

Public Health and Psychology

Emotional Intelligence: Way We Work

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The notion of emotional intelligence has become a scientific construct for understanding implications of behavior and adaptation of the individual to his environment. An employee commitment, together with a competent workforce seemed to be of decisive importance for a corporate to be able to compete in quality and to go along with changes. The present article is culmination of the research work, testing the awareness level of the concept of emotional intelligence, the emotional intelligence level of managers across the organizations; whether managers use emotional intelligence competencies to enhance their leadership skills and do managers recognize emotions of different stakeholders in designing their policies. This was done through a quantitative study and these constructs were operationalized by means of a pre-designed questionnaire. The correlation and regression results seem to indicate that there is an awareness of emotional competencies among managers, managers have moderate level of emotional intelligence and they use these competencies to enhance their leadership skills.

Introduction

Emotions are an important part of life, which seriously affect all aspects of life. Almost in every experience there is an affectionate emotional aspect and managing them can have a significant role in general health and particular emotional health. Paying attention to emotions, using them in human relationship, understanding one self and others emotions, self-restraint, controlling instantaneous desires, sympathy with others, and using emotions in thinking and understanding are among subjects discussed in the field of emotional intelligence. Most professionals believe that emotional intelligence is one of the newest innovations of human to understand the relationship of thinking and emotions. The main reason to pay attention to emotions and emotional intelligence is that some of the researchers search for some methods to show that there are factors other than cognitive abilities, affecting people's progress. Using emotional intelligence in various fields such as psychology, education and interpersonal communication is evidence that has developed along with cognitive intelligence.

The above characterization of emotional intelligence is clearly relevant to the study of emotions at work. There is no doubt that we often regulate our emotions at work. There is no business practice that does not involve a particular emotional content. Human beings always live in an emotional environment; everything they do comes from an emotional context and carries with it an emotional content. Moreover, the emotional content of each business practice is a pivotal factor in its effectiveness and successor lack of success. Emotional intelligence influences organizational effectiveness in a number of areas like employee recruitment and retention, performance prediction, performance management, career development, customer satisfaction, strategic planning and decision making, sales, team work, marketing, learning, development of talent, organizational culture and morale.

The study was conducted to find out awareness level of emotional intelligence among managers, to find out if managers recognize emotions of multiple constituents and attend them in designing organization policies, to find out if managers use emotional intelligence competencies to enhance their leadership skills and to identify manager's emotional intelligence level.

Emotion Or Feeling

The biologist Charles Birch (1995) said, "Feelings are what matter the most in life". Whether it matters the most is contentious, but it certainly is essential. The terms feelings and emotions are generally used interchangeably, and as Wierzbicka (1999) observes certain languages (French, German, Russian) do not have an equivalent term for the English word emotion. But, there are certain crucial differences between feelings and emotions. A feeling can be a physical sensation, which is experienced, like a flushed face, or a knot in our stomach or a general feeling of unease that could be due to an emotion (Caruso, 2008). One can speak about a feeling of hunger and not an emotion of hunger. When asked to list a few emotions, one would say happiness, sadness, guilt etc. So, are feelings more appropriate to bodily or physical responses and emotions to thought? In that case what does the individual mean when he/she expresses a feeling of loneliness? Is that related to thought or a physical experience? It seems more appropriate to accept that the word emotion combines in its meaning a reference to feeling, a reference to thinking and a reference to human body (Wierzbicka, 1999). Thus, when we use the word emotions, we combine the qualities of all the three – feeling, thinking and physical experience. Many psychologists also prefer the word emotion over feeling because somehow emotion appears more objective than feeling (Wierzbicka, 1999), and it is easier to scientifically, logically analyze something that is objective than that which is subjective. If intelligence is thinking and rationalizing, and emotions combine the quality of thinking along with feeling, then can it be surmised that emotions too can be analyzed and assessed like any other intelligence? This is the premise of the theory of emotional intelligence, which emphasizes on the importance of emotional regulation and emotional management in an individual's life.

Intelligence And Emotions Converge

For centuries Western thought has situated reason and emotion at opposite ends of a paradigm. Matthews, Zeidner, and Roberts (2002) wrote that the hybrid term 'emotional intelligence', combining emotion and intelligence, could well be considered an oxymoron by some and that the relationship between the two has traditionally been viewed as one involving a conflict between two different psychological forces.

Mayer (2001) examined the psychological activities of the past century and defined the emergence of emotional intelligence into five time periods: separate narrow fields, precursors to emotional intelligence, emergence of emotional

intelligence, popularization and broadening of emotional intelligence, and research and institutionalization of emotional intelligence. It can be noted that the two concepts, emotions and intelligence, were contained in separate domains, and that the convergence of the two is a recent activity. Examination of the interaction did not begin until the 1970s. A summary and adaptation of Mayer (2001) is as under:

