Chapter 2

Emotional Intelligence at Work – A Conceptual Framework

2.0 Introduction to human emotions

Human beings feel and express love and affection towards their fellow beings. For example, strong parental love towards the offspring is not just based on intellect and logic but originates from deepest feelings in the heart. Likewise, other emotions – happiness, satisfaction, euphoria, kindness, anger, fear, sadness etc. – are also related to inner self. The head thinks, but the heart can feel. In the nineteenth century, Swami Vivekananda discussed the effects of emotions at length. He opined that by unleashing the power of positive emotions and controlling the negative emotions, human beings can reach higher level of achievements for the mankind.

For centuries there has been emphasis on the thinking faculties of the mind. But in the last few decades the psychologists have been laying emphasis on the feeling part of the mind. Today it is well-accepted that “we have two minds, one that thinks and one that feels” (Goleman, 1995). Thinking, using logic, calculating, understanding (i.e. all the acts of cognition) are the job of the rational mind and feeling is the act of the emotional mind. Thinking is related to the head and feeling comes from the heart.

2.1 Emotions and Physiology of Brain

Let us understand how the human brain has evolved. The most primitive part of the brain is the brainstem surrounding the top of the spinal cord. This root brain regulates basic life functions like breathing and controlling stereotyped reactions and movements of the body’s other organs. This primitive brain can’t be said to think and learn, rather it helps the body organs react in a way that ensures survival. From the most primitive root – the brainstem – the emotional
centres (amygdala, hippocampus etc.) emerged. Millions of years later in
evolution from these emotional areas evolved the thinking brain or
"neocortex". So there was an “emotional brain” long before there was a
rational one (Goleman, 1995). Amygdala specializes in emotional matters. It
acts as a storehouse of emotional memory. The effect of amygdala is so prompt
and profound that it can have a person spring to action. For example, whenever
a man encounters a sudden danger, he shows a “fight-or-flight response”
(Talib, 1999) due to the natural effect of amygdala and the associated circuitry.
Thus the emotional brain helps us survive against odds. Whereas, the rational
brain is comparatively slower and it helps us think and learn. That is why there
is a perennial tension between reason and emotion (Goleman, 1995).

During “emotional hijacking” (i.e. when somebody is under the grip of anger /
rage or intense joy) the emotional brain rules over the rational one (LeDoux,
1993). As an answer to emotional hijacking the prefrontal cortex (or prefrontal
lobe) has a role as a manager of emotions. It weighs reactions before acting.
Prefrontal cortex has two parts – one is left, the other is right. In fact the left
prefrontal lobe acts as a “neural thermostat”, regulating unpleasant emotions.
The right prefrontal lobe is the seat of negative emotions like fear and
aggression. The left lobe keeps those raw emotions in check by inhibiting the
right lobe. In brief the amygdala proposes the prefrontal lobe disposes
(Goleman, 1995).

The connections between the amygdala (and related limbic structures) and the
neocortex are the hub of the battles or cooperative treaties struck between head
and heart, thought and feeling. Emotions has power to disrupt thinking itself.
Neuroscientists use the term “working memory” for the capacity of attention
that holds in mind the facts essential for completing a given task or problem,
whether it be the ideal features one seeks in a house while touring several
prospects, or the elements of a reasoning problem on a test. The prefrontal
Chapter 2 Emotional Intelligence at Work – a Conceptual Framework

cortex is the brain region responsible for working memory. But circuits from the limbic brain to the prefrontal lobes mean that the signals of strong emotion – anxiety, anger, and the like – can create neural static, sabotaging the ability of the prefrontal lobe to maintain working memory. That is why when we are emotionally upset we say we “just can’t think straight” – and why continual emotional distress can create defects in a child’s intellectual abilities, crippling the capacity to learn (Goleman, 1995)

So, for making good quality decisions one needs not only the intellectual abilities but also the emotional abilities. In fact, people despite their well-developed intelligence may make inappropriate choices in professional and personal lives if they lack in emotional aspects. Therefore a combination of intelligence and emotion is desirable for leading an enriched life. Harmonization of our rational brain and the emotional brain results in the quality decisions and consequent success.

