

ASSESSMENT OF EMOTIONAL COMPETENCE OF EMERGING EXECUTIVES

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Abstract: Higher education is facing increasing demands from stakeholders to better equip graduates with the knowledge and skills necessary to be successful in the workplace and life. A survey of recruiters ranked communication/interpersonal skills, teamwork, and integrity as the most important attributes they look for when hiring M.B.A. graduates.

According to Goleman (1995), cognitive skills "get you in the door" of a company, but emotional skills help you thrive once you're hired. Analytic intelligence (IQ) is not the most important criterion for success, as people move up in the company it becomes essential to build and develop high-performance teams, manage cross-functional and cross-organizational relationships. Thus, Emotional Intelligence skills are vital to human performance and the management of successful organizations.

Emotional intelligence is the compilation of four kinds of skills: perceiving and expressing emotions, understanding emotions, using emotions, and managing emotions. Development of emotional competency facilitates the career development process and promoting a successful transition from higher education into the workplace.

The main goal of this paper is to, 'access the emotional competence of emerging executives', provide a coherent and practical approach to help students equip emotional intelligence that focuses on greater self-awareness, a broader strategic understanding of business and an enhanced set of personal skills that will aid in meeting the critical challenges of their role.

Key words: Emotional intelligence, Analytic intelligence, Emerging executives, Career development.

Introduction: Emotional intelligence is a set of competencies, which direct and control one's feelings towards work and performance at work. These set of competencies enable an individual to control and manage his or her moods and impulses on the job.

Knowing our emotions and feelings as they occur, and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity. In a work situation, performance of the employees depends on working with group of people with different ideas, suggestions, and opinions. Effective use of emotional intelligence gives better team harmony. (Ashforth et al, 1995)

Emotionally intelligent people:

- Are aware of how they feel, what motivates and de-motivates them, and how they affect others. They also have an accurate self-assessment of their strengths and limitations.
- Are optimistic. They have a positive outlook on life. They have high levels of happiness and energy and they continuously strive to improve or meet a standard of excellence. Emotionally optimistic people feel that they are important and the work they do is valuable.
- Are able to inspire and guide individuals and groups by initiating or managing change effectively. They also work with others toward shared goals and create group synergy in pursuing collective goals.

- Are aware of others' feelings, needs and concerns. They are able to adapt their emotional expression to the situations in which they find themselves.
- Handle stress calmly. They deal with others' feelings and perspectives and take an active interest in their concerns.
- Adapt to changes. During the course of any business day, all kinds of changes can happen.
- Emotionally intelligent people use problem-solving techniques to develop options and they continuously look for ways to improve.

Brief History of Emotional Intelligence: In 1990, Peter Salovey and John D. Mayer coined the term emotional intelligence. According to John Mayer and Peter Salovey - "emotional intelligence is the ability to accurately identify and understand one's own emotional reactions and those of others. It also involves the ability to regulate one's emotions to use them to make good decisions and to act effectively".

Further, Reuven Bar-On defined "emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands".

Daniel Goleman, first brought the term "emotional intelligence" to a wide audience with his book an international bestseller in 1995, and it was Goleman who first defined "emotional intelligence as a capacity for recognizing our own and others feeling for motivating our self and for managing our emotions, both within ourselves and in our relationship".

The above definitions indicate that, for an employee to perform effectively on the job emotional intelligence abilities are required by the employee. The employees who have the ability to manage their emotions in an effective way are more successful on the job.

Emotional Intelligence Models:

Ability model - The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items as below.

Mixed Model - The model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance.

Trait Model - Soviet-born British psychologist Konstantin Vasily Petrides ("K. V. Petrides") proposed the trait EI to understand personality traits.

Bar-On model of emotional-social intelligence (ESI) (1997)- Bar-On defines emotional intelligence as being concerned with effectively understanding oneself and others, relating well to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands.

Table 1: Summary of EI Models

Salovey & Mayer (1990)	Goleman (1995)	Mayer & Salovey (1997)	Bar-On (1997)	Cooper & Sawaf (1997)	Weisinger (1998)
Appraisal and expression of emotion	Self awareness	Perception, appraisal and expression of emotions	Intrapersonal	Emotional Literacy	Self awareness
Utilisation of emotion	Self-regulation	Emotional facilitation of thinking	Interpersonal	Emotional Fitness	Emotional Management
Regulation of emotion	Self-motivation	Understanding and analyzing emotions, Employing emotional knowledge	Adaptation	Emotional Depth	Self-motivation
	Empathy	Reflective regulation of emotions to promote emotional and intellectual growth	Stress Management	Emotional Alchemy	Effective Communication Skill
	Handling Relationships		General Moods		Interpersonal Expertise
					Emotional Coaching

Methodology:

Objectives:

- To evaluate the overall emotional intelligence of emerging executives.
- To assess the level of optimism, utilization and expression/adaptability of emotions
- To identify the relationship between self-regulation of emotions and ability to solve problems easily.

