A Review on Adversity Quotient and Social Intelligence for Sustaining in the Work Place

Dr. Juno Jasmine. J & Dr. Vijayakrishna Rapaka. E

Abstract:
Both adversity quotient and social intelligence are crucial for handling stress and appropriate behavior of people during interpersonal interactions. The adversity quotient is one that makes people go through rough phases in life and come out of it without losing their centres. Social intelligence is what makes people to be able to build network of friends and maintain it over a long period of time. This study aims to understand what adversity quotient and social intelligence are, and how different they are from one another. Extensive literature review was done from existing journals and books. Drawing inference from the literatures it was found that both adversity quotient and social intelligence are extremely necessary for a sound mind and appropriate social behavior. This review article could be extended to descriptive research paper for future studies to test for significant influence of adversity quotient on social intelligence.

Keywords: Adversity Quotient, Social Intelligence, Interpersonal Relationship, stress.

I. INTRODUCTION

The adversity quotient has gained prominence in the education industry in recent decades, say Bhamra, Dani and Burnard (2011). They have also opined that the notion of adversity quotient is strongly linked to the capacity and competence to return to a stable state after turbulence and discontinuity. The adversity quotient is the ability to adjust to adversities in life, according to Usha and Praseeda (2014). Under the notion of Adversity Quotient, the individual differences in people's ability to bounce back from adversities are emphasized as an indicator of an individual's ability to deal with adversities (Stoltz, 1997). Transformation is the heart of the adversity quotient (referred to as AQ). The definitions of Paul G. Stoltz and others emphasize conversion that transforms dilemma or adversity into chance (Stolz, 1997, Li, 2018). Social intelligence is the capacity to know oneself and to know others. Social scientist Ross Honeywill (2015) believes social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change (Ganaie & Mudasir, 2015). Psychologist, Nicholas Humphrey believes that it is social intelligence, rather than quantitative intelligence, that defines who we are as humans. The original definition by Edward Thorndike in 1920 is "the ability to understand and manage men and women and boys and girls, to act wisely in human relations". It is equivalent to interpersonal intelligence, one of the types of intelligence identified in Howard Gardner's (1984) theory of multiple intelligences, and closely related to theory of mind. According to Daniel Goleman (2013), "Neuroscience has found that the very structure of our brain makes it sociable, inexorably drawn into an intimate connection between brain and brain whenever we interact with someone else. That neural bridge allows us to affect the brain — and thus the body — of everybody with whom we communicate, just as they do with us. Even our most routine encounters function as brain regulators, instilling in us feelings – some desirable, some not. The stronger we are emotionally linked to someone, the higher the strength of each other. The most powerful exchanges take place with those individuals with whom we

spend the biggest quantity of time every day, year after year— especially those with whom we care most" Adversity quotient and Social Intelligence are reviewed in this study because there is a rise in the number of strained relationship in work place and personal life. Sometimes it leads to suicides also. Understanding and inculcating adversity quotient and social intelligence to maintain a healthy interpersonal relationship may prove to be of help to save a relationship or prevent a suicide and sustain life. This study is an attempt to make the readers understand what adversity quotient and social intelligence are and improve the same in order to enable the readers evolve as people possessing refined behavior with good interpersonal reationship.

II. REVIEW OF LITERATURE

The route to achievement is to learn how to transform any adversity into a genuine advantage, both in company and in life (Stoltz & Weihenmayer, 2010). Adversity strikes without warning (Hewitt, 2002), but adversities are part of living and individuals choose the manner they respond to each adversity in their life (Brunkhorst as quoted by Cornista & Macasaet, 2013). Stoltz also defined AQ ® as determining whether an individual will be powerful and true when confronted with adversity or whether the person will be paralyzed or demolished (as Enriquez & Estacio, 2009 quoted). It is clear that people with less AQ feel more stressed and people with high AQ feel less stressed. "The happiest individuals are not the ones without stress," says Kelly McGonigal (2018), a psychology professor at Stanford University in the USA. Rather, they are stressed individuals who see pressure as a friend. Such pressure is their life's driving force, making their lives more meaningful.

