with six strong basic emotions – joy, sadness, anger, disgust, surprise, and fear .

Plutchik (1980) stresses 2 levels of emotions. The first level emotions are the 6 basic emotions, while the second level is the combination of the basic emotions, such as sadness and surprise leads to disapproval. It is the second level of emotions that help us connect to the multitude of stimuli in our environment that bother us every minute – the humans, the work elements and the natural environment.

THE MIND AND THE DYNAMICS OF EMOTIONAL INTELLIGENCE.

Emotional Intelligence is actually an outcome of four components and we are going to discuss on the component of thought and cognitive appraisals on the problem or issues.

a. The senses

Our judgment towards certain issues / problems is actually the outcome of how the stimuli from environment that makes up the issues are presented to our senses. Firstly the look, texture smell of the pieces of related events all influences how we perceive the issue. It leads to impression. Secondly, not all stimuli are detected by the senses, for the limited capacity of the senses. Only the significant ones – the one which is obvious or significant has higher potential to be detected. As such the same kind of emotional triggers may lead to different intensity of emotional reactions, if presented at different times and places.

b. The brain

The neurons and the limbic system can be explained in two ways.

Walter Canon and Philip Bard (1972) stress that emotional reactions depends on how the stimuli, of the emotional triggers are activated and processed in the brain. Stimuli from the senses is converted to the form of neural impulse in the sensory store that corresponds with thalamus, and later on transferred from one neuron to another to reach the part of the lobe that processes emotions – the limbic system and the hypothalamus that resides at the temporal lobe. The strength of the emotions experienced depends a lot on the strength of the neural impulse that travel down from one neuron to another, until it reaches the limbic system and hypothalamus. Some impulse maintains in terms of strength until it reaches the two emotional systems, therefore elicits strong emotional reactions, some do not.

Amygdale is another structure in the temporal lobe of the brain that functions as the seat of all passion. Emotional reactions happen in two ways. Firstly, when impulse from thalamus is sent straight to amygdale, it requires no rational processing, so we react immediately. For example when we get mad, and straight away curse the person without thinking. Secondly, when impulse from thalamus is sent first to the frontal cortex or the working memory for it to be analyzed, assessed and recognized for appropriate meanings and response, and then sent to amygdale only if the response is emotional, we think before we act. This is when we manage to think or try to see bad situations in a rational way, before assigning appropriate emotions, and course of action.

c. The mind

i. The mind load

Findings on the functions of the brain when under stress show emotional brain at work in ways that undermine the workings of the brain's executive center, the frontal lobes, located behind the forehead. There holds working memory, the main structure in our mind that processes information so

that we can sense of our environment, pay attention, and act accordingly. It is important for comprehension and understanding, planning and decision making, reasoning and learning.

The working memory functions at its best when mind is calm, but in stressful conditions, its resources are stolen and distributed to other sites of brain that controls emotions in order to keep senses hyper alert. The working memory, and therefore the capabilities it holds, affected when under stress, or unstable emotional state. As such when we are in good mood, information, be them positive or negative is easily digested and memorized.

ii. The mind program

As working memory (the brain executives that regulates thinking activities) and the limbic system and amygdale work together, there is strong relationship between the ‘feel’ and the ‘thinking’. We feel what we think. Our emotions, its forms and intensity, is greatly influenced by how we perceive problems. It is basically, the emotional context, or template we have formed over years of experience as a human being. Whether it is positive or negative emotional context we hold, it depends a lot of our coping style in the past.

Subotnik and Harris (1993) found that negative thoughts lead to negative emotional reactions in most marital break-up cases. This includes negative opinion on the self and others, self-blame, negative interpretation of events or negative expectations of the future.

Subotnik and Harris also found that perception and thinking distortions made us seeing things in extreme ways such as the criteria listed below :

- Overgeneralization
- Mental filter
- Disqualifying the positive

- Mind reading
- Magnification / Minimization
- Emotional reasoning
- Should statements
- Labeling and mislabeling
- Personalization

The mind program takes place everywhere as we cruise along our life. Every time we face new situations and deal with it, we learn what is success and permissible in our culture and what is not. This life experience we gather from the socialization process, formally or informally is stored in our long-term memory. These rules of the successful dealings will then be retrieved once we face similar situations with some linkage, in the future. It becomes the basis that guides our behavior.

iii. The mind and Coping Style

Sigmund Freud suggests that our coping style is influenced by the functions of id, ego and superego : the three state of the mind that influences our decisions. The ego – the rational self has to cope with the tug of war between id (the pursuit of pleasure, sexual desire) and superego (the judging, judgemental and punishing conscience remnant of parental do's and don'ts) and find the best decision that fits the reality. The stressed mind therefore seeks ego defence mechanisms to cope with stressful situations as below :

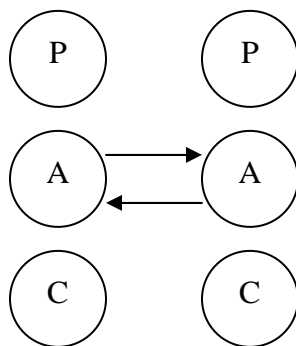
- Repression.
- Denial
- Rationalisation
- Fantasy

- Projection
- Displacement
- Identification
- Introjection
- Compensation
- Regression
- Reaction
- Undoing
- Sublimation

Eric Berne, another psychologist personality basically describes the same thing with those of Freud's using an English translation of id, ego and superego. According to Berne, there are three selves in ourselves that guide our behavior, depending on which self wins at certain particular time. The child us (similar to id) represents our immature, child-like ego states. The adults us (similar to ego) represents our matured, rational self. The parents us (similar to superego) represent our over-controlling, judgemental self. There are three transactions.

