
Emotional Intelligence In Workplace

*Lalita Singh**

Abstract

Over the past several years, the term Emotional Intelligence has received much attention as a factor that is potentially useful in understanding and predicting individual performance at work. This paper examines the roots of the emotional intelligence movement and issues surrounding its application in management.

Emotional Intelligence, commonly abbreviated as EI, is defined as our capacity to perceive, express, understand and manage our own emotions and the emotions of others in an effective and appropriate manner, both in the workplace and in our personal lives it is the innate potential to feel, use, communicate, recognize, remember, learn from, manage and understand emotions. The concept of emotional intelligence is an umbrella term that captures a broad collection of individual skills and dispositions, usually referred to as soft skills or inter and intra-personal skills, that are outside the traditional areas of specific knowledge, general intelligence, and technical or professional skills. Typically, "emotional intelligence" is defined in terms of emotional empathy, attention to, and discrimination of, one's emotions, accurate recognition of one's own and others' moods, mood management or control over emotions, response with appropriate (adaptive) emotions and behaviors in various life situations, especially to stress and difficult situations, balancing of honest expression of emotions against courtesy, consideration, and respect (i.e., possession of good social skills and communication skills). Additional, though less often mentioned qualities, include selection of work that is emotionally rewarding to avoid procrastination, self-doubt, and low achievement (i.e., good self-motivation and goal management) and a balance between work, home, and recreational life and unlike IQ or other traditional measures of intelligence, EI can be developed and dramatically increased.

Emotional Intelligence, also called EI and often measured as an Emotional Intelligence Quotient or

EQ, describes an ability, capacity, or skills to perceive, assess, and manage the emotions of one's self, of others, and of groups. However, being a relatively new area, the definition of emotional intelligence is still in a state of flux. The term "emotional intelligence" appears to have originated with Wayne Payne, but was popularized by Daniel Goleman. The leading research on the concept originated with Peter Salovey and John "Jack" Mayer starting in the late 1980s. In 1990, their seminal paper (1990) defined the concept of intelligence. Mayer and Salovey continued to research the concept. The term "emotional quotient" seems to have originated in an article by Keith Beasley. EI is an old discipline but still not very famous in work practices till few years back. There was a time when IQ was considered to be the major determinant of success in life but in the last decade the psychologist Daniel Goleman has argued that emotional intelligence, or EI, is more important.

He attempts to explain why so many people with high IQs end up working for people with average ones and he comments that it is increasingly evident that IQ tests do not measure the aptitudes that count most in life but merely measure the ability to do the tests. In order to be a well adjusted, fully functional member of society (or family member, Spouse,

** Ms. Lalita Singh
Faculty, (HRM)
New Delhi Institute of Management*

employee, etc.), one must possess both traditional intelligence (IQ) and emotional intelligence (dubbed EQ). This view fits well with the commonly held notion that it takes more than just brains to succeed in life - one must also be able to develop and maintain healthy interpersonal relationships

Goleman described five domains that delineate the parameters of emotional intelligence.

- *Self-awareness*-The ability to recognize a feeling as it is happening is fundamental to emotional intelligence. If we are unable to notice our emotions, we can be overwhelmed and can flounder at the mercy of these strong feelings.
- *Managing emotions*- the ability to maintain an even keel or bounce back quickly from life's upsets builds on the preceding skill. We want to have a sense of control over our emotions so that we can deal with them appropriately.
- *Self-motivation*- Underlying the accomplishment of any sort of goal is the ability to marshal our emotions in pursuit of that end. For creative tasks, focus and mastery (learning to delay gratification and stifle inappropriate desires) are important skills, and emotional control is essential.
- *Recognizing the emotions of others*- "People" skills are based on a capacity for empathy and the ability to stay tuned to the emotions of others. Empathy kindles altruism and lies at the basis of professions that deal with caring for others, such as teaching, management, and the healing arts.

Handling relationships- Interpersonal effectiveness is dependent on our ability to manage the emotions of others. Brilliant projects and innovative insights are often never realized because of a lack of social competence and leadership skills.

Does 'emotional intelligence' matter in the workplace?

"...Success at work is 80% dependent on

emotional intelligence and only 20% dependent on IQ," HR magazine, November 1997.

