

The Emerging Role of Learnable Intelligence (EQ) in Managerial Effectiveness at Workplace

Abstract

Emotions are the basic guiding factors of our life and thoughts are the logical and factual information created by our mind. Too much rely either on emotions or thoughts may be counterproductive and hence it is essential to have balance between both of them. This skill of balancing between emotions and thoughts is popularly known as "Emotional Intelligence". In our professional life also the role of creativity, gut feelings and sixth sense is very crucial; it is impossible to take decisions merely on facts and logics. All the managers looks rational thinkers on the surface but they take emotionally balanced and logical decisions to get the desired results. *Today corporate are realizing the fact that their people, especially those at the managerial levels, are the only source of competitive advantage.* This has resulted in a renewed focus on human resource strategies that can ensure retention, commitment, as well as reduction of stress and maximum effectiveness of the managerial personnel so as to achieve the organizational survival, growth excellence. Present paper throw a light on conceptual framework of Emotional intelligence and Managerial Effectiveness. Also the present paper elaborate relationship between personal variables and Managerial Effectiveness. Relationship of components of Emotional Intelligence and Managerial Effectiveness have been analyzed.

Keywords: Emotional Intelligence, Managerial Effectiveness/ Organizational Effectiveness

Introduction

Emotional Intelligence

Emotional Intelligence (EI) has generated a great deal of interest in the field of social psychology, and more recently in the field of Industrial/Organizational Psychology.

To excel in today's global scenario the managers who wants to stand out from the crowd need something beyond the traditional Intelligent Quotient (I.Q) and that is Emotional intelligence (E.I), The concept was first coined by Mayer and Salovey but the term has been popularized by the work of Daniel Goleman. Emotional intelligence combines feelings with thinking, and thinking with feeling. Emotions are the basic guiding factors of our life. On the other end thoughts are the logical and factual information created by our mind. Being emotional makes a person illogical; on the other hand pure logical person also misses the colors of the life.

Too much reliance either on emotions or thoughts may be counterproductive and hence it is essential to have a balance between both of them. This skill of balancing between emotions & thoughts is popularly known as Emotional Intelligence.

Managerial Effectiveness

The concept of managerial effectiveness has become the central issue in management. It is the manager's job, to be effective. Managerial effectiveness is not what managers do but what they really achieve. It is not something a manager has but something a manager produces by handling a situation in a right manner.

Managers alone are responsible for wealth creation within the boundaries set by the government. They use resources productively, waste less and make-work enjoyable and worthwhile.

Efficiency and effectiveness are often treated as the same thing . Both terms have similarity as the indicators of effectiveness and efficiency are same i.e. profitability, productivity and various financial benefits. The

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Difference between the two is that efficiency is usually indicated by the ratio of output to input whereas effectiveness is related to achievement of objectives.

Organization and management are most often moved together, consequently the organizational and managerial effectiveness have been used synonymously. The two may have a common orientation in the sense that both of them must be seen from the angle of optimization not maximization. They can be treated as one perhaps only loosely and that too when the management is considered as a collective team representing the organization. Otherwise the two are different and managerial effectiveness is a causal variable in organizational effectiveness.

