The Case of Emotional Intelligence in Organisational Context

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Emotional intelligence is one of the most fascinating and discussed variables for new age organisations in which the employees are considered to be the backbone. EI is the ability of an individual to appropriately and successfully respond to emotional stimuli aroused from the inner self and the immediate environment. It brings together the field of emotions and intelligence by viewing feelings as useful source of information that can be used as an instrument in achieving professional success and organisational development. This paper focuses on studying the emotional intelligence level of white-collar employees working in selected textile manufacturing units. The study also focuses to find out different dimensions of emotional intelligence which helps managers to handle tactfully the dynamics of human bahaviour in difficult situations. Stratified random sampling technique was used to select a sample of 100 managers working in selected textile manufacturing units. Descriptive statistical interpretation and correlation analysis was used to achieve the research objectives. The study outlined that manager working at leadership positions exhibited extremely high level of emotional intelligence. Appraisal of negative emotions, appraisal of positive emotions and emotional facilitations & goal orientedness appeared to be the strongest dimensions in enhancing the emotional competencies of executives at workplace.

Key Words: Emotional Facilitation, Emotional Intelligence, Leadership, Negative Emotions, Positive Emotions

I. INTRODUCTION

Emotional intelligence has its roots in the early 20th century when Thorndike [31] originated the idea of social intelligence. In his Harper's magazine article, Thorndike proposed that there are three types of intelligence i.e. abstract (ability to understand and manage ideas), mechanical (concrete objects) and social intelligence (people). He defined social intelligence as the ability to understand others and act wisely in human relations. While explaining the social dimension of intelligence, Thorndike claimed that social intelligence is a complex term which is difficult to measure as compare to IQ. His theory on social intelligence received great acceptance among psychologists during the phase from 1920 to 1930. Unfortunately, all attempts and experiments made to measure social intelligence during that period were mostly unsuccessful [31][4], but it created a spark and social intelligence became one of the most debatable and favorite topics among psychologists and management philosophers. After numerous experiments and research, Cronbach [10] concluded that since social intelligence involves the ability to deal with people and human behavior is always unpredictable, so social intelligence cannot be defined and measured. In 1983 Gardner [13] came up with the multiple intelligence theory which focuses on the fact that human potential is a unique blend of capabilities and multiple intelligences. Gardner [13] in his famous book "Frames of Mind" wrote that a well-balanced organization and teams comprised people who collectively are good at different things and capabilities. He believed that there is not just one

kind of intelligence i.e. Intelligent quotient which is important for success in personal as well professional life, rather a wide range of intelligences are required with several varieties. Gardner classified these multiple intelligences into seven categories: linguistic intelligence, logical mathematical intelligence, musical intelligence, bodily kinesthetic intelligence, special visual intelligence, interpersonal and intrapersonal intelligence. He related interpersonal and intrapersonal intelligence with the ability to understand relationship with others and the world, one's own needs and reactions to change, ability to deal with change at workplace, interpretation of behavior and communication, ability to understand one's own and others' feelings. But his definition on intelligence was widely criticized and termed as rational intelligence because Gardner failed to explain in detail the role of feelings in these intelligences. Despite criticism the fact remains that emotional intelligence is a task or activity in describing the term interpersonal and intrapersonal intelligence [14].

Mayer and Salovey [22] related Gardner's interpersonal and intrapersonal intelligence to one's own and others' feelings and conceptualized the term emotional intelligence. They defined emotional intelligence as a form of social intelligence that involves the ability to monitor one's own and other's feeling and emotions, to distinguish among them and to use that information to guide one's actions and thinking. Unlike Gardner's personal intelligence, emotional intelligence not only includes appraisal, expression of one's own and others' feelings but it also focuses on regulation and utilization of emotional information to solve problems

and regulate behaviour [5],[7],[8]. It involved appraisal and expression of emotions in self through verbal, non-verbal gestures, skillful reorganization of others' emotional reactions and empathetic response, regulate and manage emotions in self and others to motivate, and utilize this emotional information in problem solving, creative thinking, handling pressure which ultimately leads to holistic development of self and others. Mayer and Salovey [24] further refined their definition and proposed four types of emotional intelligence abilities arranged from the most basic psychological process (perceiving emotions) to the higher integrated psychological process (Regulation of emotions). They divided the emotional intelligence competencies into four abilities that are emotional awareness, emotional facilitation, emotional knowledge and emotional regulation which are distinct yet related.

