



A STUDY ON THE IMPLICATION OF EMOTIONAL INTELLIGENCE AT WORK

Ms. HARINAKSHI K

Faculty

Department of Social work

Mangalore University

Jnana Kaveri Campus, P G Centre

Chikka Aluvara, Kodagu- 571232

Mrs. GEETHANJALI M.P

Faculty

Department of Commerce

Mangalore University

Jnana Kaveri Campus, P G Centre

Chikka Aluvara, Kodagu - 571232

Abstract: Emotional intelligence has attracted attention because it suggests that emotions convey sensible meanings, which require understanding. It is potentially a useful factor in understanding and predicting individual performance at work. EI is the latest development in understanding the relation between reason and emotion. Human thoughts and emotions are adaptively and intelligently intertwined. Organisations these days integrate EI, personality and intelligence quotient (IQ) for achieving excellence in employee's performance. They also make use of this integrated approach to recruit the right fit. Emotional intelligence contains information about relationship. EI may be with an object or a person. Any change in the object or person will also change the emotions towards that object to person. Emotional intelligence can be of immense help for leadership positions. Emotional intelligence can be a factor in stress resistance, is likely to contribute in managing individual performances, and helps leaders in developing effective leadership.

Index Terms -Emotional intelligence, intelligence quotient, employee performance, leadership, organisation.

I. INTRODUCTION

The term emotional intelligence was first discussed by John D. Mayer and Peter Salovey (1994). Their discussions did not evoke much interest among organisations. It was only in 1995 that Daniel Goleman's book *emotional intelligence: why it can matter more than IQ* and his subsequent articles in *US weekend* (1998) and *Time magazine* (1995) evoked response from organisational behaviour and Human resource management professionals. Goleman's subsequent book, *working with emotional intelligence* (1998), evinced further interest in this subject. According to Mayer and Salovey (1994), 'Emotional intelligence allows us to think more creatively and use our emotions to solve problems. Emotional intelligence probably overlaps to some extent with general intelligence. The emotionally intelligent person is skilled in four areas: identifying emotions, using emotions, understanding emotions and regulating emotions'. Goleman (1995) defined EI as the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships'. The underlying belief in Goleman's hypothesis is that rational thinking alone cannot predict success. Thus, high IQ alone cannot ensure success. This is why organisations always endeavour to develop leadership skills and competencies among employees for enhancing their EI. Another perspective of EI, provided by Dulewicz and Higgs (1999), suggests that it is distinctly associated with the competency model of people. They have identified a set of competencies associated with EI self-awareness, emotional management, empathy, relationships, communication and personal style. All these correspond to competencies such as sensitivity, flexibility, adaptability, resilience, impact, listening, leadership, persuasiveness, motivating others, energy, decisiveness, and achievement orientation.

II. EVOLUTION OF EMOTIONAL INTELLIGENCE

David Wechsler defined intelligence as the aggregate of global capacity of an individual to act purposefully, to think rationally, and deal effectively with his/her environment (1958). As early as 1940, he referred to non-intellective as well intellective elements, by which he meant the affective, personal, and social factors (1940). Robert Thorndike, had also written about social intelligence in the late 1930s. Unfortunately, the works of these early pioneers were largely forgotten or overlooked until 1983. Gardner (1993) proposed that interpersonal and intrapersonal intelligence are as important as the intelligence typically measured by IQ and related test. Although most people view EI as being a relatively new field, cognitive intelligence researchers identified fragments of the concept for over a century. The first book on emotions was published in 1872- Charles Darwin's "The Expression of the Emotions in Man and Animals". This was the first comprehensive study and written account of the expression of emotions and is still valid. The following are the other researchers who discovered 'something emotional about intelligence: 1920- Edward Thorndike (social intelligence, emotional factors), 1940- David Wechsler (non-intellective aspects of general intelligence), 1948 -R.W. Loeper (emotional thought), 1980- Reuven Bar-On (emotional quotient- EQ), 1993- Howard Gardner (multiple intelligence, interpersonal intelligence- people smart, intrapersonal intelligence -self -smart), 1994- Peter Salovey and Jack Mayer (EI) Daniel Goleman's book Emotional Intelligence: Why It Can Matter More Than IQ (1995) created a spurt in EI research, book, instruments, and training. In a sense, Goleman's book created a cottage industry for EI. The concept of EI captures various individual skills and dispositions that are outside the traditional area of specific knowledge, general intelligence, and technical or professional studies.

