

# EMOTIONAL INTELLIGENCE

**VALUE ADDITION COURSE (VAC)-PSYCHOLOGY**  
**FOR ALL U.G. COURSES (ACROSS SEMESTERS)**

Self  
Awareness

Social  
Skills

Empathy

Self  
Regulation

Motivation



DEPARTMENT OF DISTANCE AND CONTINUING EDUCATION  
CAMPUS OF OPEN LEARNING, SCHOOL OF OPEN LEARNING,  
UNIVERSITY OF DELHI

*Emotional Intelligence*

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## *Emotional Intelligence*

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# SYLLABUS

## Emotional Intelligence

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Syllabus	Mapping
<b>Unit I: Fundamentals of Emotional Intelligence</b> <ul style="list-style-type: none"><li>Nature and Significance</li><li>Models of emotional intelligence: Ability, Trait and Mixed</li><li>Building blocks of emotional intelligence: self-awareness, self-management, social awareness, and relationship management</li></ul>	<b>Lesson 1: Intelligence (Pages 3–22)</b>
<b>Unit II: Personal Competence</b> <ul style="list-style-type: none"><li>Self Awareness: Observing and recognizing one’s own feelings, knowing one’s strengths and areas of development.</li><li>Self Management: Managing emotions, anxiety, fear, and anger.</li></ul>	<b>Lesson 2: Personal Competence (Pages 25–39)</b>
<b>Unit III: Social Competence</b> <ul style="list-style-type: none"><li>Social Awareness: Other’s Perspectives, Empathy and Compassion</li><li>Relationship Management: Effective communication, Collaboration, Teamwork, and conflict management</li></ul>	<b>Lesson 3: Social Competence (Pages 43–65)</b>
<b>Unit IV</b> is based on measurement of emotionl intelligence. Various tools can be used for practising the same.	

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## **UNIT I**

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### **LESSON 1    FUNDAMENTALS OF EMOTIONAL INTELLIGENCE**





## **LESSON 1**

# **FUNDAMENTALS OF EMOTIONAL INTELLIGENCE**

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**Dr Harpreet Bhatia**

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### **Structure**

- 1.1 Learning objectives
- 1.2 Introduction
- 1.3 Defining Emotional Intelligence
- 1.4 Historical Background
- 1.5 Emotional Intelligence its Significance
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## **1.1 LEARNING OBJECTIVES**

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- To learn about emotional intelligence and its historical background
- To understand the significance of emotional intelligence
- To know about the different perspectives related to emotional intelligence
- To learn about the components of emotional intelligence



**NOTES**

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## **1.2 INTRODUCTION**

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**Emotional intelligence** is the buzzword of today. There would be very few people who may not have heard of this term, though not everyone has a clear understanding of what the term denotes. We know about intelligence, what it means, and how it is measured. However, many researchers feel that intelligence is too narrow and conventional in its conception. There are many persons who are exceptional academically yet are unable to be successful in their lives. They are found to be socially and professionally incompetent. How does one explain this discrepancy?

It is now being realized that emotional quotient, often referred to as EQ, is far more important than intelligence quotient or IQ for work-related, social, and individual outcomes. According to Daniel Goleman – *“if your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far”*.

Emotional intelligence can be said to be an individual’s ability to effectively manage emotions of self as well as of others around them, deal competently with social situations, make appropriate decisions, and forge ahead in the different arenas of life. It is the individual’s capacity to recognize, understand and manage the feelings of self and others. It also refers to the extent of influence on the emotional responses of others. The individual’s capacity to handle frustrations, deal with setbacks, manage emotional reactions, and get along with others also falls in the purview of emotional intelligence.

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## **1.3 DEFINING EMOTIONAL INTELLIGENCE**

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Over the years, a number of researchers have worked in this area, which has resulted in the emergence of several definitions of the construct. Most of the definitions have common elements with minor variations. However, all these definitions put together give great clarity as far as understanding of the concept is concerned. We will now take a look at some of the definitions given.



The Cambridge English Dictionary defines emotional intelligence as [n] “*the ability to understand and control your own feelings, and to understand the feelings of others and react to them in suitable ways*”.

Peter Salovey and John Mayer (1990) defined emotional intelligence as “*the ability to monitor one’s own and others’ feelings and emotions to discriminate among them and use this information to guide one’s thinking actions*”.

According to Daniel Goleman, emotional intelligence is “*understanding one’s own feelings, empathy for feelings of others, and regulation of emotions in a way that enhances living*”.

Another important contributor to the understanding of emotional intelligence is Bar-On. He describes emotional intelligence as “*an array of non-cognitive competencies, capabilities, and skills that help us to deal with demands of the environment*”.

Bradberry and Greaves (2009), in their book *Emotional Intelligence 2.0*, defined it as “*the ability to identify, consider, and control emotions in oneself and to recognize them in others, brought on by a combination of self-awareness, self-management, social awareness, and relationship management*”.

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### 1.4 HISTORICAL BACKGROUND

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Although the concept of emotional intelligence is new, its history is long and fascinating. Interestingly, the earliest mention of emotions dates back to 1872 in Charles Darwin’s book *Expression of Emotions in Man and Animals*.

In 1920, E.L. Thorndike proposed the term *social intelligence* which is very closely related to, and helped in the emergence of, the idea of emotional intelligence. According to Thorndike, social intelligence can be defined as “*the ability to understand and manage men and women, boys and girls, to act wisely in human relations*”. This definition includes the ability to “*understand and manage*” oneself, especially in the social context.

While defining intelligence, Wechsler (1994) recognized that a narrow definition only related to thinking, problem-solving, skills, and abilities was insufficient. He added the component of effective dealing with the environment to his definition. He defined

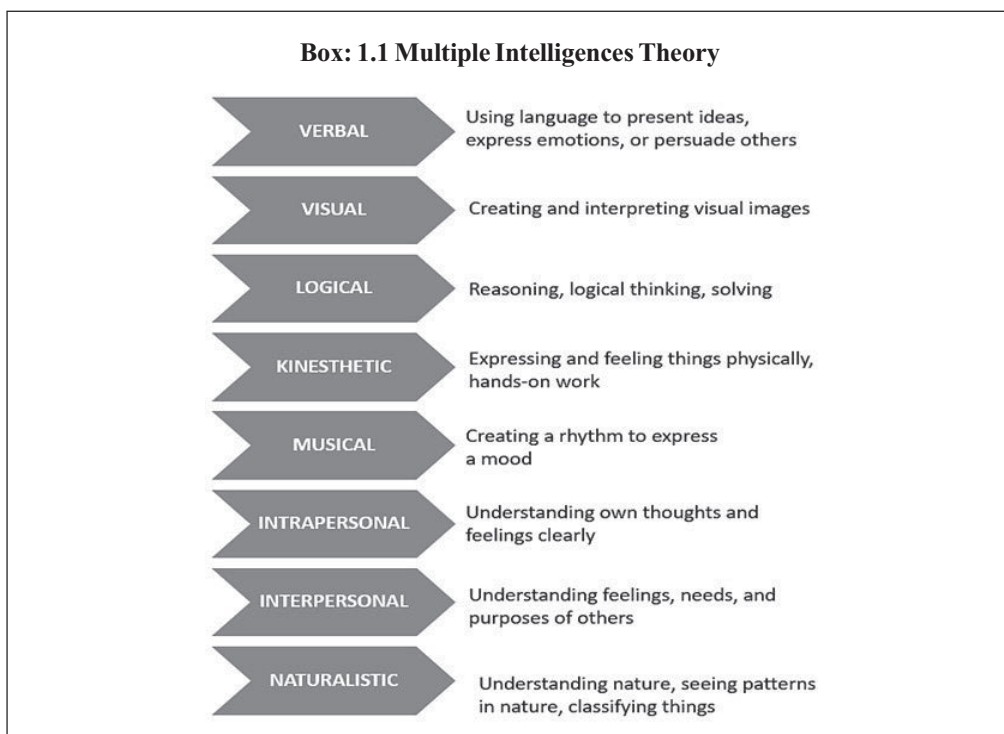


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intelligence as “the aggregate or global capacity of the individual to act purposefully, think rationally, and deal effectively with his environment”. Wechsler and other researchers recognized the importance of non-intellective abilities in predicting the individual’s ability to succeed in life.

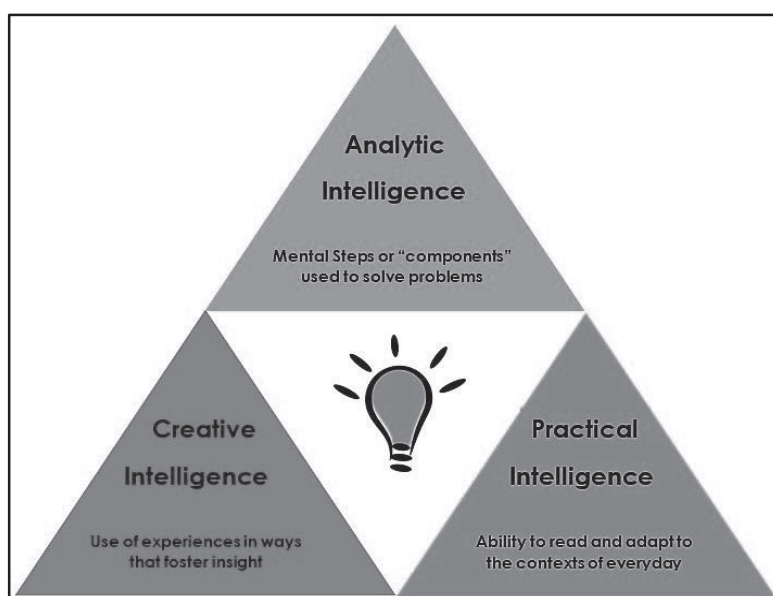
Most studies on effective leadership traits found that successful leaders are those who are successful in establishing interpersonal trust, reciprocal respect, and warmth with their teams or group members. Persons who were very proficient in several areas and possessed skills at different tasks but lacked social skills, were not seen to be good leaders by their group/team members.

Harvard Gardner and his theory of multiple intelligences have also played an important role in the emergence of the concept of emotional intelligence. His ideas of intrapersonal and interpersonal intelligences laid the foundation for the concept of emotional intelligence which embraces both these notions (Box: 1.1). According to Gardner, the traditional understanding of intelligence fails to explain the social success and adaptability of persons with borderline or below average intellectual capacity.