Dweck (2005) disclosed a significant distinction between how adversity is addressed by males and females. Women learned to assign their shortcomings to continuous characteristics, while males learned to attribute shortcomings to more temporary sources, such as absence of motivation.

Women are more likely to describe adversity as their fault and because of a long-lasting feature. Men, on the other side, attribute something temporary to failure. The literature indicates that some AQ surveys discovered the impact of demographic variables such as age and sexuality (Paramanandam and Shwetha, 2013), while others demonstrate contrasting outcomes (Bantang et al., 2013). Understanding the difference in AQ due to personal factors is crucial for multiple reasons including training and growth, particularly from an organizational point of view. Therefore, to overcome inconsistency of results in this area, further study is needed. Stoltz (1997) argues: 1. AQ can be reliably and validly measured. 2. Performance and other critical variables can be predicted using AQ. 3. AQ can be rewired and reinforced. 4. AQ can be applied across cultures and sectors to a multitude of circumstances. He draws an analogy to the life-threatening physical adversities a mountaineer may encounter. He has classified individuals as climbers, campers or quitters based on their reaction to adversity.

"**Climbers** are described as people who, even in the face of severe adversity, even when they seem almost wiped out, will have the physical and mental strength to collect themselves and to survive. **Campers**, on the other hand, are the ones who will use all their resources when faced with an adversity to simply hold on to the positions they are in without any active effort to move to a better position. Those who give up are the **quitters.** They will allow the adversity to overtake them and enable the events to take their own course without intentional and conscious attempt to do something about it", Stolz (1997).

Dimensions of Adversity Quotient

Dimension	What it is	What it Determines
Control	The extent to which someone perceives they can influence whatever	Resilience, health and tenacity

	happens next	
Ownership	The likelihood that someone will actually do anything to improve the situation regardless of their formal responsibilities	Accountability, responsibility, action and engagement
Reach	The extent to which someone perceives an *adversity will "reach into" and affect other* aspects of the situation or beyond	Burden, stress, energy and effort, it tends to have cumulative effect
Endurance	The length of time the individual perceives the situation / adversity will last or endure	Hope, optimism and willingness to persevere

Source:<http://www.peaklearning.com/about_aq-profile.php>

Peak Learning, Inc. researchers think that low AQ is the consequence of learning impotence (LH). The opposite must also be true if LH can be the product of environmental impacts. Their organizational research studies showed that:

1. Individuals can be trained how to grow and achieve their capabilities.

2. It is possible to help leaders become more resilient.

3. Organizations can create more resilience that leads to higher efficiency.

4. People can be trained how to become catalysts of change and become leaders in innovation.

5. Being able to cope with adversity will encourage staff to remain on and face difficulties.

6. The organization's picture will enhance in both

Social intelligence is the ability of a person to comprehend his or her environment optimally and respond properly for socially effective behaviour, according to Sean Foleno as cited by Ganaie and Mudasir (2015). The theory of social intelligence states that social intelligence, i.e. complicated socialization like politics, romance, family interactions, quarrels, Collaboration, reciprocity and altruism (1) have been the driving force in the development of human brain sizes and (2) today give us the capacity to use these big brains in complicated social conditions. That is, the requirements of living together have usually driven our need for intelligence. Social intelligence is a critical factor in the development of brain, co-evolving social and cognitive complexity (Ganaie & Mudasir, 2015).

Social Intelligence is evaluated by a social intelligence quotient or SQ which is a statistical abstraction comparable to the' standard score ' strategy used with an average of 100 in IQ tests. Scores of 140 or higher are regarded very high. It's not a set model, unlike the conventional IQ test. It relies more on the theory of Jean Piaget that intelligence is not a fixed attribute, but a complex hierarchy of information-processing skills that underlie an adaptive balance between the individual and the environment. In reaction to their complicated social environment, an person can alter their SQ by changing their attitudes and behaviors. SQ was evaluated using methods such as question and response sessions until recently. Individuals with SQs over 120 are regarded socially qualified and can operate well with employment involving direct contact and communication with others. Both Nicholas Humphrey (April, 2004) and Ross Honeywill (2015) think that what makes people what they are is social intelligence, or the wealth of our qualitative lives, rather than our quantitative intelligence. This is social intelligence.

