



INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION AND MANAGEMENT

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A LITERATURE SURVEY ON EMOTIONAL INTELLIGENCE SHOULD MATTER TO MANAGEMENT**YOGESHWER SINGH RANDHAWA****ASST. PROFESSOR****ST. SOLDIER INSTITUTE OF ENGINEERING, TECHNOLOGY & MANAGEMENT****JALANDHER – 144 004****DR. POOJA OHRI****HEAD****DEPARTMENT OF MANAGEMENT STUDIES****SWAMI SARVANAND INSTITUTE OF MANAGEMENT & TECHNOLOGY****DINANAGAR, GURDASPUR, PUNJAB****ABSTRACT**

Other things being equal, most organizations would like to hire people with above-average IQ because it seems logical to think such people would be above-average employees in terms of performance and leadership. But such is not the case according to this broad literature survey. In fact, assuming that IQ is adequate, an individual's level of emotional intelligence (EI) has more predictive integrity. EI involves knowing when and how to express emotions as well as the ability to control emotions. It involves self-awareness, self-management, social awareness, and the ability to manage relationships (Daniel Goleman, 1998). Evidence also suggests that it can be learned, and once learned, will be retained for considerable time. This paper on emotional intelligence will address some important questions including: What is emotional intelligence (EI)? How is it different from other established constructs in psychology? Is it possible to develop EI? Is EI a better predictor of work performance than traditional measures of intelligence?

KEYWORDS

Emotional, Management, Intelligence, Performance.

INTRODUCTION

Research on emotional intelligence began as early as the 1930s with researchers Robert Thomdike and Stein (1937) and Wechsler (1940). David Wechsler defined intelligence as "the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment" (Wechsler, 1958). He also wrote, "It follows that we cannot expect to measure total intelligence until our tests also include some measures of the non-intellective factors" (Wechsler, 1943).

The work of these early pioneers was largely overlooked until 1983 when Howard Gardner began writing about "multiple intelligence." He proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by IQ and related tests. Conducted in the 1940s, the Ohio State Studies were some of the earliest research studies on leadership. J. K. Hemphill (1959) suggested that "consideration" is an important aspect of effective leadership. This research study suggested that leaders who are able to establish "mutual trust, respect, and a certain warmth and rapport" with members of their group will be more effective (Fleishman and Harris, 1962). Around the same time period, the Office of Strategic Services (1948) created a process of assessment based on the work of Murray (1938) that included the appraisal of non cognitive and cognitive abilities. This became known as the "assessment center" and was first used in the private sector by AT&T in 1956 (Bray, 1976).

Many of the factors evaluated in the assessment centers past and present include social and emotional competencies including communication, sensitivity, initiative, and interpersonal skills (Thornton and Byham, 1982). By the 1990s, a long tradition of research on the role of non cognitive factors had been established to help people succeed in both life and the workplace. The current research has been built on this tradition.

CURRENT RESEARCH, THEORY, AND PRACTICE

Salovey and Mayer coined the term "emotional intelligence" in 1990 (Salovey and Mayer, 1990). They were well aware of the previous work on non-cognitive aspects of intelligence and they described emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey and Mayer, 1990). These partners launched a research program with the intent to develop valid measures of emotional intelligence and to explore its significance. In one study they found that when people saw an upsetting film, those who scored high on emotional clarity (the ability to identify and name to a mood being experienced) recovered more quickly (Salovey, Mayer, Goldman, Turvey, and Palfai, 1995). In another study, individuals who scored higher in the ability to perceive accurately, understand and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks (Salovey, Bedell, Detweiler, and Mayer, 1999). In the early 1990s, Daniel Goleman became aware of the work of Salovey and Mayer. He was a science writer for the New York Times and later became a professor at Harvard University. He published, *Emotional Intelligence: Why It Matters More Than IQ*, in 1995, and has since published such works as *Working with Emotional Intelligence* (1998), *Emotionally Intelligent Parenting* (2000), *Primal Leadership: Leading with Emotional Intelligence* (2002), and *Social Intelligence: Beyond IQ to Emotional Intelligence* (2006).

