

## **EMOTIONAL INTELLIGENCE AND LEADERSHIP IN INDIA**

**SWETA CHAUHAN**

Asst. Professor, School of Management Studies, Graphic Era Hill University, Dehradun

Uttarakhand India 248002, swetachauhan@gehu.ac.in

### **Abstract**

This paper makes the case that the leadership process is heavily influenced by feelings (moods and emotions). More precisely, it is suggested that emotional intelligence, or the capacity to comprehend and control one's own and others' moods and emotions, plays a role in effective leadership in organisations. There are four main components of emotional intelligence: understanding and expressing emotions, using emotions to improve thinking and decision-making, knowledge of emotions, and managing emotions. Additionally, how emotional intelligence contributes to effective leadership by focusing on the five key components of effective leadership: creation of shared goals and objectives; teaching others the value of work activities; creating and maintaining enthusiasm, confidence, optimism, cooperation, and trust; encouraging flexibility in decision-making and change; and creating and upholding a meaningful identity for an organisation.

The pertinent review of the literature concentrated on four main areas: the theoretical justification for studying emotional intelligence, the relationship between emotional intelligence and leadership effectiveness, effective leadership practises within private Indian organisations, and implications for organisational leadership.

**Keywords:** Emotions, affect, leadership, emotional intelligence

### **Introduction**

Each organization's soul is its leadership. It involves guiding followers in some way. Employees are motivated to work harder and get ready to sacrifice a significant amount of their own interests for the sake of the organisation since it gives the business the appropriate direction. The leader must be able to read either his or her own and the employees' pulses in order to get the best performance possible from the workforce and to meet organisational objectives. People in organisations typically anticipate that others will respect them and understand their feelings. As a result, the boss needs to use extreme caution when handling the feelings of the team. Emotional intelligence enables leaders to positively impact their situation by fostering an atmosphere of open communication, increased trust, and higher

empathy. This is done through having a better knowledge of one's own emotions as well as those of others. Emotional intelligence is being emphasised as a crucial quality for leaders to have as firms become more conscious of the significance of these essential talents that enable a higher degree of communication within teams, with customers and suppliers, and with all stakeholders. Understanding and controlling our own and others' emotions is referred to as emotional intelligence (E.I.) (Goleman, 2010).

Despite the fact that the idea of emotional intelligence has been around for more than 20 years (Hasan, Ali, Asad, and Mohammad, 2012), there is still no universally agreed-upon definition for it. Salovey and Mayer are the authors whose works serve as the concept's basis and origin (2012). These writings emphasise people's mental faculties. As a result of the interdependence of these skills, emotional intelligence is characterised by the capacity of individuals to manage their own emotions as well as those of those they supervise, to recognise patterns in information, and to use that knowledge to influence the actions and behaviours of others in organisations. According to this, even identical twins have different attitudes, acts, and behaviours from one another since people are not only different in colour and size but also in other important aspects. Cicetti (2017) asserts that those with high emotional intelligence are consistently approachable and cooperative and possess strong linguistic abilities that enable them to provide others with solutions to their problems with little or no consideration. Individual qualities like the will to act, self-esteem, and a higher desire for a better result are examples of what emotional intelligence encompasses (Mittal and Sindhu, 2015). A person's ability to control their emotions and handle stressful situations, as well as their drive for the result, can enable companies to produce better results.

Individual emotional competence, the core competency of the organisation, is what determines how well an organisation supports individual emotional intelligence. Self-awareness, self-regulation, self-motivation, empathy, and social skills are only a few of the broad categories Goleman (2013) outlined for "emotional intelligence." The goal of this essay is to examine how emotional intelligence, or leadership's capacity for emotion, affects how effective a leader is. The findings suggest that emotional intelligence (EI) and its many components are significantly correlated with leadership effectiveness, that successful employers tend to have higher levels of EI, and that leadership skills differ depending on the perspective of employers and level of emotional intelligence.

