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## **Block II - Emotional Competencies**

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Unit 3 Components of Emotional Competencies

41-58

THE PEOPLE'S  
UNIVERSITY



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## UNIT 3 COMPONENTS OF EMOTIONAL COMPETENCIES\*

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### 3.1 INTRODUCTION

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In our day-to-day life we interact with a variety of people for various reasons. We are social animals and as a part of our social life we manage workplace relationships, friendships and family relationships. Some of us are quite good at managing relationships and as a result not only lead happy and satisfied lives, but also thrive at workplace. While some others are not so good at it, and often face discontentment and struggle. Have you ever wondered, what differentiates these two sets of people? It is their emotional competencies, or their skilfulness in applying their emotional intelligence in managing their own emotions and of those around them. In the present Unit

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we will be discussing about emotional competencies, about identifying emotions in oneself and in others, and about the universality of emotional expressions.

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### 3.2 OBJECTIVES

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After studying the Unit, you will be able to:

- describe the concept of emotional competencies;
- explain the components of emotional competencies;
- differentiate between emotional intelligence and emotional competencies;
- describe the skills involved in identifying and understanding emotions in oneself and others; and
- describe about the universality of emotional expressions.

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### 3.3 WHAT ARE EMOTIONAL COMPETENCIES?

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Emotional competence is a core construct that has been shown to explain success both at the level of individual employees and the organization. According to Goleman (1998), emotional competence is a learned ability which is based on emotional intelligence, and has a positive influence on the performance of employees at work. Goleman also asserts that emotionally intelligent individuals are better at learning and demonstrating emotional competencies that lead to enhanced satisfaction, better quality of life and happiness.

The concept of emotional competence (EC) is better understood in relation to the concept of emotional intelligence (EI). Emotional intelligence is defined as “the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour” (Salovey & Mayer, 2004). There are three main approaches to the study of EI: the trait model, the ability model, and the competency model.

#### 3.3.1 The Emotional Competence Model

The model of emotional competence was given by Goleman (1995). It focuses on behaviours that lead to performance. This model conceptualizes emotional intelligence as a large range of dispositions and competences ranging from individual traits to learned abilities. Goleman has categorized these competencies into five categories. Each of the category is further divided into multiple elements, that shall be described in subsequent section. These categories are: (1) self-awareness; (2) motivation; (3) self-regulation; (4) social awareness and empathy and (5) social skills (Goleman, 1998). The following Box 3.1 lists the five competencies given by Goleman.

Other scholars have conceptualized emotional competence as comprising of three basic components. These are:

- (a) The expression of emotions,
- (b) The understanding of emotions and
- (c) The experience of emotions

We shall elaborate upon the emotional competence framework using Goleman’s conceptualization. Before we proceed to elaborate upon each of these competencies in detail, it is pertinent to delve a bit upon the concept of ‘competence’ in general. Competence has been defined as “the description of learning outcomes, meaning what can a person know or prove to have learned as a result of a learning process” (Oberst et al., 2009, p. 253). It is a general term that refers to the quality of performance of an individual on a specific task (Black & Ornelles, 2001). Sternberg and colleagues (2000) have distinguished between

<p><b>Box 3.1</b></p> <p>The 5 Components of EC</p> <ul style="list-style-type: none"><li>• Self-awareness</li><li>• Motivation</li><li>• Self-regulation</li><li>• Social awareness and Empathy</li><li>• Social skills</li></ul>
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and competence by highlighting that while competence refers to the set of abilities intelligence involved in solving personal and professional problems, intelligence involves the subcomponents of these abilities, in the form of thinking and understanding. In this sense, it is appropriate to assume that emotional competence is concerned with performance on emotion related tasks, while emotional intelligence is the underlying ability that facilitates it. Goleman (1998) has emphasized that emotional intelligence is at the root of emotional competencies, but it is not enough to ensure performance excellence. Emotional intelligence is an indicator of the potential, the individual still needs to work upon this to develop his/her emotional competencies. It might be said that emotional competence is a higher ability indicative of performance excellence. Also, emotional intelligence is the underlying foundation for emotional competence, and emotional competence is an expression of emotional intelligence.

