A Literature Review on Historical and Conceptual Evolution of Emotional Intelligence

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Abstract: Emotional Intelligence (EI) refers to "group of the capabilities that allow all individuals, particularly leaders, to utilize their emotions to guide thinking and action, to regulate impulse, one's moods, feelings and others', to think and to hope". With this in mind, research on EI has progressed significantly over the past decade. Therefore, the objective of this paper is to review the historical and conceptual evolution of emotional intelligence, and its distinction with other constructs, especially emotional competence. This paper attempts to review the definitions and models proposed by authors of emotional intelligence such as Salovey and Mayer, Bar-On and Daniel Goleman and finding a close definition which predicts high performance in the workplace. This paper also attempts to highlight on the importance of emotional intelligence. The conclusion, thus, reaffirms that although emotional intelligence is popularized and widely studied, it remains lively and timely useful concept and a key element for gauging the capability of individuals to understand, monitor and control one's own and other feelings. It is also found that Goleman's definition and model have connections with high performance. Therefore, this paper recommends more extensive investigations on emotional intelligence to be undertaken, particularly its relationships with organizational psychology – related most studied concepts in organizations once it serves as the antecedent to high performance.

Keywords: Emotional Intelligence, Historical and Conceptual Evolution, Emotional Competence

1. Introduction

With a growing body of knowledge and trend of recent studies, it is reaffirmed that emotional intelligence is" "array of emotion-based capabilities and competencies" and a set of mental capabilities. Therefore, the understanding of emotions does not only become an urgent necessity for psychologists, topologists, philosophers, scientists and researchers, but also for organizations as they are the key in physiological and psychological changes and behaviors of individuals (Mayer, Salovey, Caruso, 2000a).

Based on the streamline of this increased interest, the debate has raged to the final point about the understanding of emotional intelligence and its historical contributions, but the central issue as it is agreed

among social scientists and philosophers is that understanding emotion and its effects on human behavior. Therefore, it is imperative to elaborate further about emotions and how we can understand or feel about emotions. They are not just how we touch with our fingers, but how we feel, taste, and more importantly, how we feel about what we touch with our imagination. In the other words, in order for people to be successful, they must move from one side to another, thus, emotions are how to apply this move through motivating oneself to get one's struggle more successful (Salovey, Mayer & John , 1990).

However, researchers have paid more attention to both moods and feelings as they play a central role in human affairs and the behaviors of people in their daily life activities. But what makes someone feel the difference between moods and feelings is the intensity of feelings. Thus, if the feelings are strong, emotions are created, but if the feelings are low intensity, moods are created (Mayer, Roberts, & Barsade, 2008), (Salovey & Mayer, 1990) and this intensity is normal and does not interrupt the activities (Forgas, 1992 cited in (George, 2000).

On the other hand, fear and desire are other types of emotions, but are the strongest ones since they raise the degree of feelings and sense in one's mind and heart. There is an emotional state that can direct us and be influenced by people's behaviors such as happiness, anger, sadness and hopelessness, but they could not be controlled by people and they could be sometimes in outside and against people. Therefore, it can be said that people can keep talking or behaving on a positive manner in order to enhance their positive thoughts and thereby improve their positive emotional states such as confidence, creativity and enthusiasm (Hughes & Bradford, 2012).

From a different point of view, Emotions play a very important role in human behaviors, for instance, the troubles and chaos in the workplace, especially in situations of emergency, have gained more interest from scholars such as Goleman (1995) as he tackled the active approach rather than emotion itself. Emotions have been defined by Daniel Goleman as" the desires to behave, the ongoing tactics and ideas for people to handle their life (Goleman, 1995). Another point of view has come from (Kaplan, 2007) that "emotions can be learned based on evaluations of responses" (Kaplan, 2014).

It has to be stressed that the brain is the main source of all emotions. Therefore, those who think positive, they are successful at work (Gardner & Stough, 2002). However, with the growing importance in the role of emotions in organizations, the prevailing assumption is that emotions have not received much attention in the psychology of work and the process of decision-making and the focus was on cognition and rationality (Abraham, 1999; Barrett et al., 2001; Becker, 2003; Ciarrocchi et al., 2001; Huy, 1999; Goleman, 1995; Mathews et al., 2002; Sternberg & Kaufman, 1998) as cited in (Bachkirova & Cox, 2007).

Individuals who experience anger would have to face tough times in their workplace in building relationships with others and their confidence will fade away over time. Emotions are the engine of daily activities and dealing with others. Emotion and mood are overlapping and each one has a meaning and description, but the best-accepted way of identifying them is they both have positive and negative effects. Therefore, emotions and moods can be described by the following terms: distress and hostile, excitement, and enthusiasm (Jones & George, 1998).