In 1995 Goleman [16] published his famous book "Emotional Intelligence: why it Can Matter More than IQ" and the term gained worldwide prominence. Goleman [17] also identified a set of emotional competences that differ from person to person and these competences fall into following categories:

1. Self-Awareness: emotional awareness, accurate self-assessment, self confidence
2. Self-Regulation: trustworthiness, adaptability, innovation, self-control.
3. Motivation: commitment, optimism, achievement drive.
4. Empathy: understanding others, developing others, service orientation, political awareness.
5. Social Skills: leadership, team capabilities, change catalyst.

II. EMOTIONAL INTELLIGENCE AT WORKPLACE

Modern workplace is characterized by team work, trust, open communication and mutual understanding between leaders and their followers. Leaders today are expected to play roles as change catalyst, optimist and leveraging diversity. In these endeavors, they need to exhibit skills that are more in the domain of emotional quotient [15]. Having emotional intelligence capabilities help leaders to better understand and engage with their followers to collectively perform beyond organizational expectations. It becomes the building blocks for developing and mentoring the supervisors. Daniel Goleman in his article, "What makes a Leader" in HBR 2004 distinguished effective leaders from the ordinary by their emotional intelligence competencies. Goleman [17],[18] hypothesized that emotional intelligence plays an increasingly important role at the top hierarchy of the organization where technical skills are important but negotiable. While investigating multifactor leadership questionnaire on full range leadership [6], it was observed that successful leaders are proactive, encourage followers to envision attractive future states, pay attention by acting as mentor and help followers

to develop help followers to develop their strengths and overcome weaknesses. While doing so, these leaders exhibit their emotional intelligence competencies and they have the capacity to influence attitude of their followers towards job satisfaction and organizational commitment. In today's globally competitive environment where organizations are coping with challenges of rapid change and dangers as headhunting, downsizing and takeovers, emotional intelligence becomes important variable in handling employee related issues. while dealing with the process of change a lot more emotions are generated which may range from positive to negative [30]. This requires the ability on part of leaders and executives to perceive and understand the emotional impact on self and others. Emotional intelligence brings together the field of emotions and intelligence by viewing feelings as useful source of information that can be used as an instrument in achieving professional success and organizational development [19],[20].

III. REVIEW OF LITERATURE

A review of Literature of managerial emotional intelligence at workplace unfolded various empirical studies conducted in past. **Goleman [17]** conducted a study of 188 companies to identify capabilities which are commonly used by outstanding leaders. He discovered that along with technical and analytical skills, emotional intelligence was twice as important as the others for jobs at managerial level. Effective leaders use the language of "Emotional Intelligence" to communicate with their subordinates. **Barling *et al.* [4]** suggested that managers' emotional intelligence scores were corresponding to sub ordinates rating of transformational leadership behaviour. This study also hypothesized that the relation between leader and his subordinate needed more emotional side rather than other ways of managing and motivating.

George [15] proposed the importance of emotional intelligence in effective leadership which is an emotion laden process both from a leader and follower perspective. It is a known fact that most of the behaviour related problems at workplace are caused by unmet emotional needs. Leaders' ability to perceive, access and understand emotions of self and others help them in generating and maintaining confidence, trust and optimism amongst his followers. Leaders high in emotional competencies can anticipate their followers' emotions & reactions and can effectively manage their reactions. **Zhou and George [33]** had described the importance of managerial emotional intelligence by connecting it with employees' creativity and innovation at workplace. This study proposed that emotionally intelligent leaders are able to maintain the conducive work environment and they can accurately understand and manage their employees' frustration, anger and other negative emotions. **Mandell and Pherwani [20]** hypothesized that transformational leadership and emotional intelligence are inter connected. The traits which

leaders exhibit like empathy, self-awareness, social awareness, motivation etc. are the sub components of emotional intelligence. **Chan [9]** noted that emotional appraisal and positive regulation has significant influence on emotional exhaustion of respondents. The structural equation model applied on a sample of 167 Chinese school teachers hypothesized the direct effect of empathetic sensitivity on depersonalization and positive utilisation on personal accomplishment component of burnout.

