

Role of Emotional Intelligence and Spiritual Intelligence in Leadership Effectiveness.

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ABSTRACT -In today's world of dynamic challenges and neck-to-neck competition, organizations need to acquire and retain talented employees which is only possible through effective and efficient leaders. An effective leader is one who leads his/her team towards certain goal optimistically, which is not possible in his/her absence. Thus, an effective leader should have excellent interpersonal and intrapersonal skills. This paper reviews and synthesizes literature on the impact of Emotional Intelligence and Spiritual Intelligence on leadership effectiveness and provides suggestions for existing literature to offer more clarity and move forward.

We reviewed different literature emphasizing on various foci like biological construction of brain, emotional intelligence, academic intelligence, IQ, Spiritual intelligence, EQ, SQ, etc. We have also gone through the associated definitions and conceptual development of emotional intelligence, spiritual intelligence and leadership effectiveness.

We summarized the key findings from reviewed literature as academic intelligence accounts to some extent in success of career and life. The leaders who are on higher side of empathy, self-awareness, relationship management, universal awareness, transcendental awareness are found to be more competent and effective in career as well as in personal life. We concluded by offering suggestions to organizations to educate employees regarding the importance of emotional intelligence and spiritual intelligence over IQ (academic intelligence) so that they can have optimum level of productivity and efficiency through emotionally and rationally stable, effective leaders. Organizations can have better coordination, enhanced employees' performance, less conflicts, increased group cooperativeness, enhanced competencies, talent acquisition, etc. as by-products of emotionally and rationally effective leadership.

Keywords: -Academic Intelligence, emotional intelligence, spiritual intelligence, leadership effectiveness, empathy, team spirit, IQ, talent acquisition.

I. INTRODUCTION

Many researches have proved that brain consists of two parts – emotional and rational. Emotional brain is made of limbic system which is responsible for emotional intelligence and rational brain is made up of neocortex which is responsible for academic intelligence. Any message received by our senses is sent to brain where it first reaches thalamus, where it is converted into language which is understood by brain and then to neocortex for analysis and desirable response. If the response is found to be an emotional one, then only a signal is sent to a small almond shaped structure in the brain known as 'Amygdala'. But a direct message from the original message is also sent to amygdala. This amygdala is responsible for first and instant emotional reaction, which maybe not that much precise. Thus, a human being first think emotionally and then rationally. Thus, it is proved that both the parts of brain- emotional and rational are connected. So emotional and rational powers are meant to be used together.

Many researches have also proved that brain contains a "GOD SPOT" which is responsible for spiritual intelligence. It helps to understand the real cause of an action or behaviour without judging the person involved or the situation.

Thus, it is evident that biological construction of human brain indicates that all the three intelligences are meant to be used together for successful professional as well as personal and social life.

II. EMOTIONAL INTELLIGENCE

Peeking into Emotions-

In everyday life we use the word "emotion" so often that we all think we know all about emotions. Possibly not, as the dictionary is consulted, which does not provide precise definition of emotion, it gives: "an affective state of consciousness in which joy, sorrow, fear, hate, or the like, is experienced, as distinguished from cognitive and volitional states of consciousness" (Random House Dictionary of the English Language, 1973, p. 467). An "emotion" is a physiological response to a situation that is too important to

leave, to intellect alone, such as danger, painful loss, persisting toward a goal despite frustrations, bonding with a mate, building a family.

People use millions of expressions to show or express their emotions, but actually there exists only eight fundamental emotions: love, anger, happiness, sadness, fear, surprise, disgust, and shame. There are specific facial expressions to express the first four emotions, which remains consistent over culture to culture and a high emotional state cannot exist for a very long time. This fact was found by Paul Eckman, who was the head of the Human Interaction Laboratory at the University of California. Eckman further stated that the extreme vigorous emotion lasts for a few seconds. At a less vigorous state, there exist moods which stay for many hours or days. There exist basic temperaments at the more elemental level that are responsible for making up our views in life and our role in it.

Thus, it can be concluded that emotion is not a vague term, it is ascertained under specific boundaries of expressions and has a little span of life. Actually, moods and temperaments remain for longer time and affect our life.