EI, its influence on workplace and leadership success and its use as a tool to measure and develop employees, is a concept that still generates debate for a number of reasons. EI challenges the maxim that emotions are best left out of the workplace. Then there's the element of basic human fear - of emotions and confrontation. Emotional Intelligence or "EQ" is a different way of being smart at work. It includes such competencies as optimism, motivation, empathy and social competence. These competencies lead to self-awareness of how our strengths and challenges affect our performance. They help guide decision-making and help us be more effective team members. They enable us to frame criticism as helpful rather than confrontational. They help us create an atmosphere where diversity is valued. They help us network effectively. Learn how such awareness can be a guide in fine tuning on job performance of every kind, from managing unruly feelings, to keeping ourselves motivated, to tuning in with accuracy to the feelings of those around us and developing good work related social skills. People who rise to the top of their field—whether it's psychology, law, medicine, engineering or banking—aren't just good at their jobs. They're affable, resilient and optimistic, suggests a growing store of studies on professional leaders. Bosses and leaders, in particular, need high EQ because they represent the organization to the public, they interact with the highest number of people within and outside the organization and they set the tone for employee morale, says Goleman. Leaders with empathy are able to understand their employees' needs and provide them with constructive feedback, he says. A key workplace goal is greater harmony among work teams. When differences of opinion surface, there is an increased willingness to listen to other points of view and learn from one another. In addition, when people are less defensive, they are able to find humor in situations and appreciate lightheartedness. These actions often lead to increased creativity and innovative problem-solving that usually results in greater customer satisfaction and better economic performance.

High EQ = low insecurity = more openness

In *'Working With Emotional Intelligence'*, Goleman applies the emotional intelligence concept

to the workplace setting. In this analysis, he argues that the emotionally intelligent worker is skilled in two key areas he presents in his emotional competence framework. These are "personal competence" - how we manage ourselves, and "social competence" - how we manage relationships. Each broad area consists of number specific competencies, as outlined in the table below.

As the world looks toward the future, customer needs are constantly changing and evolving. To meet those unknown expectations, companies will need to build teams with diverse and emotionally intelligent specialists. Increasing emotional intelligence produces more effective work groups, greater harmony

in the workplace and, ultimately, more resilient organizations. Increased emotional intelligence correlates well with an increased ability to interact effectively with potential external customers. Using attuned listening skills, emotionally intelligent people can hear a wider range of customer needs, and can often more easily prevent or resolve problems. Such actions help to build healthier and more productive relationships. Those with higher emotional intelligence also have the edge when faced with the challenges of globalization and diverse cultures. In addition, as organizations begin to incorporate more diverse perspectives into work processes, the personal leadership offered by emotionally intelligent individuals will greatly assist in the process.

Personal Competence	Social Competence
Self Awareness (of internal states, preferences, resources, and intuitions) Self Regulation (of internal states, impulses, and resources) Motivation (tendencies that facilitate reaching goals)	Empathy (Awareness of others feelings, needs, and concerns) Social Skills (Adept at inducing desirable responses in others)

WHAT HAPPENS WHEN EQ IS LOW?

Low level EQ can be expensive in terms of lost money, opportunity, time, relationships, promotions, careers, projects, goals, accomplishments, self-esteem, marriages, physical and emotional health, and even lives. This fact can be better justified by the help of following research findings:

- 75% of careers are derailed for reasons related to emotional competencies
- 70% of the reasons why customers and clients are lost are EQ-related
- 50% of time wasted in business is due to lack of trust
- Seniors get worse in hospitals when the physical therapists don't engage with them
- Counseling clients fail to change because their counselors lack empathy or optimism
- 50% of marriages fail
- Suicide is the 3rd leading cause of death for youths aged 15-24 in the US.
- Think this is a result of industrialized society?

Think again. Samoa has the highest suicide rate in the world.

- Impulsive boys are 3-6x as likely to be violent adolescents.
- Low levels of empathy predict poor school performance.
- Gifted children suffer from not being able to read social cues which leaves them isolated in childhood
- Doctors with poor EQ skills get sued more
- 75-90% of visits to primary care physicians in the US & Canada are due to stress-related problems
- Pessimists live shorter, healthier, unhappier, lives, and are less likely to achieve their potential than optimists
- College students in a study with the same IQ and GPA who did not write down their career goals with intentionality were 50% less successful 15 years later
- Perfectionists produce, succeed, and have a markedly higher suicide rate.

