



A STUDY ON IMPACT OF EMOTIONAL INTELLIGENCE ON THE OVERALL WORKING IN THE ORGANIZATION

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Abstract: Emotional intelligence (EI) is a set of abilities pertaining emotions and emotional information. Emotional Intelligence has gained attention amongst organizational scholars, and research has clarified the definition of EI and illuminated its role in organizations. This study expects to explore the role of emotional intelligence in Human Resource Management, the executives and business enterprise in the perspective on proprietor administrators and workers. The exploration strategy utilized subjective technique to affirm the phenomenology enthusiasm by utilizing purposive inspecting technique that HR the board has positive relate with the business enterprises are including the enrolment procedure, preparing specialist, proficient profession improvement and reward framework effect to business person's information and advancement of corporate business in separately to bring a solid way. This research paper aims for looking at the research-based models of emotional intelligence and explored the role of emotional intelligence in the leaders of the organizations. A body of research supporting the value of emotional intelligence in today's companies is being presented here. The role and importance of emotional intelligence in today's situation to gain competitive advantage in the organizations are discussed.

Index Terms - Emotional Intelligence, Leadership, Organization, Conflict Resolution, Job Satisfaction, Job Performance, Decision Making, Communication Skills, Customer Relationship Skills

I. INTRODUCTION

In the 21st century one of the toughest challenges in managing a project is to manage the people involved in delivering the project successfully (Verma 1996:10). Many companies today are seeing ways to boost their competitive advantage in an increasingly hostile environment. With the uncertainty of the economic climate coupled with increased global competition, businesses need manageable solutions which will positively impact the bottom-line. One solution which has been proven to pay substantial dividends, but which has been traditionally been overlooked in many organizations, is the development of EI of its workforce. For this, several studies have been done to determine the impact of human resource management skills. In recent years, a measure of human resource management competence that has been developed is emotional intelligence. Emotional intelligence can be described as the capacity to understand, value and wisely manage emotions in relationship to oneself and others (Bourey 2003:378). Emotional intelligence is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can help contribute to the effective regulation of emotions as well as feelings. The president of ZERORISK HR, Inc. Mike Poskey defines emotional intelligence as a set of competencies demonstrating the ability one has to recognize his or her behaviours, moods and impulses and to manage them best according to the situation. Emotional Intelligence is how somebody manages their personality to be both personally and interpersonally effective.

II. LITERATURE REVIEW

It was in the 1990s that there was a surge of interest in Emotional Intelligence and many people all over the world expressed their opinions on the role and importance of Emotional Intelligence in workplace. To quote Peter Salovey of Yale University - "over the last few decades, beliefs about emotions and intelligence have both changed – where intelligence was once perfection, people were able to recognize that there was more to life, where emotion was once perdition, people were recognizing that it might have substantive value."

In a study done by Pinto and Prescott (1988:5-18) they concluded that personnel factor which implied human resource management, was the only factor that was marginal for project success over the four life cycle stages of a project. Belout (1998:21-26) questioned these results on the basis that no effort was made in the study to define the components of project human resource management, their definition of project success lacked rigorous definition and from a methodological perspective many aspects of the study lacked rigour. Belout further concluded that more research in the relationship between project human resource management and project success is required.

Thorndike and Gardner paved the way for the current experts in the field of EI. Each theoretical paradigm conceptualizes EI from one of two point of views: ability or mixed model. Ability models regard emotional intelligence as a pure form of mental ability and so as a pure intelligence. Contrary to this, mixed models of emotional intelligence combines mental ability with personality characteristics such as optimism and well-being (Mayer, 1999).

Reuven Bar-On came up with a model based within the context of personality theory that emphasizes on the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to personal wellbeing. Daniel Goleman did propose a mixed model in terms of performance integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001).

III. WHY EMOTIONAL INTELLIGENCE?

It is necessary that individuals possess a certain level of intellect in traditional sense (for example IQ; Wechsler, 1958) for gaining entry to a given organisational position. Achieving superior personal & organisational success is attributed to factors beyond intellect like maturity, empathy, and communication (Bennis, 2001). There is much grounded empirical research which suggests the high EI is twice as important for a "star" performance (Kelley & Caplan, 1993) than cognitive abilities are, and for success at very high levels, near to 90% can be attributed to EI (Fatt, 2002; Owen, 2004). So the consideration of cognitive abilities and IQ alone is insufficient in predicting life success; defined as academic achievement and occupational status (Mayer & Salovey, 1997), arguably a vital objective of HRD programmes (Macky & Johnson, 2003).

