# Project Dissertation Report on

# EMOTIONAL INTELLIGENCE AT WORKPLACE

**Submitted By**

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# CERTIFICATE

This is to certify that the work titled '**Emotional Intelligence at Workplace**' as part of the final year Major Research Project submitted by Rakshanda A. Nagdive in the 4th Semester of MBA, Delhi School of Management, Delhi Technological University during January-May 2021 is her original work and has not submitted it anywhere else.

The project is submitted to Delhi School of Management, Delhi Technological University in partial fulfillment of the requirement for the reward of the degree of Master of Business Administration.

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# DECLARATION

I hereby declare that the work titled 'Emotional Intelligence at Workplace' as part of the final year Major Research Project submitted by me in the 4th Semester of MBA, Delhi School of Management, Delhi Technological University, under the counselling of Dr. Meha Joshi and is my original work and have not been submitted anywhere else.

Anything from this report that is not my original work is properly indicated / referenced / received.

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I hope that by effectively utilizing my experience and expertise, I will be able to contribute significantly to this industry in the future.

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# EXECUTIVE SUMMARY

<u>Purpose</u>

The aim of this study is to understand emotional intelligence and how it can be utilized to establish successful professional and personal relationships at workplace as well as drive organizational profitability.

<u>Approach</u>

Emotional Intelligence addresses the concept of emotions in our life, how they facilitate and hinder your capability to explore the world, and offers practical tips about how to develop our emotional intelligence and why it is the secret to living a happy life. The World Economic Forum ranked Emotional intelligence sixth in the top ten qualities that workers would need to succeed in the future workplace. It has five main components, according to psychologist Daniel Goleman: Self-awareness, Self-regulation, Empathy, internal motivation, and social skills. Employers' daily decisions, such as promotions, recruiting, and firing staff, are influenced by EQ.

In a 2011 survey by Career Builder, nearly 71% of hiring managers said they gave preference to an employee's emotional intelligence quotient above their intelligence quotient. Around 75% said they would be more likely to promote someone with a high level of emotional intelligence. More than half of respondents (59%) said they would not recruit anyone with higher Intelligence but low emotional intelligence. Individuals with a strong Emotional intelligence quotient , as per Goleman's model, are more capable of controlling their behaviour and emotional impulses and have higher levels of inducement, which can help them minimize delay in work, improve self-assurance, and focus on aspirations in the long run. Even though some people are born with emotional abilities, practise could help individuals enhance their capacity to comprehend and rationalize feelings. In the workplace, where interpersonal understanding, coordination, and communication are often relied upon in relationships and business decisions, these efforts prove to be useful. Therefore it is of utmost importance to understand emotional intelligence and learn ways to inculcate it in our day to day lives as well as at workplaces.

<u>Findings</u>

Teams should build their own emotional intelligence, while individuals with higher emotional intelligence who lead and manage these teams may assist them in understanding the aspects that drive the motivation of each of these individuals and

help them interact in a more efficient manner. Having an emotionally intelligent culture can actually have a positive influence on productivity, performance efficiency, and absenteeism, to name a few. These impacts eventually lead to a prosperous culture and ultimately have a favourable effect on the organizational outcomes in the long run. Some advantages of emotional intelligence at the workplace include: improved teamwork, a balanced professional environment, better change management, increased self awareness and self control. As a result an organization can leverage emotional intelligence in order to gain competitive advantage with respect to workforce as well as profitability over other organizations in the industry.

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## 1.INTRODUCTION

The ability to deal with the challenges we face in our day to day relationships and conquer them with forbearance, creativity and empathy is known as Emotional intelligence. The concept can seem strange. Intelligence is usually looked upon as a general trait and not as a specific type that an individual may embody, and as a result, the importance of a diverse type of intelligence is not emphasized enough and lacks the esteem it deserves. Any type of intelligence denotes the potential to effectively resolve a specific variety of problems and concerns : mathematical, linguistic, technological, and commercial. When an individual is intelligent but also has messed up his personal life, or the person has amassed wealth but is anxious and sorrowful, or is influential, unaccepting, and monotonous, it indicates a lack of "Emotional Intelligence." We may sense the existence of emotional intelligence in social situations when we are receptive to others' emotional states and willing to understand the unexpected challenges that they might be facing internally. Emotional intelligence understands the importance of comprehension and acknowledges that a furious overreaction could be a veiled cry for help, or that a political rage might be triggered due to starvation, or that feigned jolliness could be pain and distress that has been wistfully disowned in reference to ourselves. Skepticism about ones feelings, notably of love, desire, rage, envy, anxiety, and career aspirations, is a sign of emotional intelligence. Emotionally intelligent people prefer not to trust their preconceived notions or their emotions' innate intelligence. They understand that hate can hide love, indignation can hide sorrow, and that we are susceptible to massive and expensive misrepresentations with respect to out whoever we want and what we truly desire. The aspect that separates the ones who are devastated by defeats from the ones who understand how to greet the troubles of existence with a grace and, at times, with a lot of endurance is Emotional Intelligence. The value of well-managed pessimism in a healthy life's overall economy is treasured by emotionally intelligent people. Emotional intelligence isn't a natural ability. It's always an outcome of learning. Particularly, education on how to view ourselves, where our feelings come from, how our childhoods mold us, and how to better address our wants and anxieties. if we think about an idealistic world, emotional intelligence should be taught from an early age, before we come across situations where we make too many mistakes. Our species has become ever more technically adept yet maintaining the degree of intelligence of our earliest days, with disastrous

consequences, because we have not taken emotional education seriously enough up until now. We've developed into nuclear-armed monkeys. It seems that our way to strengthen the processes of emotional education until it's too late will determine the fate of humanity. An emotional education entails far more than traditional schooling. Emotional education is not something that can be held in classrooms under the supervision of teachers and end after the age of 21. Community, from its highest to its lowest levels, is the primary medium for the transmission of emotional intelligence. Culture is the aspect that can reliably facilitate emotional intelligence absorption.  A disaster or a television show, a pop song or a book, a work of art or a YouTube video could be the source of learnings. The complete structure of culture can be viewed as a framework guiding us towards enhanced emotional intelligence. If we embrace the challenges and opportunities of properly educating ourselves in EI, only then will we advance as a species and not evolve into larger digitally armed threats to our own selves. Our superior technological  intelligence has allowed us to manipulate nature and overtake this world, but a prosperous future for humanity will be contingent on our ability to master and seductively teach one another the fundamentals of emotive communication.

## 1.1.Background

The concept of emotional intelligence was put forth by Peter Salovey and John D Mayor in 1990 and they described it as " a subset of social intelligence that incorporates the capability to pay attention to the feelings and emotions of self as well as of others, to differentiate between them and to utilize these details to direct one's thoughts and reactions.

A research program aiming to establish bonafide measures of emotional intelligence and to traverse its importance was also started by Salovey and Mayer. They found out from a study that people with higher emotional clarity are more likely to recover faster when they watch an upsetting movie. Another study revealed that people with higher capacity to sense and deduce accurately, recognize and evaluate others emotions have greater capability to acknowledge and adapt to alterations in their social environment and form supportive social networks.

<u>Daniel Goleman and Emotional Intelligence</u>

Daniel Goleman's book on Emotional Intelligence was a result of him being intrigued by the work of Salovey and Mayer in the 1990s. Goleman was a New York Times scientific writer who specialized in brain and behavior studies. He completed

his graduation as a psychologist at Harvard University, where he worked with David McClelland and others. McClelland was part of a growing number of scientists who were concerned about the conventional tests of cognitive intelligence providing biased insights upon how to live a successful life.

Goleman claimed that more than cognitive intelligence, emotional intelligence is the key to commercial success. People that are emotionally intelligent have four characteristics, according to him:

They have an excellent comprehension of their own feelings (self-awareness).

They have a good command on their emotions (self-management).

They are socially aware and attentive to other people's emotional impulses.

<u>EI at Workplace</u>

Emotional Intelligence is a theory on the verge of becoming a household name. In sectors including psychology, children's education, and business, social theory has become one of the most popular buzzwords in the last two and a half decades. Organizations like McDonald's and HBR and people from different backgrounds are delving into Emotional Intelligence. Today, EQ is a hot issue in business magazines like Fast Company and Forbes. We have the option of looking even further. Emotional intelligence research is becoming increasingly popular as more individuals get interested in this growing trend. Researchers are increasingly speculating on the impact EQ might have on the corporate world in the twenty-first century.

Since the mid-1990s, there has been a recurring subject in business writing. The gist is this: understand yourselves and you can control the world, with minor modifications. Consider the following examples:

"Google engineer Chade-Meng Tan decided he no longer wanted to feel like a cog in the great machine, and set out to create a program that would train people to be more mindful in their lives, train people to become more aware of their emotions, more compassionate toward others, more able to build sustainable relationships, and, ultimately, able to contribute to world peace."

"The authors introduce...a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life."