2.2 The Concept of Emotional Intelligence (EI)

For long, it was believed that performance at the workplace depended on our level of intelligence or Intelligence Quotient (IQ) as reflected in academic achievements, examinations passed, marks and rank obtained etc. (Singh, 2003). But Howard Gardner, a psychologist at the Harvard school of education opined that “we should spend less time ranking children and more time helping them to identify their natural competencies and gifts and cultivate those. There are hundreds and hundreds of ways to succeed”. He refuted the “IQ way of thinking” and introduced a broad spectrum of talents. The seven key varieties of the wide spectrum of intelligences are: (1) Verbal (2) Mathematical (3) Spatial (4) Kinesthetic (5) Musical (6) Interpersonal and (7) Intrapersonal (sometimes called “Intrapsychic”). IQ considers only the first two types i.e. Verbal and Mathematical intelligences. As per this theory of multiple intelligences (Gardner, 1983), the last two types – Interpersonal and
Intrapersonal intelligences – together are known as personal intelligences. It leads to self-knowledge and knowledge about others. This means that awareness about our own feelings helps us to respond appropriately to the moods, temperaments, motivations and desires of other people. So it is found that there is a role of emotions and feelings in the domain of Personal Intelligences. At this stage, there can be a question: Can emotions be intelligent? or Can intelligence be emotional?

Apparently, “emotion” and “intelligence” are mutually exclusive. But Peter Salovey, a Yale psychologist has talked about “the ways in which we can bring intelligence to our emotions” (Salovey & Mayer, 1990). This can be equated with the idea of harmonising our rational mind and emotional mind (refer para 2.1). John Mayer of the University of New Hampshire along with Peter Salovey coined the phrase “Emotional Intelligence” and they expanded this thing into five main domains: (1) knowing one’s emotions, (2) managing emotions, (3) motivating oneself, (4) recognizing emotions in others and (5) handling relationships.

Socrates said “know thyself”. Awareness of one’s own feelings from time to time is the most basic component of EI. Awareness of one’s own emotions is a pre-requisite to interpersonal skills or “social skills”. As per Thomas Hatch, a colleague of Howard Gardner at Spectrum, the school based on the concept of multiple intelligences, social skills are essential for preservation of close relationships – whether in a marriage or friendship or business partnership situation. Maintaining and improving rapport and connections with people is a must for anybody to achieve success in life (Thomas hatch, 1990). Social skills are an integral part of EI.

According to Indian psychology, each one of us has a combination of two kinds of “Vrittis” or tendencies or propensities. These are “Hridaya Vritti” and “Buddhi Vritti”. Hridaya Vritti is the tendency of emotions and feelings.
Buddhi Vritti is the tendency of intellect. Combining pure Hridaya Vritti and agile Buddhi Vritti will give rise to “Holistic Competencies” (Chakraborty, 2002). The concept of holistic competencies and that of emotional intelligence are in line with each other.

EI is required for the adults as well as children. The most widely reported background paper on EI or EQ (Emotional Quotient) is the marshmallow experiment conducted in the US in the 1960s. Walter Mischel (reported in Singh, 2003), a psychologist at Stanford University, distributed marshmallows to groups of 4-year-olds and left the room, promising that any child who would postpone eating the marshmallows until he came back, some 15 to 20 minutes later, would be rewarded with a second marshmallow. Years later, Mischel found that the children who had triumphed over their desire to delay eating the marshmallows had grown into socially, emotionally and academically more competent adolescents compared to the 4-year-olds who had eaten the marshmallows immediately. Self-control in the face of a marshmallow at the age of four was shown to be twice as powerful predictor of later academic prowess as IQ'. In the experiment, the “ability to delay gratification” was seen as a master skill, a triumph of the reasoning brain over the impulsive one. The ability to delay gratification is in fact a sign of Emotional Intelligence which does not show up on an IQ test. The marshmallow experiment established that EI matters more than anything else in determining success in life.

Now-a-days, stress is a part of life – in family, society and the organizations. People having higher EQ manage stress more effectively. They can come out of any upsetting situation (that happens to all of us sometimes) quickly and successfully with their planned effort. This helps them make quality decisions and become better managers because the emotionally intelligent people can cope with disturbing and uncertain situations very effectively (Roberts, quoted in Singh, 2003).
2.3 Defining Emotional Intelligence (EI)

2.3.0 Emotional Intelligence has been defined in variety of ways by the thinkers on this subject. Emotion and Intelligence are apparently two contradictory terms. It may be presumed that intelligent people are not emotional and emotional people are not intelligent. But many eminent psychologists and social scientists have expressed their belief in EI. They have emphasized the aspects of human relations and social intelligence which are the integral parts of Emotional Intelligence. The following definitions of EI are important.

2.3.1 EI has been defined as an “ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997).

2.3.2 “Emotional Intelligence (sometimes termed as Emotional Quotient or EQ) reflects one’s ability to deal with daily environmental challenges and helps predict one’s success in life, including professional and personal pursuits”. In other words, EI is an individual’s ability to effectively cope with the pressures and demands of daily life (Bar-On, 1997).

2.3.3 EI is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ” (Goleman, 1998).

2.3.4 It is the “ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment” (Singh, 2003).
2.3.5 EI is “the capacity to think intelligently about our emotions and to have our emotions help us to learn how to think more intelligently”. Emotionally intelligent people can regulate one’s own emotions as well as others’ emotions (Barsade, 2004).