**Self Assessment Questions 1**

1. What are the five emotional competencies given by Goleman?  
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2. How is emotional intelligence different from emotional competence?  
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**3.4 THE EMOTIONAL COMPETENCIES**

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The domain of emotional competence can be divided into two broad areas: **Personal Competence** and **Social Competence**. Personal competence is based on an individual’s recognition of his/her own emotions, ability to appropriately express emotions and the ability to maintain emotional control and adapt. It forms the basis for social competence. The components that fall in the area of personal

competence are: (1) Self-awareness, (2) Motivation, and (3) Self-regulation. Social competence refers to an individual’s ability to appropriately recognize emotions in others and respond in an appropriate manner. The components that fall in the area of social competence are: (4) Social awareness and empathy, and (5) Social skills. This description is based upon the categorization given by The Consortium for Research on Emotional Intelligence in Organizations EI Framework (www.eiconsortium.org).

### 3.4.1 Self-awareness

Self-awareness in the context of emotional competence implies an awareness of one’s emotional state, including the possibility of acknowledging experience of multiple emotions simultaneously. At more mature levels, emotional self awareness also implies acknowledging that one might not be consciously aware of one’s feelings because of unconscious dynamics or selective inattention (Saarni, 2000). Self awareness is the basic competence that serves as the root for other competencies to develop. Three sub-components of self-awareness and the behavioural descriptions of each of these sub-components is described as below in Table 3.1:

**Table 3.1: Sub-components of Self-awareness**

Sr. No.	Sub-Component	Behavioural Description (People with this competence ....)
1.	Emotional Awareness: Recognizing one’s emotions and their effect on self	<ul style="list-style-type: none"> <li>• Know which emotions they are feeling and why</li> <li>• Realize the links between their feelings and what they think, do, and say</li> <li>• Recognize how their feelings affect their performance</li> <li>• Have a guiding awareness of their values and goals</li> </ul>
2.	Accurate Self Assessment: Knowing one’s strengths and limits	<ul style="list-style-type: none"> <li>• Are aware of their strengths and weaknesses</li> <li>• Are reflective in learning from experiences</li> <li>• Are open to candid feedback, new perspectives, continuous learning, and self-development</li> <li>• Are able to show a sense of humor and perspective about themselves</li> </ul>
3.	Self Confidence: Being sure of self-worth and capabilities	<ul style="list-style-type: none"> <li>• Present themselves with self-assurance</li> <li>• Can voice views that are unpopular and be assertive for what is right</li> <li>• Are decisive, able to make sound decisions despite uncertainties and pressures</li> </ul>

### 3.4.2 Self-regulation

Self-regulation implies being able to manage and regulate one's emotional experience as well as expression, so that one is able to maintain and enhance one's functionality and effectiveness in relationships or at work. Self-regulation is a crucial competence for ensuring smooth functioning in social contexts and for performance effectiveness at work. Five sub-components of self-regulation and their behavioural descriptions are described in the following Table 3.2:

**Table 3.2: Sub-components of Self-regulation**

Sr. No.	Sub-Component	Behavioural Description (People with this competence ....)
1.	Self-control: Managing disruptive emotions and impulses	<ul style="list-style-type: none"> <li>• Manage their impulsive feelings and distressing emotions well</li> <li>• Stay composed, positive, and unflappable even in trying moments</li> <li>• Think clearly and stay focused under pressure</li> </ul>
2.	Trustworthiness: Maintaining standards of honesty and integrity	<ul style="list-style-type: none"> <li>• Act ethically and are above reproach</li> <li>• Build trust through their reliability and authenticity</li> <li>• Admit their own mistakes and confront unethical actions in others</li> <li>• Take tough, principled stands even if they are unpopular</li> </ul>
3.	Conscientiousness: Taking responsibility for personal performance	<ul style="list-style-type: none"> <li>• Meet commitments and keep promises</li> <li>• Hold themselves accountable for meeting their objectives</li> <li>• Are organized and careful in their work</li> </ul>
4.	Adaptability: Flexibility in handling change	<ul style="list-style-type: none"> <li>• Smoothly handle multiple demands, shifting priorities, and rapid change</li> <li>• Adapt their responses and tactics to fit fluid circumstances</li> <li>• Are flexible in how they see events</li> </ul>
5.	Innovativeness: Being open to and comfortable with novel ideas and new information	<ul style="list-style-type: none"> <li>• Seek out fresh ideas from a wide variety of sources</li> <li>• Entertain original solutions to problems</li> <li>• Generate new ideas</li> <li>• Take fresh perspectives and risks in their thinking</li> </ul>