"Leaders therefore need to shift the focus from the self to a universal sense of common purpose in order to address challenges...leaders need to embrace the importance of sleep, nutrition and exercise, and understand ways of keeping their physical bodies in harmony with their mind, emotions, and the world at-large."

"The ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence….to create real-world results."

All the business articles mentioned above express the same basic concept: comprehending emotion may have tremendous, real-world implications. The fact that the sources are so diverse demonstrates how pervasive EQ is in today's workplace. The writers, audiences, styles, and intentions of these excerpts from - a 2015 Fast Company piece, a 1990 research paper, a recent thesis from a South African institution, and a booklet for QMetrics business solutions are all remarkably different. They do, however, share a common aspect i.e. EI and are all intertwined in the history of emotional intelligence. Salovey began tying EQ to education and children's early perception in 1997, but it was only in 1999 that EQ was addressed in an academic research piece. Within the study, an insurance firm discovered a direct link between the Emotional Intelligence scores of its customer service employees and their efficacy (Rice, 1999). Researchers gradually delved deeper into the subject. Salovey's research paper named "Regulating Emotions to Become Healthy, Wealthy, and Wise", published in 2001, linked emotional intelligence to financial success. In 2003, he published a paper on "Social, Emotional, and Practical Skills", which integrated emotional intelligence to everyday life and career skills. Marc Brackett's research "Emotional Intelligence and Its Relation to Everyday Behaviour", published in 2004, looked at how students in college adjust to life in the real world.

As academic investigators gradually delved into the business world, Goleman and another businessman, Chris Golis, pioneered the attempt to bring Emotional Intelligence into the workplace. Golis' creation, Empathy Selling, is a course emphasizing on business that teaches managers and employees how to identify their own personas in order to interact with clients. This is the first practical application of emotional intelligence quotient in the workplace, more so than any scholarly research or even Goleman's own work. Golis' theory is at the center of Google's innovative Institute, EQ testing at McDonald's, and even the United States Air Force today, more than 15 years after he first wrote Empathy Selling. Salovey's theories,

academic studies, and corporate practicals are progressively moving along. The end result is a workforce that employs EQ, produces quantitative outcomes, and demonstrates that this psychological theory is applicable.

The relevance and application of this psychological theory can be seen in the quantitative outcomes of a workforce that employs emotional intelligence as am end result.

## 1.2.Problem Statement

There are a variety of reasons why Emotional intelligence is important in the workplace, but two in particular stand out:

- Employees with better emotional intelligence quotient have are highly satisfied with their jobs and the same is true for employees who work with or are managed by people who have high emotional intelligence quotient.
- It has a strong link to job performance.

Let us see, what a lack of emotional intelligence in the workplace looks like when we're talking about too little EI. A lack of EI can have two major detrimental effects in the workplace:

Communication : Through a variety of mechanisms a lack of EI can have a negative impact on workplace communication. These are

- A lack of awareness of one's own feelings.
- A lack of empathy for others' feelings.
- Communication of thoughts and feelings to others is less successful.
- Communication-related inappropriate behaviour, such as emotional outbursts,oversharing, or failure in sharing critical information.

Decision making : Workplace decision-making is highly impacted by emotional intelligence. Members of an organisation with high emotional intelligence may grasp the cause-and-effect link between emotions and events and plan efficiently. On the other hand employees of an organisation may experience "incidental emotions" when making decisions if their emotional intelligence is low. Anxiety, for example, is a common feeling associated with decision-making, particularly when it comes to major decisions that will have far-reaching consequences.

Now that we understand what a deficit or abundance of emotional intelligence can do to a workplace, we still need to think about how emotional intelligence may be used in the workplace. Evidently, EI is worth taking the effort to learn about and improve.

Fortunately, there are ways to improve our EI talents and capacities by better understanding them.

**1.3.Objectives of study**

We make emotionally charged decisions every day. We believe plan A is preferable to plan B, and we occasionally make decisions based on our emotions or gut instincts. We are more receptive to each other when we grasp the genesis and source of these emotions, specifically while working in a team. As the nature of teams is evolving as more cross-cultural and global, thereby increasing the complexity of emotional relationships and how they are represented, emotional intelligence has become more important than ever. Emotional intelligence in the workplace is fundamentally about understanding, expressing, and managing good relationships, as well as problem-solving in times of distress.

Through this research I aim to achieve the following objectives:

- How can emotional intelligence be applied in workplace.
- Study the impact of EI in the organisations and how can EI be improved in individuals as well as teams.
- Study the benefits organizations are observing by developing emotional intelligence.

**1.4.Scope of study**

The scope of the study is to improve employees' emotional intelligence at work and to better understand why few people perform well while others do not. Emotional Intelligence necessitates the recognition and comprehension of difficulties in businesses so that a plan and actions may be chosen to improve employee performance based on the findings.

## 2.LITERATURE REVIEW

## 2.1 Overview of EI

In books and scholarly journals, various experts describe the word EI. Various scholars have identified and developed the term based on their own viewpoints and philosophical approaches. To describe the word EI, the current study has primarily focused on the work of prominent EI researchers such as Peter Salovey and John Mayer (Mayer & Salovey, 1993; Mayer & Salovey, 1997; Salovey et al, 2004), Daniel Goleman (Goleman, 1995; Goleman, 1998), and Reuven Bar-On (Bar-On, 1995; Bar-On, 1998). (Bar-On, 1997; Bar On, 2004). The founders of the definition of Emotion are John Mayer and Peter Salovey (Mayer & Salovey, 1993; Mayer & Salovey, 1997; Salovey et al, 2004). They describe Emotional Intelligence as a component of social intelligence that includes a person's capability to detect his own and other people's emotional responses, the potential to distinguish between these, and the ability to use this knowledge to direct one's thoughts and behaviour in their article on Emotional Intelligence. (Salovey& Mayer, 1990; Mayer & Salovey, 1993), but later Salovey and Mayer went ahead with a more simplistic concept of EI, stating that it is the ability to interpret and harmonise emotion to incentivize thinking, as well as comprehend and control emotions to foster self improvement (Salovey& Mayer, 1990; Mayer & Salovey, 1993). (Mayer & Salovey, 1997, p.3).Reuven Bar-On (Bar On, 1997; Bar-On, 2004), the inventor of the expression emotional quotient, is also a well-known researcher of emotional intelligence. He defines EI as a set of non-cognitive abilities, expertise, and capabilities that affect a person's capacity to adapt with external demands and expectations. He adopted a unique perspective on EI, he saw it as a matter related to knowing oneself, knowing people, and adapting to and coping with one's surroundings in to be more successful in reacting to the requirements of the outer environment (Bar-On, 1997, p.95). He emphasised that Emotional Intelligence (EI) is a collection of characteristics, such as contentment, self-esteem, confidence, and self actualization, rather than a skill (Bar-On, 2004, p.228). As per Bar-On (2004, p.228), EI improves the attributes of how a person presents himself to others and helps him to efficiently undertake any work. When an individual uses both the brain as well as heart to perform his tasks at work, it is indicates that he is aware of the amount of emotional intelligence he possesses. Daniel Goleman (Goleman, 1995; Goleman, 1998), a well-known researcher and psychologist, has described Emotional Intelligence (EI) in a wider

context. He views emotional intelligence (EI) as a type of intelligence that helps people understand other people's situations. It refers to the capability of an individual to understand and control one's own feelings as well as that of others, to empower themselves and suppress urges, and to successfully address personal and social relationships (Goleman, 1998, p.63).

**2.2 Different Models of EI**

Based on a thorough review of the current reports, publications and studies on the topic of EI, it is clear that EI research is primarily based on three models that are widely used by researchers, scholars, and organizations around the world. The initial model, proposed by Peter Salovey and John Mayer (1990, 1997), considers EI to be a absolute intellect, implying that it is a cognitive capacity. Reuven Bar-On (1997, p.108) proposes the second model, which views EI as amalgamation of cognitive capacity and personality dimensions, with a focus on how these two factors influence our day to day lives. Daniel Goleman (1995, 1998) developed the third model, which views EI similar to Bar-On's model i.e., as a combined intellect that includes both cognitive and personality elements, and gives emphasis on how the two elements influence the performance at work. As a result, these models and their related steps have been used and employed in a variety of EI studies. The MSCEIT (Mayer, Salovey, and Caruso Emotional Intelligence Test), ECI-2 (Emotional Competence Inventory-2), and EQ-I are the assessment instruments for these EI models, respectively (Emotional Quotient Inventory). In terms of structure and description, EI growth methods, and deciding whether EI capabilities are personality traits or behavioral consequences, these models and assessment instruments differ. Although it is impossible to provide an organized and thorough explanation of all models and measures of EI in the scope of this research, I have made an attempt to provide a compendious overview of the relations and dissimilarities among them. In the following section, we'll go through these models in greater depth.