### 2.4 Domains of EI

2.4.0 Emotional Intelligence itself is a multi-disciplinary and complex concept involving psychology, neuroscience, health sciences etc. Many researchers have worked in this field and many more have been working on it throughout the world. EI have got many components or domains. According to the models of the following psychologists, the domains of EI are being mentioned:

2.4.1 Reuven Bar-On: As per his model (1997) the five main domains of EI are – (1) Intrapersonal skills, (2) Interpersonal skills, (3) Adaptability, (iv) Stress management and (5) General mood.

2.4.2 Robert K Cooper & Ayman Sawaf: As per their model (1997) – known as “Four-Cornerstone Model” of EI – the four domains (or cornerstones as described by them) of Emotional Intelligence are given as follows:

- **Emotional Literacy**: Being real and true to oneself: Builds awareness, inner guidance, respect, responsibility and connection
- **Emotional Fitness**: Being clear and getting along: Builds authenticity, resilience and trusting relationships
- **Emotional Depth**: Reaching down and stepping up: Builds core character and calls forth one’s potential, integrity and purpose
- **Emotional Alchemy**: Sensing opportunities and competing for the future: Builds intuitive innovation, situational transformation and fluid intelligence
2.4.3 Daniel Goleman: According to his model (2002) of EI leadership competencies there are four main components (each component has a no. of sub-components) as follows:

- **Self-awareness**
  * Emotional self-awareness
  * Accurate self-assessment
  * Self-confidence

- **Self-management**
  * Self-control
  * Transparency
  * Adaptability
  * Achievement
  * Initiative
  * Optimism

- **Social awareness**
  * Empathy
  * Organisational awareness
  * Service

- **Relationship Management**
  * Inspiration
  * Influence
  * Developing others
  * Changes catalyst
  * Conflict management
  * Teamwork & collaboration
2.4.4 Dalip Singh (2003) conceptualized EI as having three components as given below:

- **Emotional Competency;** having high self-esteem and optimism, tackling emotional upsets, ability to relate to others etc.
- **Emotional Maturity;** Identifying and expressing feelings, appreciating others' viewpoints, delaying gratification etc.
- **Emotional Sensitivity;** Understanding emotional arousal, letting others feel comfortable in your company, realizing moods etc.

2.5 Application of EI in the Organizational Context

In the 1970s, when the business environment was less complex, it was believed that the employees needed “their heads but not their hearts” for success. Many managers were of the opinion that if they had the feeling of empathy or compassion then it would “be impossible to deal with people and make hard decisions that the business required”. But from 1980s onwards the rigid organizational hierarchy started breaking down under the twin pressures of globalization and Information Technology (IT). Today’s reality is that the organizations need open communication, total teamwork, effective stress management etc. for success and growth. In short, Emotional Intelligence has got enough application in the organizations of the new millennium on the global basis.

When IQ test scores are correlated with how well people perform in their careers, the highest estimate of how much difference IQ account for is about 25% or even less. IQ or the cognitive abilities are important. But “it is just a threshold competence, you need it to get in the field, but it does not make you a star. It’s the Emotional Intelligence abilities that matter more for superior performance” (Goleman, 1998). It is EI that gives us major competitive advantage and help us achieve excellence individually as well as organizationally.
In any organization communication is one of the key functions. Giving and receiving feedback is an important part of communication. Feedback is the lifefood of the organization. There are some people who usually give “hurtful feedback” and there are some other people who give “artful feedback”. It is the emotionally intelligent people (EI people) who are in the habit of giving artful feedback even in the face of adversity. The EI people have high empathy and optimism and are effective motivators for their colleagues / coworkers (Goleman, 1995).

Peter Drucker, the eminent business thinker who coined the term “knowledge worker” says: with knowledge work, teams become the work unit rather than the individual himself. And that suggests why EI – the skills that help people harmonize – should become increasingly valued as a workplace asset in the years to come. “The key factor in maximizing the excellence of a group’s product is the degree to which the members are able to create a state of internal harmony, which lets them take advantage of the full talent of members. Harmony allows a group to take maximum advantage of its creative and talented members’ abilities”. The star performers always build reliable informal networks which are critical for handling unanticipated organizational problems (Goleman, 1995).

Some professions require greater amount of EI than others. Artist, Insurance, Advertisement, Social work etc. need extremely high EI. Teaching, Legal, Tourism, Politics, Business, Police etc. need high level of EI. Judiciary, Administration, IT, Medicine, Banking, Engineering, Accountancy, Nursing etc. can be managed with just average level of EI. (Singh, 2003). Actually, EI can be applied in all types of professions / jobs, though to different degrees.