Koman and Wolff [19] conducted their study to find the linkage of leaders' emotional intelligence competencies on the team members they lead and its impact on team performance. This study advocated that emotional intelligence not only enhances a leaders' effectiveness but also their followers' performance and efficiency. **Rode *et al.* [27]** investigated the direct and moderated effect of emotional intelligence (ability-based model) on individual's interpersonal effectiveness. This study found that emotional intelligence abilities don't directly affect a person's public speaking effectiveness. It was further suggested that for effective communication, one must perceive and use emotions. **Pradhan and Jenu [26]** did efforts to investigate the influence of emotional intelligence competencies on workplace spirituality and Organisational commitment of service sector employees. The results indicated that self and others emotional appraisal, use of emotions and regulation of emotionality were significant moderators of workplace spirituality and Organisational commitment (β=.834, p<.01) The findings of the study advocated that emotionally mature employees' spiritual competence enhances affective, normative and continuance commitment. Such employees show a kind of fulfilment at workplace and work happily for the growth and development of their organisation. **Maqbool, *et al.* [21]** premeditated the impact of emotional intelligence, managers' emotional competencies and transformational leadership components on the success of construction projects. The researchers studied a total of 107 Pakistani construction firms to find the relevant aspects of managers' competencies in project success. Statistical tools like exploratory factor analysis, correlation and multiple regression analysis were used to test the hypotheses. The results revealed that managers possessing capabilities of emotional self-awareness, relationship management, communication, team work and attentiveness were more successful in managing their projects

IV. OBJECTIVES OF THE PRESENT STUDY

Considering the importance of emotional intelligence in enhancing leadership effectiveness, this study was conducted to check the level and different dimensions of emotional intelligence amongst white collar employees of selected textile units situated in Punjab and Baddi region of Himachal Pradesh with following objectives:

1. To find out the level of emotional intelligence of the executives working at managerial positions.

2. To find out the factors influencing the emotional intelligence of the executives

3. To give recommendations for enhancing the use of emotional intelligence competencies for organizational effectiveness.

V. RESEARCH METHODOLOGY

5.1 Research Design: The present study is exploratory and empirical in nature

5.2 Sampling Design and size: For the present study the target population is white collar employees of select textile units in the cadre of managers who held the position of team leaders in organizational hierarchy and who have direct contact with people at operational level. Stratified random sampling technique was used to select a sample of 100 respondents from total 12 textile units. Each unit was considered as one stratum and from each stratum, proportionate allocation technique was used to select the sample. Textile units which participated in the study were Spinning mills, weaving mills, Yarn and Thread mills, Dyeing mills, and Textile Divisions.

5.3 Data Collection: Data was collected with the help of standardized questionnaire which was divided into two parts; Part I consisted of personal information of the employees, part II consisted of questions regarding emotional intelligence. Bhattacharya's Emotional Intelligence Instrument 2003(BEIS-In) was used to measure the emotional Intelligence level of respondents. This instrument is constructed and standardized on Indian population. The instrument has total 40 items to measure 5 dimensions of emotional intelligence which affects a person's behavior in the organization. These are appraisal of negative emotions, appraisal of positive emotions, interpersonal conflict and difficulty, interpersonal skill and flexibility, emotional facilitation and goal orientation. This instrument describes emotional intelligence as a total of emotional knowledge of self and others. There were 20 positive and 20 negative items in the questionnaire. Cronbach's alpha reliability statistics of all the five dimensions and total is presented in Table 1.

