



WWJMRD 2024; 10(03): 21-24
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor SJIF 2017:
5.182 2018: 5.51, (ISI) 2020-
2021: 1.361
E-ISSN: 2454-6615

Jyotirmayee Choudhury
Department of Business
Administration, Utkal
University, Vani Vihar,
Bhubaneswar, Orissa, India.

Emotional Intelligence Personal Competence & Conflict Management Skill

Jyotirmayee Choudhury

Abstract

The concept of emotional intelligence has become so prevalent in the management literature that it has become imperative to understand and leverage it for the sake of enhancing the capacity of human capital in organizations. As the pace of change is increasing and world of work is making ever greater demands on a person's cognitive, emotional, and physical resources, this set of abilities are becoming increasingly important. Since majority of the concerns in organization involve people in different roles, emotional intelligence must become a determining factor for their effective management. It has also been found that ultimately it is the emotional and personal competencies that we need to identify and measure if we want to be able to predict performance at workplace resulting in its effectiveness, thereby enhancing the worth of the human capital. In this scenario the competencies possessed by the people will have a bearing on the extent to which they can actualize their emotional intelligence. The result suggests that emotional intelligence is significantly related with the personal competencies of employees and the variables of personal competency namely, people success and self-success which inculcate conflict management skill.

Keywords: Emotional Intelligence, Personal Competencies Human Capital, Conflict Management.

1. Introduction

Emotion and cognition relationship is bidirectional. Emotion influences cognitive process such as memory and reasoning. Simultaneously cognitive appraisal and control processes are also important in experiencing and feeling emotions. There is a dynamic interplay between emotion and cognition. Emotion is a state of mind may be positive or negative that has its impact on decision making. However, emotions have always been put out of the door at workplaces and many of the workplace's emotion is ruptured making the work environment toxic. It is high time to consider that the affective domain cannot any longer be separated from the cognitive domain. When there is a thought crop up which is a cognitive appraisal, one experience an emotion. Simultaneously emotion one experience depends on the thought created at cognition. (Lazarus 1996). Concisely, emotion and decision-making go hand in hand. Furthermore, emotion is contagious, emotions need to be engaged at work places to boost motivation and better decisions. Moreover, it is high time to consider that all individuals are not equally equipped in such a crucial emotional capital that can be taught and learnt. Therefore, emotional intelligence formation and implementation and its optimal exploration is necessary for personal and professional development.

2. Materials and Methods

Mayer, Salovey, & Caruso Sitarenios, G. (2001) defined emotional intelligence as the ability to perceive emotion, integrate emotion in thought, comprehend and reason with emotion and ultimately regulate emotion in the self and others. Therefore, it has become imperative to understand and be conscious of the research and theory on which it is based. It is also important to study various dimensions of emotional intelligence to shape socio-emotional competencies which is central in leveraging personal competencies and subsequent work performance. Emotions provide valuable information about relationships, behaviour, and every aspect of the human life. The most recent research shows that emotions are productive

Correspondence:

Jyotirmayee Choudhury
Department of Business
Administration, Utkal
University, Vani Vihar,
Bhubaneswar, Orissa, India.

to contribute to increase in performance and appropriate decision making both at job and in private life. According to Thorndike (1920), out of several intelligence human possess, emotional intelligence is that skill which comprehend and manage other people to progress prudently in human relations. Human relations are significant factor which contribute to workplace efficiency and efficacy. People with good supervisor- subordinate relations are four times less likely to quit the organization than those who have poor relationship (Bhattacharya. S. Jain. A, Rangarajan A and Saksena. V. (2016). Psychologists John Mayer and Peter Salovey familiarized the concept emotional intelligence in series of paper. According to them, emotions are inner state of mind that coordinate physiological responses, cognitions, and conscious awareness.

David Wechsler in 1943 emphasised on both non intellectual and intellectual elements of intelligence. He described the effects of non-intellectual factors on intelligent behaviour. The non-intellectual factors such as affective, personal, and social factors are essential to foresee one's capability to flourish in life.