<p>1900-1969 <i>Intelligence and Emotions as Separate Narrow Fields</i></p>	<p style="text-align: center;">Intelligence Research</p> <p>Psychometric approach to intelligence is developed and refined</p> <p style="text-align: center;">Emotions Research</p> <p>Debate which happens first: physiological reaction or emotion</p> <p>Movement from Darwin’s theory for heritability and evolution of emotional responses to now being viewed as culturally determined</p> <p>Social Intelligence (Thorndike, 1920) as concept is introduced</p>
<p>1970-1989 <i>Precursors to emotional intelligence</i></p>	<p>The field of cognition and affect emerged to examine how emotions interacted with thoughts. Gardner (1983) theory of multiple intelligences described an intrapersonal intelligence and an interpersonal intelligence.</p> <p>Empirical work on social intelligence developed four components: social skills, empathy skills, prosocial attitudes, and emotionality (sensitivity).</p> <p>Brain research began to separate out connection between emotion and cognition.</p> <p>Occasional use of emotional intelligence appeared.</p>
<p>1990-1993 <i>The emergence of emotional intelligence</i></p>	<p>Mayer and Salovey publish a series of articles on emotional intelligence.</p> <p>First ability measure of emotional intelligence published.</p> <p>Editor of the journal <i>Intelligence</i> argued for an existence of emotional intelligence.</p> <p>Further developments for emotional intelligence in the brain sciences.</p>

<p>1994-1997 <i>The popularization and broadening</i></p>	<p>Goleman (1995) publishes Emotional Intelligence, which becomes worldwide bestseller. Time magazine used the term “EQ” on its cover (Gibbs, 1995, October 2). Measures of emotional intelligence using mixed model theories were published.</p>
<p>1998-Present <i>Research on the institutionalization of emotional intelligence</i></p>	<p>Refinements to the concept of emotional intelligence. New measures of emotional intelligence introduced. Appearance of peer-reviewed articles on the subject.</p>

Five Periods of Development in Emotions and Intelligence in Past Century

As research in the areas of emotions and intelligence abounded, a need to unify research in the areas of physiological, developmental, cognitive, linguistic, and socially oriented findings seemed to point towards the unifying of the two underlying frameworks developed within the fields of emotions and intelligence. Salovey and Pizarro (2003) indicate that "the emotional intelligence was introduced, in part, as a response this growing but scattered body of research findings."

The Intelligence Of Emotions

Emotional intelligence origins can be found in the study of emotion. For example, Leeper (1948) presents a provocative treatise about the historical and cultural influences on the, then, popular view of emotions as irrational or "disorganized responses." He argues this view and presents a theory of emotion where "emotional processes [operate] primarily (to) arouse, sustain, and direct mental activity" (Leeper, 1948, p. 17). The theory postulates emotion assisting cognitive faculties in knowing what is of immediate importance to the individual and facilitating mental processes. Leeper argues that these adaptive emotional processes are critical to the overall well being of the individual and should be developed.

Mowrer (1960) has written an informative book, *Learning Theory and Behavior*, which appears to be a reaction to the dogma of traditional behaviorism. Mowrer views living organisms making two different kinds of reactions: (a) overt, behavioral, and instrumental responses and (b) emotional responses. The function of the overt behavioral responses is to control what happens – to prevent (avoid) undesirable happenings and to insure, or at least, encourage, desirable ones. The function of emotions is to help individuals know what to expect and to prepare for appropriate action. According to Mowrer, emotions provide knowledge of the external world as they register, record, accept what is out there and play a vital role in instigating, guiding, and directing behavior. Mowrer denounces radical behaviorism and views emotions as having a central importance to learning and behavior modification and control.

Robert Solomon's (1976, 1989) theory of emotion builds on the thinking of Leeper (1948) and Mowrer (1960). In his theory, emotions constitute evaluative judgments about the circumstances the individual is faced with. Every value or everything meaningful as well as everything vile, offensive, or painful comes to people's lives through their emotions which are part of the individual's system of judgments. Emotion judgments, according to Solomon (1989), are rational and purposive and are a part of a system of judgments, which include cognitive judgments.

The idea of emotions as intelligent or conveying intelligence continues over time in the literature. For example, Wayne Payne (1985), one of the early writers to use the term "emotional intelligence," presents a guidebook or a theoretical and philosophical framework for understanding the nature and characteristics of emotion and emotional intelligence. The guidebook also describes how one can cultivate the abilities of emotional intelligence. According to Payne, emotional intelligence works in concert with intellectual intelligence helping the individual adapt to his or her environment. Payne defines intelligence as "the faculty of understanding; the capacity for understanding, reasoning, and gaining insight; aptitude in grasping facts, meanings, truths, relationships etc.; aptitude for solving problems." He then applies the definition to the realm of emotion, as facts are feelings and the "meanings are felt meanings, the truths are emotional truths; the relationships are interpersonal relationships" and the aptitudes are those for solving emotional problems or challenges.

What Is Emotional Intelligence?

Mayer and Salovey defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others" (1997, p. 401). This concept emphasizes the importance of self-awareness and the ability to re-evaluate and balance a person's intellect and emotion within a typical daily life. Zeidner, Matthews and Roberts (2004) summarized emotional intelligence as "a mélange of competencies and general dispositions for adaptive personal functioning and coping with environmental demands" (p. 375). Emotional intelligence is related to "emotion, motivation, personality traits, temperament, character, and social skills" (Zeidner et al., 2004, p. 375).

Goleman has published best sellers on emotional intelligence (1995, 1998). He suggested that emotional intelligence is composed of self-awareness, self-management, social awareness and social management (1998). Hence, emotional intelligence allows individuals to not only recognize their own emotions in and outside of strictly intellectual situations, but also to recognize the emotions of others. As people understand their emotions and those of others, they are then able to better control and/or regulate those emotions.

