

## GLOBAL MIND CHANGE: THE EMOTIONAL MANAGER

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*Emotions are internal events that coordinate many psychological subsystems including physiological responses, cognitions, and conscious awareness. Emotions typically arise in response to a person's changing relationships. Over the past several years, the term emotional intelligence has received much attention as a factor that is potentially useful in understanding and predicting individual relationships at work. To ensure continued organizational performance and to maintain the competitive advantage, organizations are therefore constantly implement changes in strategy, structure, process and culture. The present article is culmination of the research work, testing the awareness level of the concept of emotional intelligence, the emotional intelligence level of managers across the organizations; whether managers use emotional intelligence competencies to enhance their leadership skills and do managers recognize emotions of different stakeholders in designing their policies. This was done through a quantitative study and these constructs were operationalised by means of a pre-designed questionnaire. The correlation and regression results seem to indicate that there is an awareness of emotional competencies among managers, managers have moderate level of emotional intelligence and they use these competencies to enhance their leadership skills.*

### Introduction

Emotions have often been featured in what is regarded as the "soft" approach in business consulting, usually in relation to the field of organizational development. People may be asked to express themselves, to vent their emotions, and to engage in interactions that allow them to "feel better". The underlying assumption is that if people are able to "feel better", the company will end up "doing better". Ironically, organizational reality is inherently emotional and even control itself relies on emotions. According to Fineman and Sturdy (1999), "control and responses to it, is substantively an emotional process". Moreover organizations often embody a

wealth of emotions not recognized as such, but clearly felt. For a large part of time, however, the unstated but clearly shared assumption was that emotion had little or no place in serious work. Yet the work requires, has always required, emotions. Thus, because of a focus on control, both management and academics attempted to tightly delineate the emotions that could legitimately be expressed and recognized in work settings.

Emotional intelligence is the set of abilities that accounts for how people's emotional perceptions and understanding vary in their accuracy. Emotional intelligence is the

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ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion and regulate emotion in the self and others. It is an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures. It describes abilities distinct from but complementary to academic intelligence, the purely cognitive capacities measured by IQ. The introduction of EQ theory has helped confirmed the fact that having a high IQ is not enough to succeed at work. You need to have a high EQ as well.

The above characterization of emotional intelligence is clearly relevant to the study of emotions at work. There is no doubt that we often regulate our emotions at work. There is no business practice that does not involve a particular emotional content. Human beings always live in an emotional environment; everything they do comes from an emotional context and carries with it an emotional content. Moreover, the emotional content of each business practice is a pivotal factor in its effectiveness and successor lack of success. Emotional intelligence influences organizational effectiveness in a number of areas like employee recruitment and retention, performance prediction, performance management, career development, customer satisfaction, strategic planning and decision making, sales, team work, marketing, learning, development of talent, organizational culture and morale.

The study was conducted to find out awareness level of emotional intelligence among managers, to find out if managers recognize emotions of multiple constituents and attend them in designing organization

policies, to find out if managers use emotional intelligence competencies to enhance their leadership skills and to identify manager's emotional intelligence level.

### **What is emotion?**

Nearly every essay on emotion tries to answer this question, usually claiming that there is not any generally accepted definition for this concept. Those who do attempt to define emotion base their definition on their own theory or meta-theory, while others usually use an implicit definition to be guessed at by the reader.

Descartes (1649) defined emotions as the passions of the soul. He claimed that there are six such simple ones namely: wonder, love, hatred, desire, joy, and sadness. In his view, other emotions are composed of combinations of some of these six. He might be regarded as one of the first modern proponents of the basic-emotion-approach of the evolutionary theories.

Spinoza (1677) presented a more economical theory with only three variables namely: desire, joy and sadness. He may be regarded as one of the first of the modern proponents of abstract-three-dimensional approaches.

Darwin (1872), who is the founder of the evolutionary approach to emotion, pointed to the importance of the emotional system for the survival of the human species. He treated emotions as mainly communications or means for that purpose.

Osgood (1952), who is the founder of the "Semantic Differential" technique, led the research of the three abstract dimensions of emotion which he preferred to call "Connotative Meaning". He was aware (Osgood, 1959b) that there are more than three such variables and warned (Osgood,

1969) blind followers from depending too much on the trinity of evaluation, activity and potency.

Tomkins (1962/3, 1982), Plutchik (1962, 1980, 1982) and Izard (1971, 1977, 1984), developed similar versions of evolutionary theories of emotions. They claimed that emotions are a group of similar processes of certain brain structures and that each of these has a unique concrete emotional content.

Furthermore, they said that each of those variables has unique inborn perceptual, organismic and expressive components. All three authors stressed the importance of the facial expression of the expressive component. It is hard to find in the writings of the evolutionists any detailed explanation for the specific mechanisms – physiological or of information processing of the emotional system. It is also hard to find in them a detailed explanation on the development of the emotional system during the various stages of life.

