EMOTIONAL INTELLIGENCE

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6. EMOTIONAL INTELLIGENCE

Over the last decade Emotional Intelligence (EI) has drawn important interest from academics and HR practitioners throughout the world. The development of emotional intelligence skills is vital because it is an area that is generally ignored when skills development programs are designed. And yet research shows that emotions, properly managed, can drive trust, loyalty, and commitment. Many of the greatest productivity gains, innovations, and accomplishments of individuals, teams, and organisations have occurred within such a framework (Cooper & Sawaf, 1997).¹

6.1 INTRODUCTION

Emotional intelligence is a social intelligence that enables people to recognise their own, and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Cooper and Sawaf, 1997²; Mayer and Salovey, 1997³). It is an intelligence that may be learned, developed and improved (Perkins, 1994⁴; Sternberg, 1996⁵). According to Salovey and Mayer (1990)⁶, emotional intelligence includes an "ability to monitor one's own and others' feelings and emotions, to categorize among them and to use this information to guide
one's thinking and actions". A related definition adds the "ability to adaptively recognize emotion, express emotion, regulate emotion and harness emotions" (Schutte et al., 1998). Personal or emotional intelligence has been found to vary by age or developmental level and gender (Gardner, 1999).

Emotional intelligence may be defined as the ability to use your awareness and sensitivity to discern the feelings underlying interpersonal communication, and to resist the temptation to respond impulsively and thoughtlessly, but instead to act from receptivity, authenticity and candour (Ryback, 1998). At its best, emotional intelligence is about influence without manipulation or ill-treatment of authority. It is about perceiving, learning, relating, innovating, prioritising and acting in ways that take into account and legitimise emotions, rather than relying on logic or intellect or technical analysis alone (Ryback, 1998).

Emotional Intelligence is now being considered to be essential in organisational factors such as: organisational change (Ferres & Connell, 2004; Singh, 2003); leadership (Ashkanasy, 2002; Dearborn, 2002; Gardner & Stough, 2002; Weymes, 2002); management performance (Slaski & Cartwright, 2002); perceiving occupational
stress (Nicklaou & Tsaousis, 2002; Oginska-Bulik, 2005)\textsuperscript{18, 19}; and life satisfaction (Palmer, Donaldson & Stough, 2002)\textsuperscript{20}. To meet organisational ends (Lord, Klimiski, & Kanfer 2002)\textsuperscript{21}, it is not unusual to use emotions and emotion related thoughts and behaviour as the ingredients in an institutionalised recipe of emotional culture.

6.2 BASIC COMPONENTS OF EMOTIONAL INTELLIGENCE (EI)

EI is different from but cordial to academic intelligence, the purely cognitive capacity measured by IQ. Unlike IQ that does not significantly change over one’s life time, emotional intelligence can be taught and learned. It requires vow to develop one’s competencies and skills through repeated application, practice, and feedback. EI has basic components such as:

6.2.1 Self-awareness: Self-awareness is the heart of emotional intelligence. It is the foundation on which most of the other elements of emotional intelligence are built, the necessary first step toward exploring and coming to understand oneself, and toward change. It is the ability to recognize and understand one’s moods, emotions, and drives as well as their impact on others. Emotional self-awareness is also about knowing
what motivates ones, what brings fulfilment, and what lifts one’s heart and fills one with energy and aliveness.

6.2.2 Self-regulation: Self-regulation or desire control is-the ability to regulate one’s emotions and behaviour so that one act appropriately in various situations. It involves resisting or delaying an impulse, drive, and temptation to act, responding versus reacting.

6.2.3 Interpersonal skills: Interpersonal effectiveness involves being empathetic (i.e., being aware of, understanding, and appreciating the feelings of others); being a constructive, cooperative, and contributing member of one’s social group; and, establishing and maintaining mutually gratifying relationships.