Zeidner, Matthews and Roberts (2004) stated that emotional intelligence "designates the potential to become skilled at learning certain emotional responses that can determine a person's potential for learning practical job-related emotional and social skills" (p. 377). The ability to emotionally gauge oneself and one's coworkers fosters the necessary social skills to succeed in a professional context. Emotional intelligence helps create a positive sense of well-being and thereby enhanced performance outcomes (Druskat, Sala & Mount, 2005).

Goleman, Boyatzis and McKee (2002) emphasized that leaders should lead with emotional intelligence. In their National bestseller, *Primal Leadership*, they focused on two competence of emotional intelligence: personal competence and social competence. They suggested that personal competence shapes how individuals manage themselves while social competence determines how they manage others and relationships. Boyatzis and McKee (2005) continued their research on primal leadership, showing

how leaders can create resonance in their relationships, their teams, and their organizations. They pointed out that great leaders are emotionally intelligent and they are awake, aware, and attuned to themselves, to others, and to the world around them. They commit to their beliefs, stand strong in their values, and live full, passionate lives (Goleman, Boyatzis & McKee, 2002).

Emotional intelligence plays a large role in shaping individuals. Goleman (1998) explained that emotional intelligence creates passion, confidence, friendliness, motivation, pride, and energy in individuals.

The ability to transmit these same emotions to others offers emotionally intelligent people advantages over others in interpersonal and organizational contexts. Zeidner, Matthews and Roberts claimed that people of higher emotional intelligence succeed at communicating their goals, ideas, and intentions in more interesting and assertive manners. They suggested that emotional intelligence is related to the social skills necessary for teamwork. Together, these abilities contribute to a satisfying personal and professional life. This study focused on the most popular dimensions proposed by (Salovey and Mayer, 1990). In this section a brief review and definitions of these three dimensions of emotional intelligence are presented.

Salovey and Mayer (1997) defined emotional intelligence as "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". Later on, they refined and defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Salovey & Mayer, 1990). A key construct in their definition that needed to explain is "emotions". According to Van and Kunda (1989) emotions are "ineffable feelings of the self-referential sort", and are comprehensively defined as "self-referential feelings an actor (employee) experiences or, at least, claims to experience in regard to the performances he or she brings off in the social world". States of feeling refer to basic emotions (e.g. joy, love, anger) and social emotions (e.g. shame, guilt,

jealousy, envy), as well as to related constructs as affect, sentiments and moods.

Why Emotional Intelligence Is Important

It seems obvious that emotions are important and that they play a critical role in our lives. After all, emotions are integral to healthy and successful personal relationships. At work, however, there seems to be general recognition that we need to have greater control over our emotions when we punch the time clock.

This view of emotions and work is common, and in our view, incorrect. We cannot check our emotions at the door, because emotions and thoughts are linked and cannot, and should not be separated. Emotions influence both what we think about, and how we think. Decisions made "unemotionally" simply do not exist, and we are fooling ourselves if we proceed otherwise.

Emotions are critically important to our success and to our very survival. There are many reasons for this. First, emotions contain data and information about us, other people, and the world around us. Second, emotions assist us in thinking and decision making. Third, emotions are not chaotic, they can be understood and predicted and often follow certain rules or patterns. And fourth, because emotions contain data, we must remain open to our emotions, no matter how uncomfortable it may feel, and utilize these emotional data points in our thinking, decisions, and our actions.

Emotions do matter. We all recognize that even though we may have had a difficult commute or a fight with our spouse, we need to snap out of the negative mood when we sit at our desk. We are paid to do our job, and to do it professionally. Sometimes, that means dispelling nagging doubts or worries, and at other times, we can do our job better if we are in a more neutral or slightly negative mood – this can help us focus on details and find errors and problems. At other times, like when we need to do creative brainstorming, it helps if we are in a more positive, and energetic mood.

Trying to read people is not easy. Predicting how emotions change over time can be extremely difficult. There is a great deal of skill involved in managing emotion, and people differ in these abilities.

Some people are exceptional at differentiating between the forced smile of a person in distress from the genuine smile of a happy individual. Others view the forced smile and conclude that the person is feeling happy. We all know that skills vary from person to person, and emotional skills are no exception.

Leadership And Emotional Intelligence

Leadership theories related to skills and behaviors have been mainly developed at the time, in the beginning of twentieth century, when organizations were seen as rational and bureaucratic entities (Bolden et al., 2011). At that time, emotions were seen as irrational, dangerous for intelligence and intellectuality, and as a threat to standardization of work outputs, since emotions were generally seen as something to carefully manage and restrain (Bolden et al., 2011). Emotions and feelings were seen as something that gets in the way of effective decision-making processes and rationality (George, 2000). Later in the 1960's, human-relation theorists started to acknowledge the social aspects of work as well as group relationships, which led to a revised view of emotions (Bolden et al., 2011; Hughes, Ginnett and Curphy, 2012). The growing literature exploring the role of moods and emotions in organizational environments changed the view of emotions from being simply an additional factor in the leadership process to more central (George, 2000). As Bolden et al. (2011) describe the practitioner-oriented literature of management and leadership started to view emotionality as an added value for organizational performance, and leader's emotions were found to strongly influence followers' performance. According to Hughes, Ginnett and Curphy (2012) around the twenty-first century, beside the Intelligence Quotient measure (IQ), other modes of intelligence, such as practical intelligence, creative intelligence and emotional intelligence (EQ) were suggested, which opened the research field for other types of skills. Gardner (1983) conceptualized personal intelligences as comprising intrapersonal and interpersonal intelligences, which are viewed as a theoretical forerunner to the concepts of emotional literacy and emotional intelligence (Bar-On et al., 2000).

