

SIGNIFICANCE OF EMOTIONAL INTELLIGENCE AMONG INDIAN MEDICAL GRADUATES

Abstract

Emotional intelligence (EI) is defined as the ability of an individual to recognize, understand, and manage one's own emotions and those of others. In Health Professions Education (HPE), EI is a pivotal competency that supports effective communication, teamwork, adaptability, and empathy in diverse cultural and clinical settings. IMGs often face unique challenges, including cultural dissonance, language barriers, and social isolation, micro aggressions at institution and hostels which can impact their academic performance, professional integration, and emotional well-being.

Embedding EI into HPE imparts a transformative opportunity for IMGs to enhance their resilience, self-awareness, and interpersonal effectiveness. Training in EI can help IMGs navigate the hidden curriculum, build meaningful patient-doctor relationships, and manage cross-cultural interactions with sensitivity. Furthermore, EI fosters better coping strategies for stress and burnout which are common experiences among IMGs adjusting to new environments.

Educational strategies to cultivate EI among IMGs include reflective practice, mentorship, narrative medicine, mindfulness exercises and structured feedback. These approaches not only support emotional growth but also enhance clinical competence and ethical decision-making. Faculty development is essential to promote EI to be inclusive and contextually relevant.

Despite its importance, the integration of EI into HPE for IMGs remains underemphasized, with structured programs tailored to their specific needs. Addressing these gaps requires institutional commitment, supportive learning

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environments, and longitudinal approaches that track the development of EI over time.

In conclusion, promoting emotional intelligence in HPE among IMGs is essential for fostering compassionate, culturally competent, and resilient healthcare professionals. Developing emotional intelligence in medical professionals can lead to improved healthcare outcomes, increased patient and student satisfaction, solving micro aggressions among health professionals and higher job satisfaction for medical professionals. A exclusive focus on EI can bridge gaps in adaptation, enhance professional identity formation, and ultimately contribute to better patient care in multicultural healthcare systems.

I. INTRODUCTION

Emotional Intelligence is defined as the ability of an individual for understanding, responding his or her own emotions and also appropriately responding others emotions.⁽¹⁾ Emotional intelligence is a concept that originated in the early 20th century through the work of researchers like Edward Thorndike and Howard Gardner, who proposed that cognitive intelligence (IQ) must be accompanied by emotional intelligence (EQ) for successful problem-solving and decision-making.⁽²⁾ However, the term "emotional intelligence" gained wider recognition in the 1990s when the psychologist Daniel Goleman popularized it in his book "Emotional Intelligence: Why It Can Matter More Than IQ" (1995). Goleman defined emotional intelligence as the ability to perceive, understand, and manage one's own emotions, as well as the emotions of others.⁽³⁾ Since then, emotional intelligence has gained increasing attention in the fields of psychology, education, business, and leadership. Researchers have explored different models and dimensions of emotional intelligence, such as self-awareness, self-regulation, motivation, empathy, and social skills. The concept of emotional intelligence has also been integrated into various personal and professional development programs, such as mindfulness practices, emotional coaching, and team-building exercises. As per 'emic' perspective and 'etic' perspective, effective human interactions' require emotional intelligence.⁽⁴⁾ The concept of social intelligence forms the root of emotional intelligence. The emotional intelligence has spread its root in various fields like education, career, personal development and administration.^(2,3,5) Emotional intelligence is also felt as outcomes of assessment of cognitive or received information in response to environment, body and mind to conceive appropriate action.⁽⁶⁾

Some critics, however, have questioned the validity and reliability of emotional intelligence as a measurable and predictive construct. Regardless, the idea of emotional intelligence has challenged the traditional emphasis on cognitive abilities and has opened up new ways of understanding and enhancing human potential, relationships, and wellbeing. The term "emotional intelligence" was initially coined by two researchers, Peter Salovey and John D. Mayer, in a seminal article they published in 1990 titled "Emotional Intelligence". In this

article, they defined emotional intelligence as "the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. " ⁽⁵⁾ However, it was the psychologist and author Daniel Goleman who popularized and brought the concept of emotional intelligence to mainstream culture through his bestselling book "Emotional Intelligence: Why It Can Matter More Than IQ" published in 1995.). Resilience is the most needed to acquire emotional intelligence so as to cope positively with stress by enhancing academic success, to overcome challenges and stress in professional life. Resilience is positive adaptation and to bounce back even when they experience significant trauma or adversity. ^(7,8) Hence 'resilience' is an essential to develop self-confidence and a positive attitude for communication skills and coping skills towards hardships in their profession. ⁽⁹⁾ Therefore, explicit role of emotional intelligence in the success of professional and health care system has been reported popularly in recent times.

II. ENCOUNTERS IN A MEDICAL INSTITUTION THAT REQUIRE EMOTIONAL INTELLIGENCE

Student & Faculty Encounters

1. **Dealing with Conflicts:** Medical institutions are dynamic environments with various stakeholders, including staff, students, and patients. These groups may have different perspectives and approaches. Emotional intelligence is necessary to understand each person's perspective, recognize their emotions, and respond appropriately. For example, if a student is in a conflict with a staff member, the faculty member may use emotional intelligence to understand the student's concerns, help them recognize their emotions, and resolve the conflict efficiently.

Microaggressions in workplace and institutions are of great concern in recent times.

2. **Providing Difficult Feedback:** Medical students are expected to perform exceptionally well and often receive feedback on their performance, which can be difficult to accept. Emotional intelligence is essential in providing meaningful feedback to students in a way that is constructive, compassionate, and supportive. For instance, if a medical student has underperformed in an exam, an emotionally intelligent faculty member may provide feedback that recognizes the student's efforts and offers concrete suggestions for improvement.
3. **Handling Stressful Situations:** Medical students undergo extensive training, unaccustomed hostel accommodation, different language, different culture and may work in highly stressful environments. Emotional intelligence can help faculty members recognize when students are struggling and provide support to manage stress effectively. For instance, if a medical student is experiencing high workloads, the staff can use emotional intelligence to acknowledge their efforts, provide strategies for coping with stress, and help them prioritize tasks.
4. **Supporting Grief and Loss:** Medical professionals often deal with patients' illness and death, which can be emotionally challenging. Emotional intelligence is necessary for faculty members to support students effectively in handling grief and loss effectively. For

example, a student who has lost a parent may require support, such as counselling or assistance in processing their emotions concerning loss.

- 5. Patient Interactions:** Healthcare students interact with patients daily, and their ability to communicate effectively is vital for delivering high-quality care. Emotional intelligence is necessary to assess patients' emotional states, understand their concerns, and respond appropriately. For example, a healthcare student may use emotional intelligence to recognize a patient's anxiety levels and provide empathetic care.
- 6. Team Dynamics:** Healthcare students work in teams consisting of individuals with varying personalities, priorities, and communication styles. Emotional intelligence is crucial for team building, improving communication, and resolving conflicts. For instance, if a conflict arises within the team, emotional intelligence will enable students to handle the situation sensitively and professionally.
- 7. Management of Emotions of Peers:** Healthcare is a high-pressure environment, and emotions like anxiety, stress, and frustration can have a significant impact on students' performance. Emotional intelligence is essential for students to recognize when they or their peers are experiencing such emotions and identify appropriate coping mechanisms. For example, emotional intelligence will enable a student to recognize signs of a colleague's burnout, provide timely support, and suggest further interventions.
- 8. Professional Relationships:** Healthcare students need to develop professional relationships with colleagues, mentors, and supervisors to succeed in their careers. Emotional intelligence is crucial in building relationships with others and understanding their emotional states. For example, emotional intelligence will help a student recognize the emotional state of a patient's family member and provide supportive care.
- 9. Microaggressions in Workplace and Institution:** Microaggressions are subtle behaviour and attitude shown to others either consciously or unconsciously. This is of recent concern affecting access to resources, opportunity resulting from disparities. These microaggressions could be micro assaults, microinsults and microinvalidations. Micro assaults are conscious bias, discriminatory behaviours. Microinsults are considered as unconscious behaviours that are insensitive to racial identity. Microinvalidations are behaviours meant to exclude, dismiss one's personal feelings, thoughts and experiences. These are potential threat leading to suboptimal care practices, medical errors, substandard outcomes of institutions.

