Role of Emotional Intelligence in Leadership Effectiveness

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ABSTRACT

Managerial Effectiveness can be divided into two categories: getting along behaviors & getting ahead behaviors. This paper focus on the role of emotional intelligence in leadership effectiveness. Emotional intelligence is the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in organizations. In this current age of information, leaders cannot afford to ignore or even avoid follower emotions in the workplace. The definition of emotional leadership is the leading of followers through the proper identification and management of an array of emotions and influencing the outcome of their subsequent needs. Four major aspects of emotional intelligence, the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions, and management of emotions, are described. Emotional intelligence bears an important impact on self-development of the manager and hisleadership qualities. Practicing activities that support EI behavior illuminates positive effectsthat can be observed and measured by higher productivity. Its impact is visible in buildingpositive relations and gaining emotional commitment of employees.

Keywords-- Emotional Intelligence, leadership skills, Managerial Effectiveness

I. OBJECTIVE OF THE STUDY

To discuss the significance of emotions & feelings in leadership effectiveness in managers

RESEARCH DESIGN & DATA COLLECTION METHODOLOGY

For this study, descriptive research design has been used & secondary & tertiary data has been collected.

REVIEW OF LITERATURE

Despite the widespread belief that emotions and intelligence are two contradictory concepts, emotions have been included in the intelligence literature since the early 1920's (Mayer &Salovey, 1989; Mayer, Salovey, & Caruso, 2000c). Individuals who expressed emotion were often viewed negatively because emotions and reasoning were seen as opposing terms (Grandey, 2000; Mayer &Salovey, 1997; Mayer et al., 1990; Mayer et al., 2000c). In fact, those who engaged in emotional expression were often considered mentally ill and were subject to therapy in order to suppress their emotionality (Mayer et al., 2000c). It wasn't until the early 1960's that some researchers agreed that emotions could guide one's thinking and actions and could direct one's attention toward solving problems (Mayer &Salovey, 1997; Mayer et al., 2000c).

Many prominent researchers in the field of emotional intelligence have compared the emotional intelligence construct to an historical intelligence construct labelled social intelligence (e.g., Bar-On, 2000; Mayer &Salovey, 1990; Mayer &Salovey, 1993; Salovey& Mayer, 1990; Mayer et al., 2000c). In some instances, these two types of intelligences have been used interchangeably (e.g., Bar-On, 2000). Emotional intelligence has also been referred to as a type of social intelligence (e.g., Mayer &Salovey, 1990; Mayer & Salovey, 1993; Mayer et al., 2000c).

Thorndike (1920) introduced the concept of social intelligence. He divided intelligence into three facets: abstract intelligence (i.e., managing and understanding ideas), mechanical intelligence (i.e., managing and understanding concrete objects), and social intelligence (i.e., managing and understanding people). Social intelligence refers to the ability to perceive one's own and others' behaviours and motives in order to successfully make use of that information in social situations (Thorndike, 1920). Social intelligence involves adapting to social situations and using social knowledge to act accordingly (Mayer & EI & Military Leadership Salovey, 1993). Cantor and Kihlstrom (1987) referred to social intelligence as possessing knowledge of social norms, and having the ability to get along well with others.

A necessary step in identifying a new intelligence is to determine whether it is distinct from already existing types of intelligence (Mayer et al., 2000c). The social intelligence construct had many early critics due to the finding that it was not easily distinguishable from other types of intelligence (Cronbach, 1960; Mayer &Salovey,

1993; Mayer &Salovey, 1997; Thorndike & Stein, 1937). One reason for this lack of discriminant validity was that the definition of social intelligence was too broad (Mayer &Salovey, 1993). Furthermore, there were few attempts to measure the social intelligence construct (e.g., Cronbach, 1960; Riggio, Messamer, & Throckmorton, 1991; Schneider, Ackerman, &Kanfer, 1996) and many endeavours proved to be unsuccessful as a result of the increased reliance on self-report measures (e.g., Hedlund& Sternberg, 2000). Many researchers felt that the study of social intelligence was not warranted as a result of the inability to accurately define and measure this construct (Mayer &Salovey, 1997).

Mayer and Salovey (1997) suggested that the emotional intelligence construct would not suffer from the same problems as the social intelligence construct. Emotional intelligence focuses more on emotional problem solving, rather than on the social, political, or verbal aspects inherent in the social intelligence construct (Mayer et al., 2000c; Mayer &Geher, 1996). Emotional intelligence is also similar to interpersonal and intrapersonal intelligences, as defined by Gardner (1983) in his theory of multiple intelligences (Mayer &Salovey, 1993; Mayer &Geher, 1996). Gardner (1983) defined interpersonal intelligence as the ability to understand others, and he defined intrapersonal intelligence as the ability to understand oneself.