### 3.4.3 Self-motivation

Self-motivation in the context of emotional competence implies keeping oneself motivated and driven towards the goal by effectively managing the experience and expression of emotions. Sustaining motivation by regulating emotions in the face of failure or even success is a crucial skill of emotional competence. Four sub-components of self-motivation and their behavioural descriptions are described in the following Table No. 3.3:

**Table 3.3: Sub-components of Self-motivation**

Sr. No.	Sub-Component	Behavioural Description (People with this competence ...)
1.	Achievement drive: Striving to improve or meet a standard of excellence.	<ul style="list-style-type: none"> <li>• Are results-oriented, with a high drive to meet their objectives and standards</li> <li>• Set challenging goals and take calculated risks</li> <li>• Pursue information to reduce uncertainty and find ways to do better</li> <li>• Learn how to improve their performance</li> </ul>
2.	Commitment: Aligning with the goals of the group or organization	<ul style="list-style-type: none"> <li>• Readily make personal or group sacrifices to meet a larger organizational goal</li> <li>• Find a sense of purpose in the larger mission</li> <li>• Use the group's core values in making decisions and clarifying choices</li> <li>• Actively seek out opportunities to fulfill the group's mission</li> </ul>
3.	Initiative: Readiness to act on opportunities	<ul style="list-style-type: none"> <li>• Are ready to seize opportunities</li> <li>• Pursue goals beyond what is required or expected of them</li> <li>• Cut through red tape and bend the rules when necessary to get the job done</li> <li>• Mobilize others through unusual, enterprising efforts</li> </ul>
4.	Optimism: Persistence in pursuing goals despite obstacles and setbacks.	<ul style="list-style-type: none"> <li>• Persist in seeking goals despite obstacles and setbacks</li> <li>• Operate from hope of success rather than fear of failure</li> <li>• See setbacks as due to manageable circumstance rather than a personal flaw</li> </ul>

## Self Assessment Questions 2

- List the personal emotional competencies.

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- What are the four sub-components of self-motivation?

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### 3.4.4 Social Awareness

Social awareness as a component of emotional competence implies awareness of feelings and emotions of other individuals and groups. It is a crucial component for developing effective and empathetic relationships and work jointly towards attainment of group goals. Five sub-components of social awareness and their behavioural descriptions are described in the following Table No. 3.4:

**Table 3.4: Sub-components of Social Awareness**

Sr. No.	Sub-Component	Behavioural Description (People with this competence ....)
1.	Empathy: Sensing other's feeling and perspective and taking active interest in their concerns	<ul style="list-style-type: none"> <li>• Are attentive to emotional cues and listen well</li> <li>• Show sensitivity and understand others' perspectives</li> <li>• Help out based on understanding others' needs and feelings</li> <li>• Anticipating, recognizing, and meeting others' needs.</li> </ul>
2.	Service orientation: Anticipating, recognizing, and meeting others' needs.	<ul style="list-style-type: none"> <li>• Understand others' needs and match them to how they can be helped</li> <li>• Seek ways to increase others' satisfaction level with the service being provided</li> <li>• Gladly offer appropriate assistance</li> <li>• Grasp others' perspective, acting as a trusted advisor</li> </ul>
3.	Developing others: Sensing what others need in order to develop, and bolstering their abilities.	<ul style="list-style-type: none"> <li>• Acknowledge and reward people's strengths, accomplishments, and development</li> <li>• Offer useful feedback and identify people's needs for development</li> </ul>

**Emotional Competencies**

		<ul style="list-style-type: none"> <li>• Mentor, give timely coaching, and offer assignments that challenge and grow an individual’s skills.</li> </ul>
4.	Leveraging diversity: Cultivating opportunities through diverse people.	<ul style="list-style-type: none"> <li>• Respect and relate well to people from varied backgrounds</li> <li>• Understand diverse worldviews and are sensitive to group differences</li> <li>• See diversity as opportunity, creating an environment where diverse people can thrive</li> <li>• Challenge bias and intolerance</li> </ul>
5.	Political awareness: Reading emotional currents and power relationships within the group	<ul style="list-style-type: none"> <li>• Accurately read key power relationships</li> <li>• Detect crucial social networks</li> <li>• Understand the forces that shape views and actions of clients, customers, or competitors</li> <li>• Accurately read situations and organizational and external realities</li> </ul>