Overview of parts of intelligence

constituent	Verbal intelligence	Emotional intelligence
Meta –processing (adjunct)	Knowing that writing something down can help one remember it	Knowing that helping someone may make one feel better
Abstract understanding and reasoning (core)	Being able to identify the protagonist of a story and compare the individual to other people	Being able to analyse an emotion and identify its parts and how they combine
Knowledge base processing (adjunct)	Having knowledge (and remembering analyses) of prior instance of stories	Having knowledge (and remembering analyses) of prior instances of feelings
Input processing (adjunct)	Being able to keep long sentences in memory	Being able to perceive emotions in faces

III. DIMENSIONS OF THE CONCEPT

- When examining the dimensions of EI, it is necessary to differentiate between emotions and EI. Emotions are developed in our environment, resulting from circumstances and knowledge (Faltas, 2017).
- Emotion may be described as “a natural instinctive state of mind that derives from our current and past experiences and situations” (Faltas, 2017). Our feelings and things that we experience affect our emotions.
- On the other hand, EI is an ability (Faltas, 2017). It is having the awareness, and skill, in order to know, recognize, and understand feelings, moods, and emotions and use them in an adaptive way (Faltas, 2017).
- EI involves learning how to manage feelings and emotions and to use this information to guide our behavior (Faltas, 2017). EI drives how we act – including decision-making, problem-solving, self-management and demonstrating leadership (Faltas, 2017).
- EI has been shown to be a relatively stable aptitude, as opposed to emotional ‘knowledge’ – which is the sort of information that EI actually uses. EI, in comparison to emotional knowledge, is acquired more readily and can be taught.
- In that key paper from 1990, Salovey and Mayer stated that, the mental processes related to EI are “appraising and expressing emotions in the self and others, regulating emotion in the self and others, and utilization of emotions in adaptive ways” (p. 190).
- EI touches and influences every aspect of our lives (Faltas, 2017). Dimensions of EI, therefore, include driving behaviour and affecting decision-making.
- Other dimensions of the concept include solving conflicts, and affecting both how we feel about ourselves and also how we communicate with others (Faltas, 2017).

- EI affects how we manage the stress that occurs in day-to-day life, as well as how we perform in the workplace and manage and lead teams (Faltas, 2017).
- EI has an effect on all areas of our personal and professional development (Faltas, 2017). It helps us to advance, to mature, and to attain our goals (Faltas, 2017).

3.1 BAR-ON'S EI COMPETENCIES MODEL (FALTAS, 2017)

Bar-On put forward the suggestion that EI is a system of interconnected behaviour that arises from emotional and social competencies. He argues that these competencies have an influence on performance and behaviour.

Bar-On's model of EI consists of five scales: self-perception, self-expression, interpersonal, decision-making, and stress management. You will be noticing the similarities that are appearing in these models of EI!

Bar-On also proposed 15 subscales of the EI concept:

- self-regard,
- self-actualization,
- emotional self-awareness,
- emotional expression,
- assertiveness,
- independence,
- interpersonal relationships,
- empathy,
- social responsibility,
- problem-solving,
- reality testing,
- impulse control,
- flexibility,
- stress tolerance and
- Optimism.

According to Bar-On, these competencies, as components of EI, drive human behaviour and relationships.

3.2 MAYER, SALOVEY AND CARUSO'S EI ABILITY MODEL (FALTAS, 2017)

This model suggests that information from the perceived understanding of emotions and managing emotions is used to facilitate thinking and guide our decision making. This EI framework emphasizes the four-branch model of EI.

3.2.1 The four-branch model

Mayer and colleagues (2004) developed the four-branch ability model of EI.

They suggest that the abilities and skills of EI can be divided into 4 areas – the ability to:

- Perceive emotion (1)
- Use emotion to facilitate thought (2)
- Understand emotions (3), and
- Manage emotion (4).

These branches, which are ordered from emotion perception through to management, align with the way in which the ability fits within the individual's overall personality (Mayer et al., 2004).

