Emotional Intelligence - Key to Managerial and Organizational effectiveness in Present era of Competition

Dr. Kalpana Agrawal
Lecturer, Prestige Institute of Management and Research, Indore

Abstract

Today emotional intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits. Emotional Intelligence has become important in shaping one's personality, behaviour, style and abilities in present era of competition. EI has been studied scientifically in the past decade. It improves managerial practices as well as helps in leadership development in global arena. Business organizations have been using EI for organizational development and for enhancing employee and organizational effectiveness. EI is often used to motivate employees and to create a culture of high performing work place. Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional awareness and emotional management skills, enables to balance emotion and reason so as maximize one’s long-term happiness. It includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like co-operation and leadership. It does help managers in handling work frustrations, stress management, conflict resolution and moreover in effective communication. The present paper is an attempt to assess the same through descriptive research.

Introduction

Organizations are emotional hotbeds because they produce situations likely to be meaningful to employees. Organizations involve complex relationships that are interdependent, often competitive, and compulsory. Employees often interact with a range of people not necessarily of their choice. Organizations are often characterized by hierarchical relationships, and stark differences are a primary cause of emotional response. Emotions are responses to specific events that have meaning to the individual, either positive or negative. They are generally more focused, of shorter time duration, and more intense than moods or feelings, and emotional responses involve several psychological subsystems, including the physiological, cognitive, motivational, and experiential systems. Organizations typically involve pressure surrounding deadlines and productivity, and high personal stakes—often an individual's self-identity is wrapped up with his or her perceptions of organizational achievement (Malekar and Mohanty,2008).

Emotional intelligence (EI) has emerged as an important subject of research investigation during the last several years. According to Goleman (1998)"Emotional intelligence is the capacity for recognizing one's own feelings and those of others, for motivating oneself, and for managing emotions well in oneself and in his relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ". "Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer and Salovey, 1997). "Emotional intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits" (Bar-On, 1997). "Emotional intelligence is a way of recognizing, understanding and choosing how one thinks, feels and act. It shapes one’s interaction with others and one’s understanding of himself. It defines how and what one learns, it allows one to set priorities, it determines the majority of one’s daily actions" (Freedman, 1998). An academic definition refers to emotional awareness and emotional management skills, which enable balance emotion and reason so as maximize one’s long-term happiness. It includes qualities such as self-awareness, ability to manage moods, motivation, empathy and social skills like co-operation and leadership.

Emotional Intelligence is a unique concept based on the emotional make up of a person. Though the concept of emotional intelligence may have some identical elements of other psychological', concepts, it still retains its originality, uniqueness and creativity, which help people understand human behaviour. The concept of emotional intelligence has since been tested and scientifically validated by the experts in psychology laboratories. Its applicability by the management and corporate sector may be judged from the fact that more and more organizations are coming forward to adopt the concept in India and elsewhere. Emotional intelligence involves the whole gamut of internal and external emotional management leading to the fruitful existence of an individual in this universe. EQ is also not a personality trait or characteristic though it may have reflections of original research carried out by psychologists in the areas of personality and intelligence. It is the way a person feels comfortable in his skin and accepts it in relation to himself and others. It connects directly to one's self and immediate environment and helps in understanding the emotional behaviour of the self and others.

www.theinternationaljournal.org > RJSSM: Volume: 02, Number: 03, July-2012
It can be said that emotional intelligence is the capacity to create positive outcomes in one’s relationships with others and with himself. Positive outcomes include joy, optimism, and success in work, school, and life. Emotional intelligence has been correlated with better results in leadership, sales, academic performance, marriage, friendships, and health. Emotional intelligence is being defined as skills to know who one is, how one’s thoughts, feelings, and actions inter-relate. In addition, it refers to skills to re-evaluate, direct, and transform oneself and skills to enlarge, direct, and make sense of one’s life. Feelings are a complex aspect of every person. While research has identified eight ‘core’ feelings such as fear, joy, acceptance, anger, sorrow; disgust, surprise, and expectation, all experience dozens, even hundreds, of variations each day. These emotions blend and merge and, frequently, they conflict. This fundamental of emotional intelligence helps one to sort out all of those feelings, name them, and begin to understand their causes and effects. It also helps to understand how emotions function in one’s brain and body, and the interaction of thought, feeling, and action (Singh 2001).

