

A Study of Emotional Intelligence among the Managers on Various Demographic Parameters

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Abstract - Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. Feelings are indispensable for rational decision making. They are like a compass, they guide us in the right direction. Emotional Intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence.” For all levels of jobs, EI competencies are twice as effective as IQ in determining an individual’s success rate. The higher the level of a position in an organization, the more EI seems to matter. This study was conducted to explore and analyze the important constituents of human resource management i.e. emotional intelligence. The study concluded that most of the respondents shows their emotional intelligence level is up to 50 percent means while doing every work they think emotionally. For all levels of jobs, EI competencies are twice as effective as IQ in determining an individual’s success rate. The higher the level of a position in an organization, the more EI seems to matter. Executive Leaders show an 85% correlation between EI competency and success.

Key Words: Emotional intelligence, EI competencies, human resource management

I. EMOTIONAL INTELLIGENCE

Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them.

Feelings are indispensable for rational decision making. They are like a compass, they guide us in the right direction. Emotional Intelligence is “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence.”

For all levels of jobs, EI competencies are twice as effective as IQ in determining an individual’s success rate. The higher the level of a position in an organization, the more EI seems to matter. Executive Leaders show an 85% correlation between EI competency and success. Emotional Intelligence is the ability of an individual to deal successfully with other people, to manage one’s self, motivate other people, understand one’s own feelings and appropriately respond to the everyday environment. Emotional Intelligence doesn’t mean being soft – it means being intelligent about emotions – a different way of being smart. Emotional intelligence is your ability to acquire and apply knowledge from your emotions and the emotions of others in order to be more successful and lead a more fulfilling life.

EI Competencies

- Self-awareness--knowing your emotions, recognizing feelings as they occur, and discriminating between them
- Handling Feelings--handling feelings so they're relevant to the current situation and you react appropriately
- Self-motivation--"gathering up" your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness
- Empathy--recognizing feelings in others and tuning into their verbal and nonverbal cues
- Managing relationships--handling interpersonal interaction, conflict resolution, and negotiations

EI is our ability to acquire and apply knowledge from our emotions and the emotions of others in order to solve problems, and live a more successful, fulfilling life.

A chance to question our answers

- What issues do you see arising in attempting to institute an EI competency in your agency?

- What value do you see in developing EI competencies for yourself and those staff who work with you?
- What are your questions / concerns / comments about this presentation?

The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence. The four branches are:

- PERCEIVING EMOTION
- USING EMOTIONS TO FACILITATE THOUGHT
- UNDERSTANDING EMOTIONS
- MANAGING EMOTIONS

EQ is the Emotional Quality a person has, it is the measure of how well he observes and handle his feelings. Often a problem goes away when he realize how he 'really' feel about it, and act on those feelings. However, it's not as easy as just doing what ever he feels like, that could be irresponsible to others. Instead he have to consider carefully how he feel and think about what is the right course of action based on how he feel.

Once he have learned how to integrate his thoughts and feelings, he is two thirds of the way to solving the problem.

II. WHAT ARE EMOTIONS?

- Happiness, fear, anger, affection, shame, disgust, surprise, lust, sadness, elation, love, frustration, anxiety, failure, achievement etc.

The above are the emotions which directly affect our day-to-day life. There are TWO dimensions of emotions:

Physiological side: 'Emotion' is a complex state of human mind, involving bodily changes of widespread character such as breathing, pounding heart, flushed face, sweating palms, pulse rate, gland secretions, etc.

Psychological side, a state of excitement or perturbation marked by strong feelings. When people are working at a common place, emotions will play a role. Business decisions, so the argument goes, should be based on information, logic and calm cool reason, with emotions kept to a minimum. But it is unrealistic to suppose that emotions can be checked at the door when you arrive at work. Some people may assume, for a variety of reasons, that emotional neutrality is an ideal, and try to keep feelings out of sight. Such people work and relate in a certain way: usually they come across as rigid, detached or fearful, and fail to participate fully in the life of the workplace. This is not necessarily bad in some situations, but it is usually not good for an organization for such people to move into management roles. The same would be true for people who emote excessively, who tell you how they feel about everything. Simply being around them can be exhausting.

Emotions and Their Blends:

- Anger: fury, outrage, resentment, annoyance, hostility.
- Love: acceptance, friendliness, trust, kindness, infatuation.
- Shame: guilt, remorse, humiliation, regret.
- Fear: anxiety, nervousness, apprehension, terror.
- Enjoyment: happiness, joy, relief, contentment, pleasure.
- Sadness: Grief, sorrow, cheerlessness, gloom.
- Surprise: Shock, astonishment, amazement wonder.