Practitioners who must make decisions on hiring and promotion are far more interested in assessing capabilities related to outstanding performance and leadership. Qualitative research suggests that IQ measures fail to account for large portions of the variance related to performance and career success, especially among top managers and senior leaders. A large body of research indicates that IQ does not predict success for top performers as well as competencies that integrate cognitive, emotional, and social abilities—all of which may be represented as emotional intelligence

HOW EI DIFFERS FROM OTHER ESTABLISHED CONSTRUCTS IN PSYCHOLOGY

There is a growing awareness that the abilities, traits, and competencies related to emotional intelligence are woven together with cognitive intelligence. A good example of this research is the Somerville study, a 40-year investigation of 450 boys. Two-thirds of the boys were from welfare families and one-third had IQs below 90. However, IQ had little relation to how well they did at work or in the rest of their lives. What made the biggest difference was the development of abilities such as being able to handle frustration, control emotions, and learning to get along with other people.

Another good example is a study of 80 PhDs in science who underwent a battery of personality tests, IQ tests, and interviews in the 1950s while they were graduate students. Forty years later, when they were in their early 70s, they were tracked down and their careers were evaluated based on their resumes, feedback from experts in their fields, It turned out that social and emotional abilities were four times more important than IQ in determining professional success and prestige. It would be inaccurate to suppose that cognitive ability is irrelevant for success in science. For starters, a relatively high IQ is needed to be admitted to a graduate school like Berkeley. Once past this threshold, however, IQ has little to do with a person's ability to surpass his or her peers. It is more important to be able to persist in the face of difficulty and to get along well with colleagues and subordinates than it is to have an extra 10 or 15 points of IQ. The

same is likely true of other occupations. Given levels of IQ create a "threshold competence," a minimal capability that everyone in a given pool must have to get and keep their job. However, IQ does seem to account for a substantial amount of variance in performance for entry-level positions. In middle- and upper-level jobs, the distinguishing factors seem to be related to emotional intelligence and competencies that distinguish the superb performers from the run-of-the-mill performers. While IQ should remain an important predictor of the types of vocations a given individual can pursue, once within that vocation the predictive validity of IQ seems to diminish significantly. The excitement generated in some media contexts supports the impression that high emotional intelligence might compensate for a low IQ and allow those with below-average IQ, but high emotional intelligence, to thrive. This is a false impression due to the concept that a "threshold competence" exists for any given position in which a minimal IQ is required to get and keep a job.

VALUE OF EMOTIONAL INTELLIGENCE AT WORK

In our research it was found that new salesmen who were optimists sold 37% more insurance in their first two years than did pessimists. When the company hired a special group of salesmen who failed the normal screening but scored high on optimism, they outsold the pessimists by 21% in the first year and 57% in the second year. The optimistic salesmen outsold the average agent by 27%. A study of store managers in a retail chain found that the ability to handle stress predicted net profits, sales per square foot, sales per employee, and per rupees inventory investment. The ability to manage feelings and handle stress is a key aspect of emotional intelligence. Emotional intelligence involves knowing when and how to express emotions, as much as controlling emotions. Simply controlling emotions is not adequate for sustained success

IS IT POSSIBLE TO DEVELOP EI?

Bar-On has found that successively older cohorts tend to score higher on his scale of EI, suggesting that EI can be learned through life experience. A wide range of findings from psychotherapy training programs and executive education all provide evidence for peoples' ability to improve their emotional and social competence with sustained effort and a systematic program. New findings in the emerging field of affective neuroscience have begun to demonstrate that the brain circuitry of emotion exhibits a fair degree of plasticity, even in adulthood. For example, college of Management at Jalandhar conducted longitudinal studies in which students participated in a required course on competence building that allowed students to assess their emotional intelligence competencies as well as cognitive ones. The students then selected specific competencies to target and designed and implemented an individualized learning plan to strengthen them. Assessment of the students at the beginning of the program, upon graduation, and again years later on-the-job has shown that emotional intelligence competencies can be significantly improved and that these improvements are sustainable.

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