6.2.4 Adaptability: Adaptability is the capacity to cope with environmental demands by effectively and realistically sizing up and flexibly dealing with problematic situations. It is the ability to adjust emotions, thoughts, and behaviour to changing situations and conditions.
6.2.5 Stress Tolerance: Stress tolerance is the ability to withstand adverse events, stressful situations, and strong emotions without falling apart but by actively coping with stress.

6.2.6 General Mood and Motivation: Two factors that ease emotionally intelligent behaviour are optimism and happiness. Optimism is the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. Happiness is the ability to feel satisfied with one’s life, to enjoy oneself and others, and to have fun and express a positive mood.

6.3 THE HISTORY OF EMOTIONAL INTELLIGENCE

For decades, researchers have studied the reasons why a high IQ does not necessarily guarantee success in the classroom or the boardroom. By the 1980s, psychologists and biologists, among others, were focusing on the important role other skill sets — needed to process emotional information — played in promoting worldly success, leadership, personal fulfilment and happy relationships.
In 1990, psychologists John Mayer (now at the University of New Hampshire) and Peter Salovey of Yale theorized that a unitary intelligence underlay those other skill sets. They coined the term, emotional intelligence, which they broke down into four “branches”:

- Identifying emotions on a nonverbal level
- Using emotions to guide cognitive thinking
- Understanding the information emotions convey and the actions emotions generate
- Regulating one’s own emotions, for personal benefit and for the common good

As a science reporter for the New York Times, Goleman was exposed to Mayer’s and Salovey’s work and took the concept of emotional intelligence a step further. In his eponymous book from 1995, he argued that existing definitions of intelligence needed to be reworked. IQ was still important, but intellect alone was no guarantee of adeptness in identifying one’s own emotions or the emotional expressions of others.

It took a special kind of intelligence, Goleman said, to process emotional information and utilize it effectively — whether to facilitate good personal decisions, to resolve conflicts or to motivate oneself and others.
6.4 DETERMINANTS OF EI

Emotional intelligence is a concept in psychology that refers to a person's capacity to express and interpret emotions. It is a relatively new idea that gained popularity in the 1990s, when researchers began to realize that standard intelligence wasn't the only type of intelligence that people have. This characteristic has been shown to predict success in relationships and job performance. There following are some of the main components of emotional intelligence psychology.

6.4.1 Perceiving Emotions

A person's perception of emotions is one of the factors contributing to emotional intelligence. You can probably think of someone in your life who is extremely adept at understanding what you are feeling, even when you don't say a thing. Some people are born with a seemingly innate ability to read others' emotions. On the other hand, you have probably encountered people who seem oblivious to the emotions of those around them. They might have difficulty perceiving a person's reaction or get confused upon trying to determine what emotion someone is displaying. This can be a sign of low emotional intelligence.
6.4.2 Emotional Reasoning

This quality refers to someone's ability to use emotions to react. For instance, people's emotions often control what they pay attention to or what they choose to focus on in a given situation. The mind prioritizes those things, demanding an emotional reaction. Most people need to learn how to effectively identify and use emotions to be successful. Emotional reasoning is the process of thinking about and prioritizing those things that are emotionally significant.

6.4.3 Emotional Comprehension

The concept of emotional comprehension refers to how well a person is able to understand his or her own and others' emotions. For instance, if you are like most people, when someone tells you that he or she feels angry with you, you may search for reasons as to why that might be the case. Those who have a high level of emotional comprehension are usually able to put forward some potential reasons as to why their behavior has warranted anger. The other part of emotional comprehension is determining the consequences of certain feelings.

6.4.4 Managing Emotions

How people manage emotions is also a significant part of emotional intelligence. Most of people would never succeed if they constantly let
their emotions rule them. However, it would be futile to try to suppress all of your emotions all of the time. The best approach is to find some middle ground. You should be able to express your emotions when appropriate, as well as respond to the emotions that others express when appropriate. The level of emotional intelligence depends on your ability to manage your emotions effectively.

6.5 IMPORTANCE OF EMOTIONAL INTELLIGENCE

Emotional intelligence allows us to think more creatively and use our emotions to solve problems.

