Applying Emotional Intelligence in Organization - Leadership Effectiveness

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Abstract: EI is the most potent predictor of success at the workplace far more important than IQ when emotions start building up, emotional literacy comes to the rescue. It amply proves that Emotional literacy paves the way to improved interpersonal and professional relations. In the corporate world, according to personnel executives, IQ gets you hired but EQ gets you promoted. Variable that come to mind in relation to Emotional Intelligence for some people, are Zeal and Persistence, or Optimism, or Strength of Character in general. Other people think of social intelligence and practical intelligence. Emotional Intelligent — Qualities Zeal and persistence, optimism, and strength of character, are all traits. So are social intelligence, practical intelligence, and emotional intelligence. Traits, in this sense, are "thematically coherent collections of features within personality" For example, persistence involves the theme of "keeping going in a steady fashion under pressures" and involves a number of features that are related to persistence. These thematically related mental features include.

- Motive to attain a given goal.
- Cognitive beliefs that continuing to reach the goal are important and may pay off
- Plans for how to meet the goal, and
- Self-control to continue toward the goal.

Effective leaders listen better and help employees to resolve problems on their own and know how to empower and inspire others to built mutual trust between team members to increase group cohesion.

I. INTRODUCTION

Emotional Intelligence is "the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion." (Mayer and Cobb, 2000). Elsewhere they go into more detail, explaining that it consists of these "four branches of mental ability". Every one prefers to feel important needed, useful, successful, proud, Respected, Rather than unimportant, Interchangeable, Anonymous, Wasted, Unused, Expendable, Disrespected

II. FOUR BRANCHES OF MENTAL ABILITY

- Emotional identification, perception and expression
- Emotional facilitation of though
- Emotional understanding
- Emotional Management.

Emotional identification, perception and expression

Emotional perception, involves such abilities as identifying emotions in faces, music, and stories.

Emotional facilitation of though

Emotional Facilitation of Thought involves such abilities as relating emotions to other mental sensations such as taste and color (relations that might be employed in artwork), and using emotion in reasoning and problem solving. (Also : "integrating emotions in thought, "Mayer and Cobb).

Emotional understanding

Emotional Understanding involves solving emotional problems such as knowing which emotions are similar, or opposites, and what relations they convey.

Emotional Management.

Emotional Management involves understanding the implications of social acts on emotions and the regulation of emotion in self and others.

Four Branch Model of Emotional Intelligence

A leader who is high on EQ has the following characteristics:

Ability to Regulate Emotions

This refers to the ability to be open to feelings, both pleasant and to unpleasant; to engage or deflect from an emotion, depending upon its judged utility; to monitor
emotions in relation to himself or herself and others, such as recognizing how clear, typical, influential or reasonable they are; to manage his or her own emotions as well as those of others by moderating negative emotions and enhancing positive ones; to build rapport with various segment of society and create a network of people. It means friendliness with a purpose, i.e., moving people in the desired direction. Leaders who forge relationships with a wide variety of people are generally very effective.

**Ability to Analyze Emotions**

This refers to the ability to label emotions and recognize the relations between emotions, such as those between liking and loving; the ability to interpret the meanings of relationships expressed through emotions, such as that sadness is a concomitant of loss; the ability to understand complex feelings such as simultaneous feelings of love and hate or blends like awe which comprises both fear and surprise; the ability to recognize likely transitions among emotions such as from anger to satisfaction or from anger to shame.

**Emotional Facilitation of Thinking**

Emotions priorities thinking by directing attention to important information. Emotion are sufficiently vivid and available and they can be generated as aids to judgment and memory concerning feelings. Emotional swings can change the leader's perspective from pessimism to optimism or vice-versa.

**Ability to Express Emotions**

The ability to identify emotions in one's physical stages, feelings and thought; the ability to identify emotions of others, in designs and works of art, etc., through language, sound, appearance and behavior; the ability to express emotions and needs related to those feelings; the ability to discriminate between accurate and inaccurate or honest and dishonest expressions of feeling.

**Emotional Intelligence and Stress Management**

To assess your stress level, answer the following questions. Do you generally experience one or more of these symptoms?

- Inability to concentrate
- Neglect of responsibility
- Loss of appetite
- Memory loss
- Irritability
- Feeling of hopelessness
- Nameless fears
- Loss of sexual desire
- Loss of Self-esteem
- Physical stress of any kind

If you experience even one of these symptoms, you need to seek timely and appropriate attention and care, otherwise the situation may get out of control and give rise to complications in future.

**Emotional Intelligence and the Credibility of Managers**

Credibility, one of the most important characteristics for the effectiveness of supervisors is reflected in the following features.