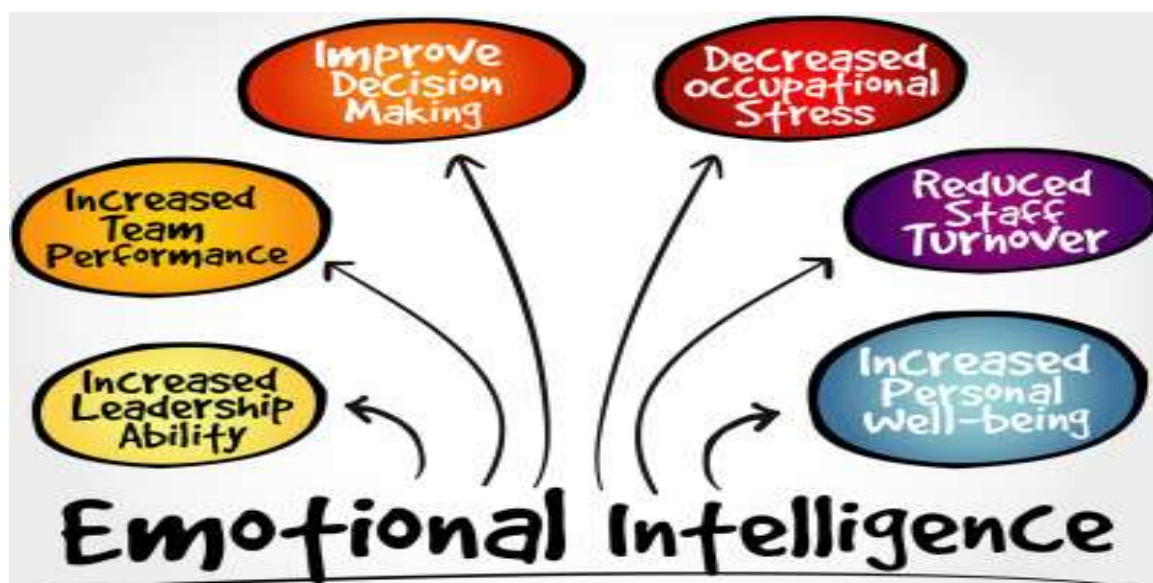
### **Review of Literature**

A number of studies have looked at the relationship between emotional intelligence and concepts like performance, leadership, organisational culture, organisational commitment, and worker behaviour. These studies include those by Mittal and Sindhu (2012), Sahdat, Sajjad, Farooq and Rehman (2013), Rathi and Rastogi (2017), and John (2015). Additionally, according to studies by Ibrahim, Mohammad, Rumana, and Saad (2014), Ali, Abdiaziz, and Abdiqani (2015), as well as Ali, Abdiaziz, and Abdiqani (2016), productivity has been measured using constructs like occupational stress, motivation, organisational culture, employee performance, and working conditions.

For more than three decades, academics have proposed that emotional intelligence significantly enhances a person's capacity to lead others, manage stress, and work cooperatively in a team environment (Caruso & Salovey, 2008; George, 2010). For instance, leaders who are unable to identify and assess their emotions might not be able to read certain indications from their staff or subordinates. In a similar vein, managers who struggle to control their emotions may allow those emotions to affect how effective they are as leaders. For instance, they can put off giving a crucial speech when they are nervous, or they might act inappropriately enraged when they are around coworkers.

The fact that stress and complexity frequently lead to negative conduct is one of the main causes of this demand for emotional intelligence. According to Goleman (2008), having a high level of emotional intelligence is crucial for professionals in order to effectively manage resources and foster both intellectual and emotional development. These findings imply further that those with lower emotional quotients who worked in research administration frequently experienced developmental and emotional problems. In this sense, it might be crucial for research administrators to have high levels of emotional intelligence in order to control and manage their emotions when working with researchers who are employed in positions that are on the tenure track.

### **The Concept of Emotional Intelligence**



**Figure: 1 Emotional Intelligence**

Before diving into the concept of "emotional intelligence," it is important to grasp the two different interpretations of the phrase. According to Frijda (2008), emotions are "strong feelings that are directed towards someone or something." The seventh edition of the Oxford Advanced Learners Dictionary, published in 2005, defines emotion as "strong sentiments like love, fear, anger, or a quality of people's character." Khanka (2010) defines emotions as "the powerful mental and instinctual feelings like love or fear." The "capacity to study, understand, and reason logically about things" is what is meant by intelligence (Oxford advanced learners dictionary seventh edition, 2012).

