Emotional Intelligence & Organizational Effectiveness: Role Of Rational Emotive Behaviour

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Abstract:

Today emotional intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits. Emotional Intelligence has become important in shaping one's personality, behavior, style and abilities in present era of competition. EI has been studied scientifically in the past decade. It improves managerial practices as well as helps in leadership development in global arena. Business organizations have been using EI for organizational development and for enhancing employee and organizational effectiveness. EI is often used to motivate employees and to create a culture of high performing work place. Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. Emotional awareness and emotional management skills, enables to balance emotion and reason so as maximize one's long-term happiness. This paper presents the results of a conceptual study undertaken to see the influence of emotional intelligence and rational emotive behavior on organizational effectiveness. By this conceptual research we can found better understanding on the concept of emotional intelligence and rational emotive behavior on organizational effectiveness.

Key Words: Emotional intelligence, emotional appraisal (OEA), regulation of emotion (ROE), etc

Introduction:

Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. There are three models of EI. The ability model, developed by Peter Salovey and John Mayer, focuses on the individual's ability to process emotional information and use it to navigate the social environment. The trait model as developed by Konstantin Vasily Petrides, "encompasses behavioral dispositions and self perceived abilities and is measured through self report". The final model, the mixed model is a combination of both ability and trait EI. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Daniel Goleman.

Emotional intelligence can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior. However, substantial disagreement exists regarding the definition of EI, with respect to both terminology and operationalizations. Currently, there are three main models of EI:

1. Ability model
2. Mixed model (usually subsumed under trait EI)
3. Trait model

Objectives of the study:

- To find out the nature of relation between Emotional Intelligence and Organizational Effectiveness.
- To ascertain the nature of relationship between Rational Emotive Behavior and Organizational Effectiveness.
- To study the role of Rational Emotive Behavior in the relationship between Emotional Intelligence and organizational Effectiveness.

Hypotheses:

- Emotional Intelligence will be positively related to Organizational Effectiveness
- Rational Emotive Behavior will be positively related to Organizational Effectiveness.
- Rational Emotive Behavior will moderate the relationship between Emotional Intelligence and Organizational Effectiveness

Emotional intelligence and organizational effectiveness

Our emotional mind will harness the rational mind to its purposes, for our feelings and reactions–rationalizations–justifying them in terms of the present moment, without realizing the influence of our emotional memory.

As early as in 1920, Professor Thorndike in his theory of “social intelligence” defined it as the “ability to understand and manage men and women, boys and girls, to act wisely in human relations.” Further attempts to define emotional intelligence (EI) in 1940 found that there are two types of intelligence, “intellective” and “non intellective,” under the theory of intelligence quotient. However, EI was always a part of holistic definition of intelligence. Wechsler in his definition of intelligence identified EI as “the global capacity of the individual to deal effectively with his environment.” The theory proposed by Gardner and Qualter of multiple intelligences proposed interpersonal intelligence and intrapersonal intelligence. Interpersonal intelligence is the ability to understand the perception and desires of other people whereas in intrapersonal intelligence, it is the capability to control and understand oneself. This ability helps in building effective work environment.

Emotional intelligence can best be described as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. Salovey *et al*. have proposed three models of EI. The “ability model,” focuses on the individual's ability to process emotional information and use it to navigate the social environment. The “trait model” as developed by Konstantin Vasily Petrides, “encompasses behavioral dispositions and self-perceived abilities and is measured through self-report.”

The “mixed model” is a combination of both ability and trait EI. It defines EI as an array of skills and characteristics that drive leadership performance, as proposed by Goleman. There was further addition to the concept of EI as enumerated by Salovey *et al*. For them, EI concerned the way in which an individual processes information about emotion and emotional responses. These findings pointed to different ways in which competencies such as empathy, learned optimism, and self-control contributed to important outcomes in the family, the workplace, and other life arenas.

Recently, EI has been noted to be implied across the workplace having an essential component in determining the leadership effectiveness mainly when leaders are dealing with teams in the workplace. The application of EI gained significance when Goleman with his research in this area emphasized its role in organizations and also showed increasing attention on EI. Overall EI leaders inspire team members to work efficiently in order to achieve organizational goal. There had been lack of study on relations between EI and its positive impact on the corporate world.

