

## Emotional Intelligence for Workplace Leaders



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### Abstract

This paper aims to look at the research-based models of emotional intelligence and explored the role of emotional intelligence in the leaders of the organizations. A growing body of research supporting the value of emotional intelligence in today's companies is been presented in this paper. The role and importance of emotional intelligence in today's scenario to gain competitive advantage in the organizations are discussed. To achieve the high goals and expectations of the industry in the 21st century, the intentional inclusion and development of emotional intelligence skills in leaders` of the organization's today has become very vital.

### Keywords

Emotional Intelligence, Engagement, Retention, Human resources, performance

### Introduction

Many companies are today seeing ways to boost their competitive advantage in an increasingly hostile environment. With the uncertainty of the economic climate coupled with increased global competition, businesses need manageable solutions that will positively impact the bottom-line. One solution which has been proven to pay substantial dividends, but which has been traditionally been overlooked in many organizations, is the development of Emotional Intelligence of its workforce.

Emotional intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. Emotional Intelligence is "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Peter Salovey and John D. Mayer ,1990)

Emotional Intelligence is the concept of "social intelligence" as the ability to get along with other people. Also a school of thought suggests that Emotional Intelligence as an affective component which is essential to success of life. (David Wechsler, 1940). Many

have also stated that one can build emotional strength depending upon the situation in which he is. (Abraham Maslow, 1950).

The concept of emotional intelligence is popularized after publication of psychologist and New York Times science writer wrote a book on Emotional Intelligence: Why It Can Matter More Than IQ. (Daniel Goleman, 1995).

### **Literature Review**

Emotional Intelligence (EQ) has emerged as a key differentiator between high performance and average or low performance. Research has shown that EQ skills result in improved leadership, better recruiting and higher sales. There are a variety of studies done in the area of Emotional Intelligence.

Intelligence quotients (I.Q.'s) were developed and used during the initial part of the 20<sup>th</sup> century as measures of intelligence. French psychologist Alfred Binet pioneered the modern intelligence testing movement in developing a measure of mental age in children, a chronological age that typically corresponds to a given level of performance (Myers, 1998). More modern studies linked a person's I.Q. with their potential for success in general (Weschler, 1958) as well as with elements such as leadership success (Lord, DeVader, & Alliger, 1986). However, the validity of the general academic measure of I.Q. was soon challenged on the grounds that it did not consider situational factors such as environment or cultural setting when predicting achievement (Riggio, Murphy, & Pirozzolo, 2002). Theorists began to hypothesize that perhaps cognitive intelligence as measured by I.Q. tests did not encompass intelligence in its entirety, but that perhaps several types of intelligences could coincide within one person.

Early theorists such as Thorndike and Gardner paved the way for the current experts in the field of emotional intelligence. Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability or mixed model. Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Currently, the only ability model of emotional intelligence is that proposed by John Mayer and Peter Salovey. Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal well-being. In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001).

