



G. S. IV

Emotional Intelligence – concepts, and their utilities and application in administration and Governance

VISIONIAS

Copyright © by Vision IAS

All rights are reserved. No part of this document may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of Vision IAS

Contents

- 1 Emotions
- 2 Concept of Emotional Intelligence
- 3 Elements that Makeup Emotional Intelligence
 - 3.1 Perceiving Emotions
 - 3.2 Using Emotions
 - 3.3 Understanding Emotions
 - 3.4 Managing Emotions
- 4 Positive and Negative Emotions
- 5 Goleman Model of Emotional Intelligence
- 6 Importance of Emotional Intelligence
- 7 Skills required to be Emotionally intelligent
- 8 Advantages of Developing E I
- 9 Developing Emotionally Intelligent Leadership
- 10 Role of Emotional Intelligence in Administration
 - 10.1 Emotionally Intelligent Administrator
- 11 Conclusion

Emotion

Emotions are linked to behaviour, such as seeking comfort, helping others, attacking, fleeing, and reproducing. Such behaviours help us survive and adjust to changing conditions. Emotions can have negative effects. “Stage fright” in sports can spoil performances. Hate, anger, fear and contempt, disgust, disrupt behaviour and relationships. But emotions are important for survival. As social animals, it would be impossible for humans to live in groups, defend one another and cooperate in raising children, without positive emotional bonds of love, caring, and friendship. Emotional expressions or outward signs of what a person is feeling are another ingredient of emotion.

Emotional intelligence is one of several types of intelligence required for success in all kinds of situations. People have different abilities in dealing with emotions just like they have different abilities in language, logic, mathematics, and music.

Emotional intelligence is the practice of:

- Using emotional information from ourselves and other people.
- Integrating this with our thinking.
- Using these to inform our decision making to help us get what we want from the immediate situation and from life in general.

Concept of Emotional Intelligence

Emotional intelligence is the ability to understand and express our emotions to meet the requirements of day-to-day living, learning, and relating to others. It is important to use emotional intelligence, because it helps you to:

1. Solve problems by using both logic and feelings.
2. Be flexible in changing situations.
3. Help other people express their needs.
4. Respond calmly and thoughtfully to difficult people.
5. Keep an optimistic and positive outlook.
6. Express empathy, compassion, and caring for others.
7. Continuously learn how to improve ourselves and the organization.
8. Enhance our interactions and communications with other culture people.

Two Aspects of Emotional Intelligence

EI embraces two aspects of intelligence: 1) understanding ourselves, our goals, intentions, responses, behaviour and all; 2) understanding others and their feelings. Howard Gardner describes these two aspects of intelligence as intrapersonal intelligence– being intelligent in picking up what is going on inside us and doing what we need to do about it; and interpersonal intelligence– being intelligent in picking up what is going on in other people and between other people and doing what we need to do about it

Elements that makeup Emotional Intelligence:

Perceiving emotions:

1. The foundation of emotional intelligence is the ability to perceive emotions in ourselves and others.

2. Emotionally intelligent people recognize quickly if they are angry, or envious, or feeling guilty, or depressed.
3. This is valuable because many people have disruptive emotions without being able to pinpoint why they are uncomfortable.
4. Emotionally intelligent people have empathy. They are good at “reading” facial expressions, tone of voice, and other signs of emotion.

Using Emotions

1. People who are emotionally intelligent use their feelings to enhance thinking and decision-making.
2. Emotions can be used to promote personal growth and improve relationships with others.
3. People who are emotionally smart share the good news with others that comes in their way. Almost always, doing so strengthens relationships and increases emotional well-being.

Understanding Emotions:

1. Emotions contain useful information. E.g. Anxiety is a cue that something is uncertain.
2. People who are emotionally intelligent know what causes various emotions, what they mean, and how they affect behaviour.

Managing Emotions:

1. Emotional intelligence involves an ability to manage our own emotions and those of others.
2. People who are emotionally intelligent have an ability to amplify or restrain emotions, depending on the situation.

Positive and Negative Emotions

There are certain emotions like joy, interest, contentment, love, and similar those are pleasant and rewarding. They open up new possibilities and builds up our personal resources. There is a natural tendency that people enjoy positive emotions while treating negative emotions as misery. Negative emotions are associated with actions that probably helped our ancestors save their skins: escaping, attacking, expelling poison. Negative emotions can also be valuable and constructive. For example, persistent distress may motivate a person to seek help, mend a relationship, or find a new direction in life

Mixed Model of Emotional Intelligence

The mixed model was most famously described by Daniel Coleman, and is widely accepted and used model for EI. It involves a range of competencies which are broken down into skill sets and which together form the picture of a person's level of EI.