The field of social intelligence influenced Salovey and Mayer (1990) to develop the concept of emotional intelligence. They focused on the individual’s ability to understand the social environment, and argued that emotions are central for making analytical decisions. Their ability based model focuses on how emotions affect how leaders think decide, plan and act (Hughes, Ginnett and Curphy, 2012, p. 222). Other researchers, such as Daniel Goleman (1998), suggested that emotional intelligence played a more important role in workplace performance evaluation than did technical skills or IQ (Bolden, et al., 2011). His mixed-model provides broader and more comprehensive definition of emotional intelligence considering a number of other attributes (Hughes, Ginnett and Curphy, 2012, p. 224).

George (2000) viewed the emotions of a leader as a central part of the leadership process and therefore suggested that experiencing positive or negative emotions can be used to improve an individual’s cognitive processes and decision-making through directing his or her attention to important concerns (Bolden et al., 2011; George, 2000). George’s (2000) research connected emotional intelligence skills and leadership skills. She argued that five key aspects of leadership are formed from four emotional intelligence skills: 1) appraisal and expression of emotion; 2) the use of emotion to enhance cognitive processing and decision-making; 3) knowledge about and awareness of emotions; and, 4) the ability to manage emotions successfully (Bolden et al., 2011; George, 2000).

Leadership Skill	Description of Emotional Intelligence Skill
The development of collective goals and objectives	Emotional intelligence helps leaders to process potential challenges and opportunities in organization. They could also use their ability to connect followers emotionally to organizations vision.
Instill in others an appreciation of the importance of work	Emotionally intelligent leaders may sensitively manage the emotions of others to generate positive moods in them as they participate in important tasks.
Generate and maintain enthusiasm,	Leader’s ability to generate excitement requires skills in appraising the emotions of others and anticipating to the changes of moods. This

confidence, optimism, cooperation and trust	enables leaders to maintain the collective commitment to organizational goals.
Encourage flexibility in decision-making and change	Emotional intelligence helps leaders to use emotional input in decision-making. By managing emotions in a desired way, leaders are able to approach problems with flexibility, create alternative solutions, and generate enthusiasm in followers, especially in challenging organizational change situations.
Establish and maintain meaningful identity for the organization	Leaders ability to evoke affective commitment in followers through the creation of organizational culture narratives. Cultural forms and values often aim to generate emotions in followers.

Leadership skills linkage to emotional intelligence (George, 2000)

Although a significant amount of research exists on leadership and project management, the emotional intelligence aspect of leadership has been under research and is controversial (Weinberger, 2009). According to Sririca (2008), 80% of projects failure is related, not to professional skill or knowledge, but to the human side of project management, i.e. lack of social intelligence, personal skills, leadership, inadequate communication and bad teamwork. Many managers have a technical background and possess an engineering mind-set meaning that they see themselves as skilful, rational and technical experts, which preferably maintain constancy (Cameron, 2009). This technical rationality means that the knowledge applied in practice is acquired from professional education and experience.

In Schön's (1983) 'Reflective Practitioner', he describes the ways in which practitioners in professional environment face challenges in their work that they cannot always solve drawing on their educational knowledge. Schön (1983) describes professional practice as foundation in unique situations with all their messy, uncertain and unpredictable features. According to Schön (1983) when reflective practitioners deal with a problem, they must step out of their training, reject the centrality of technique and understand that unique problems may take unforeseen forms. In many cases, this is also the situation in project management since project managers have to confront

uncertainty and unpredictable activities even though the framework itself holds many standardized processes. Researchers such as Winter et al. (2006) have suggested that managers' emotional competences are related to his or her skills and intuition in order to become a reflective practitioner which results in better problem-solving skills and ability to solve challenges. Therefore, it might be valuable to investigate if these emotional competences are utilized in managers' way of working, leading teams and facing unique challenges to become a reflective practitioner. Emotional intelligence might be a worthwhile concept to explore in relation to Schön's reflective practitioner framework.

The Intervention

Studies in field of emotional intelligence reveal that while emotional intelligence is a construct, which offers significant potential to account for variances in "life success", there is a need for rigorous research to underpin the assertion in an organizational setting. Research, which rigorously demonstrates the impact of emotional intelligence on success and performance in an organizational context, remains relatively uncommon. Emotions are prevalent in the workplace, but have been given relatively little attention in organizational research. Hence the present study makes an attempt to study emotional intelligence in the Mumbai corporate sector context, particularly for managerial functions using the Daniel Goleman's model.

