

**EMOTIONAL INTELLIGENCE AND ORGANISATIONAL  
EFFECTIVENESS**

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**ABSTRACT**

*Emotional intelligence has been recognised as a key determinant for success in today's high stress environment both in life and work. If a person is able to recognise his own and others strengths and weaknesses and if he uses his strengths to overcome weaknesses he may be effective and successful person in his life and workplace. Emotional Intelligence also plays a major role in all types of Institutions, Organisations and Industries. Emotional intelligence is an area that will undoubtedly continue to be explored. The components of emotional intelligence are likely to be core requirements for success in politics, leadership, religion, teaching, and counselling. "By placing greater emphasis on understanding the relationship between emotions and successful educational leadership, scholars may be able to improve the preparation curriculum". This study discusses the core aspect of emotional intelligence, history, components of emotional intelligence, measurements and its influence in various sectors more specifically Higher education sector.*

**Keywords:** Emotional Intelligence(EI), Organisational Behaviour(OB),Intelligence Quotient(IQ).

**INTRODUCTION:**

**Emotional intelligence (EI)** is the ability to accurately identify and understand one's own emotional reactions and those of others. It also includes the ability to regulate one's emotions and to use them to make good decisions and act effectively. EI covers many competencies that are critical for effective performance in the workplace. To effectively influence others one need to be able to manage his own emotions. The effectiveness in influencing others depends on his ability to connect with others on an emotional level, and to understand what they are feeling and why.

Many managers and executives who accept the notion that EI is vital for success are less certain about whether it can be improved. On the other hand, there are consultants and trainers who claim that they can raise the EI of a whole group of employees in a day or less. A growing body of research suggests that it is possible to help people of any age to become more emotionally adept at work. But to be effective, programmes need to be well designed, and the change effort requires months, not hours or days.

#### **ORIGIN OF THE CONCEPT OF EMOTIONAL INTELLIGENCE**

The origin of the Concept of EI dates back to Darwin's work on the importance of emotional expression to survival and successful adaptation. R. K. Thorndike (1920), used the term social intelligence to describe the skill of understanding and managing other people. Howard Gardner (1983), introduced the idea of multiple intelligence which included both interpersonal and intrapersonal intelligence. Payne (1985), wrote a doctoral dissertation which included the term EI. This seems to be the first academic use of the term "emotional intelligence". Mayer and Salovey (1990), were trying to develop a way of scientifically measuring the difference between people's ability in the area of emotions. As a result of the growing acknowledgment by professionals of the importance and relevance of emotions to work outcomes, the research on the topic continued to gain wide popularity. Goleman (1995) in his book discussed about " True emotional Intelligence".

Goleman (1998), published a book called "Working with Emotional Intelligence" and widened the definition of EI to consist of 25 skills, abilities and competences. Thereafter, articles on EI began to appear with increasing frequency across a wide range of academic and popular outlets as well as many definitions and claims began to dominate academy.

#### **TECHNIQUES FOR BUILDING EI :**

##### **1. Understand the importance of EI in all aspects of life.**

Being intellectually capable is important in life, but being EI can be considered even more so, as there are many benefits associated with high EI. Having high EI can help you to lead a happier life because it is easier to talk with and understand others, acting rationally in difficult situations stands next and leads to better relationships and job opportunities.

**2. Learn to recognize stress triggers and how to deal with them.**

An important part of improving EI is to spot stress triggers and recognize them for what they are and to bring back to the feeling calm and relaxed.

**3. Be open-minded, intellectually curious and agreeable.**

A narrow mind is generally an indication of a lower (Emotional Quotient) EQ. To develop a more open mind, people must understand and reflect upon the emotions and ideas of others. Open to others ideas and opinions so that individual may be in a position to consider all possibilities in a positive manner.

**4. Be outgoing and empathetic.**

Extroversion and empathy grow concurrently – when teamed together it will end up with understanding, selfless person. A selfish, self-centred person generally lacks empathy, and a person who lacks empathy generally directs a lot more interest to themselves, seeing life through the eyes of their own needs and wants only. By strengthening this element of emotional intelligence, communication abilities will increase, allowing people to experience stronger and more satisfying relationships.