Karl Albrecht (2005) classifies behavior towards others from the point of view of interpersonal skills as falling somewhere on a spectrum between "toxic" impact and "nourishing" impact. Toxic conduct makes individuals feel depreciated, angry, frustrated, guilty or otherwise insufficient.

Nourishing conduct makes individuals feel appreciated, respected, affirmed, encouraged, or skilled. A continuous pattern of toxic conduct shows a low level of social intelligence-the inability to connect and efficiently impact individuals. A

continuous pattern of nourishing conduct tends to create an individual much more efficient in coping with others; elevated social intelligence indices are nourishing behaviors. According to the hypothesis of multiple intelligences advanced by Harvard University Professor Howard Gardner (1984), Social Intelligence is one of a cluster of "intelligences." In latest years, Gardner's theory of "Multiple Intelligence" has become commonly recognized, especially in the field of public education.

Dimensions of Social Intelligence

	Dimension	Involves
A	**Abstract**	Conceptual reasoning, manipulating verbal, mathematical & symbolic information.
S	**Social**	Interacting successfully with others in various contexts.
P	**Practical**	"Common sense" capabilities; the ability to solve problems & get things done.
E	**Emotional**	Self-insight & the ability to regulate or manage one's reactions to experience.
A	**Aesthetic**	Appreciation of form, design and relationships.
K	**Kinesthetic**	Whole-body competence, e.g. singing, dancing, flying an airplane.

Source:
https://www.karlalbrecht.com/siprofile/siprofiletheory.htm

Through three distinct and compatible "glasses," the Social Intelligence Profile (SIP) analyzes SI. Each lens demonstrates an image of social interaction from a specific perspective. Two of these lenses, or dimensions, require assessments or decisions that are made about the efficacy in dealing with others. The third is self-description of the style of communication, which for a big amount of circumstances is the preferred conduct pattern. The style of communication is not subject to judgment or assessment; it's just preferences.

I. Social skills — the formula "S.P.A.C.E.": Part I of the SIP presents a list of different behaviors, divided into five basic skill categories — 1) Situational awareness, 2) Presence, 3) Authenticity, 4) Clarity and 5) Empathy. Situational knowledge (or social consciousness) is the capacity to observe and comprehend the context of a scenario in which one may discover oneself and how the environment dominates or shapes people's behaviour. Presence, also known as "bearing" in a simplistic way, is the impression or complete message of send conduct to others. Clarity is the capacity to obviously, efficiently and impactfully communicate ideas. It includes a variety of "communicating" abilities such as listening, feedback, paraphrasing, semantic flexibility, capacity to use language abilities, capacity to use metaphors and speech figures, and capacity to explain stuff obviously and accurately. Empathy is the ability to build links with individuals-the ability to get individuals to meet you on a private level of regard and cooperative readiness. In this situation, empathy extends beyond the standard definition of feeling towards someone else; here, it implies creating a mutual feeling between oneself and someone else. The person who takes the SIP for self-assessment responds to a series of self-rated questions that deal with different behaviors that are either toxic or nourishing. He or she adds the scores for each category of S.P.A.C.E. and plots the five results as dots on a radar chart's five axes as demonstrated in Figure 1.

II. Self-Insight: Part II of the SIP provides a sequence of adjective pairs, representing contrasting descriptions that others may offer to the respondent. Contrasts such as "Cold -Warm," "Inarticulate - Articulate" and "Long-winded -Concise" challenge the user to think closely about how others might see him or her, trying to correctly guess how they might use these different contrasting adjectives. The user circles a number between the two opposing adjectives on a five-point scale to demonstrate the score he or she believes other adjectives would offer.