Emotional intelligence can be utilised as an effective predictor of behaviour in a workplace context, specifically in regards to:

1. leader performance
2. Team performance
3. Conflict resolution
4. Organisational complexities

IV. EMOTIONAL INTELLIGENCE FRAMEWORK

	Recognition	Regulation
Personal Competence	Self-Awareness <ul style="list-style-type: none"> ✓ Self-confidence ✓ Awareness of your emotional state ✓ Recognizing how your behavior impacts others ✓ Paying attention to how others influence your emotional state 	Self-Management <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas and information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully
Social Competence	Social Awareness <ul style="list-style-type: none"> ✓ Picking up on the mood in the room ✓ Caring what others are going through ✓ Hearing what the other person is "really" saying 	Relationship Management <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas/information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully

Goleman (1998) was the first who applied the concept of EI to business through his article in Harvard Business Review. He drew attention to the fact that effective leaders had high degree of EI. On the other hand, good interpersonal, social and team building skills, helps a person develop a good rapport with his colleagues, higher officials and subordinates which is vital for a person's success. If IQ gets a person a good job, it was Emotional Intelligence which would help him retain it and be successful in his workplace (Emmerling and Goleman, 2003; Cherniss et. al. 1998; Boyatzis and Oosten, 2002). Based on the emotional intelligence competencies and a measure of competencies of managers, executives, and leaders – a Self-Assessment Questionnaire (SAQ) was already developed by Richard Boyatzis (1994). Goleman developed Emotional Competency Inventory (ECI) – a multi rated instrument which provides self, manager, direct report, and peer ratings on a series of behavioural indicators of emotional intelligence (Stys and Brown, 2004).

V. EMOTIONAL INTELLIGENCE IN HUMAN RESOURCE FUNCTIONS

1. Selecting People with High Emotional Intelligence
2. Developing Emotional Intelligence in existing employees

The functions of hr are means that has finish among themselves. HR is one among the foremost crucial components who offer skilfulness and variability in a corporation (Khatri, 1999). The term HRM relates to management of individuals in Associate in Nursing enterprise (Hunt, 1992) that involves designing, organizing, staffing, leading or directing, controlling and coordinating completely different activities of the manpower inside an enterprise (Saint- onge, 2004). Planning involves the present estimation of variety and sort of individuals required and to forecast the changing values and behaviour of the staff and their impact on alternative functions of enterprise. In Organizing, completely different tasks are allotted to different persons, their relationships are determined, and integration of activities are completed towards a standard goal. Staffing focuses on the recruitment and selection of needed human resource through completely different sources. Recruitment ought to be done in a system that allows accumulated level of worker choice and development. Direction includes encouraging human resource to figure volitionally for the accomplishment of the goal through numerous ways in which like career planning, increase

in their remuneration for the targets achieved, making certain the morale of workers, developing cordial relationships and providing safety and welfare facilities to the staff. Controlling leads back to planning.

VI. EMOTIONAL INTELLIGENCE & LEADERSHIP

Most of the leaders understand the value of diversity. Empathy, listening ability and respect are traits of a good leader. They are flexible, approachable, accommodative, empathise and get along well with others. They motivate people and win the co-operation of one and all as they are aware of their inner feelings and strengths; are able to manage their emotions as well as to others. Managing emotions of self and others by the leaders necessitates that they be emotionally intelligent. If the leaders are not emotionally intelligent, even if the organizations possess good financial, technical, and natural resources than its competitors; they will not be able to win in this competitive world. The relevance of emotional intelligence in today's open economy is such that even small organizations have started mobilizing all its energy to develop executives to be emotionally intelligent leaders.

