

EMOTIONAL INTELLIGENCE

1

“All learning has an emotional base.”— Plato

The emergence of Emotional intelligence is way back from the time of Darwin who emphasized on the importance of emotional expression for survival. The term “ Emotional Intelligence “ was first used by WAYNE PAYNE in their doctoral thesis, “ A study of Emotion : Developing Emotional Intelligence “, 1985. Then the publication of Daniel Goleman best seller “Emotional Intelligence: Why It Can Matter More Than IQ.” was a breakthrough in this field in 1995.

The ability to express and control our EMOTIONS is essential, but so is our ability to understand, interpret, and respond to the emotions of others. Imagine a world where you could not understand when a friend was feeling sad or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ.

The Four Branches of Emotional Intelligence

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

- **Perceiving Emotions:** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals.
- **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.
- **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.

- **Managing Emotions:** The ability to manage emotions effectively is a crucial part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

Emotional Intelligence - the five domains

Goleman identified the five ‘domains’ of EQ as:

1. Knowing your emotions.
2. Managing your own emotions.
3. Motivating yourself.
4. Recognising and understanding other people’s emotions.
5. Managing relationships.

Contemporary Interest in the Topic

When Salovey and Mayer coined the term emotional intelligence in 1990 (Salovey & Mayer, 1990), they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as a form 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 action (Salovey & Mayer, 1990). Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995). In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others’ emotions were better able to respond flexibly to changes in their social environments and build supportive social networks (Salovey, Bedell, Detweiler, & Mayer, 1999).

The Value of Emotional Intelligence at Work

Martin Seligman has developed a construct that he calls learned optimism (Schulman, 1995). It refers to the causal attributions people make when confronted with failure or setbacks. Optimists tend to make

specific, temporary, external causal attributions while pessimists make global, permanent, internal attributions. In research at Met Life, Seligman and his colleagues found that new salesmen who were optimists sold 37 percent more insurance in their first two years than did pessimists. When the company hired a special group of individuals who scored high on optimism but failed the normal screening, they outsold the pessimists by 21 percent in their first year and 57 percent in the second. They even outsold the average agent by 27 percent (Schulman, 1995). In another study of learned optimism, Seligman tested 500 members of the freshman class at the University of Pennsylvania. He found that their scores on a test of optimism were a better predictor of actual grades during the freshman year than SAT scores or high school grades (Schulman, 1995). The ability to manage feelings and handle stress is another aspect of emotional intelligence that has been found to be important for success. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per dollar of inventory investment (Lusch & Serpkenci, 1990).

Emotional intelligence has as much to do with knowing when and how to express emotion as it does with controlling it. For instance, consider an experiment that was done at Yale University by Sigdal Barsade (1998; 1998). He had a group of volunteers play the role of managers who come together in a group to allocate bonuses to their subordinates. A trained actor was planted among them. The actor always spoke first. In some groups the actor projected cheerful enthusiasm, in others relaxed warmth, in others depressed sluggishness, and in still others hostile irritability. The results indicated that the actor was able to infect the group with his emotion, and good feelings led to improved cooperation, fairness, and overall group performance. In fact, objective measures indicated that the cheerful groups were better able to distribute the money fairly and in a way that helped the organization. Similar findings come from the field. Bachman (1988) found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic, and sociable. One more example. Empathy is a particularly important aspect of emotional intelligence, and researchers have known for years that it contributes to occupational success. Rosenthal and his colleagues at Harvard discovered over two decades ago that people who were best at identifying others' emotions were more successful in their work as well as in their social lives (Rosenthal,

1977). More recently, a survey of retail sales buyers found that apparel sales reps were valued primarily for their empathy. The buyers reported that they wanted reps who could listen well and really understand what they wanted and what their concerns were (Pilling & Eroglu, 1994).

Both Goleman (1998) and Mayer, Salovey, & Caruso (1998b) have argued that by itself emotional intelligence probably is not a strong predictor of job performance. Rather, it provides the bedrock for competencies that are. Goleman has tried to represent this idea by making a distinction between emotional intelligence and emotional competence. Emotional competence refers to the personal and social skills that lead to superior performance in the world of work. The emotional competencies are linked to and based on emotional intelligence. A certain level of emotional intelligence is necessary to learn the emotional competencies (Gowing, in press). For instance, the ability to recognize accurately what another person is feeling enables one to develop a specific competency such as Influence. Similarly, people who are better able to regulate their emotions will find it easier to develop a competency such as Initiative or Achievement drive. Ultimately it is these social and emotional competencies that we need to identify and measure if we want to be able to predict performance.