### **Methodology**

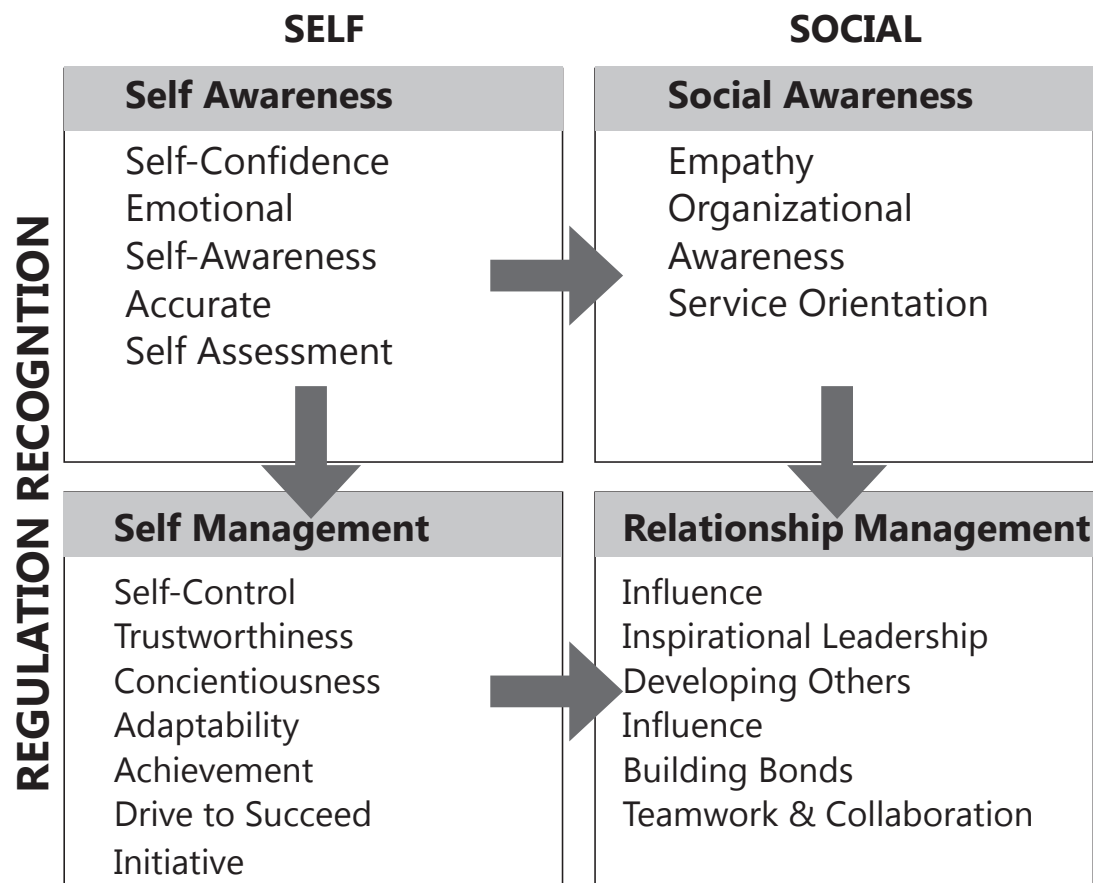
This study aims in comparing different models of Emotional Intelligence by studying the various variables of Emotional Intelligence which impacts the behavior of the employee in an organization and the analysis would be done considering the practices

of various companies that can be used by leaders of the companies to manage the EI of their employees.

**Emotional Intelligence Models**

DrGoleman asserted that “The criteria for success at work are changing. We are being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well handle ourselves and each other. This yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who retained, who past over and who promoted...”

Goleman’s definition of emotional intelligence proposes four broad domains of EQ which consist of 19 competencies:



Source :<http://www.psychometric-success.com/index.htm>

**Self-Awareness**

- Emotional self-awareness: Reading one’s own emotions and recognizing their impact
- Accurate self-assessment; knowing one’s strengths and limits
- Self-confidence; a sound sense of one’s self-worth and capabilities

### **Self-Management**

- Emotional self-control: Keeping disruptive emotions and impulses under control
- Transparency: Displaying honesty and integrity; trustworthiness
- Adaptability: Flexibility in adapting to changing situations or overcoming obstacles
- Achievement: The drive to improve performance to meet inner standards of excellence
- Initiative: Readiness to act and seize opportunities
- Optimism: Seeing the upside in events