**Daniel Goleman** believes that emotional intelligence appears to be an important set of psychological abilities that relates to life success. It is empathy and communication skills as well as social and leadership skills that will be central to your success in life and personal relationships. Goleman further argues that men particularly need to develop emotional skills, and he gives many examples of men with high intelligence, who were not successful because they had problems with their people skills. He found from his research that people with high emotional intelligence generally have successful relationships with family, friends and fellow workers.
6.6 THEORIES OF EMOTIONAL INTELLIGENCE

6.6.1 The Self-Awareness Cluster: Understanding Feelings and Accurate Self-Assessment

The first of the three Self-Awareness competencies, Emotional Self-Awareness, reflects the importance of recognizing one’s own feelings and how they affect one’s performance.

At another level, Self-Awareness is key to realizing one’s own strengths and weaknesses. Among several hundred managers from twelve different organizations, Accurate Self-Assessment was the hallmark of superior performance (Boyatzis, 1982). Individuals with the Accurate Self-Assessment competence are aware of their abilities and limitations, seek out feedback and learn from their mistakes, and know where they need to improve and when to work with others who have complementary strengths.

The positive impact of the Self-Confidence competence on performance has been shown in a variety of studies. Among supervisors, managers, and executives, a high degree of Self-Confidence distinguishes the best from the average performers (Boyatzis, 1982).
6.6.2 The Self-Management Cluster: Managing Internal States, Impulses, and Resources

The Self-Management cluster of EI abilities encompasses six competencies. Heading the list is the Emotional Self-Control competence, which manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out in return.

The Trustworthiness competence translates into letting others know one’s values and principles, intentions and feelings, and acting in ways that are consistent with them. Trustworthy individuals are forthright about their own mistakes and confront others about their lapses. A deficit in this ability operates as a career derailer (Goleman, 1998b).29

The signs of the Conscientiousness competence include being careful, self-disciplined, and scrupulous in attending to responsibilities. Conscientiousness distinguishes the model organizational citizens, the people who keep things running as they should.
David McClelland’s landmark work “The Achieving Society (1961)” established Achievement Orientation as the competence that drives the success of entrepreneurs. In its most general sense, this competence, which he called Achievement Drive, refers to an optimistic striving to continually improve performance. Studies that compare star performers in executive ranks to average ones find that stars display classic achievement-oriented behaviours—they take more calculated risks, they support enterprising innovations and set challenging goals for their employees, and so forth. Spencer and Spencer (1993) found that the need to achieve is the competence that most strongly sets apart superior and average executives. Optimism is a key ingredient of achievement because it can determine one’s reaction to unfavourable events or circumstances; those with high achievement are proactive and persistent, have an optimistic attitude toward setbacks, and operate from hope of success. Those with the Initiative competence act before being forced to do so by external events. This often means taking anticipatory action to avoid problems before they happen or taking advantage of opportunities before they are visible to anyone else. Individuals who lack Initiative are reactive rather than proactive, lacking the farsightedness that can make the critical difference between a wise decision and a poor one.
6.6.3 The Social Awareness Cluster: Reading People and Groups Accurately

The Social Awareness cluster manifests in three competencies. The Empathy competence gives people an astute awareness of others’ emotions, concerns, and needs. The empathic individual can read emotional currents, picking up on nonverbal cues such as tone of voice or facial expression. Empathy requires Self-Awareness; our understanding of others’ feelings and concerns flows from awareness of our own feelings. This sensitivity to others is critical for superior job performance whenever the focus is on interactions with people. For instance, physicians who are better at recognizing emotions in patients are more successful than their less sensitive colleagues at treating them (Friedman & Di Matteo, 1982). The ability to read others’ needs well comes naturally to the best managers of product development teams (Spencer & Spencer, 1993). And skill in Empathy correlates with effective sales, as was found in a study among large and small retailers (Pilling & Eroglu, 1994). In an increasingly diverse workforce, the Empathy competence allows us to read people accurately and avoid resorting to the stereotyping that can lead to performance deficits by creating anxiety in the stereotyped individuals (Steele, 1997).
Organizational Awareness, the ability to read the currents of emotions and political realities in groups, is a competence vital to the behind-the-scenes networking and coalition building that allows individuals to wield influence, no matter what their professional role. Insight into group social hierarchies requires Social Awareness on an organizational level, not just an interpersonal one. Outstanding performers in most organizations share this ability; among managers and executive generally, this emotional competence distinguishes star performers. Their ability to read situations objectively, without the distorting lens of their own biases and assumptions, allows them to respond effectively (Boytzis, 1982).