Sternberg in 1985, in his Triarchic theory of intelligence, introduced the concept of Practical intelligence. He defined it as “*the ability to accomplish personally valued goals by adapting to the environment, shaping the environment, or selecting a new environment*”. It is the adaptation of what people have learned in their daily lives. According to him, practical intelligence is different from academic intelligence and one of the important bases for individual differences in performance.



**Fig: 1.1 Robert Sternberg's Triarchic Theory of Intelligence**

**Source:** <https://www.thefont.co.za/robert-sternbergs-triarchic-theory-of-intelligence/>

Salovey and Mayer were the first to coin the term ‘emotional intelligence’ in 1990 which was later popularized by Goleman when he wrote his best-selling book *Emotional Intelligence: Why it Can Matter More Than IQ*. Goleman, in his book, made an interesting claim – EQ is more important than IQ. According to him, IQ only contributes 20% to an individual’s success, while EQ contributes 80%. Since Goleman talked of EQ in the context of the workplace, he also said that its contribution is 66% in all jobs and 85% in leadership roles. The importance of EQ in effective leadership has been emphasized by Goleman, in all his work.



**NOTES**

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## **1.5 EMOTIONAL INTELLIGENCE ITS SIGNIFICANCE**

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For several years, psychologists have tried to find reasons for the failure of persons with high intellectual capacity when it comes to actually entering the social arena and industry. Highly intelligent people do not necessarily become good leaders, in fact, not good team members either. In the 1980s, researchers began to focus on other skill sets found to be essential not only for survival but also for success. In 1990, Mayer and Salovey called this skill set **emotional intelligence (EI)**.

The significance of EI can be seen in every sphere of individual functioning. It is discussed as follows:

- a. It facilitates resilience, motivation, empathy, stress management, communication, and our ability to read, understand, and navigate social situations.
- b. It affords one the opportunity to live a more fulfilled and happy life.
- c. It plays an important aspect of academic and work-related success, as well as mental and physical health.
- d. It helps to form social relationships.

### **IN-TEXT QUESTIONS**

1. The book *Expression of Emotions in Man and Animals* was written by \_\_\_\_\_.
  - a) Daniel Goleman
  - b) Charles Darwin
  - c) Harvard Gardner
  - d) None of the above
2. The ability to understand and manage emotions is \_\_\_\_\_.
  - a) Emotional regulation
  - b) Emotional skills
  - c) Emotional resilience
  - d) Emotional intelligence



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## 1.6 UNDERSTANDING EMOTIONAL INTELLIGENCE

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Emotional intelligence has been looked at from different perspectives by researchers in this field. These perspectives have been given in the form of models which help in better understanding the concept. This section describes the different models of emotional intelligence.

### 1.6.1 Ability Model

This model was given by Salovey and Mayer (1997). The model was first described by Salovey and Mayer in 1990, where they described emotional intelligence as “*a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action*”.

Later, they gave a more comprehensive definition as “*the ability to perceive accurately, the appraisal and expression of emotions, the ability to access and/or generate feelings so as to assist thought, the ability to understand emotions and emotional knowledge, and the ability to regulate emotions so as to promote emotional and intellectual growth*” (Mayer and Salovey, 1997).

The four aspects of this model are discussed as follows:

- 1. Perceiving emotions:** It includes the ability to recognize and distinguish one’s emotions within oneself and others.
- 2. Facilitating thoughts with emotions:** Use emotions to facilitate cognitive activities like reasoning, problem solving, decision making, and interpersonal relationships.
- 3. Understanding emotions:** It includes the ability to label emotions with accurate language as well as the ability to differentiate between emotion labels and emotions themselves.
- 4. Managing emotions:** It includes the ability to accept own feelings and modulate them in a manner so as to promote personal growth.



NOTES



Fig: 1.2 Ability Model by Mayer & Salovey (1997)

1.6.2 Mixed Model

This model was formulated by Goleman (1998) and is one of the most comprehensive models. It is the model most amenable to a professional set-up. According to Goleman, emotional intelligence consists of “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distressed from swamping the ability to think; to empathize, and to hope”. He defined emotional intelligence in terms of self-awareness, self-confidence, self-control, commitment and integrity, and a person’s ability to communicate, influence, initiate change, and accept change.

This model is also referred to as the competency model because Goleman considered emotional intelligence to be a combination of competencies which contribute towards the person’s ability to monitor their own emotions, correctly assess the emotions of others, and exert an influence over the opinions of others. Goleman was particularly interested in the competencies of leaders and popularized his model in the corporate sector.



After extensive research, Goleman gave 25 competencies which could be clubbed under five dimensions of emotional intelligence. These five dimensions, and the 25 competencies are as follows:

1. Self-awareness
  - Emotional self-awareness
  - Accurate self-assessment
  - Self-confidence
2. Self-regulation
  - Self-control
  - Trustworthiness
  - Conscientiousness
  - Adaptability
  - innovation
3. Self-motivation
  - Achievement drive
  - Commitment
  - Initiative
  - Optimism
4. Empathy
  - Understanding others
  - Developing others
  - Service orientation
  - Political awareness
  - Appreciating diversity
5. Social skills
  - Influence
  - Communication
  - Building bonds

## NOTES



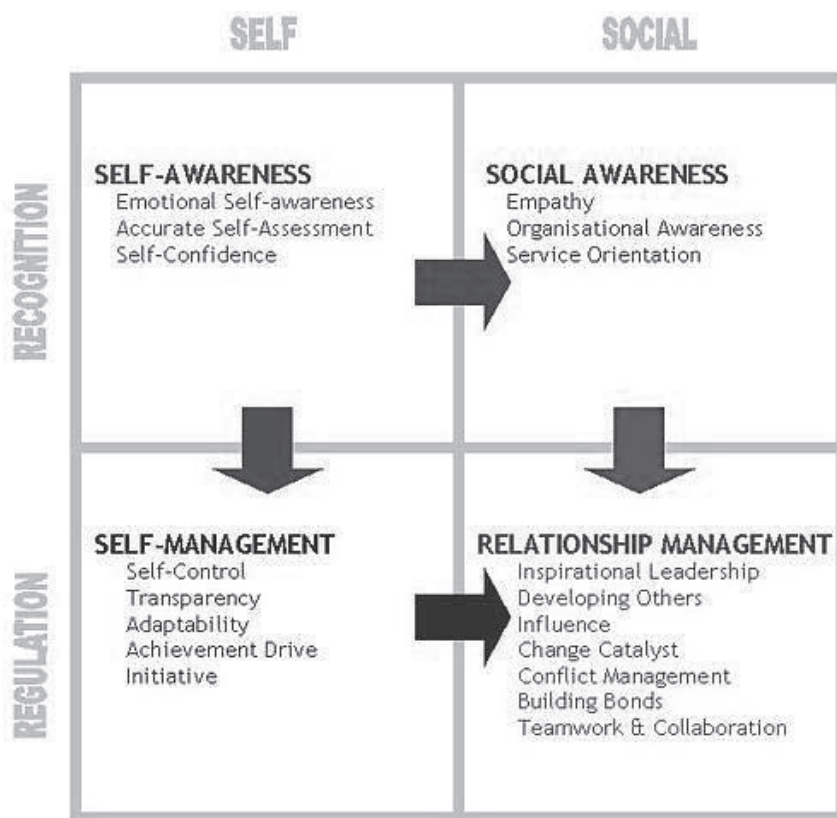
**NOTES**

- Collaboration and cooperation
- Conflict management
- Leadership
- Change catalyst
- Team membership

Of these, self-awareness, self-regulation, and self-motivation are personal competencies, whereas empathy and social skills are social competencies.

Later, another model evolved wherein the 25 competencies were reduced to 20 and the five domains were collapsed into four quadrants (Boyatzis, Goleman, and Rhee, 2000). The four quadrants of emotional intelligence according to this model are discussed as follows:

- 1. Self-awareness:** This includes three competencies—emotional awareness, accurate self-assessment, and self-confidence. Emotional awareness is the individual's ability to recognize one's emotions and their effects. Accurate self-assessment refers to the skill of knowing one's weaknesses and strengths. The component of self-confidence indicates a person's capabilities and a sense of self-worth.
- 2. Self-management:** This includes six competencies—emotional self-control, trustworthiness, adaptability, achievement drive, initiative, and conscientiousness.
- 3. Social awareness:** this quadrant refers to the way people handle relationships and are aware of others' needs, feelings, and concerns. It includes the competencies of empathy, service orientation, and organizational awareness.
- 4. Relationship management:** This talks about the skill or adeptness at managing social relationships. The competencies included in this dimension are influencing and developing others, clarity of communication, conflict management, leadership skills, being a change catalyst, building relationships, teamwork and collaboration.



NOTES

Fig: 1.3 Mixed model by Boyatzis, Goleman, and Rhee (2000)

Source: <https://definitoin.netlify.app/definition-of-leadership-goleman.html>

### 1.6.3 Trait Model

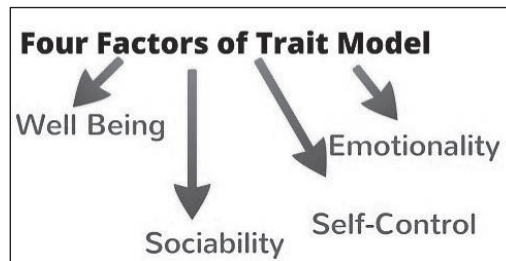
This is a relatively new model of emotional intelligence given by Petrides and Furnham (2000) and is primarily related to the individual’s perception related to own traits and emotional abilities. Simply stated, it is the self-efficacy of the individual with regard to effective management of emotions. This model breaks away from the traditional view of emotional intelligence being an ability. Rather, it focuses on the self-perception of an individual with regard to their emotional abilities and belief that they can achieve the desired outcomes in the emotional arena.