Emotions play a vital role in the experience of oneself trust for some justifications. The first one is that the trust generates certain effects whether it is emotions (strong feelings) or moods (slight feelings). For instance, when you meet someone for the first time, you feel nervous or afraid because he/she is an untrusted party, but when you meet someone you know, you would feel happy and excited because it is a trusted party. The second one is the trust can be identified by behavior. For instance, a manager is in a negative mood, when the follower talks to him/her, the reaction would be negative due to negative behavior, thus, any decision or judgment would be negative and against the follower. The third one is that expectations can shape trust and the trust is herein emotional. For instance, when the expectations are

broken, strong feelings (emotions) are created, therefore, the violation of trust is prevailing and the relationship would be an untrusted (Jones & George, 1998).

Emotions must be under control whatever complicated situations are. Thus, in order to have more highlights, the good example to show that emotions can save life is the story of James Dozier. When James was kidnapped by a terrorist group and stayed for two months in a jail. He was worried about his life due to the irrationality of his kidnappers but emotions helped him to be calm. He remembered that one day he learnt how emotions help a person to control feelings and save life from the danger of fear. He could manage his emotions and be calm and noticed that his kidnappers also were calm due to his behavior. His kidnappers realized his calmness and started to be rational. He finally realized that this calmness helped him and save his life (Cherniss, 2000).

The need for understanding emotions is becoming largely necessary in order to have good communication and then manage the leadership skills (Katherine, 2006). Additionally, understanding emotions of people helps us also to understand their human behavior (Larsen et al , 2006). Once the emotions are defined as "internal facets, thus, they help leaders manage coordinating several psychological internal functions and the most important by coordinating physiological responses, cognitions, and conscious awareness" (Mayer et all , 2000). Emotions can be developed over time and keep changing based on the relationships.

A. *Historical and Conceptual Evolution of Emotional Intelligence*

The explanations of different perspectives have been the central focus of studies on human intelligence and rational thinking over the past years (Mayer, Roberts, & Barsade, 2008). Emotional intelligence, therefore, has been linked to the word" intelligence" and has been connected with the person who has certain components of intelligence. The word" intelligence", therefore, has been linked to cognition and intellect. Building on this streamline of this idea, it was believed that IQ through which a person could be assessed and measured is difficult to be changed and even developed to gain other components of intelligence (Gardner, 1998).

But because of the ever-changing nature of intelligence, it has gained different definitions. One of them claimed that intelligence is "*the capability to take advantage form experience, gain knowledge, think conceptually, perform purposefully, or acclimatize to different conditions of life in the environment*" (Wade, Tavris, & Perdue, 2005). Therefore, according to Wechsler (1958), intelligence is" *The total or global capability of the individual to perform purposefully, to think wisely and to deal effectually with working setting*".

Intelligence is also "group of emotional or intellectual capabilities" through which a form of information can be recognized, memory can be developed, gaining the capability to think (Mayer, Roberts, & Barsade, 2008). The central basics of the concept of "emotional intelligence (EI)" , however, traces its history back to the social intelligence invented by E.L Thorndike (1920) to denote the capability to comprehend people and make them well-managed and organized in order for them to be successful in human relations (Petrides, Fredericksonb & Furnhamb, 2004).

Since then, the concept has emerged with more understanding on intellects as cognitive capabilities of General Intelligence by David Wechsler (1940). Therefore, with growing of research, the evolution of emotional intelligence has gained a lot of interest and the research continues to trace the history and the real emergence of the term (Gardner, 1998). It is also said that emotional intelligence has been introduced and used in the 1960s as critics of literature (Van Ghent, 1961 confirmed the study and treatment of mental illness (Leuner, 1966) cited in (Mayer, Salovey & Caruso, 2004).

Further explanations have been made in the way of acknowledging Intelligence Quotient (IQ) in a person when IQ tests disappear from this world. Furthermore, an important question has been raised by

saying "will it be then possible to identify a person as intelligent or otherwise? This question, however, has left the door open for further discussions and debates. Consequently, much research has been undertaken since then to figure out the innate capabilities of an individual before we could gauge intelligence in character (Gardner, 1998).

The early origins of the concept of emotional intelligence dates back to the early work done by Charles Darwin in his approach known as "the expressions of emotions in men and animals. Furthermore, it has been found by Darwin that in order to get the sound adaptation of types, emotional expressions must be the key element. Consecutively, the good questions come to surface on why do we have emotions? What is the key role emotions could play?

These questions have been answered by Charles Darwin by arguing that emotions are the central key of living in men and animals. Furthermore, it has been debated that emotions play a larger role in general life. Building on the streamline of this idea, emotions vary from one person to another, but they can be developed over time. Therefore, it can be said that people become successful in life due to the development of their emotions and motivation they get as a result (Darwin, 1872).