Understanding Intelligence-

‘Intelligence’ is a word which has been widely used by most of the people in day to day life. Mostly, it is related to the level of rational thinking i.e. related to reasoning skills, interpretation skills, statistical skills, etc. This can be summarized in one term as Academic Intelligence, also known as IQ. There have been thousands of researches on IQ and various definitions are also developed but the most accepted and sensible one defines intelligence as a group of cognitive abilities which support us in acquiring knowledge, learning and solving problems.

Thus, intelligence can be synonymised for a computerized system which can act or perform a series of actions on rational basis.

Insights into emotional intelligence-

Generally, emotional intelligence (E.I.) can be understood as “the ability to recognize and regulate emotions in ourselves and others” (Goleman, 2001).

Figure 1:

Components	Sub-Components
Intrapersonal Emotional Self-Awareness Independence	Self Regard Assertiveness Self-Actualization
Interpersonal	Empathy Social Responsibility Interpersonal Relationship
Adaptability	Reality Testing Problem Solving Stress Impulse Control
General Mood Components	Optimism Happiness Flexibility Management Stress Tolerance

In 1990s Peter Salovey and John Mayer initially defined emotional intelligence as: A type of intelligence in which ability to follow one's own and others' feelings and emotions, to differentiate between them and to utilize this information as guide to one's thinking and actions, are involved. Later, they revised the definition, which is most widely accepted one, as: “**The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth**” (Mayer & Salovey, 1997).

Thus, Emotional intelligence revolves around the abilities, capacities, skills, or self-perceived abilities to identify, assess, and manage the emotions of self, others, and of groups.

Models of EI: -

1. Ability Model of Emotional Intelligence:

The model was put forth by **Salovey and Mayer**, which claims that EI consists of four types of abilities as follows:

1. **Perceiving the emotions**
2. **Using them**
3. **Understanding them**
4. **Managing them**

The model proposed that emotional intelligence consists of two areas: **experiential** (realizing, responding and managing emotions, even if one could not understand them) and **strategic** (understanding and managing emotions, even if one could not perceive or fully experience feelings). Each area is then divided into following four branches-

- 1) **Emotional perception**
- 2) **Emotional assimilation**
- 3) **Emotional understanding**
- 4) **Emotion management**

2. Mixed Model of Emotional Intelligence: (Figure 1)

This model was proposed by **Reuven Bar-On**. He first time developed measure of emotional intelligence known as “Emotional Quotient”. This model relates to the capability for performance and success instead of involving performance or success itself. Thus, it is a process-oriented model rather than outcome-oriented.

3. Mixed Model of Emotional Intelligence (Figure 2)

This model was proposed by **Daniel Goleman**. He conducted his own research in the area of EI after getting inspired from the work of Salovey and Mayer and eventually wrote Emotional Intelligence (1995), the milestone book, after which EI got existence in both the public and private sectors.

Figure 2: Emotional Intelligence Competencies of Goleman-

	SELF Personal Competence	OTHER Social Competence
RECOGNITION	<u>Self-Awareness</u> Emotional Self-Awareness Accurate Self-Assessment Self-Confidence	<u>Social Awareness</u> Empathy Service Orientation Organizational Awareness
REGULATION	<u>Self-Management</u> Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	<u>Relationship Management</u> Developing Others Influence Communication Conflict Management Leadership Change Catalyst Building Bonds Teamwork and Collaboration

Emotional intelligence framework

Thus, EI can be winded up in two basic competencies (as defined by Goleman in 1998):

1. PERSONAL COMPETENCE (Same as Gardner's Intrapersonal intelligence)
2. SOCIAL COMPETENCE (Same as Gardner's Interpersonal intelligence)

These two competencies cover up five domains of emotional intelligence as- personal (self-awareness, self-regulation, and self-motivation) and social (social awareness and social skills).

It is well illustrated in following figure 3: -

The Structure of Emotional Competence



Adapted from *Primal Leadership* by Daniel Goleman et. al. (HBS Press:2002)

Thus, EI can be conceptualized as an empathetic intelligence which is responsible for awareness and management of our own feelings as well as the feelings of others' also. This makes us understand the views, beliefs, etc. of others which in turn helps in decreasing the conflicts, which is one of crucial requirement of today's organizations. Less conflicts triggers the teamwork and

cooperation. Once you become empathetic you began to understand the other one, which helps to overcome the negative feelings of ego clashes. All of these improve the quality of a leader which in turn increases its effectiveness in bringing up organization by uplifting the employees emotionally.

