
DEVELOPING EMOTIONALLY INTELLIGENT MANAGERS

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ABSTRACT

Emotional development is one of the major aspects of human development. Mans emotional make-up has always been linked with his Physical, mental, intellectual, social, moral and aesthetic development, ever since the development of psychology as a behavioral science. The latest testimony to this belief is the groundbreaking theory of Emotional Intelligence by Daniel Goleman.

It is an established fact today that E.Q (Emotional Quotient) is more vital than I.Q (Intelligence Quotient) to the development of one's personality into a full-fledged, well-rounded and holistic personality. No wonder emotional adjustment plays a crucial role in determining the academic adjustment of a student at any stage.

Emotional Intelligence allows us to think more creatively and use our emotions to solve problem. Daniel Goleman believes that Emotional intelligence appears to be an act of psychological abilities that relate to life success. It is empathy and communication skills as well as social and leadership skills that will be central to your success in life and personal relationships rather than high IQ, Goleman purports that it is far better to have high E- IQ, I, if you want to be valued and a productive member of our society.

REVIEW OF LITERATURE

Collins, C. I. (2001). Emotional intelligence and leadership success. UNIVERSITY OF NEBRASKA: The purpose of this study was to examine the effect of emotional intelligence as a predictor of leadership success. The initial finding is that EI

may not directly play a significant role in the success of the executive participants. The second finding suggests that if a role exists, other variables may have an impact on the construct measurement

Weinberger, L. A. (2003). An examination of the relationship between emotional intelligence, leadership style and perceived leadership effectiveness. UNIVERSITY OF MINNESOTA.: This study investigated the relationship between emotional intelligence, leadership style and leadership effectiveness. A correlational research design was used. Through the testing of 24 research hypotheses, this study found no relationships between the perceptions of a leaders leadership style and that leaders emotional intelligence and a leaders perceived leadership effectiveness and their emotional intelligence².

Tans, L. (2003). The relationship between emotional intelligence and contextual performance as influenced by job satisfaction and locus of control orientation. ALLIANT INTERNATIONAL UNIVERSITY, SAN DIEGO.: The purpose of this study was to determine the relationship between emotional intelligence and contextual performance. The influence of job satisfaction and external locus of control orientation on that relationship was also studied. Job satisfaction and external locus of control orientation were not significant moderators or mediators of the relationship between emotional intelligence and contextual performance.

Schulte, M. J. (2003). Emotional intelligence: A predictive or descriptive construct in ascertaining leadership style or a new name for old knowledge? OUR LADY OF THE LAKE UNIVERSITY.: This study examined the correlation and predictiveness of the construct of Emotional Intelligence in relationship to Transformational Leadership Style as defined by Bass and Avolio derived from the work of James McGregor Burns. The data were examined for relationships and predictiveness using the scores obtained from the test instruments as variables to ascertain if Emotional Intelligence was more predictive of leadership style than measurements of personality and general cognitive ability. EI was well predicted by general cognitive ability and personality.

FACTORS INFLUENCING EMOTIONAL INTELLIGENCE

The emotional intelligence of a person rests on so many factors

(a) Health and physical development:-

Physical development and health has a positive correlation with emotional development. Any deficiency in physical side, internal or external creates emotional problems. The person weak in romantic structure or suffering from illness or more emotionally upset and unstoppable than other person whose health is better.

(b) Intelligence:-

Intelligence as the ability to make adaptation, has a significant correlation with the emotional adjustment and suitability of the person. There is less emotional control on the average, among those of the lower intellectual levels than among persons of the same age who are bright.

(c) Family atmosphere and relationships:-

The emotional behaviour of the parents and elder members of the family have all the chances of imitation by the younger ones. The cordial atmosphere prevailed at home develops positive emotions among the children, the conflicts, lights and tensions in family relationship give birth to negative emotions. The size of the family, the socio-economic status of the family, the parental attitude all are decisive factors in emotional intelligence of the person.

(d) School atmosphere and teachers:-

The school life plays an important role in the emotional development of children. The healthy atmosphere of the school always results in the balanced emotional development. The physical facilities provided in the school, methods of teaching, the organization of co-curricular activities and social life of the school, the relationship among the staff members, and the head of the institutions, the attitude of the teacher towards students influences the emotional development.

(e) Social developments:-

The moral social is the person, the more emotionally adjustable he will prove socially rejected or maladjusted person always face difficult emotional problems.

(f) Neighbourhood, the community and the society:-

The social agencies like neighbourhood, the community and society of which an individual is the member, also exerts significant influence upon his emotional set up. He picks up so many trails of his emotional behaviour from these surroundings. The brave community is sure to produce fearless and courageous person. The society where the elder members of the society unnecessarily exhibit emotional out burst of anger leads the youngsters to such negative development.

METHODS OF DEVELOPING EMOTIONAL SKILLS

In order to lead a healthy, happy and satisfying life one has to learn the various ways of adjustment, i. e. coping with one's environment as effectively as possible. Also he has to safeguard his self against turning into a maladjusted and abnormal personality. How can it be done? What are the different ways of coping with one's environment? How does one handle and face the conflicts, anxieties, pressures and stresses of one's life? To seek answers to these questions the description of possible modes, ways and methods used by the individual in his adjustment process is necessary.