Emotional intelligence examples

Two people had a fight with their boss at work. One of them was emotionally intelligent and the other wasn't.

On returning to their homes the first, who wasn't emotionally intelligent, started shouting at his children. This guy acted based on his emotions without thinking about them in an emotionally intelligent way.

When the second person returned home and found that the kids were noisy he just told himself, "well, why should I shout at the kids, they are not the ones to blame for my feelings, they always make that loud noise while playing. The main reason I am feeling bad is because of my boss"

That person recognized his emotions, thought about them, then acted in an emotionally intelligent way.

An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. There are many paths to excellence. Personal Competence. The emotional competencies fall into five categories. The first three categories contain **personal competencies**, which determine how we manage ourselves:

- **Self-Awareness:** Knowing one's internal states, preferences, resources and intuitions. Self-awareness competencies include *emotional awareness, accurate selfassessment and self-confidence*.
- **Self-Regulation:** Managing one's internal states, impulses and resources. This category includes *selfcontrol, trustworthiness, conscientiousness, adaptability and innovation*.
- **Motivation:** Emotional tendencies that guide or facilitate reaching goals. Motivation competencies include *achievement drive, commitment, initiative and optimism*. **Social Competence.** The last two categories contain social competencies, which determine how we handle relationships:
- **Empathy:** Awareness of others' feelings, needs and concerns. Empathy competencies include *understanding others, developing others, a service orientation, leveraging diversity and political awareness*.
- **Social skills:** Adeptness at inducing desirable responses in others. This category includes *influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities*.

Self-Awareness — Competencies Intuition and gut feeling bespeak the capacity to sense messages from our internal store of emotional memory — our own reservoir of wisdom and judgment. This ability lies at the heart of self-awareness, and self-awareness is the vital foundation skill for three emotional competencies: • Emotional awareness: The recognition of how our emotions affect our performance and the ability to use our values to guide decision-making. • Accurate self-assessment: A candid sense of our personal strengths and limits, a clear vision of where we need to improve and the ability to learn from experience. • Self-confidence: The courage that comes from certainty about our capabilities, values and goals.

Motivation — Competencies Three motivational competencies typify outstanding performers: • Achievement drive: Striving to improve or meet a standard of excellence. • Commitment: Embracing the organization's or group's vision and goals. • Initiative and optimism: Twin competencies that mobilize people to seize opportunities and allow them to take setbacks and obstacles in stride.

Empathy — Competencies Because of differences in how well we have learned the basic skills of social

awareness, there are corresponding differences among us in workplace competencies that build on empathy. Empathy represents the foundation skill for all the social competencies important for work. These include: • Understanding others: Sensing others' feelings and perspectives, and taking an active interest in their concerns. • Service orientation: Anticipating, recognizing and meeting customers' needs. • Leveraging diversity: Cultivating opportunities through diverse people. • Political awareness: Reading the political and social currents in an organization.

Social Skills — Competencies Social skills, in the essential sense of handling another person's emotions artfully, underlie several competencies. These include: • Influence: Wielding effective tactics of persuasion. • Communication: Sending clear and convincing messages. • Conflict management: Negotiating and resolving disagreements. • Leadership: Inspiring and guiding. • Change catalyst: Initiating, promoting or managing change.

Social Coordination — Competencies Several competencies of star performers are rooted in the basic human talents for social coordination: • Building bonds: Nurturing instrumental relationships. • Collaboration and cooperation: Working with others toward shared goals. • Team capabilities: Creating synergy in working toward group goals.

Emotional intelligence affects:

- **Your performance at work.** Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.
- **Your physical health.** If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.
- **Your mental health.** Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.



- **Your relationships.** By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

Q.1 Cultivating emotional competence requires an understanding of the fundamentals of behavior change. Critically analyse the statement.