The cognitivists too refrain from detailed specifications of the work of the cognitive (abstract emotional) variables. Osgood (1952, 1964, 1969) suggested that the connotative meaning is crystallized (each time and in each specific case) as a point on each of the bipolar experiential continua i.e. on the evaluation, potency and activity continua.

The small integrative trend which is represented here by Leventhal (1979, 1982) usually treats the emotional system as a subsystem of the cognitive (information procession) functions of the brain. Various publications with this approach give detailed explanation only to scattered parts of this subsystem.

Leventhal (1979) uses cognitive concepts like schemata (without detailed explanations

of their structure and function), and discriminates between three kinds namely:

a) primary structures – which are inborn and are parallel to the basic emotions of the evolutionists);

b) concrete structures – which are unique to this approach and are similar, in a way, to Bowlby's supra-emotional-plan, each of those, being a schema for the automated reconstruction of specific mixtures of primary emotions;

c) schemata of a higher order – which are parallel to Osgood's (1964) bi-polar abstract continua of emotional-connotative meaning.

### **The intelligence of emotions**

Emotional intelligence origins can be found in the study of emotion. For example, Leeper (1948) presents a provocative treatise about the historical and cultural influences on the, then, popular view of emotions as irrational or “disorganized responses”. He argues this view and presents a theory of emotion where “emotional processes [operate] primarily (to) arouse, sustain, and direct mental activity” (Leeper, 1948, p. 17). The theory postulates emotion assisting cognitive faculties in knowing what is of immediate importance to the individual and facilitating mental processes. Leeper argues that these adaptive emotional processes are critical to the overall well-being of the individual and should be developed.

Mowrer (1960) has written an informative book, *Learning Theory and Behavior*, which appears to be a reaction to the dogma of traditional behaviorism. Mowrer views living organisms making two different kinds of reactions: (a) overt, behavioral, and instrumental responses and (b) emotional responses. The function of the overt

behavioral responses is to “control ‘what happens’- to prevent (avoid) undesirable happenings and to insure, or at least, encourage, desirable ones”. The function of emotions is to help individuals know what to expect and to prepare for appropriate action. According to Mowrer, emotions provide knowledge of the external world as they “register, record, ‘accept’ what is out there” and play a vital role in instigating, guiding, and directing behavior. Mowrer denounces radical behaviorism and views emotions as having a central importance to learning and behavior modification and control.

Robert Solomon’s (1976, 1989) theory of emotion builds on the thinking of Leeper (1948) and Mowrer (1960). In his theory, emotions constitute evaluative judgments about the circumstances the individual is faced with. Every “value or everything meaningful as well as everything vile, offensive, or painful” comes to people’s lives through their emotions which are part of the individual’s system of judgments. Emotion judgments, according to Solomon (1989), are rational and purposive and are a part of a system of judgments which include cognitive judgments.

The idea of emotions as “intelligent” or conveying “intelligence” continues over time in the literature. For example, Wayne Payne (1985), one of the early writers to use the term “emotional intelligence,” presents a guidebook or a theoretical and philosophical framework for understanding the nature and characteristics of emotion and emotional intelligence. The guidebook also describes how one can cultivate the abilities of emotional intelligence. According to Payne, emotional intelligence works in concert with intellectual intelligence helping the

individual adapt to his or her environment. Payne defines intelligence as “the faculty of understanding; the capacity for understanding, reasoning, and gaining insight; aptitude in grasping facts, meanings, truths, relationships etc.; aptitude for solving problems”. He then applies the definition to the realm of emotion, as facts are feelings and the “meanings are felt meanings, the truths are emotional truths; the relationships are interpersonal relationships” and the aptitudes are those for solving emotional problems or challenges.

### **The beginning of emotional intelligence**

The concept of emotional Intelligence goes back to early studies in the 1920s (for a review, see Bar-On and Parker, 2000). In the early 1980s, scholars began to systematically conceptualize the idea of emotional intelligence. Notably, Gardner’s (1983) conceptualization of intrapersonal intelligence and interpersonal intelligence and Steiner (1984) work on emotional literacy were the building blocks of what Salovey and Mayer (1989-1990) first termed as emotional intelligence. Salovey and Mayer (1989-1990, p.189) defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”. Later on, they refined and defined emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p.5).