Review of Literature

1. Emotional intelligence is the intelligent use of emotions to help and guide an individual's behaviour and thinking towards enhanced results (Weisinger, 1998).
2. Emotional intelligence is a social intelligence that enables people to recognize their own, and other peoples' emotions. Moreover, emotional intelligence enables people to differentiate those emotions, and to make appropriate choices for thinking and action (Cooper and Sawaf, 1997; Mayer and Salovey, 1993). It is an intelligence that may be learned, developed and improved (Perkins, 1994; Sternberg, 1996).
3. Emotions are bound in and influence the ways that individuals think, behave and make decisions. Emotions also have the potential to be highly disruptive in an organisational setting and dealing with potentially disruptive emotions requires a specific set of abilities, or competencies that allow an individual to cognitively utilise and manage emotions towards productive means (Dulewicz & Higgs, 2000).
4. Managerial effectiveness, as defined by Reddin (1987), is the extent to which managers achieve the required output of their position. On the other hand an organization may be considered as effective when it succeeds in achieving desired objectives with efficiency in given environmental settings. The same thing may be said about managerial group effectiveness.
5. According to Drucker (1967), "Effectiveness does not come by itself. It can be learned or acquired. Simply having a good level of intelligence, imaginative powers and work knowledge are not the guarantee of the managerial effectiveness."
6. Mintzberg (1973) suggested that managers jobs are remarkably similar and that the work of all managers can be usually described by common set of behaviors or roles. He stated that all managerial jobs can be defined in terms of ten roles: interpersonal (three), informational (three), and decisional (four). According to this approach, managers are effective in different ways at different times depending on the combination of different roles at each level.
7. Most research on Managerial effectiveness or competence focuses on personal attributes of the individual. This understates the impact of context, which can assist or hinder job performance. A national (New Zealand) survey assessed the impact of 16 environmental variables, four management development variables and two variables reflecting personal skills and abilities, on the ability to be effective as a manager. Analysis revealed eight factors explaining the majority of perceived management effectiveness (Page & Inkson, 2003).
8. In recent years, there has been a focus on the skills, abilities and characteristics of "effective" managers at the level of the individual, the organization, and the nation (Boyatzis, 1982; Dulewicz & Higgs, 2000; Page et al., 1994).
9. Effectiveness is best seen as something that a manager produces from a situation by managing it appropriately. It represents its output. It is not a personality trait. It is not inherited in the personality. A manager must be seen in terms of performance not in terms of personality.

Design and Methodology

Keeping in view of the above, the present investigation is based on and is directed at determining the relationship of emotional intelligence with Managerial Effectiveness.

Objectives of study

1. To gain the knowledge about "emotional intelligence".
2. To analyze the fundamental concept of "Managerial Effectiveness".
3. To find out the relationship between personal background variables (age, experience and organizational experience) and Managerial Effectiveness.
4. To find out the relationship between emotional intelligence and Managerial Effectiveness.

Hypotheses

In the direction of the available literature concerning the relationship of emotional intelligence and managerial effectiveness the following hypotheses were formulated:

H1

The relationship between personal background variables and Managerial Effectiveness is positive.

H2

The relationship between Emotional Intelligence and Managerial effectiveness is positive.

Nature of the Study

The present study is co-relational in nature where we observe and measure relationship between variables which occur naturally without any assistance. Present investigation is primarily focusing on following variables:

Predictor Variable

Emotional Intelligence

Criterion Variables

Managerial Effectiveness

Sample

The study was conducted on 200 employees incidentally selected from private telecom operators of Lucknow. Age group of these employees ranged from 28 years to 45 years. Their total work experience ranged 3 years to 25 years. Their tenure in current job ranged from 1 years to 12 years.

Measures

To study the variables in the present study the following psychometric devices were utilized. The description of the tool is given below

Emotional Intelligence Scale E.I.S

The scale was developed and standardized by Singh (2004). It consists 60 statements with five alternative responses namely describe me very well, describe me well, describe me moderately well, describe me a little, not at all describe me. These 60 statements were grouped under five categories namely: Self Awareness, Self Regulation, Motivation, Social Awareness, social skills.

Emotional Intelligence Scale dimensions	Item Numbers	Total Number of items
Self Awareness	1 to 12	12
Self Regulation	13 to 24	12
Motivation	25 to 36	12
Social Awareness	37 to 48	12
Social Skills	49 to 60	12
Total		60

Scoring

The individual had to rate the statements is in 5,4,3,2, 1 for describe me very well, describe me well, describe me moderately well, describe me a little and not at all describe me respectively. Higher score indicates high level of emotional intelligence in that respective area.

The above five areas of emotional intelligence have different numbers of items which are me

Reliability & Validity

The author has reported the value of internal reliability ($\alpha=0.88$), and content and face validity is examined by asking from 10 specialists.

Managerial Effectiveness Questionnaire

The Managerial effectiveness questionnaire was devised by GUPTA (1986). It has 45 items which study sixteen factors. These factors are tapping on three important aspects of managerial effectiveness: activities of his position, achieving the results and developing further potential.

Scoring

1. Never
2. Sometimes,
3. Undecided ,
4. Usually
5. Always

Thus a statement rated never was given a score of 1, and the like.