III. IMPORTANCE AND RELEVANCE OF EI

The awareness of having or developing EI is realized across various professions. ⁽¹⁰⁾ Our success or failures in life are more attributable to emotional intelligence skills rather than IQ. ^(5,11) To maintain healthy relationships and to function effectively, the health care professional should show sound psychological health which is a state of mental well-being, an individual realizes one's own cognitive and emotional capabilities with a sense of purpose of life. ⁽¹²⁾ In 2014, Chou et al observed that there is global rise in prevalence of psychological morbidity among health care professionals in recent decades. ⁽¹³⁾ Many studies have documented mild to severe cases of depression, anxiety and stress by Abdullah et al ⁽¹⁴⁾ & Iqbal et al ⁽¹⁵⁾, drug and

alcohol addiction by Melaku et al ⁽¹⁶⁾, burnout and suicidal attempts among health care professional on comparison with general population by Dahlin. ⁽¹⁷⁾ The medical students are developing more stress even during their early years of undergraduate period. ⁽¹⁸⁾ Such status, if not addressed leads to poor performance and failures in professional career. ⁽¹⁹⁾ But Quatan reported that there is no correlation of emotional intelligence with the academic year of students and also with the age too. ⁽²⁰⁾

Jafari et al observed worsening of psychological health as the medical aspirants' progress to their internship. ⁽²¹⁾ It was evidenced that increased anxiety may cause their apprehension to settle in unfamiliar new environment in the institution, fear of ragging. ⁽²²⁾ The medical students who joined the course due to parental pressure experienced more psychological health issues when compared to others, joined the course as their choices. ⁽²³⁾ Hence EI is mandatory to monitor, discriminate and use the intra personal and interpersonal feelings and emotions to guide one's own thinking, adapting and coping strategies to handle the adverse situations. ⁽²⁴⁾ Maharur noticed the female medical students showed higher EI than male students. ⁽²⁵⁾ But some studies have reported in contrast as the male students have better EI. ⁽²⁶⁾ Also, studies with no gender differences have been documented too. ⁽²⁷⁾

Therefore, developing self-awareness can help students understand their emotions and how they impact their thoughts and behaviours. Students who are self-aware can recognize their strengths, weaknesses, and triggers, which can help them regulate their emotions and make better decisions. Also, the ability to manage emotions, particularly negative emotions, can help students cope with stress, handle conflicts respectfully, and focus on academic goals. A study of college students found a positive correlation between emotional intelligence and academic achievement, suggesting emotional intelligence could impact educational outcomes. ^(28,29) Students who are skilled at self-regulating can handle setbacks and disappointments more effectively. A study of Canadian university students found that higher emotional intelligence was associated with better psychological well-being, including lower rates of depression, anxiety, and stress. ⁽³⁰⁾ In addition, understanding and responding to the emotions of others can help students develop positive relationships with peers, teachers, and family members. Research has shown that emotional intelligence has a positive impact on job performance, job satisfaction, and employee turnover in western countries. ⁽³¹⁾ Empathy can also promote awareness of different cultural perspectives and reduce the likelihood of bullying. Students who have strong social skills can communicate effectively with others, resolve conflicts constructively, and form positive relationships. Social skills can also be useful in school, helping students engage in group work, collaborate with others, and participate in classroom discussions. A study examining the relationship between emotional intelligence and leadership effectiveness found that emotional intelligence was positively related to leadership effectiveness in western countries. ⁽³²⁾

Research conducted in Malaysia found that emotional intelligence positively impacted employee creativity in the workplace. ⁽³³⁾ Research has shown that teachers with higher emotional intelligence are better equipped to create supportive classroom environments and build positive relationships with students, leading to better academic outcomes. ^(34,35) A study of South Korean university students found that emotional intelligence was positively associated with subjective well-being, and the relationship was mediated by social support. ⁽³⁶⁾ Research has shown that emotional intelligence positively impacts leadership effectiveness in Asian countries such as China and Japan. ^(37,38) A recent meta-analysis of 62

studies found a significant positive relationship between emotional intelligence and leadership effectiveness, highlighting the importance of emotional intelligence in leadership roles.⁽³⁹⁾

A study conducted in Japan found that emotional intelligence positively predicted cross-cultural communication skills in Japanese university students. In Japan, EI is taught as part of the moral education curriculum. Students learn about self-awareness, self-regulation, empathy, and positive social relationships through activities that focus on reflecting on their own emotions and feelings, sharing their experiences, and learning to understand others.^(40,41) In South Korea, the Ministry of Education has implemented an EI program called "Social and Emotional Learning" (SEL) across schools. The program focuses on developing five core competencies namely self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. SEL is incorporated across all grade levels, and teachers undergo training to deliver the program effectively.⁽⁴²⁾ In Singapore, EI is integrated into the curriculum starting from primary school. Through activities such as role-playing, storytelling, and reflective exercises, students are taught how to be aware of and manage their emotions effectively. The program also focuses on developing interpersonal skills and social awareness.⁽⁴³⁾ In China, EI is taught as part of the "Healthy Personality" curriculum. The program emphasizes the development of emotional awareness and self-management, as well as building positive interpersonal relationships with others. The program is delivered through various activities such as group discussions, role-playing, storytelling, and meditation.⁽⁴⁴⁾

CanMEDS outlines the essential roles and competencies required for medical professionals to provide high-quality patient-centred care. Professionalism is a key component of CanMEDS, and emotional intelligence is crucial for medical professionals to act ethically and responsibly. Medical professionals need to understand their own emotional biases and regulate them in their interactions with patients and colleagues. They need to be able to communicate effectively with patients, families, and colleagues. The medical professionals need to be able to work effectively in multidisciplinary teams. Emotional intelligence enables medical professionals to understand the emotional states of their colleagues, recognize the effect of their own emotions on others and interact collaboratively. CanMEDS recognizes leadership as a core competency for healthcare providers. Emotional intelligence helps medical professionals manage their own emotions, resolve conflicts, and promote positive relationships, which are essential for effective leadership. In conclusion, CanMEDS framework has incorporated emotional intelligence into their curriculum to promote a patient-centred approach to medical practice, effective communication, collaboration, and leadership.⁽⁴⁵⁾

AMEE (Association for Medical Education in Europe) has developed guidelines on the development and incorporation of emotional intelligence in medical education to improve the outcomes of healthcare providers. AMEE guidelines on emotional intelligence emphasize the importance of emotional intelligence as a core competency for healthcare providers. The guidelines recommend that EI be incorporated as an integral component of medical education. Through a structured EI training to enhance self-awareness, self-management, social awareness, and relationship management skills. The AMEE guidelines recommend using validated measures of EI, such as the Mayer-Salovey-Caruso Emotional Intelligence Test, to assess the effectiveness of the training. They suggest that healthcare organizations

should evaluate EI competencies and provide ongoing support and training to develop and maintain the desired EI competencies.⁽⁴⁶⁾

Therefore, to promote effective practices of HPE, the curriculum on EI could be included at the level of school itself which has to be continued throughout. Many schools have started incorporating emotional intelligence into their curriculum through various subjects, including psychology and social-emotional learning. The curriculums usually focus on developing self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.⁽⁴⁷⁾ Many organizations conduct training programs for their employees to enhance their emotional intelligence skills, such as communication, teamwork, leadership, conflict resolution, and stress management.⁽⁴⁸⁾ Some universities offer courses and degree programs that focus on emotional intelligence, including the study of emotions, emotional regulation, social skills, and empathy. These programs usually cater to the fields of psychology, business, education, and health.⁽⁴⁹⁾ Coaching and mentoring programs usually involve the development of emotional intelligence skills that help individuals to recognize and manage their emotions effectively, enhance relationships, and make better decisions. Community-based programs aimed at enhancing emotional intelligence skills are designed to meet the needs of people who are dealing with various issues, such as mental health, addiction, and trauma. These programs provide individuals with emotional intelligence skills training, group therapy, and other support services.⁽⁵⁰⁾