Evidence from studies were conducted over the last several decades which reveal that EI plays a vital role in leadership performance (e.g., Wong & Law, 2002). Advocates of EI argue that whereas not it a personal can have outstanding employment, a very analytical mind, a compelling vision, associated an endless provide of ideas, but still not produce a superb leader (Goleman, 1998). Researchers (e.g., George, 2000) contend that leaders with larger emotional intelligence are higher able to appraise and influence the emotions of their followers. Such abilities amendment leaders to accumulate a great deal of support for his or her goals, objectives and vision, as they will use intense emotions to direct follower's attention to comes needing immediate attention (Zeidner et al., 2004). Leaders with larger emotional intelligence can infuse enthusiasm, optimism, and excitement among the work surroundings whereas anticipating the follower's reactions to changes (George, 2000).

VII. EMOTIONAL INTELLIGENCE & WORK PLACE

The jobs that require a mid-range of complexity like a mechanic or a sales clerk, top performers in the field are 12 times more productive than those performers at the bottom. Moreover, they are 85% more effective than average worker. In the most complex jobs like an account manager or an insurance salesperson, the top performer is 127% more productive than an average performer (Learning in Action Technologies, 2002). After the research done among two hundred different companies and organizations infer that 1/3 of this difference may be due to technical skills and cognitive abilities. The other 2/3 may be the result of emotional competence. Over 4/5 of the difference is actually due to emotional competence among those practicing leadership roles.

According to Ratey (2002), "The brain is a social brain, the neurons making connections with their neighbours or dying for lack of contact." Ratey says that a baby comes into the world with a maximum open-loop brain without limbic regulation. The vital systems and rhythms would collapse and die without limbic regulation. As a result, children must learn to self-soothe and self-regulate.

According to Thomas (2001), "emotions are at the very root of everything we do with the limbic brain at the centre of this advanced emotionality."

The open-loop design means that our emotions and moods are contagious. Emotions leap between two individual brains, workgroups, or large gatherings of people. The open-loop design can help teams work together. However, it can also perpetuate or spread violence.

Thomas (2001) also talked about how emotional intelligence develops out of the relationship between an infant and their caregiver. These early relationships and patterns shape a child's understanding as well as his or her definition of the self and others. In adulthood, we continue to require a source of stabilization outside of ourselves. Looking at the open-loop design, this indicates that we cannot be stable on our own.

VIII. EMOTIONAL COMPETENCE & JOB PERFORMANCE

There is a research that connects EI and emotional skills to achievement, productivity, career success, personal health, resilience, and leadership. Emotional competencies are learned capabilities based on emotional intelligence that results in outstanding performance at work. Our EI determines our potential for learning the practical skills that are based on developing self-awareness, motivation, self-regulation, 31 empathy and social skills (Goleman, 1998). The divide in competencies lies between the mind and the heart; more technically between cognition and emotion. Some competencies are purely cognitive, like planning, analytical reasoning or technical expertise. Others combine thought and feeling known as an emotional competency (Goleman, 1998; Cooper, 1997).