Salovey and Mayer were the first to use the term "emotional intelligence" (1990). According to them, "emotional intelligence is a type of social intelligence that involves personal ability to monitor feelings and emotions, discern, and utilise the information to guide people's behaviours and thinking." According to Bar-On (2008), emotional intelligence is the combination and grouping of social and personal skills, including feelings that affect people's overall capacity to effectively adapt to challenging events and pressures in the environment. According to Goleman (2008), "emotional intelligence" is the capacity to recognise and normalise emotions in oneself and others. This talent and ability includes the ability to motivate and persevere, manage impulse, regulate one's emotions, and sympathise with hope. According to Eskandarpour and Amiri (2016), social interaction, interpersonal relationships, environmental constancy in how one meets one's own needs, and self-awareness are all essential components of emotional intelligence.

Based on the aforementioned criteria, one may argue that emotional intelligence focuses on how one manages his mental emotions in accordance with the dynamism of the environment to govern other people's behaviours and activities, which would ultimately boost productivity in the business. Emotional intelligence improves employee performance and productivity. According to Lauren (2016), increasing emotional intelligence in a business, especially among those in leadership or upper-level positions, can aid by boosting employee morale and productivity, which in turn reduces absenteeism and attrition rates. This contradicts the findings of Mittal and Sindhu (2014), who hypothesised that effective leaders with high levels of emotional intelligence are always aware of the effects of their behaviours on subordinates and use this awareness to their advantage. Effective leaders blend emotions and logic while making decisions, they continued, acknowledging that they are aware of and empathise with others' feelings.

An important component of emotional intelligence for an organization's success is the ability of each individual to control their emotions and deal with difficult situations (Cherniss, 2006). Organizations can only be successful if they treat people fairly. But a trait that is likely to express the qualities of a successful leader with transformational abilities is the person's capacity to control and monitor their emotions at work (Palmer, Walls, Burgess and Stough, 2008).

