

EMOTIONAL INTELLIGENCE INFLUENCE AND ITS EFFICACY IN HUMAN RESOURCE MANAGEMENT – EMERGING TRENDS LITERATURE REVIEW

Ms. Shilpi Agarwal
Assistant Professor

Royal Educational Institute, Ghaziabad

Abstract:

This paper reviews the concept of emotional intelligence reflecting upon intelligence, emotions, emotional intelligence as the capability to understand and control one's emotions is an ability that can be learned and enhanced where the level of an individual's emotional competence increases with age and experience. Next, the purpose of this review is to reveal the existing literature for various theoretical models as well as the association of EI benefits in understanding human behavior and work culture and aid to identify the research gap. The growing complexity of the business world requires a great deal of self-awareness, empathy, integrity, communication, conflict management, and diversity management to keep the global enterprise within the paths of productivity and sustainability. Furthermore, to bring coherence to the diffuse body of conceptual, and functioning definitions and literature on emotional intelligence, how emotional intelligence is beneficial for personality development is presented. There is increasing acceptability of emotional intelligence as a major factor in personality assessment and effective human resource management. The ability to build capacity, empathize, co-operate, motivate, and develop others cannot be detached from both effective performance and human resource management systems. It provides a literature review of the research field of emotional intelligence and examines the usefulness of the construct in the debate on human resources policy and practices in work culture, whether EI can be changed or developed, and how it might be facilitated in resource management.

Keywords: Emotional Intelligence, models of EI, perceived benefits, human resources, workculture.

Introduction:

Emotional intelligence, a term coined in 1990 by Peter Salovey and John D. Mayer is also referred to as emotional literacy, emotional competence, EI and EQ. Throughout the past decade, researchers have explored the concept of emotional intelligence, investigating its need to be examined as human skill set at workplace and its importance organisational development capability. This was a literary review and critique of the concept of emotional intelligence and its validation as part of a human resource management. This paper aimed to complete four research objectives. First, the leading researchers of emotional intelligence were studied, as were their definitions and theories regarding the concept. Second, the emotional intelligence and its development was examined rendering implications for the consideration of emotional intelligence in organisations. Third, papers reflecting the correlation of emotional intelligence been implemented in human resources were reviewed. Finally, recommendations for using emotional intelligence as a conceptual framework in devising human resource management at workplace.

Statement of the Problem:

There is extensive literature about emotional intelligence, but very little focuses on the use of EI concept or devising a conceptual model in the human resource management. There have been numerous benefits posited for considering EI into work culture but scarcely literature been extended on work-related well-being, assisting organisations in designing their human resource policies and practices.

Purpose of the Study:

The purpose of this study is twofold. First, I aim to gain a comprehensive body of knowledge that will assist in advancing my knowledge as a recommendation in designing a development program for EI within the organisations, and the sharing this awareness in mentoring sessions with other professionals. Second, to create a comprehensive body of knowledge to assist in the acknowledgment and creation of training programs on EI to be included in HRM.

Objectives of the Study:

The following objectives were set out to fulfill the aim of the study:

Objective-1 A comprehensive review of EI models and EI capabilities.

Objective-2 To critically evaluate the relationship between EI and human resource management.

Objective-3 Does EI play any role in organisations?

Objective-4 Summarize for recommendations based on literature review and findings.

In consideration of the first objective of this paper, throughout the past ten years, four researchers were at the forefront of the study of emotional intelligence: Howard Gardener, Peter Salovey, Daniel Goleman, and Jonathan Cohen. Emotional intelligence includes two general divisions. First, to be emotionally literate, a person must understand his/her emotions, including the ability to label the emotions, understand the influential factor creating the emotion, and the appropriate behaviour for the emotion. Second, a person must understand the emotions of others, most notably, empathy. The second objective of this paper aimed to unite an understanding of the emotional development of people with the implications when establishing trainings and development programs. The third objective of this paper was to explore successful emotional literacy programs. The final objective of this paper was to make recommendations to human resources and its counselors for using emotional intelligence as a conceptual framework.