### **Social Awareness**

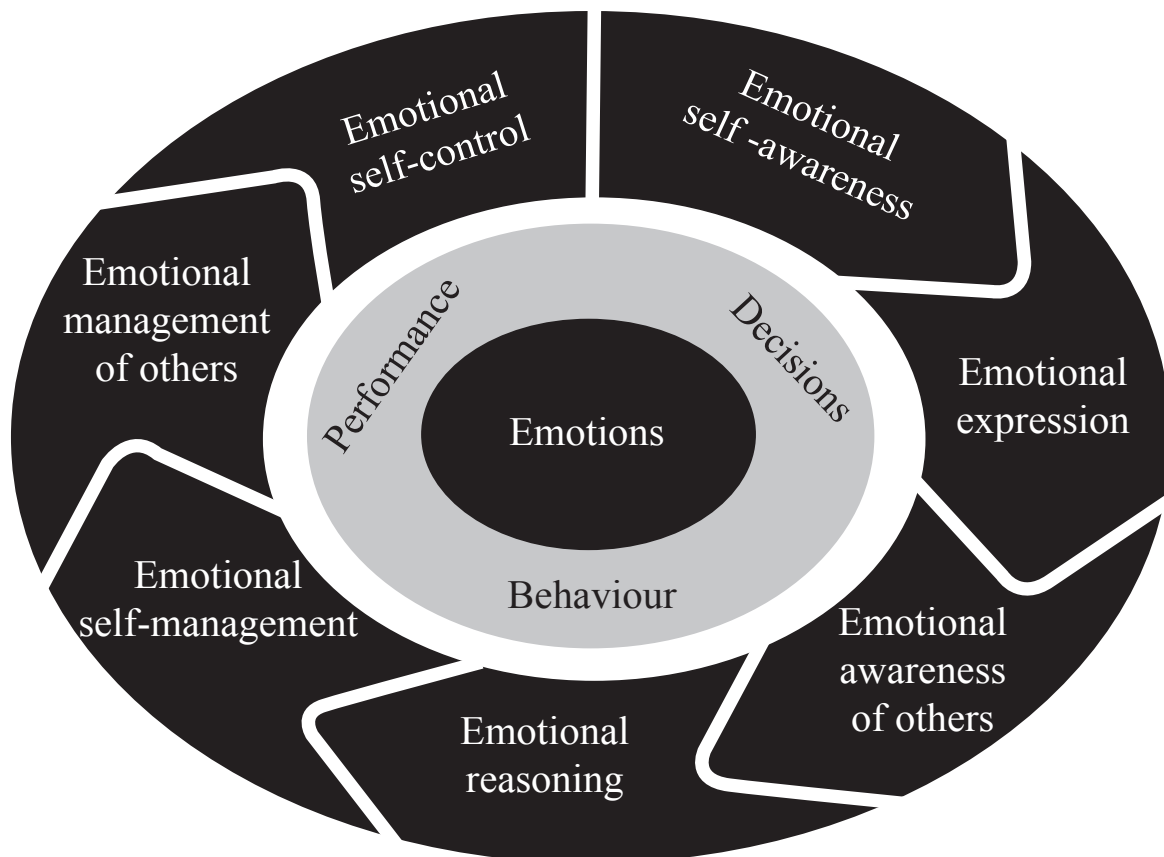
- Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns
- Organizational awareness: Reading the currents, decision networks, and politics at the organizational level
- Service: Recognizing and meeting follower, client, or customer needs

### **Relationship Management**

- Inspirational leadership: Guiding and motivating with a compelling vision
- Influence: Wielding a range of tactics for persuasion
- Developing others: Bolstering others' abilities through feedback and guidance
- Change catalyst: Initiating, managing, and leading in a new direction
- Conflict management: Resolving disagreements
- Building bonds: Cultivating and maintaining a web of relationships
- Teamwork and collaboration: Cooperation and team building

There is general agreement that the factors that Goleman and his colleagues have identified are indeed emerging as a key element of workplace success. This is because the way that most organizations work has changed in the last 20 years. There are now fewer levels of management than there were and management styles tend to be less autocratic. In addition, the move towards more knowledge based, team working and customer focused jobs means that individuals generally have more autonomy, even at fairly low levels within organizations.

Whereas, the other model by Boyle and Humphrey gathered data from 43 studies and performed a 3-part test to classify their findings. These series of tests, known as EI streams, measured EI and its effect on job performance. The first stream was a four-branch ability test which categorizes that EI into different branches. They were perception and expression of emotion, emotional facilitation of thinking, understanding and analyzing emotions and employing emotional knowledge. The second stream used a self-report measure to capture the emotions that employees were feeling the workplace. The final stream used to measure the data was a traditional test to measure social skills.



Source : Study by Ernest H. Boyle, 2010

The EI streams measured the main concepts behind EI. Boyle and Humphrey's main hypothesis in this study was to prove that all three EI streams are correlated with job performance. Each section of the test confirmed Boyle and Humphrey's main hypothesis. "The three streams of EI research, ability measures, self- and peer-report measures, and mixed models, all predict job performance equally."

The term emotional intelligence (EI), first introduced in the 1990s by Peter Salovey of Yale University and John (Jack) Mayer of the University of New Hampshire, refers to how thinking about emotion and integrating emotion into cognitive processes both facilitate and enhance reasoning. Similar to conceptualizations of intelligence, EI involves the capacity to engage in abstract reasoning, but about emotions in particular. According to the Salovey and Mayer model, there are individual differences in EI, such that individuals who are more skilled at perceiving, using, understanding, and managing emotions are more successful at accomplishing many learning and social tasks than those who are less skilled.