Participants: Responses on Emotional Competence was collected from 100 final year MBA graduates, who are the potential young emerging executives or job

performers across varied industries. Sample data was collected from recognized B- Schools in north Bangalore using structured questionnaire or Emotional Intelligence Scale.

Measures:

Shuttle Emotional Intelligence Scale (ESI): The Schutte Emotional Intelligence Scale, developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998), and later revised by Austin, Saklofske, Huang and McKenney (2004), was used to measure emotional intelligence of emerging executives. The scale/questionnaire contains 41 items with a 5 points Likert-type scale; it gives an overall EI

score as well as scores for three subscales: (1) Optimism / Self-regulation of emotions, (2) Utilizations of emotions and (3) Appraisal / Expression of emotions. The Cronbach-Alfa internal consistency coefficient for the entire scale was 0.82, this indicates the validity of the scale or questionnaire used for the study.

Hypothesis: (Ho): There is no significant relationship between Self-regulation of emotions and Ability to solve problems easily.

(H₁): There is significant relationship between Regulation of emotions and Ability to solve problems easily.

The above hypothesis was tested using Karl-Pearson's coefficient of correlation.

Results: The assessment of overall Emotional Competence reveals that only 25% of emerging executives record high emotional intelligence and have good emotional control, while 28.7% and 46.3% of potential job performers show moderate and low levels of emotional competence. Emotional intelligence variables/ sub factors proposed by Shuttle et al.

- **Regulation of emotions** – Ability to regulate feelings and consequent reactions as per situational requirements. High level of self-regulation means an individual does not dwindle under negative emotional feeling and become depressed, agitated and frustrated; rather he/she converts this feeling into a more positive one. The study reveals that only 23.5% of respondents possess high levels of emotional ability. 28% indicate moderate and 48.7% show low ability to regulate emotion as they could experience sudden outburst of emotions on which they may not have control.
- Goleman (1998) proposed the following sub-components of self-regulation – Self-control, Trustworthiness, Conscientiousness, Adaptability and Innovation.
- **Utilization of emotions** – Use of emotions in problem solving. 25% show high utilization means having strong expectation that things will turn out right in life, despite all setbacks and frustration. Such emotions bring achievement drive, commitment, initiative and optimism in people. But, approximately 75% of potential executive possess low and moderate levels of such emotions, affecting individual's success in the workplace.
- **Appraisal / Expression of emotions** – Includes emotional awareness, accurate self-assessment and self-confidence. This ability is high only amongst 26% of students, whereas 44.6% and 29.3% of respondents reveal low and moderate levels respectively.

- Hypothesis testing using Karl-Pearson's coefficient of correlation reveal that there is high positive correlation/ relationship ($r = 0.76$) between Regulation of emotions and Ability to solve problems easily, (p value $= 0.02$, hence H_0 is rejected). Hence social & emotional competencies are required for successful & effective performance in chaotic and demanding environment (Bellack, 1999).

Thus this research paper reveals the greater need for Institutions of higher education to train, coach and mould young aspiring job seekers with emotional literacy and fitness.

Discussion: Emotional Intelligence competencies is of paramount importance for career success. Emotional well-being is the strongest predictor of achievement in school on the job and that "recent studies have shown that emotional intelligence predicts about 80 percent of a person's success in life" (Pool, 1997, p. 12).

Institutions of higher education should focus on Emotional Intelligence (EI) training to assist graduates in becoming leaders instead of mere managers, and in the overall development of the student. In addition to vocational and intellectual training, emphasis should be placed on the development of each student's values, emotional maturity, and civic duty (Bowen, 1991; Goleman, 1999).

Emotional Quotient (EQ) is not permanently fixed, unlike Intelligence Quotient (IQ) and our core personality traits, which are pretty much set early in life. Anyone could improve their self-awareness and build mutually satisfying relationships by means of training, coaching, experience, and practice.

Suggestions: Institutions on their pursuit to mould the Emotional Competencies of their graduates should develop research-derived instructional and skills-based intervention programs to promote the personal well-being of their students. The suggested measures are as follows:

- To **develop person- centric EI learning methods**, student's emotional intelligence should be evaluated using the *Emotional Skills Assessment Process* (ESAP) and *Emotional Learning System* (Nelson and Low, 1999, 2003).
- **Meditation** - brings self-awareness, develops the ability to understand your own mind, thoughts and emotions.
- Experiential and self-directed learning activities need to be systematically included in the curriculum i.e. workshops on attitude development, Life skills training.
- **Responsive Classroom** - Starting your day with a morning class meeting provides numerous opportunities to support social and emotional learning: It helps build a sense of community,

creates a climate of trust, encourages respectful communication

- **Emphasize responsibility.** Formalize tasks in classrooms, such as maintaining chalkboards or whiteboards or conducting small events and programs regularly. Such duties help encouraging a sense of responsibility among students and provides everyone with the opportunity to contribute to daily classroom and event management.

- **Encourage creativity for** positive emotional development.

- Thus, improving emotional intelligence helps to build better interpersonal relationships. Often, this ability makes all the difference in an individual's success in the workplace. It could be concluded that, people who score highest on EI measures rise to the top of organizations.

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