**NOTES**

According to Petrides, there is no standard profile of an emotionally intelligent person as the same set of traits may be adaptive and functional in one situation and not in another. An outgoing and gregarious person may do very well as a salesman or in social media, but would have great difficulty if working as an accountant or researcher. The trait model focuses on specific traits that are helpful in perceiving and regulating emotions. The four factors of the trait model are listed as follows:

1. Wellbeing
2. Sociability
3. Self-control
4. Emotionality



*Fig: 1.4 Trait Model by K. V. Petrides*

Source: <https://selfstudyhistory.com/2015/04/05/concepts-of-emotional-intelligence/>

**1.6.4 Emotional Social Model**

The discussion of models of emotional intelligence would be incomplete without a mention of the emotional social model formulated by Bar-On (2006). The basic assumption of this model is that an individual’s social skills are separate from their emotional intelligence skills, yet are equally important as far as achieving goals is concerned. Hence, emotional intelligence is a combination of emotional and social competencies and behaviors. It includes the capacity to be aware of, to understand, and to express oneself; ability to understand, and to relate to others; ability to deal with strong emotions and control one’s impulses; and ability to adapt to change and to solve problems of personal or social nature, and general mood.



Bar-On gave five components as part of the model. These components are discussed as follows:

- 1. Intrapersonal:** It includes self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. It highlights an individual's level of self-awareness and self-expression.
- 2. Interpersonal:** It includes empathy, social responsibility, and interpersonal relationships. This subscale gives an account of the social awareness and interpersonal relation skills of a person.
- 3. Stress management:** It includes tolerance and impulse control. This aspect gives an account of emotional management and control.
- 4. Adaptability:** It includes reality testing, flexibility, and problem solving. This gives an account of an individual's capacity to handle change effectively.
- 5. General mood:** It includes optimism and happiness. This aspect highlights the level of internal motivation of a person.

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### 1.7 EMOTIONAL INTELLIGENCE: BUILDING BLOCKS

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The notion of emotional intelligence is a much-researched area, and different researchers and theoreticians have contributed tremendously to the understanding of this concept. From the different approaches, emotional intelligence is said to consist of four building blocks. These are:

- A. Self-awareness
- B. Self-management
- C. Social awareness
- D. Relationship management

Of these, self-awareness and self-management are behaviors related to self and social awareness and relationship management are behaviors related to others.

### NOTES



NOTES

	SELF	OTHERS
THOUGHTS and EMOTIONS	Self-Awareness	Social Awareness
BEHAVIOR	Self-Management	Relationship Management

Fig: 1.5 Building Blocks of Emotional Intelligence

1.7.1 Self-Awareness

Self-awareness is the characteristic of self-realization. It can also be referred to as intrapersonal intelligence. It is the individual’s capacity to accurately recognize and understand one’s own moods, emotions, and drives, as well as their impact on self and others. It also refers to self-realization, and self-esteem. It has been seen that individuals who are unaware of their emotions often make irrational decisions, are unable to take charge of their emotions, and often have problems with dealing with emotions like anger and depression.

This competency also includes self-assessment and self-confidence. Self-assessment comprises the ability to understand one’s own strengths as well as limitations, explore them and increase understanding about them. The understanding can be increased by introspection as well as by taking feedback from others.

Self-confidence is the ability to keep oneself grounded, secure, and self-assured under all circumstances. Self-confidence can be of three different types – general, situational, and task-specific. *General self-confidence* refers to the overall feeling of positivity about self and one’s abilities. *Situational self-confidence* varies upon the situation and/or context. *Task-specific confidence* depends upon the person’s idea about his/her skill to perform a specific task assigned to him/her.



**ACTIVITY: SELF-AWARENESS**

Self-awareness is the ability to perceive, understand, accept, and deal with own emotions. This is a crucial first step to understanding emotions of others and navigating social situations effectively. One way of understanding emotions is by becoming aware of them. This can be done with the help of the following activity -

Given below is a list of emotions. Please mark the ones you have experienced in the last 48 hours. You can also add emotions you may have experienced, if they are not on the list.

- |                 |                |
|-----------------|----------------|
| 1. Happy        | 11. Worried    |
| 2. Irritated    | 12. Relaxed    |
| 3. Angry        | 13. Annoyed    |
| 4. Peaceful     | 14. Uncertain  |
| 5. Envious      | 15. Satisfied  |
| 6. Stressed     | 16. Tired      |
| 7. Fearful      | 17. Calm       |
| 8. Disappointed | 18. Frustrated |
| 9. Curious      | 19. Guilty     |
| 10. Excited     | 20. Joyful     |

**1.7.2 Self-Management**

Self-management builds on self-awareness. It refers to the ability to handle and take charge of emotions and not allow emotions to take control. It is the ability to regulate and maintain equilibrium in the face of provocation. It also means being able to maintain commitment and optimism under all circumstances. A person with the skill of self-management is also able to stay motivated even in adversity, and remain hopeful and enthusiastic about the final outcome.



**NOTES**

**ACTIVITY: SELF-MANAGEMENT**

A very important component of emotional intelligence is the appropriate management of emotions. Hence it is necessary to not only be aware of the emotions being experienced but also develop ways of effectively dealing with them.

Awareness of our present methods of dealing with our emotions is a necessary precursor for replacing inappropriate methods with more appropriate ones. The awareness related to our present way of dealing with emotions and the appropriate methods for the same can be brought about using the following activity -

The last time I was angry, I \_\_\_\_\_

The next time I am angry, I will \_\_\_\_\_

The last time I was upset, I \_\_\_\_\_

The next time I am upset, I will \_\_\_\_\_

In the same way, other emotions can also be made the focus.

**1.7.3 Social Awareness**

This competency includes skills like being able to recognize emotions in others, by understanding both verbal and non-verbal content of communication. This skill expands the understanding of emotions to others as well. This ability is important because only through understanding the reactions and feelings of others, good interpersonal relationships can be established. This skill also helps to understand power dynamics in work situations and relationships, besides understanding and preempting situations of likely conflict. It can also be looked upon as the first step in adapting to the environment and successful social relationships.

**1.7.4 Relationship Management**

Relationship management can also be conceptualized as interpersonal intelligence. The competencies that would be subsumed under this skill are the ability to coordinate between several people, recognize efforts of others, empathize, negotiate solutions to complex interpersonal issues, and form positive relationships with others. It also includes



identification, analysis, and management of relationships with members of both ingroup and outgroup. It also incorporates the ability to communicate, persuade, and lead others through honest and ethical behavior and without alienating them.

**IN-TEXT QUESTIONS**

3. Which of these is not a component of emotional intelligence?
  - a) Self-awareness
  - b) Motivation
  - c) Performance
  - d) Empathy
4. The mixed model has been formulated by \_\_\_\_\_.
  - a) Reuven Bar-On
  - b) Daniel Goleman
  - c) Salovey and Mayer
  - d) K.V. Petrides

**1.8 SUMMARY**

Emotional intelligence is a well-known concept today, especially in an industry. Although a relatively new concept, its history is long and interesting. It is the result of contributions by several researchers. The importance of well-developed emotional intelligence cannot be emphasized enough. For many years, psychologists have tried to find an explanation for the failure of individuals with high intellectual capacity. By the 1980s, researchers realized the importance of skill sets other than intelligence. Salovey and Mayer called that skill set emotional intelligence.

Different models of emotional intelligence have emerged over the years, the most relevant among these being: (1) Ability model by Salovey and Mayer (1997); (2) Mixed model by Goleman (1998); and (3) Trait model by Petrides and Furnham (2000). Another model that needs to be mentioned is the emotional social model given by Bar-On.



**NOTES**

From these models, four building blocks of emotional intelligence have emerged. These blocks are self-awareness, self-management, social awareness, and relationship management.

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**1.9 GLOSSARY**

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- **Commitment** – being dedicated to a cause, activity, or relationship
- **Emotions** – feelings
- **Empathy** – being aware of and understanding feelings of others
- **Integrity** – strong moral principles and honesty
- **Interpersonal** – relationship or communication between people
- **Intrapersonal** – existing within self
- **Problem solving** – ability to define the problem, identify possible solutions, and take appropriate course of action
- **Leadership** – leading a group of people or organization
- **Motivation** – goal-oriented behavior
- **Non-intellective abilities** – affective, personal, and social aspects
- **Resilience** – capacity to recover quickly from difficulties; ability to bounce back
- **Thinking** – using one’s mind to reason; make a rational judgment

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**1.10 ANSWERS TO IN-TEXT QUESTIONS**

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1. (b) Charles Darwin
2. (d) Emotional intelligence
3. (c) Performance
4. (b) Daniel Goleman



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## 1.11 SELF-ASSESSMENT QUESTIONS

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1. Emotional quotient is more important than intelligence quotient. Explain.
2. Explain in detail the mixed model of emotional intelligence.

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## **UNIT II**

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### **LESSON 2    PERSONAL COMPETENCE**





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## **LESSON 2**

### **PERSONAL COMPETENCE**

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#### **Structure**

- 2.1 Learning Objectives
- 2.2 Introduction
- 2.3 Personal Competence
- 2.4 Components of Personal Competence
- 2.5 Self Awareness
  - 2.5.1 Emotional Self-Awareness
  - 2.5.2 Self-Assessment
  - 2.5.3 Self Confidence
- 2.6 Self-Management
- 2.7 Motivation
- 2.8 Relationship Management
- 2.9 Social Awareness
- 2.10 Summary
- 2.11 Glossary
- 2.12 Answers to In-Text Questions
- 2.13 Self-Assessment Questions
- 2.14 References

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### **2.1 LEARNING OBJECTIVES**

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- To understand the importance of various competencies
- To understand personal competencies
- To explain the different components of personal competencies
- To describe the importance of competencies in personal growth and development



**NOTES**

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## **2.2 INTRODUCTION**

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Competencies refer to the skills, knowledge, abilities, and behaviours that individuals possess and demonstrate in order to perform effectively in a particular role or field. Competencies can be categorized into different types, including technical or hard skills, soft skills, and personal or behavioural competencies.

Developing and enhancing competencies is an ongoing process that involves continuous learning, practice, and feedback. By developing a wide range of competencies, individuals can enhance their overall effectiveness, adaptability, and success in their personal and professional lives.

Personal competency is the ability to evolve from the accumulated knowledge that can facilitate learning and goal achievement. Further, personal competence refers to an individual's ability to effectively manage themselves and their interactions with others. It encompasses a range of skills and qualities that contribute to personal growth, success, and well-being.