Here are some of the resulting guidelines:

- Assess the job. Training should focus on the competencies needed most for excellence in a given job or role.
- Assess the individual. The individual's profile of strengths and limitations should be assessed to identify what needs improving.
- Deliver assessments with care. Feedback on a person's strengths and weaknesses carries an emotional charge.
- Gauge readiness. People are at differing levels of readiness.
- Motivate. People learn to the degree they are motivated and making the competence a personal goal for change.
- Make change self-directed. When people direct their learning program, tailoring it to their needs, circumstances and motivation, learning is more effective.
- Focus on clear, manageable goals. People need clarity on what the competence is and the steps needed to improve it.
- Prevent relapse. Habits change slowly, and relapses and slips need not signal defeat.
- Give performance feedback. Ongoing feedback encourages and helps direct change.
- Encourage practice. Lasting change requires sustained practice both on and off the job.
- Arrange support. Like-minded people who are also trying to make similar changes can offer crucial ongoing support.
- Provide models. High-status, highly effective people who embody the competence can be models who inspire change.
- Encourage. Change will be greater if the organization's environment supports the change, values the competence and offers a safe atmosphere for experimentation.
- Reinforce change. People need recognition — to feel their change efforts matter.
- Evaluate. Establish ways to evaluate the development effort to see if it has lasting effects.

Q.2 Emotional intelligence is important, but the unbridled enthusiasm has obscured a dark side. Discuss.

Experts believe that emotional intelligence helps people disguise one set of emotions while

expressing another for personal gain. Emotionally intelligent people "intentionally shape their emotions to fabricate favorable impressions of themselves," Professor Kilduff's team writes ***"The strategic disguise of one's own emotions and the manipulation of others' emotions for strategic ends are behaviors evident not only on Shakespeare's stage but also in the offices and corridors where power and influence are traded."***

The Emotionally Intelligent Organization

An emotionally intelligent organization needs to come to terms with any disparities between the values it proclaims and those it lives. Clarity about an organization's values, spirit and mission leads to a decisive self-confidence in corporate decision-making. An organizational mission statement serves an emotional function: articulating the shared sense of goodness that allows us to feel what we do together is worthwhile. Working for a company that measures its success in the most meaningful ways — not just the bottom line — is itself a morale and energy raiser.

Emotion and morality

In making the link between emotional life and ethics, Goleman notes that if a person cannot control their impulsiveness, damage will be done to their deepest sense of self; control of impulse '...is the base of will and character' he says. Compassion, that other benchmark of character, is enabled by the ability to appreciate what others are feeling and thinking. These two elements are basic to emotional intelligence, and therefore basic attributes of the moral person.

Emotional intelligence and a Bureaucratic Leader

When a leader cares about others, he is not a centre of attention and keeps everyone in the loop by making their intentions known.

Stress tolerance

To stay focused, stress should be managed and it involves own reactions to stress or the reactions of others to the stress.

Impulse control

Independent people evaluate the alternatives and initiate the work by taking appropriate action by executing the right options. People who manage their impulses avoid being distracted and losing control of the situation. Being patient helps the leader not to interrupt others and allows hearing out their views.



Optimism

Optimistic people have a target that they're aiming toward. These people are confident in their ability to carry out the required actions and meet the target by looking for successful solutions to problems. At any stage of bureaucracy, today's leaders need to win the hearts and minds of their followers. He needs the following competencies. People want to feel involved in planning the interventions or tasks that they're assigned to carry out. Good leaders are sensitive to and can read even minor objections to ideas and requests. After good leaders recognize objections, they can easily deal with them, either by overcoming objections or by making slight adjustments to the plan. Make the team feel like an important part of the team. Good leaders know and use their skills to get everyone on board with whatever decision he makes. The following are the emotional intelligence skills that are required for a bureaucracy to be successful in the long run.

Assertiveness

Being assertive means asking the right questions in the right way when you don't know the answer to a problem to the team. Interpersonal relationships Interpersonal relationship skills help leaders cultivate the relations they need with others.

Happiness

Happiness draws people and they prefer working with leaders who are happy, but they tend to hide from those leaders with less than friendly dispositions. Emotional intelligence plays an important role in career success. They lead to innovative and valid ways of assessing people's abilities, especially fluid emotional intelligence in distressing situations.

Emotional Competency.

Many emotional competencies have been identified and analysed in Indian industry after a detailed research in the field.

They all are needed to be learned by managers and they are:

Tackling emotional upsets .This means tackling frustrations, conflicts, inferiority complexes etc. It also means avoiding emotional exhaustion such as stress, burnout and negativity of emotions. People in conflict are generally locked into a self perpetuating emotional spiral in which the genesis of the conflict is usually not clear.

Finding ways to deal with anger, fear, anxiety and sadness are essential signs of emotional competency. For example, learning how to manage your-self when upset, is one such asset. Being able to channelize emotions to a positive end is another key skill to raise your Emotional Quotient (EQ).

Under Indian conditions, **inferiority complex** arising from issues such as knowledge, education, physical characteristics, religion, region, caste, sex and creed are not uncommon. Inferiority complex is also reflected in the low self esteem, negative feelings and low opinion about oneself.