For organizational metamorphosis the members of the organization need to unlearn the unproductive or less productive habits and learn the new and more
productive habits and sustain them. It is a challenging and time-consuming task. But the EI people are able to “rewire their brains” (Goleman, 2002) through repeated practice to the point of mastery. It is the emotionally intelligent people who can help other people also to change behaviourally, emotionally and intellectually. When the people change, the organizations excel. So, the application of EI becomes crucial when it comes to transforming any organization – for example, from a caterpillar to a butterfly – for achieving organizational excellence and sustaining it.

Presently, “collective emotional intelligence” has become a core issue. It is a situation in which all employees exhibit sign of EI competencies at work. The culture of collective EI starts spreading usually from the top of an organization. Collective EI – which is a sign of a “learning organization” – can give the organization the greatest competitive advantage over its competitors. It gives “hard results through soft means”. The organizations having collective EI are known as emotionally intelligent organizations (EI organizations). The leaders / members of an EI organization have the competencies like – 1) Self-awareness, 2) Self-regulation, 3) Motivation, 4) Empathy and 5) Social skills. The concept of EI organization is a global phenomenon today, it is relevant to all continents like Asia, Europe, the middle east, the Americas, Australia etc. Organizations from all sectors – manufacturing, engineering, service, education, IT and anything so to say – need to be emotionally intelligent. As the “hierarchies are morphing into networks; labour and management are uniting into teams; wages are coming in new mixtures of options, incentives and ownership; fixed job skills are giving way to lifelong learning”, the scope of application of emotional intelligence in the organizations are on the increase day by day. An excellent organization has to be an Emotionally Intelligent organization.(Goleman, 98).
2.6 Correlation Between EI and Individual’s Performance

Every individual wishes to succeed in life. The traditional approach emphasized the need to be strategic and non-emotional for getting success. But the present-day approach insists that for being successful an essential prerequisite is to assess how we feel about ourselves and how others feel about us. Often, we do not understand either ourselves or others working in the same organization. To be successful, we need to learn to do so. Increasing emotional intelligence has been correlated with better results in leadership, sales, academic performance, marriage, friendships and health (Singh, 2003).

“In the corporate world IQ gets you hired, but EQ gets you promoted. There is an example of a manager at AT & T who was asked to rank the top performers working with him. The results showed that they were not necessarily those with the highest IQs; they were those whose e-mail got answered. Workers who are good collaborators and popular with their colleagues are more likely to get the cooperation they need to achieve their goals than the socially awkward, lone geniuses” (Singh, 2003).

All “turnaround leaders” are emotionally intelligent. When an organization declines, the people start feeling powerless. Passivity sets in. The employees avoid speaking the truth which leads very often to “collective pretence”. This is when the turn around leader reverses the cycle by opening the channels of communication. He empowers people by his personal warmth, informal talk, establishing connection with the field staff and giving opportunities for them to demonstrate their talent. He moves people toward “psychological turnaround” which precedes the actual turnaround. To the turnaround leader, restoring the confidence of employees in themselves and the people around them comes first and then comes the strategy and other things (Kanter, 2003). An individual’s performance as a turnaround leader and his EI level are positively correlated.
2.7 Emotionally Intelligent Manager
Way back in 1954 Peter Drucker said: even when managers intellectually understand the need for change in the way they operate, they sometimes are emotionally unable to make the transition. In fact, a great deal of resistance to change is emotional and is the result of fear of failure, loss of security or lack of understanding of possible benefits.

The onus of a modern manager is not limited to just getting the day-to-day complex jobs done in the organization but extends to the wider zone of dealing with change (macro and micro both) on a continuous basis. So the manager’s job is getting transformed from managing to “leading”. “There are two levels of job competence, and so two kinds of job competence models. One assesses the “threshold competencies”, those that people need in order to get the job done. These are the minimal skills needed to carry out the tasks associated with a given position. Most organizational competence models fit into this category. The other kind of job competence model describes “distinguishing competencies”, the capabilities that set star performers apart from average ones. These are the competencies people already in a job need in order to perform superbly” (Goleman, 98). The distinguishing competencies relates to EI competencies. The Emotionally Intelligent managers prefer “leading” to managing and they lead from the heart.

“Healthy leadership needs self-awareness, a well-rounded personal life as well as an ability to laugh at oneself. The first foremost thing a leader need is Emotional Intelligence. The person is to be self-reflective and introspective and people feel so comfortable with him that other want to be close to him” (Kets de Vries, 2004).

The business leaders who don’t know themselves as well as they should and who cannot get a “grip on their ego and emotions” fail in their jobs. One
definition of a good leader is that they don’t overshadow their companies. They have a humble style of leading (known as servant leadership) that can be very effective. What is needed is “navigating” not ruling (Chopra, 2004).