1. Mayer, Salovey, and Caruso Model of Emotional Intelligence (An Ability Model):
The Skill Model is the EI model proposed by Mayer and Salovey. Mayer and Salovey's description and construct of EI (Salovey&Mayer, 1990; Mayer & Salovey, 1993; Mayer & Salovey, 1997) show that EI is thought of as an ability and not a personality dimension by describing it broadly to distinguish it from other concepts. Mayer and Salovey's territory Emotional Intelligence (EI) model defines a collection of different abilities with respect to emotions or aspects that are primarily

categorized into 4 competencies: emotional perception, emotion integration, understanding emotions, and emotion management. Emotional awareness is understanding our feelings and conveying them to others, as well as to communicate one's emotional needs to others. Emotional interpretation also aids in the development of skills for recognizing real and false emotional signals. Emotional integration requires the ability to connect the job and the worker based on the feelings of the employee against his or her assigned position. In order to understand emotions, there is a philosophy of empathy that is used to help to make it easier for the individual and his job. Finally, managing emotions requires ability to comprehend the circumstances and then to make proper use of emotions at work, whether they are used or not in this situation. Emotional Intelligence provides a wide perspective of thought and helps people make wise decisions.

Since this is the difference between a person who has gained the EI definition and a person who does not have EI qualities in their personality, EI assists them in choosing the better choice.

2. Goleman Model of Emotional Intelligence (Mixed Model):

As previously mentioned, in the 1990s, Daniel Goleman began his own research on the topic of EI after being influenced by the work of Salovey and Mayer, and to promote this initiative, he published a book on Emotional Intelligence (1995). This exceptional book received considerable recognition among the different sectors as the idea of EI became mainstream. Daniel Goleman's model focuses primarily on EI as a broad set of competencies and skills that drive an individual's success in the workplace. The Goleman model proposes five core structures, each of which is made up of a collection of emotional competencies.

As previously mentioned, Goleman (1998) believes that emotional competencies are acquired skills that can be inculcated through practice and improved to attain tremendous success in various walks of life, implying that Goleman believes that people come into existence with a common EI that defines their ability to acquire emotional proficiency. EI, in his view, has a significant impact on working conduct, success, and engagement in tasks, as well as on the leader's and team's practical and technical skills in institutions and organizations. EI via ALS is the most effective method for learners at their educational institutions to establish and comprehend the idea of EI as a theoretical and, to some degree, realistic direction in their lives as a student. Then, as they become members of the company, these students can

successfully demonstrate the requisite EI competencies in their daily lives. The value of the Emotional Intelligence principle on an organizational and systemic level, according to Goleman, provides the best learning method regarding leadership skills and teamwork for excellent performance. Then, as they become members of the company, these students can successfully demonstrate the requisite EI competencies in their daily lives. The value of the Emotional Intelligence principle on an organizational and systemic level, according to Goleman, provides the best learning method regarding leadership skills and teamwork for excellent performance. Emotional self-awareness is an essential element of Goleman's model's first cluster, as it highlights individuals' perception of self with respect to emotions, and then proposes the optimum approach to the problem in the second competency of the first cluster, controlling emotions. Following self-awareness, effective self-assessment is required, which aids in the provision of appropriate outcomes for a person and his tasks in the company, as it enables a person to recognize the strengths and weaknesses of employees select the right person for the right role in the workplace based on job needs. Self-assessing offers the encouragement to work more and finish the job because it provides the vision to determine the worthiness and talents of the stakeholders who are related to the business and project. The department's responsible staff and those in responsible of the assigned mission must then determine their own self-management, which is important since they must notify on their role, assignment, function, performance, strength, and obligations to the appropriate authorities.

Self-management provides a great deal of assistance to managers in accessing their own selves in order to gain a greater understanding of their own actions and emotional regulation in the workplace as they work against their assigned tasks and goals. After self-management, emotional self-control is very important as it helps to hold destructive feelings and desires in control. Emotional self-regulation helps to develop the capability to opt for the correct choices of the kinds of emotions that need to be used in making decisions for the amelioration of the given task in the organization.

Lucidity is often critical in emotionally intelligent work environments because it depicts the true nature of the work and the hard work required to complete the mission. Transparency aids in upholding dignity and behaving in accordance with one's ideals. Then there's adaptability, which requires flexibility in dealing with

change because introducing new ideas and philosophies is difficult because it seems to be very risky at first and when we first start implementing it, we are really happy because all is going well and we are seeing the desired results. Then we have to discuss achievement orientation, which has an impact on trying to develop or reach a level of excellence.

Then, after resolving all of the above issues, we will discuss creativity, because it is self-evident that creative work will emerge after all of the leader's and his team's problems have been resolved, and in a relaxed and flexible atmosphere, the leader and his team will be able to produce the best results in terms of innovative work and team mission. When we think of a leader and his team, we think of the word compassion, which is important in the context of emotional intelligence because it allows us to understand the suffering of others. We will quickly support our team members once we understand their condition  and that generates outcomes with a high level of motivation in the team, especially for the team leader.

Following empathy, there is a need for sensitivity in the organization, which leads to the development of positive relationships between leaders and teams, as well as the development of confidence. Service orientation is also very significant in this case because it makes the organization's atmosphere very friendly and socialized, resulting in a safe working environment. Relationship management is concerned with helping people realize their plus points and weak points so that the leader can turn their shortcomings into strengths and, on the other hand, make use of the person's strengths as the task's force. Influence has an influence on others, and successful persuasion techniques are used. Conflict Management is an integral aspect of emotional intelligence's social competences since it discusses negotiation and resolving conflicts, and negotiators of emotional intelligence are far more likely to achieve a win-win compromise. Inspirational leadership is crucial in this situation because the importance of leading the team is extremely significant and admirable. Since decisions are adopted and rejected based on the betterment of their execution, conflict management is critical in the area of decision making. As a result, sensible decisions are taken for companies to increase their graph of progress for increasing benefit and profitability in the current market. Those that bring in improvements for the betterment of the company, often attempting to create a more conducive atmosphere and making the process run smoothly for the best results are often referred to as Change catalysts. Finally, in terms of social consciousness, teamwork

and cooperation are critical topics to address since they foster group synergy in the pursuit of common goals. In companies, collaboration provides the best solutions to problems. Collaboration also includes networking, which allows for more contact with other communities. Collaboration and networking provide better ways to recruit highly qualified people by referrals and can provide new ideas from the general public.

Teams are becoming more prevalent in business organizations, just as they are in research. Team synergies can result in results far above the amount of what individual members can achieve on their own.

## 2.3 Emotional intelligence and Leadership

Leadership is referred to as a social interaction quality in which depicts that the capability of a leader to impact the behavior of his team members has a significant impact on performance related consequences (Humphrey, 2002; Pirola-Merlo et al., 2002). Leadership is fundamentally an emotional process in which leaders recognize their followers' emotional states, attempt to elicit emotions from them, and then endeavor to control those emotions (Humphrey, 2002). Pescosolido (2002) claims that by developing mutual emotional experiences, leaders can increase community cohesion and morale. The outcomes are affected signficantly by the capability of a leader to regulate the emotional environment (Humphrey, 2002). EI plays an important role in the process of a person being socially active (George, 2000; Mayer et al., 2000b) and is regarded as an important aspect of effective leadership in leadership literature (Ashkanasy and Tse, 2000; Boal and Hooijberg, 2000; George, 2000). According to George (2000), emotionally intelligent leaders will improve the overall organizational effectiveness. The leader's EI has a major impact on the social connections being consistent and efficient with others (House and Aditya, 1996). Employees with high levels of EI, according to Mayer et al. (2000a), may have better relationships with their coworkers. Individuals who had a high score in the being able to accurately interpret, recognize, and evaluate others' emotions were able to be pliable to differences in their social environments and create networks that provide support, according to Salovey et al. (1999).

Mayer et al. (2000b) suggested that having a high level of EI allows a leader to better track how members of a work group are feeling and take effective action.

