BEHAVIOUR

INTELLIGENCE (Cognitive; Emotional; Social; Cultural; Multiple)

Cognitive Intelligence

Cognition: Mentally processing information (images, concepts, etc.); thinking
Intelligence: It is the ability to process data into more efficient systems by acquiring learned substantive mental methods which develops into cognitive ability.

Cognitive intelligence is the ability to plan, reason, and use logical deduction to solve problems, but also the capability to apply abstract thinking while learning from and responding to the environment.

In other terms, Cognitive intelligence is the interdisciplinary, scientific study of the mind and its processes.
cognitive Intelligence linked with the fields such as **linguistics, psychology, artificial intelligence, philosophy, neuroscience, and anthropology**.

Psychology is the study of behavior and mind, embracing all aspects of conscious and unconscious experience as well as thought.

Linguistics is the scientific

(1) Study of language
(2) Specifically of language form, language meaning, and language in context.

Artificial intelligence (AI) is intelligence exhibited by machines.

Philosophy is the study of general and fundamental problems concerning matters such as existence, knowledge, values, reason, mind, and language.

Neuroscience is the scientific study of the nervous system.

Anthropology is the study of various aspects of humans within past and present societies
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 actions."

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Emotional Intelligence

The capacity for recognizing of owns feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.

I other terms, EI is an awareness of your actions and feelings – and how they affect those around you. It also means that you value others, listen to their wants and needs, and are able to empathize or identify with them on many different levels.

The components of EI are:-

1. **Self-awareness**: The ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
The major elements of self-awareness are:

- Emotional awareness: The ability to recognize own emotions and their effects.
- Self-confidence: Sureness about self-worth and capabilities.

2. **Self-management**: Involves controlling one's emotions and impulses and adapting to changing circumstances.

- Self-control. Managing disruptive impulses.
- Trustworthiness. Maintaining standards of honesty and integrity.
- Conscientiousness. Taking responsibility for your own performance.
- Adaptability. Handling change with flexibility.
- Innovation. Being open to new ideas.

3. **Social awareness**: The ability to sense, understand, and react to others' emotions while comprehending social networks.

4. **Relationship management**: The ability to inspire, influence, and develop others while managing conflict.

5. **Motivation**: To motivate yourself for any achievement requires clear goals and a positive attitude. Although you may have a predisposition to either a positive or a negative attitude, one can with effort and practice learn to think more positively. If one catch negative thoughts as they occur, one can reframe them in more positive terms — which will help one achieve his goals. Motivation is made up of:

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- Achievement drive- One's constant striving to improve or to meet a standard of excellence.
- Commitment- Aligning with the goals of the group or organization.
- Initiative- Readying self to act on opportunities.
- Optimism-Pursuing goals persistently despite obstacles and setback.

Social Intelligence

Social Intelligence refers to the ability to understand and manage our Behavioural Style, Mindset and Emotional Intelligence to optimize interpersonal relationships. It deals with unconscious biases that we may not yet understand, but that can be learned and controlled.

In simple terms "Social Intelligence (SI) is the ability to get along well with others, and to get them to cooperate with you."

Following is the variety of the best resources on Social Intelligence.

- Mindsight: Recognizing our own internal feelings and perspective. This is also called self-talk. Mindsight helps a person understand how they feel in a certain situation or on a particular issue.

- Perceiving Emotions: This is the ability to detect and decipher emotions of others in social situations through facial expressions, pictures, voices, and cultural symbols.

- Relationship Management: This is the ability to inspire, influence, and interact with others. This is an essential part of social intelligence for parents and teens. For teens, in incidents with bullying or issues with parents, they have to be able to effectively handle problems without creating conflict. Parents also have to successfully approach and navigate with surly or overly-dramatic teens using social intelligence skills.

- Confrontation-management: Once a person is in conflict, social skills involve being able to control or make proper decisions based on their mindsight or perceived emotions. With strong social skills, one has the ability to use intuition or gut feelings to guide decisions. For young people especially, it involves controlling one’s emotions and impulses and adapting to changing circumstances of their environment.

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- Connectedness Gauge: We have social relationships in part to feel connected to others. Some need this more than others. Being able to properly gauge how much connection one needs to feel content, or who and how to have that deep social connection is a social skill that many teens have yet to figure out.

CULTURAL INTELLIGENCE

Cultural intelligence (CQ) is the capability to relate and work effectively in culturally diverse situations. Going beyond existing notions of cultural sensitivity and awareness, it is important to identify the recurring capabilities of individuals who can successfully and respectfully accomplish their objectives, whatever the cultural context. Awareness is the first step, but it's not enough. A culturally intelligent individual is not only aware but can also effectively work and relate with people and projects across different cultural contexts.

The cycle for Cultural Intelligence is as follows:

⇨ (CQ Drive) - Motivation

A person's interest and confidence in functioning effectively in culturally diverse settings.

⇨ (CQ Knowledge) - Cognition

A person's knowledge about how cultures are similar and how cultures are different.

⇨ (CQ Strategy) - Meta-cognition

A person's ability and awareness to plan for multicultural interactions.

⇨ (CQ Action). - Behavior

A person's ability to adopt when relating and working interculturally.

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Howard Gardner's theory of multiple intelligence

Howard Gardner initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences.'

Today there are nine intelligences and the possibility of others may eventually expand the list. These intelligences (or competencies) relate to a person's unique aptitude set of capabilities and ways they might prefer to demonstrate intellectual abilities.

1. **Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.

2. **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner's words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

3. **Musical intelligence** involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.

4. **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.

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