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Ajit Kumar Jha

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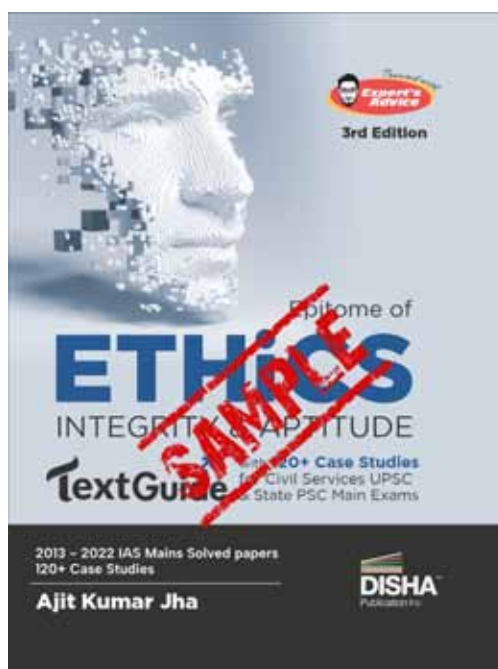


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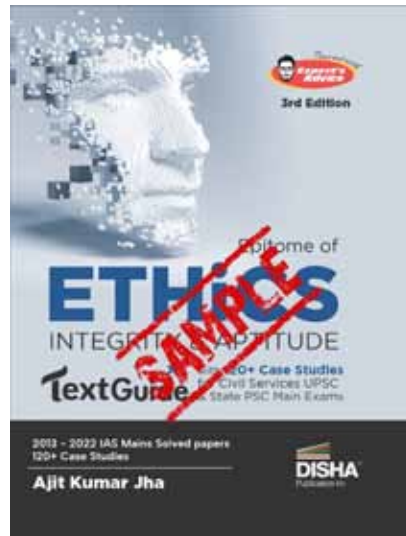
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Emotional Intelligence

CHAPTER

5



A Note to Students

Emotional Intelligence is a topic from Psychology and it would suffice if you know the broad facts on it. There is no need to study the in-depth psychological aspects of emotional intelligence but then it is always better to learn something new even if the questions are not asked directly from it. The relevance of emotional intelligence in professional and public life cannot be undermined because this is the trait that lets you develop empathy with people and connect with them. You may be an excellent officer but if you lack emotional intelligence, you may inadvertently disappoint and distance people and your subordinate staff; as a result even the best work done by you may be undermined. Emotional intelligence is a leadership trait. The administrators and civil servants are required to lead the organization they are serving. In addition, civil services is a people oriented service, where you need to understand the feelings and concerns of the people you serve.

If you take a look at the questions from previous years, you will note that there is no question so far on the theoretical aspects of emotional intelligence except perhaps peripherally. However, there are lots of case studies in the actual exam that directly or indirectly relate to the issues involving the application of emotional intelligence.

Here are some expected questions from this chapter. Take a look at these questions and come back again after reading the chapter. You will find you can easily handle these questions in your second attempt.

Expected Questions

1. What do you understand by emotional intelligence? Explain citing two examples in which one example is the case where emotional intelligence has been used and the other is the case where emotional intelligence has not been used.
2. Your sister who is a major ran away with a boy without informing anyone in the family. Everyone in the family is agitated. You also feel internally agitated. The boy's family members have come to your house. They are shouting loudly the unbearable profanities and are accusing your family. What will you do?
 - (i) Call your friends to help you deal with the situation and inform the police or file a police complaint against the boy and his family.
 - (ii) Call your friends and shout at the family of the boy because a tit for tat is needed.
 - (iii) Wait for the situation to cool down and they will in any case, go back.
 - (iv) Welcome the family members of the boy inside your house and try to reason with them to convince them, you are as much shocked as they are.Which option will you go with? Explain with reasons.
3. You are the district magistrate of a Naxalite area. A group of naxals have destructed the road and all communication lines. You have been informed that they have mobbed an engineer and his family. They are

threatening them and may likely attack them violently. There is a very limited number of force with you that is incapable of dealing with the violent mob. What will you do? Explain your action. Remember you have very limited time with you.

4. A shop keeper has cheated you right before your eyes. You point it out but he is adamant that he has not done anything wrong. He begins shouting at you. Your anger inflames. What will you do? How would you respond?
5. Anger is an emotion that can lead to unforeseen consequences. Do you agree? Why or why not? Explain.
6. What role does emotional intelligence play in administration and governance? Explain.
7. What is the difference between emotional intelligence and emotional quotient? How important is emotional intelligence at work places? Explain.
8. How will you apply emotional intelligence in administrative practices? Explain with examples.
9. "It is not cognitive intelligence that guaranteed business success but emotional intelligence." Discuss.
10. You are made the representative of your hostel. Each night, you have to report to your warden and explain who are not in the hostel and where they have gone. There are a bunch of unruly students who have threatened you not to report to the warden about their absence. These students drink and take drugs and come to the hostel very late. You have not complained about them so far. But now your conscience is not letting you rest. You have a strong urge to report the issue. However, there is a real threat that if your report the issue, these students might attack you outside the hostel. You have no protection against them.

Explain the possible course of actions for you and also point out the most effective course of action. Why do you think this is the most effective course of action?



Emotional Intelligence is considered as one of the most desirable personality qualities in today's society and especially for civil servants.

Thus UPSC ask direct questions from this area. It is also very important for case studies.

Q. In case of crisis of conscience does emotional intelligence help to overcome the same without compromising the ethical or moral stand that you are likely to follow? Critically examine. (150 words, 10 marks) (2021)

Q. What are the main components of emotional intelligence (EI)? Can they learned? Discuss. (150 words, 10 marks) (2020)

Introduction

When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success—IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack.

Emotional intelligence is the "something" in each of us that is a bit intangible. It affects how we manage behaviour, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up under two primary competencies: personal competence and social competence.

Personal competence is made up of your self-awareness and self-management skills, which focus more on you individually than on your interactions with other people. Personal competence is your ability to stay aware of your emotions and manage your behaviour and tendencies.

Self-Awareness is your ability to accurately perceive your emotions and stay aware of them as they happen.

Self-Management is your ability to use awareness of your emotions to stay flexible and positively direct your behaviour.

Social competence is made up of your social awareness and relationship management skills; social competence is your ability to understand other people’s moods, behaviour, and motives in order to improve the quality of your relationships.

	What I See	What I Do
Personal Competence	Self-Awareness	Self-Management
Social Competence	Social Awareness	Relationship Management

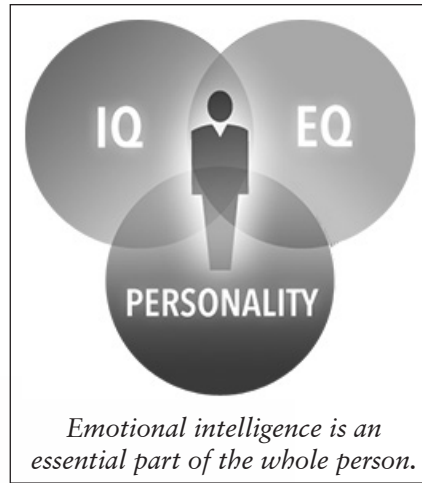
(Emotional Intelligence is made up of four key skills)

- **Social Awareness** is your ability to accurately pick up on emotions in other people and understand what is really going on.
- **Relationship Management** is your ability to use awareness of your emotions and the others’ emotions to manage interactions successfully.

Emotional Intelligence IQ and Personality

Emotional intelligence taps into a fundamental element of human behavior that is distinct from your intellect. There is no known connection between IQ and emotional intelligence; you simply can’t predict emotional intelligence based on how smart someone is. Intelligence is your ability to learn, and it’s the same at age 15 as it is at age 50. Emotional intelligence, on the other hand, is a flexible set of skills that can be acquired and improved with practice. Although, some people are naturally more emotionally intelligent than others, you can develop high emotional intelligence even if you aren’t born with it.

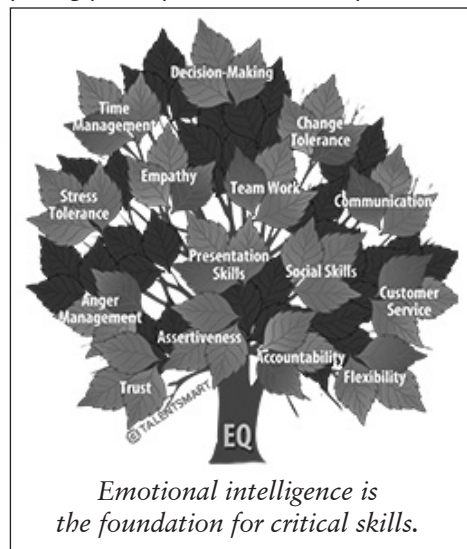
Personality is the final piece of the puzzle. It’s the stable “style” that defines each of us. Personality is the result of hard-wired preferences, such as the inclination toward introversion or extroversion. However, like IQ, personality can’t be used to predict emotional intelligence. Also like IQ, personality is stable over a lifetime and doesn’t change. IQ, emotional intelligence, and personality each cover unique ground and help to explain what makes a person tick.



Emotional Intelligence is Linked to Performance

How much of an impact does emotional intelligence have on your professional success? The short answer is: a lot! It’s a powerful way to focus your energy in one direction with a tremendous result. A research tested emotional intelligence alongside 33 other important workplace skills, and found that emotional intelligence is the strongest predictor of performance, explaining a full 58% of success in all types of jobs.

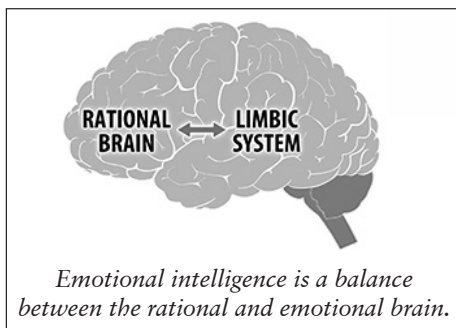
Your emotional intelligence is the foundation for a host of critical skills—it impacts mostly everything you say and do each day.



Of all the people we've studied at work, we've found that 90% of top performers are also high in emotional intelligence. On the flip side, just 20% of bottom performers are high in emotional intelligence. You can be a top performer without emotional intelligence, but the chances are slim. Naturally, people with a high degree of emotional intelligence make more money—an average of \$29,000 more per year than people with a low degree of emotional intelligence. The link between emotional intelligence and earnings is so direct that every point increase in emotional intelligence adds \$1,300 to an annual salary. These findings hold true for people in all industries, at all levels and in every region of the world. We haven't yet been able to find a job in which performance and pay aren't tied closely to emotional intelligence.

Emotional Intelligence can be Developed

The communication between your emotional and rational “brains” is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centres of the brain.



“Plasticity” is the term neurologists use to describe the brain’s ability to change. Your brain grows new connections as you learn new skills. The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired.

Using strategies to increase your emotional intelligence allows the billions of microscopic neurons lining the road between the rational and emotional centres of your brain to branch off small “arms” (much like a tree) to reach out to the other cells. A single cell can grow 15,000 connections with its neighbours. This chain reaction of growth ensures it’s easier to kick this new behaviour into action in the future. Once you train your brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviours become habits.