Emotional Intelligence is a person’s self-awareness, self-confidence, self-control, commitment and integrity and a person’s ability to communicate, influence, initiate change and accept change (Goleman, 1998). Emotional intelligence can be considered a mental ability that involves the ability to reason validly with emotional information, and the action of emotions to enhance thought. The term encompasses the following five abilities:

1. Self-awareness—knowing emotions, recognizing feelings as they occur, and discriminating between them.
2. Mood management—handling feelings so they’re relevant to the current situation and to react appropriately.
3. Self-motivation—“gathering up” feelings and directing towards a goal, despite self-doubt, inertia, and impulsiveness.
4. Empathy—recognizing feelings in others and tuning into their verbal and nonverbal cues.
5. Managing relationships—handling interpersonal interaction, conflict resolution, and negotiations.

The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer & Salovey, 1997). More specifically, this model defines emotional intelligence as involving the abilities to: accurately perceive emotions in oneself and others, use emotions to facilitate thinking, understand emotional meanings, and manage emotions.

Emotions are responses to specific events that have meaning to the individual, either positive or negative. They are generally more focused, of shorter time duration, and more intense than moods or feelings, and emotional responses involve several psychological subsystems, including the physiological, cognitive, motivational, and experiential (Barsade, et al, 2003; Salovey & Mayer, 1990). Organizations are emotional hotbeds because they produce situations likely to be meaningful to employees. Organizations involve complex relationships that are interdependent, often competitive, and compulsory. Employees often interact with a range of people not necessarily of their choice. Organizations are often characterized by hierarchical relationships, and stark differences are a primary cause of emotional response (Tiedens, 2001).

Organizations typically involve pressure surrounding deadlines and productivity, and high personal stakes—often an individual's self-identity is wrapped up with his or her perceptions of organizational achievement. People are often told to control their emotions, to suppress feelings like anger, joy, or fear, and cut them off from the decision-making process. This old paradigm suggests that emotions make us less effective; nothing could be farther from reality. Feelings provide insight and energy, and are the real basis for almost every decision. Instead of disconnecting one’s emotions, one needs to control his/her actions so that he/she has time to make the most creative, insightful, and powerful decisions. Particularly when dealing with conflict or crisis, one needs to slow down the process and apply carefully practised strategies that lead to decisions informed by the fused powers of heart and mind.

Three psychological dimensions of EI

Emotional intelligence constitutes three psychological dimensions—emotional competency, emotional maturity and emotional sensitivity—which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.

**Emotional Competency:** Constitutes the capacity to tactfully respond to emotional stimuli elicited by various situation having high self-esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion such as stress, burnout, learning to avoid negativity of emotions, handling egoism.

**Emotional Maturity:** Constitutes evaluating emotions of one self and others, identifying and expressing feelings, balancing state of heart and mind, adaptability and flexibility, appreciating other's point of view, developing others, delaying gratification of immediate psychological satisfaction.

**Emotional Sensitivity:** Constitutes understanding threshold of emotional arousal, managing the immediate environment, maintaining rapport, harmony and comfort with others, letting others feel comfortable in one’s company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully, realising communicability of emotions, moods and feelings, and having an insight into how others evaluate and relate to one.

