



Developing emotional intelligence for organisational well-being

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Abstract

The study of emotional intelligence is gaining popularity in management literature because of its significant contribution to managerial effectiveness. According to the proponents of emotional intelligence, a person's emotional make-up largely determines his personal and professional success. They believe that emotional intelligence is the most important determinant of the extent of personal and professional success in life. They further argue that so many people with high mental intelligence fail whereas those with less intellectual endowment are extremely successful. This success is largely due to high emotional intelligence. Therefore, understanding of emotional intelligence and its application in organizations is essential for all those who want to understand the intricacies of dealing with people.

Keywords: emotional intelligence, emotional quality management, emotional quotient, leadership effectiveness, mental intelligence

Introduction

In dictionary, the meaning of emotion is any agitation or disturbance of mind: any vehement or excited mental state. Thus, emotion refers to a feeling with its distinctive thoughts, psychological and biological states, and ranges of propensity to act. Daniel Goleman, one of the early proponents of emotional intelligence, has defined emotional intelligence as emotional awareness and emotional management skills which provide the ability to balance emotion and reason so as to maximize long-term happiness.

Emotional intelligence includes components like self-awareness, ability to manage moods, motivation, empathy, and social skills, such as cooperation and leadership. According to Goleman, there are hundreds of emotions along with their blends, variations, and nuances. Some of the main emotions with their blends are as follows:

1. Anger: Fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, pathological hatred, and violence.
2. Sadness: Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair, and pathological severe depression.
3. Fear: Anxiety, apprehension, nervousness, concern, misgiving, wariness, qualm, dread, fright, terror, phobia, and panic.
4. Enjoyment: Happiness, Joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, ecstasy, and at the extreme, mania.
5. Love: Acceptance, friendliness, trust, kindness, affinity, devotion, adoration, and infatuation.
6. Surprise: Shock, astonishment, amazement, and wonder.
7. Disgust: Contempt, disdain, scorn, abhorrence, aversion, distaste, and revulsion.

8. Shame: Guilt, embarrassment, chagrin, remorse, humiliation, regret, and mortification.

Though this is the partial list of emotions and their variants, it does represent the majority of cases of emotions. Emotional intelligence tries to keep the level of these emotion at manageable level.

Mental Intelligence and Emotional Intelligence

Mental intelligence, or simply known as intelligence, has been studied for long. Intelligence is the mental capability of a person and is determined mostly by the structure of one's brain. One's intelligence is measured in terms of comparison between one's chronological age and mental age and is expressed in terms of intelligence quotient (IQ). Thus:

$$IQ = (MA/CA) \times 100 \text{ or}$$

Intelligence quotient = (Mental age divided by chronological age) x 100.

Thus, if a person is of 25 years age and has mental age of 30, his IQ is 120. While chronological age is calculated based on one's date of birth, mental age is calculated by various tests. Psychologists have identified seven types of intelligence:

1. *Linguistic Intelligence*: Persons with linguistic intelligence are good at reading, writing, storytelling, solving crossword puzzles, etc.
2. *Logical-mathematical Intelligence*: Persons with logical-mathematical intelligence are good in analysing patterns and relationships of a phenomenon. They are interested in mathematics, strategy games, experiments, etc.
3. *Bodily-kinaesthetic Intelligence*: Persons having bodily-kinaesthetic intelligence are good in processing knowledge through bodily sensations, are goods athletes, dancers, or good in crafts, such as sewing, woodwork, etc.
4. *Spatial Intelligence*: Persons with spatial intelligence

think in terms of images and pictures. They may be fascinated by mazes, or jigsaw puzzles, or spend free time in drawing or even day-dreaming.

5. *Musical Intelligence*: Persons with musical intelligence typically remain busy in signing or bumming to themselves; are usually remain quite aware of minute details that others may miss and discriminating listeners.
6. *Interpersonal Intelligence*: Persons with interpersonal intelligence interact with others in socially-meaningful way and often become leaders among peers, are good at communicating, and understand the feelings of others well.
7. *Intrapersonal Intelligence*: Persons with intrapersonal intelligence are generally less sociable, more shy, self-motivated, and understand their own feelings.

Intelligence is vital to a person for understanding the situation of a phenomenon. A person is more likely to be successful in a job which matches his intelligence. In other jobs, perhaps, the person may not be so successful.

As against mental intelligence, emotional intelligence is related to managing emotions in every walk of life. It is measured in terms of Emotional Quotient (EQ). EQ emerges from mind’s status of a person and not from his brain. Thus, it is a psychological phenomenon. Therefore, IQ and EQ are different phenomena. However, both are not mutually exclusive. A person may be high on both IQ and EQ or low on both.

Importance of Emotional Intelligence

In today’s context, emotional intelligence is being perceived as the most important element in a person’s success. For example, while comparing IQ and EQ, Goleman suggests that while 20 percent success is contributed by IQ, the remaining 80 percent success is determined by EQ. It is now widely believed that emotions rather than IQ may be the true measure of human intelligence. Therefore, behavioural scientists are now focusing on emotional intelligence. In particular, the emotional intelligence is important in the following ways:

1. General Happiness

Emotional intelligence leads to general happiness. Table 1 presents the features of a person’s feelings with high and low EQ.