In 1920, the ability to comprehend and manage other people, men and women, boys and girls has been described through the notion of social intelligence which has been introduced first by Edward Thorndike. Furthermore, he has gone beyond this notion by proposing that many types of intelligences are owned by humans and one of the important intelligences is social intelligence. Additionally, he has emphasized that human relations among people and understanding their wishes, needs and wants can be handled wisely through social intelligence (Bar-On, 2006).

In 1940, the idea of non-intellective and intellective components of intelligence has been described by the test "the Wechsler Adult Intelligence Scale (WAIS) which has been developed by David Wechsler who has hypothesized that intelligence is an outcome and not a reason. He also has asserted that in order for a person to understand one's capability to be successful in life, he /she can develop the non-intellective components such as influence, personal and social. On the other hand, he has asserted that the non-intellective elements must be fully described in order to measure the general intelligence (Canivez & Watkins, 2010).

In 1950s, humanistic psychologists such as Abraham Maslow has argued that when people recognize their emotional needs and become satisfied with the outcomes, their emotional states become stronger. However, it has been found over time by evolutionary psychologists that the matter of survival depends on emotions which are the key element of living. Consecutively, non-intellective dynamics of intelligent behavior such as psychological thinking, awareness, and human emotional conditions, have been receiving much attention by prominent researchers and scholars in the 1990s; therefore, literature review has documented this significance of these factors (Matthews, Roberts & Zeidner, 2004).

In 1966, research has been undertaken thoroughly to lock onto human intelligence. As a result, a number of concepts have been raised which have overcome only by concentrating on the term" EI" to include social intelligence. Building on these findings of research, it is said that the first usage of the term" EI" has appeared as part of a study published in German by Leuner and translated into English as" Emotional Intelligence and Emancipation". This study, which has been conducted on women, has found that the separation of women in the childhood from their mothers has caused difficulties to them and this phenomenon has grown with them and inherited with the way they think and behave in social life (Matthews, Roberts & Zeidner, 2004).

In 1983, following to the roots of the concept, it has been found that the view of multiple intelligences which has been presented by Howard Gardner in his book" Frames of Mind: The Theory of Multiple Intelligences has been widely discussed by scholars and practitioners alike who have not only documented it, but they have tested and applied it to organizational development. This view of multiple intelligences

includes intrapersonal intelligence which is the capability to understand and appreciate one's feelings, fears and motivations, and interpersonal intelligence which is the capability to understand the other's intents, motivations and needs (Gardner, 1983) cited in (Gardner & Hatch, 1989). However, building on this streamline of view, the cognitive ability of people has not been explained completely by IQ as it is one of the traditional types of intelligence (Smith, 2002).

The literature review also documented that the term" EI "has been used in 1985 by Wayne Payne as part of his doctoral thesis, which has been undertaken on a study of emotions: development of emotional intelligence (Payne, 1985). But the research has continued on emotional intelligence. With this in mind, EI has gained rapt attention in the academic research as well as the industry research, particularly developing leaders to be effective and inspiring others (Charbonneau & Nicol, 2002; Ciarrochi, Deane, & Anderson, 2002; Mayer, Salovey, & Caruso, 2000; Palmer, Donaldson, & Stough, 2002; Petrides & Furnham, 2003; Roberts, Zeidner, & Matthews, 2001; Saklofske, Austin, & Minski, 2003) cited in (Petrides, Fredericksonb, & Furnhamb, 2004).

In 1990s, the concept of emotional intelligence has been developed by John Mayer and Peter Salovey who both suggested that physiological reactions, perceptions, and understandings are controlled by emotions which are internal functions (Salovey & Mayer, 1990). However, although the fast and wide evolution of emotional intelligence, it could have not synthesized and shaped if vehemence, fanaticism continues to be the master of this life and as a result, communities would have lived in chaotic situations in which people have no access to basic demands of normal life. Irritation, uneasiness, hopelessness and loneliness would have also prevailed and life will be destroyed as a result. With the fruitful efforts, a glimpse of hope has come with emotional intelligence in changing life to better as it holds potential opportunities for the future (Gayathri, & Meenakshi, 2013).

The concept of emotional intelligence has gained momentum in the lay (Goleman, 1995) and scientific areas (Mayer & Salovey, 1997); (Salovey & Mayer, 1990) . Therefore, it has been studied widely, particularly its importance in organizations, as it measures the whole emotions and feelings of individuals in the workplace. With this in mind, emotional intelligence has been used as a framework for the arrangement and assessment of every day's performance of individuals in organizations (Caruso & Salovey, 2004; Barrett, & Salovey, 2002). Emotional intelligence has been simplified because of its extensive dissemination, especially in organizations. Therefore, results anticipated from the concept have gone beyond the scientific results to be lively and particularly data available (Matthews, Roberts & Zeidner, 2004).