Research shows that a high level of emotional intelligence helps overcome **inferiority complex**. High self esteem Many managers often give themselves a negative feedback. On the other hand, there are those who believe that optimism can be a useful asset. Research done in Indian organisations has indicated that leaders should learn to be optimistic to boost their self esteem. High self esteem gives a manager realistic confidence to perceive challenges as learning opportunities. As a result, one constantly grows and improves. High self esteem is the greatest gift a manager can give to himself. Unfortunately, most of us suffer from a wounded self esteem which often leads to a psychological invalidation of the self.

High Self esteem.The managers should learn to acquire **high self esteem** which is reflected in the feelings of confidence and competence. Tactful response to emotional stimuli This means being creative and practical towards emotional prompts elicited from the inner self and the immediate environment. An emotionally intelligent manager will try to manipulate the on-going environment to his/her advantage by reacting appropriately.

Handling egoism Egoism is based on the view that the fundamental motive behind all emotional conduct is self interest. A self centred manager talks incessantly of himself and his doings and is interested in only his own concerns. Tackling ego problems without hurting one's self esteem is the key to success. An 'I am never wrong' attitude may be harmful in many situations. One should not be an egoist. It is the root cause of problems in interpersonal relations. Taking the initiative to resume dialogue and breaking the ice in situations where both parties have stuck to their original stand and have refused to budge is a sign of emotional competency.

Emotional maturity is reflected in the behavioural pattern exhibited by the managers while dealing with the inner self and the immediate environment. Some of the important aspects of emotional maturity are: Self awareness One of the basic emotional skills is the ability to recognise different feelings emanating from within and giving a name to them. Many managers are in fact unable to recognise their feelings and are inclined to deny them. Knowing one's own emotional strength and weaknesses is of great help. For instance, the inner self constantly responds to the outer world. It is generally believed that if one cannot interpret one's own emotions, he or she may not be able to do the same for others. This will reduce your effectiveness in handling interpersonal relationships. (Source: Dr Dalip Singh & Dr. N.K. Chadha)

Developing others Recognising the value of the contribution of others and encouraging their participation can often do good. Appreciating other's point of view and involving them actively in a project are signs of an emotionally intelligent manager. Unfortunately, we in India seem to lack this natural gift.

Delaying gratification The managers may learn to delay the gratification of reacting to a particular situation instantaneously. This means to gain time to judge whether what is about to be said or done in the heat of the moment is the best course of action by expressing personal concern without anger or passivity, a manager may come out a winner. A manager must have loads of patience and must not allow emotions to get the upper hand. Delaying gratification 'is doing right' and has far reaching consequences in attaining success in personal and professional life.

Adaptability and flexibility Knowing how and when to take the lead and when to follow are both essential emotional skills. The managers should know when to be aggressive and when to be passive. He should also know that there is a time to confront, withdraw, speak and remain silent. However, to do so, the manager has to control powerful negative tendencies such as jealousy, manipulation and the feeling of self grandeur.

Empathy Empathy is the ability to sense how other people feel. It is the ability to share and accept another person's feelings. In India, we tend to call it the quality of humanness. It is the ability to listen to

others without getting carried away by personal emotions. It is necessary to be able to distinguish between what others do or say, and one's own personal reactions and judgements.

Improving inter personal relations Developing quality inter relationships has a positive effect on all the parties. Positive inter personal relations are a sure sign of success. The key to good inter personal relations is to believe in the basic elements of trust, confidence and reliance. Research has shown that the primary cause of failures among executives was their poor inter personal relations at the workplace. A manager with poor inter personal relations will experience considerable stress and anxiety and exhibit lack of trust in others. (Source: Dr Dalip Singh & Dr. N.K. Chadha)

Communicability of emotions The influence of emotions is contagious and travels from one person to another instantaneously. A cheerful manager communicates a message of confidence and self respect. In contrast, expressions of negative feeling by a manager communicate a message of pessimism, bitterness, suspicion and inferiority. Hence, the managers may learn how to communicate emotions through verbal and non verbal mediums.