Salovey and Mayer (1989-1990) argued that there is a set of three conceptually related mental processes – appraising and expressing emotions in the self and others, regulating emotion in the self and others, and using emotions in adaptive ways – involving emotional information. The following are brief descriptions of the content and importance of these mental processes: (i) Appraising and expressing emotions in the self and others. Individuals differ in the degree to which they are aware of their emotions and the degree to which the latter are verbally and non-verbally being expressed (George, 2000). Individuals who accurately appraise and express their emotions are likely to be better understood by the people they work with, and they also have the potential to better lead and manage people when they are able to perceive the emotions of the people around them and to develop empathy – the ability to comprehend another's feelings and to re-experience them (Salovey & Mayer, 1989-1990). (ii) Regulating emotion in the self and others. People differ in their ability to manage their emotions as well as in their ability to regulate and alter the affective reactions of others (Salovey & Mayer, 1989-1990). Regulation of one's own emotions and moods results in positive and negative affective states. Emotionally intelligent individuals are adept at placing themselves in positive affective states, and are able to experience negative affective states that have insignificant destructive consequences (Carmelli, 2003). Emotionally astute people can induce a positive affect in others that results in a powerful social influence, an important component of leadership (Wasielowski,

1985). (iii) Using emotions in adaptive ways. Individuals also differ in the ways in which they utilize their emotions.

### **What is emotional intelligence?**

Mayer and Salovey defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others" (1997, p.401). This concept emphasizes the importance of self-awareness and the ability to re-evaluate and balance a person's intellect and emotion within a typical daily life. Zeidner, Matthews and Roberts (2004) summarized emotional intelligence as "a mélange of competencies and general dispositions for adaptive personal functioning and coping with environmental demands" (p. 375). Emotional intelligence is related to "emotion, motivation, personality traits, temperament, character, and social skills" (Zeidner et al., 2004, p.375).

Goleman has published best-sellers on emotional intelligence (1995, 1998). He suggested that emotional intelligence is composed of self awareness, self-management, social awareness and social management (1998). Hence, emotional intelligence allows individuals to not only recognize their own emotions in and outside of strictly intellectual situations, but also to recognize the emotions of others. As people understand their emotions and those of others, they are then able to better control and/or regulate those emotions.

Zeidner, Matthews and Roberts (2004) stated that emotional intelligence "designates the potential to become skilled at learning certain emotional responses that can determine a person's potential for

learning practical job-related emotional and social skills" (p.377). The ability to emotionally gauge oneself and one's coworkers fosters the necessary social skills to succeed in a professional context. Emotional intelligence helps create a positive sense of well-being and thereby enhanced performance outcomes (Druskat, Sala & Mount, 2005).

Goleman, Boyatzis and McKee (2002) emphasized that leaders should lead with emotional intelligence. In their National bestseller, *Primal Leadership*, they focused on two competence of emotional intelligence: personal competence and social competence. They suggested that personal competence shapes how individuals manage themselves while social competence determines how they manage others and relationships. Boyatzis and McKee (2005) continued their research on primal leadership, showing how "leaders can create resonance in their relationships, their teams, and their organizations". They pointed out that great leaders are emotionally intelligent and they are "awake, aware, and attuned to themselves, to others, and to the world around them. They commit to their beliefs, stand strong in their values, and live full, passionate lives" (Goleman, Boyatzis & McKee, 2002).

Emotional intelligence plays a large role in shaping individuals. Goleman (1998) explained that emotional intelligence creates passion, confidence, friendliness, motivation, pride, and energy in individuals.

The ability to transmit these same emotions to others offers emotionally intelligent people advantages over others in interpersonal and organizational contexts. Zeidner, Matthews and Roberts claimed that

people of higher emotional intelligence succeed at communicating their goals, ideas, and intentions in more interesting and assertive manners. They suggested that emotional intelligence is related to the social skills necessary for teamwork. Together, these abilities contribute to a satisfying personal and professional life. This study focused on the most popular dimensions proposed by (Salovey and Mayer, 1990). In this section a brief review and definitions of these three dimensions of emotional intelligence are presented.

Salovey and Mayer (1997) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Later on, they refined and defined emotional intelligence as "the ability to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Salovey & Mayer, 1990). A key construct in their definition that needed to explain is "emotions". According to Van and Kunda (1989) emotions are "ineffable feelings of the self-referential sort", and are comprehensively defined as "self-referential feelings an actor (employee) experiences or, at least, claims to experience in regard to the performances he or she brings off in the social world". States of feeling refer to basic emotions (e.g. joy, love, anger) and social emotions (e.g. shame, guilt, jealousy, envy), as well as to related constructs as affect, sentiments and moods.

**Why emotional intelligence is important**

It seems obvious that emotions are important and that they play a critical role in our lives. After all, emotions are integral to healthy and successful personal relationships. At work, however, there seems to be general recognition that we need to have greater control over our emotions when we punch the time clock.

This view of emotions and work is common, and in our view, incorrect. We cannot check our emotions at the door, because emotions and thoughts are linked and cannot, and should not be separated. Emotions influence both what we think about, and how we think. Decisions made “unemotionally” simply do not exist, and we are fooling ourselves if we proceed otherwise.