Table 1: Alpha Reliability Statistics for Emotional Intelligence Instrument:

Construct Measure	No. of Items	Cronbach's Alpha Co-efficient
Appraisal of Negative Emotions	13	0.915
Appraisal of Positive Emotions	10	0.869
Interpersonal Conflict and Difficulty	6	0.873
Interpersonal Skill and Flexibility	6	0.875
Emotional Facilitation and Goal Orientedness	5	0.866
Emotional Intelligence Total	40	0.877

VI. MEASUREMENT OF EMOTIONAL INTELLIGENCE LEVEL OF EXECUTIVES IN TOTAL AND DIMENSION WISE

This segment deals with the analysis and explanation of the data to measure the level and dimensions of emotional intelligence.

Table2 Observed Descriptive Statistics of Executives in Relation to Total Emotional Intelligence and Its Dimensions Along with Score Range. (N=100)

Sr. No.	Dimension	Norm Score Range	Observed Score	Mean Score	S.D	Score Interpretation	Emotional Quotient Level
1	Appraisal of Negative emotions	Min=13 Max=65	Min=27 Max=62	47.7	9.4	More than 49 36-49 26-36 13-26	Extremely high High Average Below Average
2	Appraisal of Positive emotions	Min=10 Max=50	Min=21 Max=48	39.1	4.4	More than38 28-38 20-28 10-20	Extremely high High Average Below Average
3	Interpersonal Conflict& difficulty	Min=6 Max=30	Min=9 Max=30	20.9	4.4	More than 23 17-23 12-17 6-12	Extremely high High Average Below Average
4	Interpersonal Skill &flexibility	Min=6 Max=30	Min=13 Max=29	23.1	3.3	More than23 17-23 12-17 6-12	Extremely high High Average Below Average
5	Emotional Facilitation &goal orientation	Min=5 Max=25	Min=11 Max=15	20.3	2.7	More than 19 14-19 10-14 5-10	Extremely high High Average Below Average
6	Emotional intelligence Total	Min=40 Max=200	Min=103 Max=181	151.0	18.6	Above 150 111-150 91-110 40-80	Extremely high High Average Below Average

Table 2 presents the minimum and maximum score obtained by the respondents in comparison to norm score range along with observed average score. Classification of scores in emotional intelligence total and dimension wise is explained in chapter 3 under research methodology. As mentioned in panel 6, the minimum score of respondents on total emotional intelligence is 103 and maximum score obtained by the respondents is 181 as compare to norm

score of 40 and 200 respectively. The average score obtained by the respondents is 151.0 with standard deviation of 18.6. A high score represents that the respondents possess a high level of emotional intelligence competencies. In all the five dimensions, the respondents' minimum score is much higher as compare to norm score range. Panel 1 and 2 of table 1 represent the score obtained by respondents in appraisal of positive and negative emotions. The minimum and maximum observed score in appraisal of negative emotions is 27 and 62 respectively as compare to norm range of mini of 13 and max of 65. Similarly, the respondents also scored high in appraisal of positive emotions with minimum and maximum score of 21 and 48 respectively. The average score of the respondents in dimension I and II is 47.7 and 39.1 respectively. These two dimensions of emotional intelligence illustrate the personal characteristics and intrapersonal competencies of the respondents. It includes self-awareness, self-assessment, self-control and openness to criticism.

In managing interpersonal conflict and difficulty (panel 3) norm score range is minimum 6 and maximum of 30 for six items included in this dimension. The minimum and maximum observed score of respondents is 9 and 30 respectively with mean score of 20.9. In dimension IV i.e. interpersonal skill and flexibility, respondents maximum score is 29 in comparison of norm range of score 30. Dimension III and IV of emotional intelligence under study demonstrate the appraisal of self in interpersonal context and exemplify social competence and social awareness. High score in these competencies confirm that respondents are proficient in displaying their people and interpersonal skills at workplace. Executives who can sense others' feelings and perspective have the ability to encourage and motivate their followers. Such leaders act as change catalyst and work with others towards shared goals. Social competence is the zenith of other factors of emotional intelligence considering the fact that individuals can effectively appreciate social and work relationship only when they understand their own emotions through self-awareness, self-control and accurate self-assessment. The scores obtained by respondents in four dimensions establish that they are well aware of their personal and social competencies and can create group synergy in obtaining collective goals. Respondents obtained maximum score in emotional facilitation and goal orientation (maximum norm score =30, observed score =30) with an average score of 20.3. Emotional facilitation takes account of stress management, adaptability and self-

regulation. People scoring high on emotional facilitation create trustworthiness by projecting their answerability and authenticity.

