



## EMOTIONAL INTELLIGENCE WITH RESPECT TO SENIOR LEADERSHIP AND JOB ENHANCEMENT

**Bharti Venkatesh**

Consultant

**Rajan Kochhar**

Phd Research Scholar, Barkatullah University, Bhopal

**Voice of Research**

Volume 3, Issue 4

March 2015

ISSN 2277-7733

### Abstract

*This paper is an endeavour to bring out the importance of emotional intelligence towards individuals who will tend to occupy higher and senior positions in organizations. An attempt has also been made to relate emotional intelligence to job enhancement by focusing on the research carried out by me on Indian Army officers. Certain recommendations have also been given towards improvement of Emotional Intelligence which would contribute immensely towards attainment of organizational goals.*

**Keywords:** *emotional intelligence, senior leadership, job enhancement*

Intelligence has been researched for almost a century with battery of tests having been designed to measure it. Mental testing for intake of manpower in organizations is in vogue since World War I. Researchers during the past four decades or so have found that intelligence in itself is not adequate for success but something more is needed. This led to a large number of scientific studies being undertaken to analyze the concept of emotional intelligence. Emotional intelligence (EI) can thus be defined as the capacity of an individual to define his own emotions and to become sensitive to those that he perceives from the environment and the circle of people he is interacting with. Researchers would further add that EI is a part of our personality that dictates us to become more aware of what triggered a specific reaction, both by the self and people surrounding the 'self'. Why is that that the smartest people are not always the wealthiest and why some people are instantly liked upon introduction, while others are distrusted? Emotional intelligence is what gives people a competitive edge, and makes them more effective in managing their life.

It has been found that individual with higher emotional intelligence can motivate themselves in the face of frustration, control impulses, delay gratification, regulate the moods and prevent emotions from clouding the rational thinking processes. Such qualities would suit the most on people occupying higher positions and corporate leadership especially those involved in active / high pressure/ higher goals oriented jobs. The high EI individual, relative to others, is less apt to engage in problem behaviours and avoids self destructive and negative behaviours. EI may also contribute to work performance by enabling people to nurture positive relationships at work, work effectively in teams and build social capital. It enables people to regulate their emotions so as to cope effectively with stress, perform well under pressure and adjust to organizational change.

### **The Leadership Challenge**

In a fast changing world, leaders are faced with significant challenges that require extraordinary insight and skill.

Continuous and dynamic change has replaced years of somewhat predictable and stable operating environment. Immense competition, a shifting and increasingly global world economy, new technologies, new markets and an increasingly diverse workforce are only a few of the many challenges that leaders now face.

Cooper and Sawaf (1997) cited that 7% of leadership success is attributable to intellect; 93% of success comes from trust, integrity, authenticity, honesty, creativity, presence and resilience. Leaders with high levels of emotional intelligence positively apply social skills to influence others, create strong relationships with clients and employees, and are effective motivators by controlling their emotions and understanding their weaknesses (Feldman, 1999; Noyes, 2001; Chastukhina, 2002).

People have theorized that EI contributes to people's capacity to work effectively in teams, manage stress, and/or lead others (Ashkanasy, Trevor- Roberts, & Kennedy, 2000; George, 2000; Goleman, 1998; Mayer et al., 2004a; Prati, Douglas, Ferris, Ammeter, & Buckley, 2003). For example, leaders who are poor at perceiving emotions may unknowingly miss important emotional signals from their co-workers. Similarly, leaders who are poor at managing their own emotions may allow emotions to interfere with effective action. For instance, when they feel anxious, they may avoid giving an important speech, or when they feel angry, they may inappropriately lash out at a co-worker.

Finally, leaders who are poor at managing others emotions would be expected to be poor at resolving interpersonal conflicts and creating positive "emotional climates" that maximize productivity.

### **Emotional Intelligence Towards Job Enhancement**

Emotional intelligence may contribute to job enhancement (as reflected in salary, salary increase, creativity, better supervisory abilities, leadership, integrity, company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Job



enhancement often depends on the support, advice, and other resources provided by others (Seibert, Kraimer and Liden, 2001). Emotional intelligence plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization. Emotional intelligence competencies enable people to regulate their emotions so as to cope effectively with stress, perform well under pressure and adjust to organizational change.