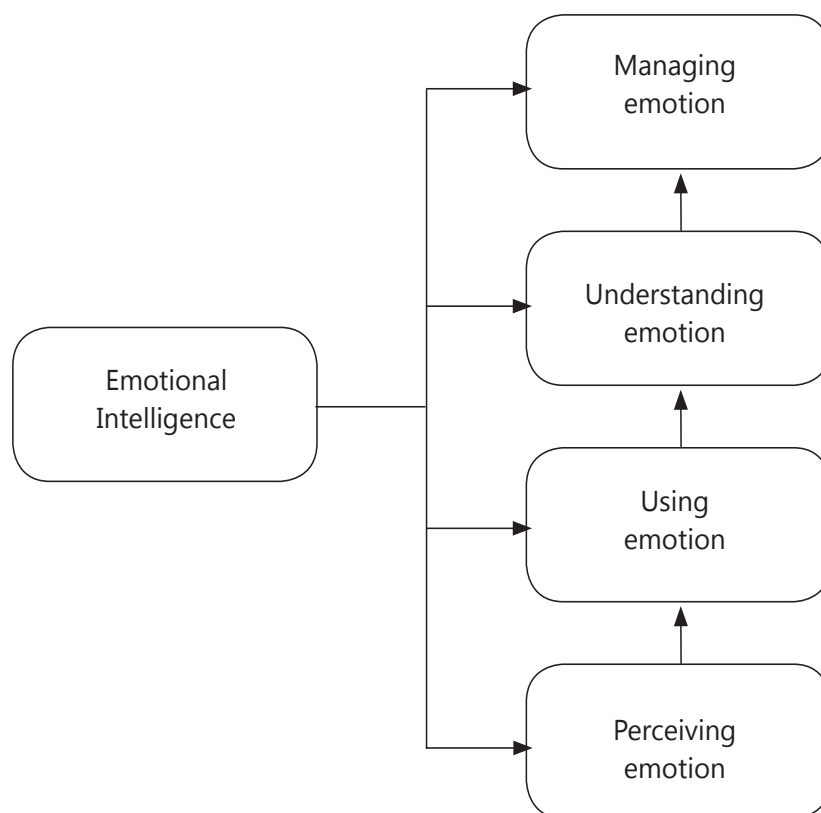
In the 1980s, the concept of intelligence was broadening to include an array of mental abilities. Most notably, Howard Gardner, who was primarily interested in helping educators to appreciate students with diverse learning styles and potentials, advised practitioners and scientists to place a greater emphasis on the search for multiple intelligences such as interpersonal intelligence. At the same time, psychologists and cognitive scientists began revisiting the Stoic idea that emotions made humans irrational and self-absorbing; specifically, they considered the alternative viewpoint

that emotions could enhance cognitive tasks and social interactions.

Influenced by and active participants in these movements, psychologists Salovey and Mayer began integrating the scientific evidence showing that emotions facilitate reasoning into their theory of EI. Intelligence and emotion, prior to their theorizing, generally identified divergent areas of research.

To understand the relevance of EI, it is important to grasp the critical role emotions play in social interactions and human behavior. Research conducted by Charles Darwin in the late 1800s, Silvan Tomkins in the 1960s, Paul Ekman from the 1970s into the early 2000s, and many others show that the experience and expression of emotion communicates important information about one's relationships. For example, anger signifies that someone or something is blocking one's goal, and fear signifies that someone or something in the environment poses a threat. There is scientific evidence that these emotion signals are universal, that is, broadly understood by cultures around the world. Emotions also appear to be essential to thinking and decision making. Work by neuroscientist Antonio Damasio demonstrates that the ability to integrate emotional information with rational decision-making and other cognitive processes is essential for people to manage their daily lives. Individuals unable to attend to, process, or experience emotion due to damage to specific brain areas (i.e., prefrontal lobe area) make decisions that put themselves at risk.

#### Mayer and Salovey's(1997) four branch model of EI



Source : Four branch model of Emotional Intelligence, (Mayer and Salovey's (1997)

## THE ABILITY MODEL OF EI

The Ability Model of EI proposed by Salovey and Mayer includes four relatively distinct emotion-related abilities:

**Perceiving Emotion.** Perceiving emotion involves identifying and differentiating emotions in one's physical states (including bodily expressions), feelings, and thoughts, and in the behavioral expressions of others (such as facial expressions, body movements, voice), as well as in the cues expressed in art, music, and other objects. Persons skilled in perceiving emotion are adept at differentiating between the range of emotion expressions (frustration, anger, and rage) in themselves and in others.