Definition of Emotional Intelligence

There remains much debate about the different definitions and models that have emerged in the EI field. Cherniss (2010) attempted to find some common ground by suggesting that it might be better to formulate and agree on a single definition of EI, rather than to evaluate which model is superior and preferable to adopt.

Although, there is no unanimous agreement, a review of the literature suggests that most researchers have accepted a basic definition proposed by Mayer et al. (2000) which defines EI as “the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (p. 396). Goleman, Bar-On, and Petrides all include this definition in their work, where they commonly refer to the perception, understanding, and managing of emotions within the self and others.

Background of Emotional Intelligence

Peter Salovey and John D. Mayer coined the term ‘Emotional Intelligence’ in 1990 describing it as “*a form of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action*”.

Salovey and Mayer also initiated a research program intended to develop valid measures of emotional intelligence and to explore its

significance. For instance, they found in one study that when a group of people saw an upsetting film, those who scored high on emotional clarity (which is the ability to identify and give a name to a mood that is being experienced) recovered more quickly. In another study, individuals who scored higher in the ability to perceive accurately, understand, and appraise others' emotions were better able to respond flexibly to changes in their social environments and build supportive social networks.

Daniel Goleman and Emotional Intelligence

In the 1990s, Daniel Goleman became aware of Salovey and Mayer's work, and this eventually led to his book, *Emotional Intelligence*. Goleman was a science writer for the New York Times, specialising in brain and behaviour research. He trained as a psychologist at Harvard where he worked with David McClelland, among others.

McClelland was among a growing group of researchers who were becoming concerned with how little traditional tests of cognitive intelligence told us about what it takes to be successful in life.

Goleman argued that it was not cognitive intelligence that guaranteed business success

but emotional intelligence. He described emotionally intelligent people as those with four characteristics:

1. They were good at understanding their own emotions (self-awareness)
2. They were good at managing their emotions (self-management)
3. They were empathetic to the emotional drives of other people (social awareness)
4. They were good at handling other people's emotions (social skills)

Emotional Intelligence by Daniel Goleman was first published in 1995. The book, which promoted the concept that Emotional Intelligence (EQ) was more important than natural intelligence (IQ) in determining success in life, sold 5 million copies in the first five years of publication.

While Goleman was correct in his premise about the importance of Emotional Intelligence, he was unable to describe a theory of core emotions - how to recognise them in yourself and in others.

Goleman also identified the importance of Emotional Intelligence in his book but he did not provide an explanation of how to increase it.

Personal skills or Competences	Social skills or Competences
<i>How we manage ourselves</i>	<i>How we handle relationships with others</i>
<ul style="list-style-type: none"> • Self-awareness <ul style="list-style-type: none"> • Emotional awareness • Accurate self-assessment • Self-confidence • Self-regulation <ul style="list-style-type: none"> • Self-control • Trustworthiness • Conscientiousness • Adaptability • Innovation • Motivation <ul style="list-style-type: none"> • Achievement drive • Commitment • Initiative • Optimism 	<ul style="list-style-type: none"> • Empathy <ul style="list-style-type: none"> • Understanding others • Developing others • Service orientation • Leveraging diversity • Political awareness • Social Skills <ul style="list-style-type: none"> • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Collaboration and cooperation • Team capabilities

The Humm-Wadsworth model of temperament is a scientific model for understanding people's underlying emotions. It is not based on 'pop psychology' or a 2-4-6 or 8 box 'personality type' matrix approach, but on a psychological framework used by the professional industrial psychologists in assessing personality. The framework recognises that in any situation, people behave according to their motivations, feelings, attitudes and drives, rather than on passion or logic alone, and that the most accurate way of describing people in those terms is as a combination of these drives.

The Humm-Wadsworth framework has been used by professional psychologists for many years in Australia and the United States, throughout all levels of management, to assess people in terms of their ability to perform different jobs in different work environments. In Australia alone, an estimated 400,000 people have participated in this framework, and world-wide participation would be close to two million.

In 1959, the Australian firm of Organisational Psychologists Chandler & Macleod purchased the copyright to the Humm-Wadsworth Temperament Scale test. Over one million Australians sat the Humm-Wadsworth personality assessment and this was followed up with over 100,000 interviews. Gradually, the psychologists at Chandler & Macleod began to develop a set of heuristics about the people they were interviewing. In particular, they developed a set of six clues to gain some understanding of the dominant core emotions in person's temperament.

1. The way the individual talks;
2. The organisation the individual works for;
3. The individual's position in the organisation;
4. The individual's dress;
5. The individual's office or working environment;
6. The first meeting with an individual: were you kept waiting and how soon do you move to using first names.

Emotional Intelligence by Daniel Goleman

(The name of Daniel Goleman is intimately connected to the concept of Emotional

Intelligence. He played an instrumental role in popularizing this concept. The author of this article is Daniel Goleman)

In 1990, in my role as a science reporter at *The New York Times*, I chanced upon an article in a small academic journal by two psychologists, John Mayer, now at the University of New Hampshire, and Yale's Peter Salovey. Mayer and Salovey offered the first formulation of a concept they called "emotional intelligence."

Those were days when the pre-eminence of IQ as the standard of excellence in life was unquestioned; a debate raged over whether it was set in our genes or due to experience. But here, suddenly, was a new way of thinking about the ingredients of life success. I was electrified by the notion, which I made the title of this book in 1995. Like Mayer and Salovey, I used the phrase to synthesize a broad range of scientific findings, drawing together what had been separate strands of research – reviewing not only their theory but a wide variety of other exciting scientific developments, such as the first fruits of the nascent field of affective neuroscience, which explores how emotions are regulated in the brain.

I remember having the thought, just before this book was published ten years ago, that if one day, I overheard a conversation in which two strangers used the phrase *emotional intelligence* and both understood what it meant, I would have succeeded in spreading the concept more widely into the culture. Little did I know.

The phrase *emotional intelligence*, or its casual shorthand EQ, has become ubiquitous, showing up in settings as unlikely as the cartoon strips *Dilbert* and *Zippy the Pinhead* and in Roz Chast's sequential art in *The New Yorker*. I've seen boxes of toys that claim to boost a child's EQ; lovelorn personal ads sometimes trumpet it in those seeking prospective mates. I once found a quip about EQ printed on a shampoo bottle in my hotel room.

And the concept has spread to the far corners of our planet. EQ has become a word recognized, I'm told, in languages as diverse as German and Portuguese, Chinese, Korean, and Malay. (Even so, I prefer EI as the English abbreviation

for *emotional intelligence*.) My e-mail inbox often contains queries, from, for example, a doctoral student in Bulgaria, a school teacher in Poland, a college student in Indonesia, a business consultant in South Africa, a management expert in the Sultanate of Oman, an executive in Shanghai. Business students in India read about EI and leadership; a CEO in Argentina recommends the book I later wrote on the topic. I've also heard from religious scholars within Christianity, Judaism, Islam, Hinduism, and Buddhism that the concept of EI resonates with outlooks in their own faith.

Most gratifying for me has been how ardently the concept has been embraced by educators, in the form of programs in "social and emotional learning or SEL. Back in 1995, I was able to find only a handful of such programs teaching emotional intelligence skills to children. Now, a decade later, tens of thousands of schools worldwide offer children SEL. In the United States, many districts and even entire states currently make SEL curriculum requirement, mandating that just as students must attain a certain level of competence in math and language, so too should they master these essential skills for living.

In Illinois, for instance, specific learning standards in SEL abilities have been established for every grade from kindergarten through the last year of high school. To give just one example of a remarkably detailed and comprehensive curriculum, in the early elementary years students should learn to recognize and accurately label their emotions and how they lead them to act. By the late elementary years lessons in empathy should make children able to identify the nonverbal clues to how someone else feels; in junior high they should be able to analyze what creates stress for them or what motivates their best performance. And in high school the SEL skills include listening and talking in ways that resolve conflicts instead of escalating them and negotiating for win-win solutions.

Around the world Singapore has undertaken an active initiative in SEL, as have some schools in Malaysia, Hong Kong, Japan, and Korea. In Europe, the U.K. Has led the way, but more than a

dozen other countries have schools that embrace EI, as do Australia and New Zealand, and here and there countries in Latin America and Africa. In 2002 UNESCO began a worldwide initiative to promote SEL, sending a statement of ten basic principles for implementing SEL to the ministries of education in 140 countries.

In some states and nations, SEL has become the organizing umbrella under which are gathered programs in character education, violence prevention, antibullying, drug prevention and school discipline. The goal is not just to reduce these problems among schoolchildren but to enhance the school climate and, ultimately, students' academic performance.

In 1995, I outlined the preliminary evidence suggesting that SEL was the active ingredient in programs that enhance children's learning while preventing problems such as violence. Now, the case can be made scientifically: helping children improve their self-awareness and confidence, manage their disturbing emotions and impulses, and increase their empathy pays off not just in improved behavior but in measurable academic achievement.

This is the big news contained in a recently completed meta-analysis of 668 evaluation studies of SEL programs for children from preschoolers through high school. The massive survey was conducted by Roger Weissberg, who directs the Collaborative for Academic, Social and Emotional Learning at the University of Illinois at Chicago – the organization that has led the way in bringing SEL into schools worldwide.

The data show that SEL programs yielded a strong benefit in academic accomplishment, as demonstrated in achievement test results and grade-point averages. In participating schools, up to 50 percent of children showed improved achievement scores and up to 38 percent improved their grade-point averages. SEL programs also made schools safer: incidents of misbehavior dropped by an average of 28 percent; suspensions by 44 percent; and other disciplinary actions by 27 percent. At the same time, attendance rates rose, while 63 percent of students demonstrated significantly more positive behavior. In the world of social science research, these remarkable

results for any program promoting behavioral change, SEL had delivered on its promise.

In 1995, I also proposed that a good part of the effectiveness of SEL came from its impact in shaping children's developing neural circuitry, particularly the executive functions of the prefrontal cortex, which manage working memory – what we hold in mind as we learn – and inhibit disruptive emotional impulses. Now, the first preliminary scientific evidence for that notion has arrived. Mark Greenberg of Pennsylvania State University, a codeveloper of the PATHS curriculum in SEL, reports not only that the program for elementary school students boasts academic achievement but, even more significantly, that much of the increased learning can be attributed to improvements in attention and working memory, key functions of the prefrontal cortex. This strongly suggests that neuroplasticity, the shaping of the brain through repeated experience, plays a key role in the benefits from SEL.

Perhaps the biggest surprise for me has been the impact of EI in the world of business, particularly in the areas of leadership and employee development (a form of adult education). *The Harvard Business Review* has hailed emotional intelligence as “a ground-breaking, paradigm-shattering idea,” one of the most influential business ideas of the decade.

Such claims in the business world too often prove to be fads, with no real underlying substance. But here a far-flung network of researchers has been at work, ensuring that the application of EI will be grounded in solid data. The Rutgers University-based Consortium for Research on Emotional Intelligence in Organizations (CREIO) has led the way in catalyzing this scientific work, collaborating with organizations that range from the Office of Personnel Management in the federal government to American Express.

Today, companies worldwide routinely look through the lens of EI in hiring, promoting, and developing their employees. For instance, Johnson and Johnson (another CREIO member) found that in divisions around the world, those identified at mid career as having high leadership potential were far stronger in EI competencies

than were their less-promising peers. CREIO continues to foster such research, which can offer evidence-based guidelines for organizations seeking to enhance their ability to achieve their business goals or fulfil a mission.