Among other things / purposes, organizations are places where individuals are “*organized*” to work. To the extent that the work requires interactions among individuals, emotions such as excitement, anger and fear are indispensable in facilitating cooperation. Employees who are “*intelligent*” about their emotions will, therefore, be more efficient and effective in their interactions with the work environment and with their co-workers. This emotional intelligence – performance link has been proposed in a few previous studies which are mentioned as follows:

An analysis of job competencies in 286 behaviours worldwide indicated that 18 of the 21 competencies in their generic model for distinguishing better performers were based on emotional intelligence (Spencer and Spencer, 1993).

Pesuric and Byham (1996) established that after supervisors in a manufacturing plant received training in emotional competencies, such as how to listen better and help employees resolve problems on their own, lost-time accidents were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by \$250,000.

#### **Study on Emotional Intelligence in the Indian Army**

A study was conducted on a sample of **220 Indian Army officers**. Data was collected through a series of questionnaires by addressing officers of College of Materials Management(CMM), Jabalpur and Central Ordnance Depot (COD), Dehu Road, in the ranks of Lieutenant to Colonel, Non Commissioned and Junior Commissioned officers and Civilian Officers. Three tools were utilized viz. Emotional Intelligence tool by Prof NK Chadha, Leadership Effectiveness tool and Job Performance tool(both developed by the researcher in conformity to the requirements of the Indian Army).

Confidential reports formulated to assess leadership potential of higher ranks that were tested over a period of twenty years in the Indian Army were considered for the development of the tool. Apart from this, extensive review of research in the field of leadership effectiveness showed that there were majorly 11 factors that were influential. These were then matched to the ones that were chosen for the purpose of this study. Thus, Integrity and Loyalty, Moral Courage, Dependability, Determination, Morality, Decisiveness, Communication, Empathy, Motivation, Problem Solving and Analytical Skills and Tolerance for

Ambiguity were the eleven dimensions that were decided to form the basic parameters for assessment and accordingly situations were devised in the scale. The above qualities were provided to the test maker based on the criterion set by the Army for the selection of officers. In order to form the relevant statements, various journals and other forms of literature related to the army field were reviewed.

In order to define the criteria of the construct of interest i.e. job performance, certain methods were utilized for effective results. Existing review of literature regarding the parameters of performance in a job plus the interviews with executives from Banking, Insurance, IT, Retail and Manufacturing revealed certain criteria for measurement of Job performance. These criteria were then modified according to the Indian Army needs and finalized. The eight domains that were decided upon to measure job performance were Quality of work, Initiative, Ethics, Completion of targets, Conflict Resolution, Communication, Interpersonal Skills and Supervisory abilities. The statements after revisions of the scale consisted of 25 statements that measured job performance. Content Validity was ensured on the basis of the judgment of the Subject Matter Experts (SMEs) involved in the test construction. Only those items that represented consensus, appropriateness, level of readability, relevance to the construct, lack of bias were retained. The review panel also viewed the final form of the scale consisting of 25 items in order to ensure accurate item formations.

#### **Findings**

The findings of the current study showed that overall; there is a requisite to improve the Emotional Intelligence and Leadership Effectiveness amongst the Army Personnel. In this case, there can be an extensive study that will help formulate the training and developmental programs that will enhance such variables in the Army Personnel in turn resulting in greater productivity. Since social and emotional learning is more complex than cognitive learning, training in emotional competencies for the successful development of emotional intelligence in organizations should be undertaken according to specific guidelines (Cherniss & Goleman, 1998; Goleman, 1998).

#### **Measures for Improvement**

To truly improve your ability in the four emotional intelligence skills(self awareness, self management, social awareness and relationship management), one needs to better understand each skill and what it looks like in action. The four emotional intelligence skills pair up under two primary competencies: personal competence and social competence. Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your



emotions and manage your behavior and tendencies. Social competence is made up of your social ability to understand other people's moods, behavior and motives in order to improve the quality of your relationships.