Ten items numbered 21, 8, 9, 35, 40, 43, 3, 4, 36, 18 were scored negatively i.e., the scoring was reversed. Hence for the aforesaid ten item

numbers scoring was as follows: 5-Never, 4-Sometimes 3-Undecided 2-Usually 1-Always After scoring overall managerial effectiveness was calculated by adding the scores of the managers on the 45 items. Thereafter scoring was done factor wise.

Reliability

Reliability, which is concerned with the stability or trust worthiness of a measure is reasonably high and was found by two methods

1. Test retest reliability test : The test retest reliability was found to be 0.73.
2. Split- half reliability : Split - half coefficients of internal consistency were determined by the spearman Brown prophecy Formula. Here the test consisting of 56 items were divided into two halves and split half reliability was found to be 0.73.

FACTORS	AREA CHOSEN
1 Factor I	Confidence In subordinates
2. Factor ii	Communication and task management
3. factor iii	Networking
4.Factor iv	Colleagues Management
5.Factor v	Discipline
6.Factor vi	Informal communication
7. Factor vii	Management and work environment
8.Factor viii	Conflict resolution
9.Factor ix	Integrity and communication
10. Factor x	Client management and competence
11. Factor xi	Motivation
12. Factor xii	Delegation
13.Factor xiii	Image building
14.Factor xiv	Welfare management
15.Factor xv	Consultative
16.Factor xvi	Inspect and innovation

Method of Data Analysis

Coefficient of correlation were computed for finding out the relationship of personal background variable and emotional intelligence With Managerial Effectiveness (overall and area wise) using SPSS 16.0 .

Findings, Analysis and Discussion

The statistical techniques include Pearson product moment correlation. In the following table (Table 1) the inter-correlations of the personal background variables and Emotional Intelligence (dimensions and overall) have been computed and recorded in. Results are as follows:

Table 1
Inter-correlation matrix (personal background, Emotional Intelligence and Managerial Effectiveness)

	Personal Variable			Emotional Intelligence (EQ) = X						Managerial Effectiveness (MGR) = Y2																
	D1	D2	D3	X1	X2	X3	X4	X5	X6	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17
Personal	D1	1	.95	.07	.61	.63	.58	.61	.63	.65	.59	.62	.57	.58	.54	.57	.58	.57	.6	.62	.6	.63	.6	.59	.62	.63
	D2		1	.03	.64	.66	.61	.65	.67	.69	.64	.66	.63	.61	.57	.59	.62	.61	.61	.61	.66	.64	.67	.63	.64	.67
	D3			1	.11	.19	.17	.17	.18	.18	.05	.1	.04	.19	.01	.21	.02	.06	.02	.05	.08	.05	.06	.16	.06	.05
Emotional Intelligent	X1				1	.89	.8	.78	.77	.9	.84	.81	.84	.86	.81	.79	.8	.78	.77	.71	.84	.8	.85	.79	.79	.81
	X2					1	.89	.89	.85	.96	.86	.86	.86	.9	.8	.86	.77	.8	.8	.77	.87	.81	.85	.86	.81	.84
	X3						1	.9	.88	.95	.88	.88	.87	.89	.77	.87	.75	.79	.76	.75	.88	.81	.86	.89	.78	.88
	X4							1	.93	.96	.86	.88	.85	.87	.78	.86	.75	.81	.78	.78	.88	.81	.85	.89	.82	.87
	X5								1	.94	.85	.85	.83	.85	.74	.83	.76	.79	.75	.76	.86	.79	.84	.87	.8	.86
	X6									1	.91	.91	.9	.93	.83	.9	.82	.84	.82	.8	.92	.85	.9	.91	.85	.91
Managerial Effectiveness (MGR)	Y1										1	.95	.95	.92	.84	.88	.85	.87	.83	.8	.97	.89	.95	.93	.86	.96
	Y2											1	.92	.92	.83	.92	.83	.87	.85	.85	.97	.91	.94	.94	.85	.95
	Y3												1	.92	.84	.86	.83	.87	.81	.79	.95	.85	.93	.91	.84	.94
	Y4													1	.85	.94	.84	.85	.84	.81	.93	.86	.92	.92	.85	.91
	Y5														1	.83	.9	.85	.88	.8	.84	.87	.87	.79	.86	.81
	Y6															1	.82	.84	.84	.85	.91	.85	.89	.92	.83	.86
	Y7																1	.91	.91	.84	.86	.92	.89	.79	.94	.85
	Y8																	1	.89	.86	.89	.91	.9	.86	.93	.88
	Y9																		1	.88	.86	.92	.86	.8	.89	.83
	Y10																			1	.84	.86	.83	.83	.85	.82
	Y11																				1	.91	.96	.95	.88	.97
	Y12																					1	.92	.85	.92	.91
	Y13																						1	.92	.89	.96
	Y14																							1	.84	.94
	Y15																								1	.87
	Y16																									1
	Y17																									

