

A STUDY ON EMOTIONAL INTELLIGENCE

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Abstract:

Emotional intelligence can greatly impact your work life and career, so it's important to understand exactly what it is and why it is so important. Every workplace is comprised of people with different strengths, personalities and emotions, which can greatly affect the way they work. Emotional intelligence is the ability to identify and manage your emotions as well as the emotions of others. Emotional intelligence is typically factored into the everyday decisions employers make, such as hiring, firing and promoting employees. Many hiring managers study candidates' emotional intelligence by asking specific questions during the hiring process, in order to identify those who have a higher degree of emotional intelligence. They also analyze the emotional intelligence of their current employees to determine leadership potential. In addition, when promotions and pay raises are being considered, emotional intelligence is typically factored into the decision. Keywords: Emotional Intelligence, Organization Introduction Emotional Intelligence (EI) describes the ability, capacity, skill or, in the case of the trait EI model, a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. Emotional Intelligence is a general term used for our level of competence in our personal and interpersonal skills. In work environments research reveals that that mastery of these personal and interpersonal skills is the single most important determinant of our performance success. It is also a major determinant in how we feel, think and act. Emotional Intelligence will determine how well you know and manage yourself, how well you handle what happens to you and how well you interact and handle others. Emotional intelligence includes a broad array of sub-skills including how we monitor our own and others feelings and emotions, how we discriminate and assess and how we use this knowledge to guide our thinking and actions. It includes assertiveness, impulse control, adaptability, motivation and optimism. Definition Emotional Intelligence is "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in others and ourselves". Emotional Intelligence often measured as an Emotional Intelligence Quotient describes an ability,

capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. It is a relatively new area of psychological research. The definition of EI is constantly changing. Evolution of the concept The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E. L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people. Similarly, in 1940 David Wechsler described the influence of non-intellective factors on intelligent behavior, and further argued that our models of intelligence would not be complete until we can adequately describe these factors. In 1983, Howard Gardner's Frames of Mind: The Theory of Multiple Intelligences introduced the idea of Multiple Intelligences which included both Interpersonal intelligence (the capacity to understand the intentions, motivations and desires of other people) and Intrapersonal intelligence (the capacity to understand oneself, to appreciate one's feelings, fears and motivations). In Gardner's view, traditional types of intelligence, such as IQ, fail to fully explain cognitive ability. Thus, even though the names given to the concept varied, there was a common belief that traditional definitions of intelligence are lacking in ability to fully explain performance outcomes.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Goleman (1995). As a result of the growing acknowledgement by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain momentum, but it wasn't until the publication of Daniel Goleman's best seller Emotional Intelligence: Why It

Can Matter More Than IQ that the term became widely popularized. Nancy Gibbs' 1995 Time magazine article highlighted Goleman's book and was the first in a string of mainstream media interest in EI. Thereafter, articles on EI began to appear with increasing frequency across a wide range of academic and popular outlets. Concept of Emotional Intelligence There are a lot of arguments about the definition of EI, arguments that regard both terminology and operationalizations. One attempt toward a definition was made by Peter Salovey and John D. Mayer (1990) who defined EI as "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." Despite this early definition, there has been confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct. Up to the present day, there are three main models of EI: • Ability EI models, Mixed models of EI, Trait EI model Characteristics of Emotional Intelligence Emotional intelligence can be compared and contrasted with a number of other parts of personality. These other parts are distinct from emotional intelligence both conceptually and empirically. Moreover, although a person may be high in emotional intelligence, they may be high or low in many of these other characteristic. Empathy: including a feeling for others, sympathetic reactions to their feelings, and imaginative involvement in how the other person might be feeling. Emotional self-efficacy: a person's belief that he or she possesses empathy and assertiveness as well as elements of social intelligence, personal intelligence, and ability emotional intelligence. Socio-emotional effectiveness: an individual's capacity to navigate the social world in an effective manner, accomplishing his or her goals as needed. Socio-emotionally effective behaviour: the observable acts of the individual the lead to emotional and social effectiveness of interactions with others. Characteristics of Low And High EQ People A person with High EQ Expresses his feelings clearly and directly with three word sentences beginning with "I feel..." Does not disguise thoughts as feelings by the use of "I feel like...." and "I feel that...." sentences. Is not afraid to express her feelings. Is able to read non-verbal communication. Lets his feelings lead him to healthy choices and happiness. Balances feelings with reason, logic, and reality. □ Acts out of desire, not because of duty, guilt, force or obligation. Is independent, self-reliant and morally autonomous. Is intrinsically motivated. Is not motivated by power,

wealth, status, fame, or approval. Is emotionally resilient. A person with Low EQ Doesn't take responsibilities for his feelings; but blames you or others for them. Can't put together three word sentence □s starting with "I feel..." Can't tell you why she feels the way she does, or can't do it without blaming someone else. An attack, blames, commands, criticize, interrupts, invalidates, lectures, advises and judges you and others Dimension of Emotional Intelligence. The dimensions of Emotional Intelligence are Inter personal Adaptability Stress management General mood Intra personal Intrapersonal Emotional self-awareness It is the ability to be aware of one's feelings and emotions, to be able to differentiate between them, to know what one is feeling and why, and to know what caused the feelings. Thrive on open, honest, compassionate feedback. Assertiveness It is the ability to express feelings, beliefs, and thoughts and defend one's rights in a non destructive manner. Assertive people are not over controlled or shy. They can express themselves without being aggressive or abusive.