### **Emotional Intelligence Dimensions**

## Emotional Intelligence

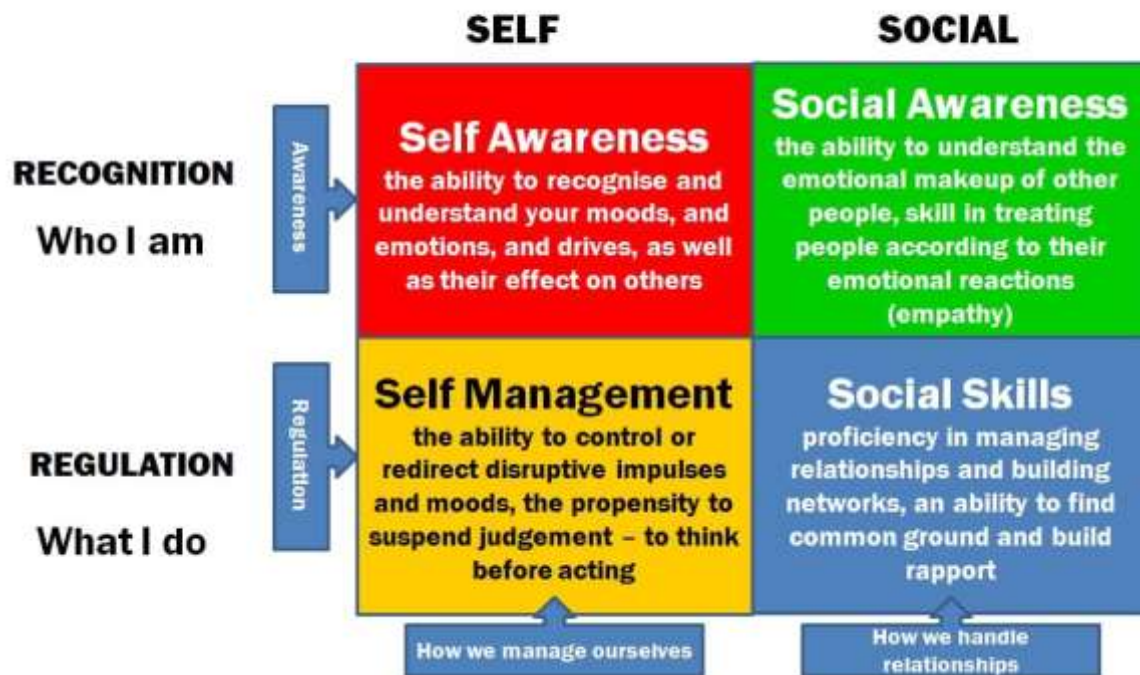


Figure 2: Emotional Intelligence Dimensions

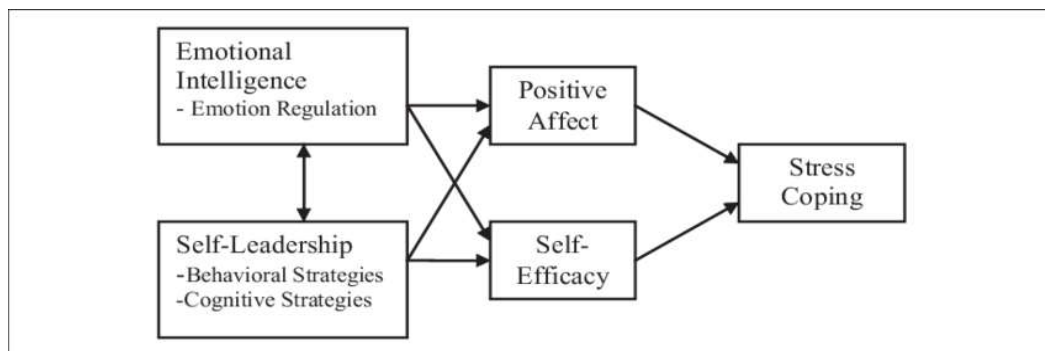
**Self-Regulation:** Those who control their behaviour in an organisation establish high standards that will help them achieve better outcomes or objectives for both themselves and the organisation (Jones and George, 2016). Self-regulation refers to the capacity to restrain one's impulsive perceptions and responses. A company without rules is similar to a person without blood. The fundamental ingredients for success in any company are self-control, flexibility, and inventiveness since these are the principles that govern how those who work there conduct themselves. People in an organisation feel successful when they regulate their conduct and create goals that will lead to greater outcomes for both themselves and their organisations because their wishes have been fulfilled. Corrective actions must be taken to stop employee behaviour abnormalities at work if organisations are to increase productivity. According to Jaja and Obipi (2015), corrective action entails thoroughly analysing any observed performance deviation from predetermined norms and addressing those deviations. It is impossible to overstate the importance of the model's indicators since they enable organisations to evaluate or quantify how well people work together to produce goods and services. According to Tracy (2014), a person's capacity for effective response to setbacks and his response-ability are indicators of his readiness to achieve in both life and business.

This means that without self-control or discipline, neither a person nor an organisation can prosper in today's challenging business environment.

**Self-Motivation:** The process of influencing a worker's behaviour to accomplish an organisational goal is known as motivation (Agba, and Ushie, 2016). The psychological energy that drives employees' exerted effort and perseverance in the face of challenges is what drives people's behaviour in a company (Jones and George, 2015). These actions taken by people are intended to help them achieve their goals. According to Khanka (2008), a person's capacity for continuously pursuing their goals out of a sense of higher purpose rather than only for financial gain or social standing (achievement drive and commitment). Those with these abilities constantly strive for better outcomes and the fulfilment of their needs. Here, the word "persistency" refers to ongoing resilience in the face of difficulties. High self-motivation people consistently have an impetus for action. Motivation, as Ibrahim (2015) succinctly stated, is "an individual effort put into action for a specific aim."

A self-motivated person has confidence in their abilities to accomplish desired goals by providing assistance to their employer so they can obtain a competitive advantage. Agba and Ushie (2014) believe that rather than offering mechanisms to motivate and retain employees for adequate performance, Indian private sector companies instead deprive workers on a daily basis of their basic needs in the form of salaries, incentives, bonuses, benefits, etc., and that this has a behavioural impact on their level of performance at work.

**Emotional intelligence and Effective leadership**



**Figure 3: Emotional intelligence and Leadership Relationship**

I contend that while emotional intelligence can improve functioning in a number of facets of life, such as accomplishment and personal relationships (Goleman, 2008; Salovey & Mayer, 1989-90), it may be especially crucial for effective leadership. I suggest that the four components of emotional intelligence mentioned above—appraisal and expression of emotion, use of emotion to improve cognitive function and decision making, awareness of

emotions, and management of emotions—help to define this position and how they support effective leadership.

Figure 3 above illustrates the key characteristics of effective leadership. In order to study the implications of emotional intelligence for effective leadership, it is vital to recognise these characteristics. With so many leadership theories, methods, and empirical findings, this is not a simple task. Thankfully, a number of recent syntheses of the leadership literature have been provided, and they all provide coherent explanations of good leadership. It is possible to pinpoint certain components of effective leadership on the basis of the syntheses of Conger and Kanungo (1998), as well as the larger leadership literature. Be aware that while none of these parts explicitly reference any one leadership theory, they do draw on a range of theoretical traditions. Effective leadership entails the following crucial components, according to these writers.

