

## **Chapter IV**

# **THEORETICAL FRAME WORK**

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**Emotional Intelligence and workplace Outcomes**

**4.1 The role of emotions in organisations**

In our day to day life, we experience a variety of emotions and process them, resulting in various outcomes, which are either favourable or unfavourable. Within organisations, emotions serve as the social glue that can potentially “make or break organisational structures” (Fineman 1993, p.15)<sup>1</sup>.

Emotions affect many aspects of employees’ relations in organisations, from perceptions of authority to feelings about the desirability of making a career within an organisation. According to Kahn (1998)<sup>2</sup>, employees form emotional attachments in the context of their work relationship and, beneath the layer of formal organisational structures, these relationships and emotions shape how they engage with their work environment.

Not only in professional life, but also in personal life emotional intelligence plays an important role. Parents, teachers and society teaches us to value more “head” (IQ) and devalue “heart” (EQ). But there should be a balance between emotion and reason. Emotionally intelligent person is skilled in two main areas namely, personal competence and social competence. Personal competence means how one manages himself and social competence means how one manages the social relationships.

There are certain factors which are closely related to emotional intelligence. They are right decisions to solve the problems; efficiency and productivity; leadership skills; abilities such as creativity of thinking, well-being of the individual and that of colleagues, good relationships; and work environment. Emotional intelligence contributes towards the retention, progress and further promotion in the work field.

## 4.2 Emotional Intelligence

Emotional Intelligence involves a set of skills that define how effectively one would perceive, understand, express, reason with and manage his own feelings and those of others in a professional and effective manner. The most widely accepted scientific definition of EI is “the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (Salovey and Mayer 1990, p.189)<sup>3</sup>.

The concept of emotional intelligence has its legacy from Darwin’s work on the importance of emotional expression for survival and adaptation. In the 1900’s traditional definitions of intelligence emphasized cognitive aspects such as memory and problem solving. But several leading researchers in the field of study on intelligence had begun to recognise the importance of the non-cognitive aspects also. In 1920’s itself, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people. In 1940, David Wechsler described intelligence as an effect rather than a cause. He believed that general intelligence as well as non-intellectual factors such as personality influence the development of an individual’s intelligence. In 1983, Howard Gardner’s book titled ‘Frames of mind: The Theory of Multiple Intelligence’ introduced the idea of multiple intelligences which included both interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people. Intrapersonal intelligence is the capacity to understand oneself, to appreciate one’s feelings, fears and motivations. In Gardner’s view, traditional type of intelligence (IQ) failed to fully explain cognitive ability. Wayne Payne, (1986) coined the term, emotional intelligence, in a doctoral dissertation. Reuven Bar On, (1997)<sup>4</sup> developed the term ‘EQ’ (Emotional Quotient) and described his approach to assess emotional and social competence. He created the emotional quotient inventory (EQi), which is the first test for emotional intelligence. Psychologists John Mayer and Peter Salovey, (1990)<sup>5</sup> published their article, ‘Emotional Intelligence’, in the journal *Imagination, Cognition, and personality*. Daniel Goleman, (1995)<sup>6</sup> brought emotional intelligence to the mainstream. He reviewed the work of John Mayer and Peter salovey and developed his own model of EI.

Emotions have been viewed under a number of lenses by a variety of disciplines, including Psychology (Cornelius 1996)<sup>7</sup>, Sociology (Williams 2001)<sup>8</sup>, Biology (Damasio 1994)<sup>9</sup> and Management (Fineman 2000; Herriot 2001)<sup>10</sup>. Many researchers typically perceive emotions in a negative way as a disorganized interruption of mental activity that displaces rational thought (Fineman 2000)<sup>11</sup>. For many years, this view has been strongly inherent in the management literature, which has traditionally emphasized the rationality of business and has advocated the need for organizational leaders to ‘manage’ emotions out of the organization. (Fineman 2000)<sup>12</sup>. For example, Young (1936)<sup>13</sup> described emotions as having ‘no trace of conscious purpose’ and subsequently defined them as ‘acute disturbances of the individual as a whole’ (Young 1943)<sup>14</sup>.

In contrast, other researchers have argued that emotions are essential to rational thinking (Damasio 1994)<sup>15</sup> because they are tied to values (De Sousa 1987)<sup>16</sup>. Easterbrook (1959)<sup>17</sup> similarly viewed emotions as positive in organizing responses which adaptively focus cognitive activities and subsequent action. Leeper (1948)<sup>18</sup> draws attention to the motivating force of emotions and opined that emotions trigger processes which arouse, sustain and direct attention.