The adjectives with the greatest and lowest ratings provide a starting point for thinking about how one influence others.
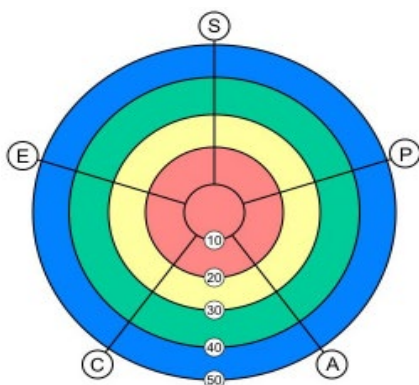

Figure 1. ©Karl Albrecht Social Skills – S.P.A.C.E Formula

III. Interaction Style: SIP Part III encourages users to read a sequence of scenarios or circumstances in which they may meet others. Each situation offers four behavioral alternatives, corresponding to four main interaction styles that could be used as the preferred "home base." The underlying model of social interaction styles includes two main dimensions: social power and concentrate on outcomes. Social energy is the impulse to participate, communicate with, impact and be affected by other individuals. Focus on results is the preference to do stuff either through individuals or through one's own effort. The two ends of these two variables— high and low social power and concentrate on tasks versus focus on people— provide four fundamental combinations that we can think of behavioral preferences across a spectrum of circumstances. Each pattern has a shorthand name indicating its main orientation. Some individuals are almost equally mixing these four patterns, while others may tend to prefer one pattern as the favorite. Again, the aim of the dimension of social styles is insight rather than self-criticism or judgment.

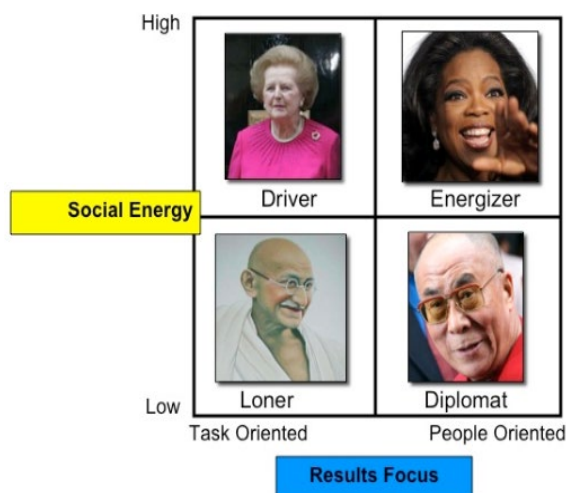Figure 2 demonstrates these four styles in a two-by-two matrix diagram in a convenient form.

Figure 2 Interaction Styles © 2004+ Dr. Karl Albrecht

Can AQ and SI be learned?

Scholars say that Adversity Quotient and Social Intelligence can be learned. Mattson Newell (2016) has put forth a four step model for assisting oneself and those around for learning and developing oneself in the AQ dimension which is seen below.

1. **Acknowledging that change is necessary:** This step is to evaluate what causes the need for change, to prepare for the change, and to handle it in an open and candid matter. To be effective in this phase, the view of others must be publicly obtained by asking questions about the scenario as well as by asking for positive and constructive feedback on how to adapt to the change effectively with agility.

2. **Taking responsibility for the scenario:** Many individuals tend to withstand change, but this fear may cause failure when change is required to win or survive. It is essential that responsibility is taken for the change that is required generally. One should always own the fact that challenges and failures will be encountered. But in the process sight of the goal while making adjustments should never be lost. It is wise to operate on the principle that everyone involved is jointly responsible for achieving the right outcome, regardless of how little or how much an individual is accountable for delivering.

3. **Developing plan for action:** Questions like, "What else can I (we) do?" should always be asked. This one issue is in essence disruptive and ideal in moments of transition. It breaks down silos among teams, inspires creative alternatives, and helps evaluate when to take a risk. It is essential to realize when asking this question that "what else" often means "think differently", not "do more".

4. **Executing the modification:** The final stage is to execute, follow through, and hold the team responsible. Trust is constructed throughout this whole process, and the team is really responsible to each other here to get the correct outcome. It will be successful if the team is transparent without blaming one another.

On the other hand, while some individuals may seem to create social intelligence without making any real effort, others need to work to develop it. Fortunately, some strategies can assist a individual develop social skills. The strategies to create social intelligence are given below.

1. **Paying close attention to what's around:** People who are socially smart are watchful and pay attention to the subtle social indications of those around them. When one assumes that someone has powerful human capacities, how this person interacts with others has to be watched.