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## **2.3 PERSONAL COMPETENCE**

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The components of personal competence include:

- 1. Self-awareness:** This involves having a clear understanding of one's own thoughts, emotions, strengths, weaknesses, values, and beliefs. Self-aware individuals are able to accurately assess their own abilities and limitations, which helps them make informed decisions and take appropriate actions.
- 2. Self-management:** This component involves the ability to regulate one's own thoughts, emotions, and behaviors. It includes skills such as self-control, emotional regulation, stress management, time management, and goal setting. Self-managed individuals are able to concentrate, enthusiastic, and organized, which enables them to achieve their desired outcomes.
- 3. Self-motivation:** This refers to the ability to stay driven and committed to one's goals, even in situations of setbacks. Self-motivated individuals have a strong internal drive and are able to remain positive even in difficult times. They



are able to set meaningful goals, stay resilient, and take initiative to achieve their desired outcomes.

- 4. Social awareness:** This component involves being attuned to the emotions, needs, and perspectives of others. Socially aware individuals show empathy towards others, understand the dynamics of social situations, and navigate interpersonal relationships effectively. They have good communication skills, are able to listen actively, and are sensitive to cultural differences.
- 5. Relationship management:** This refers to the propensity to build and maintain positive and productive relationships with others. This includes skills such as constructive communication, conflict resolution, teamwork, and collaboration. Individuals with strong relationship management skills are capable of building trust, influence others, and work well in diverse teams.

Developing personal competence requires self-reflection, practice, and continuous learning. It involves being open to feedback, seeking personal growth opportunities, and actively working on improving oneself. By developing personal competence, individuals can enhance their overall effectiveness, well-being, and success in various areas of life.

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## 2.4 COMPONENTS OF PERSONAL COMPETENCE

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The components of personal competence include:

- 1. Self-awareness:** This involves having a clear understanding of one's own thoughts, emotions, strengths, weaknesses, values, and beliefs. Self-aware individuals are able to accurately assess their own abilities and limitations, which helps them make informed decisions and take appropriate actions.
- 2. Self-Management:** This component involves the ability to regulate one's own thoughts, emotions, and behaviors. It includes skills such as self-control, emotional regulation, stress management, time management, and goal setting. Self-managed individuals are able to stay focused, motivated, and organized, which enables them to achieve their desired outcomes.



**NOTES**

3. **Motivation:** This refers to the ability to stay driven and committed to one's goals, even in the face of challenges or setbacks. Self-motivated individuals have a strong internal drive and are able to maintain a positive attitude and persevere through difficulties. They are able to set meaningful goals, stay resilient, and take initiative to achieve their desired outcomes.
4. **Relationship management:** This refers to the ability to build and maintain positive and productive relationships with others. Relationship management skills include effective communication, conflict resolution, teamwork, and collaboration. Individuals with strong relationship management skills are able to build trust, influence others, and work well in diverse teams.
5. **Social awareness:** This component involves being attuned to the emotions, needs, and perspectives of others. Socially aware individuals are able to empathize with others, understand social dynamics, and navigate interpersonal relationships effectively. They have good communication skills, are able to listen actively, and are sensitive to cultural differences.

Developing personal competence requires self-reflection, practice, and continuous learning. It involves being open to feedback, seeking personal growth opportunities, and actively working on improving oneself. By developing personal competence, individuals can enhance their overall effectiveness, well-being, and success in various areas of life.

**IN-TEXT QUESTIONS**

1. Personal competence include:
  - a) Management of relationships
  - b) Awareness about one's own self
  - c) Self-regulation
  - d) All of these
2. Personal competence include \_\_\_\_\_.
  - a) Ability to regulate emotions
  - b) Awareness of our own weakness
  - c) Motivation
  - d) All of these



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## **2.5 SELF AWARENESS**

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Casel (2002) defines *self-awareness as the ability to understand one's own emotions, thoughts and values and how they influence behavior across contexts.*

Self-awareness is one of the most important components of personal competence. It refers to having a deeper understanding of one's own strengths, weaknesses, drives, emotions, and requirements. Individuals who possess high self-awareness portray balanced approaches towards life overly i.e. they are realistic and non-critical. Instead, such individuals tend to be very clear about others as well as themselves.

Also, these individuals who show a high level of self-awareness tend to recognize how their emotions and feelings affect them and their surroundings. Thus, a person with high levels of self-awareness knows pressure and deadlines can bring out the worst in him/her, so, he/she plans his/her timings carefully and completes his/her tasks in advance.

### **How can one identify self-awareness?**

The main indicator is when someone is honest and able to evaluate themselves accurately. Individuals with high levels of self-awareness can express themselves efficiently and how it affects their work in a truthful manner, without necessarily divulging too much or confessing extensively. For instance, a manager had doubts about a new personal shopping service that her company, a prominent department-store chain, was preparing to launch. She voluntarily explained her reservations to her team and her superior, saying, "I find it difficult to support the launch of this service because I really wanted to lead the project, but I was not chosen. However, give me some time to come to terms with it." True to her word, the manager took the time to evaluate and check her feelings and a week later, she was fully supportive of the project.

During the hiring process, such self-awareness is often revealed. Candidates can be asked to explain a situation where their emotions got the best of them and they did something they regret later.



**NOTES**

**2.5.1 Emotional Self-Awareness**

Emotional self-awareness refers to the capability to recognize and understand your own emotions, as well as the influence it has on your thoughts, behavior, and overall well-being. It involves being in tune with your feelings, being able to identify and label them accurately, and being aware of how they influence your actions and interactions with others.

Being emotionally self-aware allows you to have a deeper understanding of yourself, your values, and your needs. It helps you recognize patterns in your emotions and behaviors, enabling you to better manage and regulate your emotional responses. By being aware of your emotions, you can make more intentional choices and respond to situations in a way that aligns with your values and goals.

Emotional self-awareness is a vital skill in personal growth and development. It helps you navigate through challenging situations, build healthier relationships, and make more informed decisions. It also allows you to have a better understanding of the emotions of others, leading to improved empathy and communication.

**2.5.2 Self-Assessment**

Self-assessment is a crucial component of self-awareness. It involves taking the time to reflect on your own thoughts, feelings, behaviors, strengths, weaknesses, and values. By engaging in self-assessment, you gain a deeper understanding of yourself, your motivations, and your actions.

Self-awareness is the ability to recognize and understand your own emotions, thoughts, and behaviors, and how they impact yourself and others. It allows you to have a clearer perception of your strengths, weaknesses, and areas for growth. Self-assessment is the process by which you gather the necessary information to develop this self-awareness.

There are various methods and tools for self-assessment, such as journaling, mindfulness practices, personality assessments, feedback from others, and goal setting. These approaches help you explore your thoughts and emotions, identify patterns in your behavior, and gain insights into your strengths and areas that may require improvement.



Through self-assessment, you can identify your core values, passions, and interests, which can guide you in making decisions aligned with your authentic self. It also helps you recognize any limiting beliefs or negative thought patterns that may be holding you back, allowing you to challenge and reframe them.

Self-assessment is an ongoing process that requires regular self-reflection and introspection. By engaging in this practice, you become more self-aware, which in turn enhances your personal growth, relationships, and overall well-being. It enables you to make more informed choices, understand and manage your emotions better, and build stronger connections with others.

### 2.5.3 Self Confidence

Self-confidence is indeed an important aspect of personal competency. It refers to having a belief in one's own abilities, skills, and worth. When you are self-confident, you have a positive perception of yourself and your capabilities, which can greatly influence your actions and interactions with others.

Self-awareness plays a significant role in developing self-confidence. By being aware of your strengths, weaknesses, and values, you can better understand what you bring to the table and where you may need to improve. This knowledge allows you to set realistic goals and expectations for yourself, which in turn contributes to building self-confidence.

Self-awareness also helps you recognize and challenge any negative self-perceptions or limiting beliefs that may be undermining your self-confidence. By understanding the thoughts and emotions that may be preventing you from moving ahead, you can reframe them and cultivate a more positive and empowering mindset.

Furthermore, self-awareness brings you to identify situations or environments that may boost or diminish your self-confidence. By understanding your triggers and stressors, you can initiate an attempt to create a supportive and empowering environment that nurtures your self-confidence.

Developing self-confidence through self-awareness is an ongoing process. It involves regular self-reflection, self-acceptance, and self-compassion. It also requires taking risks, stepping out of your comfort zone, and embracing difficult situations as possibilities for growth.



## NOTES

When you have a strong sense of self-awareness and self-confidence, you are more likely to take on new challenges, express yourself authentically, and pursue your goals with determination. This can lead to greater success, fulfilment, and satisfaction in various areas of your life, including relationships, career, and personal development.

In summary, self-confidence is an important aspect of self-awareness. By being aware of your strengths, weaknesses, and values, and challenging any negative self-perceptions, you can cultivate self-confidence. This, in turn, empowers you to take on challenges, express yourself authentically, and pursue your goals with belief in your abilities.

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## 2.6 SELF-MANAGEMENT

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Self-management is another component of personal competence. Self-management refers to the capability of an individual to control and regulate their impulses, drives and actions. It also includes the ability to be accountable for one's own personal performance and keeping in accordance with their core values. Self-management is a broader framework which includes trustworthiness, adaptability, self-control, conscientiousness, and innovation.

According to Daniel Goleman, a renowned psychologist and author, self-management includes diverse components which are essential for personal and professional success. These components include:

- 1. Self-awareness:** Self-awareness is the foundation of self-management. It involves understanding one's emotions, strengths, weaknesses, values, and goals. It requires the ability to observe and reflect on oneself, thinking about how one's emotions and actions may impact oneself and others.
- 2. Emotional self-control:** Emotional self-control refers to the ability to manage and regulate one's own emotions. It involves staying calm and composed in difficult situations, not letting emotions dictate one's actions or decisions, and effectively controlling impulses or urges.



