



## THE CONCEPTS OF EMOTIONAL INTELLIGENCE WITH REFERENCE TO EMPLOYEE'S PERFORMANCE

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### Abstract

In recent years, Emotional Intelligence (EI) has been a popular topic of debate in the field of management. It has been praised as a successful predictor of job performance and leadership ability. According to popular opinion and workplace testimonials, emotional intelligence increases performance and productivity; however, there has been a general lack of independent, systematic analysis substantiating that claim. In this tradition, measures have been developed for social intelligence (Archer, 1980; Cantor and Kihlstrom, 1987; Kerr and Speroff, 1954; Stricker and Rock, 1990), practical intelligence (Sternberg and Wagner, 1986) and emotional intelligence (see e.g. Davies, Stankov and Roberts, 1998; Salovey and Meyer, 1990; Schutte et al., 1998). These constructs refer to cognitive skills that are needed to solve the problems that are typically encountered in life, for example in solving conflicts at work, collaborating with others, or adjustment to new cultural environments and work settings. The present study focused on the concept of emotional intelligence and aimed at the psychometric qualities of both self- and other ratings of emotional intelligence.

**Keywords:** trait emotional intelligence, academic performance, age, work experience.

### A Conceptual Framework of Emotional Intelligence

It seems that two important distinctions underlie the definition of emotional intelligence by Salovey and Mayer (1990). First, the authors refer to cognitive processes of monitoring emotions and discriminating among them in contrast to the behavioral process of actually using the information to guide one's thinking and actions. Although the revised model of Mayer and Salovey (1997) gives more emphasis to cognitive processes, the same distinction can be recognized. This model distinguishes between four dimensions of emotional intelligence: perception, appraisal, and expression of emotion; emotional facilitation of thinking; understanding, analysing, and employing emotional knowledge; and, finally, reflective regulation of emotions so as to promote further emotional and intellectual growth.

Second, Salovey and Mayer distinguish between processes regarding one's own emotions and the emotions of others. In this regard, Gardner (1983) distinguished between intrapersonal intelligence referring to the ability to recognize and label one's own emotions, and interpersonal intelligence, referring to the ability to understand other individual's emotions and intentions. Departing from the definition of Salovey and Mayer (1990), in the present study emotional intelligence was defined as the ability to perceive one's own and other's emotions, to interpret one's own emotions and the emotions of others, and to cope with emotions of self and others effectively. As a theoretical framework the dimensions of cognitive-behavioral and self-others were used to classify subscales that fit into this definition of emotional intelligence.

Emotional Intelligence may lead to personal and professional success has generated a great deal of excitement among the general public, managers, academics, and business consultants alike. According to popular opinion and workplace testimonials, emotional intelligence affects individual performance. Proponents claim that increasing emotional intelligence can do everything from improving the general quality of work life to enhancing career success. As one of the best known supporters of the importance of emotional intelligence has stated, "Emotional intelligence gives you a competitive edge. Having great intellectual abilities may make you a superb fiscal analyst or legal scholar, but a highly developed emotional intelligence will make you a candidate for CEO or a brilliant trial lawyer" (Goleman, 1997, p. 76).

### The Five Components of Emotional Intelligence at Work

<b>Self-Awareness</b>	The ability to recognize and understand your moods, emotions and drive as well as their effects on others.
<b>Self Regulation</b>	The ability to control or redirect disruptive impulses and moods.
<b>Motivation</b>	A passion to work for the reasons that go beyond money or status.
<b>Empathy</b>	The ability to understand the emotional make-up of other people.
<b>Social Skills</b>	The proficiency in managing relationship and building networks.

### Self-Awareness

Self Awareness is the first component of emotional intelligence – which makes sense when one considers that the Delphic oracle gave the advice to “know thyself” thousands of years ago. Self-Awareness means having a deep understanding of one’s emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest with themselves and with others.

### Self- Regulation

First of all, people who are in control of their feelings and impulses- that is people who are reasonable are able to create an environment of trust and fairness. Self-regulation is important for competitive reasons. Everyone knows that business today is rife with ambiguity and change. Companies merge and break apart regularly. Technology transforms work at a dizzying pace. People who have mastered their emotions are able to roll with the changes. They don’t panic.

### Motivation

People who are in control of their feelings can tame their emotional impulses and redirect them in useful ways. If there is one trait that virtually all effective leaders have it is motivation. They are driven to achieve beyond expectations – their own and everyone else’s. During performance reviews, people with high level of motivation might asked to be stretched by their superior. Of course, an employee who combines self awareness with internal motivation will recognize his/her limits.

### Empathy

Of all the dimensions of emotional intelligence, empathy is the most easily recognized. Empathy is not kind of “I’m OK. You’re OK.” For an employee it means adopting other people’s emotion as one’s own and trying to please everybody. Empathy means thoughtfully considering employees feelings along with other factors in the process of making intelligent decisions. Empathy seems unbusinesslike out of place amid the tough realities of the market places.

### Social Skills

Social skill is friendliness with a purpose of moving people in the direction they desire. The first three components of emotional intelligence are all self –management skills. The last two empathy and social skills, concerns a person’s ability to manage relationship with others. As a component of Emotional Intelligence, social skill is not as simple as it sounds. Social skill Is friendliness with a purpose of moving people in the direction they desire whether the agreement on a new marketing strategy or enthusiasm about a new product.

### Concepts Related to Emotional Intelligence

Emotional intelligence can be compared and contrasted with a number of other parts of personality. These other parts are distinct from emotional intelligence both conceptually and empirically. That means that each part has a definition that is distinct from emotional intelligence. Moreover, although a person may be high in emotional intelligence, they may be high or low in many of these other characteristics.