Goleman's EI Competencies

Self-Awareness: In Emotional Intelligence, Daniel Goleman says that self-awareness—the ability to recognize a feeling as it happens—is the keystone of emotional intelligence. Self-awareness is clarity about our feelings and thoughts. With awareness comes the ability to make better choices.

- Emotional Self-Awareness
- Accurate Self-Assessment
- Self-Confidence

Self-Management: Handling our own emotions so that they don't interfere but facilitate: having the ability to delay gratification in pursuit of a goal; recovering well from emotional distress: translating our deepest, truest preferences into action in order to improve and succeed.

- Self-Control
- Trustworthiness
- Conscientiousness
- Adaptability
- Achievement Orientation
- Initiative

Social Awareness: Sensing what others are feeling; being able to understand situations from others' perspective: cultivating relationships with a diverse range of people.

- Empathy
- Organisational awareness
- Service orientation

Social Skills: Handling emotions in respect to relationships with other people; able to read the intricacies of social interactions: able to interact in social situations well; able to use this skill set to influence, persuade, negotiate, and lead.

- Influence
- Leadership
- Developing Others
- Communication
- Change Catalyst
- Conflict Management
- Building Bonds
- Teamwork and Collaboration

Goleman includes these set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies.

Importance of Emotional Intelligence

Emotional Intelligence (EQ) is important than IQ, since EQ helps us to understand our life, our values better. Various tests and scientific evaluations have proved that having better Emotional Intelligence lets us make healthy choices in every aspect of life. Emotional Intelligence is a group of traits or abilities which relate to the emotional sides of life.

1. Know your emotions: Emotions are powerful reactions. Some are highly aware of their emotional side of life, and others are completely unaware to their emotions. If one is not aware of his emotions how can he make a moral judgment? It is also found that the same kinds of people are low in expressiveness. Expressiveness means showing our expressions through facial expressions, body language, and other gestures. Lack of expressiveness hurts in terms of interpersonal relationships since, other people will find it tough to decipher the inner world of that person. Hence, being aware of one's emotions is a must.

2. Managing emotions: We try to manage our emotions in our everyday Life. It is like regulating the nature, intensity and expression of concerned emotions. For example, if we don't clear an examination,

we try to remain calm before our parents, nevertheless, the emotions running behind our face is not good. Managing emotions is very much important for our mental health and for keeping our interaction with others efficient.

3. Motivating ourselves: To get something special in our life, one thing that matters most is self-motivation. Motivating oneself to work hard and be on right direction is one of the main aspects of Emotional Intelligence. This aspect gives surprising results for any individual.

4. Recognizing and influencing others' emotions: This relates to the ability to understand others exactly. It is to recognize their mood and the emotions at any point of time. This ability is very much valuable in practical settings. Sometimes, understanding others' mood and emotions exactly can tell whether it is the right time or not to ask for a favour.

5. Handling relationship: Handling relationship is the most important point of strong interpersonal relationship. When relationship is handled very well then the person's life has become successful. Some people make a total mess of their interpersonal relationship. A person with high EQ will always handle relationship in optimum way.

Skills required being emotionally intelligent

Self-Awareness: Emotionally intelligent people are aware of how they feel, what motivates and demotivates them, and how they affect others.

Social Skills: Emotionally intelligent people communicate and relate well with others. They listen intently and adapt their communications to others' unique needs, including diverse backgrounds. They show compassion.

Optimism: Emotionally intelligent people have a positive and optimistic outlook on life. Their mental attitude energizes them to work steadily towards goals despite setbacks.

Emotional Control: Emotionally intelligent people handle stress evenly. They deal calmly with emotionally stressful situations, such as change and interpersonal conflicts.

Flexibility: Emotionally intelligent people adapt to changes. They use problem-solving to develop options.