- 3. Adaptability:** Adaptability is the capacity to be flexible and open to change. It involves being receptive to new ideas, embracing unfamiliar situations, and adjusting one's behavior and strategies in response to new information or circumstances. Being adaptable allows individuals to navigate and respond effectively to challenges and changes in their environment.
- 4. Achievement orientation:** Achievement orientation pertains to setting and striving towards challenging goals. It involves having a strong desire to excel and continuously improve oneself. Individuals with a high achievement orientation are often motivated by a sense of accomplishment and take initiative to meet their objectives.
- 5. Initiative and proactivity:** Initiative refers to the ability to take action and seize opportunities. It involves being proactive and taking responsibility for one's actions and decisions, rather than waiting for others to tell what to do. Being proactive allows individuals to demonstrate leadership, take risks, and make things happen.
- 6. Optimism:** Optimism relates to having a positive outlook and maintaining hopefulness even in challenging or uncertain situations. It involves interpreting setbacks or failures as temporary and controllable, rather than permanent or pervasive. Optimism enhances resilience and enables individuals to bounce back from adversity.
- 7. Resilience:** Resilience refers to the ability to recover quickly from setbacks and bounce back from adversity. It involves facing challenges, dealing with stress, and maintaining mental and emotional stability amidst difficult circumstances. Cultivating resilience enhances one's ability to overcome obstacles and maintain focus and effectiveness.

By developing and strengthening these self-management components, individuals can have better control over their emotions, thoughts, and actions, leading to increased productivity, well-being, and success in various areas of life.



**NOTES**

**IN-TEXT QUESTIONS**

3. Awareness about one's emotions, thoughts, strengths and weaknesses is:
  - a) Cognition
  - b) Self Awareness
  - c) Self- Regulation
  - d) All of these
4. Empathy is widely known as:
  - a) Ability to regulate emotions
  - b) Awareness of our own weakness
  - c) Personal growth
  - d) Putting yourself in others shoes

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**2.7 MOTIVATION**

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Motivation is indeed a key component of personal competence. It refers to the internal drive and desire to achieve goals, take action, and persist in the face of challenges. Motivation plays a significant role in personal growth, success, and overall well-being. Here are some ways in which motivation contributes to personal competence:

1. **Goal setting:** Motivation helps individuals set meaningful and achievable goals. When individuals have a clear sense of purpose, motivation and direction, which allows them to set specific and realistic goals. Motivated individuals are more likely to stay focused and committed to their goals, which increases their chances of success.
2. **Initiative and action:** Motivation provides the energy and drive to take initiative and take action. Such individuals are proactive and take responsibility for their own growth and development. They are more likely to seek out opportunities, take risks, and step out of their comfort zones. This willingness to take action and embrace challenges contributes to personal competence.



- 3. Persistence and resilience:** Motivation helps individuals stay persistent and resilient in the face of obstacles and setbacks. Motivated individuals are more likely to bounce back from failures, learn from their mistakes, and keep going despite difficulties. This resilience is a key aspect of personal competence, as it allows individuals to persevere and ultimately achieve their goals.
- 4. Confidence:** Motivation enhances self-belief and confidence. When individuals are motivated, they have a strong belief in their own abilities and potential. This self-belief and confidence enable them to take on challenges, overcome self-doubt, and push through barriers. Motivated individuals are more likely to have a positive mindset and believe in their capacity to succeed, which contributes to personal competence.
- 5. Continuous learning and growth:** Motivation drives individuals to seek out new knowledge, skills, and experiences. Motivated individuals are more likely to engage in continuous learning and personal development. They actively seek opportunities to expand their knowledge, acquire new skills, and grow as individuals. This commitment to learning and growth enhances personal competence and enables individuals to adapt to changing circumstances and challenges.

Overall, motivation is a vital component of personal competence. It provides the drive, energy, and resilience needed to set and achieve goals, take action, and continuously grow and develop. By cultivating and maintaining motivation, individuals can enhance their personal competence and achieve greater success and fulfillment in various areas of life.

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## **2.8 RELATIONSHIP MANAGEMENT**

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Relationship management is a key component of personal competence that involves building and maintaining positive and productive relationships with others. It encompasses a range of skills and behaviors that contribute to effective communication, collaboration, and conflict resolution. Here are some important aspects of relationship management:



**NOTES**

- 1. Effective communication:** Effective communication is essential for building and maintaining relationships. It involves actively listening to others, expressing oneself clearly and respectfully, and being able to adapt communication styles to different individuals and situations. Good communication skills help in understanding others' perspectives, conveying ideas and information effectively, and resolving conflicts.
- 2. Empathy and understanding:** Empathy implies the propensity of the individual to understand and express the feelings and views of others. It involves being able to put oneself in someone else's shoes and respond with understanding and compassion. Developing empathy helps in building trust, fostering positive connections, and resolving conflicts in an efficient and constructive manner.
- 3. Conflict resolution:** Conflict is a natural part of any relationship, and effective conflict resolution skills are crucial for maintaining good relationships. This involves being able to identify and address conflicts in a constructive manner, actively listening to different perspectives, finding common ground, and seeking win-win solutions. Conflict resolution adeptness can help in managing disagreements, reducing tension, and preserving the overall quality of relationships.
- 4. Collaboration and teamwork:** Collaboration and teamwork skills are important for working effectively with others towards a common goal. This involves being able to contribute ideas, share responsibilities, and work cooperatively with others. Collaboration skills include being capable of communicating and negotiating more effectively, respecting diverse perspectives, and building consensus. Strong collaboration skills result in successful teamwork and positive relationships.
- 5. Building trust and rapport:** Trust is the pillar of any healthy relationship. Building trust involves being reliable, honest, and consistent in one's actions and words. It also involves being able to maintain confidentiality, demonstrate integrity, and follow through on commitments. Building rapport involves establishing a positive connection with others, showing genuine interest, and being approachable and supportive.

Developing relationship management skills requires self-awareness, empathy, and practice. It involves being mindful of one's own communication style and behaviors, actively seeking feedback, and continuously working on improving one's ability to



connect and collaborate with others. By enhancing relationship management skills, individuals can build strong and positive relationships, foster effective teamwork, and navigate interpersonal dynamics more successfully.

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## 2.9 SOCIAL AWARENESS

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Social awareness is indeed a crucial component of personal competency. It refers to the propensity to empathize and comprehend others' situations, as well as being aware of the social dynamics and norms in different situations. Social awareness involves being in touch with the emotional needs, and perspectives of others, and being able to evaluate social interactions effectively. Having social awareness allows individuals to build and maintain positive relationships, as they are able to understand and respond appropriately to the emotions and needs of others. It also enables individuals to navigate social situations with sensitivity and respect, avoiding misunderstandings or conflicts.

Furthermore, social awareness is essential for effective communication and collaboration. By being aware of the social dynamics and norms in a given context, individuals can adapt their communication style and behavior to ensure effective and respectful interactions. This is particularly important in diverse and multicultural settings, where understanding and respecting different cultural norms and perspectives is crucial.

In addition, social awareness helps in personal growth and self-awareness. By creating awareness that one's actions and words impact others, individuals can reflect on their own behavior and make necessary adjustments. This self-reflection and self-awareness are essential for personal development and growth.

Overall, social awareness is a vital component of personal competency as it enables individuals to navigate social interactions effectively, build positive relationships, communicate and collaborate successfully, and promote personal growth and self-awareness.

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## 2.10 SUMMARY

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Personal competence refers to the individual skills, and qualities that bestow to one's overall effectiveness and success in various aspects of life. It encompasses both self-



**NOTES**

awareness and self-management, which are key components of emotional intelligence. Personal competence is indispensable for the complete fulfilment and success in various areas of life, including relationships, career, and personal development. When you have a strong personal competence, you are better equipped to understand and manage yourself, navigate challenges, build healthy relationships, and achieve your goals. It encompasses self-awareness, self-management, and various skills and qualities that contribute to an individual's effectiveness and success.

It involves understanding oneself, managing emotions and behaviors, and developing important skills such as communication, empathy, problem-solving, and critical thinking. By cultivating personal competence, you can enhance your overall effectiveness and achieve greater success and fulfilment in life.

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**2.11 GLOSSARY**

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- **Empathy:** Empathy is the capacity to comprehend and express the emotions of others
- **Social Skills:** Social skills encompass the abilities to communicate, collaborate, and build relationships effectively.
- **Emotional Awareness:** Having emotional awareness means being in tune with and recognizing one's own emotions in various situations.

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**2.12 ANSWERS TO IN-TEXT QUESTIONS**

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- |                       |   |
|-----------------------|---|
| 1. (d) All of these   | 2. (d) All of these                         |
| 3. (b) Self-awareness | 4. (d) Put yourself in someone else's shoes |



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## **2.13 SELF-ASSESSMENT QUESTIONS**

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1. Explain the different components of personal competencies.
2. Elaborate on the dimension of self-awareness with the help of examples
3. Self-regulation is an important construct of personal competencies. Explain.
4. How important is the management of relationships in present times? How can we improve relationships?

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## **2.14 REFERENCES**

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## **UNIT III**

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### **LESSON 3    SOCIAL COMPETENCE**





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## LESSON 3

### SOCIAL COMPETENCE

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### NOTES

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#### Structure

- 3.1 Learning Objectives
- 3.2 Introduction
- 3.3 Components of Social Competence
- 3.4 Development of Social Competence
- 3.5 Social Competence Skills
- 3.6 Prism Model
- 3.7 Strategies to Enhance Social Competence
- 3.8 Importance of Social Competence
- 3.9 Summary
- 3.10 Glossary
- 3.11 Answers to In-text Questions
- 3.12 Self-Assessment Questions
- 3.13 References
- 3.14 Suggested Readings

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### 3.1 LEARNING OBJECTIVES

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- To introduce the concept of social competence
- To develop an insight into skills and components of social competence
- To understand the importance of social competence in effective functioning

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### 3.2 INTRODUCTION

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A person's social effectiveness is generally referred to as social competence. It has been defined variously by different thinkers. It may be characterized as one's capacity

*Self-Instructional  
Material*

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**NOTES**

to create and sustain relationships of high caliber and mutual satisfaction while fending against abuse or victimization at the hands of others. It refers to the capacity for creating and sustaining intimate bonds with others, getting along with others, and adjusting under trying social circumstances. It is regarded as the capacity for managing social situations. It entails the social, emotional, behavioral, and cognitive abilities a person requires to successfully adjust to social situations. Social competency is influenced by both social skills and emotional intelligence. A person with high emotional intelligence shows knowledge of others' aims, is more socially aware and competent, and generally has the capacity to comprehend others' emotions, recognize complicated social situations, and pay attention to particular social signs. The term "social skills" refers to a person's knowledge of and aptitude for a range of social actions that are suitable, agreeable, and advantageous to others in a particular circumstance. Also, it may be impacted by social context and the degree of compatibility between a person's skills and his environment. For instance, if a person enjoys computers or quiet activities, he may feel inadequate around peers or adults who engage in vigorous physical activities.