The Emotional Competence Framework

Much of the material is modified from *Working with Emotional Intelligence* by Daniel Goleman (Bantam, 1998). The Consortium for Research on Emotional Intelligence in Organizations. (www.eiconsortium.org)

Introduction and background

Emotional intelligence is a convenient phrase with which to focus attention on human talent. Even though, it is simple as a phrase, it incorporates the complexity of a person's capability. Building on this, an integrated concept of emotional intelligence as outlined below, offers a framework for describing human dispositions and more specifically, it offers a structure for the organization of personality and links it to job performance (Goleman, 1995).

Goleman (1998) defined “emotional competence” as a “learned capability based on emotional intelligence that results in outstanding performance at work.” Integrating the work of Goleman (1995 and 1998) and Boyatzis (1982), the following descriptive definition is very useful in understanding this work:

Emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-regulation/management, relationship management and social awareness at appropriate times and ways in sufficient frequency to be effective in the situation.

To be adept at an emotional competence that supports effective Conflict Management requires an underlying ability in EI fundamentals, specifically, Social Awareness and Relationship Management. However, emotional competencies are learned abilities: having Social Awareness or

skill at managing relationships does not guarantee we have mastered the additional learning required to handle a situation adeptly or to resolve a conflict. It just means that we have the potential to become skilled at these competencies. We need development and application to test out our abilities and a willingness to learn and change as we receive feedback about our efforts.

The Framework

The emotional competence framework is divided into 5 clusters essential to emotional intelligence. It provides a description of each area that can be linked to the emotional intelligence questionnaire.

Personal Competence

SELF - AWARENESS

Emotional awareness: Recognising one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realise the links between their feelings and what they think, do, and say
- Recognise how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self-development
- Able to show a sense of humor and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have presence.
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

SELF – MANAGEMENT/REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough and principled stands even if they are unpopular

Conscientiousness: Taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organised and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information.

People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

SELF - MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organisation. People with this competence:

- Readily make personal or group sacrifices to meet a larger organisational goals
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfil the group's mission

Initiative: Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilise others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

Social Competence

Relationship Management

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand others' perspectives
- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognising, and meeting clients' needs.

People with this competence:

- Understand others' needs including clients' needs and match them to services or products
- Seek ways to increase staff and clients' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp other's perspectives, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development
- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships.

People with this competence:

- Accurately read key power relationships
- Detect crucial social networks

- Understand the forces that shape views and actions of clients, stakeholders and /or competitors
- Accurately read situations and organisational & external realities

SOCIAL AWARENESS AND SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:

- Build rapport well
- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Utilise events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

- Inspire others
- Articulate and arouse enthusiasm for a shared vision and mission
- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Change catalyst: Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflicts, bring disagreements into the open, and help deescalate
- Encourage dialogue and open discussion
- Orchestrate win-win solutions

Following more recent research, Goleman added an extra three groups of competencies to the Social Awareness/Skills cluster that are not reflected in the questionnaire but are certainly useful and needed in workplaces.

Building bonds: Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit

Discussion

Relationship between the clusters

The clusters within the model have a developmental relationship. Self-Awareness is a prerequisite for effective Self-Management, which in turn predicts greater Relationship Management skill. A secondary pathway runs from Self-Awareness to Social Awareness (particularly Empathy). Managing relationships well, then, depends on a foundation of Self-Management and Empathy, each of which in turn requires Self-Awareness.

Although, our emotional intelligence determines our potential for learning the practical skills that underlie the EI clusters, our emotional competence shows how much of that potential we have realized by learning and mastering skills and translating intelligence into on-the-job capabilities.

In regards to conflict, the Self-Management cluster is significant. Heading the list is the Emotional Self-Control competence, which manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out or withdrawing in return, but working to engage the person effectively. This leads to considering other clusters.

Relationship Management cluster

The Relationship Management cluster is also essential for working more effectively with conflict. The Empathy competence gives people an astute awareness of others' emotions, concerns, and needs.

An empathic individual can read emotional currents, picking up on nonverbal cues such as tone of voice or facial expression.

Empathy requires Self-Awareness; our understanding of others' feelings and concerns flows from awareness of our own feelings. This sensitivity to others is critical for superior job performance whenever the focus is on interactions with people. For instance, physicians who are better at recognizing emotions in patients are

more successful than their less sensitive colleagues at treating them (Friedman & DiMatteo, 1982). In an increasingly diverse workforce, the Empathy competence allows us to read people accurately and avoid resorting to the stereotyping that can lead to performance deficits by creating anxiety in the stereotyped individuals (Steele, 1997).

Communication competence

Creating an atmosphere of openness with clear lines of communication is a key factor in organisational success. People who exhibit the Communication competence are effective in the give-and-take of emotional information, deal with difficult issues straightforwardly, listen well and welcome sharing information fully, and foster open communication and stay receptive to bad news as well as good. This competence builds on both managing one's own emotions and empathy; a healthy dialogue depends on being attuned to others' emotional states and controlling the impulse to respond in ways that might sour the emotional climate. Data on managers and executives show that the better people can execute this competence, the more others prefer to deal with them (J. Walter Clarke Associates, cited in Goleman, 1998b).

Conflict Management competence

A talent of those skilled in the Conflict Management competence is spotting trouble as it is brewing and taking steps to calm those involved. Here, the arts of listening and empathising are crucial to the skills of handling difficult people and situations with diplomacy, encouraging debate and open discussion, and orchestrating win-win situations. Effective Conflict Management and negotiation are important to long-term relationships at the workplace.

Like the other clusters, this one is linked to many others. In order to spot trouble as it is brewing, people have to be aware of what is happening in their team. It requires a level of understanding and appreciation of difference and diversity as well as the ability to tune into others, emotions. Effective management of conflict cannot be developed without anticipating what types of issues in the workplace are likely to cause conflict

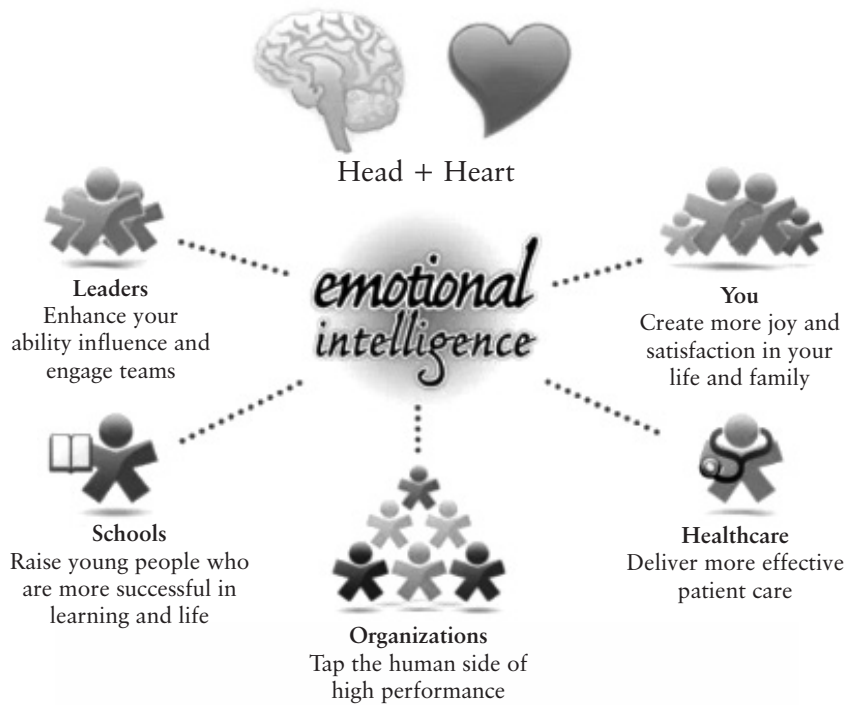
including: personality clashes and workplace changes that are occurring as well as recognising our own responses and reactions and noting how these impact those people we work with.

show that people high in various combinations of emotional competencies outperform people who are weak in those areas. When emotional competencies are used in leader selection, for example, performance and retention rates increase significantly.

Application of Emotional Intelligence

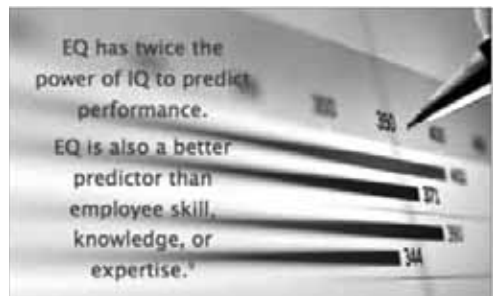
Emotional Intelligence (EI) can be a valuable tool for administrators and managers in government or any company. Since research on Emotional Intelligence began, results overwhelmingly

The research shows that the most successful people, those who consistently outperform their peers, exhibit more of the skills and traits known as Emotional Intelligence.



Emotional Intelligence and Leadership

Studies show that high performing leaders tend to have higher Emotional Intelligence than their peers. For Ex: We have many example of a more successful non-technical CEO in a technical company compared to a technical CEO. The reason is that EI becomes more decisive factors rather than IQ in many areas of leadership.



Goleman believed that leaders with high in emotional intelligence are the key of

organisational success. Goleman stated that, as leaders, they must have the ability to know employees, feelings especially in the workplace environment, to interfere when trouble occur among the employees, able to control their own feelings, and able to realize the political and social interventions within an organisations.

Effective leadership basically correlated with the ability of the leaders to establish confidence among employees, respect and intelligently build relationship with the employees.

Emotional Intelligence and Team Building:

Emotional Intelligence has a significant impact on team member relationships and their effectiveness in reaching a team's goals. Understanding our own EI strengths and weaknesses, as well as those of other team members, provides a means for improving the interpersonal dynamics of teamwork.

EI training can help team members learn how:

- individual EI fits with the EI of other team members, managers, clients, etc.
- work assignments can be made and accomplished more effectively
- to improve communication
- to minimize the negative aspects of conflict
- to present information most effectively
- to design more effective problem solving groups
- to assist team members in maximizing their individual and collective strengths

Emotional Intelligence and Conflict:

Emotional Intelligence significantly influences how we go about solving interpersonal problems. Thus, conflict in organizations often stems from EI differences. Understanding how to use our EI more effectively helps us solve interpersonal problems more effectively & efficiently and increases the overall effectiveness of work teams. When people understand the basics of how they are different from each other and their strengths and weaknesses, they can take steps to reduce conflict and become more accepting.

EI training can help to manage conflict which might include:

- Overcoming EI Differences
- Problem solving
- Emotional Dynamics
- Working Together

Emotional Intelligence and profession:

There is a relationship between EI and the outcome in the job performance at workplace. Professions such as cabin crew, hospitality staff as well as jobs related to the customer service officers are the kinds of task that need high emotional level. In this situation, the employees are expected to have positive emotion and have the ability to hide the negative emotions.

Emotional Intelligence at the Workplace:

EI has found to be beneficial in daily life as well as at workplace environment. Nevertheless, the appliance of EI has been most often documented in the workplace situation.

There are four significant reasons why the environment of the workplace is the best applied setting for assessing and improving EI competencies :

- EI competencies are crucial for success in doing work task
- Most of the leaders enter the workplace lacking in competencies needed to succeed in doing work task
- Employers already have the standard means in order to provide EI training
- Most people spend their time at workplace

Emotional intelligence at work is about how people and relationships function: (a) Relationships between colleagues, between directors and staff; (b) Relationships between the organisation and its customers, stakeholders, suppliers, competitors, networking contacts, ... everyone.