IX. EMOTIONAL INTELLIGENCE & DECISION MAKING

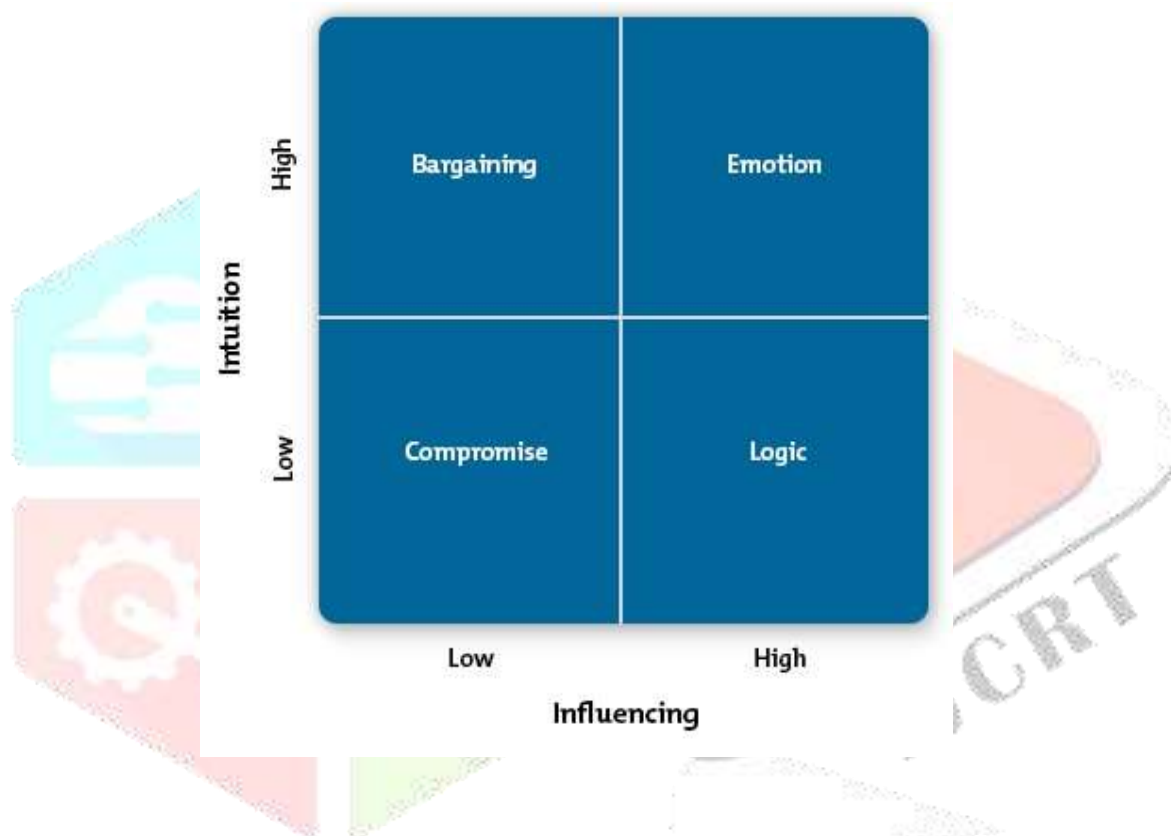
The secret of making smart decisions that aren't swayed by our current emotions -- particularly when our emotions are unrelated to the decision at hand -- could lie in emotional intelligence, according to new study. According to the study, published in the journal Psychological Science, researchers conducted several experiments to evaluate how different levels of emotional intelligence influence decision-making. Researchers in an experiment found that anxiety's effect on a decision involving risk -- when that anxiety was unrelated to the decision at hand -- seemed to be blocked in people with high emotional intelligence. For people having low emotional intelligence, on the other hand, anxiety seemed to influence the decision-making. The researchers said that emotional intelligence can likely help us stop any emotions -- not just negative ones, like stress and anxiety, but also good ones, like excitement -- from influencing unrelated decisions. Côté mentioned in the statement that "People who are emotionally intelligent don't remove all emotions from their decision-making," Côté mentioned in the statement. "They remove emotions that have nothing to do with the decision." A 2008 study published in the Journal of Consumer Research showed that EI could play a role in decision-making by helping people realize own emotions can sway the choices they make.

X. EMOTIONAL INTELLIGENCE & COMMUNICATION SKILLS

Emotion always guides effective communication. It provides a path to follow when one is in utter darkness and in need of a 'lead'. Minor situations in daily life demand effective communication. To be 'human' is to have emotions and these emotions show the way one communicates, no matter how hard one strives not to display them. Many a times emotions can be signified by non-verbal signs like facial expression, body language and gestures. To be able to communicate properly (or argue), one must be able to identify and interpret the signs without fail. After the identification phase, cognition attempts to use this obtained knowledge to promote the thought process or make advance connections. One tends to respond and react more emotionally to things that gather one's attention. Understanding emotions can also provide one with an edge by facilitating one with the essential tools for coping with the situation at hand. An emotionally intelligent person doesn't necessarily need years of training to understand how people from different cultures interpret meaning in order to understand them, although that helps. When it comes to Emotional Intelligence, Empathy is a widely used word.

XI. EMOTIONAL INTELLIGENCE & CONFLICT RESOLUTION

Statistics speaks of the need for improved EI in the workforce. Any manager spends 25-40 per cent of his or her time dealing with workplace conflicts, that is one to two days of every work week (Washington Business Journal, May 2005). As per The Persuasion Tools Model below, emotion is a key component in conflict resolution. Understanding one's own emotions as well as of those involved in the dispute leads to successful mediation.