**3.4.5 Social Skills**

Social skills denote an ability to interact with others in a socially acceptable manner, at the same time ensuring personal, mutual or others’ benefit as an outcome of the interaction. Eight sub-components of social skill and their behavioural descriptions are described in the following Table No. 3.5:

**Table 3.5: Sub-components of Social Skill**

Sr. No.	Sub-Component	Behavioural Description (People with this competence ....)
1.	Influence: Wielding effective tactics for persuasion.	<ul style="list-style-type: none"> <li>• Are skilled at persuasion</li> <li>• Fine-tune presentations to appeal to the listener</li> <li>• Use complex strategies like indirect influence to build consensus and support</li> <li>• Orchestrate dramatic events to effectively make a point</li> </ul>
2.	Communication: Sending clear andconvincing messages	<ul style="list-style-type: none"> <li>• Are effective in give-and-take, registering emotional cues in attuning their message</li> <li>• Deal with difficult issues straight forwardly</li> <li>• Listen well, seek mutual understanding, and welcome sharing of information fully</li> </ul>

		<ul style="list-style-type: none"> <li>• Foster open communication and stay receptive to bad news as well as good</li> </ul>
3.	Leadership: Inspiring and guiding groups and people	<ul style="list-style-type: none"> <li>• Articulate and arouse enthusiasm for a shared vision and mission</li> <li>• Step forward to lead as needed, regardless of position</li> <li>• Guide the performance of others while holding them accountable</li> <li>• Lead by example</li> </ul>
4.	Change catalyst: Initiating or managing change	<ul style="list-style-type: none"> <li>• Recognize the need for change and remove barriers</li> <li>• Challenge the status quo to acknowledge the need for change</li> <li>• Champion the change and enlist others in its pursuit</li> <li>• Model the change expected of others</li> </ul>
5.	Conflict management: Negotiating and resolving disagreements	<ul style="list-style-type: none"> <li>• Handle difficult people and tense situations with diplomacy and tact</li> <li>• Spot potential conflict, bring disagreements into the open, and help deescalate</li> <li>• Encourage debate and open discussion</li> <li>• Orchestrate win-win solutions</li> </ul>
6.	Building bonds: Nurturing instrumental relationships	<ul style="list-style-type: none"> <li>• Cultivate and maintain extensive informal networks</li> <li>• Seek out relationships that are mutually beneficial</li> <li>• Build rapport and keep others in the loop</li> <li>• Make and maintain personal friendships among work associates</li> </ul>
7.	Collaboration and cooperation: Working with others toward shared goals	<ul style="list-style-type: none"> <li>• Recognize the need for change and remove barriers</li> <li>• Challenge the status quo to acknowledge the need for change</li> <li>• Champion the change and enlist others in its pursuit</li> <li>• Model the change expected of others</li> </ul>

8.	Team capabilities: Creating group synergy in pursuing collective goals	<ul style="list-style-type: none"> <li>• Model team qualities like respect, helpfulness, and cooperation</li> <li>• Draw all members into active and enthusiastic participation</li> <li>• Build team identity, esprit de corps, and commitment</li> <li>• Protect the group and its reputation</li> <li>• Share credit</li> </ul>
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**Self Assessment Questions 3**

1. List the social emotional competencies.

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2. What are the sub-components of social skill?

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**3.5 RECOGNITION AND UNDERSTANDING OF EMOTIONS IN ONESELF AND OTHERS**

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**3.5.1 What does it mean to identify and understand emotions?**

Identifying emotions is one of the core skills of being emotionally intelligent. Accurately identifying emotions in oneself and in others around us is a crucial skill for understanding what is happening in our internal world and in our social world. Emotions contain data and signal us about important events. Emotions are not random, chaotic events, rather occur due to some factors and help us in making decisions and keep us motivated. Accurate identification of emotions is not only critical to success and happiness, but in certain circumstances, to the very survival of an individual.