In other words, branches 1 and 2 represent the somewhat separate parts of information processing that are thought to be bound in the emotion system – whereas, emotion management (branch 4) is integrated into his/her plans and goals (Mayer et al., 2004).

Also, each branch consists of skills that progress developmentally from more basic skills through to more sophisticated skills.

Let's examine each branch:

1. This branch involves the perception of emotion, including being able to identify emotions in the facial and postural expressions of others. It reflects non-verbal perception and emotional expression to communicate via the face and voice (Mayer et al., 2004).
2. Branch 2 includes the ability to use emotions in order to aid thinking.
3. This branch represents the capacity to understand emotion, including being able to analyze emotions and awareness of the likely trends in emotion over time, as well as an appreciation of the outcomes from emotions. It also includes the capacity to label and discriminate between feelings.
4. This branch, emotional self-management, includes an individual's personality with goals, self-knowledge and social awareness shaping the way in which emotions are managed (Mayer et al., 2004).

3.3 According to Mayer, Caruso, and Salovey (2016), these skills are what define EI.

In 2016, based on the developments in EI research, Mayer, Caruso, and Salovey updated the four-branch model. They included more instances of problem-solving and claimed that the mental abilities involved in EI do, in fact, remain to be determined (Mayer et al., 2016).

Mayer and colleagues suggested that EI is a broad, 'hot' intelligence (2008). They include practical, social and emotional intelligence in their understanding of 'hot' intelligences.

So-called 'hot' intelligences are those in which people engage with subject matter about people (Mayer et al., 2016). Mayer et al. (2016) invite comparison of EI with the personal and social intelligences and they contend that EI can be positioned among these other 'hot intelligences'.

It was argued that the specific abilities that EI consists of are specific forms of problem-solving (Mayer et al., 2016).

The four-branch model can be measured using the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).

3.3.1 NATURE OF EMOTIONAL INTELLIGENCE

A refined definition of EI by Salovey and Mayer (1997) extends its meaning as 'the ability to process emotional information, more specifically an ability to recognise the meaning of emotions and their relationships, to reason and problem –solve on the basis of them. In particular, it involves one's capacity to perceive and assimilate emotional feelings, to understand the information of these emotions, and, lastly, the management them'. Interpreting this definition, Hein (2003) could categorize some of the components of EI as follows:

- Intelligence
- Information processing
- Potential for learning
- Understanding
- Developing
- Growth

With several such extended definition, the nature of EI now encompasses the following:

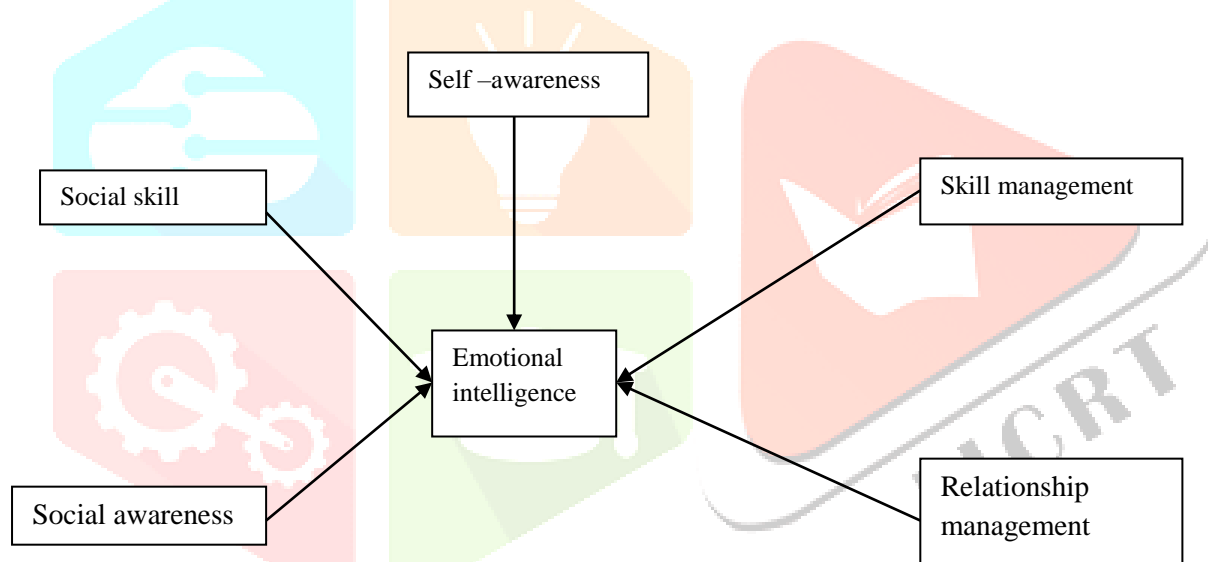
- Identification of emotion
- Perception of emotion
- Expression of emotion
- Facilitation of emotional thought
- Understanding emotion
- Management emotion