The three dimensions of emotional intelligence have been given in the diagram found in annexure.
Review of Literature

Emotional intelligence is said to be twice as having social awareness or skill as important as technical skills and IQ for managing relationship but it does not guarantee success on jobs at all levels. Goleman (1998) suggests that “one has mastered the additional learning compared star performers with average required to handle a customer adeptly or to performers in senior leadership positions; resolve a conflict-just that, one has found that nearly 90% of the difference potential to become skilled at these in their profiles was attributable to emotional competencies.” Priyadarshini (2005) stated that as emotional intelligence is the capacity for effectively recognizing and managing emotions so it has the potential to get in the way of most important and personal relationships. Research in a variety of industries and job reveals that emotional intelligence is two times more important in contributing to excellence than intellect and expertise. Even educational Institutions which are in the threshold of change respond to the call to excellence by creation of a culture that integrates emotional intelligence into its very core value system in order to achieve complete transformation. Emotional intelligence among the faculty of an academic institution develops the power to influence outcomes by being the institution’s greatest asset in relationship building.

The furious pace of change in business today poses difficulty to manage relationships with sabotage business more than anything else. It is not a question of strategy that gets one into trouble it is a question of emotions. Researchers and professionals of management and human behavior ignored the importance of emotions and the ability (intelligence) of handling the emotions in day-to-day life situations till such a concept of Emotional intelligence was highlighted by Daniel Goleman in the book published during 1995. It is believed that learning difficulties as well as various problems of maladjustment at the workplace is due to the poorly developed emotional awareness, which when developed help people to respond to a variety of environmental situations (Singh, 2003). Emotional intelligence provides the ability to take optimal advantage of one's innate capabilities by regulating and making use of one's own emotions. It allows individuals to create human environment in which they can fully apply their abilities and accumulated experience. People with high emotional intelligence are able to use their emotions in its true sense by benefiting from its constituent dimensions i.e. self-awareness, self-management, social awareness and relationship management (Boyatzis et al, 2000). He also reported that those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in intelligence quotient.

More specifically, the executives high in emotional intelligence had 74 percent more successes and only 26 percent of the failures. The study included executives in Latin America, Germany, and Japan, and the results were almost identical in all the three cultures. Studies show that IQ alone will not make success in life and that the recipe for excellence gives far more importance to emotional competencies than to cognitive abilities. Emotional competence matters twice as much as IQ and expertise for excellent performance in all jobs. Top performers are found to be strong in each of the five Emotional intelligence areas: self-awareness, self-regulation, motivation, empathy, and social skills (Goleman, 1998).

At L’Oreal, sales agents were selected on the basis of certain emotional competencies significantly out sold salespeople selected on the basis of the company’s old selection procedure. Salespeople selected on the basis of emotional competence also had 63 percent less turnover during the first year than those selected in the typical way. In a national insurance company agent who were weak in emotional competencies such as initiative, and empathy sold policies with an average percentage. Those who were very strong in at least 5 of 8 key emotions sold policies worth £114/000 (Hay/McBer Research and Innovation Group, 1997). The executives selected based on emotional competence likely to perform in the top third based on salary bonuses of the divisions they led: 87 percent, were in the top third. In addition, division leaders with these competencies outperformed their targets by 15 to 20 percent (Priyadarshini, 2005).

After supervisors in a manufacturing plant received competencies such as how to listen better and help employees resolve problems on their own. After training lost-time accidents were reduced by 50 percent, formal grievances were reduced from an average of 15 per year to 3 year and the plant exceeded productivity goals by $250,000 (Cooper et. al, 1998). In another manufacturing plant where supervisors received similar training production increased 17 percent and there was no such increase in production for the group of matched supervisors who were not trained (Hunter and Hunter, 1984).

One of the foundations of emotional competence accurate self-assessment was associated with superior performance, several hundred managers from 12 different organizations (Boyatzis et. al, 2000). In another emotional competence study, the ability to handle stress was linked to success as a store manager in a retail chain. A study to 130 executives found that how well people handled their own emotions determined how much people around them preferred to deal with them. For sale representatives at a computer company, those hired based on their emotional competence were 90 percent more likely to finish their training than those hired on other criteria. At a national furniture retailer, sales people hired competence had half the dropout rate during their first year. Hence it could be seen that emotional sensitivity and competence has the capacity for effectively recognizing and managing one's own emotions and those of others. It also has the potential to get in the way of one’s most important business and personal relationship (Singh, 2003).