Founded on excellent practice and understanding of communication, the emotionally intelligent business consistently excels in all these areas and has insight into how this happens.

An organisation which is emotionally intelligent has staff who are: (a) motivated, productive, efficient, aligned with the business, and committed; (b) effective, confident, likable, happy, and rewarded.

Emotional intelligence is applicable to every human interaction in business: from staff motivation to customer service, from brainstorming to company presentations. But the subject is far deeper and wider than these examples, and emotional intelligence must be able to understand and deal with:

- how we assess people
- how relationships develop
- how our beliefs generate our experience as well as resistance, power struggles, judgment, competition, vision, leadership, success, and much more.

Only in a business in which the staff are emotionally intelligent, they can work together to maximum effectiveness. This can only increase the organization's success, however measured. Emotional intelligence is essential for excellence.

In terms of economic point of view, research has revealed that the cost-effectiveness of emotional intelligence especially at the workplace has found to be an interesting topic among organizations. It is to be found out that hiring process of employees when taken into consideration of emotional intelligence aspect can help organizations to be economic in their management. Benefits of using EI in Selection:

- Hire the best fit candidate the first time
- Put the right person into the right job
- Reduce costly wrong hires
- Create targeted developmental plans based on the results
- Reduce the expense of screening and training candidates who don't stay with the organization
- Improve employee satisfaction with the right job fit that plays to their strengths

In conclusion, we can say that Emotional intelligence influences organizational effectiveness in a number of areas:

- To identify and recruit top talent and retaining them
- To identify potential leaders in its ranks and prepare them to move up.
- To make better use of the special talents available in a diverse workforce.
- Development of talent
- Helping people to be motivated, committed, creative, innovative and to cope with massive, rapid change.
- Teamwork
- Employee commitment, morale, and health
- Innovation
- Productivity
- Efficiency
- Sales
- Revenues
- Quality of service
- Customer loyalty
- Client or student outcomes
- Making good decisions about new markets, products, and strategic alliances.

Need for Further Research:

As a matter of fact, through the emerging of several ideas and modern concepts of EI, it has been proved that much work is needed to be done in order to precisely determine the finding about what EI exactly encompasses and how it can be effectively applied in the governance and administration.

Future research in these following areas are significant in the topic of emotional intelligence field:

The correlation between EI and personality. For this case, more research is required in this area in order to examine the accurate relationship between EI and personality constructs.

The reliability of EI models based on cognitive intelligence. In fact, this matter needs to be considered related to the issue of the validity and the use of I.Q tests. Additional research needs to be done for establishing EI as the best model over the standard model.

The exact measurement for emotional intelligence. More research is necessitated especially in finding its reliability as well as its validity for measuring EI.

The context of training in emotional intelligence. In fact, training in EI is found to be more beneficial compared to another “leadership skill” training. Because of this reason, future research is needed in examining whether training in EI provides a better recovery towards the organisational performance.

Are You Emotionally Intelligent?

Emotional intelligence is the ability to recognise and manage both your emotions and the emotions of others.

Emotional Intelligence can generally be broken down into three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating your own emotions and cheering up or calming down other people.

Being emotionally intelligent is important for forming good relationships, be that in the workplace or your social life. It's often the difference between acting in an acceptable manner and doing or saying something unreasonable.

Despite the significance of EQ, its intangible nature makes it difficult to measure and to know what to do to improve it if you're lacking. You can always take a scientifically validated test, such as the one that comes with the Emotional Intelligence 2.0 book, but unfortunately, most such tests aren't free. Here are are sure signs that you have a high EQ.

You have a robust emotional vocabulary.

All people experience emotions, but it is a select few who can accurately identify them as they occur. Our research shows that only 36 percent of people can do this, which is problematic because unlabeled emotions often go misunderstood, which leads to irrational choices and counterproductive actions.

People with high EQs master their emotions because they understand them, and they use

an extensive vocabulary of feelings to do so. While many people might describe themselves as simply feeling “bad,” emotionally intelligent people can pinpoint whether they feel “irritable,” “frustrated,” “downtrodden,” or “anxious.” The more specific your word choice, the better insight you have into exactly how you are feeling, what caused it, and what you should do about it.

You're curious about people.

It doesn't matter if they're introverted or extroverted, emotionally intelligent people are curious about everyone around them. This curiosity is the product of empathy, one of the most significant gateways to a high EQ. The more you care about other people and what they're going through, the more curiosity you're going to have about them.

You embrace change.

Emotionally intelligent people are flexible and are constantly adapting. They know that fear of change is paralyzing and a major threat to their success and happiness. They look for change that is lurking just around the corner, and they form a plan of action should these changes occur.

You know your strengths and weaknesses.

Emotionally intelligent people don't just understand emotions; they know what they're good at and what they're terrible at. They also know who pushes their buttons and the environments (both situations and people) that enable them to succeed. Having a high EQ means you know your strengths and how to lean into and use them to your full advantage while keeping your weaknesses from holding you back.

You're a good judge of character.

Much of emotional intelligence comes down to social awareness; the ability to read other people, know what they're about, and understand what they're going through. Over time, this skill makes you an exceptional judge of character. People are no mystery to you. You know what they're all about and understand their motivations, even those that lie hidden beneath the surface.

You are difficult to offend.

If you have a firm grasp of who you are, it's difficult for someone to say or do something that gets your goat. Emotionally intelligent people are self-confident and open-minded, which creates a pretty thick skin. You may even poke fun at yourself or let other people make jokes about you because you are able to mentally draw the line between humor and degradation.

You know how to say no (to yourself and others).

Emotional intelligence means knowing how to exert self-control. You delay gratification and avoid impulsive action. Research conducted at the University of California, San Francisco, shows that the more difficulty that you have saying no, the more likely you are to experience stress, burnout, and even depression. Saying no is a major self-control challenge for many people, but "No" is a powerful word that you should be unafraid to wield. When it's time to say no, emotionally intelligent people avoid phrases such as "I don't think I can" or "I'm not certain." Saying no to a new commitment honors your existing commitments and gives you the opportunity to successfully fulfill them.

You let go of mistakes.

Emotionally intelligent people distance themselves from their mistakes, but do so without forgetting them. By keeping their mistakes at a safe distance, yet still handy enough to refer to, they are able to adapt and adjust for future success. It takes refined self-awareness to walk this tightrope between dwelling and remembering. Dwelling too long on your mistakes makes you anxious and gun shy, while forgetting about them completely makes you bound to repeat them. The key to balance lies in your ability to transform failures into nuggets of improvement. This creates the tendency to get right back up every time you fall down.

You give and expect nothing in return.

When someone gives you something spontaneously, without expecting anything in return, this leaves a powerful impression.

For example, you might have an interesting conversation with someone about a book, and when you see them again a month later, you show up with the book in hand. Emotionally intelligent people build strong relationships because they are constantly thinking about others.

You don't hold grudges.

The negative emotions that come with holding onto a grudge are actually a stress response. Just thinking about the event sends your body into fight-or-flight mode, a survival mechanism that forces you to stand up and fight or run for the hills when faced with a threat. When the threat is imminent, this reaction is essential to your survival, but when the threat is ancient history, holding onto that stress wreaks havoc on your body and can have devastating health consequences over time. In fact, researchers at Emory University have shown that holding onto stress contributes to high blood pressure and heart disease. Holding onto a grudge means you're holding onto stress, and emotionally intelligent people know to avoid this at all costs. Letting go of a grudge not only makes you feel better now but can also improve your health.

You neutralize toxic people.

Dealing with difficult people is frustrating and exhausting for most. But high-EQ individuals control their interactions with toxic people by keeping their feelings in check. When they need to confront a toxic person, they approach the situation rationally. They identify their own emotions and don't allow anger or frustration to fuel the chaos. They also consider the difficult person's standpoint and are able to find solutions and common ground. Even when things completely derail, emotionally intelligent people are able to take the toxic person with a grain of salt to avoid letting him or her bring them down.

You don't seek perfection.

Emotionally intelligent people won't set perfection as their target because they know that it doesn't exist. Human beings, by our very nature, are fallible. When perfection is your goal, you're always left with a nagging sense of failure

that makes you want to give up or reduce your effort. You end up spending time lamenting what you failed to accomplish and should have done differently instead of moving forward, excited about what you've achieved and what you will accomplish in the future.

You appreciate what you have.

Taking time to contemplate what you're grateful for isn't merely the right thing to do; it also improves your mood by reducing the stress hormone cortisol (in some cases by 23 percent). Research conducted at the University of California, Davis, found that people who work daily to cultivate an attitude of gratitude experience improved mood, energy, and physical well-being. It's likely that lower levels of cortisol play a major role in this.

You disconnect.

Taking regular time off the grid is a sign of a high EQ because it helps you keep your stress under control and to live in the moment. When you make yourself available to your work 24/7, you expose yourself to a constant barrage of stressors. Forcing yourself offline and even--gulp!--turning off your phone gives your body and mind a break. Studies have shown that something as simple as an email break can lower stress levels. Technology enables constant communication and the expectation that you should be available 24/7. It is extremely difficult to enjoy a stress-free moment outside of work when an email with the power to bring your thinking (read: stressing) back to work can drop onto your phone at any moment.

You limit your caffeine intake.

Drinking excessive amounts of caffeine triggers the release of adrenaline, which is the primary source of a fight-or-flight response. The fight-or-flight mechanism sidesteps rational thinking in favor of a faster response to ensure survival. This is great when a bear is chasing you, but not so great when you're responding to a curt email. When caffeine puts your brain and body into

this hyper-aroused state of stress, your emotions overrun your behavior. Caffeine's long half-life ensures you stay this way as it takes its sweet time working its way out of your body. High-EQ individuals know that caffeine is trouble some, and they don't let it get the better of them.

You get enough sleep.

It's difficult to overstate the importance of sleep to increasing your emotional intelligence and managing your stress levels. When you sleep, your brain literally recharges, shuffling through the day's memories and storing or discarding them (which causes dreams) so that you wake up alert and clearheaded. High-EQ individuals know that their self-control, attention, and memory are all reduced when they don't get enough--or the right kind--of sleep. So, they make sleep a top priority.

You stop negative self-talk in its tracks.

The more you ruminate on negative thoughts, the more power you give them. Most of our negative thoughts are just that--thoughts, not facts. When it feels like something always or never happens, this is just your brain's natural tendency to perceive threats (inflating the frequency or severity of an event). Emotionally intelligent people separate their thoughts from the facts in order to escape the cycle of negativity and move toward a positive, new outlook.

You won't let *anyone* limit your joy.

When your sense of pleasure and satisfaction are derived from the opinions of other people, you are no longer the master of your own happiness. When emotionally intelligent people feel good about something they've done, they won't let anyone's opinions or snide remarks take that away from them. While it's impossible to turn off your reactions to what others think, you don't have to compare yourself to others, and you can always take people's opinions with a grain of salt. That way, no matter what other people are thinking or doing, your self-worth comes from within.

Why Emotionally Intelligent People Are More Successful?

We've learned that emotional intelligence (EQ) is a crucial skill for both leaders and employees. But several studies point to just how important EQ can be to success, even trumping IQ and experience.