CASE STUDIES

1. *The US Air Force used the EQ-I to select recruiters (the Air Force's front-line HR personnel) and found that the most successful recruiters scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self Awareness. The Air Force also found that by using emotional intelligence to select recruiters, they increased their ability to predict successful recruiters by nearly three-fold. The immediate gain was a saving of \$3 million annually. These gains resulted in the Government Accounting Office submitting a report to Congress, which led to a request that the Secretary of Defense order all branches of the armed forces to adopt this procedure in recruitment and selection. (The GAO report is titled, "Military Recruiting: The Department of Defense Could Improve Its Recruiter Selection and Incentive Systems," and it was submitted to Congress January 30, 1998. Richard Handley and Reuven Bar-On provided this information.)*

II. **Working in healthcare organizations**

1. **Compassion** — How compassion is measured, and how the results presented, are important. We've seen outstanding clinicians who don't score on the high side of the compassion scale. For compassion to be useful, it must result in positive action. Even highly factual (vs. feeling) individuals can connect with patients and coworkers if they are aware and able to convey that they are trying to understand the other's emotional state.
2. **Awareness** — The ability to understand a situation and either focus on the details or the big picture, as appropriate, is invaluable to creating a patient-centric culture and to successfully collaborating and working in teams.
3. **Regulation** — The ability to moderate emotions is critical to the ability to problem solve under stress and to maintain productive, professional relationships and behaviors. Those at either end of the spectrum can function well if they are aware of their natural reactions. Those who are highly excitable may be at a greater risk for impulsive negative remarks or actions (e.g., physician disruptive behavior). Those who are hyper-controlled, however, are often perceived as distant and uncaring.
4. **Emotional Intelligence.** Or, your level of "social focus." Are you so focused on the task at hand that you fail to read the needs of patients and colleagues, or are you easily able to read others' emotions and use that information to achieve a positive outcome? For example, once you know that you are highly factual and less socially focused, you can get in the habit of making a special effort to evaluate how a patient or colleague is reacting to you and act accordingly.

Training Implications

We need to train and develop nurses, staff and physicians on how to provide patient-centered care. Imagine a patient with bad reaction to anesthesia. It's fairly routine but still uncomfortable and unnerving for the patient and the family. One nurse may be highly conscientious and clinically competent and taking all the right steps to address the situation. She'll provide the right treatment and the patient's symptoms will resolve, but she doesn't attempt to calm the patient or instill a sense of confidence and even fails to pick up on the anxiety. Another nurse, may not be quite as conscientious or experienced. She may even take a bit longer to figure out exactly

what to do, but she is more comforting. She knows to put a hand on the patient's shoulder and to assure the family that this is normal. The symptoms may resolve in the same amount of time, but the two patient and family experiences were very different.

The specific, individual behaviors and interactions of every physician, nurse and staff member are what drive patient-centered care. More importantly, they must understand something about their own behavioral make-up. The first nurse in the situation above may learn that she is highly factual and needs to make a special attempt to understand, and respond to, patient needs. The second may discover that she is so focused on meeting patient needs that she must be actively conscientiousness of the tasks that impact patient outcomes.

The most successful patient-centered care training programs must thus combine service excellence principles with behavioral assessments that provide staff with useful insight into their own behavioral make-up—including healthcare- specific emotional intelligence.

III. **MARTIN LUTHER KING**

Some of the greatest moments in human history were fueled by emotional intelligence. When Martin Luther King, Jr. presented his dream, he chose language that would stir the hearts of his audience. "Instead of honoring this sacred obligation" to liberty, King thundered, "America has given the Negro people a bad check." He promised that a land "sweltering with the heat of oppression" could be "transformed into an oasis of freedom and justice," and envisioned a future in which "on the red hills of Georgia sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood".

IV. **ADOLF HITLER**

Recognizing the power of emotions, another one of the most influential leaders of the 20th century spent years studying the emotional effects of his body language. Practicing his hand gestures and analyzing images of his movements allowed him to become "an absolutely spellbinding public speaker," says the historian Roger Moorhouse—"it was something he worked very hard on." His name was Adolf Hitler.

Emotional intelligence is important, but the unbridled enthusiasm has obscured a dark side. New evidence shows that when people hone their

emotional skills, they become better at manipulating others. When you're good at controlling your own emotions, you can disguise your true feelings. When you know what others are feeling, you can tug at their heartstrings and motivate them to act against their own best interests.

Social scientists have begun to document this dark side of emotional intelligence. When a leader gave an inspiring speech filled with emotion, the audience was less likely to scrutinize the message and

remembered less of the content. Ironically, audience members were so moved by the speech that they claimed to recall more of it.

The authors call this the **awe**struck effect, but it might just as easily be described as the **dumb**struck effect. One observer reflected that Hitler's persuasive impact came from his ability to strategically express emotions—he would “tear open his heart”—and these emotions affected his followers to the point that they would “stop thinking critically and just emote.”