**3.5.2 Emotional Awareness in Oneself**

Identifying and understanding emotions in others begins by developing emotional awareness in oneself. Identifying one’s own emotions is also essential for effectively managing one’s emotions. Emotional awareness in oneself consists of a number of skills, such as:

- Identifying emotions
- Labelling the emotion being experienced

- Describing or expressing the emotion being experienced

Emotion identification skill is an essential component of emotional competence. The construct can be better understood by contrasting it with ‘alexithymia’ (a disorder characterised by a deficit in the ability to identify and describe one’s emotions and externally oriented thinking). Alexithymia stands in absolute contrast with emotion identification skill and is characterised by dysfunction in emotional awareness, social attachment, and interpersonal relating. Emotion identification skill, in contrast is marked by an awareness of experienced emotion, appropriate identification and labelling and appropriate expression of the same. For developing emotional awareness it is essential to pay attention to one’s feelings, rather than ignoring them or expressing them impulsively. It is important that one pays attention to one’s feelings and think about them before expressing the emotion. Some questions that help one in getting clarity about the emotional experiences might be:

- What is this feeling?
- What is this feeling telling me about this situation?
- Why is this feeling happening now?

It is important to learn the connection between the life situations and the emotions one is experiencing, as most often situations give rise to the emotions. One can pay attention to the following that will help one in identifying the emotion being experienced, such as:

- A physical or bodily reaction to an emotion (for example, blushing when feeling embarrassed; dry mouth when feeling anxious).
- A bodily response pattern on certain occasions (for example, feeling jittery prior to the start of examination).
- Paying attention to the emotion being expressed through body movements, posture or tone of voice may also provide clarity about the emotion being expressed.

Researchers believe that the emotion identification skill develops as a result of the relationship of the child with the primary caregiver. This relationship forms the base for future emotional skills, ability to access appropriate social support and expectations for future social relationships. Research has shown the emotion identification skill to be associated with positive adjustment and decreased distress. Emotion identification and articulation skill is also crucial for maintenance of meaningful interpersonal relationships. Emotion identification skill plays an important role during adolescence and enables the individual to successfully navigate through transition to adulthood by assisting formation of meaningful social relationships, and by enabling successful management of emotional difficulties. To say it briefly, ability to identify and manage one’s emotions paves the path for personal wellbeing. For ensuring our social wellbeing, however, something more is needed.

**Self Assessment Questions 4**

1. What do you mean by emotion identification skill?

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2. What is alexithymia?

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3. Describe the skills involved in developing emotional awareness for oneself.

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### 3.5.3 Emotional Awareness in Others

Akin to personal emotional awareness, an awareness of emotions being experienced and expressed by others around us is a crucial skill leading to social well-being. The inability or unwillingness to pay attention to others' emotions often leads to miscommunications and conflict, whereas accurately identifying others' emotions and attuning one's own response accordingly leads to better communication and collaboration. Emotional awareness in others involves three interdependent skills:

- Emotion perception
- Emotion recognition
- Emotion interpretation

Emotion perception is the ability to identify emotions in others. How emotion is experienced and interpreted depends on how it is perceived. Emotional awareness about others entails making accurate decisions about another's subjective experience by interpreting their physical changes through sensory systems and inferring the implicit meaning of these observed changes. Emotions can be expressed verbally or non-verbally or through a combination of both. The verbal channel of communication is composed of the spoken words as well as other vocal features of the speech like rate, pitch and loudness of the voice. These non-verbal aspects of the voice and temporal characteristics of speech are called 'paralanguage'. Other non-verbal channels include facial expression, kinetic (gesture, posture, movement of the body) and proximal (physical distance during face to face interaction) behaviours.

Emotions can be perceived visually, or through sound (e.g. tone and pitch of voice), smell and bodily sensations. There are various modes of perceiving emotions in others. Visual system is usually the primary mode through which we detect cues for inferring the emotional state of the person we are interacting with. Visual cues to emotion perception are dependent of two primary sources of information:

- (i) Facial expressions and gestures, and
- (ii) Bodily posture

Facial expressions can convey the intensity as well as the pleasantness or unpleasantness of the individual emotional state. Emotional information is gathered through the visual system, and then interpreted by the cognitive system in order to garner an appropriate response.