**Trustworthiness**

The relationship management is an important factor in building trustworthiness. A high level EQ is well reflected in the manner in which people manage their relationships with others. Trustworthiness relates to the level of security that a person may feel towards another and the extent to which a person is viewed as fair, pleasant, friendly, honest, just and patient in dealing with others.

- **Informativeness**: This dimension refers to the extent to which a person is perceived as well qualified, well informed, highly experienced and well trained for a job.
- **Dynamism**: This refers to the achievements of a person and includes notions such as how forceful a person is. A person must demonstrate a creative level of activity and energy in relating to others so that they can see for themselves that he or she is credible reference point in the work environment.
- **Transparency**: If there is a lack of transparency in the decision-making process, the manager loses credibility. This is more common in bureaucracy, where the decision-making process is formal, impersonal and questionable.
- **Integrity and Honesty**: This refers to a manager's commitment to maintaining higher socio-psychological standards. In an environment where integrity and honesty are questionable, management's credibility is lowered. In India in general there is a lack of trust in the system.

**Training Phases — Emotional Intelligence**

It is being increasingly recognized the world over that with effective training, emotional learning can be mastered. The training process includes four basic phases.

- **The First phase** occurs even before the individual begins formal training. This initial phase, which is crucial for effective social and emotional learning, involves preparation for change. The preparation occurs at both the organizational and individual levels. (Page 34)

- **In the second phase** the training focuses on the change process itself. This includes the processes that help people change the way in which they view the world and deal with its social and emotional demands.

- **The third phase** transfer and maintenance, focuses on what happens following the formal training experience.

- **The final phase** involves evaluation. Given the current state of knowledge about emotional learning the complexity of programmes designed to promote such learning and the unevenness in the effectiveness of existing programmes, evaluation should always be part of the process. Each phase will be examined in depth to obtain greater insight into the processes involved.
Phase One: Preparation for Change

Motivation is especially important in social and emotional learning. Such learning can be challenging for employees who have already established a way of relating to others and themselves. It is important to be strongly committed to the change process for an extended period of time. So, what can managers and trainers do to increase learners’ motivation prior to the onset of the change process? Several guidelines are available to address this question.

III. ASSESSING THE ORGANIZATIONS’ NEEDS

Goods training begins with a proper needs assessment. For emotional training, there are two particular challenges that must be addressed at this point in the process. First, many employees in an organization may be skeptical about the link between emotional intelligence and work performance.

The Second challenge is to identify all the various emotional competencies which are important for success. Sometimes, crucial ones are easily overlooked.

Types of Competencies:

Self management skills (resilience, efficiency and adaptability) and interpersonal skills (caring for and managing customers well and teamwork. However, two other competencies — self awareness and empathy — Supported self-management and interpersonal competencies. A careful assessment of the work situation, informed by an understanding of the nature of emotional competence, enabled the consultant to identify both the surface level and deeper competencies that affected performance.

Emotional Competence

- Assessing personal strengths and limitations.
- Providing feedback with care.
- Maximizing learner choice.
- Encouraging participation.
- Linking learning goals to personal valves.
- Adjusting expectations.
- Recognizing readiness to change.

Emotional Skills that Managers Should Learn

EQ calls for the acquisition of certain emotional skills. Managers have to learn these emotional skills to be star performers. But what exactly are these skills? Recent research has identified a few such skills.

- **Self-Awareness** : One of the basic emotional skills involves being able to recognize different feelings and giving a name to them. Equally important is the ability to be aware of the relationship between thoughts, feelings and actions. What thought, for instance, triggered a particular feeling? What feeling was behind a specific action? These are questions you have to ask yourself if you want to understand your emotions better.

- **Managing Emotions** : It is equally important to realize what lies behind feelings. Beliefs have a fundamental effect on the ability to act and on how things are done. Many people continually give themselves negative messages. On the other hand, there are those who believe that hope can be a useful asset. Also, finding ways to deal with anger, fear, anxiety and sadness are essential qualities. For example, learning how to control yourself when upset is one such asset; another is understanding what happens when emotions get the upper hand and be able to gain time to judge if what is about to be said or done in the heat of the moment is really the best line of action. Being able to channelise emotions to a positive end is another key skill for raising your EQ.

- **Empathy** : Getting the measure of a situation and being able to act appropriately requires an understanding of the feelings of others. It is important to be able to listen to others without getting carried away by your own personal emotions. It is necessary to be able to distinguish between what others do or say, and your own personal reactions and judgments.

- **Communicating** : Developing quality relationships has a positive effect on all the parties. What are the feelings being communicated to others? Enthusiasm and optimism are contagious; but so are pessimism and negativity. Being able to express personal concerns without anger or passivity is a key asset.