Emotions are critically important to our success and to our very survival. There are many reasons for this. First, emotions contain data and information about us, other people, and the world around us. Second, emotions assist us in thinking and decision making. Third, emotions are not chaotic, they can be understood and predicted and often follow certain rules or patterns. And fourth, because emotions contain data, we must remain open to our emotions, no matter how uncomfortable it may feel, and utilize these emotional data points in our thinking, decisions, and our actions.

Emotions do matter. We all recognize that even though we may have had a difficult commute or a fight with our spouse, we need to snap out of the negative mood when we sit at our desk. We are paid to do our job, and to do it professionally. Sometimes, that means dispelling nagging doubts or worries, and at other times, we can do our job better if we are in a more neutral or

slightly negative mood – this can help us focus on details and find errors and problems. At other times, like when we need to do creative brainstorming, it helps if we are in a more positive, and energetic mood.

Trying to read people is not easy. Predicting how emotions change over time can be extremely difficult. There is a great deal of skill involved in managing emotion, and people differ in these abilities.

Some people are superb at differentiating between the forced smile of a person in distress from the genuine smile of a happy individual. Others view the forced smile and conclude that the person is feeling happy. We all know that skills vary from person to person, and emotional skills are no exception.

**Leadership and emotional intelligence**

The modern business environment requires leaders to provide moral leadership and to harness trust in the organization to ensure organizational success and performance in an increasingly competitive global marketplace (Robbins, 2001). The shift in leadership capacity is the product of specific, growing changes in business life in general, and the realities of managing increasingly brief, fast-paced, trusting collaborative and innovative human interactions at work (Damasio, 1994). There has been a major shift in leadership skills required of today’s business managers. Rather than planning, controlling and organizing, which were the skills of the old model of business leaders, the demands made on new leaders require skills such as helping, empowering and listening which build trust, commitment and dedication (Yovovich, 1996). Although this type of leadership is more difficult than the old command-and- control method, it is more

effective in meeting the major challenges of finding and keeping good employees, and making them more productive (Auntry, 1995).

Several of the new leadership skills call for the strategic management of emotions. The ability to analyze both oneself and others is of crucial importance (Bar-On, 1996). Bass (1990) believes that transformational leadership meets these requirements. Therefore, given the usefulness of transformational leadership, attention has turned to other issues, such as how it develops, and associated factors such as moral development that may predispose individuals to use transformational leadership (Turner and Barling, 2000).

Barling, et al. (2000) debate that emotional intelligence is another factor that might predispose leaders to use transformational behaviour. Furthermore, research by Palmer, et al. (2001), which indicates that transformational leadership is considered to be more emotion-based than transactional leadership, supports the theory that because transformational leadership is more emotionally based, it meets the demands and challenges of organizations functioning in complex competitive environments (Palmer, et al., 2001). As a result, studies aimed at the investigative role of emotional intelligence as a forecaster of transformational leadership are fast gaining momentum, due to the favourable results associated with transformational leadership in organizations having to manage a large amount of change and transformation (Bass, 1990; Barling, et al., 2000). Emotional intelligence can thus provide a preliminary indication of leadership potential and present organizations with a means of identifying and selecting organizational

leaders (Goleman, 1995). Therefore, emotional intelligence has become more popular as a measure for identifying potentially successful leaders (Goleman, 1995; Cooper and Sawaf, 1997).

Emotional intelligence has gained much popularity as an absolute necessity for effective leadership (Sosik and Megerian, 1999). This is supported by Goleman (1995) and Stein and Book (2000), who argue that leaders with greater emotional intelligence will be more effective leaders. Their (Goleman, 1995; Stein and Book, 2000) contention that effective leaders are socially adept is supported by research findings by Barling, et al. (2000) and Palmer, et al. (2001). Goleman (1998) believes that valuable leadership skills are reliant partly on the understanding of emotions and the abilities associated with emotional intelligence. George (2000) suggests that emotional intelligence plays an important role in leadership effectiveness in generating employee performance and consequently organizational performance, and proposes that the ability to understand and manage moods and emotions in oneself and in others theoretically contributes to the effectiveness of leaders in stimulating employee performance. The ability to manage emotions in oneself will in turn affect the ability to lead others (Bar-On, 1996). This coincides with Goleman's (1995) observation that emotional intelligence includes the ability to motivate self and others, as well as the fact that charisma is an essential factor for successful leadership.