**5. Be conscientious and prepared to deliberate.**

Rational thinking and actions are abundant aspects of emotional intelligence. Conscientiousness is the act of analyzing a situation and deliberation is the act of responding accordingly in a rational manner. In other words, it is the act of seeing a situation, analyzing it, then acting upon it in a positive manner.

**6. Be attentive and self-aware – know yourself.**

To be attentive is to pay attention to oneself and the surroundings in a positive manner. Develop awareness of others and their dreams, hopes, limitations and strengths. Awareness of the surroundings is important, for opening up the mind and analyze the outside world.

**7. Practice communication skills.**

Having good communication skills results in a better EQ. A high level of communication skills makes it is easier to send across and receive messages that are clear, to-the-point and respectful of both own boundaries and those of others.

#### **8. Be optimistic.**

Those who are optimistic tend to live a happy, successful life, and it's easier to see the beauty in life and everyday objects. In a way, being optimistic results in an open mind, making it a crucial element of improving the emotional intelligence.

#### **Emotional Intelligence, IQ, and Personality Are Different.**

EI taps into a fundamental element of human behaviour that is distinct from your intellect. There is no known connection between IQ and EI.

Intelligence is your ability to learn, and it's the same at age 5 as it is at age 50. EI, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although some people are naturally more emotionally intelligent than others, also high EI can be developed during the course of time.

Personality is the final piece of the puzzle. Personality can't be used to predict EI. Like IQ, personality is stable over a lifetime and doesn't change. IQ, EI and personality each cover unique ground and help to explain what makes a person perfect.

#### **Emotional Intelligence Is Linked to Performance.**

How much of an impact does EI have on your professional success? It's a powerful way to focus your energy in one direction with a tremendous result. In studies relating to emotional intelligence, it is found that EI is the strongest predictor of performance, explaining a full success in all types of jobs.

Goleman (1998), opines that, EI's competencies are quite comprehensive and are able to precisely measure the individual's EI level, but they still cannot precisely reveal the impact of EI on individual's performance in the workplace. Although, the measurements are capable to evaluate people's ability and determine how they are able to do the tasks, they cannot predict the people's performance in future. Another factors like motivation and employee's values must also be considered in order to examine and investigate how loyal and compatible they are to the organization, and to what extent do their visions and cultures are

matched with organization's visions and cultures. Since managers need to have high level of communication with staff to achieve greater understanding of their demands and feelings, delegating authority or tasks to subordinates require awareness and perception from others.

So managers need to evaluate their subordinate's personality and emotional competencies, their values, and know what will motivate them, in order to achieve successful delegation

### **HUMAN RESOURCE APPLICATION AND EI**

As the world economy becomes more global and information based, organizations are finding it necessary to adapt to a quickly changing and more competitive marketplace. Emotionally intelligent organizations are able to leverage the talent of their members to meet these challenges more effectively. These organizations exhibit core competencies such as i) Teamwork and Collaboration ii) Adaptability iii) Achievement Orientation and Service Orientation, and they tend to be more networked and flexible than traditional hierarchical organizations. Members must be able to work well with others (i.e. Self-Control, Empathy, Teamwork and Collaboration, Conflict Management, Communication), influence others in a collaborative manner (Empathy, Influence, Leadership), and find quicker and faster ways of doing things (Initiative, Achievement Orientation).

There are basically two ways to increase EI in an organization: i) hire people who are emotionally intelligent or ii) develop EI in existing members. Hiring (or selecting) is one of the quickest ways to increase EI in an organization; but unless the organization hires a critical mass (usually greater than 20 percent) of emotionally intelligent Personnel, it may not see an impact. In addition, if the organization's climate does not support or reward emotionally intelligent behavior, it is likely that the people, will leave. So, it is important for organizations to develop and maintain EI in their present employee segment.