The theory guiding the development of the emotional intelligence construct comes from the notion that emotions are one of the necessary mental operations along with EI & Military Leadership motivation and cognition (Mayer &Salovey, 1993; Mayer et al., 2000c). Our emotions serve as signals that result in reactions to changing circumstances (e.g., a response to a threat may be fear or anger; Mayer et al., 2000c). In essence, our emotions impact on our behavioural responses to situational cues (Arvey, Renz, & Watson, 1998; Mayer et al., 2000c). Emotional intelligence may arise as a result of the interaction between emotions and cognitions (Mayer &Salovey, 1995; Mayer &Salovey, 1997; Mayer et al., 2000c). For example, mood can influence an individual to think positively or negatively and there has been a great deal of research examining the impact of mood on effective decision-making (Mayer &Salovey, 1993; Mayer et al., 2000c). Emotionally intelligent individuals use their emotions to engage in intelligent thought and also possess the ability to think intelligently about their emotions (Mayer &Salovey, 1997; Mayer et al., 2000c).

Emotional intelligence gained popular and academic attention during the 1990's. During this time, audacious claims were made regarding the ability of emotional intelligence to predict work and non-work "success". However, many of these claims lack empirical evidence and have been based on anecdotal accounts (Barrett, Miguel, Tan, &Hurd, 2001; Dulewicz& Higgs, 2000). The first uses of the term "emotional intelligence" were by

Mayer, DiPaolo and Salovey (1990) and Salovey and Mayer (1990). The popularity of emotional intelligence was not a result of the surge of academic work but rather a result of the publication of Daniel Goleman's book entitled "Emotional Intelligence" (Goleman, 1995), and his successive book examining emotional intelligence at work (Goleman, 1998). In 1997, another researcher, Bar-On introduced the first published scale assessing self-reported emotional intelligence. Bar-On (1997) has also contributed to the prominence of emotional intelligence in popular culture. When it comes to improving organizational effectiveness, management scholars and practitioners are beginning to emphasize the importance of a manager's emotional intelligence" (Sosik, Megerian, 1999, p. 367). What influence does emotional intelligence have on the effectiveness of decisions made by a modern organizational leader? To answer this question, three concepts need to be defined: emotional intelligence, qualities of a leader, and effective decision-making

There has been much effort in the past decade devoted to defining and measuring the emotional intelligence construct. However, researchers have not reached a consensus on the EI & Military Leadership definition and measurement of emotional intelligence (e.g., Dulewicz& Higgs, 2000; Mayer, Salovey, & Caruso, 2000a; Mayer, et al., 2000c). In fact, several emotional intelligence models have been proposed that have competing viewpoints on the nature of this construct (e.g., Mayer et al., 2000c).

II.   INTRODUCTION

Emotional intelligence (EI) is the ability to understand and manage both your own emotions, and those of the people around you. People with a high degree of emotional intelligence usually know what they're feeling, what this means, and how their emotions can affect other people.For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed – a leader who shouts at his team when he's under stress, or a leader who stay in control, and calmly assesses the situation? According to Daniel Goleman, an American psychologist who helped make the idea of EI popular, there are five main elements of emotional intelligence:
1.   Self-awareness.
2.   Self-regulation.
3.   Motivation.
4.   Empathy.
5.   Social skills.

Self-awareness is the ability to recognize a feeling as it happens, to accurately perform self-assessments and have self-confidence. It is the keystone of emotional intelligence (Goleman, 1995).

Self-management or self-regulation is the ability to keep disruptive emotions and impulses in check (self-control), maintain standards of honesty and integrity

(trustworthiness), take responsibility for one's performance (conscientiousness), handle change (adaptability), and be comfortable with novel ideas and approaches (innovation).

Motivation is the emotional tendency guiding or facilitating the attainment of goals. It consists of achievement drive (meeting a standard of excellence), commitment (alignment of goals with the group or organization), initiative (acting on opportunities), and optimism (persistence reaching goals despite set backs). Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, sensing the developmental needs of others.

Social skills are fundamental to emotional intelligence. They include the ability to induce desirable responses in others by using effective diplomacy to persuade (influence); listen openly and send convincing messages (communicate); inspire and guide groups and individuals (leadership); nurture instrumental relationships (building bonds); work with others toward a shared goal (collaboration, cooperation); and create group synergy in pursuing collective goals.

The more that you, as a leader, manage each of these areas, the higher your emotional intelligence. The leader should be empathetic enough to understand the emotions of the followers. The leader of such type is appreciated by all & he is able to build his competencies & effectiveness. An emotional leader is empathetic who understands the feelings of his team members.

III.   MAIN BODY

There is no denying fact that emotions & feelings play a substantial role in evaluating leadership effectiveness. Apart from IQ (Intelligent Quotient), EI (Emotional Intelligence) also determine the success of the leader. Below is the diagram showing various facets of emotional intelligence.