a. Complementary transactions

Complementary transactions take place from the ego state to which it was addressed. (P ↔ P, P ↔ A)



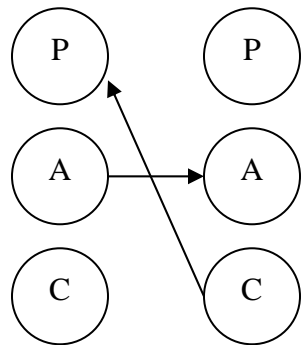
Where did you buy this meat? From the supermarket

b. Crossed transactions

Crossed transactions occur when the reponse

- Goes to an ego which did not send the original stimulus/ stroke
- Or comes from a different ego state from the one addressed

(A ↔ A, C ↔ P)

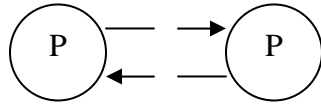
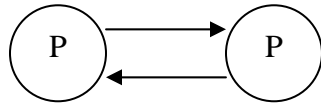


Where did you buy this meat? Why? What's the matter with it?
(or this could be CP – C)

c. Ulterior transactions

These occur most often when people are playing games and when there are sexual connotations. Many overtly social transactions have an ulterior psychological agenda.





That's nice dress I'm glad you like it.
 (You look very sexy) (I'm available)

iv. **The Mind and Life Positions**

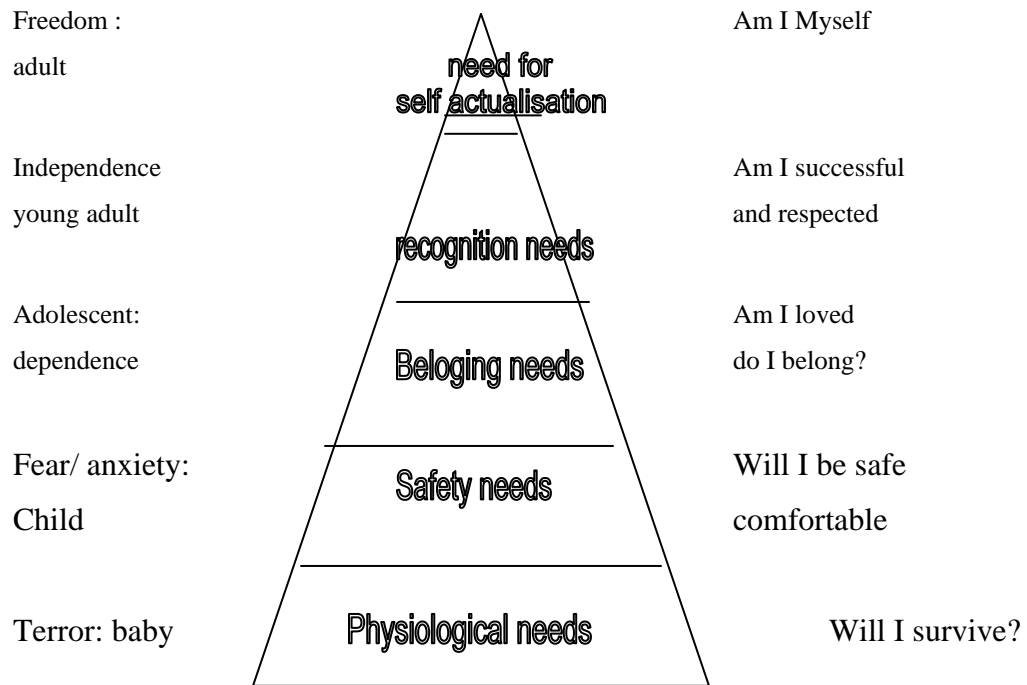
According to psychologist personality Berne , the way we see us in relations to other people. It influence s the way we see life situations, and the course of actions (defence mechanisms) we choose to solve problems.

- ***I am OK, you are OK.***
 The healthy self-concept. Happy with what they have : strength and weaknesses without being either complacent or egocentric.
- ***I'm OK , you are not OK***
 Feel superior towards others. Loathe others for not being like them, and suspects those who they think better than them.
- ***I'm not OK, you are OK***
 Feel inferior towards others. Often depressed and guilty.
- ***I'm not OK, you are not OK***
 Sees no hope in life, at all.

Life positions	
1 I'm OK You're OK	3 I'm OK You're not OK
2 I'm not OK You're OK	4 I'm not OK You're not OK

v. The mind and the hierarchy of needs

Abraham Maslow, a psychologist personality said “a satisfied need no longer motivates”. He mentioned the five hierarchy of needs : the physiological (food, sex, clothes, shelter, water), safety needs (protection), social needs (love and belongingness), esteem and status need and self-actualisation. Basically the lower level needs – physiological, safety and social needs influences the level of esteem. In most cases, the lower the low level needs is, the lower esteem is. Esteem level influences how we assess our life positions, therefore influences the way we interact with the surroundings, and solve problems.



vi. The mind and personality traits (ABC)

Each of us is born with unique personality, determined by genetic determination, formal learning process, and the cultural context/socialization. The way we interpret reality, and hence issues in life may also be influenced by our personality traits, which is programmed, but re-programmable, earlier on as we cruise along through our life. It is impossible for one to have a combination of any two of the types below.

- “A” Type Personality : ambitious, aggressive, high achievers personality.
- “B” Type Personality : the middle-cut between A and C
- “C” Type Personality : extremely slow, remote, isolating personality.`

CONCLUSION

The Mind- works perspective sees Emotional Intelligent as the work of winning over unhealthy inner struggles (thoughts and feelings), in thinking and feeling. Such as internal strength is the product of a strong mind – the one copes healthy with the cruel life situations.

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