### **MEASURES OF EMOTIONAL INTELLIGENCE**

<b>Measure</b>	<b>Corresponding Theorist</b>	<b>Mode of Measure</b>	<b>Brief Description</b>
Mayer- Salovey-Caruso Emotional Intelligence	Mayer and	Performance- Based	Specific tasks are used to measure level of ability of each branch of EI.

Test(MSCEIT)	Salovey		
Emotional Quotient Inventory (EQ-i)	Bar-On	Self- Report	133 self-report items measure total IQ and each of the 5 components of the Bar-On model.
Emotional Competency Inventory(ECI)	Goleman	Self-report & other report	A multi- rater instrument that provides ratings on a series of behavioural indicators of EI.
Emotional Intelligence Appraisal (EIA)	Goleman	Self-report	A-7 minute assessment meant to measure the existence of Golman's four components of EI.
Work profile Questionnaire- Emotional Intelligence Version (WPQ ei)	Goleman	Self-report	Measures 7 of Golman's competencies thought of as most essential for effective work performance.
Levels of Emotional Awareness Scale(LEAS)	Other	Self-report	Measures levels of awareness of emotions in oneself and others
Self report Emotional Intelligence Test(SREIT)	Salovey & Mayer or Other	Self-report	A 33-item measure of Salovey and Mayer's original concept of EI.

### **EMOTIONAL INTELLIGENCE AND ORGANISATIONAL EFFECTIVENESS (OE)**

OE is also termed as organizational success or growth, is defined and conceptualized in different ways, and no unanimity is found in different approaches. Though a large volume of literature is available on the concept and working of OE, there is often contradiction in the approaches. Various terms are often used interchangeably, such as efficiency, productivity, profitability, organizational growth to denote OE. This inconsistency mainly arises because of discrepant conception of OE. “ Organizational effectiveness is the extent to which an organization achieves its goals with the given resources and means”. It reflects how effectively an organization can discharge its obligations with respect to all of its constituents in its internal and external environment i.e. shareholders, employees, customers, suppliers, government agencies and the general public.

This paper makes a cursory presentation with regard to the studies, undertaken by various researchers in the field of Influence of EI on OE in Higher Learning Institutions (HLIs). Though very much studies are conducted in this field among various organisations, only very few works are initiated in the HLIs.

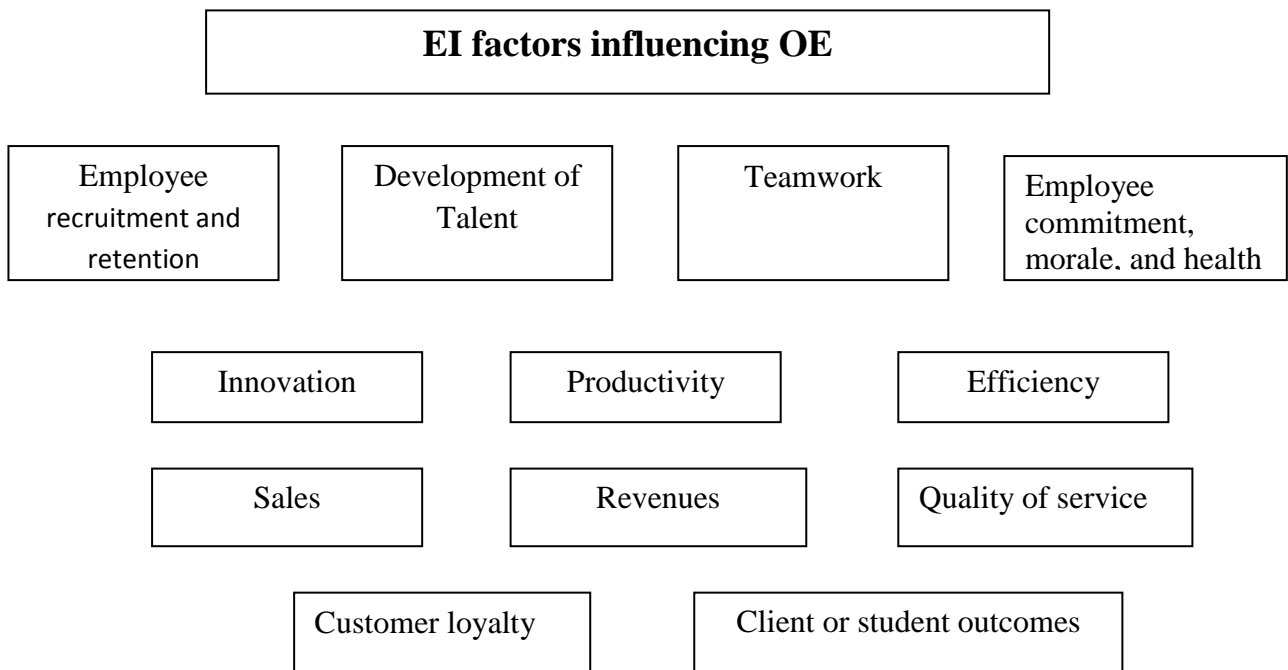
(Alias, 2005) changes in today's world with the globalization of issues, economic is demanding the employee to better prepared, open and flexible in managing daily works. The issue of employee today such as exposed to stress, not creative, less motivated in their careers cause the organization to be less growing and decrease in the productivity. All of this requires mental, emotional, and physical strength