The primal job of a leader is emotional. An EI leader leads in such a fashion that it breeds “resonance” in the team he leads. Any successful leader-manager has to lead with “passion”. Passion breeds “courage” that is necessary for excellence and it stimulates hope (Goleman, 2002).

The seemingly simple act of intelligently committing one’s full attention to another may seem like a basic communication skills, and it is. But applied consistently, in as many settings as possible, and with a genuine interest on your part to improve the level and specificity of the attention, the technique will not only resolve the difficulties you face in the situation in question, but also hasten your emergence as a real leader within the organization (Torovo, 1997). Such a mindful and careful person has emotional competence which is the essential property of an effective leader/manager.

According to the level 5 hierarchy of Jim Collins, the level 5 executive (i.e. the greatest manager) is self-effacing and quiet. These leaders are a paradoxical blend of personal humility and professional will. They are passionate about their work. A level 5 leader is ambitious and determined for “the cause”. They are able to place “the cause” above self. They always inspire and develop their successors for even greater success in the next generation (Jim Collins, 2001). A level 5 leader is emotionally intelligent.

2.8 Developing and Sustaining Emotional Intelligence
A key question is “can EQ be learned and developed?”. EQ can be developed by upgrading the emotional skills. However, it is commonly believed that children inherit certain emotional characteristics from their parents or grandparents. This widespread belief that EQ can only be inherited is not true.
Emotional intelligence is not fixed at birth. Scientists have not yet discovered an emotional intelligence gene as such. It is something that is learnt (or not learnt). Emotional development is closely related to child development. The healthy emotional development of children is vital to both their ability to learn when young, and to their success and happiness as adults. Irrespective of current level of EQ of a person, it can be developed. The way one acts out, expresses himself/herself and utilizes his/her emotions can be changed significantly. Unlike IQ, EQ can be significantly raised. Here, suitably designed training programmes can help. But there has to be a comprehensive approach involving four important phases such as (1) Preparation for change, (2) Training, (3) Transfer and Maintenance and (4) Evaluating change (Singh, 2003).

An emotionally intelligent leader is a resonant leader. He / she can create and spread “resonance” (a kind of positive and healthy relationship amongst people) throughout the organization. “Even if one is week in some of the abilities that allow resonance in a leader, it can be developed at any point provided the person is sufficiently motivated” (Goleman, 2002). There are four types of resonant leadership such as – Visionary, Coaching, Affiliative and Democratic and there are two types of dissonant leadership such as – Pacesetting and Commanding. A leader can change his style, if he wants, from Dissonant to Resonant one.

For any particular individual, EI usually improves with increase in age. EI may be learned through life experiences. But the development of social and emotional competencies takes commitment and sustained effort. Training programmes and executive education provide evidence for people’s ability to improve their social and emotional competencies with sustained effort. In addition, new findings in the emerging field of affective neuroscience have began to demonstrate that the brain circuitry of emotion exhibits a fair degree
of plasticity, even in adulthood. Recent research on “mindfulness” training – an emotional self-regulation strategy – has also shown that training can actually alter the brain centers that regulate negative and positive emotions. Mindfulness training focuses on helping people to better stay focused on the present, thus keeping distressful and distracting thoughts (e.g. worries) at bay and to pause before acting on emotional impulse (Emmerling, 2003).

It is now said that leaders are made, not born. Old leaders can learn new tricks. These sayings suggest that EI can be developed. Neurological research has shown that human brains can create new neural tissues as well as new neural connections and pathways throughout adulthood. Our neo-cortex (the learning machine) has the ability of quick learning. It helps learn the cognitive skills. But the limbic brain (that learns the emotional skills) is a slow learner. That is why, it takes extended practice for learning / re-learning the EI competencies. Learning EI skills at adulthood is more challenging than that in childhood. because here both the things – unlearning plus re-learning – are involved. But, people not only can improve on the EI competencies, but also can sustain those gains for years, as data from studies at the Weatherhead School of Management at Case Western Reserve University have already shown. For learning the EI skills effectively by an individual the following practice should be maintained (Goleman, 2002):

- Learning goals should build on one’s strengths, not on one’s weaknesses.
- Goals must be a person’s own (i.e. self-directed learning).
- Learning plans must be feasible, with manageable steps: plans that don’t fit smoothly into a person’s life and work will likely be dropped within a few weeks or months.
- Plans must suit a person’s own learning style.
2.9 Measurement of EI

There are mainly three types of measuring instruments based on some specific measurement models such as -

1) Ability-based model (for example, “MSCEIT” is an instrument proposed by Mayer-Salovey-Caruso following this model)