**Using Emotion.** Using emotion to facilitate thought refers to the use of emotion both to focus attention and to think more rationally, logically, and creatively. For example, positive emotions such as joy and amusement are more useful in stimulating creative thought while slightly negative moods such as sadness are more conducive to engaging in deductive reasoning tasks. Persons skilled at using emotions are better able to generate specific emotional states to carry out a task effectively.

**Understanding Emotion.** Understanding emotion is the ability to label emotions accurately with language and to know the causes and consequences of emotions, including how emotions combine, progress, and shift from one to the other (e.g., in some situations, fear and anger combine to create jealousy). Persons skilled in this area have a rich feelings vocabulary and are knowledgeable about what causes various emotions and what behaviors or thoughts may result from their occurrence.

**Managing Emotion.** Managing emotion is the ability to regulate moods and emotions and involves attending and staying open to pleasant and unpleasant feelings as well as engaging in or detaching from an emotion depending on its perceived utility in a particular situation. To manage emotions effectively, persons must garner the other skill areas of EI: They must be able to accurately monitor, discriminate, and label their own and others' feelings, believe that they can improve or modify these feelings, assess the effectiveness of these strategies, and employ strategies that will alter these feelings. By effectively managing emotions, persons can accomplish situational goals, express socially appropriate emotions, and behave in socially acceptable ways.

EI theory hypothesizes that these four abilities have developmental trajectories. There are various skills within each domain that evolve from more basic to more advanced. For example, in the domain of perceiving emotion, basic skills involve accurately recognizing an emotional expression in others and more advanced skills entail expressing emotions in adaptive ways and discriminating between honest and false emotional expressions in others. EI theory also specifies that the four abilities are hierarchical in structure such that perceiving emotion is at the foundation, followed by using emotion and understanding emotion, with managing emotion at the top of the hierarchy.

## COMPARING MODELS OF EMOTIONAL INTELLIGENCE

Despite the existence of three distinct models of emotional intelligence, there are

theoretical and statistical similarities between the various conceptions. On a global level, all of the models aim to understand and measure the elements involved in the recognition and regulation of one's own emotions and the emotions of others (Goleman, 2001). All models agree that there are certain key components to emotional intelligence, and there is even some consensus on what those components are. For example, all three models of emotional intelligence implicate the awareness (or perception) of emotions and the management of emotions as being key elements in being an emotionally intelligent individual.

A relationship between elements of the models has been established through statistical analyses. As outlined in the descriptions of the measures of emotional intelligence, there is evidence that different measures of emotional intelligence are related and may be measuring similar components. Brackett and Mayer (2002) found significant similarities between the regulation of emotion subscale of the Mayer-Salovey-Caruso Emotional Intelligence Test and the interpersonal EQ scale of the Bar-On Emotion Quotient Inventory. Considerable similarities have been found between self-report measures of emotional intelligence. Brackett and Mayer (1998) found that two self-report measures, the Emotion Quotient Inventory and the Self Report Emotional Intelligence Test, were highly correlated ( $r = .43$ ). However, no relation between the two measures could be found when personality and positive well-being were controlled for, suggesting that while the two measures share variance, this variance may be attributable not to the measurement of emotional intelligence but to the measurement of other factors.

### **Emotional Intelligence for Individual Leaders**

Kathleen Cavallo, from Corporate Consulting Group and Dottie Brienza, formally of Johnson & Johnson Consumer Companies, studied EI in Johnson & Johnson Consumer & Personal Care Group. The study revealed a strong relationship between superior performing leaders and their EI capabilities. Swiss dancer-in-residence Monique Pillet of Ecnad Project Ltd offered an example. "In our work, physical fatigue, added to the creative process of developing a dance performance, can result in tension build-up between team members. In those situations, emotional sensitivity helps in retaining self-control and understanding [the] emotional states of my colleagues." With a high EI, a good leader is able to work through the rough spots of a creative process.

Highlighting the importance of EI, Singapore based Hitachi Construction Machinery's HR & Administration Manager Chong TeckSiong said, "In our [Japanese] company, before a regular monthly meeting takes place, individual managers with new agendas outside the standard ones need to seek approval from the senior management before it can be tabled at the meeting proper for discussion or sharing." He explained, "The actual meeting will likely be a formalised procedure to resolve the issue with concerned parties who are already aware of the final outcome of the meeting."