Cultural traits, social contexts, and developmental traits all influence social competency. Keeping these factors in mind, Orpinas and Home (2006) defined social competence as 'a person's age appropriate knowledge and skills for functioning peacefully and creatively in his or her own community or social environment'. It is crucial to include a number of interrelated aspects, such as cognitions, emotions, behavioral skills, values, and awareness, in order to have a thorough knowledge of social competence. Even if these components overlap, it is crucial to fully comprehend their individual qualities. The next section discusses some components of social competence.

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### **3.3 COMPONENTS OF SOCIAL COMPETENCE**

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The components of social competence are discussed as follows:

- **Cognitive abilities**

Social competence encompasses a range of cognitive skills. One is resolving problems. It involves recognizing the issue, coming up with a number of goals connected to the issue, brainstorming, considering the alternatives, and coming up with a solution. It



also involves accepting the results of the solution and its role in achieving the goal. Another cognitive skill focuses on how beliefs, emotions, and behaviors interact. Understanding how ideas affect emotional responses is crucial. If a belief has unfavorable effects, it must be changed. Moreover, cognitive ability entails using several conflict-management techniques, such as apologizing, avoiding a situation, and resolving the disagreement.

### • Emotional abilities

Many emotional processes are part of social competence. It encompasses the capacity to interpret verbal and nonverbal clues, as well as one's own and other peoples' emotions. Another emotional skill is the capacity to remain composed even under trying circumstances, exercise self-restraint when necessary, and consider one's actions before acting in a given circumstance. Maintaining relationships with people, identifying shared interests, and feeling at ease while communicating both happy and negative feelings are also included. An empathic attitude, or adopting a perspective via comprehending the viewpoint of another person, is another characteristic of emotional abilities.

### • Behavioral abilities

Communication skills, the capacity to initiate a discussion, the ability to communicate emotions, the ability to gently interrupt others when necessary, and the ability to refrain from criticizing others during conversation are all behavioral traits of social competence. Also, it entails having good listening abilities, paying attention to people, keeping eye contact, and summarizing what the other person is trying to express. The ability to cooperate with others, express gratitude, provide assistance when required, and maintain cordial and polite relationships with others are all examples of behavioral skills.

According to N. C. Lang (2010), social competence is the result of a variety of social learning experiences that people have at different ages. Moreover, he included the following elements of social competence:

- Understanding oneself and one's skills
- Respect for people and an awareness of their strength
- Self-control and internal self-discipline
- Degree of independence and self-direction



**NOTES**

- A propensity for socially acceptable behavior and pleasant interpersonal interaction
- Maintaining civil contacts with others
- Being able to act in a sensitive and empathic manner
- Being able to uphold social standards and recognize signs that develop during conversation
- Being able to listen and collaborate with others when necessary

Being pliable, social competency may be influenced by a variety of factors, thus a good understanding of these factors is essential. Perhaps, it needs to be addressed. A child's requirements should be taken into account while designing an intervention in order for it to be effective. Our ability to create or frame treatments effectively depends on our in-depth grasp of the fundamental abilities of social competence. However, even prior to the start of school, there are significant changes in children's social and environmental settings, internet addiction, media exposure, separation from the primary carer, experience, and interaction with peers and older adults. Due to the development of educational applications and video games, media exposure may start as early as 3 to 5 months of birth (Valkenburg and Piotrkowski, 2017). Even yet, well created instructional media may boost cognitive learning and advance social-competence abilities.

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### **3.4 DEVELOPMENT OF SOCIAL COMPETENCE**

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The development of social competence is influenced differently by different life phases. For instance, throughout infancy, family is crucial (Jones et al., 2014). Although the ability to see things from another person's point of view is there even in childhood, it develops more fully in adolescence when teenagers begin to comprehend and value the perspectives of others. Children's social skills are shaped by their classmates and the educational setting. Adolescence is a time when cliques dominate social interaction (Moffitt, 1993). It's crucial to understand how social competence develops across various time frames and how certain skills relate to various phases of social competence. Understanding the varied aspects of social competence in each age group or how it develops during infancy is necessary for gaining a comprehensive perspective.



- **Infancy (birth–1 year):** The mother and father, who serve as the child’s primary carers, create a prominent social backdrop. A key indicator of social competency is parent-child interaction and a parent’s reaction to a youngster. Infancy is a crucial time for social reactions including smiling, praising, encouraging, vocalization, imitating expressions, and showing nonverbal facial expressions. These qualities point to the early development of social awareness.
- **Early Childhood (2–5):** Social interactions throughout this time are diverse and varied. At this point, perspective-taking ability begins to develop. As play behavior changes from being self-centered to being social in character, it becomes significant and is essential to the development of social interaction. When they learn how to share and assist one another, pro-social behavior also begins to emerge. The basis for collaboration, justice, and social competency is laid by a child’s developing sensitivity to peers and younger people.
- **Middle School (6-12 years):** At this moment, school becomes the principal focus of the social environment. As friendship is so valued at this period, kids develop a high threshold for acceptance, rejection, retreat, and isolation from others. They develop a grasp of the negative sides of social competence, such as retreat and no acceptance, and how it fosters adaptability, flexibility, the capacity to see things from many perspectives, and social situational awareness. Approval from peers helps people become more confident and socially adept.
- **Adolescence (12-18 years):** Now that a child is progressing towards independence, social engagement is less restricted to the environment of school. Even if a youngster is more concerned with developing their individuality, friendship is still crucial for social skills. Group interaction occurs, and perspective-taking matures as it begins to take into consideration the demands of others. Here is where romantic partnerships begin.

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### **3.5 SOCIAL COMPETENCE SKILLS**

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A person’s capacity to successfully navigate and engage with people in a variety of social circumstances is referred to as social competence. It includes a variety of abilities and actions that allow people to establish and sustain healthy relationships,



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communicate well, and adjust to various social situations. Here are some essential social skills:

• **Understanding of social patterns**

This skill comprises social memorization of interaction patterns, deciphering significant indicators, and comprehension of both verbal and nonverbal emotional cues. Interventions designed to improve skills also include social encoding, which has been linked to an increase in social competence (Trentacosta and Fine, 2010).

• **Decision-making and problem-solving skills**

At an early age, a kid learns how to interact with others, resolve conflicts, participate in peer play, and make social decisions. Aggressive and faulty conflict resolution results in detrimental social competence consequences including peer rejection and retreat. Making wise decisions and being able to solve challenges not only facilitate problem solving but also enhance social skills and competency (Merrill et al., 2017).

• **Emotional regulation and management**

The majority of researchers concur that emotional control skills exist. The majority of them thought it was crucial for social skills. When someone can't manage their emotions and acts impulsively, it results in negative outcomes and other people's dislike. Weak emotional control abilities are related with unfavorable indices of social competence and produce trouble. A balanced response to a circumstance or a person is generated via emotion control. Throughout the preschool year, children grow in ability, although it gradually steadily becomes better as they get older. One becomes socially competent and performs better overall when he/she can control and manage his/her emotions.

• **Communication skills**

A socially adept person uses communication successfully and responsibly in many contexts. Good communication skills, especially the ability to read nonverbal cues, are crucial for social competency. It might be challenging for kids who struggle with communication to start a discussion. One who has strong communication abilities tends to represent oneself more favorably, is more inclined to explain and articulate them, and exhibits self-assurance in a variety of social settings.

• **Empathy**

It is a broad talent that involves awareness of other people's viewpoints. This ability enables one to comprehend the emotional circumstances of others. It is a highly regarded



quality that includes responding appropriately to other people's emotional states. It is pertinent to social intelligence since this quality aids in the maintenance of connections. Social competency is influenced by both effective and affective empathy, which is the way in which people respond to other people's situations.

### • Cultural and group values

Values held by a group or culture might affect how socially competent action is seen. For instance, a diligent youngster will feel comfortable socializing with a group of other intelligent people but may find it difficult to relate to other students who value partying more than academic accomplishment. The acceptance or rejection of particular values and behaviors, such as assertiveness, self-expression, collaboration, hostility, and independence, is also influenced by cultural values. Moreover, culture has an impact on a variety of developmental values, including friendship, dating, and other personal behaviors as well as relationships with elders. So, awareness of culturally appropriate skills strengthens social competence.

### • Self regulating

Self-regulation encompasses emotional management since it entails the capacity to restrain urges, postpone gratification, and withstand peer pressure and temptation (Kostelnik et al., 2002). According to studies, self-control and emotional competence both contribute to long-term social competence (Denham et al., 2003). In addition to temperament, interactions with primary carers also help children acquire emotional self-regulation (Calkins, 1994). In the presence of peers, a child also learns how to manage diverse emotions including pleasure, happiness, wrath, and fear. Teachers and educational institutions also aid in the development of social skills because they teach kids how to handle difficulties and control their emotions and urges.

### • Interpersonal Skills

Understanding others' wants and feelings, cooperating and negotiating, expressing emotions, comprehending social circumstances, adapting to others, and keeping friendships are just a few examples of interpersonal abilities that fall under the category of social competence (Odom et al., 2002). Not only is it crucial to acquire social skills, but it's also crucial to understand when, and how to apply them (McCay & Keyes, 2002). Personal experiences, parenting advice, and encouragement from peers and instructors all help to shape these abilities.



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• **Positivity and self identity**

It relates to the interpersonal category of social competency and comprises one's sense of power, purpose in life, value, and competence (Kostelnik et al., 2002). Youngsters who have strong, positive self-identities report stronger interpersonal relationships, are more successful, and get along with others. It improves social acceptability, which has a beneficial ripple effect on one's sense of self-worth and social confidence. Cheerful individuals are more endearing, and the majority of people value their work. Those with low self-esteem, on the other hand, typically encounter failure and rejection and struggle to contribute meaningfully to society.