Branches	Description of measure	Relation to intelligence and personality
Managing emotion	Ability to manage and emotional relationships for personal and interpersonal growth	Acts as interface between personality and goals
Understanding emotion	Ability to comprehend emotional information about relationship, transitions from one emotion to another, and linguistic information about emotions.	Acts as the central locus of abstract processing and reasoning about emotional information
Facilitating thought with emotion	Ability to harness emotional information and directionality to enhance thinking	Calibrates and adjusts thinking so that cognitive tasks make use of emotional information
Perceiving emotion	Ability to identify emotions in faces and pictures	Inputs information to intelligence

IV. EMOTIONAL INTELLIGENCE, INDIVIDUAL BEHAVIOUR AND PERFORMANCE

Emotional intelligence can help in stress resistance, is likely to contribute in managing individual performances, and helps in developing effective leadership.

Component construct – dimensions of emotional intelligence



4.1 Two aspects of emotional intelligence

The essential premise of EQ is that to be successful one requires effective awareness, control, and management of one's own emotions and those of other people. Emotional Quotient (EQ) embraces two aspects of intelligence:

- Understanding self, goals, intentions, response, and behaviour.
- Understanding others and their feelings.

4.2 Five Domains of Emotional Quotient

Goleman identified the following five domains of EQ:

- Knowing one's emotions
- Managing one's emotions
- Motivating oneself
- Recognising and understanding other people's emotion
- Managing relationships, this is managing the emotions of others.

V. USE OF EMOTIONAL INTELLIGENCE AT WORK

Goleman, while experimenting with EI applied the concept in a workplace situation to study how an emotionally intelligent worker could make a difference in her/his performance and relationships. Using the emotional competence framework, he could identify the differences between an emotionally intelligent and an ordinary worker on two counts- personal competence and social competence.

- **Positive interactions**

At work, you are likely to find yourself communicating with co-workers, supervisors, stakeholders, and potential customers. This leaves a lot of room for interactions where emotions are involved, and emotional intelligence can be the difference-maker in these interactions being positive.

- **Creating connections**

Tied in with positive interactions, emotional intelligence opens up opportunities to make strong connections. Understanding others and coming out of interactions with a more positive attitude can really increase your chances of making meaningful connections. This is great for networking, general interactions at work and also great for your personal life.

- **Motivating others**

Once you have a strong understanding of your own emotions and how to read and adjust the emotions of others, you'll be in a position to motivate other people. You can help coworkers become more productive and be their best selves. This is particularly important for those looking for leadership positions as you'll be in control of other members of staff and be responsible for guiding them.

- **Career prospects**

A high EQ is a desirable trait for employees to have, especially seeing as it correlates to job performance. It goes without saying that employers will seek those out who will perform better, so having a high level of emotional intelligence could potentially open doors to new roles and opportunities.

Goleman (1995) has explained the details of the emotional competence framework with different subcomponents in his book. Here, however, the gist of the framework is provided to help appreciate how people with emotional competence can benefit organisation.

- **Personal competence:** This is the ability to regulate our own behaviour by redirecting disruptive impulses and moods as well as the ability to pursue our goal. Competencies associated with this are self-control, trustworthiness and integrity, initiative and adaptability, comfort with ambiguity, openness to change, and strong desire to achieve.
- **Social competence:** This is the ability to understand others emotions and develop the requisite skills to tackle people accordingly. It is linked with six competencies- empathy expertise in building and retaining talent, organizational awareness, cross-cultural sensitivity, valuing diversity, and service to clients and customers.
- **Self-awareness:** This is the ability to understand our own moods, emotions, and drives and their effect on others. The competencies associated with this are self-confidence, realistic self-awareness, and emotional self-awareness.
- **Social skills:** This is the ability to manage relationships and build networks to get the desired result from others. The associated competencies are leadership, effectiveness in leading change, conflict management, influence or communication and expertise in building and leading teams.