6.6.4 The Relationship Management Cluster: Inducing Desirable Responses in Others

The Relationship Management set of competencies includes essential Social Skills. Developing others involves sensing people’s developmental needs and bolstering their abilities—a talent not just of excellent coaches and mentors, but also outstanding leaders. Competence in developing others is a hallmark of superior managers; among sales managers, for example, it typifies those at the top of the field (Spencer and Spencer, 1993). Although this ability is crucial for those managing front-line work, it has also emerged as a vital skill for effective leadership at high levels (Goleman, 2000b).
We practice the essence of the Influence competence when we handle and manage emotions effectively in other people and are persuasive. The most effective people sense others’ reactions and fine-tune their own responses to move interaction in the best direction. This emotional competence emerges over and over again as a hallmark of star performers, particularly among supervisors, managers, and executives (Spencer & Spencer, 1993). Star performers with this competence draw on a wider range of persuasion strategies than others do, including impression management, dramatic arguments or actions, and appeals to reason. At the same time, the Influence competence requires them to be genuine and put collective goals before their self-interests; otherwise what would manifest as effective persuasion becomes manipulation.

Creating an atmosphere of openness with clear lines of communication is a key factor in organizational success. People who exhibit the Communication competence are effective in the give-and-take of emotional information, deal with difficult issues straightforwardly, listen well and welcome sharing information fully, and foster open communication and stay receptive to bad news as well as good. This competence builds on both managing one’s own emotions and empathy; a healthy dialogue depends on being attuned to others’ emotional states and
controlling the impulse to respond in ways that might sour the emotional climate.

A talent of those skilled in the Conflict Management competence is spotting trouble as it is brewing and taking steps to calm those involved. Here the arts of listening and empathizing are crucial to the skills of handling difficult people and situations with diplomacy, encouraging debate and open discussion, and orchestrating win-win situations. Effective Conflict Management and negotiation are important to long-term, symbiotic business relationships, such as those between manufacturers and retailers.

Those adept at the Visionary Leadership competence draw on a range of personal skills to inspire others to work together toward common goals. They are able to articulate and arouse enthusiasm for a shared vision and mission, to step forward as needed, to guide the performance of others while holding them accountable, and to lead by example. Outstanding leaders integrate emotional realities into what they see and so instil strategy with meaning and resonance. Emotions are contagious, particularly when exhibited by those at the top, and extremely successful leaders display a high level of positive energy that spreads throughout the organization.
The acceleration of transitions as we enter the new century has made the Change Catalyst competence highly valued—leaders must be able to recognize the need for change, remove barriers, challenge the status quo, and enlist others in pursuit of new initiatives. An effective change leader also articulates a compelling vision of the new organizational goals. A leader’s competence at catalyzing change brings greater efforts and better performance from subordinates, making their work more effective (House, 1988)\(^4\).

Outstanding performers with this competence balance their own critical work with carefully chosen favours, building accounts of goodwill with people who may become crucial resources down the line. One of the virtues of building such relationships is the reservoir of trust and goodwill that they establish; highly effective managers are adept at cultivating these relationships, whereas less effective managers generally fail to build bonds (Kaplan, 1991)\(^4\).