### TABLE 2.1 : Difference between Mixed and Ability Models of EI

| Dimension | Model of Emotional Intelligence | |
|---|---|---|
| | **Mixed** | **Ability** |
| Concept of EI | For adapting to individual operation and dealing with changing environments EI is regarded as a collection of skills and dispositions . Motivation, personality characteristics, disposition, character, and social skills are just some of the facets of mental and personal intelligence and personal functioning that are closely linked to emotion. | Emotional intelligence is regarded as a clearly described collection of intellectual abilities for interpreting emotional signals, adapting to them and controlling expressions. |
| Psychological focus | Affective | Cognitive |
| Theoretical model | Personality/Psychological adjustment | Intelligence/Performance |

| | | |
|---|---|---|
| Typical facets | Self-awareness, self motivation, self-regulation, empathy, interpersonal skills, assertiveness, stress tolerance, impulse control, troubleshooting anxiety, reality testing, social problem solving, etc. | Indentifying emotions, comprehending emotions, absorbing the emotions in ones thought process and making use of emotions to improvise thoughts, managing emotion. |
| Number of competencies | ranging from 4 to a dozen or two capabilities. These can be grouped into 4 core areas: self-awareness, self-regulation/management, social awareness, relationship management and social skills (Cherniss & Goleman, 2001) | 4 major branches: identification, comprehension, usage, and self-regulation (Salovey et al., 2000) |
| Morphological structure | Nonhierarchical—"oligarchic" organisation | Hierarchical model—from basic psychological processes to higher more psychologically integrated processes |
| Key proponents | Goleman (1995), Bar-On (1997) | Mayer et al. (2000a) |

| | | |
|---|---|---|
| Measurement approaches | Quasi-personality (self-report, Likert-type scales) | Competency (performance type items such as identification of emotions in pictures, identifying progressions and blends of emotions, solving problems, etc.) |
| Examples of scales | Bar-On's EQ-i, Schutte's EI scale, Boyatzis and Goleman's Emotional Competence Inventory, Cooper's EQ Map | Mayer, Caruso, & Salovey's MEIS, MSCEIT |
| Scoring of scales | No veridical scoring criteria. Scores obtained by linear sum of Likert type scale response categories scored in direction of high EI | Consensus, Expert, and Target scoring protocols, with presumable veridical or "objective" scoring criteria |
| Factor structure | Little empirical data. General factor found for individual published scales, but little evidence to support claims of multiple factors (cf. Petrides & Furnham, 2000) | Inconsistent with 4 branch model. Exploratory factor analytic data consistent with 3 factor models of perception,understanding, regulation (Mayer,Caruso, & Salovey, 2000; Roberts et al., 2001) |

| | | |
|---|---|---|
| Reliability of scales | Satisfactory (Bar-On, 1997; Dawda & Hart, 2000) | Low to Moderate (Roberts et al., 2001);inconsistency among scoring procedures and low subtest reliabilities |
| Susceptibility of items to response sets | Inconsistent data; some evidence for extreme item endorsement (Dawda & Hart, 2000) | Not relevant |
| Convergent validity (vis-a-vis ability) | Very low—negligible correlations with IQ (Bar-On, 2000; Derksen et al., 2002) | Moderate correlations of about .30 with ability (Mayer et al., 2000; Roberts et al., 2001) |
| Divergent validity (vis-a-vis personality) | Low discriminant validity vis-a-vis personality measures, particularly N | Good discriminant validity, with low correlations with "Big 5" personality facets (Roberts et al., 2001) |
| Predictive validity | Good, but may reflect confounding with personality (Janovics & Christiansen, 2001) | Good, but may reflect confounding with ability (Janovics & Christiansen, 2001) |

## 3.RESEARCH METHODOLOGY

The study is a secondary research ; relevant data has been collected from secondary sources of information. The results and analysis would be based on a questionnaire survey performed in the past (Dr. Desti Kannaiah and Dr. R. Shanthi - 2015).

The data was collected from 150 respondents in the organization using a random sampling process. The information was gathered using a standardized questionnaire that was split into two parts. In the first part of the questionnaire, respondents were asked to disclose their personal characteristics, such as age, education, salary, and marital status, and the second part of the questionnaire was used to assess the emotional intelligence level of employees, which was constructed by Goleman. Secondary data was gathered from a variety of sources, including journals, papers, and research reports.

It is important to first research the dimensions of emotional intelligence that affect a person as well as the workplace in order to analyze the findings and observations.

Daniel Goleman outlined five major concepts of emotional intelligence in his book.

A.<u>Self-awareness</u>: To begin, you must first understand yourself. The catalyst for a better understanding of your feelings is knowledge of who you are and how you are. When you're experiencing an emotion, ask yourself why you're feeling that way. Investigate the root of the emotions. Examine how you deal with your feelings.

An individual with a healthy sense of self-awareness is conscious of his own strengths and weaknesses, as well as the impact of his behavior on others. Self-aware people are generally better at handling and learning from constructive feedback than those who are not.

B.<u>Self-regulation</u>: When required, a person with a high EQ can maturely expose his emotions while also exercising restraint. This entails regulating your feelings rather than allowing them to rule you, such as holding one's frustration in check and adjusting to change. To keep his equilibrium, an individual controls his emotions and expresses them with discipline and control.

C.<u>Motivation:</u> Emotional intelligence influences not only how people interact with other individuals, but also how they excel in their personal and work lives. Self-motivation makes emotionally intelligent people better learners, positive, ambitious, imaginative, agile, satisfied, and competitive. When faced with adversity, they are normally resilient and hopeful, and they are motivated by an inner desire.

D.<u>Empathy:</u> The ability to sense how other people are feeling is the most significant virtue. It is the ability to identify with another person on a psychological level. A individual with empathy possesses compassion and understanding, allowing him to communicate emotionally with others. Empathy is the compelling need to comprehend others in order to sense their emotional vibrations.

E.<u>People skills:</u> It entails being able to effectively manage our own and others' emotions. Emotionally intelligent people use their understanding of emotions to live and function more effectively, as well as to develop as strong and competent human beings. These individuals are capable of establishing rapport and confidence quickly with those on their teams. They don't engage in power struggles or backstabbing. They normally enjoy being with other people and are respected by those around them.

**Figure 3.1** Goleman's idea of emotional intelligence
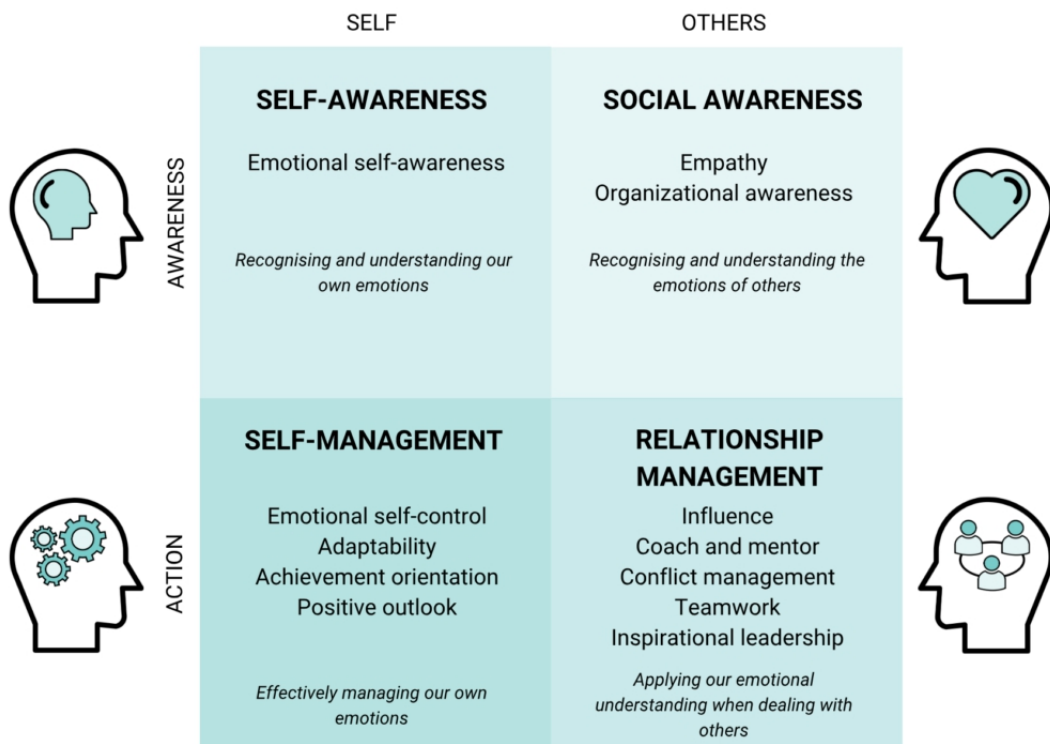


Goleman's Emotional Intelligence Model (2002). Visual by Humans@Work.

## 3.1 EMOTIONAL INTELLIGENCE IN THE WORKPLACE

During the start of 1990s, academics devised the word "emotional intelligence," but executives at corporate organizations soon adopted the concept and made it their own. In the workplace, emotional intelligence is a commodity of extreme importance.

High degree of emotional intelligence in employees helps them to coordinate with others more efficiently, handle work-related stress, resolve organizational disputes, and learn from past interpersonal errors in some environments. Personal attributes like perseverance, self-control, and the ability to make friends with others, according to emotional intelligence, or EQ, have a significant impact on performance.

Workers who have a high EQ are best at working in groups, adapting to change, and being versatile. If a person lacks those emotional attributes, no matter how many degrees or other on-paper credentials he or she has, he or she is unlikely to succeed. These attributes can become increasingly necessary as the workplace evolves to accommodate new technologies and innovations. To meet the needs of today's workforce, emotionally intelligent actions are critical for individuals at managerial leadership positions, just as it's critical to search out new employees with emotional intelligence.