It has also to be stressed that although the concept of emotional intelligence has been coined for the first time in 1990 by Mayer and Salovey, it is still lively enjoys a flood of interest, especially after the best – selling book of Goleman "emotional intelligence: why it can matter more than IQ" has been disseminated widely (Bar-On R. , 2010). Therefore, it can be concluded that by no means it is new construct (Dulewicz, V., Higgs, M., & Slaski, M., 2003), (Chopra, P. K., & Kanji, G. K., 2010),   (Mayer, Roberts, & Barsade, 2008), (Rojas, 2014).

2. Models of Emotional Intelligence

Since its appearance in 1990 (Salovey & Mayer, 1990), and then its popularity (Goleman, 1996), emotional intelligence has not been defined only once, but many researchers have been doing so, therefore, similar definitions recently have come up which linked EI to the compilation of applied psychology (Bar-On, 2006). With this in mind, it is little surprising that Salovey and Mayer have not labeled the concept by their names, especially, if they would have known that the concept would become popular by Goleman in his bestselling book in 1995 (Mersino, 2013). The following is the models of emotional intelligence:
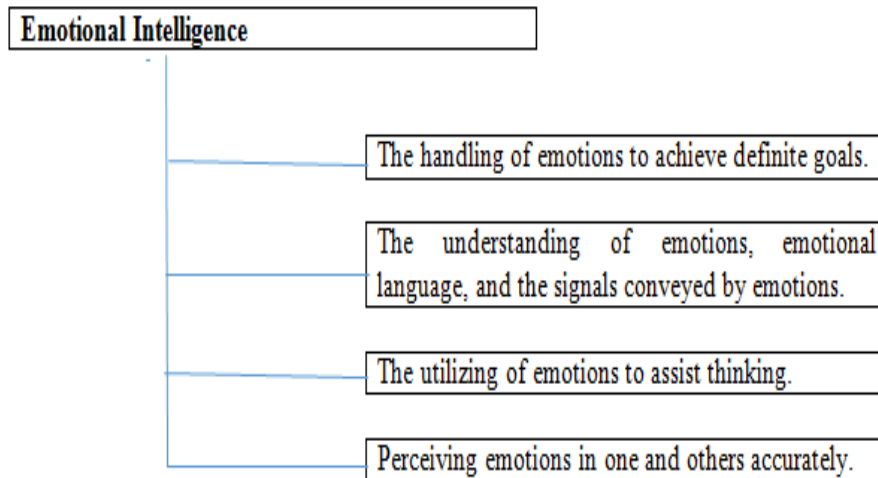
A. Ability Model

It has been a long time since emotional intelligence has received much interest; however, since then, many theorists have different perspectives and ways to deal with its relationships with the ability. With this in mind, Thorndike and Gardner have been the early theorists who touched on emotional intelligence and have come up with two perspectives: ability and mixed model and both models have different approach towards emotional intelligence. Therefore, the model in which emotional intelligence has been identified as a reasonable element of mental ability and thus as a reasonable intelligence. The second model, mixed model in which emotional intelligence come as "the combination of mental abilities and personal features or optimism and well-being" (Mayer , 1999).

It is noted clearly that ability model of emotional intelligence has been first identified by Peter Salovey and John Mayer in 1990 as "integral part of social intelligence" and the systematic usage of the term has the capability to manage and understand emotions and feelings of others and one's own and to identify one another (Salovey & Mayer, 1990). They also have come up with the whole definition of emotional intelligence in 1997 as "*The capability to observe and express emotion, absorb emotion in thinking, comprehend and reason own and others' emotion*" (Mayer & Salovey, 1997).

This model has been highly accepted in academia field and has been acknowledged by other two prominent authors "Goleman and Bar-On, who also defined emotional intelligence by saying" this model did not contradict with their model once it is only the basis for cognitive and non-cognitive elements (Mersino, 2013). The abilities which mirror the vision emphasized by Salovey and Mayer appear clearly in the figure below (Giorgi, 2013).

Figure 1. Four Branch model which includes abilities

According to this model, it seems that emotional intelligence echoes more traditional and cognitive intelligence, spotlighting in the same time that individual's ability can be developed over time and can be assessed through performance-based tests (Silong, A. D et all, 2012), or ability-based tests (Bar-On, 2006).

B. Mixed Model

Reuven Bar-On (1997) has defined emotional intelligence as "a *group of non- cognitive capabilities, competencies and skills that make people influenced to succeed in dealing with the demands and pressures*

in a work setting". With this in mind, emotional intelligence is correlated with understanding in one's and others, connection to people, and to dealing with the demands in the work environment (Bar-On, 1997). He stressed that emotional intelligence echoes more personal traits, personal and social competencies and their application to personal prosperity and not cognitive constructs of intelligence. Like Salovey and Mayer, Bar-On has underlined that emotional intelligence can be also developed over time through training, programming, and therapy (Bar-On, 1997).

