

Emotional Intelligence and Leadership: A Review

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Abstract:

The core interpersonal and personal competencies that make up emotional intelligence were defined by psychologist Daniel Goleman, who also explained why emotional quotient is just as crucial to success as IQ. According to Goleman, emotional intelligence (EI) is the ability to recognize our own feelings as well as those of others, to inspire oneself, and to effectively manage emotions in both our personal and professional interactions. To accomplish a task, a leader must interact with his followers and try to change their attitudes and behaviours. Leaders with high EI exhibit transformative leadership characteristics, which are beneficial to the achievement of organizations. The present study conducts a literature review on study done by Bars on EI.

Key Words:

Emotional Intelligence, Leadership

INTRODUCTION:

The term "intellect" is an ancient term that has been used by Greek philosophers like Aristotle to describe cognitive abilities like remembering and problem-solving. Descartes, another philosopher, described intelligence as the capacity to distinguish between true and untrue. A man possesses not just some quantity of intelligence, but varying quantities of various intelligences, according to E. L. Thorndike (1920), who defined three separate categories of intelligence: mechanical, social, and abstract. In the 1920s, Thorndike was the first to label EI as social intelligence. Thorndike described social intelligence as the capacity to get along with others in the 1930s.

According to theorists and researchers, emotional intelligence (EI) abilities are beneficial and necessary in practically every aspect of our lives (Salovey & Mayer, 1990). Thorndike went on to describe social intelligence as the capacity to comprehend and direct individuals to behave appropriately in interpersonal interactions (Thorndike, 1920). Multiple intelligences were first mentioned in "The Shattered Mind" by Howard Gardner in 1975. According to Gardner's (1983) model of seven multiple intelligences, social intelligence is a combination of interpersonal intelligence, or the intelligence of human interaction, and intrapersonal development of a person's internal characteristics. The capacity to keep track of one's own feelings and emotions as well as those of others is known as interpersonal intelligence. The capacity to regulate emotions, discern between them, and then make

use of this knowledge by putting it to use in one's own actions, ideas, and behaviours is a component of intrapersonal intelligence (Gardner, 1983; Salovey & Mayer, 1990).

LITERATURE REVIEW:

The core interpersonal and personal competencies that make up emotional intelligence were defined by psychologist Daniel Goleman, who also explained why emotional quotient is just as crucial to success as IQ. Emotional Intelligence (EI), according to Mayer and Salovey (1993), is the capacity to pay attention to one's own and other people's feelings, to distinguish between them, and to utilize this knowledge to inform one's decisions and behaviour. Knowing one's own emotions, controlling emotions, inspiring oneself, recognizing emotions in others, and handling relationships make up Mayer and Salovey's (1993) five domains of emotional intelligence (As Mentioned in Table 1).

Table 1: Five Domains of Emotional Intelligence

Domains	Explanation
Self-Awareness	- Understanding emotions, including what one feels and why, as well as how they affect those around us, is a key component of self-awareness. - Knowing one's strengths and limitations as well as what is essential, such as values or moral compass, is another aspect of self-awareness.
Self-Regulation	- Skilfully controlling the emotions, especially the negative ones. - Being respectful of others and make an effort to maintain control. - Practicing remaining calm - Upholding moral standards and take responsibility for actions.
Motivation	- Desire to advance and succeed. - Involves holding to high standards and perseveringly pursuing one's objectives. - Develop assertiveness skills and be prepared to seize chances as they present themselves.
Empathy	- Being able to put oneself in another person's shoes and consider a problem from their point of view is a crucial interpersonal skill. - It's crucial to understand and respond to others' feelings, even if one disagrees with them.
Social Skills	The term "people person" is frequently used to describe someone who has strong social skills.

Domains	Explanation
	• They are reliable team members and assured speakers who are equally adept at listening to others as they are at speaking for themselves. • They also make excellent leaders, inspiring and encouraging others, efficiently handling change and disagreement, and giving credit where credit is due.

People who possess EI skills, according to Mayer and Salovey, have a wide range of good mental health abilities, are open to both positive and negative elements, contribute to well-being, are aware of and understand their own emotions as well as those of others, have empathy, and are pleasant to be around. By emphasizing the value of EI at work, Harvard psychologist Daniel Goleman expanded on the work of Mayer, Gardner, and Salovey in 1990. The bestselling book EI by Daniel Goleman from 1995 continues to delve into the concept of EI. According to Goleman, emotional intelligence (EI) is the ability to recognize our own feelings as well as those of others, to inspire oneself, and to effectively manage emotions in both our personal and professional interactions.