Table 1: Feelings with high and low EQ

High EQ	Low EQ	High EQ	Low EQ
Motivation	Frustration	Happiness	Sorrow
Satisfaction	Disappointment	Self-control	Depression
Mental peace	Mental disturbance	Autonomy	Dependence
Appreciation	Emptiness	Contentment	Victimization
Friendship	Loneliness	Balance	Instability
Fulfillment	Resentment	Focus	Failure
Awareness	Guilt		

Thus, high EQ generates positive feelings which result in general happiness. As against this, low EQ generates negative feelings which result in general unhappiness.

2. Rationality in Behaviour

Emotional intelligence leads to rationality in behaviour.

Rationality is defined as the capacity for objective action. It is usually characterized by patent behavioural nexus between ends and means. Thus, if appropriate means have been chosen to reach desired ends, the behaviour is rational. With high EQ, a person is able to see the situation under which the behaviour takes place in right perspective. With such a perspective, the person rational. Lack of emotional intelligence leads to wrong perception of situation and the person interprets the information based on this emotion rather than reality. In fact, the emotional barrier in communication is one of the biggest problems. With the result, the person does not show rational behaviour.

3. Fulfilling Social Objectives

Since human beings live in society, they are not only responsible to themselves but also to the society. Living in the society, a person takes something from it and gives something to it. This something may be in physical as well as in psychological forms. In taking and giving process, a person with high EQ displays the same behaviour towards others which he expects from them. If such a behaviour is reciprocated by others, the behaviour becomes gratifying to all the persons concerned. This brings general happiness in the society including family, friendship group, and work organization. As against this, a person with low EQ acts with emotions and becomes self-centred. His behaviour is often dysfunctional leading to general unhappiness in the society. Thus, persons with EQ are assets of the society while persons with low EQ are liabilities for it.

Emotional Intelligence: Myths versus Realities

Emotional intelligence must be taken in right perspective. However, because of certain myths about emotional intelligence, it is not taken in right perspective. Some of the most common myths about emotional intelligence are as follows:

- Emotional intelligence is sometimes treated as being nice to others which is not true. Emotional intelligence generates rational behaviour which must suit to the situation. In many situations, being nice to others is not a rational behaviour because the other person does not expect such a nicety. In these situations, even confronting or avoiding behaviour is the demand of emotional intelligence.
- Emotional intelligence does not mean giving free rein to feelings. Rather, it involves managing feelings so that these are expressed appropriately and effectively, enabling people to work together towards common goals.
- There is a myth that men have higher emotional intelligence than women. It is not true. Various researches have shown that emotional intelligence has nothing to do with gender though there are certain gender-specific characteristics of men and women. Men and women have their personal profile of strengths and weaknesses which may vary among different groups of men and women.
- There is a myth that emotional intelligence is fixed genetically and develops only in early childhood. This is not true. While IQ does not change much after adolescence, emotional intelligence changes over the period of time. This happens because IQ is a biological

phenomenon while emotional intelligence is a learned phenomenon. Therefore, emotional intelligence changes over the period of time through learning which life-long process is. In fact, through training and development programmes, it has been possible to increase the emotional intelligence of people.

Applying Emotional Intelligence in Organizations

Emotional intelligence has a number of applications in organizations, both business and non-business. It can be instrumental in many areas in the workplace and can achieve organizational development. On the basis of various researches, psychologists have concluded that in the present fast-changing business environment, one needs more than just brain to run the business. They argue that managers must get in touch with their emotions and feelings for effective decision making and problem solving in business. Some of the immediate benefits of emotional intelligence are increasing productivity, speeding up adaptation to change, developing leadership skills, stimulating creativity and cooperation, responding effectively to competition, encouraging innovative thinking, improving work environment, reducing stress level and frustration, and developing sense of competence. All these can be achieved by applying emotional intelligence in the following areas:

- Filling organizational positions,
- Work life,
- Credibility of managers,
- Leadership effectiveness,
- Effective communication,
- Handling frustration,
- Stress management and
- Conflict resolution.

Consortium of Research on Emotional Intelligence in Organizations, USA has enumerated several points to illustrate how emotional intelligence contributes to the bottom line in any work organization. Thus, emotional intelligence contributes significantly to the well-being of an organization provided the organization has developed commensurate emotional intelligence in its personnel.

Developing Emotional Intelligence

Emotional intelligence is a learned phenomenon and, therefore, it can be developed in people. Even scientists believe that emotional intelligence has nothing to do with biological factors of a person and it can be developed in people. However, this development process begins at the early stage of childhood and this process continues throughout the life, though in the later part of the life, this development process becomes much slower. Therefore, in an organizational context, concerted efforts are required to develop emotional intelligence. The Consortium for Research on Emotional Intelligence on Organizations, USA has provided the following phases for developing emotional intelligence (also called as emotional competencies or emotional skills):

1. Preparation for change
2. Training
3. Transfer and maintenance and

4. Evaluation of change.

Preparation for change

Preparation for change is the first phase for developing emotional intelligence. This phase occurs even before an individual begins training for developing emotional intelligence. Preparation for change occurs at both organization and individual levels. This phase is basically related to assessing organizational and individual needs for developing emotional intelligence and motivating the organizational personnel for developing emotional intelligence.