George (2000) further suggested that leaders high in emotional intelligence will be able to use positive emotions to envision major improvements in the functioning and

performance of an organisation. When emotional intelligence is present, there is increased employee cooperation, increased motivation, increased performance, increased productivity, and increased profits (George, 2000). In fact, research has shown that managers with high emotional intelligence get better results from employees, which results in employee performance beyond expectations (Cooper, 1997). Additionally, Goleman (1998) believes that emotions, properly managed, can drive trust, loyalty and commitment and drive many of the greatest productivity gains, innovations, and accomplishments of individuals, teams and organizations. As emotions guide reasoning, emotional intelligence in a leader is seen as a fundamental ingredient for success. True leadership cannot be separated from the basic qualities that produce sound personal character (Munroe, 1993). Emotional intelligence considers factors that are an integral part of one's character and are key factors as to why one person thrives, whilst another of equal or greater intellect may be less successful (Salovey and Mayer, 1990; Goleman, 1995; Bar-On, 1996).

Furthermore, the emotional intelligence of a leader is said to significantly affect the organisational environment (Auntry, 1995; Hall, 1996). Leaders should attempt to understand how each of their actions impact on the morale of their subordinates, and ultimately on their subordinates' ability and desire to produce superior performance. In other words, in order to be an effective leader, managers need to display high

levels of emotional intelligence (Amos, et al., 2004). Low levels of emotional intelligence on the job affect the bottom line (Auntry, 1995). Goleman (1995) cites the utilization of interpersonal skills as being fundamental to organizational success.

The increasing emphasis on emotional intelligence for effective leadership is clearly apparent in the current leadership literature, research and practice in progressive organizations (Goleman, 1995). Numerous studies have identified emotional intelligence as a critical element for the success of a leader and as a vital resource for any group (Senior 1997).

**The intervention**

Studies in field of emotional intelligence reveal that while emotional intelligence is a construct, which offers significant potential to account for variances in "life success", there is a need for rigorous research to underpin the assertion in an organizational setting. Research, which rigorously demonstrates the impact of emotional intelligence on success and performance in an organizational context, remains relatively uncommon. Emotions are prevalent in the

	Self	Social
Recognition	<p><b>Self Awareness</b></p> <p><u>Self-Confidence</u></p> <p>Emotional Self Awareness</p> <p>Accurate Self Assessment</p>	<p><b>Social Awareness</b></p> <p><u>Empathy</u></p> <p>Organisational Awareness</p> <p>Understanding the environment</p>
Regulation	<p><b>Self Management</b></p> <p><u>Self-Control</u></p> <p>Trustworthiness</p> <p>Conscientiousness</p> <p>Adaptability</p> <p>Drive and motivation</p> <p>Initiative</p>	<p><b>Social Skills</b></p> <p><u>Influence</u></p> <p>Inspirational Leadership</p> <p>Developing others</p> <p>Influence</p> <p>Building bonds</p> <p>Team Work and Collaboration</p>

workplace, but have been given relatively little attention in organizational research. Hence the present study makes an attempt to study emotional intelligence in the Mumbai corporate sector context, particularly for managerial functions using the Daniel Goleman's model.

One of the challenges in determining the value of emotional intelligence is to develop an accurate means of identifying characteristics associated with managing emotions. Taking into consideration a number of models, a four-dimension framework that incorporates the key ingredients of emotional intelligence was identified. The common themes of emotional intelligence include (table on page 19).

Although still in the early stages of conceptual development, emotional intelligence has been shown to be an important skill in improving performance and increasing job satisfaction.

### **The study**

The sample was delimited to Managers from various manufacturing as well as service sectors including equal representation from domestic as well as MNC companies. The study was further delimited to managers of only Mumbai corporate sector. The population consists of all the managers of the various industries in the Mumbai corporate sector. This includes managers of both domestic as well as MNC companies.

The sample of the study comprised of 780 top management level managers from manufacturing and service companies of the Indian corporate sector. A total of 52 companies were selected as the final sampling unit. Out of these 52 companies, 26 companies were of manufacturing type

and 26 companies were belonging to the service sector. Out of the 26 companies of manufacturing 13 companies were domestic and rest 13 companies were MNC's and from each company 15 managers were selected.

Emotional intelligence levels and competencies will be assessed through a pre-designed Questionnaire. The areas covered by this questionnaire can be briefly summarized as follows:

The first part was related to finding the awareness level regarding emotional intelligence as well as its related competencies.

- a) The second part consisted of a 5 point rating scale of 20 questions related to the four clusters of emotional intelligence namely self-awareness, self management, social awareness and social skills.
- b) The Part 3 consists of a 5 point rating scale consisting of questions related to leadership whether managers used emotional intelligence to enhance their leadership skills.
- c) The Part 4 consists of a 4 point rating scale consisting of questions related multiple constituents and how far the managers recognize emotions of multiple constituents and attend them in designing organization functions.

A Two (2) hour workshop on emotional intelligence was conducted in each company and the data was collected and analyzed quantitatively for each objective. In the present study both Descriptive Analysis as well as Inferential Analysis were used. The data was analyzed in terms of frequency and percentage. Mean and SD were computed and 't' Test and ANOVA were used as part of inferential data analysis.