This paper reviews the current literature on the concept of emotional intelligence and makes recommendations for incorporating emotional intelligence into human resource management and development programs. The paper focuses on major areas of study namely; identifying the most cited models of emotional intelligence, presenting reviews research on importance of developing emotional intelligence that can be crucial at work place settings, provides a outline of the influences for and against emotional intelligence at work place and the recommendations on how the components of emotional intelligence can integrate with human resource practices for developing EI competencies among managers, leaders, employees at all levels.

What is Emotional Intelligence:

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. The term was first coined in 1990 by researchers John Mayer and Peter Salovey but was later popularized by psychologist Daniel Goleman. Emotional Intelligence (EQ) for HR at the workplace is the composition of four human resource traits/

characteristics identification of own emotions, the ability for managing own emotions, recognizing others' emotions, and relationship management. These are also commonly known as the four components of emotional intelligence, as described by Daniel Goleman in his famous book on emotional intelligence in 1995.

According to Sternberg (1997), "Intelligence comprises the mental abilities necessary for adaptation to, as well as shaping and selection of, any environmental context" (p. 1030). In a theory of multiple intelligences, Gardner (1983, 1993, 2006) proposed eight different types of intelligences. Simply put, intelligence is abstract reasoning and ability to learn (Sternberg, 1997).

About: Human beings are a complex species of emotion and reason. While reasoning enables them to judge things with mathematical precision, emotions help them to understand and empathize which make them "human". Traditionally it was believed and accepted that people with high reasoning skills and a sound logical bend of mind were more intelligent. The IQ tests that were designed to ascertain a person's intelligence and competency tested only the reasoning and the logical aptitude of the person. As Woodworth (1940) suggested, "IQ tests were considered effective when they tested a person being not afraid or angry or inquisitive over things that aroused emotions". Even though the research in the field of emotional intelligence has garnered immense interest among scholars and practitioners, confusion has developed with regard to its actual conceptualization and operationalization (Mayer, 2006).

Research Methodology:

Studies were identified using a three-phased literature review methodology, which was suggested by Webster & Watson (2002) and has been previously used in management research (Ha et al., 2012; Kitsios et al., 2020; Kitsios & Kamariotou, 2019a; b; c; Kitsios & Kamariotou, 2016a; b; c; Sitaridis & Kitsios, 2018; 2016; Schubert & Legner, 2011). First, a search of the literature reviews was done to select the databases and keywords of the basic search. Then, the backward search was implemented to examine the references of the selected papers and finally the forward search to examine the citations of the selected papers in order to increase their amount. After the selection of the papers, these were classified according to their content.

For article selection, search was done in Scopus, Science Direct and Web of Science databases using combinations of the following keywords 'emotional intelligence', 'emotional competency', 'influence in work culture', 'human resource' and 'policies' for papers published in peer

reviewed journals. These were selected without limiting them to a specific period. Books, chapters, conference proceedings, technical reports and working papers were not included in the review. Overall, 325 articles were gathered using keywords in all databases. According to the limitations of language and the source of publication, articles reduced in 183. Duplicate articles were deleted. Scanning their titles, 39 articles were found relevant with the aim of this paper.

Next, examining their abstract, 25 were accepted. A number of studies were rejected because their full text was not accessible. So, 25 articles were examined according to their full text. The majority of keywords refer to entrepreneurial intention(s), entrepreneurship, entrepreneurial education and emotional intelligence. Other keywords regarding to creativity, entrepreneurial self-efficacy, theory of planned behavior, gender, self-efficacy, education, entrepreneurialism, personality, personality traits and students were also used.

Review of Literature :

For centuries, psychologists have recognized both the cognitive and qualitative subtler divisions of the human mind. Our education system has given much attention to the cognitive development, and little attention to the nurturing of emotional development.

Different models as per literature review are enumerated below: After all the research done in the field of emotional intelligence by Peter Salovey, John Mayer, David Goleman, and Konstantin Vasily Petrides, they have come up with three main models of emotional intelligence. These include the ability model, the mixed model, and the trait model.