(Adey et. al., 2010). Work efficiency of an employee is closely related to emotional intelligence apart from high degree of knowledge, experience, education and skills. This is because the emotional aspects such as high self-confidence, adaptability when faced with problems and obstacles in the workplace, motivate themselves to achieve common goals, work effectively in teamwork and have the skills to deal with the conflicts is needed in the environment of work and improving the performance of a job and adapt with work environment

Salim (2010), Beehr& Newman (1978) in Rohany (2003) states that the signs that show someone face the pressures of work can be divided into three. They are i) physical reactions, ii) psychological reactions and iii) behavioural reactions. This study concludes that the existence of pressure and ability to deal with that pressure are linked to emotional intelligence

Neerpal Rathi and Renu Rastogi (2009). a study titled "Assessing the relationship between emotional intelligence, occupational self-efficacy and organizational commitment" indicates that EI and occupational self-efficacy are related with a variety of organizationally desirable outcomes. Therefore, an understanding of the levels of EI and occupational self-efficacy will be helpful in taking suitable steps to enhance these competencies among the employees.

(Bunker, 1997) observes that, coping with massive change involves, among other things, the ability to perceive and understand the emotional impact of change on ourselves and others. To be effective in helping their organizations manage change, leaders first need to be aware of and to manage their own feelings of anxiety and uncertainty.



### **.Emotional intelligence in Indian Educational system**

UNESCO Commission on Education in the year 1972 declared that education is a life long process and its purpose is to establish a learning society – a society which knows how to learn, to grow and transform itself to the needs of ever changing world. G.Manimaran (2013),argues that A best education system is not only improving the I.Q. (Intelligence quotient) of students but also equally the E.Q and the study confines, renewing and updating of the curriculum to take care of newly emerged science like emotional intelligence is a must to improve the standard of education and competency of our students.

### **CONCLUSION:**



An emotion is an important aspect of one's life and its disturbance creates fears, worries, anxieties, annoyance, anger and irritability and makes it hard to achieve the desired goal. The negative feelings must be replaced by feeling of hope, courage and willing cooperation with the help of Emotional Intelligence (EI), so that they can excel more. Researchers have been making efforts to understand how EI plays a major role in a person's life and work. EI can be developed at any stage whether it may be a child or a senior citizen. But it would be better that for a developing country like India if EI is taught and developed in school curriculum, it would help the individual to excel in all sectors because many studies have proved that EI is needed more than IQ for Academic achievement and it also has, its influence in HRM, Organisational effectiveness, decision making, enhancing leadership qualities and in development of individual's Personality.

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