In the recent years, much has been written about emotional intelligence and its role in the workplace. The experts in the field of emotional intelligence have offered models to understand the concept of emotional intelligence and its impact on employee’s life and work. The theory of EI is developed and conceptualised into three models – Ability model, Traits model and Mixed model. Ability model of emotional intelligence described emotional intelligence as the “the ability to monitor one’s own and others emotions, to discriminate among them, and to use the information to guide one’s thinking and actions”. Traits model of EI viewed emotional intelligence and included non-cognitive such as self esteem, self actualization, general mood and general well being. Mixed model of EI is a combination of Ability model and Traits model of EI. The Mixed model denotes the idea that EI assesses aspects of personality and cognitive intelligence in addition to the emotional intelligence (Schutle, 2006)<sup>19</sup>.

EI has an impact on various aspects of our personal and professional environments. EI impacts Individual well being ( Lenaghan, Buda, And Eisner 2007)<sup>20</sup>, Stress tolerance (Chap Man and Clarke, 2003)<sup>21</sup>, Leadership Qualities (Rosete and Ciarrochi, 2005)<sup>22</sup>, Organisational Commitment (Ioannis and Ioannis 2002)<sup>23</sup>, Performance (Shaffer and Shaffer, 2005)<sup>24</sup>, Work family balance (Lenaghan, Buda and Eisner, 2007)<sup>25</sup>, Team cohesiveness (Rapisarda, 2002)<sup>26</sup> Cultural adjustments (Gabel, Dolan and Cerdin, 2005)<sup>27</sup>, Change management (Chrusciel, 2006)<sup>28</sup>, Organisational citizenship behaviour (Carson, Carson, Fontenot and Burdin Jr, 2005)<sup>29</sup>, Conflict Management (Rahim, 2002)<sup>30</sup>, Decision Making (Brenda Sott-Ladd and Christopher 2004)<sup>31</sup> and Organisational learning (Kumar Singh, 2007)<sup>32</sup>. The above mentioned studies clearly indicate the positive effect of emotional intelligence on individuals, teams and the organisation as a whole.

The current popularity and interest in the concept of EI has become closely associated with Goleman (1995)<sup>33</sup>. But the term EI first appeared in the psychological literature some years earlier (Salovey and Mayer 1990)<sup>34</sup>.

After almost two decades since the official introduction of emotional intelligence in Universities, there is no unitary definition for it. Goleman (2004)<sup>35</sup> viewed emotional intelligence as a skill that an individual uses to control his life with self awareness and improve it with self-management and perceives its effects through sympathy. This skill will be used to manage the relations with others also. Mayer and Salovi (2004)<sup>36</sup> opined that emotional intelligence is the ability of cognition, evaluation and expressing emotions, and the ability of controlling emotions. Bar-On (2000)<sup>37</sup> has defined emotional intelligence as a factor of abilities, adequacy, and unknown skills that affects the ability of individual to succeed in overcoming stress. Antonakis and Ashkanasy (2009)<sup>38</sup> think that emotional intelligence includes innate factors and external factors that are important traits of managers in considering the company's objections. Internal factors include self-awareness, self-control, feeling independence and capacity. External factors include relationship, ease in sympathy and amenability. Due to different reasons such as the differences among people who are engaged in this concept, there are different definitions of emotional intelligence but most of the definitions focus on ability. (Petridis and Furnham, 2001)<sup>39</sup>.

The subvariables of Emotional Intelligence considered for the study are Perceiving Emotions, Using Emotions, Understanding Emotions and Managing Emotions.

#### **4.2.1 Perceiving Emotions**

Perceiving emotions refers to the capacities and abilities of recognizing and identifying emotions in others, in addition to biological and physiological processes involved.

#### **4.2.2 Using Emotions**

This refers to the capacity of the emotions to enter into and guide the cognitive system and promote thinking.

#### **4.2.3 Understanding Emotions**

It is the ability to comprehend emotions and to appreciate complicated relationships among emotions. Understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

#### **4.2.4 Managing Emotions**

It is the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

### **4.3. Emotional Intelligence Models**

#### **4.3.1 Daniel Goleman's Model**

Daniel Goleman (2001)<sup>40</sup> presented a model of emotional intelligence that included 25 capabilities in five different dimensions. These five dimensions are:

*Self-Awareness:* It is defined as thinking and concentrating attention on personal experiences. Self-awareness is the first part of emotional intelligence. Self-awareness means to have a deep perception of emotions, power, weak points, needs and self motivation. People who have strong self-awareness are too much depressed or too much hopeful, but they are honest with themselves and with the others.