XII. EMOTIONAL INTELLIGENCE & CUSTOMER RELATIONSHIP SKILLS

For providing great customer service, it is necessary to learn how to perceive, use, understand and manage emotions. When the staff understands their own emotions better, they can more effectively temper their reactions to deal with the issues of the customer. Being able to understand customers' emotions will help them see through the clouds of reaction and approach each problem more clearly. According to studies, salespeople and customer services agents who have undergone EQ training, develop more accounts, have higher sales, deliver strong customer service and realize better customer retention than those who have not.

In reality, for many companies wearing multiple hats is the norm; you and everyone else on your team are likely talking to customers every day by phone, email and in person. And, it is inevitable that customers will sometimes come with disappointment, annoyed, or downright mad at you. It will be for you to hear them out, engage with them, and make the situation correct. The question is how to handle the interaction with humanity, warmth, and understanding. It is extremely difficult to teach empathy but if you and your team are committed to honing your skills, there are plenty of steps that can be taken to improve how attentively you listen to and empathize with your customers.



Though the concept of social intelligence paved way to theories which insisted on recognizing other latent skills in a person, itself it was not successful or convincing. It definitely changed the way people perceived intelligence, but failed to differentiate itself as a distinct form of intelligence. Cronbach (1960) declared that fifty years of intermittent investigation ... social intelligence remains undefined and unmeasured. Thorndike acknowledged that whether there is any unitary trait corresponding to social intelligence remains to be demonstrated. (as cited by Salovey and Mayer, 1990). This inability to differentiate social intelligence as a distinct intellectual entity, led to a declining interest in this theory but, fortunately research was revived with Guilford's "Structure of Intellect model" in 1967. The general public as well acknowledged the significance of social intelligence. When asked by Sternberg and his colleagues (1981) to list the qualities which they considered important in an intelligent person, traits like making fair judgments, sensitive to others needs, showing interest in the world at large, admitting mistakes, etc. were listed out (Kihlstrom and Cantor, 2000). Fascinated by these findings, Peter Salovey a professor of psychology from Yale University and John Mayer a professor of psychology from the University of Hampshire, took the research further and introduced the concept of "Emotional Intelligence". They presented it as a subset of social intelligence (Salovey and Mayer, 1990) and defined Emotional Intelligence as an "ability to monitor one's own and other's feelings and emotions, to discriminate among them and use this information to guide one's thinking and action". They went ahead differentiate EI from other types of intelligences and presented a framework, a set of skills they believed which helped people in regulating emotions – in one's own self and others. They believed that emotions can be intellectually analysed and realized which eventually led to the development of what is now known as the ability model – the only one to date. The other models are mixed ability models that were conceptualized later by Bar-On, Goleman, which included certain personality traits as well.

XIII. COCLUSION

After analyzing the concepts of Emotional Intelligence, the findings prove that Emotional Intelligence improves with age education and experience. The study on employee's emotional intelligence and their ability to perform assigned work as they are able to manage their emotional intelligence, which has a direct impact on their job and organizational effectiveness. These skills are needed to be developed for achievement of higher employee productivity and enhancing the effectiveness of the organization. Most of the organizations are nowadays taking those employees who are emotionally intelligent in order to face the workplace problems easily and develop productivity for an effective organization. Through organizational strategies, self-awareness and self-management tools, through leadership skills, development programmes Emotionally intelligent organization can be established. It is important that any measure taken to develop Emotional Intelligence within an organisation is specific to a given organisation, as different contexts will be more or less conducive to certain development programmes. The need for flexibility is necessary in the complex, ever-changing organisations of today. Flexibility in the design of Emotional Intelligence development programmes will encourage flexibility in the mobilisation of EI to overcome conflict which results from challenging team and organisational change situations. It would not be wise to suggest that HRD programmes alone will encourage high EI, rather it is important that HR practitioners acknowledge that some aspects of EI like intuitiveness and conscientiousness may be more innate character traits that are harder to develop and so need to be targeted by selection programmes.

To conclude, Emotional Intelligence is linked at every point of workplace performance and it is of utmost importance nowadays. Earlier, Emotional Intelligence was not given much emphasis and instead of that IQ was given more importance. People with IQ level were preferred to work with the organizations but now the scenario has been changed and organizations prefer the employees who are emotionally stable.

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