Advantages of developing our emotional intelligence are:

1. Improved relationships
2. Acting with integrity
3. Reduced stress levels
4. Improved career prospects
5. Improved communication with others
6. Feeling confident and positive
7. Respect from others
8. Better empathy skills
9. Learning from mistakes
10. Increased creativity
11. Managing change more confidently
12. Fewer power games at work

Developing Emotionally Intelligent Leadership

Leadership is a process of social interaction where the leader's ability to influence the behavior of their followers can strongly influence performance outcomes. Leadership is intrinsically an emotional process, whereby leaders recognize followers' emotional states, attempt to evoke emotions in followers, and then seek to manage followers' emotional states accordingly.

Leaders increase group solidarity and morale by creating shared emotional experiences. The ability of leaders to influence the emotional climate can strongly influence performance. EI is a key factor in an individual's ability to be socially effective and is viewed in leadership as a key determinant of effective leadership.

Emotionally intelligent leaders can promote effectiveness at all levels in organizations. The EI of the leader plays an important role in the quality and effectiveness of social interactions with other individuals.

A big part of being a leader involves being credible, or honest and trustworthy. Being credible helps us to earn respect from others. People also listen to someone who they feel has their best interests at heart.

In emotional-intelligence terms, one earns this trust by using empathy. If a person is empathic, one is more likely to gain the cooperation of others because they show concern about others welfare. If someone acts in a self-serving or callous manner, people are more likely to avoid the person. As part of the strategy for getting people to follow, one should try working towards winning over them.

Self-regard: Having high self-regard means that one has a good understanding of his strengths and weaknesses. Acting on this understanding requires that you have good self-knowledge and effectively strike a balance between being confident and being arrogant. People are more comfortable helping others who demonstrate the right amount of humility.

Optimism: People find optimism and happiness attractive attributes. People are more likely to cooperate with someone who's optimistic.

Happiness: Happiness, like optimism, attracts people. When we're happy others are more pleasant to be around. Being happy add to "likability" factor.

It can also be contagious. Everybody likes to be happy, and being around happy people contributes to one's own happiness.

Role of Emotional Intelligence in Administration

Emotionally Intelligent Administrator

Emotionally intelligent leaders are centered and grounded. The people around them see them as having a stable mood, even when things get tough. Such leaders aren't erratic or extremely unpredictable in their behaviour, and they tend to possess these traits:

- **Have high self-regard:** The good leaders have high self-regard. Leaders who claim to know it all tend to be poor leaders. Good leaders know their strengths and capitalize on those strengths, as well as know their weaknesses and fill the gaps with people who have strong skills in these areas.
- **Maintain balance in life:** Good leaders also seem to know how to balance their personal and work lives. They tend to avoid burning out by managing their time well. Traditionally, most leaders

and aspiring leaders believed that in order to be a successful leader, one needed to be a workaholic. However, if a person can manage his own life well — including stress, home life, fitness, and diet — then he has a better chance of managing the workplace well.

- **Model the way:** Successful leaders say what they want to accomplish and get it done. The leader needs to walk the talk if he wants others to follow. In emotional intelligence terms, this practice involves assertiveness and independence. People who are assertive have no difficulty expressing their thoughts, feelings, and beliefs. Also, people who are independent listen and take in the advice of others, but in the end, make their own informed decisions. Independence implies taking action in order to carry things out.
- **Inspire a shared vision:** As a leader, one must convince others that he/she understands others' needs and have their best interests at heart. Inspiring a shared vision requires a good deal of empathy and optimism. Our optimism gives our vision a positive and desirable flavour so that others want to share in it. Our empathy ensures that we hit the right chord in terms of what others want to see and hear from us.
- **Challenge the process:** An emotionally intelligent leader strives for change. Look for opportunities to improve and grow. Also, experiment and take risks. One of the key emotional intelligence skills that are needed in order to challenge the status quo is flexibility. Flexible people are more likely to try new things, take risks, and face new challenges without fear.
- **Enable others to act:** Success requires a team and because leaders, by definition, require followers. Leaders can empower others in a variety of ways. He enables others by fostering collaboration and building trust. Successful leaders share power, delegate well, and do what's necessary to help others perform. In terms of emotional intelligence, there is a need of good self-regard and interpersonal skills to enable others to act. In order to build successful relationships, you need the skills to engage and relate to others in a meaningful way.
- **Stay composed under pressure:** Good leaders don't flare up or lose control under difficult circumstances.
- **Encourage the heart:** The relationship of this practice to emotional intelligence is the most evident. A key component of this practice involves recognizing the contributions of others. Rewarding people for their participation goes a long way in motivating them to be part of our team. Leaders who encourage others not only need to know how those people feel but need to be capable of building relationships with them, as well. Socially responsible behaviors embody this ability to care about and contribute to others.