*Self-Regulation:* Self regulation means managing one's internal states, impulses and resources. It includes self-control, trustworthiness, conscientiousness, adaptability and innovation.

Socrates thinks that the feeling of composure as the ability of standing against emotional storms of destiny is a good quality. There is no need to avoid bad feelings to feel consent, although one should not let bad uncontrolled feelings replace all his good spiritual moods. If those people who sometimes get angry or feel insolvency have to the same extent pleasurable or happy times, they will feel lucky. (Goleman, 2004)<sup>41</sup>.

*Motivation:* Motivation means the emotional tendencies that guide or facilitate reaching goals. It includes achievement drive, commitment, initiative and optimism.

Highly motivated people try to protect their optimism, even if the results are against them. Those who are highly motivated can overcome disappointment. The managers who try to identify their staff's motivation degree can look for assurance within the organization. An individual, who likes himself because of his work, will trust the organization that provides this job for him. (Goleman, 2004)<sup>42</sup>.

*Empathy:* Empathy means the awareness of others' feelings, needs and concerns. It includes understanding others; developing others, service orientation, leveraging diversity and political awareness.

Empathy stands on self-awareness. The higher our self-awareness, the better we can understand feelings of others. In all the relationships, the act of paying attention to others is the ability of feeling empathy for them. This ability (the ability to recognize the others' feelings) has a role in all stages of life including management, falling in love, being father or mother, and developing empathy with others and political activities. (Goleman, 2004)<sup>43</sup>.

*Social Skills:* Social skills mean adeptness at inducing desirable responses in others. It includes influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation and team capabilities.

More social skills result in more friendly relationships. Usually the individuals with social skills have many friends and can easily find common ground with others to build a relationship together. (Goleman, 2004)<sup>44</sup>.

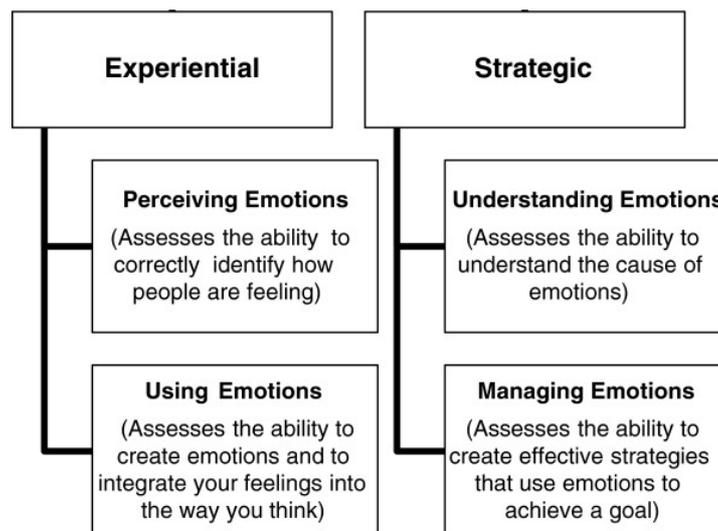
**Table 4.1 Daniel Goleman's "Emotional Intelligence"**

Element	Definition	Characteristics
<i>Self-Awareness</i>	<ul style="list-style-type: none"> <li>• The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Realistic self-assessment</li> <li>• Self-deprecating sense of humor</li> </ul>
<i>Self-Regulation</i>	<ul style="list-style-type: none"> <li>• The ability to control or redirect disruptive impulses and moods</li> <li>• The propensity to suspend judgment - to think before acting</li> </ul>	<ul style="list-style-type: none"> <li>• Trustworthiness and integrity</li> <li>• Comfort with ambiguity</li> <li>• Openness to change</li> </ul>
<i>Motivation</i>	<ul style="list-style-type: none"> <li>• A passion to work for reasons that go beyond money or status</li> <li>• A propensity to pursue goals with energy and persistence</li> </ul>	<ul style="list-style-type: none"> <li>• Strong drive to succeed</li> <li>• Optimism, even in the face of failure</li> <li>• Organizational commitment</li> </ul>
<i>Empathy</i>	<ul style="list-style-type: none"> <li>• The ability to understand the emotional makeup of other people</li> <li>• Skill in treating people according to their emotional reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Expertise in building and retaining talent</li> <li>• Cross-cultural sensitivity</li> <li>• Service to clients and customers</li> </ul>
<i>Social Skill</i>	<ul style="list-style-type: none"> <li>• Proficiency in managing relationships and building networks</li> <li>• An ability to find common ground and build rapport</li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness in leading change</li> <li>• Persuasiveness</li> <li>• Expertise in building and leading teams</li> </ul>

#### 4.3.2 Mayer and Salovi Model

Mayer and Salovi (2007)<sup>45</sup> presented a primary model for emotional intelligence that has four dimensions of abilities.