One of the challenges in determining the value of emotional intelligence is to develop an accurate means of identifying characteristics associated with managing emotions. Taking into consideration a number of models, a four-dimension framework that incorporates the key ingredients of emotional intelligence was identified. The common themes of emotional intelligence include:

Self-Awareness	Self-Management	Social Awareness	Social Skills
<p><i>Emotional self-awareness</i>, where you are able to read and understand your emotions as well as recognize their impact on work performance and relationships;</p> <p><i>Accurate self-assessment</i>, where you are able to give a realistic evaluation of your strengths and limitations;</p> <p><i>Self-confidence</i>, where you have a positive and strong sense of one's self-worth.</p>	<p><i>Self-control</i>, which is keeping disruptive emotions and impulses under control;</p> <p><i>Transparency</i>, which is maintaining standards of honesty and integrity, managing yourself and responsibilities;</p> <p><i>Adaptability</i>, which is the flexibility in adapting to changing situations and overcoming obstacles;</p> <p><i>Achievement orientation</i>, which is the guiding drive to meet an internal standard of excellence;</p> <p><i>Initiative</i>, which is the readiness to seize opportunities and act.</p>	<p><i>Empathy</i>, which is understanding others and taking an active interest in their concerns;</p> <p><i>Organizational awareness</i>, which is the ability to read the currents of organizational life, build decision networks and navigate politics;</p> <p><i>Service orientation</i>, which is recognizing and meeting customers' needs.</p>	<p><i>Visionary leadership</i>, which is inspiring and guiding groups and individuals;</p> <p><i>Developing others</i>, which is the propensity to strengthen and support the abilities of others through feedback and guidance;</p> <p><i>Influence</i>, which is the ability to exercise a wide range of persuasive strategies with integrity, and also includes listening and sending clear, convincing and well-tuned messages;</p> <p><i>Change catalyst</i>, which is the proficiency in initiating new ideas and leading people in a new direction;</p> <p><i>Conflict management</i>, which is resolving disagreements and collaboratively developing resolutions;</p> <p><i>Building bonds</i>, which is building and maintaining relationships with others;</p> <p><i>Teamwork and collaboration</i>, which is the promotion of cooperation and building of teams.</p>

Goleman's Emotional Intelligence Model (2002)

Although still in the early stages of conceptual development, emotional intelligence has been shown to be an important skill in improving performance and increasing job satisfaction.

The Study

The sample was delimited to Managers from various manufacturing as well as service sectors including equal representation from domestic as well as MNC companies. The study was further delimited to managers of only

Mumbai corporate sector. The population consists of all the managers of the various industries in the Mumbai corporate sector. This includes managers of both domestic as well as MNC companies.

The sample of the study comprised of 780 top management level managers from manufacturing and service companies of the Indian corporate sector. A total of 52 companies were selected as the final sampling unit. Out of these 52 companies, 26 companies were of manufacturing type and 26 companies were belonging to the service sector. Out of the 26 companies of manufacturing 13 companies were domestic and rest 13 companies were MNC's and from each company 15 managers were selected.

Emotional intelligence levels and competencies will be assessed through a pre-designed Questionnaire. The areas covered by this questionnaire can be briefly summarized as follows:

- a) The first part was related to finding the awareness level regarding emotional intelligence as well as its related competencies.
- b) The second part consisted of a 5 point rating scale of 20 questions related to the four clusters of emotional intelligence namely self-awareness, self management, social awareness and social skills.
- c) The Part 3 consists of a 5 point rating scale consisting of questions related to leadership whether managers used emotional intelligence to enhance their leadership skills.
- d) The Part 4 consists of a 4 point rating scale consisting of questions related multiple constituents and how far the managers recognize emotions of multiple constituents and attend them in designing organization functions.

A Two (2) hour workshop on emotional intelligence was conducted in each company and the data was collected and analyzed quantitatively for each objective. In the present study both Descriptive Analysis as well as Inferential Analysis were used. The data was analyzed in terms of frequency and percentage. Mean and SD were computed and 't' Test and ANOVA were used as part of inferential data analysis.

Awareness level of emotional intelligence amongst managers

a) Informed Awareness - Unprompted awareness

The study proved that that nearly all managers of both Manufacturing as well as Service did not know as they were not able to name the component with no prompting.

b) Prompted awareness - Manufacturing – Service comparison

	Manufacturing	Service
Emotional Self Awareness	4%	5%
Accurate Self Assessment	2%	2%
Self Confidence	10%	9%
Self Control	8%	7%
Trustworthiness	6%	6%
Conscientiousness	3%	3%
Adaptability	5%	6%
Achievement Orientation	3%	3%
Initiative	7%	6%
Empathy	3%	5%
Organizational Awareness	5%	4%
Service Orientation	3%	3%
Developing Others	6%	5%
Leadership	8%	8%
Influence	4%	4%
Communication	8%	7%
Change Catalyst	2%	2%
Conflict management	3%	4%
Building Bonds	3%	4%
Team work & Collaboration	8%	8%
Total	100%	100%

The levels of prompted awareness varied considerably by the specific sub-competency concerned. In particular, awareness among the sample of Self-confidence competency was the most widespread in both Manufacturing and Service sector of the 20 sub-competencies covered, and awareness of Accurate Self-Assessment and Change catalyst was least widespread.