**\* Awareness level of emotional intelligence amongst managers**

**Box 1: Manufacturing - Service comparison**

	<b>Manufacturing</b>	<b>Service</b>
Emotional Self Awareness	4%	5%
Accurate Self Assessment	2%	2%
Self Confidence	10%	9%
Self Control	8%	7%
Trustworthiness	6%	6%
Conscientiousness	3%	3%
Adaptability	5%	6%
Achievement Orientation	3%	3%
Initiative	7%	6%
Empathy	3%	5%
Organizational Awareness	5%	4%
Service Orientation	3%	3%
Developing Others	6%	5%
Leadership	8%	8%
Influence	4%	4%
Communication	8%	7%
Change Catalyst	2%	2%
Conflict management	3%	4%
Building Bonds	3%	4%
Team work & Collaboration	8%	8%
<b>Total</b>	<b>100%</b>	<b>100%</b>

*a) Informed Awareness - Unprompted awareness*

The study proved that that nearly all managers of both Manufacturing as well as Service did not know as they were not able to name the component with no prompting.

*b) Prompted Awareness - Manufacturing - Service comparison (Box 1)*

The levels of prompted awareness varied considerably by the specific sub-competency concerned. In particular, awareness among the sample of Self-confidence competency was the most widespread in both Manufacturing and Service sector of the 20 sub-competencies covered, and awareness of Accurate Self-Assessment and Change catalyst was least widespread.

**\* Emotional intelligence of Managers in Manufacturing and Service sector (both Domestic and MNC) (Box 2)**

**\* Leadership skills - Managers in Manufacturing and Service sector (both Domestic and MNC) (Box 3)**

**\* Multiple Constituents - Emotional intelligence of Managers in Manufacturing and Service sector (both Domestic and MNC) (Box 4)**

**\* Experience wise comparison using ANOVA (Box 5)**

**\* Education wise comparison using ANOVA (Box 6)**

**\* Age wise comparison using ANOVA (Box 7)**

**\* Gender wise comparison (Box 8)**

**Box 2: Emotional intelligence of Managers in Manufacturing and Service sector**

	Manufacturing N=26 companies 390 managers		Service N=26 companies 390 managers		't' value	0.01	0.5
	Mean	SD	Mean	SD			
Self Awareness	8.93	1.6	8.78	1.69	1.26	NS	NS
Self Management	16.16	2.9	16.04	2.91	0.58	NS	NS
Social Awareness	8.12	2.52	8.21	2.09	0.54	NS	NS
Social Skills	22.84	4.6	22.57	4.96	0.79	NS	NS
<b>Total EI</b>	<b>56.05</b>	<b>8.78</b>	<b>55.6</b>	<b>8.62</b>	<b>0.72</b>	<b>NS</b>	<b>NS</b>

**Box 3: Leadership skills - Managers in Manufacturing and Service sector**

	Manufacturing N=26 companies 390 managers		Service N=26 companies 390 managers		't' value	0.01	0.5
	Mean	SD	Mean	SD			
Leadership skills	13.57	4.18	13.94	3.51	1.33	NS	NS

**Box 4: Multiple Constituents - Emotional intelligence of Managers in Manufacturing and Service sector**

	Manufacturing N= 26 companies (390 managers)		Service N= 26 companies (390 managers)		't' value	.01	.05
	MEAN	SD	MEAN	SD			
Employees	13.66	2.40	14.03	1.78	2.49	NS	S
Customers	10.78	1.76	10.72	1.67	0.50	NS	NS
Investors	7.97	1.68	8.12	1.52	1.30	NS	NS
Competitors	7.66	2.69	7.55	1.89	0.66	NS	NS
<b>Total</b>	<b>40.07</b>	<b>6.52</b>	<b>40.42</b>	<b>5.31</b>	<b>0.83</b>	<b>NS</b>	<b>NS</b>

### Findings

Amongst the sample a strong correlation was found overall and between each of the four EQ abilities (self-awareness; self-management; social-awareness; and social skills) and Leadership skills, emotions of multiple constituents were recognized in designing organization policies

In essence what the study revealed was that most of the Managers in the Manufacturing sector and in the Service sector not very well informed about the concept of Emotional Intelligence indicating the lack of awareness regarding emotional intelligence.