Emotional Intelligence and Its Correlates

The emphasis on trait aspect and empathy in understanding EI cannot be denied. Trait model of EI incorporates factors of personality into an overall construct, which includes variables such as empathy and well-being. Researchers have noted specific work-based measures of EI. Wong and Law conceptualized EI as containing four distinct dimensions: Self-emotional appraisal, others’ emotional appraisal (OEA), regulation of emotion (ROE), and use of emotion (UOE).

Self-emotional appraisal concerns an individual's capacity to understand his/her emotions and to be able to exhibit these emotions. The self-appraisal in the service industry is always necessitated as there is high amount of interaction with customers in service jobs. It is desirable to understand one's emotions before understanding others’ emotions. OEA relates to an individual's ability to identify and understand the emotions of people around them. Lopes *et al*. believe that the ability to perceive and understand emotions has a direct influence on social interactions, as it helps individuals interpret internal and social cues. ROE is an individual's ability to manage his or her emotions. Finally, UOE refers to the ability of individuals to utilize their emotions by aligning emotions with productive activities. Creating positive emotions and having expectations are an integral component of customer care. Therefore, it is important for service employees to effectively generate emotions to create a positive service environment that contributes to customer satisfaction and future loyalty. Researchers have found the need of service employees to manage their emotions in order to manage emotions of the customers, and this is applicable across education industry to the hospitality industry.

Leadership and Emotional Intelligence: A Synthesis

The leader has a direct influence on the culture of work environment. Studies have found the impact of leader on the behavior of employees. However, it is still a major question to what extent do leaders and managers have a positive influence on their employees and on functions of organizations. The Figure 1 illustrates organizational factors that are interrelated. Each of these factors influences emotional intelligence. At the same time, the HR functions of recruitment and selection, training and

development, and management performance have a strong impact on leadership. The leadership has a direct influence on the extent to which HR functions are effective in helping to increase the EI of organizational members. The high level of EI helps in identifying talents, delegation of roles accordingly and resolving the conflict amicably. The review of literature revealed mechanisms of EI and its synthesis with leadership. The mechanism includes the qualities given as under:

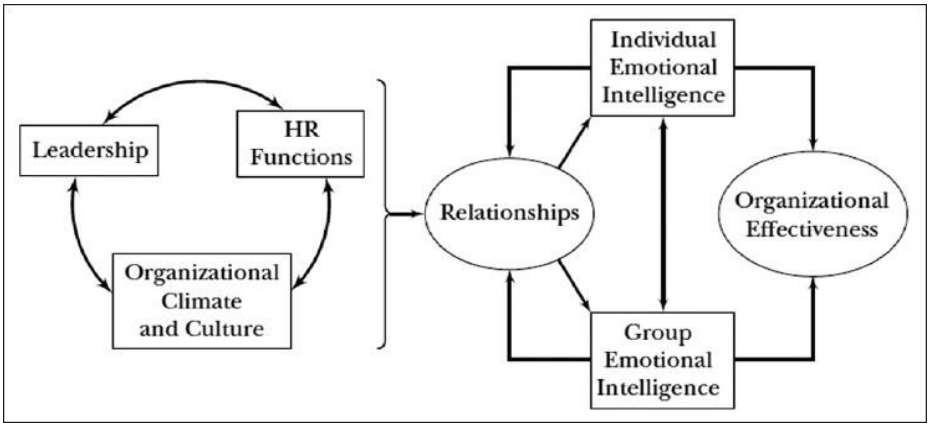

Figure: 1 **A model of emotional intelligence and organizational effectiveness**.

- Perception of others emotions: Accurate social perception allows individuals to gain considerable knowledge of other group members' attitudes, goals, and interests, which should enable influence by identifying, understanding, and addressing members' unstated needs and creating goals that might be accepted.
- Understanding of others emotions: EI members may improve the performance of their group. The ability to orchestrate one's emotions as per the need of the group helps in accomplishment of the group task, which in turn influences group performance.
- Manage emotions: The effective management of emotions enables a member to influence the group by changing other members' emotional reactions to particular courses of action; these influencers draw upon past experience and apply on them.

