Introduction

Due to the wide array of confusion regarding Emotional Intelligence in Intelligence Scaling, this document is created in hopes of clearing misconceptions and explaining the current most modern explanations of “EQ” and “SQ” and what they entail.

This isn’t meant to push any sort of argument for scaling, but rather abolish the usage of SQ and EQ and move into the more accurate form of EI which is a lot more defined and a lot less vague.

This document doesn’t impose its scaling of EI as “superior” or “objective”, but rather explains the correct elements and usage of EI per its scientific definition and leaves it up to the reader to define how to integrate it into their scaling.

Blue underlined text is links to sources/images

Ability EI

The Ability Model in Emotional Intelligence recognizes 4 distinct abilities:

I. Perception: through facial expression, body language, pictures, voices, and so on, a person can recognize the emotions of others. This also includes the individual's ability to recognize and identify their own emotions as well. Emotion perception is generally thought to be a very basic aspect of Emotional Intelligence, because it is necessary to complete any of the other processes involved in the Ability Model. In fact, the difficulty that people on the autism spectrum have with learning social cues is related to their inability, or limited ability, to recognize the emotions of others through their expressions; they often lack the ability to recognize the facial and body expressions of others that communicate their feelings.

II. Facilitation (often misunderstood the meaning of): The second activity proposed by the Ability Model relates to a person's ability to use emotions -- whether it is their own emotions or another person's emotions -- in order to achieve a desired outcome. When thinking and problem-solving, emotions often must be considered, and a person skilled at using emotions can typically make decisions based primarily on the emotions or moods of themselves or others. In practical terms, think of a child who knows the best time to ask their parents for permission to do something; the child who asks for permission during a time when a parent is fearful, anxious, or angry, is less likely to be successful at using emotions. However, if they strike while the iron is hot and use any goodwill their parents have at the moment to their advantage, they are more likely to achieve their desired outcome.

This is all about knowing what to do once you have perceived emotions. It is about recognizing the impact of emotions on our behavior, and how certain actions can be more helpful in certain situations.

Facilitating emotions pertains to the capability of navigating emotional hurdles, such as dealing with workplace conflicts and understanding which actions and responses could be more advantageous than others.

III. Understanding: This ability is built upon an understanding of the complexity of emotions. While many people have the ability to recognize basic facial expressions, fewer of them are able to predictably recognize and understand emotional language and to appreciate the nuances of complex emotional relationships. A lower ability to understand emotions may present itself in someone who struggles with understanding why a death or divorce may result in seemingly conflicted emotions all at the same time.

For instance, can we differentiate between emotions like hate and dislike, and recognize that certain emotions may comprise multiple components? Contempt might involve elements of both disgust and anger.

It involves comprehending how emotions can evolve over time. For instance, speaking angrily to a loved one may lead to subsequent feelings of regret.

IV. Management: Managing emotions relates more specifically to someone's ability (or lack there of) to regulate emotions in both themselves and others. As the highest level of ability in the Ability Model, someone with high Emotional Intelligence would be expected to be able to manipulate the moods of themselves or others, essentially harnessing the mood and managing it to achieve their goals. While emotional manipulation is generally thought of as negative, it can serve extremely important purposes and does not necessarily have to be used in a detrimental way, as people typically conceive it to be. For example, a supervisor at a job may recognize that an employee is struggling with something emotionally, and it is affecting their work. The supervisor (if they have a high level of Emotional Intelligence, according to the Ability Model) may be able to help motivate the employee by meeting their emotional needs through pep talks, a heart-to-heart conversation, or even a spirit of competition -- whatever that individual employee will respond to. In this type of situation, emotional manipulation is positive for both the individual being manipulated or affected, and solving the problem of having an ineffective worker.

‘SQ’ vs ‘EQ’

The Mixed Model of Emotional Intelligence also known as “Social Quotient” by the vast majority of SCD members (as opposed to the Ability Model being referred to as “Emotional Quotient”) is a model for EI designed specifically to measure leadership abilities in social scenarios, to give the equivalences of its metrics in contrast to that of the Ability Model (keeping in mind the Mixed Model itself is a hybrid of the Trait Model and the Ability Model) would go as follows:

1. Self-Awareness:-
A. Interpersonal Facilitation.
B. Intrapersonal Perception.

2. Self-Regulation:-
A. Intrapersonal Facilitation.
B. Intrapersonal Perception.
C. Intrapersonal Management.

3. Social Scale:-
A. Interpersonal Management.
B. Interpersonal Facilitation.

4. Empathy:
A. Interpersonal Facilitation.
B. Interpersonal Understanding.

5. Motivation:
A. Intrapersonal Facilitation.

Obviously, Models aren’t meant to be directly compared in this manner, but this is just a simplification of the differences in each model based on the community’s view of them. For those interested in using “SQ” feel free to research about the Mixed Model in EI.

EI in Fictional Scaling

As an example of how Emotional Intelligence would be scaled under this form in fictional characters:

(It's important to note that this document is NOT imposing this form of scaling or usage of these specific sub-categories, and anyone is free to mold them in however way they feel fit for their scaling through following either the Ability Model or the Mixed Model for Emotional Intelligence.)

1. Emotional Perception:
The ability to perceive emotions in others through facial expression, body language, pictures, voices, and reasoning.

2. Emotional Engagement (Intrapersonal Facilitation):
The ability to utilize one's emotions to achieve cognitive tasks.

3. Emotional Facilitation (Interpersonal Facilitation/Management):
The ability to recognize and utilize the emotional impact of one's actions on others and manage their emotional state.

4. Emotional Understanding:
The ability to understand the nuanced differences between overlapping and complex emotions beyond the surface recognition of facial features and body language.

5. Emotional Realization (Intrapersonal Understanding/Perception):
The ability to identify, recognize, and understand the emotional and cognitive shortcomings and nuances in one's self.

6. Emotional Management (Intrapersonal):
The ability to manage and disengage emotions at will.

Sources

I- 2023 article by Ivo Carvalho da Silva about Emotional Intelligence Models

II- Universal Class: Ability Model

III- Universal Class: Mixed Model

IV- Noba article about Salvovey's Emotional Intelligence Ability Model