Table 3: Level of Emotional Intelligence in Each Domain and Total

S. No.	DIMENSION N=100	VALID OBSERVATION	BELOW* AVERAGE	AVERAGE*	HIGH*	EXTREMELY* HIGH
1	APPRAISAL OF NEGATIVE EMOTIONS	100	0	17	29	54
2	APPRAISAL OF POSITIVE EMOTIONS	100	0	3	34	63
3	INTERPERSONAL CONFLICT &DIFFICULTY	100	2	22	45	31
4	INTERPERSONALSKILL& FLEXIBILITY	100	0	8	56	36
5	EMOTIONAL FACILITATION & GOAL ORIENTATION	100	0	2	32	66
6	EMOTIONAL INTELLIGENCE TOTAL	100	0	2	43	55

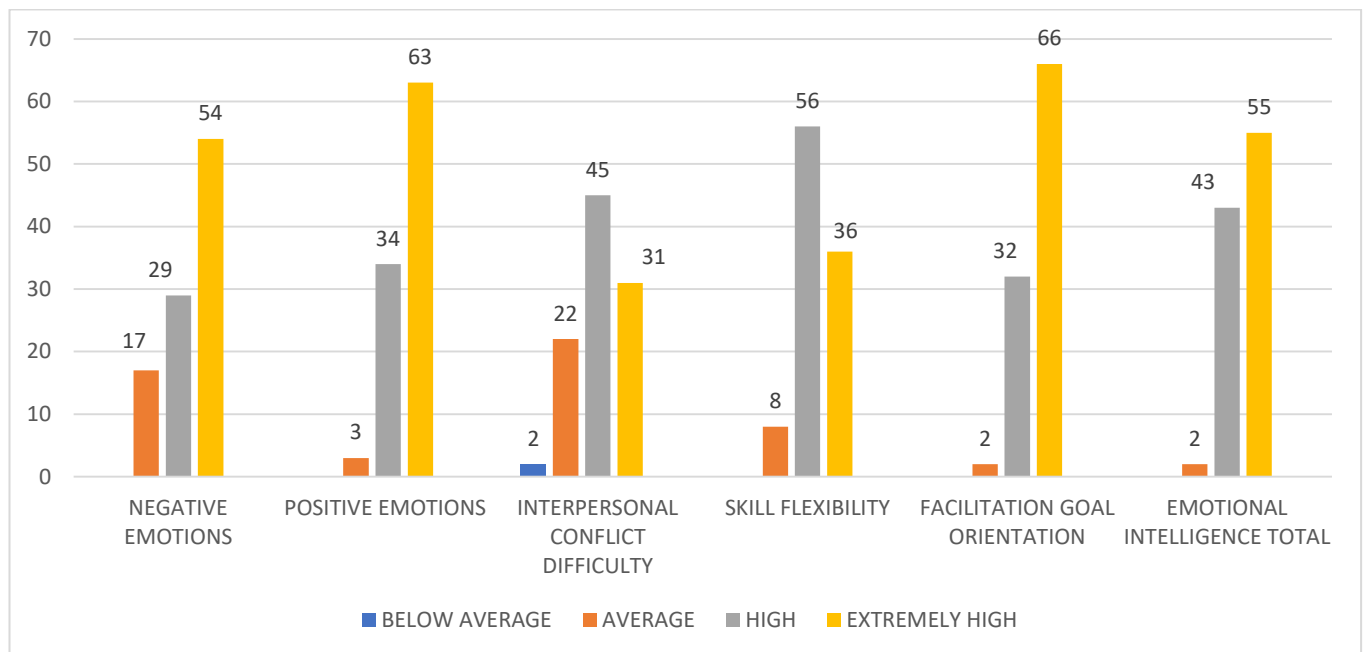(*= Norm range for each dimension is different)

Figure 1: Emotional Intelligence level of Executives in Total and Dimension wise.