The Collaboration and Teamwork competence has taken on increased importance in the last decade with the trend toward team-based work in many organizations. Teamwork itself depends on the collective EI of its members; the most productive teams are those that exhibit EI competencies at the team level (Druskat and Wolff)\(^4\). And
Collaboration is particularly crucial to the success of managers; a deficit in the ability to work cooperatively with peers was, in one survey, the most common reason managers were fired (Sweeney, 1999). Team members tend to share moods, both good and bad—with better moods improving performance (Totterdell, Kellett, Teuchmann, & Briner, 1998). The positive mood of a team leader at work promotes worker effectiveness and promotes retention (George & Bettenhausen, 1990). Finally, positive emotions and harmony on a top-management team predict its effectiveness (Barsade & Gibson, 1999).

6.6.5 Competence Comes in Multiples

Although there is theoretical significance in showing that each competence in itself has a significant impact on performance, it is also in a sense an artificial exercise. In life—and particularly on the job—people exhibit these competencies in groupings, often across clusters, that allow competencies to support one another. Emotional competencies seem to operate most powerfully in synergistic groupings, with the evidence suggesting that mastery of a “critical mass” of competencies is necessary for superior performance (Boyatzis, Goleman, & Rhee, 2000).
Along with competency clusters comes the notion of a tipping point—the point at which strength in a competence makes a significant impact on performance. Each competence can be viewed along a continuum of mastery; at a certain point along each continuum there is a major leap in performance impact.

The extremely large effect from strengths in the Self-Management competencies suggests the importance of managing one’s emotions—using abilities such as self-discipline, integrity, and staying motivated toward goals—for individual effectiveness.

Organizations and individuals interface in ways that require a multitude of EI abilities, each most effective when used in conjunction with others. Emotional Self-Control, for instance, supports the Empathy and the Influence competencies. Finding a comfortable fit between an individual and an organization is easier when important aspects of organizational culture (rapid growth, for example) link to a grouping of competencies rather than a single competency.

6.7 DIMENSIONS OF EMOTIONAL INTELLIGENCE

1. SELF AWARENESS is being aware of oneself

2. EMPATHY is feeling and understanding the other person
3. SELF MOTIVATION is being motivated internally.

4. EMOTIONAL STABILITY reflects the state of an individual that enables him or her to have appropriate feelings about common experiences and act in a rational manner.

5. MANAGING RELATIONS is the art or science of establishing and promoting a favourable relationship in the organisation.

6. INTEGRITY refers to a quality of a person’s character. It also involves being responsible for what you seek and undertake in life and being able to own up one’s own faults in case of failures. It encompasses the concept of wholeness, Intactness and purity about one’s thoughts, feelings and actions.

7. SELF DEVELOPMENT reflects efforts toward self-fulfilment, either through formal study programs or on one's own.

8. VALUE ORIENTATION reflects the principles of right and wrong that are accepted by an individual or a social group.

9. COMMITMENT is a virtue and a personal trait that is learned very early in life. Being committed is a state of mind and is determined by number of factors. It is based on one’s own personal choices as well as the expectations from other people around us. It is also determined by the quality of relationship we share with people, groups, organizations or tasks that we are supposed to be committed to be.
10. ALTRUISTIC BEHAVIOR is the deliberate pursuit of the interests or welfare of others or the public interest

6.8 EMOTIONAL INTELLIGENCE AT WORKPLACE

A manager is a person who has to manage the mood of their organizations. The most gifted corporate leaders accomplish that by using a mysterious blend of psychological abilities known as emotional intelligence. They're self-aware and empathetic. They can read and regulate their own emotions while intuitively grasping how others feel and gauging their organization's emotional state.

Emotional Intelligence (EI) has been recently validated with major skill areas that can influence your career and create abilities that improve your worth at work. A very recent and excellent review of the EI literature (Dulewicz and Higgs, 2000) demonstrates clearly that EI impacts on work success48.