Emotional Intelligence (EI) is coined interchangeably with Emotional Quotient (EQ). If EQ matters, then it is important to know the consequences of low or high EQ. It is understood that EQ is a matter of degree and that it may not have anything to do with IQ. High EQ is likely to lead to general happiness, i.e. people deal with upsets easily and simply are comfortable. An effective management and
regulation of unhealthy feelings gives them a competitive advantage to face challenges at work. But what are the benefits of being aware of how they feel from an interpersonal point of view? Their ability to choose a friend who is best suited to them depends on how aware they are of their own inner feelings. If their EQ is not high, it is likely that they will choose a friend who is not well suited to them. The cost of this may be very high. Eventually, they may find best to end such a friendship.

High EQ is associated with feelings of general happiness, when people have high EQ, they are more likely to recognize both the source of negative feelings as emerges from negative organizational politics and have the confidence to take corrective action, and thus increase long-term happiness and performance at work. They will set their own values and beliefs. They will lead their life according to their own norms, rather than be governed by society's norms. The more a society truly values individual freedom, and respects individual needs and feelings, the easier this will be. Finally, the higher their EQ, the more they will assume responsibility for their own happiness, and the less they will depend on society. Research has revealed that people with high EQ are happier, healthier and more successful in their relationships. They strike a balance between emotion and reason, are aware of their own feelings, are empathic and compassionate towards others and also show signs of high self-esteem (Priyadarshini, 2005).

**Emotional Intelligence at Work Place:**

According to Priyadarshini (2005) the quality of relationships within an organization significantly impacts productivity or the quality of the product itself. Work place is no exception. In a study of the effects of staffing structure and processes on selected student outcomes, Roberts (2002) found that the relationships between staffing from different departments were a strong predictor of student satisfaction and hard evidences also existed for the value of relationships in the delivery of student care. The work place marketplace is keeping pace with the operational and structural changes in the corporate world. Indeed, both profit and non-profit organization are engaging in market - based, capitalistic competition and paying close attention to revenue, expenses, and the quality of the product line. Performance matters more than ever, but is no longer measured on the basis of clinical skill alone. Excellence in staffing involves the ability to provide an overall positive work place using emotional intelligence (Salovey et al., 1990).

It's widely assumed that women are more "in touch" with their feelings than men that they react more emotionally and are better able to read emotions in others. Is there any truth to these assumptions? According to Sternberg (1996) the evidence does confirm differences between men and women when it comes to emotional reactions and ability to read others. Women show greater emotional expression than men, they experience emotions more intensely; and they more frequently express both positive and negative emotions, except anger. In contrast to men, women also report more comfort in expressing emotions. Finally, women are better at reading nonverbal cues than are men.

These differences suggest three possible answers. One explanation is the different ways men and women have been socialized. Men are taught to be tough and brave; showing emotion is inconsistent with this image. Women, on the other hand, are socialized to be nurturing. This may account for the perception that women are generally warmer and friendlier than men. For instance, women are expected to express more positive emotions on the job (for example, by smiling) than men, and they do. A second explanation is that women may have more innate ability to read others and present their emotions than do men. Thirdly, women may have a greater need for social approval and a higher propensity to show positive emotions such as happiness.