Furthermore, during the 105 the annual convention of the American Psychological Association in the state of Chicago of United states of America, he has presented his mixed model of emotional intelligence. The figure below details the model of Bar-On (2006) in which five dimensions of the model arrayed into fifteen sub-competencies.

Table 1. Bar-On (2006) model of five emotional intelligence competencies

Dimension	Competencies
Intrapersonal	Self-Regard, Emotional Self-Awareness, Confidence, Independence, and Self-Actualization.
Interpersonal	Empathy, Social Responsibility and Interpersonal Relationship.
Adaptability	Reality Testing, Flexibility and Problem Solving
Stress Management	Stress Tolerance and Impulse Control
General Mood elements	Optimism and Happiness.

Due to the fast and wide trend of research on emotional intelligence and its connections with other constructs, the term" emotional –social intelligence has been coined by Bar-On, Maree, and Elias (2007) which has added another trend of understanding. The figure below details this trend of understanding in which some competencies are clearly defined (Bar-On., Maree, K., & Elias, M. J., 2007) cited in (Rust, 2014).

Figure 2. Emotional –Social Intelligence Competencies
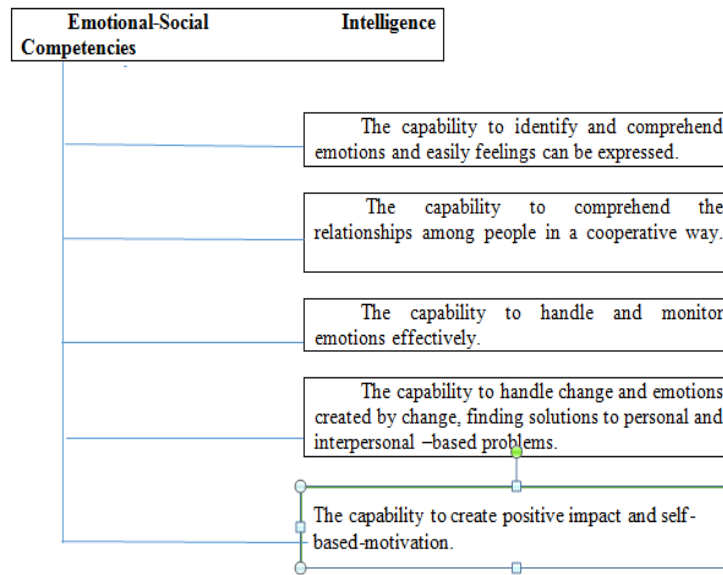
According to the figure above, it seems that the proposed model explains that those people who, have the capability to realize, and get their emotions interpreted by others, and effectively deal with the demands of every day's activities of life, are emotionally and socially intelligent (Bar-On R. , 2010). However, as this model seems to give definition like others, the difference has been made by Bar-On between personal-based understanding and regulation of the correlations between inter and intrapersonal affairs.

C. Competence-based Model

Although emotional intelligence has been studied and debated considerably, recent articles and researches to date stated that the concept has been popularized by Daniel Goleman, who made it widely known in his bestselling books since 1990s, particularly the approaches and definitions, he has made in his famous book "Emotional Intelligence: why it can matter more than IQ? According to Daniel Goleman (1995), emotional intelligence is "*the ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; and to empathize and to hope*" (Goleman, 1995).

He has proposed a mixed model of emotional intelligence, particularly its connection with performance, concentrating on one's capabilities and personality and how performance in the workplace is affected directly (Bennis, 2003). He has defined emotional intelligence in connection to capabilities and skills that are in line with job performance. He has also reviewed the ability-based model of emotional intelligence that has been developed by Mayer, Salovey, and Caruso and incorporated important personal traits such as diligence and enthusiasm (Mayer, J. D., Salovey, P., & Caruso, D. R., 2008), digesting their findings and finalizing the conclusion that emotional intelligence is the antecedent by "closely and always" 90 % of the measurement to distinguish between low performers and high performers (Goleman D. , 1998). He also added personal –based traits like innovation, group player and trust (Gayathri,N and Meenakshi, K, 2013). However, Goleman's model is different than Salovey and Mayer' model which the latter has been only on ability-based-traits (Zeidner, M., Matthews, G., & Roberts, R. D, 2012).

The model of emotional intelligence that has been popularized by Daniel Goleman comprises five emotional and social competencies which are self-awareness, self-regulation, motivation, empathy, and social skills (Goleman D. , 1998). The table. 1 below details these five main competencies.