Emotional Intelligence is very important for managers as it is one of the important deciding factors for relationship management resulting in motivation, retention, self management and managing others. When Managers Fail, It Is Usually Due To Poor Emotional Intelligence. Emotional Intelligence is very important for managers as their behavior and treatment of their people determine turnover and retention of the company. Managers and supervisors are the direct line of contact for the employees. They interact daily with individuals who have distinct needs, wants and expectations. They significantly influence the attitudes, performance and satisfaction of employees within their departments and other departments.

Why Emotional Intelligence is necessary for managers

- Helps managers handle adversity and setback.
- Teaches managers cope when change and uncertainty hits organization or their personal lives.
- Help them manage effective relationship.
- Help them being focused and stay on track by remembering purpose and vision.
- EQ is very important for managers as they are direct line of contact and their behavior and treatment determines retention and turnover.

- Enhancing EI skills enable Supervisors and Managers to regulate their emotions and motivate themselves more effectively – allowing them to manage their own emotional turmoil effectively and demonstrate compassion and empathy for their employees.
- All employees want a supportive, caring Supervisor or Manager who has their best interests at heart
- Knowing this, the employee will be more likely to turndown offers from other companies to work for such a person.

The stress of trying to lead and satisfy so many people's changing needs and expectations can be overwhelming, to say nothing of the demands from upper management. Being both firm and caring at the same time causes many to feel inadequate for the role. 85 % percent of turnover is reportedly due to an inadequate relationship between the employee and their direct supervisor. IT also provides them with the courage to push against the system to make necessary changes for their people.

Developing emotional intelligence in the workplace means acknowledging that emotions are always present, and doing something intelligent with them. People vary enormously in the skill with which they use their own emotions and react to the emotions of others—and that can make the difference between a good manager and a bad one. It's not overly egalitarian to suggest that most professionals, managers and executives are fairly smart people (of course there can be glaring exceptions), but there can be a huge difference in how well they handle people. That is, the department manager may be a genius in technical, product or service knowledge and get failing marks in terms of people skills.

Probabilities of not having a Good Emotional Intelligence and their consequences

While people have shown they can produce better results at workplace, many of us lack emotional intelligence. We simply don't know how to perceive, understand, express and manage our emotions effectively. There are adverse consequences to have low emotional intelligence. These includes:-

- Relationship Problems
- Rage in the Workplace
- Poor decision making capability
- failure to advance in career

III. LITERATURE REVIEW

Research suggests that R&D thrives in innovative and entrepreneurial ones. Therefore, the competitive advantage of R&D firms lies in innovation and the effective utilization of knowledge and human capital resources (Dess and Picken, 2000). To keep up with current trends and build that competitive advantage, there is pressing need for leadership with the emotional intelligence to be more oriented toward change and development (Arvonen and Pettersson, 2002).

Based on past literature, leadership is important for managing professional employees noted; few studies integrate the behavioural perspective and relations aspect of leadership. The behavioural aspect of leadership focuses on the traits and behaviors of leaders that are directly linked to individual, group or organisational outcomes. Examples of such perspective include theories of transformational leadership and charismatic leadership. Transformational Leadership has been cited to be effective in motivating employees to perform beyond expectations. The relational aspect of leadership focuses on the dyad relationship between leader and follower. The leader-member exchange (LMX) theory of leadership originated by Graen and his colleagues is a prominent example of this second perspective. High quality exchanges between leader and member have been found to have positive relations to innovative behaviour.

IV. RESEARCH OBJECTIVE

- To Study the level of Emotional Intelligence among managers on various demographic factors.

Sample size:

For this study 100 respondents from corporate sector, 100 respondents from sugar industry and 50 respondents are from banking sectors are taken

V. ANALYSIS AND RESULTS

Table 1.1 Emotional Intelligence According to Age :

N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
up to 25 yrs	5 (6.1)	3 (5.8)	7 (7.7)	1 (4.8)	
26-30 yrs	19 (23.2)	4 (7.7)	18 (19.8)	7 (33.3)	1 (25.0)
31-35 yrs	14 (17.1)	10 (19.2)	7 (7.7)	3 (14.3)	1 (25.0)
36-40 yrs	9 (11.0)	10 (19.2)	22 (24.2)	5 (23.8)	1 (25.0)
Above 40 yrs	35 (42.7)	25 (48.1)	37 (40.7)	5 (23.8)	1 (25.0)
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