Some original research has been done in India to judge the impact of emotional intelligence on various other psychological factors in the government and business organisations. These studies are culture specific and have been carried out on the Indian population. In one of the studies the hypothesis that different professions may require a different level of emotional intelligence was tested (Singh, 2003). The study conducted on 347 professionals from 18 different professions reveals that different professions do require different EQ levels. The study found that 18 professions may be grouped into three clusters. The first cluster constitutes those professions that exhibit an extremely high EQ level-artist, insurance, advertisement and social work. It means that with reference to EQ these professions are similar and hence may be interchangeable. It may be that for satisfaction in these professions, one need to have a high degree of EQ The second cluster has six professions which exhibit a high EQ level-teaching, legal, tourism, politics, business/entrepreneurship and police. This means that the professions in this cluster are homogeneous in nature. It shows a kind of commonality among these professions. To be a star performer in any of these professions, one needs a high EQ level. The third cluster constitutes eight professions exhibiting average EQ: judiciary, administration, information.

Change no longer has to come from the highest ranks of the organization as hierarchies are being replaced by networks, and leaders are recognizing the value of innovation at all levels (Goleman, 1998). The shift in the way successful organization adapts to change has brought forth a need for a leader who can shape organizational evolution. In educational institutions, faculty, as the largest group of workplace professionals have the power to influence outcomes by being the organization’s greatest asset in relationship building. However relationship building through Emotional intelligence needs to be integrated into the value system of the entire transformation in order to achieve complete transformation (Hein 1996).

If we talk about Education Industry, Singh (2003) suggests that the position of the faculty member is unique within the organization which compels him or her to deal with students, peers. The creation of a culture that integrates Emotional intelligence in to its very core, needs to embrace
the opportunity. Male and female members are having moderate EQ though females were higher on Emotional intelligence than men. It has been found that there is a significant difference between Emotional intelligence with respect to education levels. Emotional intelligence increases with the increase in the span of experience. It was found that experience is the most important factor for emotional intelligence as it begins from the low of EQ (200) to high EQ (250).

There is a positive relationship between Emotional intelligence and designation. The different levels of designation lead to different EQ. That is as the designation progressed emotional intelligence increases. Gender has got significant impact on emotional competence. Emotional maturity is different with respect to male and female staff. Though men and women are equal in their ability to increase Emotional Intelligence, women tend to be stronger than men on competencies based on empathy and self-regulation. The Emotional intelligence of staff increases as age progresses. This is similar to the comparison of Salovey and Mayer (1990) study that an evaluation of more than 3000 men and women of ages varying from teens to 50s, revealed small but steady and significant increase in emotional intelligence with advancing age. Further a peak was observed in the 44 age group. They confirmed that emotional intelligence developed with increasing age and experience as a person progressed from childhood to adulthood.

According to Singh (2003) emotional Intelligence, unlike IQ, can be improved throughout the life in a serendipitous fashion; life offers innumerable chances to tune one’s emotional competence. In a normal course of lifetime, emotional intelligence tends to increase as one learn to be more aware of feelings, effectively handle distressing emotions, to listen and empathize. To a greater extent, people become more mature as they become more sensitive to the feeling of others. It is suggested that though staff members are having moderate emotional intelligence which is conducive for their managing emotions and those of others, but there is room for increasing their EQ. One of the ways to increase emotional intelligence is initially to be sensitive to feelings and then recognize what they intend to provide. Also it might be necessary to inculcate a habit of recognizing and differentiating thoughts, feelings and actions.

It would also be essential to understand and examine what basically has led to those feelings and feelings to as to rationalize the actions. This is possible by practice and age is not a constraint to do this. Experience and research believes that strong feelings, both negative and positive are contagious in nature i.e., just enthusiasm and optimism are contagious; pessimism and negativity are also contagious. Hence forth, improving better communication to express the right feelings at the appropriate time to the right person also make it important. Experience is the most important factor for Emotional intelligence. Therefore it can be said that as experience increases there is a positive improvement of Emotional Intelligence. People in different designation have different levels of emotional Intelligence. It is seen that even if all staff members are having moderate EQ but it increases as they scale up to higher positions (Priyadarshini, 2005).