Another mode of emotion identification is provided by the auditory system, which provides inputs in the form of voices and various sounds from the environment. The prosodic parameters (pitch, duration, loudness, voice quality of voice) provide cues to the listener about the emotional content of the message being communicated by the speaker. Progressively sophisticated methods are now being utilized by the researchers for understanding emotional content of voice messages by manipulating these prosodic characteristics of voice.

A secondary, yet important mode of emotion perception is through aromas perceived through the olfactory system. Research shows that aromas and scents have a potent effect in eliciting emotions. The emotion elicited by odours, both pleasant and unpleasant, affects the same physiological correlates of emotion seen with other sensory mechanisms.

It is important to remember that the sensory inputs received through various channels need to be interpreted only in the context of the situation and the cultural factors. The cognitive interpretation usually takes into account the context and the cultural factors while inferring the emotions being expressed by another person, but a conscious awareness of these factors enhances the emotion perception. Although the basic emotions have been found to be universal across cultures, the facial expression and perception of emotion is conditioned by the values, etiquettes and quality of social interactions in a particular culture. For example, in the Western cultures that value overt expressions of emotions, emotional information is primarily obtained from viewing the features of the mouth, which is the most expressive part of the face. However, in Eastern cultures, where overt emotional expression is less common, emotional information is more often obtained from viewing the upper region of the face, primarily the eyes.

**Self Assessment Questions 5**

- 1. What are the skills required for developing emotional awareness for others?

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- 2. What are the different modes for identifying emotions in others?

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3. What is paralanguage?

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### 3.6 UNIVERSALITY OF EMOTIONAL EXPRESSION

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Universality of emotional expressions has been noted by scholars and researchers since long. Darwin claimed in his book ‘The expression of the emotions in man and animals’ published in 1872 that facial expressions of emotion are universal, not learned differently in each culture. More recently Paul Ekman and his colleagues have experimentally established the universal existence of 7 basic emotions. In the experimental protocol used by Ekman and later by many other psychologists, the test subjects were provided with photos of faces expressing certain emotions and were asked to identify the emotion from the given list of emotions. These universal emotions and their physical symbolizations are listed in the Table 3.6 below

**Table 3.6: Basic Emotions**

	Emotion	Symbolised by...
1.	Joy or happiness	Raising of the mouth corners (an obvious smile) and tightening of the eyelids
2.	Surprise	Eyebrows arching, eyes opening wide and exposing more white, with the jaw dropping slightly
3.	Sadness	Lowering of the mouth corners, the eyebrows descending to the inner corners and the eyelids drooping
4.	Anger	Eyebrows lowering, lips pressing firmly and eyes bulging
5.	Disgust	The upper lip raising, nose bridge wrinkling and cheeks raising
6.	Fear	The upper eyelids raising, eyes opening and the lips stretching horizontally
7.	Contempt	half of the upper lip tightening up using the risorius muscle and often the head is tilted slightly back.

(Source: adapted from <https://www.kairos.com/blog/the-universally-recognized-facial-expressions-of-emotion>).

Universality of the emotion of ‘contempt’ has been disputed, as it is a combination of anger and disgust and not a basic emotion. Recent research has used high

speed cameras and other advanced technologies to capture the microexpressions of emotions. Micro expressions are very quick facial expressions involuntarily made by people in particular circumstances. Micro-expressions of emotions are beyond voluntary control and provide a potent cue to the emotion being experienced by the other person, even when he/ she is not willing to reveal the true emotion.

The basic emotions also vary in the extent of elaboration and categorical labels. The Tahitian language includes 46 labels for the English word anger. When asked to label freely, the North American subjects produced 40 different responses for the facial expression of anger and 81 different responses for the facial expression of contempt. In a different study, the Greek subjects had 7 different labels for the sad expression and 6 different labels for the surprise expression. The Japanese produced varied emotional labels for the facial expressions of happiness (10 labels), anger (8 labels), and disgust (6 labels). The ancient Chinese literature cites seven emotions, viz., joy, anger, sadness, fear, love, dislike, and liking. The ancient Indian literature identifies eight such emotions, namely, love, mirth, energy, wonder, anger, grief, disgust, and fear. In the western literature, certain emotions like happiness, sadness, fear, anger, and disgust are uniformly treated as basic to human beings. Such emotions as surprise, contempt, shame, guilt, and anticipation are not accepted as basic to all.