SPIRITUAL INTELLIGENCE

In the beginning, only intelligence known was academic intelligence, measured as IQ. After that emotional intelligence came into existence and proved to be more effective than IQ. But in today's century one more intelligence has been discovered and found to be more important than the previous two intelligences. It is termed as Spiritual Intelligence, measured as SQ, also called as third Q. The periphery of human intelligences is completed with spiritual intelligence. It is the root for proper and effective functioning of both IQ & EQ.

Spiritual Intelligence is the one that aids us to assess the chosen course of actions or paths. Academic intelligence helps to act as per the defined rules and regulations, emotional intelligence helps to act as per situation and its boundaries while spiritual intelligence helps to assess the situation and to broaden the boundaries, if necessary. Thus, spiritual intelligence does not act under any situation or its boundaries or individual involved.

Spiritual intelligence is the sum of two words-spiritual and intelligence. The word spiritual is originated from Latin word spiritus, which means "giving life or vitality to a system." (Zohar, 1997). Zohar (1997) forged the term 'Spiritual Intelligence' and brought into existence the idea of it. According to Zohar and Marshall (2000), it is the basic intelligence of one's soul which inspires to raise questions and give answers. Furthermore, spiritual intelligence is the intelligence which helps to solve problems, provides wider horizon to our lives, helps in assessing our actions and paths taken with one another.

Defining overview of Spiritual intelligence: -

- Robert Emmons (2000) defines spiritual intelligence as "the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment."
- Singh G. (2008) defined spiritual intelligence as "an innate ability of thinking and understanding of spiritual phenomenon and to guide the everyday behaviour by spiritual ideology".
- Kathleen Noble (2000/2001) recognized spiritual intelligence as "an inherent human capability." Agreeing with Emmons' (2000) core abilities, she further added two other abilities:
 1. Conscious recognition indicating embedment of physical reality within greater and multifaceted reality to which interaction is done, consciously and unconsciously.
 2. Conscious pursuit of psychological health, not only for our sake but also for the sake of community at global basis.
- Frances Vaughan (2002) defined as "Spiritual intelligence is concerned with the inner life of

mind and spirit and its relationship to being in the world."

Cindy Wigglesworth defined spiritual intelligence as "the ability to act with wisdom and compassion, while maintaining inner and outer peace, regardless of the circumstances." She divided the spiritual competencies comprising SQ into 21 skills and laid them down into four quadrants same as done by Daniel Goleman for emotional intelligence or EQ. The four quadrants of spiritual intelligence are as follows:

1. Higher Self / Ego self-Awareness.
 2. Universal Awareness.
 3. Higher Self / Ego self-Mastery.
 4. Spiritual Presence / Social Mastery.
- Afterwards King added four core abilities or capacities of spiritual intelligence:
 1. **Critical Existential Thinking:** Contemplating the reasons behind existence of yourself and other physical settings and the connection between oneself and non-existing issues.
 2. **Personal Meaning Production:** Capability to define clearly the purpose of one's life using all the materialistic and non-materialistic experiences.
 3. **Transcendental Awareness:** Ability to identify in conscious state the preternatural aspects of oneself, others and physical non-materialistic world and also the connection among them.
 4. **Conscious state expansion:** Capacity to take conscious at higher state and to return also.

It can be drawn from the previous studies that being spiritual is not same as being religious. These are two different concepts. Spiritual Intelligence is a type of human intelligence which works with wisdom while maintaining peace at all levels and has no boundary of situation/individuals. Thus, it results in justified actions/decisions regarding all involved in it.

In nutshell, Spiritual intelligence is the ultimate intelligence related to one's innermost self and that of others and justifies the existential as well as transcendental connection of both. Henceforth, a spiritually intelligent leader automatically becomes more effective by giving solutions to problems at deepest possible level without hurting/judging others' views, beliefs, etc.

LEADERSHIP EFFECTIVENESS

AN OVERVIEW

A leader is a person who influences a group of individuals towards attaining a specific goal. An effective leader is such an influential person who motivates an individual or a group of individuals to accomplish a goal or set of goals more

efficiently than they would have otherwise accomplished without that leader's involvement.