Goleman suggested the following steps for developing EI at the workplace:

- Assess job-related emotional skills.
- Determine the available EI of individuals at the workplace. Some organizations make use of 360-degree feedback for this purpose.
- Identify the extent of readiness of the people in the organization to improve their level of EI.
- Assess the level of motivation of the people in the organization to believe in their learning experience to improve EI.
- Make the EI change process self-directed, allowing people to develop their own learning plans, matching their own interests, resource and goal.
- Help people in organizations focus on their manageable goals, cultivating a feeling that EI development is a gradual process and in pursuing it, they may often be confronted with their old ways of working.
- Help people understand how they can learn lapses and prevent relapses.

- Provide performance feedback to people.
- Avoid propensity to believe that EI can be developed overnight.
- Introduce rewards for self-improvement to encourage and reinforce a climate of participation for development of EI.
- Develop objective measurement criteria to evaluate the employee's performance against them.

VI. LITERATURE REVIEW

- "In order to achieve work life balance, one must develop emotional intelligence- your ability to monitor your own and other's feelings and emotions, to discriminate among them and to use this information to guide your thinking and actions" (Engelberg & Sjoberg, 2004; Salovey & Mayer, 1990).
- Professionals who exercise emotional intelligence are more balanced in that they know their own emotions and attempt to understand the emotions of others. In addition, "emotional intelligence encourages to utilize your emotions for flexible planning, creative thinking and motivating to accomplish goals and problems" (Mayer & Salovey, 1990).
- There are numerous studies that supported the notion that emotional intelligence plays a significant role in selling jobs (Hunter et al., 1990; Spencer & Spencer, 1993; Spencer et al., 1997; Deeter-Schmelz & Sojka, 2003). Almost all jobs are difficult to perform but sales jobs are particularly considered to be the hardest ones, where percentage to no's to yes's in terms of customer responses is very high as compared to other professions. Thus, emotional intelligence plays a vital role in helping a salesperson to keep calm and accept the rejection patiently and subsequently, impacts his job performance.
- Performance can be defined in many ways, but the more precise definition came from Campbell et al. (1993), who defined performance as "the goal relevant actions of an employee." In other words, whether the behaviour of employees matches the goals of the organization and whether it can achieve the desired results of the organization.
- Goleman (1995) also alluded to the study of Martin Seligman on insurance salesmen at Met Life Company. Seligman found that an optimist salesman sold 37 percent more insurance products/services in the initial years of his career as compared to a pessimist salesman. He further quoted that pessimists also quit from the job at twice the rate of the optimists.
- Dalip Singh (2001) mentioned that "application of emotional intelligence supports the managers and employees to recognize and understand emotions and using emotional intelligence to manage oneself and his/her relationship selection, development of employees, teams and the organization.
- Wong and Law, (2002) Employees can manage emotions by adjusting their perception of the work environment and the emotional stimuli from the environment; they can accomplish what they want to achieve by strengthening, weakening, prolonging, or shortening certain emotional experiences.
- Durán et al. (2004) have shown that individuals who have a clear emotional expression ability and emotional repair ability can significantly contribute to individual success. Indeed, emotion not only affects the way people think and act but also signals about judgement and information processing (Averill et al., 1994; Brief and Weiss, 2002; Loewenstein and Lerner, 2003); employees with higher EI can find suitable solutions more smoothly at work and apply emotional resources reasonably and can often quickly access social support in communication and interaction with people, thus reducing the possibility of failure and the depersonalization brought about by failure. All of these can effectively reduce employees' sense of burnout at work.
- Several studies have been conducted on exploring the linkage between emotional intelligence and job performance. Not all studies supported their relationship, but each study added some pertinent information to the arena. A few pieces of research concluded a positive association among emotional intelligence and job performance (McClelland, 1998; Lopes et al., 2004) whereas some studies demonstrated a differing and inconsistent relationship between them (Austin, 2004; Petrides et al., 2004; Locke, 2005).