Table 2. Goleman's five main emotional competences

The Emotional Competence Framework	
Self-awareness The ability to recognize one's emotions, internal sates, preferences and resources.	
Emotional awareness	Identifying one's emotions and effects
Accurate self-assessment	Identifying one's strengths and limitations.
Self-confidence	Recognizing one's self-worth and capabilities.
Self-regulation The ability to manage recourses, and internal capabilities.	
Self-control	Checking always emotions and capabilities.
Trustworthiness	Keeping standards of honesty and integrity high
Conscientiousness	Maintaining the responsibility of individual performance
Adaptability	Flexibility in keeping change
Innovation	The ability to innovate and creating new ideas.
Motivation Emotional states that help or facilitate accomplishing aims	
Achievement drive	Struggling to improve or meet a standard of excellence
Commitment	Working closely with the aims of a group or organization.
Initiative	The ability to work on opportunities.
Optimism	Insisting on achieving goals despite obstacles and setbacks.
Empathy The ability to be aware of other's feelings, worries and needs.	
The ability to understand others.	Understanding other's feelings, senses, perspectives and concerns.
The ability to develop others	Developing other's capabilities and sensing of their needs.
Service orientation	Taking care of customers' needs.
Leveraging diversity	Taking advantage of opportunities through a wide range of different people.
Political awareness	Understanding people's affiliations, perspectives and their relationships.
Social skills The ability to instill confidence and trust in others.	
Influence	A strong ability to leave influence on others and persuade them.
Communication	The ability to listen and deliver convincing messages.
Conflict management	Conducting better negotiations and resolving disagreements.
Leadership	Inspiring and leading individuals and groups.
Change catalyst	The ability to manage changes.
Building bonds	Building effective relationships.
Collaboration & cooperation	The ability to work with others to achieve shared goals.

Left margin labels: Personal skills (how we manage ourselves). / Social skills (how we manage relationships.)

Team capabilities	Keeping solidarity and group work high to follow up collective aims.

Source: Goleman, 1998, working with Emotional Intelligence

   Therefore, because of emotional intelligence is the lively key construct on many fronts, especially its connection to performance in the workplace, Goleman and his colleagues have undertaken extensive investigations (Dearborn, 2002) and abridged this model in the latest book into four dimensions with explicit capabilities (Goleman D, Boyatzis R, McKee A, 2004).
   The table below details the four dimensions and the groups of the capabilities that are associated with the main dimensions.

Table 3. Daniel Goleman's simplified model of four emotional intelligence competencies

Dimension	Competencies
Self-Awareness	Emotional self-awareness. Reading one's own emotions and recognizing their impact; using 'gut sense' to guide decision. Accurate self-assessment; knowing one's strengths and limits. Self-confidence; a sound sense of one's self-worth and capabilities.
Self-Management	Emotional self-control: Keeping disruptive emotions and impulses under control. Transparency: Displaying honesty and integrity; trustworthiness. Adaptability: Flexibility in adapting to changing situations or overcoming obstacles. Achievement: The drive to improve performance to meet inner standards of excellence. Initiative: Readiness to act and seize opportunities. Optimism: Seeing the upside in events.
Social Awareness	Empathy: Sensing other's emotions, understanding their perspective, and taking active interest in their concerns. Organizational awareness: Reading the currents, decision networks, and politics at the organizational level. Service: Recognizing and meeting follower, client, or customer needs.
Relationship Management	Inspirational leadership: Guiding and motivating with a compelling vision. Influence: Wielding a range of tactics for persuasion. Developing others: Bolstering others' abilities through feedback and guidance. Change catalyst: Initiating, managing, and leading in a new direction. Conflict management: Resolving disagreements. Building bonds: Cultivating and maintaining a web of relationship. Teamwork and collaboration: Cooperation and team building.

3. Critiques of Emotional Intelligence

Although, the different definitions of emotional intelligence, the concept remains relatively and lively most studied construct in the scientific and lay fields. Therefore, the trend of research on the concrete conceptualization of emotional intelligence remains debated and argued (Bar-On, 2006) Groves, & Shen,

2007, Mersino 2007; Lievens & Chan, 2010; (Silong, A. D et all, 2012), McEnrue, Giorgi, 2013; and (Rojas, 2014). Consequently, two models of emotional intelligence as "ability model and mixed model" have emerged (Rosete & Ciarrochi, 2005), (Silong, A. D et all, 2012); (Giorgi, 2013).