Table 3 and Figure 1 represents the emotional intelligence level in different dimensions and total on the basis of emotional intelligence quotient score obtained by the respondents. The level of respondents is divided into four categories i.e. below average, average, high and extremely high emotional intelligence level using percentile. It is evident from the Figure 1 that majority of the respondents (55%) have extremely high emotional intelligence quotient in total. Only 2% of the executives' fall in the category of average emotional level. It is followed by 43 respondents who are having high emotional intelligence level.

The respondents have also attained high score on all of the five dimensions of emotional intelligence under study. 54% of the respondents have exhibited extremely high level in appraisal of negative emotions. 29% and 17% have demonstrated high and average emotional quotient in managing their negative emotions i.e. they are able to sense bad moods, conflicts and emotional upsets at workplace as well as they possess the skill to see positive in people and situations and are persistence in pursuing their goals since majority of the respondents (63%) are having extremely high emotional level in appraisal of positive emotions. 34% of the respondents have scored high level in managing positive emotions. High scores in appraising negative and positive emotions (dimension I & II) goal orientation and facilitation validate the fact that executives under study have the capability to manage and control "self" component of emotional intelligence which deals with self-awareness, self-regulation and self-motivation. In handling, interpersonal conflict and difficulty 2% of the respondents are having below average score, 22 of the respondents' demonstrated average score in handling interpersonal conflict. 45% of the respondents

are having high and 31% have scored extremely high emotional intelligence level. Similarly, majority of the respondents (56%) have revealed high level of emotional quotient in managing interpersonal skills and flexibility.

VII. INTER DIMENSIONAL CORRELATION BETWEEN EMOTIONAL INTELLIGENCE TOTAL AND ITS DIMENSIONS.

The strength and degree of association between emotional intelligence overall scores and its various dimensions are explained as follows:

Table 4: Pearson Correlation Matrix Showing Relationship of Emotional Intelligence Dimensions with Overall EI of Executives.

	OEI	EI-1	EI-2	EI-3	EI-4	EI-5
OEI	-	0.873**	0.694**	0.691**	0.653**	0.770**
EI-1		-	0.396**	0.588**	0.331**	0.501**
EI- 2			-	0.218*	0.593**	0.681**
EI-3				-	0.279**	0.367**
EI-4					-	0.683**
EI-5						-
**. Correlation is significant at the 0.01 level (2-tailed).*. Correlation is significant at the 0.05 level (2-tailed).						
OEI= overall emotional intelligence, EI-1 =appraisal of negative emotions, EI-2=appraisal of positive emotions, EI-3=interpersonal conflict and difficulty, EI-4=interpersonal skill and facilitation, EI-5=emotional facilitation and goal orientedness						

Table 4 indicates the strength of all the sub scales of emotional intelligence with total emotional intelligence along with highest and lowest correlation coefficient. All determinants are having positive association with total emotional quotient of the respondents. Panel 2 of the above Table shows that appraisal of negative emotions is strongly positively associated with the total emotional intelligence of the respondents (r=.873, p<.01.). It signifies that executives are competent enough to control their negative moods and sadness, hence this competency is positively enhancing their emotional sensitivity at workplace.

Emotional facilitation and goal orientation (panel 6) shows second highest association with total emotional score of the respondents as correlation coefficient (r=.770, p<.01). It predicts that respondents' ability to differentiate and compare their feelings in dynamic work atmosphere help them to enhance their emotional maturity.

Appraisal of positive emotions (r=.694, p<.01), inter personal conflict and difficulty (r=.691, p<.01) and interpersonal skill and flexibility (r=.653, p<.01) show significant and high degree of positive association with total emotional intelligence score of the respondents.

The correlation results show that the executives who have the ability to see positive in people and situations and their optimism in pursuing goals and innovative ideas is helping them to enhance their emotional competency at workplace. The followers of such leaders exhibit commitment and engagement which helps to achieving organizational goals with ease and effortlessness.