- Chan, (2006) there is also a significant negative correlation between emotional evaluation and emotional exhaustion and a significant negative correlation between emotional control and failure. Employees need to enhance their emotional intelligence skills, apart from technical skills, which in turn will enhance their productivity on the job. Management of emotional intelligence by the team members will help in developing interpersonal skills of the team members.
- In addition, the study of Platsidou (2010) showed that there is a high correlation between EI and burnout. The optimization of EI is a key factor in the relief of job burnout. Likewise, according to a systematic review of EI and teacher burnout, EI is negatively correlated with teacher burnout (Mérida-López and Natalio, 2017).
- From the last 30 years, the term emotional intelligence has been used like an oxymoron as emotions and cognitions were considered as two reverse forces reflecting individual instinct and mind (Damasio, 1994; Srivastava et al., 2016). Another interesting finding stated that women have more abilities while using their own and others' emotions in a positive way than men (Kundu et al., 2018; Kundu et al., 2019). But, Ahuja (2011) had distinct findings in regard to gender effect on emotional intelligence and found that men working in the insurance sector had more emotional intelligence than their women counterparts.
- Optimism is an expression of hope, expecting that things will change and will be all right in life. From the viewpoint of emotional intelligence, an attitude that takes out people from the depth of hopelessness, depression and tough time is optimism. Ahuja (2011), in her 148 Impact of Emotional Intelligence on Job Performance: A Study of Sales Executives study on the insurance sector, also insisted that optimism was the key contributing factor leading to the success and performance of a sales executive. Emotional intelligence promotes salesperson job performance.
- Recent developments in the field of emotional intelligence have highlighted the linkage and usefulness of EI in measuring academic performance (Maraichelvi, 2013; Roy et al., 2013). Belias et al. (2013) advocated that occupational stress and stress management of employees were predicted by their level of optimism and on their skills to manage and utilize their emotions. A conceptual frame work to connect Trait Emotional intelligence and Work life balance is made to identify the variables of research.

VII. CONCLUSION:

Emotional intelligence is an invaluable aspect of today's workplaces and an emotionally intelligent workplace improves communication, motivates employees, and creates an environment in which employees feel safe to express and communicate. It empowers leaders and employees to be empathetic towards each other. Emotional Intelligence is based on theories of personality, social intelligence quotient, and psychology. When EI associates with human abilities, it becomes a subject of the study of organisational behaviour. With EI, people develop their ability to perceive, indentify and manage emotions and also succeed in developing the requisite competencies to become efficient in their work. Emotional intelligence in the workplace is the ability of professionals, especially leaders and managers, to recognize their emotions and those of others, discern between different feelings, and adjust their emotions and reactions to achieve their goals. In summary, emotional intelligence is an array of useful skills and characteristics that drive effective leadership at work.

VIII. REFERENCES

- Dipak Kumar Bhattaharyya, Professor oxford university, Organisation Behaviour second edition ;ISBN-13:978-0-19-945116-6, ISBN-10:0-19-945116-8
- Amith ,Abraham, General Psychology, published by the Tata McGraw Hill Education Private Limited, 7 West Patel Nagar, New Delhi ISBN-13:978-0-07-107799-6, ISBN-10: 0-07-107799-5.
- Clifford T. Morgan, Richard A King, John R. Weisz, John Schopler Introduction to Psychology, seventh edition, published by McGraw Hill Education Private Limited, ISBN-13:978-0-07-462250-6, ISBN-10: 0-07-462250-1.
- L. Dodge Fernald, Peter S. Fernald, Munn's Introduction to Psychology, Published by AITBS Publishers, India Krishnasagar, Dehli. ISBN-0-697-06574-X, ISBN 81-7473-090-7.
- <https://positivepsychology.com/emotional-intelligence-theories/#:~:text=According%20to%20Goleman%2C%20EI%20is,emotional%20self%2Dawareness>
- <https://www.ijrte.org/wp-content/uploads/papers/v8i2S3/B13010782S319.pdf>
- https://www.researchgate.net/publication/312507643_Relationship_between_Emotional_Intelligence_and_Job_Performance_A_Study_in_Indian_Context
- <https://www.ajol.info/index.php/umrj/article/view/134563/124197>