According to Goleman (1995) emotional intelligence, an intangible asset is a sophisticated process involved in the recognition, usage, understanding, and management of one's own and others' emotional state and the ability to use those feelings to motivate, plan, and achieve. Leadership in the present century requires new skills that include those associated with emotional intelligence for the success of the organization. Leadership, culture, and organizational development have become a part of issue associated with emotional intelligence. Possession of clear knowledge and understanding of emotional intelligence of employees helps in creation of an organizational environment that has a tendency to develop and maintain social capital. Therefore, the sole measure of an organization's success should include measures that affect revenue generation. Attention should be given to the evolving indicators associated with the organization along with the old ones such as profits (Gandotra, et. al, 2007).

In 1973, David C. McClelland proposed that, to assess performance one should test for 'competence rather than intelligence'. Other researcher for example, Stacey (1996) supported this view. He defined competency as a cluster of related knowledge, attitudes and skills included personality characteristics, such as motives and traits, and listed five types of competency characteristics: motives, traits, self-concept, knowledge and skill. All the three aspects must be present if a person wants to be effective in the workplace. Both industry and academia accepted the relevance and importance of these three competencies for excellence in performance (Salovey et. al, 1990). Over time, knowledge and skill can be acquired through training, development and learning. But to improve performance, one has to increase not only his/her knowledge but also the understanding of how that knowledge may be applied or the skill to apply it. Managing negative emotion, frustration and depression and maintaining healthy relationship with colleagues play a vital role in projecting a positive attitude towards work.

Emotional intelligence, as discussed earlier, represents a set of attributes for monitoring self and others’ feelings to help the individual in taking effective measures and action in a given situation (Goleman, 1995; Salovey & Mayer, 1990; Indian Authors like Radha (1985) also acknowledged the significance of emotional intelligence in job effectiveness. Therefore, a close and direct relationship between emotional intelligence (both the self and the interpersonal component) and performance is expected. Some of the most important research findings in this regard were demonstrated as follows:

Performance and 'Self' Skill Component of Emotional Intelligence: Empirical Evidence. Studies conducted by International Buenos Aires Office certified that despite having high IQ, executives with low emotional intelligence failed in their jobs. Parallel analysis of it in Japan and Germany also showed the same pattern (Singh, 2003). Several researches (for example, Salovey & Mayer, 1990; Goleman, 1995, 1998; Cooper, 1998) supported the view. A
national survey of American employers revealed that six of seven desired traits for entry-level workers were non-academic (Goleman, 1998) and were related to the understanding and recognition of self and others' feelings and taking appropriate actions (Cooper, 1998). Inevitably, these were components of emotional intelligence.

Cherniss (2002) from a study conducted in Met Life Insurance, revealed that new salesmen who were optimists sold 37 percent more insurance in their first year than did pessimists; when the company hired individuals who scored high in optimism, but failed normal screening, they outsold the pessimists by 21 percent in their first year and 57 percent in the second year. Singh (2005) also described in a study that optimistic sales persons sold 37 percent more insurance than their pessimistic peers. A study on 100 bank employees by Manila University (cited in D. Singh, 2003) showed that IQ scores were virtually unrelated with job performance whereas, EQ score accounted for 27 percent of job performance. Multi-Health Systems (MHS) and the US Air Force observed that EQ accounted for 45 percent of success and assertiveness, empathy, interpersonal skills, problem solving skills and optimism were the main influencing and differentiating factors in recruiting employees. It was also mentioned by researchers (Singh, 2003) that the ability of EQ to predict job performance ranged from 0.47-0.56 whereas the ability of IQ to predict job performance ranged from 0.20-0.30. Goleman (1995 and 1998), however, argued that emotional intelligence itself was not the strong predictor of job performance, but it provides the bedrock for competencies that were important.