For the purpose of this paper, the critics of each definition of emotional intelligence have been reviewed with the objective of finding the gaps each model of emotional intelligence has from one hand, and the critics of the concept as a whole from other hand. Therefore, it is found that the concept echoes multiple intelligences and it is a set of intelligences (Scarr, 1989, Matthews et al., 2002, Locke, 2005) cited in (Saberi, 2012). The second and more general criticism is the claim that the concept is like "the *old wine bottle*" which coins the concept of emotional intelligence as" the same as personality traits and the theories of motivation" (Davies et al., 1998, Mayer et al., 2000a, Caruso et al., 2002, Van Rooy & Viswesvaran, 2004, Locke, 2005, Joseph & Newman, 2010a), and mental capabilities (Matthews et al., 2002), Conte, 2005, Joseph & Newman, 2010a). Furthermore, the critics have gone beyond by arguing that the concept is the same as the idea of Thorndike (1920) which claimed that emotional intelligence is "part of social intelligence" (Matthews et al., 2002 and Landy, 2005; (Saberi, 2012).

The third line of criticism has been embedded in the multiple emotional intelligence measurement tools (Mayer et al., 2000b, Daus, 2005; Conte, 2005, (Zeidner, M., Matthews, G., & Roberts, R. D, 2012) which are found to have been tended to be different in content and in the technique of measurement (Conte, 2005). The fourth line of criticism is that emotional intelligence is culturally-based concept. With this claim in mind, it has been concluded that emotional intelligence is influenced by western culture and experience, particularly the debate among emotion, purpose and mind, thus, it only fits the western environments (Matthews, Roberts & Zeidner, 2004), (Gredler, 2005), (Mayer, J. D., Salovey, P., & Caruso, D. R., 2008).

The other claim is that the models and measurements of emotional intelligence have concentrated only on cross-cultural differences and similarities (Conte, 2005), grasping on culturally specific and general tools (Sharma, S. et al, 2009). But this claim has been refuted by recent research undertaken in 2010 by Karim and Weisz, who focused on their research on the reliability and validity of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) between western culture and eastern culture. The general findings reported to have been found agreeably by both western and eastern cultures (Karim, J., & Weisz, R., 2010). However, the findings have been denied because the generalization on both western and eastern cultures is not valid and reliable and more investigations have to be undertaken (Côté, S., et al, 2010).

The last and fifth line of criticism is that after having reviewed the major three definitions of emotional intelligence, it has been observed that the authors themselves have modified their own definitions (Van Rooy, D. L., & Viswesvaran, C., 2004). Based on this view, emotional intelligence remains unclear concept (Locke, 2005), (Druskat, V.U., Sala. F., and Mount, J., 2013).

Furthermore, researchers such as Locke (2005) have challenged that the concept of emotional intelligence is "ineffectively defined, inconsistent, distracted, and unclear. He has gone beyond that by arguing that whatever the concept of emotional intelligence was labeled or defined, it has become so wide-ranging and the dimensions are diversified, and it is no longer an understandable concept cited in (Mahadi, 2011).

After having reviewed the critics of the concept, each model of emotional intelligence has received specific criticism. For instance, although, Mayer and Salovey's model (Mayer & Salovey, 1997) has been the best model to inform facts, it has been criticized that it highlights more on scientific definitions than dictionary definitions. The operational definitions are also applied more to components of emotional intelligence than dictionary definitions, particularly when it has been described by psychological scientists such as Bridgman in 1927. It is also said that the Mayer and Salovey's definition of emotional intelligence sounds the same as definition of social intelligence which has been presented by Thorndike in 1920 (Cherniss, 2010). Therefore, it has been summed up that Mayer and Salovey's model focused more on the

concept of emotional intelligence as "form of intelligence" (Druskat, V.U., Sala. F., and Mount, J., 2013) , Druskat, (Mo, 2010).

In terms of the Bar-On model (2007), although, it has been popularized for a period of time, it has tricky hypotheses as it has utilized emotional intelligence the same as the capability, or skill, or potential and this can be measured and examined through employing self-report questions. However, this type of self-report questions is not sufficient to measure the emotions because these questions can only gauge self-opinions rather than capabilities (Petrides, 2010). Furthermore, this model has been criticized as it is invalid and unpopular (Grubb and McDaniel, 2008). This model focuses only on personality, success of life, personal prosperity (Druskat, V.U., Sala. F., and Mount, J., 2013) , (Mo, 2010).

In terms of the Daniel Goleman model, although it has been popularized, it has also been criticized as it is complex to be assessed scientifically and its reliance on inaccurate terms, unreliable proofs, and unconfirmed assumptions (Goleman, 1995). It is worth noting that although, the claims that this model is lacking, it has been utilized widely. This model has also been labeled as a scientific publication, thus it is not reliable to be assessed form one-side viewpoint (Petrides, 2010). But with growing of research, it has been found that the model of Goleman and Boyatzis focused on the competencies that predict high performance in the workplace.