The methods used for keeping and restoring harmony between the individual and his environment can be grouped into two categories, direct methods and indirect methods.

1. DIRECT METHODS:

Direct methods are those methods which are employed by the individual intentionally at the conscious level. They are rational and logical and help in getting permanent solution of the problem faced by the individual in a particular situation. These methods include the following;

a. Increasing trials or improving efforts.

When one finds it difficult to solve a problem or faces obstacles in the path, to cope with his environment he can attempt with a new zeal by increasing his efforts and improving his behavioural process.

b. Adopting compromising means.

For maintaining between his self and the environment one may adopt the following compromising postures;

- i) He may altogether change his direction of efforts by changing the original goals, i.e. an aspiration for I.A.S. may direct his energies to become a probation officer in a nationalized bank.
- ii) He may partial substitution of goal like selection for the provincial civil service in place of the I.A.S.
- iii) He may satisfy himself by an apparent substitute for the real thing, e.g., in the case of a child, by a toy car in place of a real car and in the case of a young boy desirous of getting married by a doll in his arms.

c. Withdrawal and submissiveness.

One may learn to cope with one's environment by just accepting defeat and surrendering oneself to the powerful forces of environment and circumstances.

d. Making proper choices and decisions

A person adapts himself to, and seeks harmony with, his environment by making use of his intelligence for the proper choice and wise decisions particularly when faced with conflicting situations and stressful moments.

2. INDIRECT METHODS:

Indirect methods are those methods by which a person tries to seek temporary adjustment to protect himself for the time being against a psychological danger. These are purely psychic or mental devices- ways of perceiving situations as he wants to see them and imaging that things would happen according to his wishes. That is why these are called defence or mental mechanisms employed in the process of one's adjustment to one's self and the environment. A few important mental mechanisms are

(i) Repression

Repression is a mechanism in which painful experiences, conflicts and unfulfilled desires are pushed down into our unconscious. In this way one consciously tries to forget the things that might make him anxious or uncomfortable. One tries to get temporary relief from the tension or anxiety by believing that the tension producing situation does not exist.

(ii) Regression

Regression means going backward or returning to the past. In this process, an individual tends to regress to his early childhood or infantile responses in order to save himself from mental conflicts and tensions. A man failing in his love affair resorts to regression when he exhibits his love for dolls. Similarly an elder child may regress and start behaving like an infant when a new sibling is born and he feels neglected.

(iii) Compensation

This is a mechanism by which an individual tries to balance or cover up his deficiency in one field by exhibiting his strength in another field. For example, an unattractive girl who becomes a bookworm to secure a position in the class is making use of such mechanism in order to attract attention which she is unable to do with her looks.

(iv) Rationalization.

This is a defence mechanism in which a person justifies his otherwise unjustified behaviour by giving socially acceptable reasons for it and thus attempts to defend himself by inventing plausible excuses to explain his conduct. A child makes use of rationalization when he tries to extend lame excuses for his failure. He may blame the teacher or parents or his poor health and thus try to disguise his own weakness and deficiency.

(v) Projection

Through projection one tries to see attribute one's own inferior impulses and traits in other persons or objects. An awkward person sees and criticizes awkwardness in others. Similarly, a student who has been caught in the examination for cheating may satisfy himself by saying that others had also cheated. A person with strong unsatisfied sexual impulses may denounce others for their sexual aims or may try to think in terms of sex for every thing in the world around him. In this way one tries to overlook or defend one's shortcomings and inadequacies by emphasizing that others are worse than he is.

(vi) Identification

In using this mechanism an individual is found to achieve satisfaction from the success of their people, groups or institutions by identifying himself with them. An artist who has not yet achieved success in his field may identify himself a well-known, well-established artist. One may identify oneself with one's school and feel proud of its fame and reputation. Similarly, hero worship is also a sort of identification where an individual identifies himself with a popular leader or cine actor. He imitates his characteristics, dress and mannerisms and tries to revel in his accomplishments and successes.

(vii) Seclusiveness or withdrawal.

In using this mechanism an individual tends to withdraw himself from the situation that causes frustration or failure. He makes himself feel safe and secure by running away from the problem.

(viii) Sympathism

Sympathism is a defence mechanism in which an individual tries to get satisfaction by seeking sympathy and pity for his own failures and inadequacies. Such persons always magnify the difficulties or obstacles in the path of their success and thus convince others to feel sorry for them.

CONCLUSION

To succeed in career as well as personal life one need to have control over their emotions and learn to use emotions in appropriate manner. Managers are the creators and change agents of various innovative strategies and hence need to be well trained in managing their emotions rather than their intelligence quotient alone. Similar to personality development programs emotional development programmes also plays an important role in individual development.

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BREIF PROFILE OF THE AUTHOR

The Author is a Doctorate in Management specialized in Human Resources Management. Having 10 years of teaching experience in PG teaching (MBA) from 1999. Has published papers in conferences and seminars. Has edited a book titled “Changing Role of banks –A Global Perspective”. Is a Co-investigator for a UGC sponsored Major Research Project. Is guiding 3 M.Phil and 3 Ph.D research Scholars.