Emotional intelligence of Managers in Manufacturing and Service sector (both Domestic and MNC)

	<i>Manufacturing</i>		<i>Service</i>		<i>'t'</i>	<i>0.01</i>	<i>0.5</i>
	<i>N=26</i>	<i>SD</i>	<i>N=26</i>	<i>SD</i>			
	<i>companies</i>		<i>companies</i>		<i>value</i>		
	<i>390 managers</i>		<i>390 managers</i>				
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
Self Awareness	8.93	1.6	8.78	1.69	1.26	NS	NS
Self Management	16.16	2.9	16.04	2.91	0.58	NS	NS
Social Awareness	8.12	2.52	8.21	2.09	0.54	NS	NS
Social Skills	22.84	4.6	22.57	4.96	0.79	NS	NS
<i>Total EI</i>	<i>56.05</i>	<i>8.78</i>	<i>55.6</i>	<i>8.62</i>	<i>0.72</i>	<i>NS</i>	<i>NS</i>

Leadership skills – Managers in Manufacturing and Service sector (both Domestic and MNC)

	<i>Manufacturing</i>		<i>Service</i>		<i>'t'</i>	<i>0.01</i>	<i>0.5</i>
	<i>N=26</i>	<i>SD</i>	<i>N=26</i>	<i>SD</i>			
	<i>companies</i>		<i>companies</i>		<i>value</i>		
	<i>390 managers</i>		<i>390 managers</i>				
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
Leadership skills	13.57	4.18	13.94	3.51	1.33	NS	NS

Multiple Constituents – Emotional intelligence of Managers in Manufacturing and Service sector (both Domestic and MNC)

	<i>Manufacturing N= 26 companies (390 managers)</i>		<i>Service N= 26 companies (390 managers)</i>		<i>'t' value</i>	<i>.01</i>	<i>.05</i>
	<i>MEAN</i>	<i>SD</i>	<i>MEAN</i>	<i>SD</i>			
<i>Employees</i>	13.66	2.40	14.03	1.78	2.49	NS	S
<i>Customers</i>	10.78	1.76	10.72	1.67	0.50	NS	NS
<i>Investors</i>	7.97	1.68	8.12	1.52	1.30	NS	NS
<i>Competitors</i>	7.66	2.69	7.55	1.89	0.66	NS	NS
<i>Total</i>	<i>40.07</i>	<i>6.52</i>	<i>40.42</i>	<i>5.31</i>	<i>0.83</i>	<i>NS</i>	<i>NS</i>

Experience wise comparison using ANOVA

		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Self-Awareness	Between Groups	2.269	2	1.135	.412	.662
	Within Groups	2077.362	755	2.751		
	Total	2079.631	757			
Self-Management	Between Groups	14.249	2	7.124	.846	.430
	Within Groups	6359.515	755	8.423		
	Total	6373.764	757			
Social Awareness	Between Groups	5.039	2	2.519	.464	.629
	Within Groups	4100.412	755	5.431		
	Total	4105.451	757			
Social Skills	Between Groups	192.953	2	96.477	4.213	.015
	Within Groups	17290.251	755	22.901		
	Total	17483.204	757			
Total EI	Between Groups	345.733	2	172.866	2.279	.103
	Within Groups	57279.634	755	75.867		
	Total	57625.367	757			

Education wise comparison using ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Self-Awareness	Between Groups	20.594	2	10.297	3.776	.023
	Within Groups	2059.037	755	2.727		
	Total	2079.631	757			
Self-Management	Between Groups	32.498	2	16.249	1.935	.145
	Within Groups	6341.266	755	8.399		
	Total	6373.764	757			
Social Awareness	Between Groups	25.142	2	12.571	2.326	.098
	Within Groups	4080.309	755	5.404		
	Total	4105.451	757			
Social Skills	Between Groups	597.716	2	298.858	13.363	.000
	Within Groups	16885.489	755	22.365		
	Total	17483.204	757			
Total EI	Between Groups	1472.253	2	736.127	9.898	.000
	Within Groups	56153.113	755	74.375		
	Total	57625.367	757			

Age wise comparison using ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Self-Awareness	Between Groups	10.358	3	3.453	1.258	.288
	Within Groups	2069.272	754	2.744		
	Total	2079.631	757			
Self-Management	Between Groups	93.319	3	31.106	3.734	.011
	Within Groups	6280.445	754	8.330		
	Total	6373.764	757			
Social Awareness	Between Groups	3.766	3	1.255	.231	.875
	Within Groups	4101.685	754	5.440		
	Total	4105.451	757			
Social Skills	Between Groups	191.358	3	63.786	2.781	.040
	Within Groups	17291.847	754	22.933		
	Total	17483.204	757			
Total EI	Between Groups	680.263	3	226.754	3.002	.030
	Within Groups	56945.103	754	75.524		
	Total	57625.367	757			

Gender wise comparison

	Gender	N	Mean	Std. Devia tion	Std. Error Mean	't' value	.05	.01
Self-Awareness	Male	594	8.89	1.640	.067	0.424	NS	NS
	Female	164	8.70	1.717	.134			
Self-Management	Male	594	16.10	2.993	.123	0.141	NS	NS
	Female	164	16.02	2.550	.199			
Social Awareness	Male	594	8.18	2.128	.087	0.249	NS	NS
	Female	164	8.04	2.949	.230			
Social Skills	Male	594	22.82	4.902	.201	0.907	NS	NS
	Female	164	22.15	4.416	.345			
Total EI	Male	594	55.98	8.939	.367	1.090	NS	NS
	Female	164	54.90	7.868	.614			

Findings

Amongst the sample a strong correlation was found overall and between each of the four emotional intelligence abilities (self-awareness; self-management; social-awareness; and social skills) and leadership skills, emotions of multiple constituents were recognized in designing organization policies.