Emotionally Intelligent leadership is the key for creating an environment, which nurtures employees and motivates them to do their best. This contributes towards better business performance. Similarly, McClelland (1998), while studying the division heads of a global food and beverage company found a relationship between Emotional Intelligence in a leader and business results. The division, which had leaders who were good in Emotional Intelligence competencies, outperformed their yearly revenue targets by a margin of 15 to 20 percent, whereas the division which was headed by the leaders weak in Emotional Intelligence competencies were short of their yearly revenue targets by about 15 to 20 percent (Goleman, 1998). Emotional Intelligence in a leader has an influence on the organizational climate. Some people believe organizations involve human beings without having any feelings and mathematically measuring the performance of each individual. Emotion is now recognized as a key feature of the work. A display of friendliness, involving direct eye-contact and a smile, has become an integral part of the job. Different occupations require varied emotional displays: nurses must show care and affection; sports coaches' enthusiasm and drive; and professional wrestlers anger and hate.

The two discourses, emotional labour and leaders as visionary passion-stirrers, are closely intertwined with a third discourse, according to which emotions are cultural phenomena, whose meanings emerge through culture: Normally, one thinks of his / her own emotions as the outcome of his / her own personal psychological states. Social constructionists have relied on the theories propounded by LeBon (1963), Durkheim (1915, 1961) and Simmel (1971), suggesting that human sentiments are intensified when affirmed collectively. Emotion lies at the heart of human motivation-emotion is motivation. It is not accidental that both the words are derived from the Latin word emovere, to move. Emotion is what holds groups together (Freud, 1921), and even what destroys them. Being in love and being under hypnosis are the two closest psychological states to being member of a group. Many organizational emotions recreate instances from both personal and collective past. Superior-subordinate relations, for example, may be charged with emotions, especially anxiety, envy and guilt, first experienced within a parent-child relationship (Krantz 1989; Lapiere, 1989; Gabriel, 1997).

Organizations are complex mazes in which different emotions travel, mutate and interact, as individuals transact in resources’ information and power, but indulge in credit and blame game. Leaders continually intervene in the emotional processes of their organizations, knowingly or unknowingly, yet their interventions can be unpredictable. Hirschhorn and Gilmore (1993) have shown how a leader's attempts to initiate increased participation among the followers may lead to a vicious circle of vulnerability, withdrawal, anger and frustration among subordinates, which pushes the leader towards authoritarianism. Similarly, Lapiere (1989) has reported how leaders must walk an emotional tightrope to pass emotional tests laid by their subordinates. If they err on either side, they risk losing the respect of those whom they lead. The subject of emotion in organizations has an established literature, reflecting both a social-constructionist standpoint (Hochschild, 1979, 1983; Fineman, 1993) and a psychodynamic exploration of emotion at work (Kets de Vries and Miller, 1985). Theoretical and empirical research has been conducted on the relationship between emotional expression and employee effectiveness (Rafaeli and Suttan, 1987).

The roles of emotions in the leadership process are often not explicitly considered in the leadership literature with an exception on charisma (Conger et al, 1997). This relative neglect is not surprising as organizational literature has been dominated by a cognitive orientation (Igen and Klein, 1989), with feelings being ignored or being seen as something that get in the way of rationality and effective decision making (Albrow, 1992). Similarly, the researches on motivation theory have ignored how workers' moods and emotions influence their choice of work activities, level of efforts and level of persistence in the face of obstacles (George and Brief, 1996). Some of the abilities related to Emotional Intelligence have been shown to be capable of influencing workplace behaviours. For instance, self-awareness has been shown to contribute to a leader's performance (Sosik and Megerian, 1999), whereas emotional regulation has been considered a prerequisite for maintaining relationships in the workplace (Martin et al, 1998).
Emotionally intelligent persons represent better ability for problem solving and for managing stress, more pulse control and a more positive attitude towards oneself and others implying greater enjoyment of life, resulting in psychological well being which motivates a person for better work performance. High emotional intelligence is a protective factor for mental and physical health. Also people with high levels of emotional awareness were found to be less likely than others to show mood congruent biases in their judgments thus better perform in their jobs.

References:


Webliography:


Annexure

Figure – 1.2 Defining Emotional Intelligence