EMOTIONAL INTELLIGENCE:

Over the past few years, interest in emotional intelligence has increased. It is undeniable that it has evolved into a widely accepted idea in both general and applied psychology, as well as in practical business settings. According to Salovey & Mayer (1990), emotional intelligence is a set of skills that deal with processing emotions and emotional data. Emotional intelligence, according to Goleman in 1998, is the ability to understand both own and other people's feelings, to motivate ourselves, and to effectively manage own and other people's emotions.

EI is a collection of noncognitive talents, competencies, and abilities that affects one's capacity to successfully manage environmental demands and pressures. These noncognitive intelligences have been studied by psychologists, who have been able to divide them into the following three kinds of intelligence:

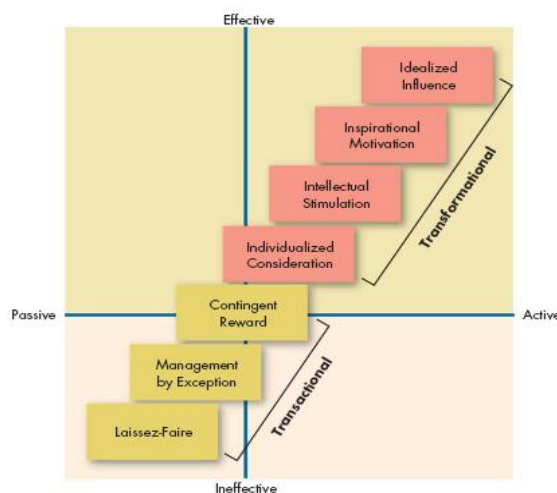
Concrete intelligence is the capacity to comprehend and work with physical objects. **Social intelligence** is the capacity to comprehend and interact with others. **Abstract intelligence** is the capacity to comprehend and work with linguistic and mathematical symbols.

These categories of intelligence are based on Howard Gardner's theory of multiple intelligences, which he first proposed in 1983. According to Gardner (1983), intelligence is made up of a variety of component intelligences, such as linguistic, musical, logical-mathematical, spatial, bodily-kinesthetics, and personal intelligence. Emotionally intelligent people will have more success and happiness in life, according to Goleman (1995), who effectively equates emotional intelligence with prosocial behaviour.

LEADERSHIP:

The degree to which a person without official authority affects the other group members is known as "leadership emergence." (Lord, De Vader, & Alliger, 1986; Schneier & Goktepe, 1983; Taggar, Hackett, & Saha, 1999). To accomplish a task, a leader must interact with his followers and try to change their attitudes and behaviours. Thus, it is the responsibility of the leader to persuade and inspire his followers to work together to attain the shared objective.

Burns created the transformational/transactional leadership model in the late 1970s, and he described transformational leaders as those that inspire their followers and present them with intellectual challenges (Burns, 1978). Daily operations are viewed by transactional leaders as an exchange between themselves and their employees. The difference between the three types of leadership styles is as below:



Source: Robbins, S. P., & Judge, T. (2012)

EMOTIONAL INTELLIGENCE AND LEADERSHIP BEHAVIOUR:

EI and leadership have been linked in previous studies. Studies by Boyatzis (1999), Cherniss (2001), and others have linked EI to effective leadership techniques in middle and upper-level management (Palmer et al. 2001; Gardner and Stough 2002; Barling et al. 2000). According to other studies, leaders with high EI exhibit transformative leadership characteristics, which are beneficial to the achievement of organizations.

Adults have shown a relationship between EI and leadership behaviours (Barling et al., 2000). Transformational leaders serve as role models for their teams by communicating their values to them, inspiring them with an appealing vision, challenging them intellectually to think creatively, and demonstrating concern and care for everyone (Bass, 1998).

Since the first attribute of leadership, there have been notions about how followers' emotions play a role in leadership and how emotional intelligence is linked to effective leadership. Dasborough (2006) reflects that in work environments, leaders can cause emotional reactions among their followers. A leader who can control their own emotions and show empathy for others will be more effective at work, as it is now widely acknowledged that leadership is an emotionally charged activity.