There has been a growing interest in emotional intelligence research in India in recent years.: Presently, the emphasis in the Indian healthcare sector is on providing patient-centric care. Medical professionals are expected to empathetically address the concerns of patients and their families. Emotional intelligence enables medical professionals to understand students' /patients' perspectives, recognize their emotions, and respond to them appropriately. Few studies evidenced association of higher EI with effective doctor patient communication, team work.⁽⁵¹⁾ Effective communication helps medical professionals build trust with patients or students, which is vital in ensuring optimal healthcare outcomes. Emotional intelligence allows medical professionals to understand patients' emotions, communicate sensitively, and tailor the message to the particular patient and situation. Also, Health profession is a collaborative process that involves multiple stakeholders, including doctors, nurses, hospital administrators, students and support staff. Emotional intelligence fosters teamwork and collaboration, as it allows individuals to understand and respond to others' emotions, build relationships, and work collectively towards common goals. Recent research has found that emotional intelligence is positively related to well-being in employees. Employees with high emotional intelligence tend to have higher job satisfaction, greater work engagement, and lower burnout rates.⁽⁵²⁾

Subashish conducted on Indian pharmaceutical salespeople found a positive correlation between emotional intelligence and job satisfaction.⁽⁵³⁾ A study conducted on nursing students found that higher emotional intelligence was associated with better academic performance.⁽⁵⁴⁾ It was found that Indian adolescents' s higher emotional intelligence was associated with better mental health and well-being.⁽⁵⁵⁾ Modi nath noticed that Indian hospitality industry employees' emotional intelligence significantly predicted leadership effectiveness.⁽⁵⁶⁾ An analysis of Indian expatriates in the United States found that higher emotional intelligence was associated with better cross-cultural adjustment.⁽⁵⁷⁾ Johnson concluded that the environmental factors such as socio-demographic factors affect mental

well-being and EI of medical students. ⁽⁵⁸⁾ Few studies suggested mental health workshops are helpful to inculcate EI in medical students. ⁽⁵⁹⁾ Overall, research on emotional intelligence in India has shown positive associations with job satisfaction, academic performance, mental health, leadership effectiveness, and cross-cultural adjustment. However, more extensive research is required to study the impact of emotional intelligence across a diverse population of India.

Following The recent recommendations of CBME, the health care institutions have started integrating soft skills development in the curriculum where EI and resilience are part of it. It is felt that to enhance clinical experience and patient outcome, the emotional wellness of students must be included as a part of their curriculum. Therefore, the AETCOM Module focusses on attitude ethics and communication module to impart communication skills, empathy, emotional intelligence, resilience and ethics. ⁽⁶⁰⁾

IV. DOMAINS OF EMOTIONAL INTELLIGENCE

There are several different models of emotional intelligence, but most include these main domains:

1. **Self-Awareness:** Self-awareness is being aware of one's emotions, strengths, and limitations. People with strong self-awareness can recognize their emotions, understand their impact on their own thoughts and actions and others as well, and use this information to manage their emotional reactions
2. **Self-Regulation:** The ability to manage your own emotions, thoughts, and behaviours in a way that is appropriate for the situation. This includes impulse control, managing stress, and adapting to changing circumstances. Hence, People with strong self-regulation skills can control their emotional impulse, recover quickly from emotional distress, and adapt to changing situations.
3. **Social Awareness:** The ability to understand and empathize with other people's emotions and perspectives. This includes reading social cues, responding to others' emotions, and recognizing underlying emotions in others.
4. **Relationship Management:** The ability to build and maintain healthy relationships with others. This includes communication skills, conflict resolution, and the ability to build rapport and trust with others. Other models, such as the Bar-On model, may include additional domains such as intrapersonal, interpersonal, adaptability, and general mood.
5. **Motivation:** Motivation is the ability to set goals, work towards them, and persist in the face of challenges. People with strong motivation can manage their emotions, maintain focus, and remain optimistic even when things are uncertain or difficult.
6. **Empathy:** Empathy is the ability to recognize and understand other people's emotions and perspectives. So, people with strong empathy skills can communicate effectively, build strong relationships with others, and show genuine care and understanding for others.

- 7. Social Skills:** Social skills are the ability to navigate complex social situations and build positive relationships with others. People with strong social skills can communicate effectively, manage conflict, and work collaboratively with others.

Developing these skills can lead to stronger relationships, better communication, and more effective problem-solving abilities, all of which can contribute to personal and professional success.

V. THEORIES/ MODELS: ⁽⁶¹⁾

Emotional intelligence is a complex and multifaceted construct, and various theories have been proposed to explain it. Understanding these theories can help individuals develop emotional intelligence and provide a framework for individuals to cultivate their emotional intelligence to attain personal and professional growth.

Several models of emotional intelligence, each with a slightly different approach. Some of the most notable models include:

- a. Mayer and Salovey's Four-Branch Model:** Mayer and Salovey's theory states that emotional intelligence is the ability to recognize, understand, and regulate emotions in oneself and others. They created a framework with four branches of abilities: perceiving emotions, using emotions to facilitate thinking, understanding emotions, and regulating emotions to promote personal growth.

Strengths: Offers a comprehensive and well-defined framework for understanding emotional intelligence. - Has received significant empirical support over the years. - Provides a clear structure for measuring emotional intelligence.

Weaknesses: Critics argue that it doesn't clearly distinguish between emotional intelligence and general intelligence. - Some researchers have questioned the validity of the MSCEIT test that is used to measure this model.

- b. Bar-On's EQ-i Model:** Bar-On stated that emotional intelligence is an array of non-cognitive skills, competencies, and capabilities that enable individuals to manage their own behaviours, navigate social complexities, and make optimal decisions. Bar-On's model consisted of five critical components of emotional intelligence: self-perception, self-expression, interpersonal relationships, decision-making, and stress management

Strengths: Takes a broad view of emotional intelligence, encompassing both intrapersonal and interpersonal skills. - Provides a flexible framework that can be used in different contexts.

Weaknesses: Critics argue that the model conflates emotional intelligence with personality traits. - Some researchers have questioned the underlying factor structure of the model.

- c. **Petrides' Trait Emotional Intelligence Model:** This model focuses on measuring emotional intelligence through traits such as self-esteem, assertiveness, empathy, and adaptability.

Strengths: Focuses on observable and quantifiable traits, making it easier to measure and track changes over time. - Provides a useful framework for understanding how different traits contribute to emotional intelligence.

Weaknesses: Critics argue that the model fails to capture the dynamic and experiential nature of emotional intelligence. - Some researchers have questioned the validity of certain traits within the model.

- d. **Goleman's Mixed Model:** This model proposed by Daniel Goleman in the revised version of his book "Emotional Intelligence" is not a theory in itself but more of an integration of other theories. This model suggests that emotional intelligence consists of five key components: self-awareness, self-regulation, motivation, empathy, and social skills. Goleman's theory suggests that emotional intelligence is a set of competencies that help individuals recognize and manage their emotions, understand the emotions of others, and regulate interpersonal relationships.

Strengths: Offers a widely recognized and accessible framework that has gained popular appeal. - Provides a clear and practical structure for developing emotional intelligence skills.

Weaknesses: Critics argue that the model oversimplifies and emphasizes a narrow set of skills. - Research has not consistently supported the validity of the model.

- e. **Boyatzis' Competency Model:** This model proposes that emotional intelligence consists of a set of competencies, such as emotional self-awareness, conflict management, and positive outlook.

Strengths: Provides a precise and detailed framework for understanding emotional intelligence. - Offers a clear structure for developing and evaluating emotional intelligence skills.

Weaknesses: Critics argue that it doesn't provide a coherent and comprehensive view of emotional intelligence. - The model has not been widely adopted or tested in research.

- f. **Brackett's Emotionally Intelligent School Leadership Model:** This model focuses on the emotional intelligence traits that are most effective for school leaders, such as emotional self-awareness, empathy, and relationship management.

Strengths: Provides a context-specific framework for understanding emotional intelligence. - Offers practical guidance for school leaders looking to develop their emotional intelligence skills.

Weaknesses: Critics argue that the model may not generalize to other settings or contexts. - Research has not extensively tested the validity of the model.