2) Trait-based or Personality-based model (such as “TEIQue” having total 153 questions designed by K V Petrides and his colleagues)

3) Mixed model (such as “ECI” developed by Goleman and Boyatzis)

Apart from the three instruments listed above, there are other instruments available. For example, there is one EQ test (proposed by Prof. N K Chadha and Dr. Dalip Singh) based on operational definition of EI in the Indian context. This test measures three psychological dimensions – emotional competency, emotional maturity and emotional sensitivity – of an individual. This measuring system is based on the concept of “Behavioural event interviewing” that follows the ability-based model very closely. This is a psychological test (through a questionnaire consisting of 15 questions) that measures some areas of one’s personal and professional life. This test has been standardised for Indian managers, businessmen, bureaucrats and industrial workers (Singh, 2003).

In ability-based model the EI of a person is tested on the basis of “what he does” in a given situation(s). In trait-based model it is tested mostly on the basis of “what he is”. In case of mixed models, both his capabilities and his personality traits are taken into consideration for calculating his emotional intelligence. Then, there is one more important aspect to the measurement of EI. There can be scope for both “self-report instrument” and also “multi-rater assessment system” (based on 360° feedback) for all the available three models mentioned above. It is however, true that “measuring the items like people skills or leadership style or Emotional Intelligence in organizational settings is
difficult. But at the same time, measurement is essential. Because, in order to improve on any ability – including emotional competence – people need realistic feedback of their baseline abilities, as well as their progress” (Emmerling, 2003).

Each evaluation measure has its share of limitations. Self-evaluations are vulnerable to skews from people wanting to “look good”. And when it comes to assessing emotional competence, there is the question of whether someone low in self-awareness can be trusted to accurately evaluate his/her own strengths and weaknesses. While self-evaluations can be helpful (and candid) if people trust that the results will be used for their own good, without this trust they can be less reliable. On the other hand, “evaluations by other people” are susceptible to another set of skews. When office politics is involved, for example, 360-degree feedback may not always offer a pure reflection of the person being evaluated, since these evaluations can be used as weapons in political wars or as a way for friends to exchange favours by giving inflated “grades” to each other. To some extent, any evaluation reflects the evaluator also. For that reason, “getting evaluations from multiple sources is a way to correct any distortions, since presumably one individual’s emotional or political agenda would be balanced by other evaluations” (Goleman, 1998).

2.10 Economic Impact of EI

EI benefits individuals as well as organizations. These benefits are general in nature and mostly intangible. But there is clear evidence that the emotionally intelligent leadership provide an economic advantage to the organizations. “The quest to make companies more emotionally intelligent is one more and more organizations are embarking on, whether they use the term or not. An organisation’s collective emotional intelligence is no mere soft assessment; it has hard consequences”. Even the investors who invest in high-tech start-ups try to determine the company’s level of emotional intelligence before putting
their money into business. Because, the EI organizations enjoy a long-term advantage in terms of “profitability, cycle times, volume, quality and other similar indices of performance” (Goleman, 1998).

Recently a concept of “Human Sigma” (Coffman, 2004) has been coined. While Six Sigma focuses on elimination of defects in the products, the goal of Human Sigma is “to reduce the number of disengaged employees and customers and move them towards engagement with the company and its products or services”. Human Sigma has the potential for considerably improved financial performance that resides within a company’s human aspects of performance – its customers and employees. It has become important because the organizations are concerned about quality of relationships with customers and employees. At the world-famous Gallup Organisation (they do worldwide research on best practices in the field of HR) they use Q12 (twelve well-researched questions relating to organization and employees) to measure a workgroup’s success at creating a great place to work in (for example one question from Q12 is: At work, do I have the opportunity to do what I do best everyday?). Likewise they use CE11 (11 key questions / issues relating to Customer Engagement) to measure a workgroup’s success at creating engaged customer relationships on 11 key variables. Those variables assess both the rational and emotional elements of the customer’s experience of the company. The companies and the leaders must focus on customer and employee engagement simultaneously. Instead of treating them as independent, they should see them as integrated and inter-dependent. For achieving customer and employee engagement – which subsequently translates into increased productivity and profitability – in their organizations the leaders need high level of emotional intelligence. It is the EI leaders who can facilitate the process of creation of more and more emotionally engaged customers and employees.
A very important and relevant question in regard to the present-day business scenario is: “From a business standpoint what is the impact of Emotional Intelligence?” Put more directly and simply, the question is as to whether there is any financial impact of EI in the organizations. The answer to this question can be readily given by the concept of “emotional economy” (it means the economic impact of Emotional Intelligence). The “emotional economy pathway” is shown in figure 2.1 for ease of understanding:

**Figure 2.1 The Emotional Economy Pathway**

The customers do not defect from an organization because its competitors offer a significant differentiator. They defect mostly because of the unhappy people employed by the organization. Emotional engagement drives productive employees and profitable customers. Good organizations set conditions for that emotional connect (Gopal, 2003).