Furthermore, it is unnecessary to reiterate how emotional intelligence can improve leadership. George (2000) has discussed the importance of emotions in the leadership process and how emotional intelligence increases a leader's effectiveness. George cites five key components for good leadership in her study, emphasizing the relationship between emotional intelligence and effective leadership practices like

- 1) Creating and maintaining enthusiasm, confidence, optimism, cooperation, and trust;
- 2) Setting and maintaining collective goals and objectives;
- 3) Fostering in others a sense of appreciation for and importance of work;
- 4) Fostering flexibility in decision-making and change; and
- 5) Creating and maintaining a meaningful identity for the organization.

Each of these components has emotional components, therefore leaders with high emotional intelligence may be more successful in accomplishing these results. A leader's emotional intelligence may be more crucial than it is in others, particularly when cognitive resources are limited, such as in extremely stressful work environments (Salas, Driskell, & Hughs, 1996).

Another argument is that relationship-based leadership strategies are by their very nature emotional. Dasborough and Ashkanasy (2002) have claimed that leaders' emotional intelligence improves the quality of the exchange relationships between members. Similar claims have been made by Zhou & George (2003) that emotional intelligence can improve team leadership. Considering this, emotional intelligence and leadership efficiency should concentrate on methods of leadership that incorporate emotional components. Both transformational leadership and charismatic leadership require idealized influence and inspirational motivation, which are emotionally charged for the followers. Furthermore, Prati, Douglas, Ferris, Ammeter, and Buckley (2003) offer convincing theoretical justifications for the significance of emotional intelligence in leaders as well as its hypothesized connections to charismatic leadership, transformational leadership, and motivation.

Table 2 is the Bar-On's Model of EI which depicts resistance to stress, independence, and optimism were the top three EI traits. Independence is listed under intrapersonal skills, optimism is a part of general mood, and stress tolerance is a component of stress management. Leaders exhibited inspirational motivation, one of the five transformational leadership behaviours, the most frequently. This behaviour describes the ways in which leaders energize their followers by looking forward with hope. This element is represented by actions like emphasizing

lofty goals and presenting an idealized vision for the organization. Additionally, it is seen to be an inspirational motivational behaviour to convey to the followers that the objective is achievable.

The most prevalent of the three transactional behaviours was contingent reward, which refers to actions taken by leaders to make clear the demands of their roles and tasks. It also encompasses the actions of leaders who promise monetary or emotional rewards to their subordinates in exchange for meeting their contractual obligations. This habit was practiced by the respondents almost as frequently as transformational activities. Of the five main EQ factors, interpersonal skills were found to be the most crucial in understanding transformational behaviour. More precisely, among the 15 subscales, empathy, a measure of interpersonal abilities, was discovered to be crucial in determining the variance in transformational leadership behaviour.

Table 2: Bar-On's Model of EI

Component Measured by EQ-i Subscales	Definition	Area
Self-Regard	The ability to respect and accept oneself as basically good.	Interpersonal Skills
Emotional Self-Awareness	The ability to recognize one's feelings.	
Assertiveness	The ability to express feelings, beliefs and thoughts and defend one's rights in a nondestructive manner.	
Independence	The ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependency.	
Self-Actualization	The ability to realize one's potential capacities.	
Empathy	The ability to be aware of, to understand and to appreciate the feelings of others.	Intrapersonal Skills
Social Responsibility	The ability to demonstrate oneself as a cooperative, contributing and constructive member of one's social group.	
Interpersonal Relationship	The ability to establish and maintain mutually satisfying relationships that are characterized by intimacy and by giving and receiving affection.	
Reality Testing	The ability to assess the correspondence between what is experienced and what objectively exists.	Adaptability
Flexibility	The ability to adjust one's emotions, thoughts and behavior to changing situations and conditions.	
Problem Solving	The ability to identify and define problems as well as to generate and implement potentially effective solutions.	
Stress Tolerance	The ability to withstand adverse events and stressful situations without "falling apart" by actively and positively coping with stress.	Stress Management
Impulse Control	The ability to resist or delay an impulse, drive or temptation to act.	
Optimism	The ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity.	General Moods
Happiness	The ability to feel satisfied with one's life, to enjoy oneself and others and to have fun.	

Source: Bar-On's Model of EI

CONCLUSION:

The criteria for selection as well as the development of the candidates should be widened to acknowledge the value of EI and leadership attributes as firms train the next generation of executives. Additionally, in order to assess whether transformational leadership patterns are being used, existing CEOs should examine their own leadership actions. Organizations have the capacity to influence current leadership to make transformational decisions given the connection between EI and transformational leadership. In the end, this will improve the organization's ability to adapt and its chances of staying competitive.

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