Each model has its own strengths and weaknesses, and researchers and practitioners may choose different models depending on their specific goals and needs.

g. Erickson theory on Emotional intelligence: Erikson's theory of psychosocial development offers a perspective on the role of emotional intelligence (EI) at every stage of human development starting from birth to adults. According to this theory, individuals go through eight stages of development, with each stage presenting a unique psychosocial crisis. Successful resolution of each crisis leads to the development of a specific virtue, which is a positive personality trait. The theory suggests that EI plays a significant role in the successful navigation of each stage of psychosocial development. Here are the eight stages of development and the associated virtues:

- **Trust vs. Mistrust (Infancy):** The primary caregiver's emotional availability and responsiveness help infants develop trust, leading to the development of hope.
- **Autonomy vs. Shame and Doubt (Toddlerhood):** Toddlers' ability to regulate their emotions and impulses help them achieve autonomy, leading to the development of willpower.
- **Initiative vs. Guilt (Preschool):** Children's ability to direct their emotions towards positive goals enables them to achieve initiative, leading to the development of purpose.
- **Industry vs. Inferiority (School Age):** Children's ability to manage emotions such as frustration and disappointment help them develop industriousness, leading to the development of competency.
- **Identity vs. Role Confusion (Adolescence):** Adolescents' ability to manage and tolerate strong emotions helps them develop a sense of identity, leading to the development of fidelity.
- **Intimacy vs. Isolation (Young Adulthood):** The ability to connect emotionally with others helps young adults develop intimacy, leading to the development of love.
- **Generativity vs. Stagnation (Middle Adulthood):** The ability to recognize and manage complex social and emotional situations helps adults achieve generativity, leading to the development of care.
- **Ego Integrity vs. Despair (Old Age):** The ability to accept and manage complex and intense emotions about aging and death helps individuals develop ego integrity, leading to the development of wisdom.

Erikson's theory suggests that emotional intelligence plays a central role in achieving positive psychosocial development, leading to the development of various positive personality traits. Addressing and developing emotional intelligence across the lifespan can help individuals navigate challenging developmental, social, and emotional situations.

Stages of Psychosocial Development

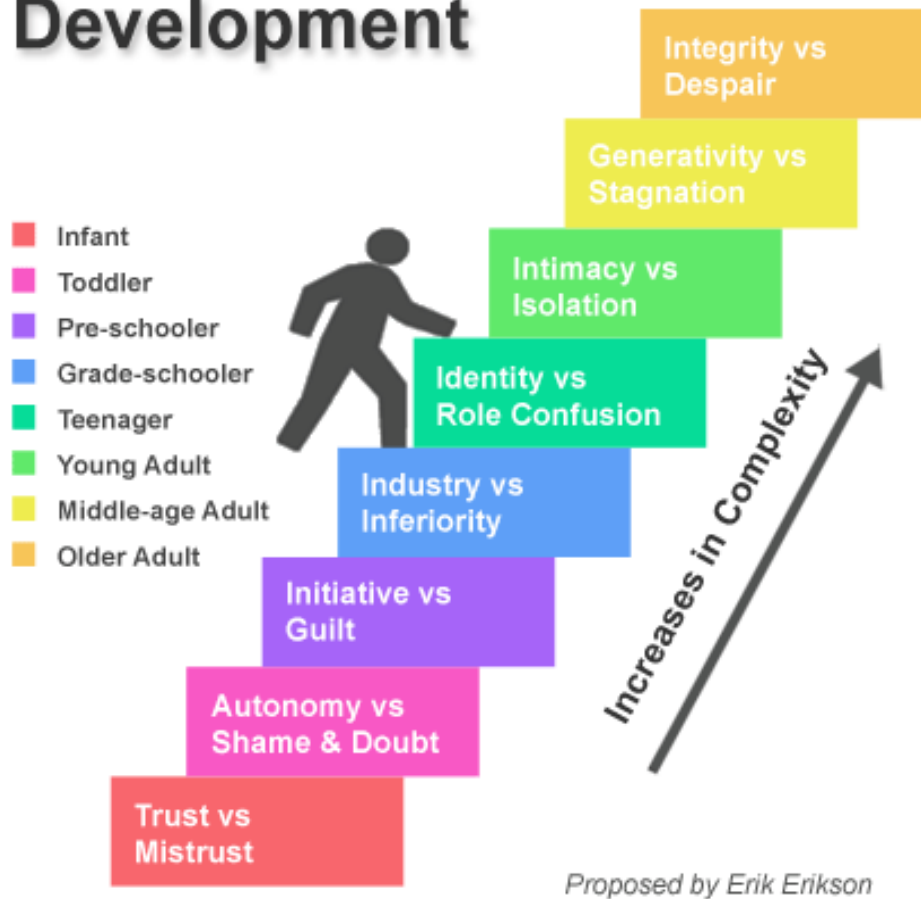


Figure 1

VI. APPLICATION OF EACH MODEL OF EI IN VARIOUS CLINICAL SITUATIONS

In HPI, the models of EI could be applied in different situations of clinical settings.

Mayer and Salovey's Four-Branch Model	<ul style="list-style-type: none"> • For a patient/ student struggling with anxiety, a Health care professional using this model might focus on developing their ability to perceive and understand their emotions, so that they can better manage them and reduce their anxiety levels.
Bar-On's EQ-i Model	<ul style="list-style-type: none"> • A patient with low social skills and difficulty communicating might benefit from an intervention that focuses on improving their emotional expression and interpersonal relationships, with a Health care professional using this model.
Petrides' Trait Emotional Intelligence Model	<ul style="list-style-type: none"> • For a patient who struggles with adaptability and has a fixed mindset, Health care professional using this model might focus on developing their flexibility and openness to new experiences, in order to help them become more emotionally resilient.
Goleman's Mixed Model	<ul style="list-style-type: none"> • A patient with anger management issues might benefit from an intervention that focuses on increasing their self-awareness and self-regulation, building their empathy skills and improving their social relationships, with a Health care professional using this model
Boyatzis' Competency Model	<ul style="list-style-type: none"> • A patient who struggles with maintaining positive and productive relationships might benefit from an intervention that focuses on developing their emotional self-awareness, building their conflict management and relationship-building skills, with a Health care professional using this model.
Brackett's Emotionally Intelligent School Leadership Model	<ul style="list-style-type: none"> • A school principal who has low EIe and struggles with recognizing and understanding the emotional needs of their students and staff might work with a consultant using this model to develop their emotional self-awareness, build their empathy skills and improve their emotional management of themselves and others.

Figure 2

VII. APPLICATION OF MODELS OF EI IN VARIOUS STUDENT ENCOUNTERS IN HPI

Mayer and Salovey's Four-Branch Model	Bar-On's EQ-i Model	Petrides' Trait Emotional Intelligence Model
<ul style="list-style-type: none"> A medical student who is struggling with the emotional demands of their job may need to develop better awareness and control of their emotions. A training program based on this model might help the student learn to better perceive their own emotions, use them to guide their behavior and decision-making, understand the emotions of others, and manage their own emotions to reduce stress and improve their performance. 	<ul style="list-style-type: none"> A medical student who feels overwhelmed by the demands of clinical work and communicates poorly with patients and colleagues might benefit from training based on this model. The training could focus on developing the student's emotional expression, assertiveness, and empathy, as well as their ability to make informed and responsible decisions in emotionally challenging situations. 	<ul style="list-style-type: none"> A student who lacks confidence and resilience in the face of adversity might benefit from intervention based on this model. The program might aim to develop specific emotional competencies such as self-esteem, adaptability, emotional self-awareness, and emotional regulation, which can help the student better manage stress and anxiety, improve their mood and performance, and build stronger relationships with patients and colleagues.

Figure 3

Goleman's Mixed Model	Boyatzis' Competency Model	Brackett's Emotionally Intelligent School Leadership Model
A medical student who struggles with emotional control and empathy might benefit from training based on this model. The program could focus on developing core emotional competencies such as self-awareness, self-regulation, motivation, empathy, and social skills, which can help the student better communicate with and care for patients and build productive and fulfilling relationships with colleagues.	<ul style="list-style-type: none"> A medical student who struggles to manage the emotional demands of clinical work and build productive relationships with colleagues might benefit from training based on this model. The program could focus on developing emotional competencies such as conflict management, relationship-building, and positive outlook, which can help the student better navigate the complex emotional landscape of medicine and build a supportive and successful career. 	<ul style="list-style-type: none"> A medical student who struggles to understand the emotions of patients and colleagues and build effective patient-doctor relationships might benefit from intervention based on this model. The program could focus on developing emotional competencies like relationship management, which can help the student better appreciate and respond to the emotional needs of others, build trust with patients and colleagues.