To Conclude

EI is essentially about attitudes and feelings, it follows that if aspects of our EI change, then we change as people. If a person improves his attitudes towards flexibility, this will also impact on other areas of his life. By developing EI, it is not just the social image that will improve, but also experience changes with the family and friends in just about any situation the person faces.

Case Studies

Case Study 1

The rationale for change in one major bank includes the elimination of middle management, development of new structures, and a more customer oriented approach. Centralisation and rationalisation of services to be more cost effective and to be more competitive are also offered as reasons for change.

With the assistance of external consultants, the change process is driven from the top. Direction on 'a need to know basis', rather than consultation, is the communication style used. Because staff is not consulted about the changes, exclusion from participation is also identified by them.

The process used evokes feelings of fear, is manipulative and intimidatory according to the staff. The 'downsizing' operation is identified as an arbitrary figure of 25% of the workforce. More specific explanation is not given. Moreover no mention is made in the initial stages of the types of positions to be assessed, geographical location of the offices involved, change strategies to be followed, or provisions for redeployment, redundancy or retrenchment of staff.

One member of the staff indicates that people are left with feelings of anxiety, depression, low self-esteem and stress symptoms. These outcomes are bought on by the uncertainty of the change process and increased workloads. Some of these workloads are met through unpaid overtime that results in degrees of burnout because 'you've got your pedal to the metal, so to speak'.

Case Study 2

It is necessary for Saurabh to take six weeks off work to undergo major surgery. He arrives at hospital on a Monday morning and books in for his surgery. By the time he reaches his ward there is a message to ring his national sales manager, which he does. While the matter is of 'minor importance', Saurabh rings again the next day, prior to undergoing seven and a half hours of major surgery. The national sales manager rings him again at lunchtime, also on a 'minor matter'. This is followed by another call from the national sales manager on the Wednesday morning, requesting Saurabh to return his call. These calls are work related, not personal.

When Saurabh returns to work he mentions to the national sales manager that he does not appreciate the number of business calls made to him while he was in hospital. The national sales manager accuses him of being prepared to talk to everyone else except him while he is on sick leave. The implication is that Saurabh is disloyal. He is left with the feeling that he 'shouldn't have questioned the fact that he wanted to speak to me in hospital'.

This conversation is later followed up with requests for reports, as Saurabh sees it, about quite insignificant issues. Issues include the number of private and business telephone calls being made by staff, simply to 'put greater pressure on me'. Saurabh is also accused of 'idle chit-chat' with other managers at a time when the managers need to liaise because they are setting up national agreements with various companies.

At a national conference held in Sydney, Saurabh and another branch manager are made to sit at the front of the room beside the national sales manager's desk 'like the two naughty children in the classroom'. Both branch managers are used, on a number of occasions, as examples of poor management, even though the national sales manager, in Saurabh's opinion, is 'not truthful'.

Saurabh feels victimised by an authoritarian manager who isolates him from decision making processes. He also feels that the manager attempts to ridicule and intimidate him in front of his peers.

Case Study 3

A Japanese fashion company established a branch office in Rome to import and distribute fashion goods in Italy. The initial team of office staff consists of a Japanese manager, ten Italian salespeople,

and three administrative assistants—two Italian and one Japanese. The Japanese manager is responsible for recruiting, retaining, and rewarding the local employees under his supervision.

Headquarters has been pressuring this manager to achieve sales goals and monitor the amount of the goods sold monthly. The administrative assistants are as follows: a 35-year-old Italian woman who was hired with a long-term contract approximately six years ago when the company first opened the branch office in Rome; a 35-year-old Japanese woman who was hired five years ago with a short-term, 12-month contract that has been extended annually for the last four years; and a 30-year-old Italian woman who was hired two years ago with a long-term contract. Two years ago, a fourth Italian secretary was brought on board to support the administrative office. She was initially given a short-term, 12-month contract that was then renewed for six months. Before the end date of her last contract renewal, she became pregnant, so when her contract expired, she was not granted any further job extension. The administrative personnel have taken issue with the departure of their pregnant colleague. They contest the company's stated reason for her nonrenewal: that based on an evaluation of the organization's financials, the overall expenditure for four administrative assistants is unjustifiable, indeed fiscally irresponsible, when only three such employees are necessary.