- **Cooperation** : Knowing how and when to take the lead and when to follow both are essential for effective cooperation. Effective leadership is not based on domination but on the art of helping people work together to achieve common goals. Recognizing the value of the contribution of others and encouraging their participation can often do more good than just giving orders or complaining. At the same time, there is a need to assume responsibility and recognize the consequences of your decisions and actions and follow through on commitments.

- **Resolving Conflicts** : In resolving conflicts it is important to understand the conflict at work. People in conflict are generally locked into a self-perpetuating emotional spiral in which the genesis of the conflict is usually not clear.

Emotional Quality Management:

Emotional Quality Management requires the management of certain specific emotional competencies such as:

- The ability to de-escalate conflicts and use conflict as a source of valuable feedback and improvement.

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The ability to treat feelings, both those of the customer and the employee, as important variables in a total success formula:

- The ability to use emotions as a source of productive energy
- The ability to identify and label specific feelings in yourself and others.
- The ability to effectively communicate and discuss emotions.
- The ability to empathize with, validate, motivate, inspire or soothe others as appropriate.
- The ability to make intelligent decisions using a healthy balance of emotion and reason.
- The ability to take responsibility for your own emotions.

Executives have the ability to process emotional information, which involves perception, assimilation and understanding and management of emotion. They do accurate self assessment and have self confidence. Since self awareness level is high, the executives are able to assess their ability they plan how to meet the goal and have self control to continue to the goal and sustain personal growth. They also have empathy for the feelings of others and insight into how others think and then do things like delay gratification.

Executives with increase self awareness have zeal. Persistence and strength of character which help them to display the associated competencies such as collaboration or leadership and hence they move people in the desired direction. They express Personal concerns on all people and recognize the value of contribution of others and encourage participation they try to resolve the conflicts that may emerge in all dimensions and prove to be a effective leader. Top Managers being Elite group their nature of work separate them from mingling with other Executives and workers. Executives who has less and moderate score to try to establish mutual trust and confidence so that they can develop better relationship and foster team spirit. They should not be dominant but encourage others to participate rather than just giving order or complaining at the same time they should assume responsibilities and recognize the consequences of their action and reaction.

Feeling of empathy — Leader ability to put himself into another’s shoes and think from others perspective facilities organizational development. A leader's passion for work for reasons other than money or power and his or her ability to vigorously and persistently pursue goals are important. Achievement for the sake of achievement should be the goal, rather than only to secure gains.

The mental ability we are born with which gives us our emotional sensitivity and our potential for emotional learning management skills which can help us maximize our long term health, happiness and survival.

Emotional Competence is a learned capability the leads to outstanding performance at work. Your emotional intelligence determines your potential for learning practical skills which are based on the five elements of self-awareness, motivation, self-regulation, empathy and adaptiveness in relationships. Your Emotional Competence shows how much of this potential is translated into on-the-job capabilities. For instance, providing good customer service is an Emotional Competence based on empathy. Similarly, trustworthiness is a competence based on self-regulation, or handling impulses and emotions well. Both customer service and trustworthiness are competencies which can lead to outstanding performance at work.

IV. CONCLUSION

Emotional Intelligence abilities build upon one another. For example, self-awareness crucial of self-regulation and empathy; self-regulation and self-awareness contribute to motivation; all these abilities aid in the development of social skills. Emotions have impacts on your thoughts, decision-making processes, and personal successes in life. Believe it or not, there are a number of different strategies, and tools you can use, that will lead you to greater self-awareness, self-management, and the required level of emotional commitment that ensures honest and healthy personal relationships. Developing Emotional Intelligence is much the same as exercise and eating habits, the longer your practice the skills the easier it becomes, almost like habit.

Low Emotional Intelligence is likely to lead to general unhappiness. If your Emotional Intelligence is not high, it is likely that you will choose a friend who is not well suited to you. You may even choose a friend who makes logical sense but who just does not feel ‘good’. The cost of this may be very high eventually, you may find excuses to end such a friendship.

High Emotional Intelligence is associated with feelings of general happiness. When you have a high Emotional Intelligence, you are more likely to recognize both the source of your negative feelings, and have the confidence to take corrective actions, thus increasing long-term happiness. The higher your Emotional Intelligence, the more you will assume responsibility for your own happiness’s, and the less you will depend on society.

Research on Emotional Intelligence has revealed that People High on Emotional Intelligence Are happier, healthier and more successful In their Relationships. They strike a balance between emotion and reason, are aware of their own feelings, empathic and compassionate towards others and also show signs of high self-esteem.

EI is the most potent predictor of success at the workplace, far more important than IQ.

Management and employees with high EI are more successful than their counterparts who are merely technically qualified.