Figure 5

VIII. APPLICATION OF MODELS OF EI TO ADMINISTRATORS' ENCOUNTERS IN HPI

Table 1

MODEL	APPLICATION OF EI
Mayer and Salovey's Four-Branch Model	An administrator who is struggling to manage their emotions and relate to employees and organizations may benefit from training based on this model. The training could focus on developing the administrator's emotional intelligence competencies related to perceiving, using, understanding, and managing emotions, helping them increase self-awareness and self-regulation, and improve their interpersonal effectiveness.
Bar-On's EQ-i Model	An administrator who feels overwhelmed by the demands of their job or who struggles to communicate effectively with subordinates and colleagues might benefit from a training program based on this model. The program could aim to develop the administrator's emotional intelligence competencies related to emotional expression, assertiveness, empathy, and independence, helping them cope with complex and challenging situations and build positive relationships with staff and colleagues.

Petrides' Trait Emotional Intelligence Model	An administrator who faces difficulties in leading and managing teams may benefit from training based on this model. The program could focus on developing the administrator's emotional intelligence competencies related to adaptability, self-esteem, emotional awareness, and emotional regulation, helping them better manage stress and anxiety, and build effective, productive, and meaningful relationships with their team.
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MODEL	APPLICATION OF EI
Goleman's Mixed Model	An administrator who encounters difficulties in relating to employees or creating a supportive organizational culture may benefit from training based on this model. The program could aim to develop the administrator's emotional intelligence competencies related to self-awareness, self-regulation, empathy, and social skills, helping them better navigate complex relationships with employees, and create a more positive and productive workplace culture and environment.
Boyatzis' Competency Model	An administrator who feels overwhelmed or struggles with adapting to changing organizational demands may benefit from training based on this model. The program could focus on developing emotional competencies such as adaptability, conflict management, relationship building, and positive outlook, helping the administrator build resilience and effectiveness, and navigate challenging environments in their role.
Brackett's Emotionally Intelligent School Leadership Model	An administrator who encounters difficulties in understanding and responding to the emotional needs of employees may benefit from intervention based on this model. The program could focus on developing emotional competencies like empathy, emotional literacy, and emotional regulation, helping the administrator build strong organizational relationships, and creating a culture of emotional wellness and support for their staff

IX. PROS AND CONS OF EI

Like any other skill, emotional intelligence too has its own set of advantages and disadvantages. Pros:

- 1. Better Communication:** Emotional intelligence allows individuals to communicate more effectively and understand the needs and emotions of others, enhancing interpersonal relationships.
- 2. Conflict Resolution:** Individuals with high emotional intelligence can resolve conflicts easier by recognizing and communicating underlying emotions.
- 3. Improved Mental Health:** Emotional intelligence can positively impact mental health by teaching individuals to regulate their emotions, thereby reducing stress and anxiety while increasing resilience.

- 4. Empathy and Compassion:** Emotional intelligence enhances empathy and compassion, leading to better interpersonal relationships and understanding.

Cons

- 1. Excessive Empathy:** While empathy is a valuable skill, too much of it can lead to emotional exhaustion, especially in professions that require frequent emotional labour, such as nursing or social work.
- 2. Difficulty in Decision Making:** Overanalysing and becoming too emotional can cause individuals to struggle with decision-making, leading to indecisiveness and procrastination.
- 3. Potentially Manipulative:** Some people may use emotional intelligence for manipulative purposes, such as using emotional intelligence to persuade or influence others to their advantage.
- 4. Emotional Overload:** Developing emotional intelligence requires individuals to confront and process their emotions, which can be overwhelming and exhausting.

Therefore, emotional intelligence has several benefits, including effective communication, conflict resolution, and improved mental health. It is essential to balance emotional intelligence with other skills and tools to prevent potential negatives, such as excessive empathy or manipulative behaviour.

X. STRATEGIES TO INCORPORATE EI IN INDIAN MEDICAL CURRICULUM AT THE INSTITUTIONS

After having understood the potential benefits of emotional intelligence among health professionals for personal and professional success and the current need of it which can be developed and improved with practice and effort in individuals, we need to consider the following remedial measures to develop EI among our Indian medical Graduates.

- 1. Incorporate Emotional Intelligence Assessment:** Health professions institutions can incorporate emotional intelligence assessments in their admission process. This will identify students with high levels of emotional intelligence and those who need further training.
- 2. Develop Emotional Intelligence Training:** One effective strategy is to develop specific emotional intelligence training programs for medical students. These programs can incorporate activities such as role-playing, group discussions, and reflection exercises to teach students how to recognize, manage and regulate their emotions.
- 3. Encourage Emotional Intelligence Focused Mentorship:** Health professions institutions should also encourage mentorship programs that focus on the development of emotional intelligence. A mentor can help students identify their emotional strengths and weaknesses and provide feedback on how to improve emotional regulation. Therefore,

assigning each student with a faculty mentor can provide them with emotional support and guidance they need outside the classroom.

4. **Create a Safe and Supportive Environment:** Health professions institutions can also create a safe and supportive learning environment that nurtures emotional intelligence development. This can be achieved through the implementation of peer-support networks, the provision of counselling services and the development of a culture that values emotional intelligence.
5. **Integrate Emotional Intelligence within Clinical Practice:** The integration of emotional intelligence skills into the clinical practice of medical students can bring a host of benefits in terms of patient care. The ability to understand and relate to patients' emotions can help to foster trust and improve communication, enable better understanding of patient's clinical issues, and support the development of patient-centred care practices.
6. **Foster Collaborative Learning:** Collaboration-based learning is an effective technique to encourage emotional intelligence in students. Faculty can create collaborative learning opportunities that allow students to practice teamwork, build their soft skills through interactions with their team members, and learn to adapt to the individual needs of their peers.
7. **Provide Supportive Role Models:** Health professions institutions can also provide role models who demonstrate emotional intelligence in the clinical setting. This could include faculty members, mentors, and physicians who exhibit high levels of emotional intelligence and can serve as examples for students to emulate.
8. **Promoting Mindfulness Practices:** Encourage mindfulness practices like meditation, yoga, and breathing techniques as they can improve emotional regulation and promote a sense of wellness among students.

XI. STRATEGIES TO INCORPORATE EI AMONG FACULTY OF HPI:

1. **Promote Emotional Intelligence Awareness:** One of the important strategies is to raise awareness of the importance of emotional intelligence among medical faculty. This can be achieved through faculty development programs on emotional intelligence, by highlighting real-life experiences or case-based discussions to establish an emotional intelligence practice in the medical curriculum.
2. **Develop Emotional Intelligence Training for Faculty:** Implementing emotional intelligence training for medical faculty can help them develop core emotional intelligence competencies, which will enable them to better engage with their students. These training programs can also be extended to students, helping them to understand and develop self-awareness, self-regulation, social awareness and relationship management.
3. **Encourage Emotional Intelligence Focused mentorship:** Mentorship programs that focus on emotional intelligence could also be provided for faculty members. The program could include activities such as reflective writing, mindful practices and role-playing

exercises to help faculty better develop and manage their emotions effectively. If required, counselling support to faculty members who may be struggling with emotional issues can be offered.

- 4. Create a Safe and Supportive Environment:** Medical institutions should work to create a safe and supportive learning environment for faculty and students. This could be achieved by cultivating empathy and compassion in the workplace for faculty, promoting a culture of respect, and providing resources, or counselling for dealing with workplace stressors. The support groups within the college can be established to promote emotional wellness and create a safe space for individuals to share their emotional struggles and provide emotional support to each other. This can be achieved through activities like staff wellness programs, team-building activities, and social activities that foster a sense of community and connectedness.
- 5. Integrate Emotional Intelligence within Clinical Supervision:** Faculty can incorporate emotional intelligence when supervising clinical trainees. Clinical supervision can provide opportunities for trainees to practice emotional intelligence skills for effective communication with patients, families, and colleagues.
- 6. Include Emotional Intelligence as part of Faculty Evaluation:** Measuring emotional intelligence in faculty can help to hold faculty responsible for their role in creating a positive and emotionally intelligent environment. This could be done by including emotional intelligence competencies in faculty evaluation measurements.
- 7. Demonstrate Emotional Intelligence Practises:** Model behaviours that demonstrate emotional intelligence in the workplace. Faculty can show empathy and compassion in responding to students and colleagues, establish supportive learning environments for emotional intelligence skill building, and develop effective communication methods.
- 8. Creating Policies on Emotional Intelligence:** Develop policies and guidelines that encourage emotional intelligence and promote well-being among faculty members and students. This can include guidelines on how to deal with emotions in handling academic or personal activities.
- 9. Promoting Mindfulness Practices:** Encouraging mindfulness practices like meditation, yoga, and breathing techniques as they can improve emotional regulation and promote a sense of wellness among faculty members and students. It is much appreciated to ensure a positive and supportive work culture that promotes emotional intelligence and wellbeing of everyone in the institution.