Out of 250 respondents, maximum respondents had 50 percentile level of emotional intelligence at different age groups as shown in above table which is divided into five age groups. In first age group as up to 25 years 6.1 percent respondents had percentile-15 of emotional intelligence, 35.8 percent respondents had percentile-40 of emotional intelligence followed by 7.7 percent had percentile-50, 4.8 percent respondents were those who had emotional intelligence percentile is 75 and there was no respondent who have 90 percent emotional intelligence level. As we see in the age group 26-30 years 23.2 percent respondents lied in 15 percentile range, 7.7 percent respondents in 40 percentile, 19.8 percent respondents in 50 percentile, 33.3 percent in 75 percentile range and 25 percent respondents had emotional intelligence level of 90 percentile. In the next age group 31-35 years 17.1 percent respondents had percentile-15, 19.2 percent respondents had percentile-40, 7.7 percentage respondents had percentile-50, 14.3 percent respondents had percentile-75 and 25.0 percent had percentile-90. In age group of 36-40 years 11.0 percent respondents had percentile-15, 19.2 percent respondents had percentile-40, 24.2 percentage respondents had percentile-50, 23.8 percent respondents had percentile-75 and 25.0 percent had percentile-90. And the respondents of above 40 years age group, 42.7 percent respondents had percentile-15, 48.1 percent respondents had percentile-40, 40.7 percentage respondents had percentile-50, 23.8 percent respondents had percentile-75 and 25.0 percent had percentile-90.

Table 1.2 Emotional Intelligence According to Managerial Cadre :

N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
Top Level	4 (4.9)	3 (5.8)	2 (2.2)		
Middle Level	51 (62.2)	34 (65.4)	71 (78.0)	13 (61.9)	4 (100.0)
Operative Level	27 (32.9)	15 (28.8)	18 (19.8)	8 (38.1)	
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

The above table shows that at the managerial cadre, there were 4.9 percent respondents had 15 percentile emotional intelligence levels where as 5.8 percent respondents had percentile-40 and 2.2 percent respondents had percentile-50 and no respondents had percentile-75 and percentile-90 a top level. If we see at middle level 62.2 percent respondents showed 15 percent emotional intelligence, 65.4 percent respondents showed 40 percent emotional intelligence, 78.0 percent respondents had 50 percent emotional intelligence, 61.9 percent respondents had 75 percent emotional intelligence level and 100 percent respondents among all levels of managerial cadre had 90 percent emotional intelligence. At operative level 32.9 percent respondents showed 15 percent emotional intelligence, 28.8 percent respondents showed 40 percent emotional intelligence, 19.8 percent respondents had 50 percent emotional intelligence, 38.1 percent respondents had 75 percent emotional intelligence level and there was no respondents at operative level who had 90 percent emotional intelligence.

Table 1.3 Emotional Intelligence According to Work Experience:

N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
up to 5 yrs	24 (29.3)	7 (13.5)	25 (27.5)	6 (28.6)	1 (25.0)
6-10 yrs	8 (9.8)	6 (11.5)	6 (6.6)	4 (19.0)	1 (25.0)
11-15 yrs	14 (17.1)	14 (26.9)	27 (29.7)	5 (23.8)	1 (25.0)

Above 15 yrs	36 (43.9)	25 (48.1)	33 (36.3)	6 (28.6)	1 (25.0)
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

The above table is divided in to four parts according to the respondent's work experience as up to 5 years 29.3 percent respondents had percentile-15 of emotional intelligence, 13.5 percent respondents had percentile-40 of emotional intelligence followed by 27.5 percent had percentile-50, 28.6 percent respondents were those who had emotional intelligence percentile is 75 and 25.0 percent respondent had 90 percent emotional intelligence level. If we see the response of those who have experience from 6-10 years 9.8 percent respondents lied in 15 percentile range, 11.5 percent respondents in 40 percentile, 6.6 percent respondents in 50 percentile, 19.0 percent in 75 percentile range and 25 percent respondents had emotional intelligence level of 90 percentile. In next part as 11-15 years experience 18.9 percent respondents had structural skills, 27.6 percent respondents had human resource skills, 19.5 percent had political, 17.6 percent had symbolic and 28.6 had mixture of two or more skills. In last according to the work experience of respondents above 15 years 43.9 percent respondents lied in 15 percentile range, 48.1 percent respondents in 40 percentile, 36.3 percent respondents in 50 percentile, 28.6 percent in 75 percentile range and 25 percent respondents had emotional intelligence level of 90 percentile.