- The first dimension is emotional perception (cognition and emotion expression) which includes the ability to develop emotional self-awareness and to express these emotions and emotional needs correctly.
- The second dimension is emotional facilitation of thinking (emotional decision making) which includes the ability to differentiate between a variety of emotions and cognition of those that reflect on thinking.
- The third dimension is emotional understanding (recognizing the others' emotions) which means to recognize the emotions of others and exchanging emotions with them.
- The fourth dimension of this model is emotional management that is the ability to make and cut a relationship with an emotion in a special situation (Stys & Brown, 2007)<sup>46</sup>.



**Figure 4.1 Emotional Intelligence**

According to studies by Mayor et al., emotional intelligence stands on ability. They conceptualize models of emotional intelligence's ability in the same way as cognitive intelligence. Rosette and Ciarrochi (2005)<sup>47</sup> believed that emotional intelligence can be measured by tests that stand on work. In Antonakis's opinion, the factors of emotional intelligence include innate factors (self-awareness, self-control, feeling independency and capacity) and external factors (relationship

with others, ease in empathy, and responsibility) which are the most important traits of managers in clarifying the organization's objections. (Antonakis, 2009)<sup>48</sup>.

#### **4.4 Work place outcomes**

A workplace should be one where employees are satisfied with their jobs. It could not be considered "great" if it is not producing positive business outcomes. The key outcome variables are employee retention, satisfaction, performance, productivity, profitability, organisational citizenship behaviour, organisational commitment, interpersonal facilitation and work attitude. Factors such as Job performance, interpersonal facilitation and work attitude are included under work place outcomes for the study.

##### **4.4.1 Job performance**

An organisation is judged by its performance. The word "performance" is used extensively in all fields of management. According to Corvellec, performance is a relative concept defined in terms of some referent employing a complex set of time-based measurements of generating future results. (Corvellec, 1995)<sup>49</sup>.

Collis and Montgomery suggested that employees play a pivotal role in organisational success. Employee performance has been shown to have a significant positive effect on organisational Performance. (Collis and Montgomery, 1995)<sup>50</sup>.

Job performance can be defined as 'all the behaviours employees engage in while at work' (Jex 2002 p. 88)<sup>51</sup>. Milkovich et al observed that a fair amount of the employees' behaviour displayed at work is not necessarily related to job-specific aspects. More commonly, job performance refers to how well someone performs at his or her work. It is generally agreed that job performance consists of complicated series of interacting variables related to aspects of the job, the employee and the environment. (Milkovich et al 1991 pp. 48-49)<sup>52</sup>.

Historically, there have been three approaches to define the dimensions of job performance. (Milkovich et al 1991 p. 48)<sup>53</sup>. They are:

- job performance as a function of outcomes;
- job performance as a function of behaviour;

- job performance as a function of personal traits.

The majority of the studies have shifted their focus on defining job performance in terms of outcomes and behaviour, since these are easier and more objective to define and to observe than personal traits. (Hersen 2004 p. 375)<sup>54</sup>.

From an employee's point of view job performance is essentially the result of a series of behaviours. The various tasks performed on a daily basis contribute to job performance in general (Cardy 2004 p. 13)<sup>55</sup>.

Cardy observed that, outcomes are the key elements for job performance appraisal. Ultimately, results are more important to an employer than the activities leading to those results. (Cardy 2004 p. 13)<sup>56</sup>.

Often performance is identified or equated with effectiveness and efficiency (Neely, Gregory and Platts, 1995)<sup>57</sup>.

Job performance is work performance in terms of quantity and quality expected from each employee. These standards form the basis for the performance review. Job performance is usually described in terms of observable and non observable behaviours which can be appraised (Viswesvaran, Ones & Schmidt, 1996)<sup>58</sup>. It is a multidimensional concept which describes how one completes a task, focusing on efficiency, skills used, initiative and utilised resources (Rothmann & Coetzer, 2003)<sup>59</sup>.