XII. PRACTICING SELF-AWARENESS AND SELF-ACTUALIZATION

It involves a combination of strategies and techniques to understand oneself better, increase personal growth, and fulfil one's potential as follows;

Start with mindfulness	<ul style="list-style-type: none"> • Mindfulness meditation is an effective way to increase self-awareness. Set aside a few minutes each day for mindfulness practice, focusing your attention on your breath, bodily sensations, and thoughts
Reflect on your values and beliefs	<ul style="list-style-type: none"> • Reflect on your values, beliefs, and attitudes about life. Ask yourself what's most important to you and what makes you happy. Try to align your daily life with your values and beliefs
Keep a journal	<ul style="list-style-type: none"> • Keep a journal to reflect on your thoughts and emotions, and use it to identify patterns in your behavior and beliefs. Write down your goals and track your progress to stay motivated
Practice self-compassion:	<ul style="list-style-type: none"> • Be kind and compassionate to yourself when you make mistakes or face setbacks. Avoid self-criticism and negative self-talk
.Learn to ask for help	<ul style="list-style-type: none"> • Seek the support of friends, family, or a counselor when you need it. Don't hesitate to ask for help when you feel overwhelmed or stuck.
Pursue interests and hobbies	<ul style="list-style-type: none"> • Engage in activities that you enjoy and that make you feel fulfilled. Pursuing new interests and hobbies can lead to personal growth and self-discovery
Take action towards your goals	<ul style="list-style-type: none"> • Identify your long-term goals and take small steps towards achieving them. Celebrate your progress and stay motivated by focusing on the positive changes that you are making.

Figure 5

XIII. CURRICULUM ON EMOTIONAL INTELLIGENCE TO BE IMPLEMENTED IN HPI

On consideration of relevance and significance of emotional intelligence among Indian Medical graduates and faculty, we can suggest a exclusive curriculum of Emotional intelligence that shall be incorporated in CBME in the early phase itself for the students and at the early part of the faculty or administrators' recruitment.

- 1. Learning Objectives:** The learning objectives of the course are defined based on What skills, knowledge and attitudes do you want students to gain after the course? For example, do you want students to be able to understand and regulate their emotions, empathize with others or practice self-awareness and self-discovery? Therefore, the specific learning objectives for knowledge, skills, affective and conative domain includes:

At the end of the curriculum, the IMG or HPE shall be able to

- Describe the components of EI correctly
- demonstrate the components of EI effectively
- Analyse and apply the EI models during various encounters in HPI meticulously in all their real-world encounters
- Practice the concepts of EI unconsciously at all the time of their real-world encounters

- 2. Course Content:** Once the learning objectives have been defined, the course content should be developed. The content should be aligned with the learning objectives and should include topics such as understanding emotions, emotional regulation, empathy, effective communication, conflict resolution, self-awareness, and self-management.

- 3. Teaching Learning Methods:** A variety of teaching methods should be used to cater to different learning styles and increase student engagement. The course can include lectures, discussions, case studies, role-plays, and experiential learning activities such as mindfulness exercises, group work and reflective writing. Using a combination of these methods can enhance the development of EI competencies, provide students with exposure to real-life situations, and support lifelong learning of these vital competencies. Here are some of the approaches that educators can use:

- a. Lecture-Based Training:** One of the traditional methods of training medical students is through didactic lectures. In this approach, subject-matter experts provide an overview of EI concepts and the importance of EI in healthcare delivery. This method can be used to introduce students to key EI competencies such as self-awareness, self-management, social awareness and relationship management.
- b. Small Group Discussion:** This approach allows learners to discuss concepts and share their personal experiences. In this case, discussions may revolve around the role of EI in patient interactions, self-reflection, and approaches to managing emotions when dealing with challenging patients, among others.
- c. Role-Playing Exercises:** Role-playing exercises are another effective way to enhance EI development in medical education. In this approach, students are assigned scenarios that

require them to use EI competencies, including active listening, empathy, and open communication. The approach allows students to practice their EI competencies in a safe environment and receive feedback from instructors and peers.

- d. Simulation-Based Training:** Simulation-based training is an interactive learning environment that replicates real-life situations. It can be used to teach and assess EI competencies in healthcare delivery. In this case, students can be presented with EI-focused scenarios, such as managing difficult conversations with patients, managing high-stress situations, and delivering bad news.
- e. Reflective Journals:** Reflective journals can be used to enable students to reflect on their own practice and to track their personal growth in EI competencies. Students can reflect on how they have applied EI competencies in clinical settings, share experiences with their peers and receive feedback.
- 4. Assessment:** Assessment is important to evaluate student progress and ensure that the learning objectives have been achieved. Different types of assessments such as quizzes, essays, oral presentations, and reflective journals can be used to assess each student's understanding and application of emotional intelligence principles.
- 5. Resources and materials:** To support student learning and engagement, the course should include a variety of resources and materials such as textbooks, articles, videos, and online resources.
- 6. Evaluation and feedback:** Regular evaluation and feedback should be conducted to improve the course design and delivery. Feedback can be collected from the students through surveys, focus groups, or informal discussions.

XIV. EMOTIONAL INTELLIGENCE EXERCISES FOR STUDENTS

Here are some emotional intelligence exercises that can help students develop EI skills; By incorporating these exercises into the classroom, the faculty can help students develop the emotional intelligence skills needed to succeed academically and emotionally.

- a. Journaling:** The faculty can encourage students to keep a journal where they can write about their emotions, experiences, and reflections. This can help them develop self-awareness and emotional regulation skills.
- b. Mindful Breathing:** The faculty can train students to focus on their breath can help them calm their mind and regulate their emotions in challenging situations and encourage students to take a few deep breaths before reacting impulsively or getting overwhelmed.
- c. Empathy Worksheets:** The faculty can provide students with empathy worksheets that help them practice understanding the perspective of others. These worksheets can help students develop empathy skills, which can lead to better communication and relationships.
- d. Role-Playing:** Students can practice social skills and conflict resolution by doing role-playing activities where they take on different roles and explore different scenarios. This can help them develop their social skills in a safe and supportive environment.

- e. **Gratitude Practice:** The faculty can encourage students to practice gratitude by taking a few minutes each day to reflect on things they are grateful for. This practice can help students cultivate a positive mindset and develop a more optimistic outlook.

XV. TRAINING OF FACULTY OF HPI ON EMOTIONAL INTELLIGENCE:

Training the faculty of a medical college on emotional intelligence (EI) can support the development of a healthy academic environment that promotes effective interpersonal communication, empathetic patient care, and emotional regulation. Therefore, the administrator can plan some ways to conduct a training program on EI for faculty of medical colleges:

- a. **Understand the Faculty's EI Needs:** The administrator can conduct a survey or meet with the faculty to understand their EI development requirements and identify individual and institutional factors that affect the emotional and social intelligence within the organization.
- b. **Conduct a Formal EI Training Program:** The administrator can design an engaging and relevant EI training program for the faculty that covers various EI domains, including self-awareness, self-regulation, empathy, social skills, and motivation to foster emotional regulation, improved communication, and patient care.
- c. **Offer Ongoing Support:** The administrator can encourage faculty to share their experiences and continue practicing their EI skills in small, peer-led support groups that can meet on a regular basis.
- d. **Provide Workshops:** The administrator can organize workshops or training sessions to teach faculty and staff how they can implement EI in their work environment. These workshops should be interactive and relatively short and provide guidance, resources, and concrete examples of ways to develop and practice EI in the workplace.
- e. **Encourage Feedback and Reflection:** The administrator can encourage faculty and staff to reflect on their EI development and competency throughout the training program. Feedback would enable educators to identify challenges and continue addressing opportunities for improving EI skills. The training of the faculty of medical colleges on EI identifies areas of development and supports faculty in their relationship development and providing empathetic patient care. A comprehensive EI training program with ongoing support, interactive workshops, and reflection practices can ensure the development of an empathetic, supportive culture, which benefits the faculty, students, and the medical community at large.
- f. **Strategies to Solve Microaggressions at Workplace:** As this is a raising concern at many institutions, application of the emotional intelligence is paramount. The following could be adopted:
 - **Awareness:** awareness about on what they are and how they are harmful through workshops, training.