## A. Emotional Intelligence and career development

Emotional intelligence is an essential trait that influences a person's career advancement. Self-awareness, self-control, empathy, and social skills are all characteristics of someone with emotional intelligence. Those with a higher EQ score are more likely to receive a work offer. These characteristics enable a person to choose and succeed in the profession that best suits him or her. Individuals possessing high emotional intelligence are able to recognize the needs of others with whom they interact and, as a result, establish healthy relationships with them.

Present employees' emotional intelligence is often assessed on a regular basis to decide who among them has leadership potential. When it comes to pay raises and promotions, EQ is often considered.

## B. Emotional intelligence and leadership

Authoritative figures at managerial levels, team leaders, and other must be able to have a productive interaction with the employees they oversee in order to be successful leaders in the workplace. Using their social skills, leaders with high degree of emotional intelligence may build bond and confidence with the members of their team. They see their coworkers as individuals with distinct skills, histories, and personalities. Building a work environment where everyone is given importance and have an urge to succeed is the responsibility of a successful leader. A leader who is emotionally intelligent would be able to comprehend the different scenarios that

might take place in the company and predict the probable emotional outcome of each circumstance.

The ability to be considerate and be mindful of one's own and others' emotions is essential for leaders to ensure that those who work under them are emotionally healthy. Leaders with high emotional intelligence are better at managing relationships with others, which helps to boost the organization's productivity. They manage personal impulses in a much better way, evaluate a circumstance from all possible angles, and pursue solutions that are advantageous to all when conflict occurs. Effective leaders don't shy away from admitting their mistakes. They always work towards improving interpersonal relationships at work.

Emotional intelligence is beneficial to leaders at all levels of an organization. One can improve emotional intelligence and leadership effectiveness by taking the following steps:

1. Develop a personal relationship with employees.

You prove that you care for your workers as people when you show a willingness to assist them and appreciate their efforts. This simple gesture strengthens the bond that the leaders and their employees share. Empathy is a soft skill that has long been ignored as a success predictor. According to CCL research, successful leaders today must be more "person-focused" and should be ready to work with people from different domains, cultures, and also be comfortable with working in teams of any size .

2. Uncover motivations

Compensation and benefits are significant, but we also recognize that they are not the only factors that influence employee productivity and engagement. These advantages are part of a broader motivating factor. At times the least you  have to do is ask and listen to your workers to figure out what motivates them. You will increase productivity, affect job satisfaction, and assist your workers in navigating confusion when you take into account their sense of motivations.

3. Make an effort to comprehend.

Understanding where the workers come from, their social identities and how their backgrounds might have shaped their viewpoints shows the ability to see the world through the eyes of others without passing judgement. Leaders who want to thrive in the modern talent economy by harnessing the power of their workers' varied

perspectives must appreciate and consider an individuals different experiences in order to help their team members reach their full potential.

<u>C. Emotional intelligence and team building</u>

Work is done by teams in many organizations, and the team's success relies on the emotional maturity shown by the members. This emotional intelligence allows team members to be more productive by working together. A team that lacks emotional intelligence will not be effective in their operations. Before starting work, the team members should make an effort to know one another. And If there is any kind of behaviour that is unacceptable, the cause should be determined and steps taken to resolve it..

<u>Effect of EI in the Workplace</u>

EI is said to influence a wide range of job behaviors, including employee engagement, collaboration, creativity, talent growth, quality of service, and loyalty of customers. According to Cooper (1997), people with high levels of emotional intelligence have greater job achievement, stronger personal relationships, more successful leadership, and better health than those with low EQ. Why is this the case? To start with, individuals who are emotionally smarter are more effective at making others feel comfortable and valued at workplace by expressing are their ideas, inclinations and aspirations (Goleman, 1998). Further, EI could be connected with the social skill requirements inorder to work in a team, with individuals who possess greater level of EI are good at managing projects that require emotional considerations (Mayer & Salovey, 1997; Sjoberg, 2001). Third, high-EI organizational leaders, in conjunction with a positive organizational environment and the human resources team, can have an effect on workplace relationships, which, as a result, influences community and individual EI, as well as organizational engagement (Cherniss, 2001). EI can also be useful for group growth, as understanding each other's strengths and weaknesses, and using strengths wherever possible, is an important part of successful and smooth teamwork (Bar-On, 1997). Finally, EI is said to influence one's ability to cope with environmental demands and stresses, making it an essential collection of behaviors to master in challenging work environments (Bar-On, 1997).

EI has also been suggested to play a role in organizational leadership. George (2000) used the four-branch model of EI proposed by Salovey, Mayer, and Caruso as a heuristic paradigm for describing the role of EI in successful leadership. George

claims that by correctly assessing how followers feel, leaders can better appraise and influence followers' feelings, ensuring that they support the leaders' goals and objectives. Leaders may use strong emotions as signals to focus their attention on problems that need urgent attention, as well as to prioritize demands.

They can also predict how their followers will respond to a variety of situations and changes. According to this model, high EI leaders are able to create excitement, enthusiasm, and confidence in the workplace, as well as as well as sustain a climate of confidence and reliability through the development of powerful social relationships. Leaders may make their subordinates feel valued and also help them understand the importance of the work assigned to them so that they feel confident in completing the assigned tasks.

However, being aware of one's depressive mood can encourage thorough and diligent information management, which can be detrimental while managing complicated situations involving a high risk of error. Regrettably, no empirical evidence has been given to back up any of George's (2000) arguments. Clearly, empirical research to test the ideas suggested in this paper is needed.

Jordan, Ashkanasy, and Hartel (2002) introduced a new theoretical model that includes EI as a moderator measure that helps understand the reasons behind work insecurity with respect to sentimental and behavioral aspects.

Employees with a low EI score are more likely than those with a high EI score to experience negative emotions as a consequence of work insecurity, according to this model. As a result of their insecurity, they are more likely to act aggressively and negatively (e.g. hyper vigilance, "copping out," "buck passing," avoidance), reducing affective involvement and can job-related stress. Negative coping (e.g., distancing, wishful thinking) and defensive decision-making habits result from these two emotional responses. Employees with a high EI, on the other hand, are better able to cope emotionally with work insecurity and mitigate the consequence of insecurity on their active engagements.

This also results in increased work engagement and effort, constructive coping behaviors (problem-focused), and re-framing of vulnerability experiences as a current challenge. The validity is not yet proven, due to lack of empirical evidence wuth respect to this theoretical model, .

Empirical Evidence

As the preceding account may imply, empirical research supporting the direct function of EI in the workplace is restricted. Nonetheless, some research has been done on the co-relation between EI and job satisfaction and engagement. In a survey of 314 participants, Bar-On (1997) records a moderate association between total EI scores and work satisfaction (mainly salespersons, teachers, college students, and nurses). Around 20% of the variance in job satisfaction was predicted by sub-scale scores measuring Self-Regard, Social Responsibility, and Reality Testing. However, the essence of the connection varies by occupation.

Factors Affecting Work Performance

Employee success, according to Iqbal.A et al., (2015), refers to the "effectiveness of employee's explicit activities that help in the achievement of organizational goals." Many business organizations around the world, according to Alonso and Lewis (2001); Brewer and Selden (2000), concentrate on factors that can improve employee performance and offer benefits that can positively affect their job performance. Companies have different motivational factors to stimulate workers to accomplish goals, according to Aarabi M.S et al, (2013). Hours of work, learning and growth, constructive communication, managing anxiety, and monetary rewards, according to Iqbal.A et al. (2015), have a huge influence on employee job efficiency. Further research revealed that a variety of variables, such as expertise, motivation, happiness, benefits, and rewards, are critical for an employee's job success.

## 3.2 Impact of EI on Work Performance

The majority of interpersonal experiences are governed by organizational success in areas such as customer service, receiving orders and reporting to supervisors, and maintaining relationships with coworkers. Emotional intelligence (EI) is a crucial force for managing, guiding, and monitoring people's emotional, personal, and social competencies at work. EI has a big effect on how well people do their jobs. According to Ashforth and Humphrey (1995), successful use of EI leads to team learning, effective team cohesion, and a positive work culture. Murray (1998) emphasized the importance of emotional intelligence in developing inquisitive leaders who can control a workforce through considering employee emotions in decision-making.

He also emphasized that work efficiency is improved when leaders who are emotionally intelligent boost motivation of the employees. Kassim et al., (2016) used the Wong and Law scale and convenience sampling to investigate the

relationship between EI and job satisfaction among 2,502 university lecturer's in Kano state. They found a significant relationship between emotional control and work satisfaction, but no relationship between emotional assessment and work efficiency. Similarly, Vratskikh et al., (2016) used Mayer and Salvoy's (2000) skill model of EI to investigate the mediatory function of job satisfaction in the relationship between EI and WP among 354 Jordan University employees. Higher EI was linked to higher job satisfaction, higher engagement among employees, more positive emotional control, and lower employee turnover, according to studies by Ashkanasy, Hooper, and Abraham (1999), as well as Goleman (1998).