• **Cultural competence**

One may act maturely in a range of situations by possessing culturally competent skills, such as having a thorough understanding of others' cultures, respecting their cultural norms, and being at ease among individuals from different backgrounds. In addition, it alludes to a concern for social justice. This proficiency is crucial since a lack of cultural awareness might lead to confusion and anarchy. A person can lay a strong foundation for social and cultural competency (Fry, 1994) if they are receptive to new knowledge and given the chance to interact with a range of others.

• **Social ethics**

Honesty, respect, compassion, empathy, a sense of justice, a healthy lifestyle and sexual attitude, and flexibility are the determinants of social ethics. Although these values may differ from culture to culture, they are still universally cherished by all civilizations and help foster social competency. Youngsters become conscious of their connection to a wider group when they experience a sense of community, affection, and belongingness. They learned the value of showing consideration for others and how doing so may benefit the entire neighborhood. Since childhood, this ethic has been ingrained, and it promotes efficient societal functioning. Children should be taught skills related to social ethics in order to improve their social abilities.

• **Decision-making skills**

Planning, recognizing, and addressing issues are all part of it. Making thoughtful and relevant decisions after carefully weighing all options is typically seen as a crucial part of social competence. Effective planning and decision-making are crucial for anything



from basic play behavior to finishing schoolwork and job endeavors. It aids in accomplishing social objectives and develops social skills in individuals.

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**IN-TEXT QUESTIONS**

- Q1. Social competence is \_\_\_\_\_.  
a) Handling interaction  
b) Social effectiveness  
c) Forming and maintaining a relationship  
d) All of these
- Q2. Which of the following components/abilities is required for social competence?  
a) Cognitive  
b) Emotional  
c) Behavioral  
d) All of these
- Q3. Social competence skills include \_\_\_\_\_.  
a) Decision-making and problem-solving skills  
b) Communication skills  
c) Interpersonal skills  
d) All of the above

**3.6 PRISM MODEL**

A theoretical model of social competency was provided by Linda Rose-Kranor (1997). This model essentially outlines many components needed to build strong social competence and interaction. Three hierarchical levels of social competency analysis are included in the prism model, along with one depth dimension that essentially corresponds to context.



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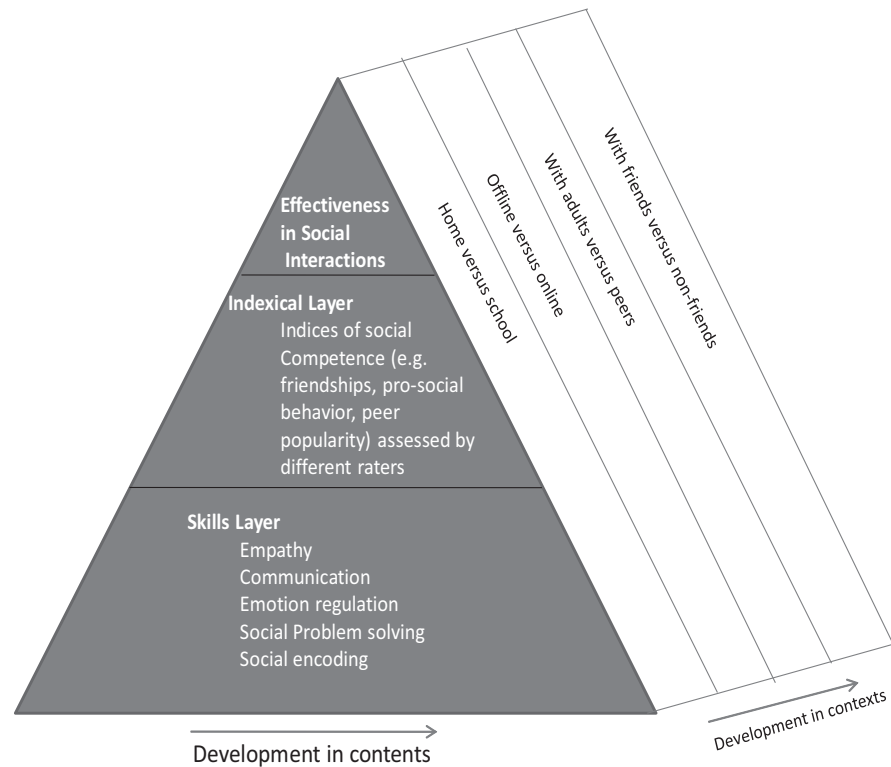


Fig: 3.1 Rose-Krasnor's (1997) Model of Social Competence

The top layer of analysis is theoretical in nature which basically considers social competence's effectiveness in interaction. The second layer is an indexical level, and it is mostly focused on measuring social competency. Examples include evaluating how well-liked peers are or how helpful they are using different raters (Smith and Flanery, 2017). The bottom layer of the prism model is the skill dimension, which describes the fundamental abilities that are critical in the various contexts in which social interaction occurs, such as empathy, communication, perspective taking, emotion management and emotion awareness. The depth dimension of the prism model relates to interaction that takes place in different contexts, such as the home versus the classroom, the elder against the younger, and offline versus online.



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### **3.7 STRATEGIES TO ENHANCE SOCIAL COMPETENCE**

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When we are socially competent, we are able to form and sustain lasting connections with others. Gaining social skills is crucial for future societal functioning as well as for lowering the likelihood of behavioral and emotional issues. Indeed, there is plenty of evidence to suggest that differences in social competence throughout childhood are related to talent in other areas both now and in the future. There are several ways to improve social skills.

#### **Environmental context**

Early environment influences a child's ability to acquire social skills which are essential for social competency. The environment encompasses the physical layout, contents, and planning of the classroom and academic activities. Children's daily schedules at school, their participation in school-related activities, and the emotional climate of the environment as a whole all support the development of their social skills. A smaller group of children is a good example of how to design the physical space appropriately so that social needs may be regulated. Play and other social activities give kids great opportunities to develop their social skills since they are inherently social and call for adaptability and flexibility from them. Activities that involve cleaning the house, playing with blocks, acting out scenes, etc., all help to improve social skills. These activities offer age-appropriate difficulty, which ultimately helps individuals develop good self-identities. Giving children free choice time is crucial because it helps them to socialize, let go of their displeasure, and deal with their overstimulation (Moore, 1996). As adolescents learn to control their activities within a given time frame, a well-organized daily routine, well-planned daily activities, and timetable offer ideal opportunities for self-regulation. In addition, they discover productive ways to spend their leisure time.

#### **Naturalistic strategies**

The interactions that occur naturally in the classroom are combined with naturalistic tactics (Kemple, 2004). These strategies include attention, attentiveness, rapid thinking, and making one's sentiments conscious. Naturalistic tactics include approaches like on-the-spot support and conflict resolution.



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Modeling or spontaneous molding of a youngster is an example of on-the-spot support. Affective reflection may be a part of it (Kostelnik et al., 2002), which enables a youngster to articulate how he/she is feeling at the time. When a teacher, for instance, observes a youngster acting furious and says, “You’re feeling angry right now,” the child is made aware of both his physiological reactions and the meaning of the term ‘anger’. Other than this, self-regulation is another exercise that teaches kids to postpone their feelings of accomplishment. For instance, people must wait in line or queue in order to receive the item of their choice. If they get positive reinforcement, they are more likely to repeat a specific social act. A youngster might be inspired to embrace social ideals by a simple smile, compliment, and pat on the back.

Through conversation and involvement, children’s social skills are developed in conflict mediation. They gain the ability to resolve disputes by comprehending the flow of events, recognizing issues, and appreciating other people’s perspectives. Coordination, adaptability, flexibility, understanding, and respect for the rights of others are also part of it.

**Daily usual task**

One has to establish daily routines in order to become socially competent. It includes a variety of activities that improve social skills, such as peer-assisted learning, cooperative learning, sharing of knowledge and information, engaging in group affection activities, developing bonds, listening, using humor, modifying singing and rhyme, and engaging in group discussion to address social issues. Through engaging in friendly conduct and engaging in enjoyable, agreeable activities, social interaction is improved in group affection activities (Twardosz, Nordquist, Simon & Botkin, 1983). They aid in the development of interpersonal skills since they entail showing affection, taking care of one another, and sustaining a relationship. Also, it improves cultural competency since the kid develops friendships and bonds with others from many cultures.

Peer-supported learning is another method that is employed on a regular basis. To maximize their social competencies, it entails setting up a play scenario for a small group of kids and giving them several chances to practice a range of social skills (Chandler, 1998). For this, a teacher must choose certain peer participants and clearly communicate the expectations and objectives to them. When one’s presenting skills, interpersonal abilities, self-control, and cultural competency are improved, these activities help promote positive self-identity.



**Intense interventions**

This intensive technique comprises preparation, teacher-monitored methods, direct instruction in social skills to youngsters, and purposeful manipulation of social settings to bring to the child’s attention various aspects of social competence. A functional evaluation of a child’s behavior is also necessary for this intervention (Chandler & Dahlquist, 2002). As less intense interactions such as environmental context and on-the-spot education have been demonstrated to be insufficient in their context, this high-intensity intervention is typically selected for children who struggle with social competence. One particular social behavior can be addressed through both adult- and peer-mediated interventions.

With adult-oriented interventions, chances for social engagement are offered, and reward is given. Adults instruct a group of peers in peer-mediated interventions to reward or promote a child’s target behavior. Here, the instructor continues to work with a group of chosen peers rather than the child who is the goal. Intense adult- and peer-mediated interventions can assist in improving a variety of social competence domains, including interpersonal abilities, self-control, planning, and decision-making.

**Social skills training**

It has been observed that kids who are liked and respected by their peers tend to be kind and compassionate people. In essence, social skill instruction seeks to teach unpopular or rejected children how to treat their classmates and friends nicely. Depending on the child’s age and level of participation, several social skills training methods are used. In addition to assisting, sharing, and cooperating, social skills training teaches kids how to join a group, become a good and productive member by adhering to group norms, and interact socially with their peers. It also encompasses communication, problem solving, conflict resolution, and the control of one’s emotions and stress. Although it may be done alone, most often it is done in small groups. For instance, any talent may be discussed, and activities relating to its utility, such as watching videos and role-playing, can be carried out.