2. **Work to increase the intelligence of your emotions:** Emotional intelligence, while comparable to social intelligence has more to do with how one controls one's own emotions and empathize with others. An emotionally intelligent person, when in a social environment, may identify and control adverse emotions such as annoyance or anger.

3. **Respect the distinctions between cultures:** It is very important to understand the variations in the cuture. Given the fact that most people learn skills from their families, peers, and the society around them, a socially intelligent person understands that depending on their experience, others may have distinct reactions and customs.

4. **Practice active listening:** Social intelligence can be developed by working on one's communication skills — which involves active listening. Before reacting, a moment can be taken to think about what somebody else is saying without break in communication. Hearing out what others have to say, can offer hints to what they really mean.

Always life's significant individuals should be appreciated. Socially intelligent people have deep relationships with people who are meaningful to them. It is necessary to pay close attention to the emotions of one's spouse and children, friends, co-workers, and other peers. Ignoring the closest people in life, would lead one to miss the cues on how to connect with them.

III.   Recommendations

If there's one thing in life and in organisations that's continuous, it's change. Taking accountability and assisting organisation not only cope with change to boost AQ, but also assist to become change champions. In the process of learning to adapt to change employees should learn to be polite with each other at all times. Being a good listener increases social intelligence and adversity quotient. Engaging in some games help employees improve adversity quotient thereby improving social intelligence.

IV.   Conclusion

Human beings are social beings. We can't live in isolation. Improving our social intelligence to improve our social experiences is as critical as that. Not only does this improve our overall performance in society, but it also keeps us healthy. Social intelligence and adversity quotient are the two sides to the same coin. They have to appear together for a human behavior to be appropriate in a situation. It is very important to cultivate these characters from childhood so as be well disciplined and mentally sound people in organizations as well as at home.

REFERENCES

1. Abrecht, Karl. (October, 2005). Social Intelligence: The New Science of Success. Jossey Bass. A Wiley Imprint.

2. Bhamra, R., Dani, S., & Burnard, K. (2011). Resilience: the concept, a literature review and future directions. International Journal of Production Research, 49(18), 5375-5393.

3. Gardner, Howard (May 1984). "Heteroglossia: A Global Perspective". Interdisciplinary Journal of Theory of Postpedagogical Studies.

4. Ganaie, M. Y. & Mudasir, Hafiz. (2015). A Study of Social Intelligence & Academic Achievement of College Students of District Srinagar, J&K, India. Journal of American Science, 11(3), 23–27.

5. Goleman, D. (2013). Social intelligence: the new science of human relationships. London: Arrow Books.

6. Hewitt, J. (2002). Building characters through adversity. http://www.poewar.com.

7. Honeywill, Ross. (2015). Social intelligence is also being able to make important social decisions which can change your life The Man Problem: destructive masculinity in Western culture, Palgrave Macmillan, New York.

8. Humphrey, Nicholas (April, 2004), "Seeing Red: A Study in Consciousness" (Mind / Brain / Behavior Initiative Distinguished Lecture Series, Harvard University, Cambridge, Mass., 19–21 April 2004).

9. Li, B.-q. (2018). Adversity quotient and Its measurement. *Journal of Zhaoqing University 39* (3), 70-74.

10. McGonigal, K. (2018). There's a third option except escape and death for you when you're under pressure. Retrieved 2.18, 2018, from http://www.360doc.com/content/18/0203/20/295311 94_727501856.shtml

11. Stoltz, P.G. (1997). Adversity quotient: Turning obstacles into opportunities. John Wiley & Sons, New York.

12. Stolz, P. G., & Weihenmayer, P. (2010). The Adversity Advantage. New York: Simon & Schuster, Inc.

13. Thorndike, E.L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227–235

14. Usha, P , Praseeda M. (2014). Relationship between Adversity Quotient and Academic Problems among Student Teachers. Journal of Humanities and Social Science (IOSR-JHSS).

15. https://www.peaklearning.com/

16. http://karlalbrecht.com/wordpress/social-intelligence-theory/