- **Policy Change:** institutions should consider revising their policies to solve these microaggressions and the faculty are made to be aware of such policies.
- **Diversity and Inclusion Initiatives:** to promote a culture of respect and inclusivity, these initiatives must be incorporated at all levels.
- **Mediation and Conflict Resolutions:** this is provided through a constructive and respectful way
- **Accountability:** the individual are made to hold accountability for their actions.
- **Leadership Role Modelling:** the administrator and senior faculty should model inclusive behaviour, practice against microaggressions and provide positive junior faculty.

XVI. ASSESSMENT OF EMOTIONAL INTELLIGENCE IN HPI

The assessment of EI can be challenging, as it involves measuring a range of complex psychological constructs, including self-awareness, self-regulation, empathy, and social skills. Nevertheless, there are a variety of validated tools and approaches that can be used to assess EI. Therefore, here are some of the common methods of assessing EI:

1. **Self-Report Measures:** Self-report measures are questionnaires that ask respondents to rate their own EI competencies, perceptions of their emotions, and emotional self-regulation strategies. They are useful for assessing dimensions such as self-awareness, emotion regulation, and trait empathy.
2. **Ability-Based Measures:** Ability-based measures are standardized tests that assess an individual's ability to perceive and use emotions effectively. They include the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) and the Situational Test of Emotional Understanding (STEU). These are typically more robust and comprehensive tools than self-report measures.
3. **Multi-Source Measures:** Multi-source measures involve obtaining assessments of EI from various sources, including peers, supervisors, and patients. These assessments are useful as they provide a broader perspective on EI competencies and help to identify areas for improvement.
4. **Performance-Based Measures:** Performance-based measures assess EI competencies in a simulated or real-world environment. They are useful in evaluating students' ability to apply EI in clinical settings and to provide objective, behavioural evidence of EI competencies.
5. **Observational Measures:** Observational measures involve evaluating behavioural indicators of EI competencies, such as facial expressions, tone of voice, and body language. They are useful for evaluating nonverbal communication, active listening, and empathy. Therefore, assessment of EI is a complex and ongoing process. The assessment tools and approaches used will depend on the specific context and purpose of the assessment. Whichever approach is used, it is essential to ensure the tools are validated, reliable, culturally appropriate and that they meet ethical and regulatory standards.

XVII. EMOTIONAL INTELLIGENCE (EI) SCALES TO ASSESS EI: ⁽⁶²⁾

These scales are used to measure different aspects of EI. Some of the commonly used EI scales are:

- a. Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT):** MSCEIT is one of the most widely used emotional intelligence measures. It is a performance-based ability test that assesses emotional intelligence across four domains: perceiving emotions, using emotions, understanding emotions, and managing emotions. It assesses the ability of an individual to solve real life problems. The results provide individual with feedback about their EI and help them to develop better emotional skills in interpersonal relationship and problem solving. Therefore, this test could be widely used to in research, education, and organisational development.
- b. Emotional Quotient Inventory (EQ-i):** The EQ-i is a self-assessment tool that measures an individual's various aspects of emotional intelligence. It is a personality -based assessment that evaluates emotional and social functioning of self-awareness, emotional self-expression, interpersonal relationships, decision-making, and stress management. The EQ-i involves answering questions about emotional and social behaviours, attitudes, and perceptions. The results provide individuals with feedback on their emotional strengths and weaknesses, and they can use that information to develop better relationships, communication skills, and problem-solving abilities. Therefore, EQ-i is commonly used in workplaces, education, and personal development to help individuals improve their emotional intelligence skills.
- c. Trait Emotional Intelligence Questionnaire (TEIQue):** The Trait Emotional Intelligence Questionnaire (TEIQue) is a self-report measure of trait emotional intelligence (EI). It is designed to measure an individual's emotional abilities separately from cognitive abilities. The TEIQue includes 153 items that assess four factors of emotional intelligence: well-being, self-control, emotionality, and sociability. These factors are further divided into 15 facets, including empathy, emotional perception, emotional expression, stress management, and optimism. The results from the TEIQue provide individuals with feedback on their trait emotional intelligence, enabling them to identify their strengths and weaknesses in emotional intelligence and develop strategies for growth. The TEIQue is used in research, clinical and organizational settings and has been shown to have good reliability and validity.
- d. Schutte Self-Report Emotional Intelligence Test (SSEIT):** The Schutte Self-Report Emotional Intelligence Test (SSEIT) is a self-report measure of emotional intelligence. It measures an individual's emotional self-awareness, emotional expression, empathy, and emotional management. The SSEIT consists of 33 items and assesses an individual's emotional intelligence using a five-point Likert scale. The results provide individuals with feedback on their emotional intelligence skills and help them identify areas for improvement. The SSEIT has been shown to have good reliability and validity, and it is widely used in research, education, and personal development.
- e. Wong and Law Emotional Intelligence Scale (WLEIS):** The Wong and Law Emotional Intelligence Scale (WLEIS) is a self-report questionnaire that measures emotional

intelligence. It consists of 16 items and assesses four factors of emotional intelligence: self-emotion appraisal, others' emotion appraisal, regulation of emotions, and use of emotions. The WLEIS uses a 7-point Likert scale, and individuals respond to each item based on their personal experiences. The WLEIS has demonstrated good reliability and validity and is widely used in research, education, and personal development. It helps individuals identify their strengths and weaknesses in emotional intelligence and provides them with feedback on how to improve their emotional intelligence skills. The WLEIS is also used in organizational settings for employee selection and development programs.

XVIII. CHALLENGES TO IMPLEMENT EMOTIONAL INTELLIGENCE IN INDIAN CONTEXT

Despite the benefits of emotional intelligence (EI) development in the field of medical education, there are several challenges to implementing EI in the Indian context.

- a. Cultural Differences:** The Indian culture is diverse and complex, and it can be challenging to develop an EI framework that is applicable to all cultural groups. Teaching EI competencies may require adapting the training to address different cultural norms and practices.
- b. Limited Resources:** The lack of resources in the Indian medical education system, including funding, infrastructure, and trained facilitators, can make it difficult to develop and implement effective EI training programs.
- c. Traditional Teaching Methods:** The Indian medical education system predominantly relies on traditional teaching methods, such as didactic lectures, which limit opportunities for experiential learning and developing EI competencies.
- d. Resistance to Change:** The traditional and hierarchical nature of the medical profession in India may create resistance to change and impede the adoption of new approaches to learning, such as incorporating EI development into the curriculum.
- e. Overcrowding and Inadequate Staffing:** Overcrowding in medical colleges and hospitals can limit the opportunities for learners to develop EI competencies. This limitation is compounded by inadequate staffing levels, which may lead to high workloads and reduced time available for non-clinical skills training. In conclusion, implementing emotional intelligence development in the Indian medical education system requires addressing the above challenges. This involves developing culturally appropriate frameworks, providing adequate resources to support EI training programs, advocating for change and flexibility in teaching methods, and addressing existing staffing and workload limitations. The ultimate aim is to provide an emotionally intelligent and empathetic healthcare workforce to meet the healthcare needs of the Indian population.

XIX. CONCLUSION

Presently, the emphasis in the Indian healthcare sector is on providing patient-centric care and student-centred medical curriculum. Medical professionals are expected to empathetically address the concerns of patients, their families and students. Emotional

intelligence enables medical professionals to understand patients' or students' perspectives, recognize their emotions, and respond to them appropriately. Emotional intelligence allows medical professionals to understand patients' emotions, communicate sensitively, and tailor the message in accordance with the context. Health Professions education is a collaborative process that involves multiple stakeholders, including doctors, nurses, hospital administrators, and support staff. Emotional intelligence fosters teamwork and collaboration, as it allows individuals to understand and respond to others' emotions, build relationships, and work collectively towards common goals. The Health profession is a high-stress environment that comes with various challenges, including long working hours, tight schedules, and work-life balance. Emotional intelligence helps medical professionals recognize and manage their emotions effectively, which is crucial in preventing burnout and maintaining overall well-being. To conclude, emotional intelligence is an essential aspect of medical education in India, as it allows medical professionals to interact effectively with patients or students, communicate sensitively, work collaboratively, and manage stress. Developing emotional intelligence in medical professionals can lead to improved healthcare outcomes, increased patient and student satisfaction, solving microaggressions among health professionals and higher job satisfaction for medical professionals. Therefore, every health Professions Institution should take appropriate planning and implementation strategies to train their students, faculty, administrator and other professional to be an emotionally intelligent through a robust EI curriculum for efficient and effective health care services.