4. Importance of Emotional Intelligence

Although the critiques of the concept of emotional intelligence entirely and each of three mentioned models in this paper, recent body of knowledge on emotional intelligence has shown that the concept remains lively and timely essential element. Moreover, it is still a valid construct as it has dynamic effects on behaviors of individuals, organizations and the way individuals think, behave and feel. It is also stressed that emotional intelligence is also influenced by the warmness and much care received from parents (J. D. Mayer, D. R. Caruso, & P. Salovey, 1999), (Mayer, J. D., et al, 2001).

Emotional intelligence has been grasped considerably by organizations as it serves as determinant of high performance in the workplace (Jayan, 2006). Furthermore, emotional intelligence has been recognized as it is "array of competencies that can help individuals to utilize their emotions properly, to monitor one's own and others' feelings, to assist potential results such as job satisfaction (Alnidawy, 2015), and work-related positive attitudes (Fisher, 2000), and leadership performance (Trabun, 2002), strengthening the usefulness of training programs, (Saberi, 2012), work performance (McKinley, 2014), organizational management (Rojas, 2014).

It has also been noted based on extensive investigations that those individuals who have high emotional intelligence are successful at work environments, and they are observed as "star performers", whilst those individuals who have low emotional intelligence are troubled and chaotic individuals and problem-makers through their personal behaviors at their work environments (Mayer J. D., 2002).

5. Emotional Intelligence and Emotional Competence

The confusion between emotional intelligence and emotional competence has appeared recently as the trend of research on emotional intelligence has peaked highly and extensively in debate and discussion. At the same time, a flood of interest in the scientific and lay fields has hit the organizations to find ways to distinguish between two terms. Based on the streamline of this confusion, it seems that the two terms are

like apples and apple sauces (Bennis, 2003). In other words, while emotional intelligence is the whole group of the concept, emotional competence is the part or single competence of emotional intelligence.

Furthermore, based on empirical studies that have been undertaken on the concept of emotional intelligence, another definition has been found to explain explicitly that emotional intelligence is "array *of competencies that establish the four constructs as self-awareness, self-management, social awareness and social skills at suitable times and methods or behaviors in satisfactory occurrence to be effective in the situation*" (344) (Boyatzis et al, 2000). In this context, it seems clearly that emotional intelligence is "a set of competencies, while emotional competence is "a single construct or cluster which individual enjoys and leads to performance" (Boyatzis, 1982) cited in (Seal, C. R. et all, 2009).

Clearly, emotional competence is different than emotional intelligence because the former is one of the capabilities that have to be part of and learned from the latter, which are a group of the capabilities and the result of outstanding and high performance in the workplace (Goleman D. , 1998). To further understanding, emotional competence is generated after emotional intelligence is highly found in an individual. With this in mind, it is found that attempts by individual for learning is enhanced by emotional intelligence, while the capabilities at work is viewed and explored by emotional competence (Goleman D. , 1998). The best evidence that emotional intelligence is different than emotional competence is that the characteristics of emotional intelligence claim that an individual has the ability for learning task competencies at work, not that the competencies that can be learned at work (Young, B. S., Arthur Jr, W., & Finch, J, 2000). It has also to be stressed that if the person has the capability to show off the whole group of competencies of emotional intelligence at suitable times and ways in satisfactory behavior, it can be said that he/she is emotionally intelligent.

6. Discussion and Conclusion

Although its appearance in 1990 as "the concept of emotional intelligence (EI)", it has been traced as far back into the social intelligence, personality traits and theory of intelligence to its popularity in 1995. EI has harvested since then a flood of interest. Therefore, the body of knowledge and the trend of research have not been only appealing the interest of the scientific and the lay fields, but they have reached to the normal individual and the community as well as the organizations. The models of emotional intelligence, on the other hand, have created another line of criticism through utilizing them in different contexts. But although, they are observed as unclear and inconsistent, each one has a benefit and has been used in many areas.

After having reviewed plenty of studies and articles, it seems that with different definitions and models, there is a challenge facing the theory of the concept, but it is considered, from the other hand, that it is a positive perspective for more investigations and studies in different areas of life. Another confusion is that the distinction between emotional intelligence and emotional competence which the study attempted to make it clear that emotional intelligence is "array of competencies", while emotional competence is a single competence and part of a group of competencies that comprises "emotional intelligence. In other words, if the person only can show that he/she has one competence such as self-awareness or optimism, he/she is not emotionally intelligent, but if he/she can show array of competencies, it is clear that he/she emotionally intelligent.

The conclusion, thus, reaffirms that although emotional intelligence is popularized and widely studied, it remains lively and timely useful concept and a key element for gauging the capability of individuals to understand, monitor and control one's own and other feelings. It is also found that Goleman's definition and model have connections with performance. Therefore, this paper recommends more extensive

investigations on emotional intelligence, particularly its relationships with organizational psychology – related most studied concepts in organizations once it serves as the antecedent to high performance.

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