Managers in the Service sector were more informed regarding the concept of Emotional Intelligence in comparison to Manufacturing Sector. The managers of both Manufacturing as well as Service were not able to name the components of Emotional Intelligence without prompting. Since scores were mostly below average, efforts to improve emotional intelligence among managers has to be implemented. Managers were fairly aware of the Emotional Intelligence however they are not capable of expressing or describing the term emotional intelligence in a verbalized way

**Box 5: Experience wise comparison using ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
<b>Self-Awareness</b>	Between Groups	2.269	2	1.135	.412	.662
	Within Groups	2077.362	755	2.751		
	Total	2079.631	757			
<b>Self-Management</b>	Between Groups	14.249	2	7.124	.846	.430
	Within Groups	6359.515	755	8.423		
	Total	6373.764	757			
<b>Social Awareness</b>	Between Groups	5.039	2	2.519	.464	.629
	Within Groups	4100.412	755	5.431		
	Total	4105.451	757			
<b>Social Skills</b>	Between Groups	192.953	2	96.477	4.213	.015
	Within Groups	17290.251	755	22.901		
	Total	17483.204	757			
<b>Total EI</b>	Between Groups	345.733	2	172.866	2.279	.103
	Within Groups	57279.634	755	75.867		
	Total	57625.367	757			

or be unable to even know that they are using it as they use. The reason behind this could be that managers are not skilled at expressing themselves and their beliefs or opinions.

The second objective in the present study concerned the measurement of managers emotional intelligence level for both manufacturing as well as service sector including domestic and MNC company managers. Emotional Intelligence concerns the degree to which you are able to repair negative moods and emotions, and maintain beneficial positive moods and emotions both within yourself and others at work. Proficiency in this area is typically reflected

in congenial dispositions such as genuineness, warmth, optimism and charisma. The results indicate mostly an average emotional intelligence among managers. Emotional intelligence levels for managers of both manufacturing as well as service companies did not show much difference with most of the Managers in the Manufacturing as well as service sector showing to have average level of emotional intelligence. Self awareness, self management, social skills and social management all were in the average category. It may be that managers in both types of organizations possess similar skills that prepare them for their managership

#### Box 6: Education wise comparison using ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
<b>Self-Awareness</b>	Between Groups	20.594	2	10.297	3.776	.023
	Within Groups	2059.037	755	2.727		
	Total	2079.631	757			
<b>Self-Management</b>	Between Groups	32.498	2	16.249	1.935	.145
	Within Groups	6341.266	755	8.399		
	Total	6373.764	757			
<b>Social Awareness</b>	Between Groups	25.142	2	12.571	2.326	.098
	Within Groups	4080.309	755	5.404		
	Total	4105.451	757			
<b>Social Skills</b>	Between Groups	597.716	2	298.858	13.363	.000
	Within Groups	16885.489	755	22.365		
	Total	17483.204	757			
<b>Total EI</b>	Between Groups	1472.253	2	736.127	9.898	.000
	Within Groups	56153.113	755	74.375		
	Total	57625.367	757			

positions. That is, perhaps the manager's share similar experiences overall and those experiences result in similar levels of emotional intelligence.

The overall leadership skills for manufacturing sector as well as service sector (both domestic as well as MNC) was found to be moderate with most managers in the average range closely followed by high range. Differences in emotional intelligence scores among managers by type of organization showed no significant differences. Scores indicated that the managers of these organizations were average, indicating adequate emotional

capacity. It may be that managers in these companies of both the sectors possess similar skills that prepare them for their managership positions. That is, perhaps the managers share similar experiences overall and those experiences result in similar levels of emotional intelligence.

Managers were far below the satisfactory range as far as considering emotions of multiple constituents in framing organization policies was the concern. To be adept at an emotional competence like customer service or management of other multiple constituents requires an underlying ability in emotional intelligence

#### Box 7: Age wise comparison using ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
<b>Self-Awareness</b>	Between Groups	10.358	3	3.453	1.258	.288
	Within Groups	2069.272	754	2.744		
	Total	2079.631	757			
<b>Self-Management</b>	Between Groups	93.319	3	31.106	3.734	.011
	Within Groups	6280.445	754	8.330		
	Total	6373.764	757			
<b>Social Awareness</b>	Between Groups	3.766	3	1.255	.231	.875
	Within Groups	4101.685	754	5.440		
	Total	4105.451	757			
<b>Social Skills</b>	Between Groups	191.358	3	63.786	2.781	.040
	Within Groups	17291.847	754	22.933		
	Total	17483.204	757			
<b>Total EI</b>	Between Groups	680.263	3	226.754	3.002	.030
	Within Groups	56945.103	754	75.524		
	Total	57625.367	757			

fundamentals, specifically, social awareness and relationship management. However, emotional competencies are learned abilities: having social awareness or skill at managing relationship does not guarantee that one has mastered the additional learning required to handle a customer adeptly or to resolve a conflict. A person be highly empathic yet poor at handling customers if he or she has not learned competence in customer service. Although emotional intelligence determines the potential for learning the practical skills that underlie the four emotional intelligence clusters, the emotional competence shows how much of that potential one has realized by learning and mastering skills and translating intelligence into on-the-job capabilities.