Over the course of four years, the Japanese administrative assistant has raised the short-term contract issue with her manager without satisfactory progress or resolution. The Japanese administrative assistant has been working 13-hour days in an attempt to prove to her manager that she is a highly capable and motivated employee who is serious about her work and deserving of a long-term position. Nevertheless, she has been granted only a limited contract extension each year.

Now she has developed a medical condition. Approximately six months ago, she made an appointment with her medical doctor, who diagnosed her with serious cardiovascular, digestive, and neurological issues—caused, in his professional opinion, by job stress. The doctor indicated to her that she should stay home for several weeks to recover. The administrative assistant feels that her condition is a direct result of her insecure position at work: the 12-month temporary contract creates an insurmountable degree of insecurity. Furthermore, because this middle-aged employee cannot claim a permanent job, she is unable to secure a bank loan to purchase a home.

In addition, the Japanese administrative assistant alleges that her manager treats her differently from the other administrative employees; despite the other similarities within the group, her other colleagues all have permanent positions, even the secretary, who is her junior. Moreover, the manager advises this particular employee that he expects her to behave in the traditionally Japanese way: hard-working, submissive, passive, and completely devoted to the company, regardless of personal detriment. In fact, the manager tolerates the way the employee's counterparts behave—they are relatively unproductive and leave the office before 5:30 PM—but he has specifically warned the Japanese administrative assistant that she “should not behave like them.”

Over the last five years, whenever this employee has approached her manager to discuss her contract situation, he has responded with evasive answers such as:

- “I can't give you a permanent position because of the current economy.”
- “Let's talk about this next year.”
- “It's too late now—the budget is already in place. You should've notified me three months ago, when we were preparing this year's budget.”
- “If you work harder, I may be able to give you a long-term contract.”
- “Why do you keep bothering me about this every year?”

After numerous attempts over the years, the employee feels increasingly frustrated and stressed. She has searched—and continues to search—for a new job over the past two years, but has been unable to find an appropriate position. She feels trapped.

During her convalescence, the manager requested the company's medical doctor to visit the employee's home to verify that she was really sick. The company doctor confirmed the severe medical conditions diagnosed by the previous doctor and indicated to the manager that he should assess the working conditions of his team for suspected job stress. To this end, the external human resources consultant with a psychoanalytic background was asked to deal with the situation.

Case Commentary:

At first, this appears to be a case of job stress—after several years of working, the employee has become sick and is feeling frustrated, exploited, and neglected. She is also no longer motivated to work and is searching for a new job. Nevertheless, the difficulty in finding new professional opportunities increases her feeling of being trapped. Despite how hard she has worked for the past few years, aiming to demonstrate her professional value, competence, and devotion, she has not yet received a permanent contract. Such a contract may help her to feel more stable and look toward the future with less uncertainty. She kept working until she experienced a physiological breakdown. This stress can be related to the work conditions and the relationship with the manager leader.

Providing the assistant with a permanent contract might solve her job stress problem. So why doesn't this manager give her one? First, this leader lacks empathy, as he seems to be unable to recognize the other's need—he even recently dismissed the Italian administrative assistant who was pregnant. While he may be able to argue cost-reduction as the reason, it's ethically unfair, and in any regard, it's a sign of lack of empathy. This leader also makes the Japanese administrative assistant work hard, continually promising to provide things he never will—just like the donkey rushing forward to catch a carrot he will never catch because it is attached to his head.

This is also not a case of racism or cultural discrimination, as both the employee and the manager belong to same culture, and at first glance, it would even be simple—although reductive—to consider this as just a “Japanese cultural affair.”

The psychological consultant identified the unconscious dynamics occurring in this case. During the interview, the manager stated that he has been sent to Italy for five years, will be transferred to France for another five years, and will then move on to another country in Europe. Despite the large financial rewards provided to compensate him for these moves, he expressed that such changes are very stressful for his children and wife, who are forced to start their lives over every few years in a new country, adapting to new language and traditions. Once they finally begin to feel more stable, they have to move again, losing classmates and friends and never truly feeling at home.

At the unconscious level, a link between the leader's feelings of pain and instability, and the administrative assistant's feeling of pain and instability can be now noted. Both are in unstable positions that create uncertainty and stress. Though the leader has the ability to help the employee, he is unconsciously blocking it by refusing providing a permanent position that will give the employee more serenity and stability. Unconsciously, the manager is denying the assistant, or other, what he has not.