In conclusion, it can be said that there are certain basic emotions that are universally expressed and understood, and there are certain culture specific emotions too. Also, all emotional experiences and expressions are governed by culture specific display rules, that determine the extent and intensity of an emotional expression.

### Self Assessment Questions 6

1. List the seven basic emotions.

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2. What are micro-expressions?

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## 3.7 LET US SUM UP

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In this unit you have learnt about three major topics: (i) Emotional competencies, (ii) Recognizing emotions in self and others, and (iii) Universality of emotional expressions. We have discussed the five emotional competencies as given by Goleman, and have described their components in detail. We have understood that these competencies can be divided into two major domains- personal competencies and social competencies. We have also learnt the difference between emotional intelligence and emotional competence. In the next section, we discussed about the skills required for recognising and understanding emotions in oneself and also in others. We learnt why is it important to develop the skills of emotion recognition. The last section of the unit dealt with the basic emotions and the

universality of expressions for these emotions. We learnt that though universal the expressions of emotions are regulated by cultural display rules.

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### 3.8 KEY WORDS

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**Emotional competence** : A set of skills that allows and facilitates use of emotional intelligence (awareness and management of emotions in self and others) for goal attainment and interpersonal harmony.

**Alexithymia** : A disorder characterised by a deficit in the ability to identify and describe one's emotions and externally oriented thinking. Alexithymia is characterised by dysfunction in emotional awareness, social attachment, and interpersonal relating.

**Basic emotions** : Emotions that are universally expressed and understood.

**Emotion recognition** : A crucial skill for understanding emotions in others. It means being able to appropriately identify the emotion being expressed by others.

**Cultural display rules** : Culturally learnt rules that regulate the appropriateness of expressed emotions.

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### 3.9 ANSWERS TO SELF ASSESSMENT QUESTIONS

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#### Self Assessment Questions 1

1. The five emotional competencies are Self-awareness, Motivation, Self-regulation, Social awareness, Empathy and Social skills.
2. Emotional competence is concerned with performance on emotion related tasks, while emotional intelligence is the underlying ability that facilitates it.

#### Self Assessment Questions 2

1. Personal emotional competencies are Self awareness, Motivation and Self-regulation
2. The four sub-components of self-motivation are Achievement drive, Commitment, Initiative and Optimism

#### Self Assessment Questions 3

1. Social competencies are Social awareness, Empathy and Social skills
2. Sub-components of social skill are- influence, Communication, Leadership, Change catalyst, Conflict management, Building bonds, Collaboration and cooperation, Team capabilities.

### Self Assessment Questions 4

1. Emotion identification skill is an essential component of emotional competence. It is marked by an awareness of experienced emotion, appropriate identification and labelling and appropriate expression of the same.
2. Alexithymia is a disorder characterised by a deficit in the ability to identify and describe one's emotions and externally oriented thinking. Alexithymia is characterised by dysfunction in emotional awareness, social attachment, and interpersonal relating.
3. Skills required for developing emotional awareness in oneself involves three skills such as identifying emotions, labelling the emotion being experienced, and describing or expressing the emotion being experienced.

### Self Assessment Questions 5

1. Emotional awareness in others involves three interdependent skills:  
Emotion perception, Emotion recognition, Emotion interpretation
2. Various modes of identifying emotions in others are-through the visual system, through the auditory system, and through the olfactory system.
3. The non-verbal aspects of the voice and temporal characteristics of speech are called 'paralanguage'.

### Self Assessment Questions 6

1. The seven basic emotions are- Joy, Surprise, Sadness, Anger, Disgust, Fear and Contempt
2. Micro expressions are very quick facial expressions involuntarily made by people in particular circumstances. Micro-expressions of emotions are beyond voluntary control and provide a potent cue to the emotion being experienced by the other person, even when he/ she is not willing to reveal the true emotion.

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## 3.10 UNIT END QUESTIONS

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1. Contrast alexithymia with emotion identification skill.
2. Is emotional expression culture dependent? Discuss.
3. Discuss the meaning, importance and components of self-regulation.
4. Describe in detail the various modes of perceiving emotions in others.

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### **3.12 SUGGESTED READINGS**

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