There are gender differences in emotional intelligence as well, says Stein. After administering EQ assessments to 4,500 men and 3,200 women, his organization found that women score higher than men on measures of empathy and social responsibility, but men outperform women on stress tolerance and self-confidence measures. In other words, says Stein, women and men are equally as intelligent emotionally, but they're strong in different areas.

Guidelines for Promoting Emotional Intelligence at Workplace

The Hay Group states one study of 44 Fortune 500 companies found that salespeople with high EQ produced twice the revenue of those with average or below average scores. In another study, technical programmers demonstrating the top 10 percent of emotional intelligence competency were developing software three times faster than those with lower competency. Additional research unearthed the following success stories. A Fortune 500 company in financial services proved that their high EQ salespeople produced 18 percent more than the lower EQ salespeople. One recent study conducted by a Dallas corporation measured that the productivity difference between their low scoring emotional intelligence employees and their high scoring emotional intelligence employees was 20 times. A Texas-based Fortune 500 Company had utilized personality assessments for candidate selection for years with little results in reducing turnover in their high turnover sales force. After turning to an emotional intelligence-based selection assessment and EQ training and development program, they increased retention by 67 percent in the first year, which they calculated added \$32 million to their bottom line in reduced turnover costs and increased sales revenues. A large metropolitan hospital reduced their critical care-nursing turnover from 65 percent to 15 percent within 18 months of implementing an emotional intelligence screening assessment. A community bank that reduced staff by 30 percent due to the sluggish economy assessed the remaining workforce for their emotional intelligence competencies, placed them in the right role for those competencies, and the bank is now producing more with less people.

Above facts vehemently push every organization to promote EI in their workplaces, but how it can be

done? Cary Cherniss and Daniel Goleman had proposed 22 guidelines that represent the best current knowledge relating to the promotion of EQ in the workplace, summarized as:

Paving the way

- Assess the organization's needs
- Assessing the individual
- Delivering assessments with care
- Maximizing learning choice
- Encouraging participation
- Linking goals and personal values
- Adjusting individual expectations
- Assessing readiness and motivation for EQ development

Doing the work of change

- Foster relationships between EQ trainers and learners
- Self-directed change and learning
- Setting goals
- Breaking goals down into achievable steps
- Providing opportunities for practice
- Give feedback
- Using experiential methods
- Build in support
- Use models and examples
- Encourage insight and self-awareness

Encourage transfer and maintenance of change (sustainable change)

- Encourage application of new learning in jobs
- Develop organizational culture that supports learning

Evaluating the change - did it work?

- Evaluate individual and organizational effect

Conclusion

Emotional intelligence is the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Emotional intelligence (EI) is perhaps the most crucial determinant of success in the workplace. Emotions influence all aspects of our lives, it's impossible to separate them from work they can influence the decisions we make and the way we behave and **EI** is the act of intentionally using emotions in guiding thinking and behavior. It is scientifically

documented as a key factor in successfully leading ourselves and others in the work environment. It involves developing an effective level of self-awareness and management, promotes motivation of self and others, and uses interpersonal competencies to communicate effectively in all forms of workplace relationships. Goleman (1995) takes a somewhat broader position in describing emotional intelligence. In his writings, emotional intelligence consists of five factors: Knowing one's emotions, managing emotions, motivating one, recognizing emotions in others, and handling relationships. It is broadly recognized that non-cognitive factors (e.g., personality, emotional intelligence, creativity, etc.) are important determinants of work behavior, especially in a rapidly changing work environment. Because fast moving changes in every area every organization should try to promote concept of EI, for which Cary Cherniss and Daniel Goleman had proposed 22 guidelines.

References:

1. Goleman, Daniel (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam Books.
2. Goleman, Daniel (1998). *Working With Emotional Intelligence*. New York; Bantam Books.
3. Lee, C. (1996). *Et-tu, EQ? Training*
4. Mayer, J. D. & Salovey, P. (1995). Emotional intelligence and the construction and regulation of feelings. *Applied & Preventive Psychology*,
5. Mayer, J. D. & Salovey, P. (1993). The intelligence of emotional intelligence.
6. Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*
7. Neely-Martinez, M. (1997). The smarts that count. *HR Magazine*
8. Stamps, D. (1996). Are we smart enough for our jobs?
9. www.en.wikipedia.org/wiki/emotionalintelligence
10. www.leadershipadvantage.com/nagingWithEmotionalintelligence.shtml
11. <http://www.zeroriskhr.com/ZeroriskhrCom/Articles/EQ.aspx>