Research by the respected Center for Creative Leadership (CCL) in the U.S. found that the primary causes of executive derailment involve deficiencies in emotional competence. Each year, CCL serves more than 20,000 individuals and 2,000 organizations, including more than 80 of the Fortune 100 companies. It says the three main reasons for failure are difficulty in handling change, inability to work well in a team, and poor interpersonal relations.

International search firm Egon Zehnder International analyzed 515 senior executives and discovered that those who were strongest in emotional intelligence were more likely to succeed than those strongest in either IQ or relevant previous experience. Research that has been done on the relationship between emotional intelligence (EQ) and IQ has shown only a weak correlation between the two.

The Carnegie Institute of Technology carried out research that showed that 85% of our financial success was due to skills in "human engineering", personality, and ability to communicate, negotiate, and lead. They found that only 15% was due to technical ability. In other words, people's skills or skills highly related to emotional intelligence were crucial skills. Nobel Prize winning Israeli-American psychologist Daniel Kahneman found that people would rather do business with a person they like and trust rather than someone they don't, even if that person is offering a better product at a lower price.

To test out his findings, think of the last time you purchased a major item, a home, automobile, or large appliance where you had to deal with a salesperson. Was the person someone whom you liked and trusted? In my talks, I have found that whenever I asked that question, inevitably, the entire audience answered that, yes, the person they bought a large item from was someone

they liked and trusted. This theory about why salespeople with the right people skills do better than those who lack them is borne out by a study carried out by the Hay/McBer Research and Innovation Group in 1997. In a study carried out in a large national insurance company in 1997, they found that sales agents weak in emotional areas such as self-confidence, initiative, and empathy sold policies with an average premium of \$54,000, while those strong in 5 of 8 emotional competencies sold policies on the average worth \$114,000.

Much of the research that has been done on emotional intelligence has been at the executive leadership level. The higher up the organization, the more crucial emotional intelligence abilities are as the impacts are greater and felt throughout the entire organization. There have been some studies, however, that show impacts at all levels.

For example, a study by McClelland in 1999 showed that after supervisors in a manufacturing plant received training in emotional competencies such as how to listen better, lost-time accidents decreased by 50% and grievances went down from 15 per year to three. The plant itself exceeded productivity goals by \$250,000.

The same principles apply in all areas of life, whether at work or in relationships. Everyone wants to work with people who are easy to get along with, supportive, likeable, and can be trusted. We want to be beside people that do not get upset easily and can keep their composure when things do not work out according to plan.

How do you identify emotionally intelligent people?

Self-awareness. The first thing that is essential for any degree of emotional intelligence is self-awareness. People with a high degree of self-awareness have a solid understanding of their own emotions, their strengths, weaknesses, and what drives them. Neither overly critical nor unrealistically hopeful, these people are honest with themselves and others. These people recognize how their feelings impact them, other people around them, and their performance at work. They have a good understanding of their values and goals and where they are going in

life. They are confident as well as aware of their limitations and less likely to set themselves up for failure.

We can recognize self-aware people by their willingness to talk about themselves in a frank, non-defensive manner. A good interview question is to ask about a time that the interviewee got carried away by their emotions and did something they later regretted. The self-aware person will be open and frank with their answers. Self-deprecating humor is a good indicator of someone who has good self-awareness. Red flags are people who stall or try to avoid the question, seem irritated, or frustrated by the question.

Ability To Self-Regulate Emotions. We all have emotions which drive us and there is nothing we can do to avoid them. People who are good at self-regulation, however, are able to manage their emotions so that they do not control their words and actions. While they feel bad moods and impulses as much as anyone else, they do not act upon them. People who act upon their negative feelings create havoc, disruptions, and lasting bad feelings all around them. We feel before we think and people who constantly react from an emotional state never wait long enough to allow their thoughts to override their emotions.

People who self-regulate have the ability to wait until their emotions pass, allowing them to respond from a place of reason, rather than simply reacting to feelings. The signs of someone who is good at self-regulation are reflection, thoughtfulness, comfort with ambiguity, change, and not having all the answers. In an interview, look for people who take a little time to reflect and think before they answer.

Empathy. Empathy is another important aspect to look for when hiring. Someone who has empathy will have an awareness of the feelings of others and consider those feelings in their words and actions. This does not mean that they will tiptoe around or be unwilling to make tough decisions for fear of hurting someone's feelings. It simply means that they are aware of, and take into consideration the impact on others. They are willing to share their own worries and concerns

and openly acknowledge other's emotions. A good way to look for empathy in an interview is to ask a candidate about a situation where a co-worker was angry with them and how they dealt with it. Look for a willingness to understand the source of the co-workers anger, even though they may not agree with the reasons for it.

Social skills. Social skill is another area of emotional intelligence that is highly important at the workplace. To have good social skills requires a high level of the other skills aforementioned as well as the ability to relate and find common ground with a wide range of people. It goes beyond just friendliness and the ability to get along with others.

People with social skills are excellent team players as they have the ability to move an agenda along and keep focus while at the same time, remaining aware of the emotional climate of the group and possess the ability to respond to it. These people are excellent at making connections, networking, and bringing people together to work on projects. They are able to bring their emotional intelligence skills into play in a larger arena. To look for social skills in an interview, ask questions related to projects and difficulties encountered around varying agendas, temperaments, and getting people to buy in.

Measurement of Emotional Intelligence

The different conceptualizations of EI have led to a range of instruments for the assessment of EI. In the rush to create measures of this emerging construct, researchers have overlooked the difference between maximal versus typical performance and assumed they were operationalising the same construct, thereby resulting in conceptual confusion. Tests of maximum performance are designed to assess how people perform at certain tasks when they are trying hard to perform those tasks well. On the other hand, tests of typical performance are designed to assess how people typically behave rather than how they behave in special circumstances (such as when they are trying hard).

The type of measurement method used has implications for the operationalisation of any construct. The measurement of EI through maximal performance tests leads to its operationalisation as a cognitive ability. In contrast, the measurement of EI through typical performance measures such as self-report questionnaires leads to its operationalisation as a trait. Once one recognizes that ability EI and trait EI are two different constructs, conceptually, methodologically and empirically, then conflicting research findings can perhaps be resolved.

The following presents a brief overview of the pros and cons of both traditional approaches to measuring EI and suggests some alternative approaches for the development of EI measures.

EI measures of maximal performance

There exist only a few measures of ability EI. The most prominent measure of ability EI is the Mayer-Salovey-Caruso Emotional Intelligence Test which was designed to measure EI according to the four core emotional abilities defined in the Mayer-Salovey model. An example of a MSCEIT task would be to identify accurately how people feel by asking the test taker what emotions are being expressed in a photograph of someone's face. If the test taker is shown a photo of a person displaying mild sadness, and the test taker selects an answer indicating that the person is feeling a bit happy and somewhat surprised, then such an answer is considered incorrect. One key advantage of EI ability tests, like other IQ measures, is that they are resistant to faking or responding in a socially desirable manner.

A major criticism of ability EI measures is that in contrast to IQ tests, there are no clear right or wrong answers to some questions. In some questions of the MSCEIT for example, participants are shown pictures of abstract design and asked to indicate the extent to which they believe that a series of distinct emotions are depicted in it. Responses to such questions cannot be objectively scored as correct or incorrect because there is no basis for determining the emotional content of the items.

In attempts to circumvent this problem, ability EI tests have employed alternative scoring procedures that attempt to identify correct responses according to consensus among participants in a normative sample or among subject-matter experts. In the first approach, the correct answer is determined by the majority of those taking the test, whereas in the second approach, the correct answer is determined by a group of emotion researchers. Consensus scoring is problematic for contradicting the foremost function of tests, which is to discriminate between test-takers as well as the impossibility of incorporating difficult items in the test, since the "correctness" of a response is determined by the number of people who would endorse it. There are also limitations to expert scoring such as the inherent difficulty in identifying relevant experts in emotional intelligence. In addition, it is based on the assumption that these experts have more insight into normal adults' emotional states than the test-takers themselves, especially in cases such as intrapersonal EI.

EI measures of typical performance

The popularity of EI resulted in an influx of measures, especially questionnaires, which may be administered in a self-report format or to multiple raters (e.g., 360-degree questionnaires). Some examples of these include the Emotional Competence Inventory (ECI; Boyatzis, Goleman & Hay/McBer, 1999), the Bar-On Emotional Quotient Inventory (EQ-i; Bar-On, 1997) and the Trait Emotional Intelligence Questionnaire (TEIQue, Petrides, 2001; Petrides & Furnham, 2003). Such instruments typically ask respondents to indicate on a Likert response scale their preferences or self-perceptions across multiple items measuring the various factors of EI.

On the surface, self-report questionnaires are desirable: they are less costly, easier to administer, and take considerably less time to complete than performance tests. However, they are also problematic because respondents can provide socially desirable responses rather than truthful ones, or respondents may not actually know how good they are at emotion-based tasks.

The future of EI measurement

Given that the field of EI is relatively new, it is difficult at this point to reach any firm conclusions about the quality of existing measures of EI. However, some promising new measurement strategies are beginning to emerge. New measures such as video-based situational judgment tests of emotional regulation and emotional understanding (Newman, Joseph & McCann, 2010) appear to be better than either the ability measures or self-report measures that have dominated the field up to now.

Other researchers offer suggestions that can guide the way forward. For example, Riggio (2010) highlights many existing measures of important emotional abilities that have been studied for decades, such as the Interpersonal Perception Task. He also suggests devoting more time and effort to developing more narrow measures of particular emotional competencies. Such measures may prove to be more useful than very broad concepts such as EI, not only by providing greater clarity of the construct in question, but also because narrow constructs are likely to be more amenable to further applications such as training and development.

Importance of EI in Job Performance

Although, there is some debate among the advocates of the different EI concepts, there is good reason to believe that all types of EI measures predict job performance as they measure at least part of the core concept behind EI. It is likely that the ability to recognize emotions in the self and in others contributes to effective social interaction, as does the ability to regulate one's own emotions. Therefore, EI may contribute to performance by helping with group tasks and facilitating teamwork. For example, Offermann et al. (2004) found that EI better predicted performance on student teamwork projects, whereas a cognitive ability measure better predicted student performance on individual cognitive tasks like tests.

What might be most important to organisations is the extent of the purported link between EI and outcomes such as job performance. The

evidence suggests that EI is indeed associated with job performance across a wide spectrum of occupations. Some studies have found a relationship between EI and job performance as measured by company rank and merit salary increase percentage in a group of analysts and clerical employees (e.g., Cote & Miners, 2006; Lopes et al., 2006). EI has also been found to be correlated with the extent to which managers conduct themselves in ways that are supportive of the organization's goals as rated by their supervisors (Cote & Miners, 2006) and with the team performance of MBA students (Rapisarda, 2002).

The question that follows would be the extent to which EI is related to job performance after existing factors such as cognitive ability and personality are taken into account. We can turn to recent meta-analytic studies that combine the results of several studies to shed some light on this question. O'Boyle et al. (2010) found that EI predicted job performance incrementally after taking cognitive ability and personality into account. In addition, EI ranked third in relative importance to cognitive ability and conscientiousness as measured by the five factor model of personality in predicting job performance. These findings not only support earlier research which argued that EI is an important predictor of work-related outcomes, but also indicate that cognitive ability and personality by themselves are insufficient to explain job performance.