Emotional intelligence and work attitudes

1.Emotional Intelligence and Job Satisfaction:

Job satisfaction and dissatisfaction were described by Locke (1969, p. 314) as "complex emotional reactions to the job." Satisfaction in a job is fairly correlated with the structure of EI, according to Smith et al. (1969, p. 6), who described it as "feeling or affective responses to aspects of the situation." Furthermore, satisfaction at a job is often used as a metric for happiness of the employee at work (Grandey, 2000). Individuals with high emotional intelligence, as a result of the three conceptually linked mental processes mentioned above, have consistent positive moods and emotions, resulting in higher levels of satisfaction. Individuals who face a mix of positive as well as negative emotions such as as disappointment, anxiety, aggression, happiness, contentment etc have a higher degree of overall happiness and fulfillment than those who do not.

2.Emotional intelligence and work commitment:

Work dedication is a concept that has many different angles, comes in a variety of shapes and sizes. Researchers have developed the multi dimensionality of work commitment by arguing that workers create more than one form of work commitment (Becker, 1960), and that these forms are based on the employees' own benefits (Ritzer and Trice, 19690). Morrow (1983, 1993), was the first to trry mapping universal ways of work dedication that are theoretical and are applicable to any number of workers, greatly advanced this approach (Morrow, 1993, p. 160). Work ethic support, career engagement, affective organizational commitment, continuance organizational commitment, and job participation are the five universal ways of work commitment, according to Morrow.

3.Emotional intelligence and organizational commitment:

Affective, continuance, and normative engagement are three distinct structures that make up the idea of organizational commitment. Employees' commitment to their organizations is described as "the degree to which employees feel committed to their organizations as a result of the costs they perceive are associated with leaving" (Meyer and Allen, 1984, p. 375). Positive feelings of identification with, loyalty to, and participation in the work organization are referred to as affective engagement (Meyer and Allen, 1984, p. 375). The term "commitment based on a sense of responsibility to the organization" is used to describe normative commitment (Allen and Meyer, 1996, p. 253). Employees who have high affective commitment stay because they want to; employees who have high continuance commitment stay because they have to; and employees who have high normative commitment stay because they feel obligated to (Allen and Meyer, 1990).

Individuals that are emotionally intelligent are "optimistic," a characteristic that allows them to concentrate on the solution rather than the rationale (who is at fault).

Work in every company presents challenges that can lead to feelings of dissatisfaction. Emotionally intelligent people must know not to blame the company for any annoyance (Abraham, 1999), because they are skilled at putting themselves in positive affective states and can even encounter negative affective states with minor negative consequences (Salovey and Mayer, 1989-1990). This is especially true for top level executives, who must navigate the frustrations of opposing stakeholders both inside and outside the organisation. If they can utilize the diverse emotions in a collaborative effort to reduce the agitation between members, they can maintain a balance of emotions in the workplace. As a result, emotional intelligence is expected to increase affective commitment to the company while decreasing continuance commitment.

4.Emotional intelligence and job involvement:

Job involvement is described as "a conviction about one's current job that is based on how well the job can meet one's current needs" (Kanungo, 1982). Employees do not work solely to satisfy their reasonable interests; they often become involve themselves in the job because they allow their emotions to be a part. Fine's (1998) work includes quotes from a cook discussing the importance of being emotionally active in the job, which Ashforth & Humphrey (1995) locate in Fine's (1998) work. People are social beings who satisfy their emotional needs by work involvement.

Due to the dynamic nature of managers, executives that possess high EI face difficult experiences and complicated circumstances that they have not been a part of before.

5.Emotional Intelligence and Job Performance:

EI has the ability to be a good predictor of success insofar as managing social activity entails managing emotions (Hochschild, 1983). Organizations believe that EI linked to outcomes can be an alternative to evaluate individuals while hiring. Many organizational researchers have recently argued that the position of emotions at work should be given more attention. For example, Ashforth and Humphrey (1993) have put forth the idea that emotions are a part of professional setup that cannot be ignored and that the emotional experiences of employees should be considered.

Emotional intelligence has been cited as a critical contributor to organizational success (Goleman, 1998; Salovey and Mayor, 1990; Weinberger, 2002), and several organizational behaviorists have attempted to recognize factors that affect employees' performance at work in response to the growing importance of emotional intelligence. The study of emotional labor and emotion management has revealed the tiny, relatively low-cost adjustments in organizational background or managerial behavior that can influence emotional reactions of employees and, their results (Hochscild, 1983; Huy, 1999).

Thus, managers can make efforts to understand how emotions affect work performance and provide aid to employees to align their thoughts and expressions.

**EI Critical to Workplace**

In his article for Captive.com, Poskey outlines several competencies that determine how relationships are handled.

Social Competencies

He divided social competencies into two separate subsections:

- Intuition and empathy
- Political acumen and social skills

In the workplace, intuition and empathy are essential because they contribute to a deeper understanding of others' emotions, employee growth, and diversity leveraging. Poskey says political awareness and social skills are important because they help in learning different aspects of communication such as teamwork, problem solving etc.

Personal Competencies

Under personal competencies, he included the following subsections:

- Self-awareness

- Self-regulation
- Self-expectations and motivations

Self-awareness, according to Poskey, is critical because it aids in emotional awareness, accurate self-assessment, and self-confidence. Self-control, adaptability, and creativity are some of the reasons for self-regulation. Finally, self-expectation and inspiration are critical because they include motivation, dedication, and optimism, among other things.

Emotional Competencies

Another approach promotes the difference between emotional intelligence (a dispositional aptitude) and emotional competencies (learned capabilities), which is similar to "mixed models" but moves beyond a linear conceptualization of EI (Boyatzis, 1982; Goleman, 2001). Goleman concludes,on the basis of variety of case studies, personal reviews, and assessments, that the competencies underlying (or potentially nested within) EI are the main attributes distinguishing successful from unsuccessful executives. Despite their academic skills and technological experience, failing executives seem to have poorer emotional control.

Motives, traits, and elements of one's self-image are all considered as part of EI in this formulation. In a nutshell, emotional intelligence refers to the ability to learn how to respond to specific emotional urges. Emotional competencies, on the other hand, are learned abilities based on EI that lead to exceptional work results (Goleman, 2001). EI as a skill is not a basis too certify if a person can necessarily portray professional conduct at work.

That is, there is no assurance that the person has been exposed to the requisite environmental interactions, learning environments, or activities for the acquisition of particular emotional capabilities. While EI indicates capacity to acquire realistic emotional and social skills in a professional setup, the degree of emotional competencies indicates the amount of potential that has been utilized. The ability to learn job-related skills is aided by emotional competence, which transforms EI into on-the-job capabilities.

To empathize with another's plight, for example, one must have mastered the basic skill of empathy that can be converted into compassion love and care, bedside nursing, or successful psychotherapy (cf. Cherniss & Goleman, 2001). A wide range of competencies have been believed to be important for performance in occupational settings within this general context (see e.g. Boyatzis et al., 2000; Cooper & Sawaf,

1997; Weisinger, 1998). Goleman (1998), for example, lists 25 different competencies that are needed for successful performance in various occupational settings. Thus, trust and empathy tend to be critical for psychotherapists, social workers, and marriage counselors, while confidentiality is emphasized for loan officers and priests. The following are some of the specific competencies that are said to be important in a number of occupational settings:

Self-awareness on an emotional level. This skill set involves recognizing feelings and comprehending how they contribute to one's goals, perceptions, actions, and accomplishments (Goleman, 1998; Weisinger, 1998).

Emotional regulation of one's own body. When necessary, this competency entails deliberately eliciting and maintaining positive and adverse emotions, dealing with a negative consequence in an effective manner, and having a control over breakout of emotions. (Boyatzis, 1982; Goleman, 1998).

Empathy and social knowledge of emotions include becoming conscious of others' thoughts, desires, and interests, comprehending and sympathizing with others' emotions, and listening to others' unspoken feelings (Goleman, 1998; Huy, 1999; cf. Salovey & Mayer, 1990; Williams & Sternberg, 1988). 1 Managing the feelings of others. This skill set includes influencing others, interacting efficiently with others, and resolving conflicts (Weisinger, 1998). Internal strivings, attributions, and the desire for success are all examples of motivational tendencies (Bar-On, 2000; Boyaztis et al., 2000; Cooper & Sawaf, 1997; Goleman, 1998; Weisinger, 1998).

Trust and honesty are examples of character (Cooper & Sawaf, 1997; Goleman, 1998; Weisinger, 1998). Of course, the preceding paradigm has its detractors. As a result, "competencies" is a perplexing and vague term for certain researchers (see Barrett et al., 2001). It's unclear, how certain competencies can be applied to the general definition of EI. Furthermore, it is unknown how many specific competencies can be nested within each of these facets at this time. As a result, self-regulation of emotions consists of controlling impulses, motivation towards a goal and adapting to a surrounding, whereas, in others, resolving a conflict, collaboration, leading with a vision, and soft skills are a part of emotional management (cf. Goleman, 2001). On the one hand, recasting older concepts as subsets of EI (or competencies) can result in obscurity. Dealing with distinct but probably linked competencies, on the other hand, could be more tractable for study and practical purposes.