The literature briefly described above is representative of a much wider body of knowledge which suggests that feelings serve multiple purposes in human affairs. As will be demonstrated below, it is likely that feelings play an important role in leadership. While George and Bettenhausen (1990) and George (1995) investigated some of the potential beneficial consequences of leader positive mood, it is likely that a diversity of feelings (both emotions and moods) influences leadership effectiveness. Negative moods, for example, foster systematic and careful information processing (Sinclair, 1988; Sinclair & Mark, 1992) and may be advantageous when leaders are dealing with complex problems in which errors carry high risk. As another example, relatively intense negative emotions may appropriately redirect a leader's attention to an issue in need of immediate attention (Frigda, 1988). For example, a leader who experiences anger upon learning of a pattern of covert sexual

George Emotions and leadership 1031© 2000.harassment in a department might be well served by this emotional response. The anger signals to the leader (Frigda, 1988) that his or her attention must be redirected from new product development to confronting the sexual harassment problem and improving the organization's efforts to eliminate harassment. By now, it may be apparent that it is not too difficult to construct scenarios in which leaders would be well served by the experience of a variety of types of moods and emotions. Moreover, one can also construct scenarios in which a leader's effectiveness may be hampered by the experience of certain moods and emotions. Leaders who experience anger frequently may have a difficult time building good relationships with followers and engendering their trust (Jones & George, 1998). Similarly, a leader who frequently experiences positive moods on the job may fail to notice and attend to performance shortfalls that are less than apparent. Hence, this inquiry into the role of feelings in leadership is not bent on determining the 'right' or

'effective' moods and emotions that facilitate leadership effectiveness. Leaders are obviously human beings with the full range of moods and emotions potentially available to them. Both positive and negative moods and emotions serve numerous functions in people's lives.

Likewise, both positive and negative moods and emotions can sometimes be the cause of human dysfunctions. This paper does seek to explore, however, whether effective leaders possess certain emotional capabilities just as they may possess certain cognitive capabilities and the same moods and emotions can result in both improved or impaired effectiveness depending upon multiple factors including the index of effectiveness (for example, a quick, heuristic-based response vs. a careful consideration of alternatives) Moreover, research suggests that people can and do take steps to manage their own and others' moods and emotions Might it be that some leaders have superior mood/emotion capabilities which allow them to use and benefit from the variety of feelings they experience on the job? Might it also be that these capabilities enable leaders to influence, and develop effective interpersonal relationships with, their followers? Interpersonal relationships are laden with moods and emotions as is effective social influence.

Basically, there are three components of emotional skills, they are :-
1.   Emotional Expressiveness
2.   Emotional Sensitivity
3.   Emotional Control
Higher levels of emotional intelligence are associated with better performance in the following areas:

☐ Participative Management

☐ Putting People at Ease

☐ Self-Awareness

☐ Balance between Personal Life and Work

☐ Straightforwardness and Composure

☐ Building and Mending Relationships

☐Doing Whatever it Takes

☐ Decisiveness

☐ Confronting Problem Employees

☐ Change Management
Below is the diagram showing the importance of emotional intelligence in improving leader effectiveness.
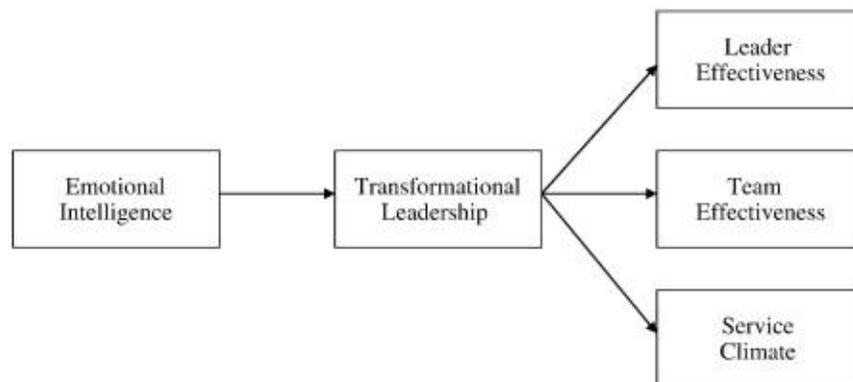
IV.   CONCLUSION

Leadership abilities vary according to level of emotional intelligence. In general, co-workers seem to appreciate managers' abilities to control their impulses and anger, to withstand adverse events and stressful situations, to be happy with life, and to be a cooperative member of the group. These leaders are more likely to be seen as participative, self-aware, composed, and balanced. Research evidence suggests that emotional and social skills are both related to leader effectiveness and are able to be improved through training interventions. An ambience of trust & openness is established through emotional leadership.

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