In tracing the relationship between EI and job performance, Cherniss (2010) recommended greater attention to the context of job demands. One such contextual variable would be emotional labour, which Grandey (2003) defined as "the degree to which workers are expected to express positive emotion and hide negative emotions as part of the job". Some examples of high emotional labour jobs would include cabin crew, hospitality staff or customer service officers.

Joseph & Newman (2010) confirmed in their research that the EI-job performance relationship varied depending on the level of emotional labour. Specifically, their meta-analysis indicated that EI predicted job performance in high emotional

labour jobs but showed no relationship to job performance for low emotional labour jobs.

Further, after controlling for cognitive ability and personality, the relationship of EI to job performance was positive for high emotional labour jobs but negative for low emotional labour jobs. This indicates that the use of EI measures should only be used to select applicants into high emotional labour jobs, otherwise there may be negative impact.

While the research evidence does not indicate that EI makes a larger contribution to outcomes such as individual success than does cognitive ability as Goleman (1995) claimed, it is safe to say that the research at this point suggests that EI makes a unique and important contribution in predicting job performance, particularly in situations characterized by high emotional labour. Thus, although, EI is generally not used in personnel selection and hiring today, the present research makes a fairly persuasive case for the inclusion of EI with cognitive ability and personality in applicable selection processes.

There remain some unanswered questions in the EI-job performance relationship that could be addressed by further research. One such area might be the extent to which the relative importance of EI, cognitive ability and personality varied by the type of job being performed. Although, most jobs may involve at least some interpersonal contact relevant to EI, the degree to which jobs draw upon cognitive skills, personality and EI may vary considerably by job characteristics and other factors. Another avenue of research would be to examine the relationship between EI and other facets of job performance such as organizational citizenship behaviours and counterproductive workplace behaviours, rather than traditional task performance. Moving forward, these efforts would constitute steps toward developing integrative models that include how cognitive ability, personality and EI impact on job performance.

Emotional Intelligence for Effective Leadership

During the last decade, evolving leadership requirements (e.g., managing and motivating in today's environment, charting new paths

and inspiring people with clarity of vision and optimism) have placed new demands on leadership, resulting in the construct of EI gaining popularity as a potential contributor to effective leadership.

While EI may appear as a superficial aspect of leadership, Goleman, Boyatzis & McKee (2002) suggested that EI becomes more important as one goes higher up the organization. In particular, EI dimensions — namely the ability to monitor emotions and the ability to manage emotions — are predictors of transformational leadership, a leadership style “consistently found to promote greater organizational performance” (Palmer et al., 2001), suggesting that EI may be integral to effective leadership.

Emotional intelligence and effective leadership

Leadership is the process of producing direction, alignment, and commitment in collectives. Some of the specific capabilities that enable leaders to carry out leadership tasks, such as setting direction, gaining commitment, and creating alignment effectively, include: the management of one's own thoughts, feelings and actions (i.e., leading oneself); working effectively with others in a social system (i.e., leading others); and facilitating the accomplishment of organizational work (i.e., leading the organization) (Velsor, Mccauley & Ruderman, 2010). We can see how EI may contribute to self-leadership capabilities and the ability to work effectively with and through others and therefore to effective leadership.

Specifically, EI enables a leader to understand his strengths and weaknesses, why he is the way he is, the impact of his strengths and weaknesses on people around him, and his effectiveness in various roles (Velsor, Mccauley & Ruderman, 2010). This helps him to recognize the sources of tension that interfere with positive relationships and to pick up emotional undercurrents which enable him to respond effectively in situations (Goleman, 1998; 2001; Weisinger, 1998). In the process, he learns to “control his impulses, manage his emotions” and be more socially aware of the needs and concerns of others (McKee, Johnston & Massimilian, 2006).

George (2002) has proposed that the ability to understand and use emotions in oneself and others contributes to leadership effectiveness. By accurately appraising how subordinates feel, this information can be used to engage their emotions to gain buy-in and receptivity to the organization's goals or initiatives (Gardner & Stough, 2002). Leaders are able to improve decision making with their management and knowledge of emotions. Those who are able to accurately recognize emotions can judge if the emotion is linked to opportunities or problems, and thus use these emotions in the process of decision making (Schwartz, 1990). This is also important as being a leader calls for one to have the ability to inspire, to motivate, to develop subordinates by diagnosing their development needs and to encourage behavioural changes (Velsor et al., 2010).

As a leader frequently encounters conflicting demands, the ability to manage emotions helps him to handle stress and develop strategies for balancing these conflicts (Velsor, et al., 2010). Self-management and impulse control enable a leader to remain composed during crises and to recover from mistakes. A leader adept at managing adversity is also likely to be able to sustain working relationships amidst such demands and changing circumstances (Ruderman et al., 2001).

Although, we cannot conclude that leaders who are more emotionally intelligent are better leaders, research does show that there are basic connections between EI and abilities associated with leadership excellence (Ruderman et al., 2001). These findings reinforce the notion that leadership is a process of social influence through which leaders affect others' feelings, perceptions, and behaviour. Leaders need to understand emotions, self management skills and social skills (Boyatzis, 2008), as these abilities can be used to create positive emotions to empower and motivate themselves and others (Bar-On et al., 2003). Understanding such connections can provide leaders with additional ammunition in their efforts to enhance their leadership (Ruderman et al., 2001).

Can Emotional Intelligence be Developed?

Given the importance of EI to effective leadership, the question arises as to whether it can be developed. While this has been a contentious issue, there is emerging consensus within the research evidence that EI is developable (Goleman, 1996; Steiner, 1997; Hopfl & Linstead, 1997; Cooper, 1997; Martinez, 1997). It was found that as people increase in age, they tend to score higher on the EQ-i, suggesting to a certain extent that it may be learned or developed through life experience.

The most persuasive evidence comes from longitudinal studies conducted with MBA students who underwent a programme to assess and develop their EI competencies (self-awareness, self-management, social awareness and relationship management). The results showed at least a 40% improvement of EI, with effects sustained for several years (Boyatzis, Cowan & Kolb, 1995). This supports the notion that it is not only possible to develop EI competencies, but that such changes can be sustained over an extended period of time.

There has been research to assess the stage of an individual's life at which interventions designed to develop EI are most effective. Goleman (1996) asserts that the critical period at which EI is amenable to development is during childhood. However, another view proposes that these core competencies are capable of being developed and changed by workplace experiences, where managers learn emotion management and regulation (Dulewicz & Higgs, 2004). Such emotion management and regulation arise through undertaking the job itself and having the opportunity to reflect on and discuss emotional management experiences with others at the workplace. The exchange of experience through such dialogues gradually increases one's capacity for handling feelings and learning ways to manage the emotions of others and self (Clarke, 2006).

What has generated more debate is the extent of development possible. One approach that may be quite informative is the EI model designed by Higgs & Dulewicz (1999). They proposed seven

elements that lie on a development continuum ranging from ‘easily developable’ to ‘malleable’ to ‘exploit’ (see Table below).

The study revealed that selfawareness, interpersonal sensitivity and influence are developable, as they improved after EI training. ‘Exploitable’ elements are those which did not improve after EI training, but did after experiences (i.e., experiences such as team leadership can force or encourage some individuals to exploit their existing capacities for conscientiousness and intuitiveness).

The other two elements, emotional resilience and motivation were found to lie between these two extremes (Dulewicz & Higgs, 1999). This study provides support for the proposition that EI can be developed, and in particular, certain elements of EI are more amenable to training than others.

Higgs and Dulewicz’s development continuum of EI

Elements of EI	Easily developable	Malleable	Exploit
Self-awareness	✓		
Emotional resilience		✓	
Intuitiveness			✓
Interpersonal sensitivity	✓		
Influence	✓		
Motivation		✓	
Conscientiousness			✓

Training and Development of Emotional Intelligence

Unlike IQ, there is evidence which shows that EI can be developed through feedback and training. Research has also shown that EI competencies can be developed in managers through leadership programmes (Boyatzis & Oosten, 2002). These EI competencies positively impact aspects of job performance and help develop confidence and competence to handle emotionally-charged situations (Koczwara & Bullock, 2009).

According to Goleman (1998), self-awareness is a pre-requisite and building block for effective self-management, which in turn predicts relationship

management. What this implies is that EI training should have a logical flow whereby learners’ competencies are developed from basic levels (i.e., identifying emotions in themselves and others) to higher order levels (self-management and relationship management).

Developing self-awareness and mindfulness

Self-awareness includes observations of one’s feelings and attributions, as well as understanding the impact of one’s strengths and weaknesses on others.

Self-awareness can be developed using a blend of methodologies, for instance, by combining assessment and development tools such as multi-rater feedback, experiential exercises and peer coaching. Combined together, these provide opportunities for the individual to gain insight into identifying and understanding emotions which leads on to self and relationship management.

In EI training interventions, the development of self-awareness is achieved through opportunities that support and encourage feedback and reflection.

Feedback is a powerful way to facilitate self-awareness, as it enables the individual to get a better understanding of how others perceive and respond to their behaviours. Elements which provide such opportunities include small group discussions where learners identify and analyze typical situations where EI skills are important in their roles (Koczwara & Bullock, 2009), review how they would approach significant real events (e.g., challenging meetings), and seek peer feedback on instances of emotional behaviour during their management of others.

Multi-rater assessment also serves as powerful feedback since this feedback comes from a variety of raters who interpret behaviours differently (Velsor et al., 2010). In addition, it helps the individual get a gauge of his emotional capacity and pinpoints the EI facets that require development (The Consortium for Research on Emotional Intelligence in Organizations).

Since support of feedback and reflection reinforce each other in the development of self-awareness, training interventions should provide space that

encourages reflection on real events. This will enable the individual to understand and evaluate the effectiveness of his employed approaches (Koczwara & Bullock, 2009). A framework for reflection and development can be incorporated by guiding the individual to complete a self-development plan that will prompt him to consider the exercises he has completed and the feedback from his peers and facilitators (Shen, Groves & McEnrue, 2008). In essence, reflection helps the individual identify the lessons learnt, integrate feedback from various sources, and understand how his behaviours can influence people's perceptions, thereby increasing self-awareness (Velsor et al., 2010).

Closely related to self-awareness is mindfulness, which is to "pay attention in a particular way, purposefully, in the present moment, and non-judgementally" (Kabat-Zinn, 1994). According to Goleman's EI theory (1995), there is a clear connection between EI and mindfulness, and mindfulness is most useful in identifying emotions and assessing them at a deeper level of awareness.

In mindfulness training, the individual is asked to maintain awareness of the present moment, sit still with his feelings and ask himself — Is he the leader he aspires to be? How is he managing the stress of his current situation? How are his key people feeling lately? Are they in sync with each other? Through a process of self-observation, self-inquiry and reflection, mindfulness training helps a leader understand how he responds to people, and to notice the subtle messages from those whom he leads (McKee et al., 2006). Research has shown that "mindfulness" training — an emotional self-regulation strategy — can alter brain centres which are responsible for both positive and negative emotions by helping people to stay focused on the present, thus keeping out distressful thoughts and pausing before acting impulsively (Emmerling & Goleman, 2003).

The suggested approaches to EI training require motivation, individual desire, feedback, mindfulness, reflection and continuing practice in new situations. The development of EI is therefore an ongoing pursuit.

In conclusion, it may be said that the study and application of EI are still developing with differing theoretical perspectives, various approaches to measuring the construct and questions about the extent to which it can be developed. However, the existence of differing viewpoints within this paradigm does not indicate a weakness, but rather a robustness of the field as researchers and practitioners grapple with the issues to arrive at sound conclusions. The knowledge gained from this rapidly expanding field of EI research will help to inform our understanding of the issues to consider for both the selection and development of leaders.