In essence what the study revealed was that most of the managers in the manufacturing sector and in the service sector not very well informed about the concept of emotional intelligence indicating the lack of awareness regarding emotional intelligence. Managers in the service sector were more informed regarding the concept of emotional intelligence in comparison to manufacturing sector. The managers of both manufacturing as well as service were not able to name the components of emotional intelligence without prompting. Since scores were mostly below average, efforts to

improve emotional intelligence among managers has to be implemented. Managers were fairly aware of the emotional intelligence however they are not capable of expressing or describing the term emotional intelligence in a verbalized way or are unable to even know that they are using it as they use. The reason behind this could be that managers are not skilled at expressing themselves and their beliefs or opinions.

The second objective in the present study concerned the measurement of managers' emotional intelligence level for both manufacturing as well as service sector including domestic and MNC company managers. Emotional intelligence concerns the degree to which you are able to repair negative moods and emotions, and maintain beneficial positive moods and emotions both within yourself and others at work. proficiency in this area is typically reflected in congenial dispositions such as genuineness, warmth, optimism and charisma. The results indicate mostly an average emotional intelligence among managers. Emotional intelligence levels for managers of both manufacturing as well as service companies did not show much difference with most of the managers in the manufacturing as well as service sector showing to have average level of emotional intelligence. Self-awareness, self-management, social skills and social management all were in the average category. It may be that managers in both types of organizations possess similar skills that prepare them for their managership positions. That is, perhaps the manager's share similar experiences overall and those experiences result in similar levels of emotional intelligence.

The overall leadership skills for manufacturing sector as well as service sector (both domestic as well as MNC) was found to be moderate with most managers in the average range closely followed by high range. Differences in emotional intelligence scores among managers by type of organization showed no significant differences. Scores indicated that the managers of these organizations were average, indicating adequate emotional capacity. It may be that managers in these companies of both the sectors possess similar skills that prepare them for their managership positions. That is, perhaps the manager's share similar experiences overall and those experiences result in similar levels of emotional intelligence.

Managers were far below the satisfactory range as far as considering emotions of multiple constituents in framing organization policies were the

concern. To be adept at an emotional competence like customer service or management of other multiple constituents requires an underlying ability in emotional intelligence fundamentals, specifically, social awareness and relationship management. However, emotional competencies are learned abilities: having social awareness or skill at managing relationship does not guarantee that one has mastered the additional learning required to handle a customer adeptly or to resolve a conflict. A person be highly empathic yet poor at handling customers if he or she has not learned competence in customer service. Although emotional intelligence determines the potential for learning the practical skills that underlie the four emotional intelligence clusters, the emotional competence shows how much of that potential one has realized by learning and mastering skills and translating intelligence into on-the-job capabilities.

For self-awareness, self-management, social awareness and total emotional intelligence there was no significant difference in the mean scores of managers having different number of years of experience. However for social skills, the difference was significant. Low emotional intelligence scores in terms of social skills can be attributed to problems with interpersonal relationships as well as difficulty changing or adapting. As the number of years of service progress, the tendency to become adjustment in particular mould becomes intense with the result that one tries to shun any external changes which might prove to be a hurdle in routine way of working to which he is accustomed.

As far as self-awareness, self-management and social awareness is there is no significant difference in the mean scores of managers having different educational qualification. For both social skills as well as total emotional intelligence there exists a difference in the mean scores of managers with different educational qualification. Improving managers' emotional intelligence would involve education and specific job-related training. Managers should also be encouraged to enhance their skills through continuous self-learning.

As far as self-awareness, social skills, social awareness and total emotional intelligence are concerned there is no significant difference in the mean scores of managers belonging to different age groups. One possible explanation could be that emotional intelligence is not a function of age and

with the advancing years it does not get strengthened. Emotions are individual and their expression and manifestation depend upon individual's profile. Managers belonging to different age groups may not remarkably differ in their emotional intelligence competencies. Emotions can be trained probably with experience and exposure.

There is no significant difference in the mean scores of emotional intelligence gender wise with respect to self-awareness, self-management, social awareness, social skills as well as total emotional intelligence. The findings indicate that women score somewhat higher on measures of emotional intelligence than men. Extensive reviews of the data on leadership and gender indicate that women leaders are devalued in comparison to their male counterparts, but especially when women employ a stereotypical male leadership style, namely an autocratic as opposed to democratic, style. If emotional intelligence plays a role in effective leadership, and if women, as a group, are higher in emotional intelligence than are men, then we need to realize that women possess a critical leadership skill.

Relevance

In so far as the management of social behavior involves the management of emotions (Hochschild, 1983), emotional intelligence has the potential to be a strong predictor of performance. Hence many organizational researchers have recently called for more focus on the role of emotions at work.