Repetitive programs throughout the year will ensure inclusion of the necessary qualities of Emotional Intelligence into the Personnel, specifically of those groups which need to be upgraded on this aspect. The first and foremost step considering the aspect of Emotional Intelligence is to convey its relative importance to personnel as much as technical training. Certain aspects of Emotional Intelligence like Sensitivity which seemed to have played a vital role in Job Performance and Leadership Effectiveness need to be inculcated in the training program for specific target groups. The second challenge is to identify the emotional competencies that are important for being successful. Employee's profiles of strengths and weaknesses should be prepared to identify those areas of improvement in order to avoid unnecessary repetition of training programs that impart competencies already existing in the personnel.

In this case, training needs to focus on changing or modifying the existing parameters with respect to emotional behaviour in the personnel. This will help in ease of inculcating novel and enhanced ways of coping with emotional stress at work, having better communication patterns with respect to emotional conflicts, adopting more empathetic approach while dealing with other personnel and the like. The organization can help develop such programs in order to maximize effectiveness in the personnel. Emotionally Intelligent teams created through such training can be more productive and less stressed which would avoid rework in the organization. In case of leadership programs, it needs to be noted that personnel require support from the top management, especially the superiors, which instills more positive attitude towards the entire training and development program. Superiors' recommendations and support can enable greater acceptance at the employees' level. If appropriate and timely feedback is given as a part of the training development program especially with respect to certain leadership qualities in an atmosphere of confidence and trust, it is bound to ensure qualitative improvement.

### Conclusion

Leadership can particularly be a sensitive issue in terms of employees being criticized on those lines questioning their integrities. The feedback given to the employees lacking in aspects of leadership can be advised specific steps to rectify these measures and can be assured that the organization trusts them which will motivate them to produce the required change. The employee can thus improve his competencies on these lines, which can be a part of the career development program. In case of these training programs, it also becomes

useful to consider the employees' opinions while designing the modules as it ensures much more involvement in terms of their goal setting. With respect to Job Enhancement, if training programs specifically focus on improving personnel skills with respect to improving their work performance and managing work pressures in a restored way, it will be better acknowledged by the personnel. Job-oriented training programs that directly link the training effect to productivity on the job and consequently job performance need to be introduced. It is better accepted when it is custom designed or tailor made according to the need.

How much of an impact does EQ have on your professional success? The short answer is: a *lot!* It's a powerful way to accounts for 58 percent of performance in all types of jobs. It's the single biggest predictor of performance in the work-place and the strongest driver of leadership and personal excellence.

No matter whether people measure high or low in EQ, they can work to improve it, and those who score low can actually catch up to their co-workers. Research conducted at the business school at the University of Queensland in Australia discovered that people who are low in EQ and job performance can match their colleagues who excel in both-solely by working to improve their EQ.

### References

- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Singh Dalip, "Emotional Intelligence at Work", (2003), Response Books, Sage Publications, New Delhi, Third Edition.
- Mayer, J, P, Salovey "What is Emotional Intelligence" (1997). David Cory consulting Vancouver, www.davidcory.com.
- Davidson, Jackson, & Kalin, 2000.
- Case Study on "Sky is the Limit" 2002, CDM Library.
- Balasubramanian, Madhan, Ghatala, M. Habeeb, and Nair, Sajitha (2008). *The Role of Emotional Intelligence in Organizational Leadership*, Sixth AIMS International Conference on Management.
- Bass, B. M. (1985). *Leadership and Performance beyond Expectations*, Free Press, New York.
- Center for Creative Leadership (2003). *Leadership Skills and Emotional Intelligence*, [http://www.ccl.org/leadership/pdf/assessments/skills\\_intelligence.pdf](http://www.ccl.org/leadership/pdf/assessments/skills_intelligence.pdf).
- Cooper, R. K., and Sawaf, A. (1997). *Executive EQ: Emotional Intelligence in Leadership and Organizations*, Gosset, Putnam, New York.
- Bradberry Travis, Greaves Jean. *Emotional Intelligence 2.0*, Talent Smart, San Diego, 2009.
- Joseph PT, EQ and Leadership, Tata McGraw- Hill, New Delhi, 2007.