### **Conclusion**

According to the current analysis, the leadership domain should, at the very least, take emotions and emotional intelligence into account. There are many ways that emotional intelligence can support good leadership, some of which have been highlighted in this study. As an emotionally charged process from both a leader and follower standpoint, leadership has a specific relevance in this regard.

Empirical studies that put the concepts outlined in this work to the test are currently required. Given the complexity of the problems at hand, both qualitative and quantitative approaches show potential for examining how, as this paper's theory suggests, emotional intelligence might enhance leader effectiveness. Both in the field and in the lab, as well as by using management simulations, meaningful quantitative research might be conducted. A further finding of the current study was that a number of emotional intelligence measures have been established and might be utilised to assess the emotional intelligence of research participants, given the state of theorising and research on emotional intelligence

Note that the current analysis has mostly focused on leaders; it has been argued that leadership theory and research would benefit from taking a more follower-centered perspective. Consideration of followers' emotional intelligence and its influence on the leadership process would be advantageous in this regard for the research of emotional intelligence and leadership. From a symbolic interactionist standpoint, it would also be intriguing to investigate how interactions between leaders and followers influence the development and control of emotions in the workplace.



## References

1. Barling, Slater, & Kelloway, 2000; Gardner & Stough, 2002; Palmer, Walls, Burgess, & Stough, 2001
2. Carson, K. D., Carson, P. P., & Birkenmeier, B. J. (2016). Measuring emotional intelligence: Development and validation of an instrument. *Journal of Behavioral and applied Management*, 2(1).
3. Caruso, D. R., & Salovey, P. (2004). *The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership*. John Wiley & Sons.
4. Crowne, K. A., Young, T. M., Goldman, B., Patterson, B., Krouse, A. M., & Proenca, J. (2017). Leading nurses: emotional intelligence and leadership development effectiveness. *Leadership in Health Services*, 30(3), 217-232.
5. Danaeefard, H., Salehi, A., Hasiri, A., & Noruzi, M. R. (2012). How emotional intelligence and organizational culture contribute to shaping learning organization in public service organizations. *African Journal of Business Management*, 6(5), 1921-1931.
6. Eskandarpour, B., & Amiri, M. (2012). Survey of relationship between dimensions of emotional intelligence and effectiveness of managers' of Ardebil universities. *International Research Journal of Applied and Basic Sciences*, 3(7), 1369-1374.
7. Gardner, W. L., & Avolio, B. J. (1998). The charismatic relationship: A dramaturgical perspective. *Academy of management review*, 23(1), 32-58.
8. Hochschild, A. (1983). Comment on Kemper's" Social Constructionist and Positivist Approaches to the Sociology of Emotions".
9. Jaja, S. A. & Obipi, Z.I. (2005). *Management, Elements and Theories*. Pearl Publishers. Port-Harcourt. Nigeria.
10. John, B., & Al-Sawad, M. (2015). Perceived stress in clinical areas and emotional intelligence among baccalaureate nursing students. *Journal of the Indian Academy of Applied Psychology*, 41(3), 75-84.
11. Lauren, P. G. (2013). *The evolution of international human rights*. University of Pennsylvania Press.
12. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence. *Emotional development and emotional intelligence: Educational implications*, 3, 31.

13. Meindl, J. R. (1990). On leadership-an alternative to the conventional wisdom. *Research in organizational behavior*, 12, 159-203.
14. Mittal, E. V., & Sindhu, E. (2012). Emotional intelligence and leadership. *Global Journal of Management and Business Research*, 12(16).
15. Rathi, N., & Rastogi, R. (2009). Assessing the relationship between emotional intelligence, occupational self-efficacy and organizational commitment. *Journal of the Indian Academy of Applied Psychology*, 35(1), 93-102.
16. Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
17. Schwarz, N., & Clore, G. L. (2003). Mood as information: 20 years later. *Psychological inquiry*, 14(3-4), 296-303.
18. Sehrawat, A., & Sharma, T. (2014). Emotional Intelligence and Leadership in Indian Context. *International Journal of Research in Organizational Behavior and Human Resource Management*, 2(2), 89-95.
19. Sternberg, R. J., & Smith, C. (1985). Social intelligence and decoding skills in nonverbal communication. *Social cognition*, 3(2), 168-192.