Usually, this phase consists of the following steps:

1. Assessing the Organizations' Needs,
2. Assessing Personal Strengths and Weaknesses,
3. Providing Feedback,
4. Encouraging Participation,
5. Linking Learning Goals to Personal Values and
6. Recognising Readiness to Change.

Training

At the second phase of development of emotional intelligence, training is provided to the participants in development programme. There may be training on different aspects of emotional intelligence like overcoming negative emotions, developing interpersonal skills, developing empathic listening, time management, and so on depending on the participants' individual needs. However, while providing such a training, the following points should be observed:

1. Forging Relationship with Participants,
2. Setting Clear Goals,
3. Breaking Goals into Manageable Steps,
4. Maximizing Self-directed Change,
5. Maximizing Opportunities for Practice,
6. Relying on Experimental Methods,
7. Using Models,
8. Providing Frequent Feedback and
9. Preventing Relapse.

Transfer and Maintenance

After finishing training, the learners return back to their normal jobs with old prevailing work environment. In such an environment, the learners find many old cues of behaviour and tend to behave in the ways which have been changed during training process. With the result, newly-learned behaviour is likely to be forgotten before it becomes a natural ingredient of behavioural pattern. Thus, transfer and maintenance of new behaviour become really a challenging task for the organization. An organization can take two steps for transfer and maintenance of learning in its employee:

1. Encouraging the use of skills on the job and
2. Supportive Organizational Culture.

Evaluation of Change

The last phase in emotional development is evaluation of change. In the process of development of emotional intelligence, it should be ensured that the efforts made are proceeding in right direction and these are achieving the results stipulated. The term evaluation refers to a process that

focuses on continuous improvement in behaviour due to development of emotional intelligence. It is an on-going process rather than being one-shot action. Evaluation of training programmes for emotional learning, though necessary for measuring effectiveness of the programmes, is often missed by many organisations. With the result, the efforts of such organisations do not produce the results up to desired level. Keeping this phenomenon in mind, many organisations have made it compulsory that the effectiveness of the training programmes, whether behavioural or others, must be evaluated. In evaluating the effectiveness of change efforts related to the development of emotional intelligence. In evaluating the effectiveness of change efforts related to the development of emotional intelligence, the following steps are followed:

1. Defining Change Objectives,
2. Collection of Information and
3. Analysis and Interpretation

Managing Emotions

Managing emotions at workplace and in other walks of life is essential for success. There are certain emotions like fear, anger, etc. which should be controlled as they affect life adversely. Similarly, the emotions which are gratifying like happiness, contentment, etc. should be developed and emphasized. Employees in an organization can adopt several methods for managing their emotions effectively. Some prominent methods are as follows:

- Understanding desired emotional skills,
- Recognizing emotions,
- Developing higher self-esteem,
- Learning to attain self-defined goals,
- Dealing with emotional upsets,
- Coping with anger and
- Practising emotional quality management.

Practising Emotional Quality Management

Like Total Quality Management (TQM), the concept of emotional quality management (EQM) has emerged which indicates that the emotional quality of an organization should be as important as its TQM. Hein has defined EQM as the management of emotional intelligence in an organization. EQM requires the management of certain emotional competencies such as:

- The ability to take responsibility for one's own emotions.
- The ability to use emotions as a source of productive energy.
- The ability to identify and label specific feelings in oneself and others.
- The ability to treat feelings of employees and customers as important variables for organizational effectiveness.
- The ability to empathize with, validate, motivate, inspire, or soothe other as appropriate.
- The ability to make intelligent decisions using a healthy balance of emotions and reasons.
- The ability to effectively communicate and discuss emotions.
- The ability to de-escalate conflicts and use them as valuable feedback for improvement.

Some of the applications of EQM in business are in the areas of customer service, high technology management, recruitment and selection of personnel, training and development, leadership development, emotional support, goal setting, productivity increase, and development of organizational culture. These are the areas in which high emotional intelligence is required.

Conclusion

In today's context, emotional intelligence is being perceived as the most important element in a person's success. It is now widely believed that emotions rather than IQ may be the true measure of human intelligence. Therefore, behavioural scientists are now focusing on emotional intelligence. Emotional intelligence is related to managing emotions in every walk of life. It must be taken in right perspective. However, because of certain myths about emotional intelligence, it is not taken in right perspective.

Emotional Intelligence has a number of applications in organizations, both business and non-business. It can be instrumental in many areas in the workplace and can achieve organizational development. It is a learned phenomenon and, therefore it can be developed in people. Even scientists believe that emotional intelligence has nothing to do with biological factors of a person and it can be developed in people. Of late, like Total Quality Management, the concept of Emotional Quality Management has also emerged. The emotional quality of an organisation should be as important as its total quality management.

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