**4.RESULTS & DISCUSSION**

The study's findings are discussed further down.

I. WORKPLACE DETERMINANTS OF EMPLOYEE EMOTIONAL INTELLIGENCE

The level of emotional intelligence was assessed using the Goelman scale, and reliability statistics were used to determine the questionnaire's comprehension level. According to Devellis (1991), an appropriate standard of reliability for psychometric tests begins at. The majority of the reliability values in this report are above 65. 66. The study's Cronbach's alpha value is.884 (88.4 percent ). The Kaiser-Meyer-Olkin Measure of Sampling Adequacy value in this study is 0.798 (79.8%), which is sufficient to continue with factor analysis. The 10 components that help us gain a clear insight of how emotional intelligence can be determined are explained in depth, accounting for 65.539 percent of the overall variance explained for the analysis. They are mentioned below:

RELATIONSHIP FACTOR

Relationships are linked to a variety of favorable results (such as satisfaction and reduced stress) and are actively sought by those who desire them. Maintaining social relationships with people that are important to keep the business running is easier than it seems. There are also ways for employees to establish social relationships with their coworkers, which fosters a sense of teamwork. Profits can be lost and efficiency can suffer if you don't make an attempt to pass on these relationships. The things that have been based on this factor are listed below.

• I work well under duress (.688)

• I establish bond with people and keep them informed (.677)

• I establish and sustain personal friendships with coworkers (.626)

• During the crucial time, I am unaffected (.501)

• To explain the options and make the best choices, I refer to the group's core values (.445)

ADAPTABILITY FACTOR

Shift is no longer the exception, but the rule in today's diverse workforce. Adaptability refers to the ability to adapt to changing circumstances or overcome obstacles. Many of them, in reality, prosper on transition. Since they can easily manage the scheduling adjustments required to lead or help orient someone into a new role, adaptable managers are also ideal mentors for new employees. The

adaptable employee comprehends the task at hand and devises innovative ways to complete it at a low cost to the company's bottom line. Adaptable workers are great at inspiring others when a new method or policy is introduced. Employees that can adapt easily would have a greater chance of surviving and providing better service. The things that have been based on this factor are listed below.

- I am confronted with biases and intolerance (.722)
- I possess clear idea of the factors which form the thoughts and movements of clients, consumers, or competitors (.599)
- I can make decisions independently of my role in the company when necessary (.599) (.581)
- I am a staunch opponent of prejudice and intolerance (.580)
- I am decisive and capable of making sound decisions in the face of adversity and scrutiny (.522)
- I look for mutually beneficial partnerships (.478)

THE EMPLOYEE'S INITIATIVE

"The strength, skill, or instinct to begin or to follow through energetically with a plan or task; enterprise and determination," according to the American Heritage Dictionary. The ability to act and exploit opportunities is referred to as initiative. Several employers consider effort to be a "must have" characteristic for every position they are trying to fill. In order to advance in an organisation, it is also necessary to show initiative. The level of initiatives an employee takes in his work place is one of the factors that differentiate the average employee from an employee whose performance is regarded to be exceptional. A new employee is often judged by the willingness to take extra efforts inorder to solve challenges that are being faced in the work environment. The things that have been based on this factor are listed below.

• I see myself as a competent person who is capable of taking on new challenges and mastering new tasks (.707) • I prefer to work with the anticipation of success rather than the fear of failure (.652)

• I go out of my way to find ways to help the community achieve its goals (.627)

• Facing challenges and failures, I am adamant about achieving my objectives (.428)

RESPONSIBILITY FACTOR

Employees build a sense of duty and pride in the overall program's performance as they become an important part of it. It is not just management's duty to achieve the

organization's objective, but also coworkers', and it gives them an opportunity to showcase their capabilities with respect to problem solving. This can be achieved by encouraging employee participation. It is the respondibility of the employees as well to help employers build a professional environment that does on discriminate on any grounds as well as to comply with and be a part of the efforts taken by the employer to ensure the fulfillment of the needs of the employees. The things that have been based on this factor are listed below.

• I come up with unique solutions to problems (.778)

• I am not afraid to tackle difficult targets and take calculated chances (.724)

• I am accountable for my behaviour (.722)

LEADERSHIP FACTOR

Great leaders are a result of constant growth and progressive vision. Leadership is the process by which one person influences a group of people to achieve a shared purpose, and depicts how an individual has an influence on others which helps them achieve an objective. A leader provides direction to the organisation and its employees inorder to ensure that everyone is aligned towards achieving a similar long term goal. There are some tasks that must be known and done in order to motivate employees to higher levels of teamwork. These do not occur automatically; they must be earned through hard work and study. Effective leaders don't really settle on their laurels; they are constantly training and learning to develop their leadership skills.

OPTIMISM

Optimism is the ability to interpret a scenario and anticipate the consequences that would be profitable from any sequence of events. Optimistic people expect good things to happen in their lives. Optimism is a strong motivator and one of the most important aspects of performance. Employees who are creative are more optimistic than ever before. Employees that are optimistic believe in hard work, with a more creative mindset. Optimism must be instilled in the workplace by the ideals of the business. Below is the item that is based on this factor.

• I assist others because I am aware of their needs and feelings (.689)

• I am confident in my abilities (.593)

• My principles and ambitions serve as a guiding light for me (.515)

• I am well-organized and meticulous in my work (.435)

TEAM BUILDING

Team building is an ongoing process that contributes to the formation of a collaborative group at work. A team has common expectations for completing group assignments, along with a sense of reliability and respect for unique personalities of each other. The responsibility of a person who leads a team is to encourage unity and productivity with collaborative efforts. A team eventually develops a personality of its own, which must be nurtured and maintained on a regular basis. People can make decisions about their jobs thanks to employee engagement, teams, and empowerment. Through strong team-building skills, a team leader will unite staff behind a shared goal and increase productivity. It is the team builder's duty to enlist the cooperation of all group members in order to accomplish the company's mission, for which team building is critical. The item that is loaded on this factor is as follows:

• I entice all participants to participate actively and enthusiastically (.734)

FACTOR OF LOYALTY

Employee loyalty is at the core of every successful business. "Such habits make groups and organizations more successful," says the author. "Sales improve, production losses decrease, and everything else improves." When workers are active in decision-making, loyalty is enhanced and involvement is fostered. The following item is loaded on this factor.

• When it's important to complete the task, I don't hesitate to miss the daily routines (.742)

EMOTIONAL COMPETENCE

Today's businesses are under - competitive pressure. They must deal with shorter product lifecycles, increasing consumer expectations, faster technical advancements, and increased cost pressure. The primary aim of business process management is to improve a company's productivity and profitability by enhancing business processes, thus increasing its value. Due to the shorter product lifecycles a shift change happens frequently. Changing shifts mean constant learning for workers to face new obstacles and assignments while competing with their emotional shifts as well. The following item is based on this factor.

• I'm aware of the feelings I'm experiencing at any given time and why (.826)

• I am able to put my own interests aside for the sake of the organization's objectives (.487)

EMPATHY TOWARDS EMPLOYEE

Empathy is referred to the ability to sense others' sentiments, understand their point of view, and try to provide solutions to their problems. Empathy is the ability to understand and relate to the feelings, emotions, and experiences of others, and it is one of the most important factors in relationships. Employee empathy is essential for fostering a positive working relationship. Empathy is another important aspect of emotional intelligence that some researchers agree is essential for successful leadership (Goleman, 1995).

II. EMPLOYEES AWARENESS TOWARDS EMOTIONAL INTELLIGENCE

Many people are emotionally detached, with respect to emotions that play an important role in shaping ones personality. This may be the product of tragic experiences at a young age that led to suppression of the emotions. We can distort, deny, or numb our emotions, but we can't make them go away. If we're conscious of them or not, they're still there. Unfortunately, we can't completely grasp our own motivations and needs without emotional insight, and we can't interact effectively with others without it. Employees are expected to demonstrate emotional sensitivity at work in a variety of circumstances. The outcomes are listed below.

TABLE 4.1 : AWARENESS TOWARDS EMOTIONS

|  | No. of respondents | Percent |
|---|---|---|
| Yes | 92 | 61.3 |
| No | 30 | 20 |
| Sometimes | 28 | 18.7 |

61.3 percent of workers can recognise and understand the source of their emotions, while 20% of employees cannot understand their emotions, and 18.7% can only understand them sometimes.

TABLE 4.2 :. CONTROL OVER EMOTIONS

|  | No. of respondents | percent |
|---|---|---|
| Yes | 51 | 34 |
| Not always | 78 | 52 |

| | | |
|---|---|---|
| No | 21 | 14 |

52% of workers don't always restrain their feelings, 34% can, and 14% can't.