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CONCEPT MAP FOR EASY UNDERSTANDING OF EMOTIONAL INTELLIGENCE IN HPI

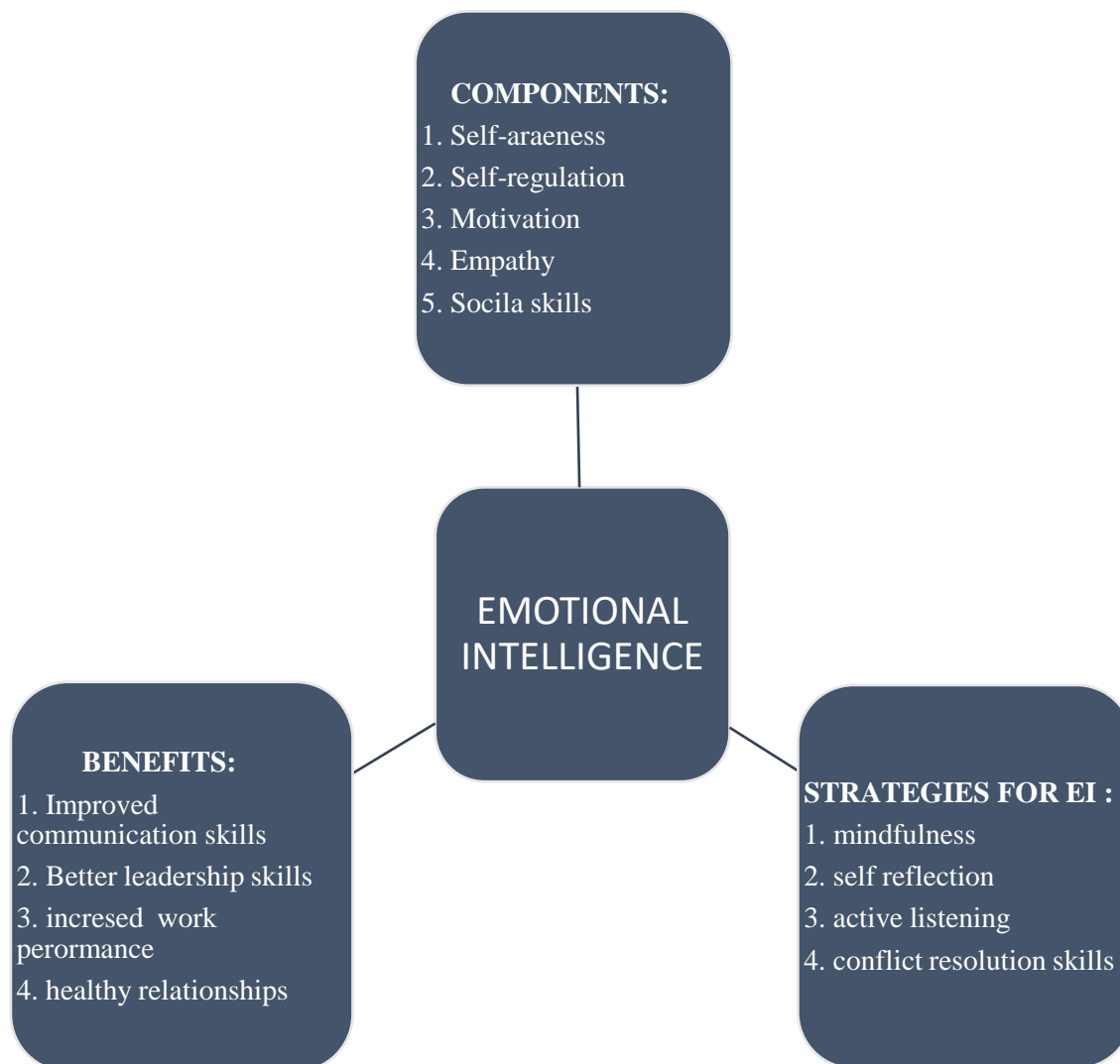


Figure 6

ANNEXURE 1

WORKSHEET FOR ACTIVITIES TO DEVELOP EMOTIONAL INTELLIGENCE

These exercises aim to develop emotional intelligence skills related to self-awareness, social awareness, self-regulation, and relationship management. Participants will gain an

understanding of their own emotions and those of others, develop strategies for managing emotions, and learn effective communication skills. These activities may be used in group settings or as self-reflection exercises for individuals.

- a. Self-Awareness Exercise:** Objective: To develop self-awareness and identify personal emotions and their triggers.

Instructions:

- Think about a recent situation where you experienced a strong emotion (e.g. anger, frustration, happiness).
- Write down the emotion you experienced and the situation that triggered it. –
- Reflect on the physical sensations and thoughts that accompanied the emotion. –
- Identify the triggers or factors that contributed to the emotion. –
- In what ways could you have responded differently to the situation?

- b. Social Awareness Exercise**

Objective: To develop social awareness and identify emotions in others.

Instructions

- Observe the facial expressions and body language of people around you.
- Write down one situation where you observed an emotion in someone else.
- What do you think the person was feeling? What do you think caused the emotion?
- Think about how you would feel in the same situation.
- How could you respond to the person to show empathy and support?

- c. Self-Regulation Exercise**

Objective: To develop self-regulation skills and manage emotions in difficult situations.

Instructions:

- Identify a situation where you might feel overwhelmed or stressed.
- What specific emotions might arise in this situation?
- Write down three strategies you could use to regulate your emotions in this situation (e.g. deep breathing, positive self-talk, taking a break).
- Which strategy do you think would be most effective and why?

- d. Relationship Management Exercise:**

Objective: To develop relationship management skills and use emotions effectively in communication.

Instructions:

- Think about a recent conflict or disagreement you had with someone.
- What emotions accompanied the conflict?

- Reflect on how these emotions may have impacted your communication and behaviour.
- Write down three strategies you could use to manage your emotions and communicate more effectively in future conflicts.
- Which strategy do you think would be most effective and why?

ANNEXURE II

POTENTIAL RESEARCH AREAS IN EMOTIONAL INTELLIGENCE AT INSTITUTIONS

The emotional Intelligence is potential skill that every professional must develop and research in emotional intelligence is an ongoing and evolving field with many potential areas of exploration. It offers insight into how emotional intelligence affects a wide range of outcomes across personal, professional, and societal domains. The following areas are required to be explored further;

1. Development of Emotional Intelligence

- Understanding what factors contribute to the development of emotional intelligence during different stages of life (e.g. childhood, adolescence, adulthood).
- Investigating effective methods for teaching and enhancing emotional intelligence in a variety of settings (e.g. schools, workplaces).
- Exploring the impact of cultural and societal factors on the development of emotional intelligence in different populations.

2. Emotional Intelligence and Mental Health

- Investigating the relationship between emotional intelligence and mental health outcomes (e.g. depression, anxiety, resilience).
- Exploring the role of emotional intelligence in the assessment and treatment of mental health disorders.
- Investigating how the development of emotional intelligence can be used to prevent and manage mental health issues.

3. Emotional Intelligence and Leadership

- Investigating the relationship between emotional intelligence and effective leadership.
- Exploring how emotional intelligence can be used to manage conflict, build relationships, and enhance team performance.
- Investigating the role of emotional intelligence in promoting ethical leadership and decision-making.

4. Emotional Intelligence and Workplace Outcomes

- Exploring the impact of emotional intelligence on workplace outcomes such as job satisfaction, productivity, turnover, and absenteeism.
- Investigating how emotional intelligence can be used to promote diversity, inclusion, and teamwork in the workplace.
- Exploring the impact of emotional intelligence on employee well-being.