Rational Emotive Behaviour

Rational Emotive Behaviour (REB), another construct having emotional undercurrents has, in recent times, been found to have implications for managerial behaviour. The theory behind Rational Emotive Behavior Therapy (REBT), developed by Albert Ellis (1973), posits that our feelings are primarily caused by the specific thoughts and messages we tell ourselves. Rational Emotive Behavior Therapy (REBT) is active-directive, but is also unusually post-modernistic and constructivist in that it specializes in showing clients how their conscious and unconscious absolutistic philosophies lead to much of their dysfunctional feelings and behaviours, and what they can do to make themselves more open-minded and flexible in their intra-personal and interpersonal relationships (Ellis 1998). Ellis posited that if people could be prevented from indulging in irrational thoughts and beliefs, they would improve their ability to direct their energy toward self-actualization (the rational drive), which he believed could best be accomplished through reason (Ellis 1994). The ABC framework is the cornerstone of rational emotive practice. In this framework, 'A' stands for an activating event, 'B' stands for beliefs or evaluative cognitions of the world, and 'C' stands for emotional and behavioural consequences.

Rational Emotive Behaviour Therapy has been used to study the influence of rational thinking and emotions and its influence on personality since long. REBT consists of belief systems which further comprises rational beliefs which are provable and verifiable, are associated with appropriate emotions, and more productive and self- helping behaviours. These are usually logical and consistent and lead to desirable and happy feelings. On the other hand, irrational beliefs deal with no evidence to support the belief, and are associated with inappropriate emotions. They are also associated with less productive and self-helping behaviours. These beliefs are often illogical and inconsistent and often lead to undesirable and miserable feelings.

Kilburg (1996) has described a number of the typical goals of coaching, including (i) increasing the client's behavioural range, flexibility, and effectiveness; (ii) improving the client's social and psychological awareness and competencies; (iii) increasing the client's tolerance and range of emotional responses; and (iv) strengthening the client's hardiness and stress management skills. Given the identified outcomes of the REBT process, they believed it is possible to use the basic principles of this therapeutic approach to meet a number of these goals.

Executive coaching forms an important aspect of Managerial Effectiveness. Sherin and Caiger (2004) have suggested behavioural change as an important component of executive coaching and thus suggested the use of REBT for executive coaching. The study suggested that much of executive coaching involves assisting them to strategically develop adaptive work behaviours. Underlying many of these interventions is the need to effect behavioural change. Indeed, many coaching models include behavioural change as a fundamental aspect of their process. For example, Saporito's (1996) four stages of executive coaching include effecting and monitoring behaviour change as a key component of the coaching which is an important managerial process. An emotionally intelligent person is high at traits like assertiveness, independence, empathy, inter-personal relationship, happiness, etc. An emotionally intelligent person is also efficient at stress tolerance and impulse control. Additionally, such a person is also optimistic and believes in reality testing, thus, helping in understanding as to how rational he or she is.

In a study by Sporrle and Welpe (2006), by adopting the theoretical framework of Rational Emotive Behavior Therapy (Ellis 1962, 1994), the cognitive antecedents of functional behavior and adaptive emotions as indicators of emotional intelligence (EI) were examined and central assumptions of REB were tested. In an extension of REB, it was hypothesized that adaptive emotions resulting from rational cognitions reflect more EI than maladaptive emotions, which result from irrational cognitions, because the former leads to functional behavior. The results of the first study using organizational scenarios in an experimental design confirmed central assumptions of REB and supported the hypotheses. In a second correlation study the connection between rational cognitions and EI by measuring real person data using psychometric scales was replicated. Both studies indicated that irrational attitudes result in reduced job satisfaction.

Conclusion:

Role of EI in achieving organizational effectiveness is very significant, and it is reiterated in studies carried out across the globe. However, assessment and predictability of EI leading to success

is still a very important issue to be addressed. Available literature suggests that facets of EI align well within the framework of achieving goals of the organization and ultimately leading to job satisfaction. This study suggests the quintessential role of behavioural variables such as Emotional Intelligence and Rational Emotive Behaviour for identifying result-oriented executives for organisations. The two-fold approach of hiring new personnel with these two behavioural skills and at the same time training the existing personnel on these skills would have a compound leverage effect. EI is yet not in ambit of organisational development initiatives of the Indian corporate sector. Hiring managers on the basis of their emotional intelligence as well as rational emotive behaviour could ensure better fit with managerial positions requiring higher levels of effectiveness.

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