Studies of close to 500 organizations worldwide, reviewed by Goleman, indicate that people who score highest on EQ measures rise to the top of corporations. 'Star' employees possess more interpersonal skills and
confidence, for example, than 'regular' employees who receive less glowing performance reviews\textsuperscript{49}.

'Emotional intelligence matters twice as much as technical and analytic skill combined for star performances,' he says. 'And the higher people move up in the company, the more crucial emotional intelligence becomes.' Bosses and leaders, in particular, need high EQ because they represent the organization to the public, they interact with the highest number of people within and outside the organization and they set the tone for employee morale, says Goleman. Leaders with empathy are able to understand their employees’ needs and provide them with constructive feedback\textsuperscript{50}.

Different jobs also call for different types of emotional intelligence. For example, success in sales requires the empathic ability to gauge a customer’s mood and the interpersonal skill to decide when to pitch a product and when to keep quiet.

“Don’t bring your personal problems to work” is one variation of the argument that emotions are inappropriate in the workplace. Business decisions, so the argument goes, should be based on information, logic
and calm cool reason, with emotions kept to a minimum. But it is unrealistic to suppose that emotions can be checked at the door when you arrive at work. Some people may assume, for a variety of reasons, that emotional neutrality is an ideal, and try to keep feelings out of sight. Such people work and relate in a certain way: usually they come across as rigid, detached or fearful, and fail to participate fully in the life of the workplace. This is not necessarily bad in some situations, but it is usually not good for an organization for such people to move into management roles. The same would be true for people who emote excessively, who tell you how they feel about everything. Simply being around them can be exhausting.

Developing emotional intelligence in the workplace means acknowledging that emotions are always present, and doing something intelligent with them. People vary enormously in the skill with which they use their own emotions and react to the emotions of others—and that can make the difference between a good manager and a bad one. It’s not overly egalitarian to suggest that most professionals, managers and executives are fairly smart people (of course there can be glaring exceptions), but there can be a huge difference in how well they handle people. That is, the department manager may be a genius in technical,
product or service knowledge—and get failing marks in terms of people skills.

An employee with high emotional intelligence can manage his or her own impulses, communicate with others effectively, manage change well, solve problems, and use humour to build rapport in tense situations. These employees also have empathy, remain optimistic even in the face of adversity, and are gifted at educating and persuading in a sales situation and resolving customer complaints in a customer service role. This "clarity" in thinking and "composure" in stressful and chaotic situations is what separates top performers from weak performers in the workplace.

6.9 EMOTIONAL INTELLIGENCE & POLICE PERSONNEL

In any policing controversy—excessive use of force, racial profiling, police suicide, discourtesy—separating human emotions from that controversy’s cause is difficult. An officer’s emotional intelligence—whether the lack of emotional awareness or the inability to control emotions—will emerge. There can be no escaping one’s emotions; indeed, if repressed, they cause even more problems. This is of particular
concern to law enforcement, due to the myth that an officer should grin and bear emotional crises and shake them off at the end of the shift.

Contemporary psychological research shows that the strong, silent type (typical of many police officers) cannot suppress human emotions without suffering serious consequences. Emotional intelligence is just as serious in training.

Many officers are just now appreciating how deeply the emotional intelligence competencies affect the police profession. Indeed, emotional intelligence is at the core of policing.

Most police training and education efforts have downplayed if not ignored the role of emotions. Often, academy educators leave it to field trainers to help new officers through emotionally charged and stressful situations. Departments occasionally provide stress management programs or use untrained mentors to help officers manage their emotions. But few of these approaches consider emotional intelligence.

The main objectives of the EI training for Police Personnel are:

- Becoming more aware of emotional triggers that can instigate an angry violent response
• Learning tactics to manage one’s own mental state during stressful situations, such as a hazardous police chase

• Being more attentive to the impact of daily emotions on long-term moods and attitudes toward colleagues and others.
REFERENCES & NOTES


2. Ibid.


10. Ibid.


24. Ibid.

25. Ibid.

26. Ibid.


28. Ibid.


50. Ibid.