Self-regard- The ability to accept one's perceived positive and negative aspects as well as one's limitations and possibilities. This person possesses inner strength and self-confidence. Self-actualization- It is the ability to realize one's potential capacities. Involved in pursuits that lead to a meaningful, rich, and full life. Self-actualization is an ongoing, dynamic process of striving toward maximum development of one's abilities, capacities, and talents. This person persistently tries to improve oneself in general. Independence It is the ability to function autonomously versus needing protection and support. These people have self-confidence, inner strength, and a desire to meet expectations and obligations, without becoming a slave to them. Interpersonal. Empathy It is the ability to be aware of, to understand, and to appreciate the feelings of others. It is "tuning in" (being sensitive) to what, how, and why people feel the way they do. Being empathetic means being able to "emotionally read" other people. Interpersonal relationship It is the ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection. This component is not only associated with the desirability of cultivating friendly relations with others, but with the ability to feel at ease and comfortable in such relations. Social responsibility It is the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group. This ability involves acting in a responsible manner, even though

one may not benefit personally. This person takes on community oriented responsibilities. Adaptability • Problem-solving It is the ability to identify and define problems as well as to generate and implement potentially effective solutions. This person logically and methodically goes through a problem and picks the best solution. This skill is also linked to a desire to do one's best and to confront problems, rather than avoiding them. It is the ability to assess the correspondence between what is experienced and what objectively exists. This person searches for objective evidence to confirm, justify, and support feelings, perceptions, and thoughts. In simple terms, reality testing is the ability to accurately "size up" the immediate situation. • Flexibility It is the ability to adapt to unfamiliar, unpredictable, and dynamic circumstances. Flexible people are agile, synergistic, and capable of reacting to change, without rigidity. These people are able to change their minds when evidence suggests that they are mistaken. They are generally open to and tolerant of different ideas, orientations, ways, and practices. Stress management , Stress tolerance It is the ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress. Also involves problem-solving, optimism, knowledge of stress coping strategies, and practice using them. People who have good stress tolerance tend to face crises and problems, rather than surrendering to feelings of helplessness and hopelessness. Impulse control It is the ability to resist or delay an impulse, drive, or temptation to act. Problems in impulse control are manifested by low frustration tolerance, impulsiveness, anger control problems, abusiveness, loss of self-control, and explosive and unpredictable behaviour. Sometimes this skill is also called self-regulation or delaying gratification. It involves self-control and the ability to handle our emotions. General mood • Happiness It is the ability to feel satisfied with one's life, to enjoy oneself and others, and to have fun. Happy people often feel good and at ease in both work and leisure; they are able to "let their hair down," and enjoy the opportunities for having fun. Happiness is a byproduct and/or barometric indicator of one's overall degree of emotional intelligence and emotional functioning. Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Optimism assumes a measure of hope in one's approach to life. It is a positive approach to daily living. Optimism is the opposite of pessimism, which is a common symptom of depression. Branches of Emotional Intelligence: Sa-

lovey and Mayer proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

1. Perceiving Emotions: The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding non-verbal signals such as body language and facial expressions.
2. Reasoning With Emotions: The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.
3. Understanding Emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work; or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.
4. Managing Emotions: The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspect of emotional management. Six Principles of Emotional Intelligence Emotional Intelligence begins with these six principles:

1. Emotion is information.
2. We can try to ignore emotion, but it doesn't work.
3. We can try to hide emotions, but we are not as good at it as we think
4. Decisions must incorporate emotion to be effective.
5. Emotions follow logical patterns

Emotional universals exist, but so do specifics. How EQ Helps In Success? Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more. It also brings compassion and humanity to

work. Research has shown that what separates successful people from their less successful counterparts is not necessarily IQ but EQ! EQ proves to be a powerful strategic tool in accomplishing your business goals in the following areas: Hiring / Screening By incorporating EQ competencies in your hiring strategies, you are ensuring that the people who come to work for your company will already possess a high degree of emotional intelligence that will help them perform their job. Training All training on customer service, sales, supervisory development, leadership, career development, and team interactions should include EQ awareness and skills training. By helping employees focus on the areas of EQ that they can improve, you are providing them with tools that will help the business and improve their job satisfaction. Coaching As an HR professional, you may often be involved in coaching others in the organization, in both crisis situations and daily interactions. You can bring incredible value to your one on one coaching experiences as you model and encourage others to understand how EQ can be used as a tool for solving their current and future dilemmas. Competency models / Succession plans HR can assist the organization by developing competency models and succession plans that incorporate EQ competencies. This action will ensure that the organization of the future will be built based on competencies that have the greatest potential to deliver business goals. Performance Development Reviews Performance and development reviews that reflect EQ competencies will ensure that employees are aware of developmental needs in the emotional intelligence area. Profit to the business Emotional Intelligence leads to: Reduction of lost-time accidents Reduction in formal grievances Increase in productivity. Who Could Benefit From EI Skill Enhancement? Executives Achieve Maximum Success □ Higher Productivity □ High Potential People Why Improve Your Emotional Intelligence Skills? Enhance Your Career - Enhance your

career and success potential. Improve Productivity - Improve your personal productivity □ Increase Job Satisfaction Manage Demanding Clients - Work easily with demanding clients and team members. Improve Work/Life Balance - Improve work/life balance so you can enjoy your personal life.

Conclusion- Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more. At the individual level, it has the potential to increase our understanding of how individuals behave and adapt to their social environment, so it is very important to understand about this topic.

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