VIII. FINDINGS

The study examined the emotional intelligence level of executives in relation to their capabilities of managing positive emotions, negative emotions, interpersonal conflict & difficulty, interpersonal skills& flexibility and emotional

facilitation and self- management at work-place. The results depicted that majority of the executives working in Vardhman textile manufacturing units exhibited extremely high level of emotional intelligence. Executives also obtained high score in all the dimensions of emotional intelligence. They are capable enough to manage and control self-component of emotional intelligence which deals with self-awareness, self-regulation, self-motivation and self- management. Higher emotional quotient helps executives to handle tactfully the dynamics of human behavior at workplace and helps them to sustain positive attitude in changing situations which ultimately lead to accomplishing organizational goals. Managing emotions, conflict, stress within self and others helps managers to motivate their team in achieving high level of sustained performance.

Three of the five dimensions i.e. appraisal of negative emotions, appraisal of positive emotions and emotional facilitations & goal orientedness appeared to be the most dominant dimensions in enhancing the emotional competencies of the executives at workplace. It is evident from the results that executives working at managerial and leadership positions are competent in portraying emotional stability, emotional maturity and emotional competency which helps an individual to handle tactfully the dynamics of human behaviour in different situations.

From the results, this can be concluded that executives working at leadership positions in selected textile manufacturing units have the ability to sense and acknowledge others emotions and thoughts at workplace and they are competent to translate their learned capabilities into on the job capabilities that results into outstanding performance at workplace. The rationale behind high level of emotional intelligence quotient amongst executives may also be the unique Indian culture where leaders treat their

organizations *as Kutumba* (a big family). These leaders act as creative thinkers, being role model of their followers, challenge them to take risk, understand the strength and weakness of associates so that they can align with task that optimize their performance. Goleman [17] viewed that at higher positions in the organisation, leaders' emotional competencies accounts for effectively the entire advantage. Palmer *et al.* [25] also viewed that leaders who score high in emotional monitoring and emotional management were better in dealing inspirational motivation and individual consideration. Ali Al *et al.* [3] also predicted that emotional intelligence capabilities like conflict management, empathy, stress management, emotional facilitation were necessary for job performance and effectiveness in various organisations. Maqbool, *et al.* [21] premeditated that executives possessing capabilities of emotional self-awareness, relationship management, communication, team work and attentiveness were more successful in managing their projects. Such leaders demonstrate emotional stability, emotional maturity and emotional competency which helps to handle tactfully the dynamics of human behaviour in different situations.

IX. SUGGESTIONS

1.   It is recommended that similar research can be conducted in other manufacturing organisations to generalise the results in manufacturing sector.

2.   Comparative research by taking same variables can be done by considering respondents from manufacturing sector, service sector and other business organisations.

3.   The influence of emotional intelligence can be also studied on other variables like stress and burn out, organisational citizenship behaviour, self-efficacy, job efficiency and productivity.

4.   The scope of the present study can be widened by conducting similar study on other fields where human factor is more prominent like teaching and nursing.

5.   Further, research can be done on a large sample to generalise the findings of the study.

X. CONCLUSION

The study established the application of emotional intelligence competencies at workplace specially in textile manufacturing industry which is labour intensive and one of the largest sources of employment generator in India. The study also acknowledged important dimensions of emotional intelligence which are vital to enhance employees' loyalty and emotional bonding. It is observed that executives working in selected textile manufacturing units are competent enough in perceiving emotions, understanding emotions and managing emotions of self and others. Individuals who have the ability to recognize and manage distressing emotions can have good insight into them and they can make effective use of their other

intelligences. A sound sense of these competencies helps executives knowing their own strengths and weaknesses which is vital for effective leadership. Leader's competency to appraise negative emotions, positive emotions, emotional facilitation and goal orientedness, interpersonal skill and flexibility can be used as an important mechanism to handle behaviour related issues. Organisations should come forward to provide training to their employees on the practice of emotional competencies at workplace.

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