TABLE 4.3 : WAYS OF CONTROLLING EMOTIONS

| | No. Of respondents | percent |
|---|---|---|
| Naturally without any effort on their own | 31 | 20.7 |
| With deliberate effort | 31 | 20.7 |
| Distraction by some other activity | 62 | 41.3 |
| Counseling by someone | 26 | 17.3 |

41.3 percent of employees control their emotions mostly by distracting themselves with another task or being busy, while 20.7 percent of employees control their emotions naturally and with concerted effort. 17.3 percent of workers are able to handle their feelings by seeking therapy from a professional.

TABLE 4.4 : COLLEAGUES EMOTION

| | No. of respondents | percent |
|---|---|---|
| yes | 98 | 65.3 |
| no | 52 | 34.7 |

65.3 percent of workers are aware of their coworker's emotions, while 34.7 percent are unaware of their coworker's emotions.

SUGGESTIONS

Since the majority of respondents have only average emotional competencies, it is recommended that the training and development team hold frequent sessions at work

in order to enhance emotional maturity and thereby develop superior performance at work.

- Management can ensure efficient manpower usage by providing appropriate leisure facilities to workers, which helps the superior-subordinate relationship and, in turn, decreases job-related stress.

- For an effective organizational environment and culture, the company should cultivate emotional intelligence among current workers, allowing them to meet and resolve enormous challenges at work.

- Even though EI has become popular among certain group of organization, it is of utmost important to spread awareness so that every employee is able to develop his knowledge with respect to emotional intelligence.

- To cultivate emotional intelligence among workers and managers, a routine "Emotional Competence" training programme should be conducted.

- The managers and team leaders should foster the development of emotional intelligence so as to ensure the physical and mental well being of the individuals.

**Emotional Intelligence and Human Resource Management**

In collaboration with other business leaders, the HR department will be expected to be the custodian of promoting EI in organizations. Following are some of the methods that can be used:

1. EI Awareness sessions: EI is only partially understood by the general public. The mere knowledge of EI and understanding of the principle will result in some change. It would be beneficial if awareness sessions were held in a sequence rather than as a single event.

2. Building self-awareness: To assess one's EI, a variety of resources are available online and via EI experts. Giving people access to these resources is a good way to help them become more self-aware. 360-degree feedback exercises on EI are one of the other choices available.

3. Visual Displays and Literature: They would assist in retaining EI in the domain of associates' consciousness, resulting in change. Employees may be given individual journals in which they can record their thoughts on their own EI during the day. This aids individuals in self-study, identifying trends in their own behaviour, and devising a corrective action plan and putting it into action.

4. Recognition: Recognizing employees who are EI role models can be an important strategy. Idolize them so that others can follow in their footsteps. Cultivating EI will

help associates think more clearly and improve the consistency of their thoughts. They will think more objectively because they are not motivated by personal prejudices. The advantages to the individuals and the company, are numerous and evident.

Human resources is one of the best ways to put what we've learned about emotional intelligence to use. Emotional intelligence can help you find the best applicants for positions within the company, in addition to improving communication, relationships, and problem-solving among current employees.

## 5.CONCLUSION

Emotional intelligence is the most vital tool we have, as it helps us improve our self-awareness, self-control, motivation, empathy, and social skills, all of which contribute to our ability to lead effectively. Employees who work for an emotionally intelligent company are creative, inspired, and effective. They are dedicated to achieving their objectives. They're also cheerful, self-assured, and likeable. Team members are able to collaborate more effectively, resulting in positive outcomes for the company as a whole.

According to the study of the literature, EI has a favourable effect on job results. EI was found to be an influential personality trait for working affectivity, improving job satisfaction, and achieving organizational engagement in studies by Lopes et al., (2006); Rahim (2010); Kumar and Rooprai (2009). With increased dedication, the likelihood of turnover is greatly decreased. Furthermore, high EI leads to team building through emotionally efficient leaders, which refines work culture and improves work efficiency. According to Ashkanasy and Hooper (1999); Abraham (1999); Goleman (1995), studies have shown that a high level of EI correlates with higher work satisfaction, organizational engagement, job efficiency, and lower turnover intentions.
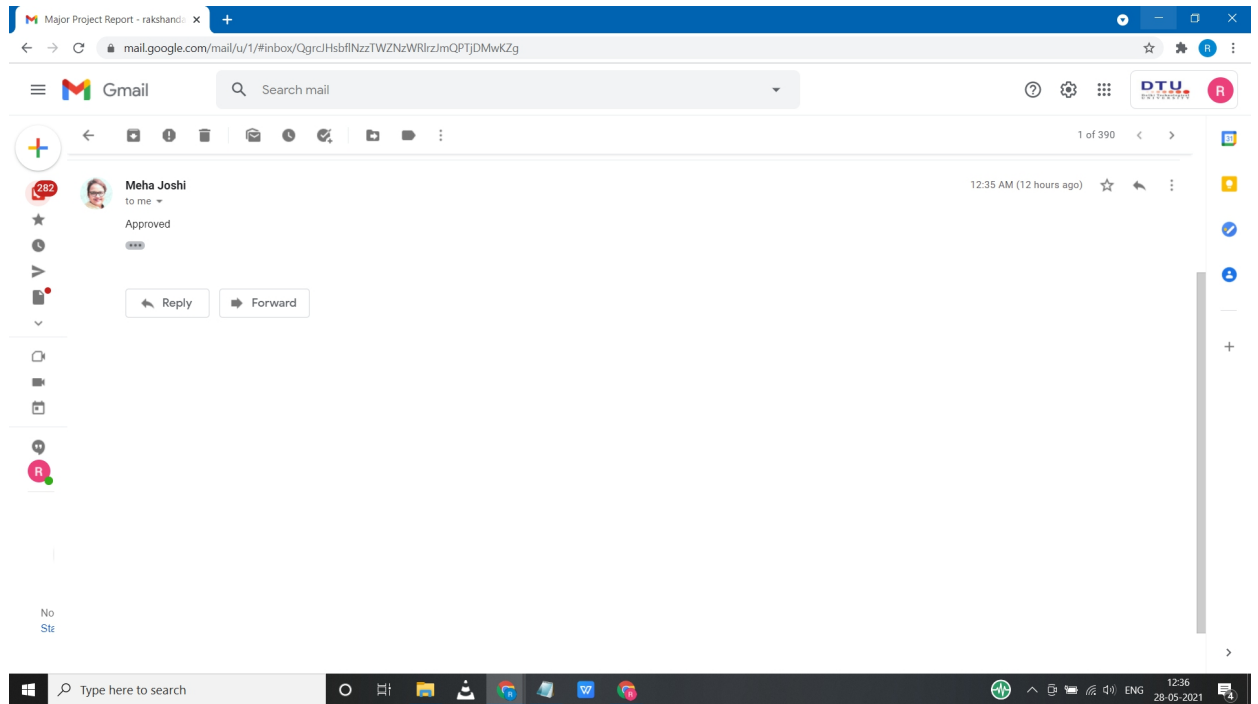
EI has been discovered to be a significant indicator of a number of desirable organizational outcomes, including work success, job satisfaction, and organizational engagement. Emotionally intelligent individuals have a steady stream of optimistic emotions and moods, resulting in higher levels of happiness and well-being. Emotionally intelligent people are upbeat, which allows them to concentrate on the answer rather than the logic (who is at fault). Employees do not become interested in the job solely to satisfy their reasonable interests; they often become involved because they allow their emotions to play a part. Getting emotionally involved in a work is more often than not a reaction to emotional rather than logical needs. Emotionally intelligent people are able to balance work and family life. Employees in the company benefit greatly from emotional intelligence. This research has provided a greater understanding of the different causes of emotion as well as improved emotional regulation. Ability to handle emotions is a critical skill for an HR professional, both for himself and for his staff. This will aid in improving organizational engagement, competitiveness, and performance, as well as retaining top talent and motivating workers to give their all. This research demonstrates that

emotional intelligence and work-life balance, when combined, lead to organizational prosperity. Acknowledging the potential and talent of workers, as well as the differences that employees bring to an organization and how to respect them in order to contribute to organizational success. The work environment should be improved so that employees can function together as a team, resolve problems, have increased job accountability, a community task, challenges, daily tasks, and workers' self-confidence. Higher adaptability, empathy for employees, leadership skills, community rapport, employee engagement, decision-making, and comprehension among colleagues will all be enhanced by emotional intelligence. Employees who are emotionally intelligent are in high demand these days, since they are better able to deal with workplace issues and become more profitable for their employers. Organizational practices, leadership skills, learning plans, self-awareness, and self-management tools can all be used to create emotionally intelligent organizations. Emotional intelligence is connected at each point of workplace success, according to the study results, and it is of paramount significance nowadays. As a result, emotional intelligence is pivotal to an organization's success.

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