Today's effective leadership skills have been described to depend, in part, on the understanding of emotions and the abilities associated with EI (Cooper & Sawaf, 1997; Goleman, 1998a; Ryback, 1998), as leadership roles are no longer about controlling, planning and inspecting the running of an organization, but rather, about motivating and inspiring others, fostering positive work attitudes and creating a sense of contribution and importance with and among others (Hogan & Curphy, 1994). Given that EI has been identified as an important attribute of effective leadership and job performance, it would be worthwhile to consider EI as an additional selection criterion in identifying potentially effective leaders.

Research has also indicated that EI competencies can be developed through leadership development programs, with sustained effects after the programs. It would therefore be important for organizations to not only enhance an leader's level of self awareness and mindfulness through programs, but find ways to create ample opportunities for the leader to reflect on one's behaviors exhibited in different situations, practice new behaviors and receive feedback how others perceive and respond to these behaviors when he returns to the workplace (Deutschendorf, 2009). It is through such dialogue and reflections that one gradually increases his capacity for coping with feelings and learning appropriate ways to manage the emotions of others and self (Clarke, 2006).



CASE STUDIES ON EMOTIONAL INTELLIGENCE



Emotional Intelligence for People-First Leadership at FedEx Express

Integrating emotional intelligence assessment and development into a six-month process for new managers world-wide, the FedEx Express team at their Global Learning Institute is building the skills and expertise for people-first leadership.

The program is yielding an 8-11% increase in core leadership competencies, with over half the participants experiencing very large (10-50%) improvements in certain key emotional intelligence skills and leadership outcomes: 72% of the program participants experience very large increases in decision making; 60% in Quality of Life, and 58% show major improvements in Influence.

Background

FedEx Express is the world largest cargo airlines with over 290,000 employees moving seven million packages each day with 600 flights a day. One of the top 20 Fortune “Most Admired” for a decade, FedEx stands among the world’s successful enterprises.

While founder Fred Smith was focused on logistics and speed, from the start, he believed that people were the key to business, and that leadership is about continuous growth: “Leaders get out in front and stay there by raising the standards by which they judge themselves – and by which they are willing to be judged.” This vision has translated to the “PSP Philosophy” – People-Service-Profit – which drives FedEx Express today.

The company sees that the people-side of leadership has grown more complex, and looking to the future, is committed to developing leadership capabilities to manage the changing workforce. The goal is leaders who are better at influence, make decisions that are both quick and accurate, and are able to build a culture where people feel the dedication and drive for exceptional performance in a way that’s sustainable and creates real value for all stakeholders.

To measure leadership performance, FedEx Express administers “SFA,” an annual survey where every employee can provide feedback about managers. SFA themes include respect, fairness, listening, and trust – leadership responsibilities that are all about relationships and emotions. This commitment to people-first leadership created an interest in “emotional intelligence” as a learnable skillset that would equip managers to deliver the FedEx way.

Implementation

Even though the leadership training was state of the art — among the top ten in the world – the FedEx Global Leadership Institute is charged with continuously updating and innovating in keeping with that Fred Smith call for continuously “raising the standards.” Located near the company’s primary hub in Memphis, TN, the Global Leadership Institute, GLI, serves as the leadership university for FedEx Express.

In 2005, GLI implemented a new training program for managers to consider the impact they wished to have as leaders – the legacy they were creating. A core component of the LEGACY course was a module on emotional intelligence using the Six Seconds Emotional Intelligence Assessment, the SEI. LEGACY results were very positive, in part because of the effectiveness of the Six Seconds Model as an actionable process.

Action-Based Emotional Intelligence

Where other approaches to emotional intelligence remain quite theoretical, the Six Seconds Model is designed as a process framework for using emotional intelligence on a day-to-day basis. At a macro-level, the model offers a three-step process with specific learnable and measurable competencies that support the three steps:

- **Know Yourself** : Increase self-awareness of emotions and reactions (competencies: Enhance Emotional Literacy and Recognize Patterns).
- **Choose Yourself** : Shift from unconscious reaction to intentional response (competencies: Apply Consequential Thinking, Navigate Emotions, Engage Intrinsic Motivation, and Exercise Optimism).
- **Give Yourself** : Align the moment-to-moment decisions with a larger sense of purpose (competencies: Increase Empathy and Pursue Noble Goals). Reviewing data from LEGACY in 2009 and 2010, the GLI team identified that a few key EQ competencies were essential to strengthen “bench strength” and build the leaders who will move up the chain. Without revealing confidential details, the FedEx culture has focused on speed — which is a key part of the company’s success. As leaders move up in the organization, the need for speed has to be balanced with a more careful and collaborative decision-making process to achieve sustainable success.

With this in mind, under the leadership of SVP Shannon Brown, the company wanted a world-class leadership program that would move the company to be one of the top five in the world. With the support of Dennis Reber, Managing Director, and Ray Murphy, Manager, of the Global Leadership Institute, FedEx decided to increase the emotional intelligence focus of the leadership training and deliver a new course called LEAD1 to put EQ into action at the frontlines. All new FedEx Express managers would receive the program to provide a solid people-first foundation upon which to build their leadership careers.

Blended Training & Coaching

A team of eight GLI experts was certified in the Six Seconds Emotional Intelligence Assessment (SEI) through a mix of on-site and virtual training delivered by Six Seconds. Some team members undertook additional trainer-training in Six Seconds’ methodology to ensure that the implementation would go deeply into what drives people performance.

GLI Senior Management Facilitators Jimmy Daniel and Pamela Williams became certified as a SEI Master Trainer to deliver SEI Certification internally within L&D team in the US and globally.

The FedEx GLI team designed LEAD1 as a five-day course with a six-month follow up coaching process built around the SEI. Through the in-person training, participants learn about key concepts in FedEx leadership and what it means to lead people. In an extremely fast-paced, task-focused environment, a common challenge for managers is losing sight of the relational dynamics that ultimately sustain team performance. To build a team where people give their “discretionary effort,” task-based management is insufficient: people-leadership is required. This means forming a connection between people at an emotional level. Emotional intelligence provides the insight and skill to allow for this strategic use of feelings. In LEAD1, the new managers focus on how emotional intelligence will assist them to show up as leaders by managing themselves first, taking charge of their own emotions and behaviors so they can be effective role models and influencers.

The six month coaching process begins with a one-to-one debrief of the participant’s SEI profile as a framework for goal setting. The new manager identifies specific competencies to improve, as well as strengths to leverage, and how these can be employed to improve people-leadership. The coaching process is “specific customized,” meaning that while all participants are working within a shared framework of concepts and goals, each coach and participant work in partnership to develop personalized goals that can be made actionable. Part of the effectiveness of the coaching is that the coaches all now have several

years of experience with emotional intelligence themselves, giving them added insight into what drives people.

At the end of the coaching process, participants re-take the SEI to clearly identify areas of progress, to set next goals, and provide accountability for the program.

At present, over 100 facilitators have been, or are being, trained to provide the SEI assessment and coaching, and to run LEAD1 worldwide.

Results

Initial responses to the program are extremely positive. LEAD1 trained managers are showing increased ability to push the FedEx strategy and the “People First” leadership philosophy. In the words of a program participant, one of FedEx’s senior widebody captains,

“I began the week realizing that I was limiting myself with a single leadership style and an emotional intelligence level that was preventing

me from reaching my full potential, particularly in stressful situations.

I learned how to apply different leadership styles to meet specific situations, apply consequential thinking, and continue to improve my emotional intelligence. I am already applying this new found knowledge in my day to day work environment as well as my personal life.”

These insights and skills will shape the culture of FedEx for years to come. As Shannon Brown, Chief Diversity Officer for FedEx Express, and the senior HR leader for the organization puts it: “At FedEx Express, we’re committed to staying on the leading edge. For us, that’s always meant bringing out the best in people. As the business landscape becomes even more complex, we need additional capability. Leveraging the Six Seconds approach to emotional intelligence is helping us build a strategic asset that will let us maintain and strengthen our culture – which is essential to our competitive advantage.”



CASE STUDIES ON EMOTIONAL INTELLIGENCE



Second Case Study

When you ask the question “What is emotional intelligence?” or “What is EQ?” it can often be answered easily by giving examples of real people who lacked emotional intelligence.

Here is one such case involving dimension seven on the Genos emotional intelligence model: emotional self-control. It is an extreme but true story.

While such physically dangerous examples are fortunately rare in the workplace, those who lack emotional self-control occur at all levels in an organization and can be seen high-jacking meetings and negotiations with full-blooded anger outbursts.

The Last Beer

A case study of low emotional intelligence

A young man had only a limited amount of beer in his fridge. His best friend came round to visit. During their conversation he told his friend not to drink his last beer. Later he found his friend had drunk it.

What would an emotionally intelligent response have been?

- To go and buy some more maybe?
- To ignore it and enjoy his friend’s company?
- To have a cup of coffee instead?
- To go down the pub together?

What Happened?

He had low emotional intelligence and did none of these. He shot his friend dead. He is now in prison serving time for murder.

His rage drove him to short-term action which produced long-term negative consequences.

This is an extreme but clear example of how low emotional intelligence and a poor ability to

control strong emotions in particular, can impact on a person's behavior, work and life.

Being able to control strong emotions such as rage is the seventh dimension of emotional intelligence. It is very hard to build trust without being able to control your strong emotions. If you are in business and want to be successful, building trust is imperative.

How good are you at controlling strong emotions?

Previous Years Questions with Explanations

2013

- Q.** What is 'emotional intelligence' and how can it be developed in people? How does it help an individual in taking ethical decisions? (150 words) (10 marks)

Analysis: *This question has two parts. The first part asks the candidate about the meaning of emotional intelligence and the means through which it can be developed in people. To deal with this part, you should just define the definition of emotional intelligence and provide some ways in which it can be inculcated among the people. The second part is based on the application asking the candidate to write down how emotional intelligence helps people in taking decisions. Here, the candidate must use his mind and write down why one needs emotional intelligence to be able to make ethical decisions. You have to be to the point and brief to meet the word count of 150.*

- Ans.** Emotional intelligence refers to the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. It is the ability to understand the emotions of the others and act tactfully. An emotionally intelligent persona can act rationally and effectively even if he is not intellectually very high. Emotional intelligence cannot be developed through formal instruction. The development of emotional intelligence requires training of the mind in making decisions in different types of situations. To be emotionally intelligent, one needs to develop

self realization and to begin to think from the context of the others. It is important to know the mindset of others, their sensitivities and likes and dislikes. In addition, it is equally important to know oneself and what affects us in different ways.

Next, it is important to have an exposure to different emotional situations. By facing different kinds of emotional situations, we develop our ability to face different kinds of people and circumstances. In this regard, it is important to have an empathetic attitude towards others. Only when we are able to understand and feel what others feel, can we communicate better.

Emotional intelligence is one of the main factors that decides the effectiveness of our decisions. An emotionally intelligent person can take the decisions in accordance to the needs of time and circumstances.

Moreover, a person, who is emotionally intelligent is aware of his values and principles. Thus, such a person acts in an ethically just way, and acts in an empathetic way. Thus, he ensures that the rights of the others are not violated.