### 2.11 The Ethical Dimension and EI

Emotionally intelligent people follow their own values and ethics. But, now-a-days a provocative yet important question is being raised. Can there be an
emotionally intelligent terrorist? or Can there be demagogues and dictators who use their EI skills for deplorable ends? In this context, there are varying viewpoints. Howard Gardner (1999) can be quoted here. He said, “no intelligence is moral or immoral in itself”, noting that Goethe used his verbal skills in a laudable manner whereas the Nazi propagandist Joseph Goebbels in a hateful way. There are instances of Machiavellian types who use EI abilities – especially empathy, persuasion etc. – to lead people astray or manipulate them for their self-interest.

But preliminary research on the Machiavellian personality suggests that those with this bent ultimately tend to have diminished empathy abilities in the long run, suggesting that the person will no more remain strong in all the domains of EI (Emmerling, 2003).

As EI is a subject more closely related to Social sciences than Physical sciences, Emotional Intelligence should not be thought of as totally value-free. Moreover, “values and ethics” – like EI – is a subject which has close linkages with our heart. The Holistic competency model (refer para-2.2) of leadership includes two things – values and skills – for achieving excellence. “physical sciences are usually claimed to be value-free. If the subject of “social sciences” is to be a science, then it should also follow the lead of physical sciences and, therefore, be value-free. Probably, there has been a fundamental error there” (Chakraborty, 2002).

2.12 Myths and Misunderstandings about EI

There are myths prevailing regarding Emotional Intelligence. Some of the myths about EI is listed below:

- Emotional Intelligence means merely ‘being nice’ to everybody and it has got no relationship with the workplace performance.
- EI means giving free rein to feelings i.e. “letting it all hang out”.

58
• Women are emotionally more intelligent than men or maybe, just the reverse of this.
• The level of EI for a particular individual is fixed genetically or at best develops to some extent only in early childhood.
• EI is yet another fad and its effect is just superficial.

EI sometimes demands effective confrontation for some greater “cause”. EI is linked so much with people’s performance at work and in life that now-a-days the world-famous Universities and Institutes are including EI in their curriculum of higher studies. EI involves managing and regulating feelings effectively. It is mostly not gender-specific, anybody – man or woman – can have it and improve upon it through the various life experiences. Emotional Intelligence, in fact, is a kind of lifelong learning (Singh, 2003).

On Emotional Intelligence there are multiple theories – some of them are not in line with one another – like that of Mayer & Salovey, Bar-On, Goleman etc. One can say that there is no single correct theory on EI. This apparently suggests that the subject may lead to confusion.

“The existence of several theoretical viewpoints within the Emotional Intelligence paradigm does not indicate a weakness, but rather the robustness of the field. This kind of alternative theorizing, of course, is not unique to the study of EI and should not be viewed as undermining the validity and utility of this emerging field. Few fields seem to have lenses with so many colours” (Emmerling. 2003). Different theories are, in fact, complementary, not contradictory. For example, on the same subject (i.e. EI) Bar-On believes in the “theory of personality” and Goleman in the “theory of performance”. But, personality (learning to be) and performance (learning to do) are not possibly unrelated. The research on EI is still in its infancy and the future will lead to lot
of debate and help remove the myths and misunderstandings about this interesting and emerging field.

2.13 Refinement of the EI Paradigm

Emotional Intelligence is a “fact of life” today. But the EI paradigm has been going through lot of debate and discussion. This debate shall make the subject rich and interesting. Presently, the following issues are being explored:

For lasting success (personal and professional) we need rich “emotional capital” or “emotional repertoire”. The realms of one’s identity are – self, family, work and community. Any human being needs to cover all these four realms for leading a fulfilling, happy and meaningful life. All successful people have a versatile talent called “switching and linking” i.e. they are able to focus intensely on one task until it gives them a particular sense of satisfaction, then put it down and jumped to the next category with a feeling of accomplishment and renewed energy. For example – “taking a break from work to joke with a friend” is an effective way to maintain one’s energy and enthusiasm needed for achieving goals. This “switching and linking” is an emotionally intelligent behaviour (Nash, 2004).

Optimism pays lot of dividends in life! Optimism and hope even in the face of failure help people get out of their setbacks quickly. Optimism is an emotionally intelligent attitude. Modern concept is that achievement is a function of “talent” and “capacity to stand defeat” (Goleman, 1995).