As the competition heats up and the pace of change is getting faster and the world more complex, we cannot continue doing business as usual. We need a new approach that transcends linear thinking and goes across barriers. As organizations downsize conflicts arise and undue stress is placed on every person within the organization. Extra pressure from increased workloads and financial stress, coupled with intra-individual conflict has created the need for and understanding and regulation of emotions in the workplace. Emotion detection is particularly prevalent at critical periods for instance during appraisals, promotions or retrenchment. However, since emotional processes can work faster than the mind, it takes a power stronger than the mind to bend perception, override emotional circuitry, and provide us with intuitive feeling instead. It takes the power of the heart. The senior and

middle level managers' behavior and treatment of their people determine turnover and retention. They interact daily with individuals who have distinct needs, wants, and expectations. They significantly influence the attitudes, performance, and satisfaction of employees within their department and of other departments.

As organizations begin to understand and implement emotional intelligence training they can reestablish the sense of a secure caring and people first atmosphere in their organization. This reestablishment is a key element in meeting the fundamental need described by Maslow's Hierarchy, of security and sense of belonging. Emotional intelligence is a simple yet effective route to establishing this sense in an organization. Furthermore, establishing an emotional intelligence organization now will ready an organization for the future influx and prepare them to become a streamlined lined and more effective organization.

Implications Of The Study

The implications of this study for organizations include a more socially interconnected, motivated, emotionally healthy workforce, the retention of talent in Mumbai in the global economy, and increased revenue. A practical implication of a manager recognizing and developing improved emotional skills, that is, exercising emotional leadership, is improved individual performance with inherent benefits, including improved health and well-being, status in the organization and financial reward.

Organizations may use the results of this study to design training activities to enhance particular components of emotional intelligence. If these professionals know the emotional intelligence levels of their managers, they can design programs around specific emotional intelligence components. Knowing the emotional intelligence levels of managers in different types of organizations would help identify areas for further managerial development.

Furthermore, this study revealed that managers in all of the organizations studied were average or low in their emotional intelligence scores. If a managerial program aspires to train managers with exceptional emotional

intelligence – like skills, then this study is of value because it illustrates the need for emotional intelligence training among all organizations.

Results of this study may also be used by organizations for human resource development practices and assigning the work profile. If managers are aware of their strengths and weaknesses in relation to emotional intelligence subcomponents, then they may be persuaded to participate in managerial development programs that help them strengthen areas of weakness. Managers may also use the results of this study to further their understanding of how to enhance their emotional intelligence in relation to managerial and organizational activities. Activities that promote active involvement and a sense of commitment will develop a sense of dependability and collaboration among the membership.

The implication of this study is that by using their own emotional competencies managers can encourage subordinates to enhance their problem solving strategy. The perception of subordinates of their supervisors' use of these skills may have compound positive impact on the subordinates' problem solving strategy of managing conflict and job performance. Therefore, the challenge for a contemporary organization is to enhance the emotional intelligence of their managers. Improving managers' emotional intelligence would involve education and specific job-related training. Managers should also be encouraged to enhance their skills through continuous self-learning. Organizations should provide appropriate reinforcements for learning and improving employees' essential emotional competencies needed for specific jobs. Education and training may be of limited value when it comes to improving supervisors' emotional intelligence. Organizations may have to adapt the policy of recruiting managers with vision and charisma who are likely to be high on emotional intelligence.

Value

The value of this research resides in the directness of the approach, the insight gained in the experience of managers going through processes of self-management and regulation. This research provides analysis on the emotional skills of managers and perceptions of senior executives and managers on the influence and importance of emotional intelligence for organization effectiveness and individual performance.

The research points to the need for organizations in Mumbai to establish emotional intelligence at the forefront of their employee value proposition and focuses the need for training in emotional intelligence if companies are to compete successfully in the global economy.

Conclusion

The idea of emotional intelligence, and the findings of this research which supports it, indicates that organizations which select managers on the basis of IQ and other "traditional" measures will not develop the talent and capabilities which will deliver their future success. It is clear that managers with high levels of emotional intelligence have greater career success, foster stronger personal relations, have more effective managership skills, and are healthier than those with low emotional intelligence. Further, they are able to monitor and evaluate others' feelings empathize with others and excel in interpersonal skills. It is recommended that organizations seek out managers with high emotional intelligence and seek ways to enhance the EQ of current managers. Because this component of managerial success can be developed, it is also suggested that firms develop programs that enhance the EQ of their managers. This will enable them to motivate themselves and their subordinates and to work in more creative, more fulfilled, and more enthusiastic ways.

Results of this study may also be used by organizations for human resource development practices and assigning the work profile. If managers are aware of their strengths and weaknesses in relation to emotional intelligence subcomponents, then they may be persuaded to participate in management development programs that help them strengthen areas of weakness. Managers may also use the results of this study to further their understanding of how to enhance their emotional intelligence in relation to managership and organizational activities. Activities that promote active involvement and a sense of commitment will develop a sense of dependability and collaboration among the membership.

An important area of future research concerns carefully designing and evaluating the effects of intervention on supervisory emotional intelligence in enhancing positive conflict management styles and effectiveness.

Additional research in this field could be conducted in an attempt to correlate managerial practices and organizational climate with concepts of emotional intelligence.

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