2015

- Q.** (This is a case study which came in 2015. Although emotional intelligence is nowhere mentioned in it, it requires emotional intelligence to solve it)

You are the Sarpanch of a Panchayat. There is a primary school run by the government in your area. Midday meals are provided to children attending the school. The

headmaster has now appointed a new cook in the school to prepare the meals. However, when it is found that cook is from Dalit community, almost half of the children belonging to higher castes are not allowed to take meals by their parents. Consequently, the attendance in the schools falls sharply. This could result in the possibility of discontinuation of midday meal scheme, thereafter of teaching staff and subsequent closing down the school.

(250 words) (20 marks)

- (a) Discuss some feasible strategies to overcome the conflict and to create right ambiance.
- (b) What should be the responsibilities of different social segments and agencies to create positive social ambiance for accepting such changes?

Ans. (a) Several positive strategies can be recommended in this case so as to maintain the social harmony and to let the school run smoothly.

The first strategy would be to call a meeting with parents and explain to them the advantage of education and its purpose of overcoming narrow caste barriers. However, looking at the resistance of the Brahmin community, we may offer them the opportunity to continue education without the mid-day meal hoping that eventually they will reconcile.

Alternatively, we may arrange the cooking team to include multi-caste members so that there is no distinction of caste as far as cooking is concerned.

Yet another alternative is that from now onwards, the cooking task would be outsourced to a neighboring restaurant where everyone irrespective of caste visits to have their meals. It is pretty much well known that no one asks who is cooking in a hotel visited by both urban and rural population.

However, the long term solution would be to bring about gradual transformation in rural communities with acute caste distinctions. Mid day meals served in schools are stepping stones to it.

Therefore, it has to be encouraged and stakeholders have to be involved in it. The sarpanch along with the heads of the families and the teachers of the school should collaborate together in addressing the issue. It may be noticed that over a period of time, the resistance would begin to decline. As a sarpanch, I would call the Brahmin families who do not allow their children to have meals cooked by a dalit along with the learned priests. The discussion would center around the sacred texts like Upanishads and Vedas that do not distinguish between castes and show the relation between the supreme soul and the individual souls as the fundamental basis of human actions and enterprises as set forth in Gita. In other words, the authority of scriptures can be used address obscurantist social and religious issues.

Q. You are recently posted as district development officer of a district. Shortly thereafter you found that there is considerable tension in the rural areas of your district on the issue of sending girls to schools.

The elders of the village feel that many problems have come up because girls are being educated and they are stepping out of the safe environment of the household. They are the view that the girls should be quickly married off with minimum education. The girls are also competing for jobs after education, which have traditionally remained in boys' exclusive domain, adding to unemployment amongst male population.

The younger generation feels that in the present era, girls should have equal opportunities for education and employment, and other means of livelihood. The entire locality is divided between sexes in both generations. You come to know that in Panchayat or in other local bodies or even in busy crossroads, the issue is being acrimoniously debated.

One day, you are informed that an unpleasant incident has taken place. Some girls were molested, when they were en route to schools. The incident led to clashes

between several groups and a law and order problem has arisen. The elder after heated discussion have taken a joint decision not to allow girls to go to school and to socially boycott all such families, which do not follow their dictate.

(250 words) (25 marks)

- (a) What steps would you take to ensure girls' safety without disrupting their education?
- (b) How would you manage and mould patriarchic attitude of the village elders to ensure harmony in the inter-generational relations?

Ans. (a) While managing the safety of girls would be relatively less difficult task than moulding the patriarchic attitude of the village elders to ensure harmony in inter-generational relations. There can be several measures on the safety of girls. The girls may be provided with a mobile phone and an emergency number that they can immediately seek help from in case of distress or danger. Female escorts can be provided to girls in some areas or villages that are especially prone to nuisance. The girls attending the school can take help of dedicated vehicles with lady constables provided by the government for attending the school and commuting back. In addition, the girls may be given to attend the school from home as they would be provided with online computer or laptop. However, the last recommendation may not be quite feasible, if the infrastructure in the village is not quite developed. In addition, an alternative can be offered to girls to attend the school on weekends only when they can be escorted back and forth.

- (b) It would be difficult to manage the patriarchal attitude of the village elders in the short term. Nevertheless, the elders would be shown regular documentaries and power point demonstrations on the pace of development and the role of girls. The examples of backward states because of low female literacy would be highly relevant, while the states with high female literacy advancing

on all parameters including economic would perhaps make a sense to them. In addition, the incentives can be tied up with female education. The elders can be reassured on safety initiatives taken. They can be tasked with the responsibility to make their village 100 percent literate and rewarded for their initiative. In other words, the idea is to make them the stakeholders in literacy and educational campaigns.

2016

Q. Anger is a harmful negative emotion. It is injurious to both personal life and work life.

- (a) Discuss how it leads to negative emotions and undesirable behaviours. (150 words) (10 marks)
- (b) How can it managed and controlled? (150 words) 10 marks)

Ans. (a) Anger is a negative feeling state that is typically associated with hostile thoughts, physiological arousal and maladaptive behaviors. It usually develops in response to the unwanted actions of another person who is perceived to be disrespectful, demeaning, threatening or neglectful. Anger involves certain styles of thinking such as, "My boss criticized me in front of my colleagues. Now, I'm fuming. He shouldn't be so disrespectful!" or "That woman in front of me is driving so slowly. This is exasperating. She shouldn't be allowed to drive on the freeway!" Anger energizes us to retaliate. Our data indicate that about 25 percent of anger incidents involve thoughts of revenge such as, "I'm going to spread rumors about my boss to get even," or "I'd like to just bump her car to put her in her place." Interestingly, anger usually emerges from interactions with people we like or love, such as children, spouses and close friends.

Angry thoughts may be accompanied by muscle tension, headaches or an increased heart rate. In addition, the verbal and physical expressions of anger

may serve as a warning to others about our displeasure. The verbal expressions include yelling, arguing, cursing and sarcasm. However, anger can also be expressed physically by raising a clenched fist, throwing a book on the floor, breaking a pencil or hitting a wall. Sometimes, anger is not expressed externally but remains as internal rumination.

- (b) Anger felt when dealing with strangers emerges from transient interactions. You may never see the clerk or driver or waiter again. If you ask yourself how important the annoying situation really is, you usually come up with, "not very important at all." At most, you have suffered from paying a bit too much for the taxi ride or being delayed a few minutes by the clerk. Recognize that these are unpleasant events, not catastrophes, and work around them. Go to a different restaurant or go to the store at off hours to return a purchase.

Also, recognize the difference between events that you can change and those that are beyond you. When you take a cab ride, tell the driver about your preferred route. When you order that steak in the restaurant, ask for extra ketchup before the waiter leaves the table never to be seen again. You have less control over other events. Airplanes, for various reasons, are frequently late. There is little you can do. Accept the delay as an opportunity to read or relax, not disastrous or worthy of anger.

Anger felt when dealing with family members or friends is different because of the ongoing interactions. To address this kind of anger, the self-help strategies that are quickest and easiest to use are avoidance and escape, relaxation, cognitive restructuring and assertive expression.

2017

- Q. How will you apply emotional intelligence in administrative practices?

(150 words) (10 marks)

Ans. Emotional intelligence means the ability of an individual to understand and manage the emotions of self and others. It is a highly crucial trait for professional success. This is so because people in a job are there because of similar intelligence quotient which gets tested by exam or interview, thereafter what differentiates one from other is emotional quotient. For a bureaucrat, EQ holds immense value. He has to deal with lot many people and is in a position that crucial decisions are to be taken. This can be seen from following examples:

Unlike past when public administration was impersonal and dehumanising, role of behaviour and nature of a bureaucrat has gained enormous importance.

Role of emotional intelligence in present situation has varied importance both in intrapersonal as well as interpersonal realms.

- **Self-awareness** : As a bureaucrat, I need to know emotions, moods and drives of their peers and persons at whom public policy is targeted for better acquaintance with the nature of problems in society and their possible solutions.
- **Self-regulation** : As an aware bureaucrat, I can guide his emotions and perform accordingly for betterment of society.
- **Motivation** : Knowledge about my emotion, passion and sentiment as well as that of my peers can help motivate them and persist in adverse situations. This will also maximize organisational benefits together with timely achievement of targets.
- **Empathy** : Understanding of others' problems helps in their quick and effective resolution.
- **Social skills** : Proper management of societal relations also helps in lessening work-family conflict, enhances physical and mental health and provides job satisfaction.

2019

- Q. "Emotional Intelligence is the ability to make your emotions work for you instead of against you". Do you agree with this view? Discuss. (150 words) (10 marks)

Ans. Emotional Intelligence is the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well. In other words, they can influence the emotions of other people also. In other words, emotional intelligence is the ability to make your emotions work for you.

Emotional Intelligence is a very important skill for leaders as they have to connect to their followers and workers. They are able to lead successfully because they make their emotions work for them. There are five main elements in emotional intelligence including self-awareness, self-regulation, motivation, empathy and social skills. These are the qualities that make your emotions work for you. In other words, a self aware person has his emotion under control and he impacts others positively. Motivation helps a leader lead by example. A leader is a leader because he or she is empathetic towards others. Social skills impart the ability to connect to people.

2020

Q. What are the main components of emotional intelligence (EI)? Can they be learned? Discuss. (150 words) (10 marks)

Ans. According to Daniel Goleman, there are five main elements of emotional intelligence.

- **Self-Awareness:** This is the ability to recognize and understand ones moods, motivations, and abilities. Also understanding the effects they have on others.

- **Self-Regulation:** This is the ability to control ones impulses, the ability to think before you speak/react, and the ability to express yourself appropriately.

- **Motivation:** This is having an interest in learning and self-improvement. It is having the strength to keep going when there are obstacles in life.

- **Empathy:** This is the ability to understand other people's emotions and reactions. Empathy can only be achieved if self-awareness is achieved.

- **Social Skills:** This is the ability to pick up on jokes, sarcasm, customer service, maintaining

friendships and relationships, and finding common ground with others.

Some researchers suggest that emotional intelligence can be learned and strengthened, while others claim it's an inborn characteristic. Nonetheless, the overall general consensus is that emotional intelligence can be learned.

Emotional intelligence is critical for effective decision making. It enables a leader to be more empathetic, professional & goal-oriented. Now-a-days, organization take various steps to improve EI among its employees through seminars tests etc. However, EI also improves with age due to one's experiences in life.

2021

Q. In case of crisis of conscience does emotional intelligence help to overcome the same without compromising the ethical or moral stand that you are likely to follow? Critically examine. (150 words) (10 marks)

Ans. Conscience is our inner voice that tells us the step we ought to take in case of dilemma. When we face a dilemma we are under the crisis of conscience. For example: Arjun faced crisis of conscience in the beginning of Mahabharat.

Emotional intelligence is the quality of empathy or our ability to see a situation from the points of views of different people. Emotional intelligence can therefore help to overcome the situation of crisis of conscience without compromising ethical/moral standards.

Emotional intelligence helps in better understanding of the situation and long-term consequences of one's action (dispel ethical myopia) making it easier to explore desirability and ethicality of any action.

For example: In case of Arjuna, he faced the crisis of conscience when he had to kill his kith and kin. However, when Arjuna's emotional intelligence developed as a result of counselling from Shri Krishna, he became more aware. From the perspective of duty, his action was justified. He was following his conscience when he was following his duty. So, he overcame the crisis of conscience or the dilemma he was facing.

(words=181)