**Lowering undesirable conduct**

The reduction of inappropriate conduct, such as aggressiveness, is the emphasis of another technique. A child may act in an inappropriate manner in order to obtain a



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desired thing, such as grabbing a toy by pushing, yelling, or hitting. Parental or adult criticism can be useful in reducing this kind of undesirable conduct. Many positive skill-building techniques, such as reinforcing alternative skills, negotiating with peers, positive communication techniques, anger management techniques, and a point system to deter undesired conduct, can be used for behavior management. Parents can participate in this class to learn effective communication and disciplining techniques.

**Ensure good social niche**

A suitable social niche should be established since kids who struggle with their peers may not feel at ease in a big, unstructured group environment like recess. If adult help and supervision are offered to facilitate good peer contact, more organized, smaller peer interaction settings appear to be more suited and beneficial. Although it is challenging, it is important for kids to find a strong social niche. For instance, setting up a cooperative learning activity in which a youngster who is alone may participate or make friends. In order to get to know one another and get their kid interested in social activities, parents may also create any event or celebration by inviting possible friends. It is crucial to give these kinds of tiny chances for the growth of friendship since they create an environment that is suitable for the development of social skills.

**Steps for effective social competence**

- Say 'NO' if don't feel comfortable.
- Offer help if you can.
- Join and celebrate with others.
- Acknowledge others' contribution and give compliment.
- Focus on facial expression, posture and eye contact.
- Focus on speech. Be clear and specific, adopt appropriate volume and tone, and avoid repetition and interruption.
- Develop listening skills.
- Give a response, smile and communicate effectively. Avoid lengthy replies, and frequently asking questions.



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### **3.8 IMPORTANCE OF SOCIAL COMPETENCE**

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Learning social skills is essential for future societal functioning as well as for lowering the likelihood of behavioral and emotional issues. It is crucial to cultivate strong social skills as it is one of the protective factors for healthy mental health. It aids in our ability to forge solid social bonds and collaborate well with others. We increasingly inhabit a complicated and interconnected environment, and the means by which we connect are becoming more hurried and dispersed. High levels of social competency are required due to the issues of social media, moving far from family members and familiar communities, needing to create new social supports, and working with groups of people. It is undeniable that those with social competence issues are more likely to have trouble building trusting, long-lasting relationships.

People who are more socially adept typically perform better in several facets of life. Strong social competence has been linked to both greater general psychological health and superior academic performance. Several studies have demonstrated that socially competent kids do better in school (Denham, 2006), are happier (Ryan and Desi, 2001), deal with mental health problems better, and perform well in society. Children who are socially competent exhibit greater school preparedness and outperform their peers academically (Piotrkowski, Botsko, and Matthews, 2001). Conversely, a lack of social skills makes people feel more alone and unsatisfied, which worsens adjustment issues like withdrawal. Deviations in social skills can result in a number of issues, including social anxiety (La Greca and Lopez, 1998), bullying, and aggressiveness (Warden and MacKinnon, 2003), as well as peer rejection (Larson et al., 2011). Social competence serves as a protective factor for mental health by fostering strong social networks and productive work habits (Alduncin et al., 2014). Social competence also plays a role in future functioning. Many studies have demonstrated a relationship between early social competence and functioning in different spheres of current and later life. For instance, those who were good and comfortable at forming relationships as children are more likely to have better health as adults, better communication and bonding skills, and generally function effectively in society (Luthar, 2006). Social skills early in childhood are linked to social skills later in life (Monahan and Steinberg, 2011). According to studies, persons who were good at making friends early in life also were likely to become more adept at doing so later in life, whereas



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those who were less successful in making friends early in life found it difficult to do so later in life (Flannery and Smith, 2017). There appears to be a reciprocal relationship between the underlying social competence abilities and friendship development, as positive early-life friendship-building experiences tend to promote feelings of prosaic conduct, which in turn raises the likelihood of friendship development later in life (Flannery & Smith, 2017). Social competency and prosocial behavior are related. Prosocial behavior is displayed often by adolescents with high levels of competence. Emotional skill appears to be linked to social competence as well. Children's understanding of emotions is favorably correlated with their social abilities and social efficacy. Children who showed a more nuanced grasp of emotions were believed to be more accepted by their peers and to be better at navigating social settings.

A vital combination of skills and capacities known as social competence enables people to communicate effectively with others in a variety of social contexts. Along with emotional intelligence, empathy, and flexibility, it comprises a wide spectrum of interpersonal and communication abilities. The following factors illustrate the significance of social competence:

- **Relationship development:** The ability to build and maintain connections with friends, family, coworkers, and spouses requires social competence. The key elements of social competency that support successful relationships include effective communication, active listening, and conflict-resolution abilities.
- **Success in the workplace:** Social skills are highly regarded in the workplace. These skills assist people in collaborating with coworkers, functioning well in teams, and navigating workplace disputes. Leadership qualities may also be improved by having strong interpersonal skills since effective leaders are able to connect with and relate to their teams.
- **Emotional regulation:** People who are socially adept are frequently better at controlling their own emotions and comprehending those of others. Due to their emotional intelligence, they are able to handle stress, annoyance, and disagreement in more productive ways. They can also offer people emotional assistance when it's required.
- **Resolution of conflict:** Conflicts often arise in both personal and professional relationships. People with social competence are skilled at mediating disputes



amicably and identifying win-win outcomes. By doing this, the damaging effects of conflict on relationships and organisations are lessened.

- **Effective communication:** Part of being socially competent is having the confidence to state one's opinions and feelings. Information-transmission, decision-making, and persuasion are all key life skills that must be mastered in order to influence others.
- **Adaptability:** People who are socially adept are frequently better able to adjust to various social circumstances. They are able to modify their behaviour, communication style, and tone to suit the situation and the individuals they are engaging with. This versatility is useful in a variety of social settings and in cross-cultural communication.
- **Higher well-being:** Strong social skills are associated with a higher level of well-being in general. For mental and emotional wellness, it is crucial to have fulfilling interactions and social ties. Good social skills are associated with less loneliness and a more robust network of friends and family.
- **Better parenting skills:** Social skills are important for both parents and educators. They aid them in developing surroundings that are loving and encouraging for kids and pupils, encouraging positive social development. Socially adept kids are more likely to do well in social surroundings, school and on the playground.
- **Community and society:** On a more general level, social competence supports the operation of both communities and society at large. People are more inclined to take part in community affairs, volunteer, and contribute to the welfare of their neighbourhoods if they can interact with people in a pleasant and polite way.

In conclusion, social competence is a broad range of abilities that are essential for success on all levels—personal, professional, and societal. It serves as the foundation for happy relationships, clear communication, emotional well-being, and adaptation in a world that is becoming more linked. The quality of life of people and their capacity to make meaningful contributions to their communities and society at large may be greatly impacted by developing and improving social competence.



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**IN-TEXT QUESTIONS**

- Q4. Intense intervention is required when a \_\_\_\_.
- a) Child has difficulty in social competence
  - b) Child is good in good at interaction
  - c) Child is good at making friends
  - d) All of these
- Q5. Who gave the Prism model?
- a) Denham (2006)
  - b) Lang (2010)
  - c) Linda Rose- Krasnor (1997)
  - d) All of these
- Q6. Social competence is crucial for \_\_\_\_.
- a) Psychological health
  - b) Academic performance
  - c) Productive work habits
  - d) All of these

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**3.9 SUMMARY**

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Social competency refers to knowing how to handle social situations. It makes it possible for a person to assess social situations and ascertain what is expected of them in a given social setting. A successful adaptation is aided by a mix of social, emotional, behavioral, and cognitive skills. Understanding how social competence changes across different time periods and how particular skills connect to social competence is essential. To get a holistic scenario, one needs to be aware of the many facets of social competence in each age group. One must take into account the stage another person is in when creating an intervention since different life phases contribute differently to social competence. The numerous tactics to improve social competence are highlighted at the conclusion of this chapter.



**Time for reflection**

- Write down two situations when you resolved conflicts amicably and maintained relationships with others.
- Discuss with your friends how you improved your interaction with others.
- Introspect about any past event where you helped others and how you felt about it.
- Consider the effects of your decision to say 'No' on both your personal well-being and your relationships with others.

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**3.10 GLOSSARY**

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- **Problem solving:** the process of finding solutions to difficult issues
- **Empathy:** ability to feel others' pain, emotional situation
- **Perspective taking:** understanding a concept from an alternative point of view
- **Social competence:** a set of skills necessary to get along well with others
- **Social niche:** to find a suitable position

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**3.11 ANSWERS TO IN-TEXT QUESTIONS**

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1. (d) All of these
2. (d) All of these
3. (d) All of these
4. (a) Child has difficulty in social competence
5. (c) Linda Rose- Krasnor (1997)
6. (d) All of these



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**3.12 SELF-ASSESSMENT QUESTIONS**

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- Q1. What do you understand by social competence?
- Q2. Discuss various skills required for social competence.
- Q3. Elaborate on various strategies to enhance social competence.
- Q4. What is the importance of social competence?
- Q5. Discuss the growth of social competence as per different life stages.

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## UNIT IV

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### **Activities for Reference:**

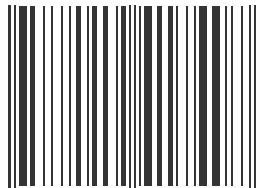
- ⇒ <https://neotecouncil.org/wp-content/uploads/2012/04/EmotionalIntelligence-Self-Assessment.pdf>
- ⇒ <https://pa.performcare.org/assets/pdf/providers/education-training/dei-session-1-emotional-intelligence-self-assessment-tool.pdf>
- ⇒ <https://www.psychometriclab.com/adminsdata/files/The%20TEIQue-SF%20v.%201.50.pdf>

### **Activities for Development of Emotional Intelligence:**

- ⇒ <https://positivepsychology.com/emotional-intelligence-exercises/>
- ⇒ <https://familyvio.csw.fsu.edu/sites/g/files/upcbnu1886/files/2018-11/Emotional-Intelligence-Handouts.pdf>
- ⇒ [https://medschool.vanderbilt.edu/wp-content/uploads/sites/9/files/public\\_files/Developing%20Emotional%20Intelligence.pdf](https://medschool.vanderbilt.edu/wp-content/uploads/sites/9/files/public_files/Developing%20Emotional%20Intelligence.pdf)



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