“Say goodbye to negativity and be one with the Universe”. If we can drive away our negative emotions like greed, hatred, jealousy, dishonesty etc., we can be emotionally intelligent. We must not forget the basic truth – our divinity. Once we realize that the same “Atman” (i.e. soul) dwells in every individual, there will be no question of hatred, jealousy or any ill feeling for others. “Ask yourself a basic question: How can I hate myself? Or, how can I
be jealous of myself? For asking these basic questions, one need not be a saint. So anybody can be emotionally intelligent if she/he tries sincerely and continuously (Gokulananda, 2003).

"We all came into this world gifted with innocence, but as we became more intelligent, we lost out on innocence. We were born with silence, and as we grew up, we lost the silence and were filled with words. We lived in our hearts, and as time passed, we moved to our heads. The reversal of this journey is "enlightenment". It is the journey from head back to the heart, from words back to silence; getting back to our innocence in spite of our intelligence". This may be called "Emotional Intelligence refined". Enlightenment is a rare combination of innocence and intelligence, with words to express and, at the same time, being silent. In that state, the mind is fully in the present moment. This leads to maturity and divinity (Shankar, 2003).

Spiritualism is making an entry into the workplace. First it was Intelligence Quotient (IQ). Then came Emotional Quotient (EQ). Now is the day of Spiritual Quotient (SQ). "It's not just IQ or EQ or SQ but IQ-EQ-SQ in tandem". SQ stands for the "depth of spirituality a person possesses". Successful companies are successful because they give importance to the principles of SQ. Individuals and groups who possess high SQ are most likely to break established norms, and bring about positive changes fearlessly. Hence, they are successful. Today SQ is becoming acceptable and making waves in India as well as the other parts of the world. The All World Gayatri Pariwar is a great believer in EQ. This organization says that IQ primarily solves logical problems. EQ allows us to judge the situation we are in and behave appropriately. SQ, on the other hand, allows us to ask if we want to be in that situation in the first place. SQ is not omnipresent. But it is there in some respectable places in India. IIM Calcutta, for instance, has a Management Centre for Human Values. The Delhi-based Faculty of Management Studies
has developed a recruitment scale to measure ethics based on the SQ concept. And students from Mumbai’s S.P. Jain Institute regularly travel to an ashram in Gujarat to develop SQ values. The eight signs of high SQ are as follows:

- Flexibility
- Self-awareness
- An ability to face and use suffering
- The ability to be inspired by a vision
- An ability to see connections between diverse things
- A desire and capacity to cause as little harm as possible
- A tendency to probe and ask fundamental questions
- An ability to work against convention

Already the Executive Development Programmes and training courses on SQ have started taking place and in future their quality and quantity will be enhanced in the organizations and institutions. One cannot manipulate his / her IQ too much. But improving the SQ is comparatively simpler (Khanna, 2004).

We are aware of our body and its physical systems. But we are unaware that we are also responsible for keeping ourselves emotionally fit. The energy system crucial for good health is invisible and often uncared for. Sometimes we allow ourselves to be buffeted by waves of emotion, get swept away by anger or depression, and drown in self-pity. Attempting to warn us, the body manifests disease. We feel stressed, get irritated and become powerless. We vent our feelings on loved ones, relationships deteriorate and self-esteem dips. It is a vicious cycle. To break the cycle, the first step is to become aware of these dynamics, to realize the anatomy of the ego and the power games it plays; to realize that we don’t have to drown. Emotional Freedom Techniques (EFT) proclaim that “all negative emotions are caused by a disruption in the body’s energy system”. If this disruption is removed, the physical or emotional pain magically disappears. Described as “emotional acupuncture without needles”, it does this through a simple routine of tapping on certain points on the hands and face. As a result of applying EFT, perception changes as one
begins to see more clearly and dispassionately, attitudes shift, healing happens without drugs and side effects. EFT doesn't allow hiding of emotions and feelings. Because when we hide our feelings, we invite diseases like acidity, constipation, body-ache etc. “The EFT helps us to manage our emotions and feel empowered”. With the help of Emotional Freedom Techniques we live in the present moment free of past burdens and future worries and really learn the meaning of emotional freedom (SinghChopra, 2003).

The issues discussed here have importance for the field and deserve more thought, study and research. An attempt has been made to address some of the central issues that relate to the EI paradigm. As debate and discussion continue within the field, overall interest in the topic of Emotional Intelligence continues to increase and it leads to the refinement of theory and practice related to EI. While the progress of the EI paradigm has been substantial, much remains to be discovered. With a view to discovering more about EI, it is to be experimented with and observed in the organizational setting in a sensitive and systematic manner. So it is advisable to study some large organisation in general and its various training and development programmes in particular, because EI can hopefully be developed through the well-designed programmes held in the organisations. Next chapter specifically deals with the various Management Development Programmes held at Durgapur Steel Plant, a unit of Steel Authority of India Limited.