Table 1.4 Emotional Intelligence According to Academic Qualification: N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
Technical/ Professional	33 (40.2)	15 (28.8)	38 (41.8)	10 (47.6)	2 (50.0)
General	49 (59.8)	37 (71.2)	53 (58.2)	11 (52.4)	2 (50.0)
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

Academic qualification of respondents is depicted in the above table. It was observed that most of respondents 40.2 percent respondents had percentile-15 of emotional intelligence, 28.8 percent respondents had percentile-40 of emotional intelligence followed by 41.8 percent had percentile-50, 47.6 percent respondents were those who had emotional intelligence percentile is 75 and 50.0 percent respondent had 90 percent emotional intelligence level that had technical/professional qualifications. On the other hand 32.8 percent respondents had percentile-15 of emotional intelligence, 71.2 percent respondents had percentile-40 of emotional intelligence followed by 58.2 percent had percentile-50, 52.4 percent respondents were those who had emotional intelligence percentile is 75 and 50.0 percent respondent had 90 percent emotional intelligence level in terms of general qualification.

Table 1.5 Emotional Intelligence According to type of Organization: N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
Government	57 (69.5)	48 (92.3)	64 (70.3)	15 (71.4)	2 (50.0)
Private	25 (30.5)	4 (7.7)	27 (29.7)	6 (28.6)	2 (50.0)
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

A perusal of above table revealed that according to type of organisation respondents were divided into two parts as government and private organisations. In government organisation 69.5 percent respondents had percentile-15 of emotional intelligence, 92.3 percent respondents had percentile-40 of emotional intelligence followed by 70.3 percent had percentile-50, 71.4 percent respondents were those who had emotional intelligence percentile is 75 and 50.0 percent respondent had 90 percent emotional intelligence level. In private organisations 30.5 percent respondents had percentile-15 of emotional intelligence, 7.7 percent respondents had percentile-40 of emotional intelligence followed by 29.7 percent had percentile-50, 28.6 percent respondents were those who had emotional intelligence percentile is 75 and 50.0 percent respondent had 90 percent emotional intelligence level.

Table 1.6 Emotional Intelligence According to Nature of Job: N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
Manufacturing	20 (24.4)	14 (26.9)	17 (18.7)	2 (9.5)	
Service	62 (75.6)	38 (73.1)	74 (81.3)	19 (90.5)	4 (100.0)
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

Data pertaining to nature of job of respondents is shown in the above table. Results revealed that the respondents who are in manufacturing job 24.4 percent respondents had percentile-15 of emotional intelligence, 26.9 percent respondents had percentile-40 of emotional intelligence followed by 18.7 percent had percentile-50, 9.5 percent respondents were those who had emotional intelligence percentile is 75 and there was no respondent who have 90 percent emotional intelligence level. As compared in service job 75.6 percent respondents had percentile-15 of emotional intelligence, 73.1 percent respondents had percentile-40 of emotional intelligence followed by 81.3 percent had percentile-50, 90.5 percent respondents were those who had emotional intelligence percentile is 75 and 100.0 percent respondent had 90 percent emotional intelligence level.

Table 1.7 Emotional Intelligence According to Gender: N=250

	Percentile-15	Percentile-40	Percentile-50	Percentile-75	Percentile-90
Male	76 (92.7)	47 (90.4)	79 (86.8)	16 (76.2)	4 (100.0)
Female	6 (7.3)	5 (9.6)	12 (13.2)	5 (23.8)	
Total	82 (32.8)	52 (20.8)	91 (36.4)	21 (8.4)	4 (1.6)

The Figures in brackets shows the percentage.

The results of the above table further revealed that according to gender it can be divided in to two parts as male and female. In case male respondents 92.7 percent respondents had percentile-15 of emotional intelligence, 90.4 percent respondents had percentile-40 of emotional intelligence followed by 86.8 percent had percentile-50, 76.2 percent respondents were those who had emotional intelligence percentile is 75 and 100.0 percent respondent had 90 percent emotional intelligence level. In case of female respondents, 7.3 percent respondents had percentile-15 of emotional intelligence, 9.6 percent respondents had percentile-40 of emotional intelligence followed by 13.2 percent had percentile-50, 23.8 percent respondents were those who had emotional intelligence percentile is 75 and there was no respondent who have 90 percent emotional intelligence level.

VI. CONCLUSION

This study was conducted to explore and analyze the important constituents of human resource management i.e. emotional intelligence. The study concluded that most of the respondents shows there emotional intelligence level is up to 50 percent in respect to the various demographic factors, means while doing every work they think emotionally. For all levels of jobs, EI competencies are twice as effective as IQ in determining an individual's success rate. The higher the level of a position in an organization, the more EI seems to matter. Executive Leaders show an 85% correlation between EI competency and success.

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