For self-awareness, self-management, social awareness and total emotional intelligence there was no significant difference in the mean scores of managers having different

number of years of experience. However for social skills, the difference was significant. Low emotional intelligence scores in terms of social skills can be attributed to problems with interpersonal relationships as well as difficulty changing or adapting. As the number of years of service progress, the tendency to become adjustment in particular mould becomes intense with the result that one tries to shun any external changes which might prove to be a hurdle in routine way of working to which he is accustomed.

As far as self-awareness, self-management and social awareness is there is no significant difference in the mean scores of managers having different educational qualification. For both social skills as well as total emotional intelligence there exists a difference in the mean scores of managers with different educational qualification. Improving managers' emotional intelligence would involve education and specific job-related training. Managers should also be

#### Box 8: Gender wise comparison

	Gender	N	Mean	Std. Deviation	Std. Error Mean	't' value	.05	.01
<b>Self-Awareness</b>	Male	594	8.89	1.640	.067	0.424	NS	NS
	Female	164	8.70	1.717	.134			
<b>Self-Management</b>	Male	594	16.10	2.993	.123	0.141	NS	NS
	Female	164	16.02	2.550	.199			
<b>Social Awareness</b>	Male	594	8.18	2.128	.087	0.249	NS	NS
	Female	164	8.04	2.949	.230			
<b>Social Skills</b>	Male	594	22.82	4.902	.201	0.907	NS	NS
	Female	164	22.15	4.416	.345			
<b>Total EI</b>	Male	594	55.98	8.939	.367	1.090	NS	NS
	Female	164	54.90	7.868	.614			

encouraged to enhance their skills through continuous self-learning.

As far as self-awareness, social skills, social awareness and total emotional intelligence are concerned there is no significant difference in the mean scores of managers belonging to different age groups. One possible explanation could be that emotional intelligence is not a function of age and with the advancing years it does not get strengthened. Emotions are individual and their expression and manifestation depend upon individual's profile. Managers belonging to different age groups may not remarkably differ in their emotional intelligence competencies. Emotions can be trained probably with experience and exposure.

There is no significant difference in the mean scores of emotional intelligence gender wise with respect to self-awareness, self-management, social awareness, social skills as well as total emotional intelligence. The findings indicate that women score somewhat higher on measures of emotional intelligence than men. Extensive reviews of the data on leadership and gender indicate that women leaders are devalued in comparison to their male counterparts, but especially when women employ a stereotypical male leadership style, namely an autocratic as opposed to democratic, style. If emotional intelligence plays a role in effective leadership, and if women, as a group, are higher in emotional intelligence than are men, then we need to realize that women possess a critical leadership skill.

#### **Implications of the study**

The implication of this study is that by using their own emotional competencies managers can encourage subordinates to enhance their problem solving strategy. The

perception of subordinates of their supervisors' use of these skills may have compound positive impact on the subordinates' problem solving strategy of managing conflict and job performance. Therefore, the challenge for a contemporary organization is to enhance the emotional intelligence of their managers. Improving managers' emotional intelligence would involve education and specific job-related training. Managers should also be encouraged to enhance their skills through continuous self-learning. Organizations should provide appropriate reinforcements for learning and improving employees' essential emotional competencies needed for specific jobs education and training may be of limited value when it comes to improving supervisors' emotional intelligence. Organizations may have to adapt the policy of recruiting managers with vision and charisma who are likely to be high on emotional intelligence.

#### **Conclusion**

The idea of emotional intelligence, and the findings of this research which supports it, indicates that organizations which select managers on the basis of IQ and other "traditional" measures will not develop the talent and capabilities which will deliver their future success. It is clear that managers with high levels of emotional intelligence have greater career success, foster stronger personal relations, have more effective managership skills, and are healthier than those with low emotional intelligence. Further, they are able to monitor and evaluate others' feelings empathize with others and excel in interpersonal skills It is recommended that organizations seek out managers with high emotional intelligence and seek ways to enhance the EQ of current

managers. Because this component of managerial success can be developed, it is also suggested that firms develop programs that enhance the EQ of their managers. This will enable them to motivate themselves and their subordinates and to work in more creative, more fulfilled, and more enthusiastic ways.

Results of this study may also be used by organizations for human resource development practices and assigning the work profile. If managers are aware of their strengths and weaknesses in relation to emotional intelligence subcomponents, then they may be persuaded to participate in management development programs that help them strengthen areas of weakness. Managers may also use the results of this study to further their understanding of how to enhance their emotional intelligence in relation to managership and organizational activities. Activities that promote active involvement and a sense of commitment will develop a sense of dependability and collaboration among the membership.

An important area of future research concerns carefully designing and evaluating the effects of intervention on supervisory emotional intelligence in enhancing positive conflict management styles and effectiveness. Additional research in this field could be conducted in an attempt to correlate managerial practices and organizational climate with concepts of emotional intelligence □

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