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Decimals removed from the coefficients.
-value: .05 ≤ 0.10, .01 ≤ 0.12, .001 ≤ 0.17

D1= Age, D2=Experience,D3=Organizational Experience
X1=self awareness,X2=self regulation,X3=motivation, X4= Social awareness,X5=social skills,X6=Overall EQ
Y1=Confidence in subordinates,Y2=Communication and task Management,
Y3=Networking,Y4=colleagues management,Y5=Discipline,Y6=informal communication,
Y7=management and work environment,Y8=Conflict resolution,Y9=Integrity and communication,
Y10=client management and competence,Y11=motivation,Y12=delegation,Y13=Image building,
Y14=Welfare management.Y15=Consultative.v16=Inspect & Innovation.Y17=Overall managerial effectiveness.

Conclusion & Implication

The correlation coefficient between managerial effectiveness (dimension wise and overall) and age was positive and highly significant at (p<0.001) level of significance.

The relationship brings out that with the increase in age the overall managerial effectiveness will also increase, as the correlation coefficient is statistically significant.

The coefficient of correlation between managerial effectiveness dimension wise and overall and experience was positive and was found to be significant (p<0.001). The relationship brings out that with the increase in experience the overall managerial effectiveness will also increase, as the correlation coefficient is statistically significant.

The coefficient of correlation between managerial effectiveness areawise and overall and organizational experience was positive but was not found to be significant at any acceptable level. The relationship brings out that an increase in organizational tenure doesn't necessitates increase in

overall managerial effectiveness.

Relationship between Emotional intelligence and Managerial Effectiveness

The correlation coefficient between overall managerial effectiveness and emotional intelligence was positive and highly significant at (p<0.01) level of significance. The relationship brings out that with the increase in Emotional intelligence the overall managerial effectiveness will also increase. These findings tend to accept the second hypothesis (H2).

The high level of self-awareness associated with EQ enables leaders to display self-confidence and earn respect and trust from followers.

Through self regulation they can objectively consider the needs of others despite their own immediate feelings.

Leaders who are able to maintain balance, keep themselves motivated, optimistic, and hopeful, they are positive role-models to help motivate and inspire others.

The ability to empathize with others and to manage interpersonal relationships also contributes to motivate and inspire their subordinates.

EQ enables leaders to recognize and respect followers with feelings, opinions, and ideas, to treat them as persons with unique needs, and abilities. Empathic leaders use their social skills to help followers to grow and develop, to enhance their self images and senses of self-worth, and help their followers to meet their needs and achieve their goals. A good understanding of human behavior both of oneself and others is essential to handle the challenges being faced by organization. Due to the unpredictable randomness in the nature of human behavior the level of effectiveness varies from individual to individual. However, there may be some common factors or variables the influence of which can affect the level of Effectiveness. Highly motivated and committed employees and managers are central to organizational success and effectiveness. 'Managerial effectiveness' is the seat of organizational excellence. It is the key issue in today's customer-centric business world and it holds a positive relationship with Emotional Intelligence.

Suggestions for Further Research

The future academic endeavors might make of present study as the stepping store for future explanatory and confirmatory research towards a more complete understanding of the emotional intelligence considerations in particular and the related organizational dynamics in general.

It is suggested for future studies to incorporate other relevant variables viz. income, qualification, professional area, family and social responsibilities and family size of managers, etc . Besides this other situational and personality variables may be studied and their impact may be ascertained.

The variables employed in the present investigation may be studied on a different sample and other psychometric devices may be used to establish or confirm the directions of results. Future studies could also use qualitative data sources like 360 degree feedback.

While extending this research, future studies could develop comparative study by selecting both public and private sector players of the industry to throw more light in this context.

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Web Resources

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