**Mixed models of emotional intelligence:** these models describe a conception of emotional intelligence that includes not only mental abilities related to intelligence and emotion, but also other personality dispositions and traits such as motives, sociability and warmth.

**Empathy:** including a feeling for others, sympathetic reactions to their feelings, and imaginative involvement in how the other person might be feeling.

**Emotional self-efficacy:** a person's belief that he or she possesses empathy and assertiveness as well as elements of social intelligence, personal intelligence, and ability emotional intelligence.

**Socio-emotional effectiveness:** an individual's capacity to navigate the social world in an effective manner, accomplishing his or her goals as needed.

**Socio-emotionally effective behavior:** the observable acts of the individual the lead to emotional and social effectiveness of interactions with others.

### Other Terms Connecting Emotion, Motivation, and Intelligence

**Interest:** a motivational urge to pursue learning about a topic.

**Curiosity:** a motivational and emotional urge to explore and understand ideas.

**Intrinsic Intellectuality:** one term (of several, e.g., need for cognition) that describes a person's generally intellectual orientation.

**Employee’s performance:** Performance is considered as a significant measure, which is associated with the organizational outcomes and success (Wall *et al.*, 2004). Performance is related to the impact of an individual’s activities over a certain period of time. Managing employees’ performance is very essential in order to achieve the set goals that an organization has for itself. Analyzing the employees proficiency and measuring their productivity so that they can be managed effectively, certainly adds value to the organization (Motowidlo, 2003). Managing employee’s production wise is imperative and it cannot be done if the employee’s potential and their ability to perform are not measured. Organizational productivity and its success are directly related to employees' performance. Employees performing better will definitely generate enormous outcomes, which primarily include correspondence among employees, quality production and commitment at work place.

## Emotional intelligence and employee performance

Emotional intelligence adds to work performance by allowing people to foster positive relations, perform well in groups and build social assets. Counseling, reinforcement, ability and capability of other people often influence the employee's performance (Seibert *et al.*, 2001). EI assist the employees in enhancing their performance by facilitating them to understand and manage their emotions, allowing them to cope up efficiently with stress, work well under pressure and prepare for organizational change. Goleman (1995) posit that emotional intelligence which is equivalent, if not more significant to Intelligence Quotient (IQ) is a crucial yardstick of success in person's life; both at work and personal life. Moreover indicating that, an individual's emotional intelligence can affect one's work situation. He also employed his theoretical consideration to the entire organization and determined that, the more affluent the organization in terms of emotions, higher will be the prevalence of emotional intelligence.

Certain things are required from individuals in order to enhance their emotional intelligence, like the hope to change, individual introspection, want to be compassionate, build up emotional control, desire to learn more listening skills. Emotions have a crucial role in organizations whereas intelligence alone is not sufficient to explain the individuals' success at work or life. Rosete and Ciarrochi (2005) demonstrated that, managers high on comprehending their own feelings and that of their subordinates are more likely to achieve business outcomes. And they are also cogitated as well organized leaders by their employees and direct executives. Diggins (2004) proposed that best managers must have Emotional Intelligence (EI), so that they can make decisions based on self-management and relationship skills and are aware of how their activities influences others in the organization. Hence, emotional intelligence is a major contributor in the attainment of organizations' success and leaders. EI is fundamental to effective performance and to continue performing better than those around you during organizational change.

Emotional Intelligence provides a base to understand the role of emotions in improving the task performance. The capability to control and utilize emotions allows employees to maintain more commonly positive attitudes and emotions associated with motivational conditions and showing positive and pleasant mood while working (Goleman, 1995; Martinez-Pons, 1997; Ciarrochi *et al.*, 2000; Simunek *et al.*, 2000). Both Martinez-Pons (1997) and Schutte *et al.* (1998) described that higher emotional intelligence is related to less bad and unpleasant moods and higher optimism. Emotional intelligence is related to good, pleasant and effective mood management at workplace.

Emotionally intelligent people would be able to show stable expressions and receive more challenging tasks (McGaugh, 1990; Nantais and Schellenberg, 1999). Emotional intelligence relates to depict employees' work performance as it is necessary for the employees to manage emotions in order to achieve organizational goals. So, emotional intelligence plays a greater role in changing the moods and behaviors of people when they are working in teams and groups. Emotional contagion works a lot for the people to be more loyal to work and cooperative with each other's while avoiding conflicts.

## Conclusion

Overall emotional intelligence was related to performance in that higher emotional intelligence was associated with better scores on one measure of cognitive performance. In the present study, we used the conceptualization of emotional intelligence Mayer *et al.*, 1997 to investigate how an individual's ability to perceive, understand, and regulate emotions is related to performance. It is a common belief that, when emotions are intertwined with role, performance, or both, they tend to interfere with task achievement. We believe that the specific emotions experienced and their interpretation and regulation, rather than the presence of emotions per se, may cause problems for task performance. Individuals do not cause their emotions to occur and have little control over which emotions they experience, because the "connections from the emotional systems to the cognitive systems are stronger than connections from the cognitive systems to the emotional systems [of the brain]" (LeDoux, 1996, p. 19). However, once emotions occur and are recognized by the cognitive systems of the brain, the ability to guard against distracting emotions and to build on enhancing emotions facilitates individual task performance as well as team performance. Depending on whether the emotions are perceived as enhancing or distracting, the perception and regulation of emotions operate through two opposite emotional control mechanisms: *buffering* and *personal engagement*.

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