### **Building EI in organizations**

Research by Cary Cherniss et al has shown that EI can be developed. However, the



training and development practices used in most of the organizations are not geared for this.

Cognitive learning involves fitting new data into existing frameworks of understanding. Emotional learning involves that and more-it requires an engagement of our emotional habits. Changing habits such as learning to approach people positively instead of avoiding them, to listen better, or to give feedback skilfully, is a more challenging task than simply adding new information.

Motivational factors also make emotional learning more difficult and complex than cognitive learning. It often involves ways of thinking and acting that are more central to a person's identity. The prospect of needing to develop greater emotional competence is hard for us to take. Thus, it is much more likely to generate resistance to change.

In emotional learning, one must first unlearn old habits and then develop new ones. For the learner, this usually means a long and sometimes difficult process involving much practice, which is outside the scope of typical one-day training workshops.

A committed and systematic approach is necessary to build emotionally competent organizations. A strategic cycle of assessment > learning > practice > feedback over time will enable organizational members to build competencies that can help develop high performing leaders for the organization.

### **Effective emotional learning**

A good source of guidance for development of EI comes from research that examines emotional change processes. These guidelines suggest that there are four basic phases in the training process.

**Preparation for change:** This occurs even before the individual begins formal training. This phase, which is crucial for effective emotional learning, involves preparation and motivation for change at both the organizational and individual levels.

**Training:** The second phase includes the processes that help people change the way in which they view the world and deal with its emotional demands. In emotional learning, motivation continues to be an important issue during the training phase, and one of the most important factors influencing motivation is the relationship between the trainer and the learner.

**Transfer and maintenance:** This phase is particularly challenging in emotional learning. When learners return to their natural environments, there are likely to be many cues that support the old ways. Further, there may be significant barriers to using the new emotional competencies. Well-designed training programs cannot be effective if larger organizational system is not supportive of training goals.

**Evaluating change:** Evaluation is essential for promoting effective training. Only through evaluation can programs be improved. Good evaluation of emotional learning

is especially rare. One reason is a widespread belief that programs designed to promote “soft skills” cannot be evaluated. However, there are tools available to conduct rigorous evaluations of all training programs. By making evaluation an integral part of the process, training programs will gradually become more effective.

### **Organizational support for EI**

Increasingly, organizations are providing their employees with training and development that is explicitly labelled as “EI” or “emotional competence” training. If the current interest in promoting EI at work is to be a serious, sustained effort, it is important that organizations try to follow guidelines based on the best available research and build strong organizational support. HR Manager Ivy ShekHiangLeck warned about unfounded enthusiasm towards EI training. “Providing EI training is good but as always, to walk the talk and put [it] into practice is the biggest challenge.” Fortunately, organizations can take note of Cherniss’s guidelines on securing organizational support in EI efforts to ensure leaders are capable of walking-the-talking.

**Infuse EI into the organization:** In order to bring EI training and development into the mainstream, it is useful to find different ways of positioning and presenting it to the organization.

**Link EI to business needs and goals:** In order to gain the level of support needed for successful implementation, EI must be viewed as something that makes good business sense.

**Find a powerful sponsor:** The support of an influential executive is vital for new, unconventional initiatives such as emotional intelligence training.

**Establish a mechanism to develop the idea:** Efforts to promote it in organizations can be easily smothered by the rigidity of bureaucracy. It should be initially developed and operated by a self-managed intrapreneurial team, which has less formality, more flexible roles, and more open flows of information. Use research to evaluate the program and demonstrate its value: EI activities that are not based on solid research are highly vulnerable. EI training needs to be research-driven. The research should be extensive enough to give key decision-makers confidence that EI training is based on sound and objective analysis.

**Make sure the quality of the program is high:** Because EI training is not a traditional business concern, it is vulnerable to criticism. To counteract the detrimental effects of such criticism, it is important to ensure that training efforts meet the highest standards.

**Find emotionally intelligent leaders to guide implementation:** Implementing EI initiatives is often a challenging task. Even with the support of powerful sponsors and good timing, one is likely to encounter resistance.

**Move when the timing is right:** At certain times in the life of any organization, the conditions will be more or less favourable for the implementation of EI training and development activities.

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