#### **4.4.2 Interpersonal Facilitation**

Interpersonal facilitation is defined as the extent to which a worker helps others, contributes to their effective task performance, or helps maintain a social and psychological climate that facilitates accomplishment of the organizations' goals. Interpersonal facilitation consists of several types of inter-related behaviors including cooperation, helping, consideration, altruism, and attempts to influence the work related behavior of others. High performers have certain qualities, as given below.

- cooperate effectively with others
- go out of their way to help others

- listen to others' problems
- offer friendly advice
- seek out others' advice and opinions
- display positive attitude
- say and do things to reduce conflict
- complement co-workers, supervisors, or subordinates
- participate in informal or after-work social events with co-workers
- express loyalty, trust, and concern for co-workers
- encourage others to act in organizationally relevant ways
- praise others who are successful at work
- consider co-workers' interests and feelings before acting

George and Brief (1992)<sup>60</sup> suggested that these types of behaviours contribute to the social atmosphere at work by putting co-workers in a positive mood.

Workers low on interpersonal facilitation have following characteristics:

- display a negative attitude
- speak loudly at inappropriate times
- complain about co-workers, supervisors, or subordinates publicly
- refuse to cooperate
- disagree vocally
- act aggressively, or pick fights
- tell lies or spread rumours about others
- manipulate others
- compete with co-workers
- act selfishly

- fail to help others
- avoid associating with co-workers during breaks
- complain about working conditions

These behaviours detract from the interpersonal climate at work and distract co-workers from their organizational responsibilities.

Each individual has certain positive qualities called strengths. Knowing how and when to combine these strengths changes the atmosphere in which they work. According to Keltner & Haidt, emotional Intelligence contribute to the quality of people's relationship at work because emotions serve communicative and social functions, conveying information about thoughts and intentions, and helping to coordinate social encounters (Keltner & Haidt, 2001)<sup>61</sup>

#### 4.4.3 Work Attitude

Attitudes are evaluative statements either favourable or unfavourable concerning objects, people, or events. They reflect how one feels about something. According to *The Advanced Learner's Dictionary of Current English*, attitude is defined as "a way of looking at life; a way of thinking, feeling or behaving." People at work basically want satisfaction; the feeling that they are contributing positively to the workplace. The attitude determines how well people do a job. Ashkanasy and Hooper proposed that affective commitment towards other people is a necessary component of social interaction and argued that the demonstration of positive emotions is associated with a high likelihood of success at work.

Peoples' behaviour at work often depends on how they feel about being there. Therefore, making sense of how people behave depends on understanding their work attitudes. An attitude refers to ones opinions, beliefs, and feelings about aspects of their environment.

Attitude is termed as a hypothetical construct that represents an individual's like or dislike for any behavior (Mowday, Porter, and Steers 1982 in Ahmad et al, 2010)<sup>62</sup>. Allport (1935)<sup>63</sup> defined an attitude as a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related. A simpler

definition of attitude is a mindset or a tendency to act in a particular way due to both an individual's experience and temperament.

Attitudes create an intention to behave in a certain way and may predict actual behaviour under certain conditions.

Factors which prompt people to develop positive work attitudes are:

- personality
- fit with their environment
- stress levels they experience
- relationships they develop
- perceived fairness of their pay
- company policies
- interpersonal treatment
- the presence of policies addressing work–life conflict.

When people have more positive work attitudes, they may have the inclination to perform better, display citizenship behaviours, and be absent less often and for shorter periods of time, and they are less likely to quit their jobs within a short period of time. When workplace attitudes are more positive, companies benefit in the form of higher safety and better customer service, as well as higher company performance.

#### **4.5 Conclusion**

Organizations are required to concentrate on the emotional intelligence as a challenging variable for sustaining high performance and the development of the competitive privilege. According to the previous studies, emotional intelligence has a key role in workplace outcomes. Different studies are illustrative that individuals possessing high level of emotional intelligence have excellent job performance also. Individuals who have emotional intelligence will succeed in their career as there is a relationship between success and emotional intelligence and they are influenced by each other. Emotional intelligence is related to outcomes and informs one's choices

and decisions. Through the experience of playing against the emotions managers and supervisors can develop winning strategies. Those who have well developed emotional competencies may have advantages over others to better manage people, relationships, roles etc. for their own psychological well being as well as organisational productivity.

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