Leadership is not such a simple function as it seems to be. The shoulders of a leader are loaded with huge responsibilities as their actions/decisions have long term implications on other people and society. Since last hundred years, with the changing technologies and society at a very fast pace, leadership has also become a complex function and needs to be redefined **EVOLUTION OF THE CONCEPT OF LEADERSHIP.**

One of the greatest mind of engineering **Sir Albert Einstein** said that 85% of financial success depends on one's human skills while only 15% credit goes to the academic purview. Human leadership can be traced back to physically strong Stone age men & women, who used to hunt animals to provide food to their family. After that, human established himself as leader from making weapons as primate to today's civilized & industrialized man on the basis of his brain potential.

LEADERSHIP SKILLS EFFECTIVENESS:

It is evident from the researchers on leadership effectiveness that an organizations' success or failure depends on how effective its leaders are at all levels. Thus, it is quintessential for organizations to have effective leaders.

It is noteworthy that being an effective leader is not about designation or appreciation. But it is a process which is achieved through day to day practice. Effective leadership is about living up for organization's vision, planning & organizing resources to achieve the vision, motivating & inspiring employees to move together to achieve the vision. All this cannot be achieved by everyone. This requires specific traits and qualities. Some of those qualities of an effective leader are -

- Honesty & Integrity.
- Confidence.
- Empathy
- Flexibility
- Focused
- Inspiring Others.
- Commitment & Passion.
- Good Communication skills.

- Effective Decision Making Capabilities.
- Humble and Accountable.
- Delegating and Empowering others.
- Practice same as preached.

To practice these qualities a leader should have emotional control and in-depth knowledge of one's own inner self and that of others also. Then only a leader can handle a team, first requisite of being a leader, effectively and achieve better results for the organization.

NOTEWORTHY CONTRIBUTIONS IN THE FIELD OF PROPOSED WORK

- (i) Barbara Wagner (2013) conducted a research on impact of emotional intelligence on leadership effectiveness which revealed a positive relationship between two.
- (ii) A research conducted by Joseph Yosi Amram (2009) on contribution of EI and SI to leadership effectiveness resulted in significant correlation between three of them.
- (iii) It is reported by the Ohio State Leadership Studies that leaders who build mutual trust, respect, and warmth and rapport among the group members were found to be more effective (Fleishman and Harris, 1956).
- (iv) Cooper and Sawaf conducted study in 1997 to show that employees having higher level of emotional intelligence are more self-confident, more concentrated, and are more successful in their jobs. They are found to be more effective leaders and more effective motivating agent. They are found healthier also.
- (v) All the studies conducted by Sosik and Megerian (1999), Newcombe and Ashkanasy (2002), Wong and Law (2002), and Wolff, Pescosolido, and Druskat (2002) shows a significant relationship between distinct components of emotional intelligence and leadership effectiveness.
- (vi) Study of Sosik and Mergerian (1999) on relationship between transformational leadership behavior, emotional intelligence and leadership effectiveness in an IT company proved that there is a positive relationship between transformational leadership, performance and managers' emotional competency. This study also showed that emotionally competent managers are more effective in the opinion of superiors and followers both than those who were less competent in emotional competency.
- (vii) It was observed by Clarke in 2010 that there exists an association between emotional intelligence and transformational leadership, where personality and cognitive abilities are taken as control variables.
- (viii) It was claimed by Trehan and Shrivastav in 2012 through their studies that emotional intelligence is a crucial factor for leadership and its various functions like motivation, communication, decision-making, interpersonal relations, change management, etc.
- (ix) Association between effective leadership and ability to perceive emotions was claimed by Cartwright and Pappas (2008).
- (x) Spiritually intelligent leaders are more likely to foist five practices of an effective leader, which are: empowering others, challenging the process, inspiring a shared vision, directing the behaviour, and encouraging the heart. This was stated by Strack and Fottler (2002).

Most of the literature available is pointing that there is a significant relationship between emotional intelligence & leadership effectiveness and spiritual intelligence & leadership effectiveness which in turn is linked to various factors like motivation, relationship management, communication, health, etc. which overall affect progress and development of organizations.