Ability Model was developed by Peter Salovey of Yale University and John Mayer of University of New Hampshire.

- Perceiving emotions: Emotional Perception understanding nonverbal signs such as other peoples body language or facial expressions (Salovey & Birnbaum)
- Reasoning with Emotions: Emotional Assimilation using emotions to promote thinking and cognitive activity (Salovey & Birnbaum)
- Understanding Emotions: Emotional Understanding Interpreting emotions of others around you, being able to recognize people display emotions of anger when they might not be angry at you but rather the situation.
- Managing Emotions: Emotional Management regulating emotions, responding appropriately and consistently.

The first step emotional perception is an ability to be self-aware of emotions and to express them accurately. When a person is aware of the emotions he is experiencing, he moves on to the next level – emotional assimilation, which is to distinguish between the different emotions he is undergoing and identify those emotions that affect his thought process. This ability leads him to emotional understanding- an ability to understand complex emotions and to recognize the transition from one emotion to another. By then he becomes adept in dealing with his emotions and thus can manage his emotions by connecting to or disconnecting from any emotion at any given situation. This gives him complete control over his impulses and is thus able to think, analyze and behave rationally in any situation.

Mixed Model was developed by David Goleman. Golemans model uses "The Five Components" to efficiently describe emotional intelligence.

Self-Awareness is the ability for one to recognize and describe their own emotions, strengths, limitations, etc. and to understand how these qualities radiate into the world around you, inevitably affecting others in various and complex ways. In HR, this helps you to work well in teams, build rapport with your organization's leadership, designate yourself as reliable and trustworthy, and provide effective support to your organization's employees.

- Self-Regulation self-control, trustworthiness, adaptability the ability to manage impulse and control your outward displays of emotions to use them for your benefit. This can help you when it comes to adapting to change, using rational thinking in times of stress, and with designating yourself as a stable and reliable source of support within your organization.
- Motivation is relishing working toward your goals for the sake of self-accomplishment, routinely set and evaluate new goals for yourself, practice optimism, and focus on you and your employees' inherent value to the team in order to foster feelings of purpose and achievement. Empathy is understanding other people's emotions. Being compassionate comes from developing strong empathy.
- Social Skills leadership, conflict management, communication skills.

Trait Model was developed by Konstantin Vasily Petrides. He defined the trait model as "a constellation of emotional self-perceptions located at the lower levels of personality."

- Ones understanding and perception of their emotions
- The use of personality framework to investigate trait emotional intelligence

Bar-On Traits Model : Bar-On's (2006) model outlines five components which are further classified into fifteen subcomponents.

Intrapersonal: Self Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.

Interpersonal: Empathy, Social Responsibility and Interpersonal Relationship Adaptability: Reality Testing, Flexibility and Problem Solving.

Stress Management: Stress Tolerance and Impulse Control **General Mood Components:** Optimism and Happiness

As the construct incorporates both emotional and social competencies, Bar-On refers to it as the “Emotional Social Intelligence” (ESI) rather than emotional intelligence or social intelligence (2006). He defines his ESI as “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.”

EI at workplace and hence a matter of significance in human resource management:

Emotionally Intelligent people can mobilize and utilize their emotions and are motivated to manage tasks and problem-solve obstacles. They are connected to who they are and what they value in life, which are foundational for prioritizing and reaching any objective or goal.

Employees is the creative capital of an organisation and human resource is a people’s function. Emotions and people are inseparable which need to be dealt with utmost sensitivity for employee and organizations' benefit. We may have the best of HR Tech trends as a facilitator to improve productivity and performance but at the same time, we are dealing with humans too and not robots. HR is associated with some of the most emotionally charged moments in an employee’s life cycle starting from the first day in office, discussions around compensation or promotions or grievances or training, or even the last working day. Observing, understanding, and interpreting employee’s reactions during these critical junctures is important to provide the required support to make informed decisions across the employee life cycle. EI is vital to deal with all sorts of emotions arising in employees out of setbacks, difficult clients or bosses, stress, conflicts, anger, frustrations, challenges, etc. Cognitive empathy like thinking and understanding another person’s perspective, shown by HR during the on boarding process of new joiners make it easy for them to settle fast. HR can facilitate meaningful conversations between employee and reporting manager at the time of performance management or appraisals. Empathy and social skills can help to handle difficult conversations even of non-performers too. Table 1 below shows review of previous studies arranged that guide to understand whether EI predicts outcomes above and beyond personality, intelligence and beneficial at work in some way or the other.