NEED OF THE STUDY

In today's competitive and dynamic business world, organizations require to retain competent employees, which is only possible through effective leaders. Leaders envision goals for the organization, which act as basis for further strategies and plans to realize those visions by performing functions such as planning, organizing, staffing, controlling and coordinating. Thus, for smooth day to day functioning and long term existence of an organisation, it is quintessential to retain leaders who utilise academic, emotional and spiritual intelligence together.

It is in wake of these contextual factors that this study is being conducted By identifying significant relationship between ACADEMIC INTELLIGENCE, EMOTIONAL INTELLIGENCE, SPIRITUAL INTELLIGENCE and LEADERSHIP EFFECTIVENESS, it can be determined whether the organization should consider these three intelligences while choosing leaders or not. If they should be considered, priority among three intelligences can also be determined. If these three intelligences positively affect leadership effectiveness, by promoting all the intelligences, the organization can have leaders who are emotionally, rationally stable and effective at all levels which enhances the productivity, efficiency, capability, capacity, etc. of the organization. Through high leadership effectiveness employees' performance becomes better, conflicts are easily managed, team spirit and cooperativeness is encouraged, group and interpersonal effectiveness also increases, leadership potential and competencies are enhanced. The capacity of employees to understand others at the deepest level will also be expanded. All these will result in overall increment of the profitability of the organization as a whole.

III. SIGNIFICANCE OF THE STUDY

The main objectives of this study are –

- To throw light on importance of emotional and spiritual intelligence over academic intelligence.
- To give insights of noteworthy relationship between emotional intelligence & leadership effectiveness and spiritual intelligence & leadership effectiveness.

It is a conceptual study based on the review of literatures related to biological construction of brain, emotional intelligence, academic intelligence, IQ, Spiritual intelligence, EQ, SQ, etc., associated definitions and conceptual development of emotional intelligence, spiritual

intelligence and leadership effectiveness which had enabled to achieve the desired objectives.

This study may help organizations and research scholars to better understand the concept of emotional intelligence and spiritual intelligence. It may further help to differentiate between the emotional and spiritual intelligence and to understand their working as per the biological make-up of the human brain. It also helps to know that although two intelligences are distinct but at the same time need to be utilized together for success in life. The potential contribution of the study is the insights into the noteworthy relationship between emotional & spiritual intelligence and leadership effectiveness. The study paved the way for further research on impact of emotional intelligence & spiritual intelligence on leadership effectiveness

IV. LIMITATIONS

There are certain limitations to the study:

1. The study has to be completed in limited span of time, which is not sufficient to review all the available literature.
2. The study is based on the already available literature, some of which may be outdated.
3. All the factors & styles of leadership effectiveness are taken as a whole not distinctively.
4. As it is a descriptive study, the research problem is not verified statistically.
5. The study may reflect certain level of biasness because statistical tests are absent from this study.

V. FURTHER IMPLICATIONS

- 1) To provide awareness regarding importance of academic intelligence, emotional intelligence and spiritual intelligence in leadership effectiveness.
- 2) To help organizations to identify the need to consider the three intelligences and afterwards deciding the priorities of the intelligences while selecting their leaders.
- 3) To promote all the three intelligences in leadership effectiveness so that organizations can have leaders who are emotionally, rationally stable and effective at all levels which enhances the productivity, efficiency, capability, capacity, etc. of the organization.
- 4) To help organizations to enhance employees' performance, manage conflicts, encourage team spirit and cooperativeness, increase group and interpersonal effectiveness, enhance leadership potential and competencies through high leadership effectiveness.
- 5) To expand the capacity of employees to understand others at the deepest level by educating them about academic intelligence, emotional intelligence and spiritual intelligence.

VI. CONCLUSION

Based on intensive review of immense literature, it is justified to conclude that the emotional intelligence and spiritual intelligence are significant determinants of leadership effectiveness and are used as a combination for better results. The academic intelligence is important to be considered at entry level only. For further success in organization and community emotional intelligence and spiritual intelligence are more significant. Also it is not necessary that one need to have high IQ, EQ and SQ at the same time. It is possible that who has high IQ, can have low EQ or SQ and who has high EQ or SQ can have low IQ.

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