Table1

Role of EI and research findings from Literature Review Summary

Author (s) Purpose Sample Key Findings

Co`te’ & Miners (2006)	To determine how EI and cognitive intelligence is associated with task performance	175 Employees	The results revealed that EI accounted for job performance over and above personality and cognitive ability even when personality and intelligence were controlled.
Van der Zee, Thijs, & Schakel(2002)	To evaluate the incremental validity of EI in predicting academic and social success beyond academic intelligence and personality	116 students	Results showed that EI predicted both academic and social success above academic intelligence and personality.
Akhtar,Boustani, Tsivrikos, & ChamorroPremuzic (2015)	To examine the effects of the Big Five personality traits, work specific personality, and trait EI, on work engagement.	1050 Professionals	Results of the analysis showed that Trait EI predicted work engagement over and above personality



Boyatzis, Good, & Massa (2012)	To investigate how emotional & social competencies, cognitive intelligence (g), and personality affect leader performance.	60 Executives	The results revealed that leader performance was significantly predicted by emotional and social competencies and not by intelligence and personality.
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Singh & Woods (2008)

To examine the joint predictive effects of trait EI, extraversion, conscientiousness, and neuroticism on well being and jobsatisfaction 123 executives Trait EI was found to be strongly correlated with job satisfaction. Results also confirmed that trait EI accounted for additional variance in well-being above

personality

Vakola, Tsaousis, & Nikolaou (2004)	To examine the role of EI and personality variables on attitudes toward organizational change.	137 individuals	Results showed that EI explained variance beyond personality dimensions, in predicting employees' attitudes toward change
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Emotional Intelligence does not say to ignore the reality of the happenings around; rather very looking into the rooted details of the problem may result in better solutions at the workplace. How EI for HR can be achieved? Whenever problems arise in organizations, watching for the root elements of the cause-and-effect relationships of the scenarios being faced, the human brain is then required to see the probable/possible alternatives to come up, with the possible solutions. And last, follow the potential choice for a trial to convert the conditions on a betterment graph scale, whereby problems can be converted into opportunities. It encompasses the ability to recognize, understand and manage own and others' emotions, empathy, and social skills, making people socially skilled. It matters more than IQ, capability to resolve conflicts, openness toward received feedback, intrinsic motivation to pay attention to solve problems, betterment in mental health, being a great team member, bolster the critical thinking process, becoming a trustworthy source of support, providing compassionate support when needed, constructive non-personal feedback in performance management issues, nurturing an atmosphere in which people can speak up without fear of rebuke or criticism, Being creative, wise and positive in challenging situations. The Emotional Intelligence in human resources can be perceived as what an employee knows about self and others; and what employees do to own and others, for self-awareness & social-awareness; and Self-management & Relationship-management purposes, respectively.

Limitations of the Study :

Because the concept of emotional intelligence has been coined, defined and researched only within the last decade, the diversity of the literature as well as the broadness of study, exploration and research is somewhat finite. A small handful of psychologists have led the research on emotional intelligence, and it is their work that is cited, quoted, and built upon in professional journals and other literature on the topic. Also, because the newness of the concept, the studies and findings are continuously shaping the recommendations of the research.

Conclusion :

The purpose of this paper was to conduct a structured literature review to examine the role of emotional intelligence in human resources. The theory of emotional intelligence promises to predict and improve the life skills of individuals. The proponents of the theory believe that in understanding, analyzing and managing emotions in themselves and others, lies the key to an improved quality of



life. As the operationalisation of the theory is the crucial factor which validates their claim, the first and foremost challenge that faces the theorists is to design an instrument or improve upon existing measures which will accurately evaluate and assess the emotional skills of an individual.

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