In 1983, Howard Gardner's theory of Multiple Intelligences involved both Interpersonal intelligence and Intrapersonal intelligence. The capacity to know oneself, to value one's feelings, fears, worries and motivations is called intrapersonal intelligence. Interpersonal intelligence involves the capacity to realize the intentions, motivations and desires and needs of other people. Gardner endorsed that Intelligent Quotient (IQ) do not explain cognitive ability fully. It also lacks the ability to explain performance outcomes completely.

According to Salovey and Mayer (1990), EI as the "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 actions". They argued that individuals high in EI had certain emotional abilities and skills related to appraising and regulating emotions in the self and others. Therefore, it is claimed that individuals high in EI could accurately perceive and regulate certain emotions in themselves as well as others to attain a range of adaptive outcomes or emotional states such as motivation, creative thinking, and positivism.

Mayer and Salovey (1993) confirm that being able to direct one's emotions, as well as being able to understand and influence other people's emotional responses, one can effectively adapt to an environment. They defined emotional intelligence as: "the ability to monitor one's own and other's feelings and emotions, to distinguish among them and to use this information to guide one's thinking, behaviour and actions." Goleman (1995) in his book "Emotional Intelligence" brought wide popular recognition to the concept of emotional intelligence.

Mayer and Salovey's 1997 model of EI concerns the "the ability of an individual to perceive, appraise and express emotions appropriately. Mayer and Salovey (1997) said that emotional intelligence constitutes "the ability to perceive emotions accurately, to access and generate emotions accordingly, assist thought to understand emotions and organize emotional knowledge and to thoughtfully regulate emotions so as to promote emotional and intellectual growth"

Bar-On (1997) defines emotional intelligence as being concerned with understanding successfully one's self and

others, relating well to other's emotion and adapting to and coping with the immediate surroundings to be more effective and positive in dealing with environmental demands. Bar-On (1997) postulates that emotional intelligence matures over time. He clarified that it can be improved through training, programming, and therapy. Later, Cherniss and Goleman (2001) claimed that emotional intelligence provides the foundation to recognize and regulate emotions in oneself and others.

Goleman (2001b) has suggested EI may involve four higher order factors influencing each other. It includes the capacity to recognize emotions in the self-known as Self-awareness. The second one is capacity to regulate emotions in the self-known as Self-Management. The third one is the capacity to recognize emotions in others known as Social Awareness and the last one is the capacity to regulate emotions in others to manage relationship.

Emotional Self-Awareness is the factor which concerns the skill with which individuals perceive, understand, and express their own emotions. Self-awareness supports to recognize one's own emotions and how they affect thoughts and behaviour. One can assess his strengths and weaknesses and generate self-confidence. An awareness of his emotional state helps him plan his actions, think creatively, redirect his focus, and motivate himself to get the best out of any situation. Emotional facilitation of thinking describes emotional sensations and asked to simulate situations where any specific emotion is predominant.

Emotional Self-Management concerns the skill and capacity with which individual can effectively understand, regulate, and manage their own emotions. Emotional understanding helps in recognizing two emotions blend and emotion progresses from one to other. It is about to diminish the longevity and impact of unpleasant emotions such as anger, frustration or anxiety and move through them swiftly and smoothly to cultivate pleasant and appropriate emotions such as feeling calm, appreciation and enthusiasm. It will enable one to control impulsive feelings and behaviour to overcome negative emotion in healthy ways and have wide range of choices over the emotions to adapt to changing circumstances at any given time. It is intrapersonal management of emotions, comprising of assertiveness and independence that inculcate the ability to be self-directed and self-controlled in one's thinking and actions and to be free of emotional dependence.

Emotional Awareness of others assesses the skill with which individuals perceive and understand the emotions of others. According to Goleman (2000a) this area of EI is 'Social Awareness', that the capacity to recognize emotions in others. It is the ability to be aware of, to understand and appreciate the feelings of others." It is meant to be empathetic enough to understand the emotions, needs and concerns of others, pickup on emotional cues, feel comfortable socially and recognize and understand the power dynamics in a group or organization. Social intelligence helps in being empathetic enough to comprehend the purpose of interpersonal behaviour and the role it plays in effective adaptability (Zirkel, 2000). This builds the capacity of the individual to act purposefully and therefore define human effectiveness from the social perspective. Bonds between the individuals help both parties to establish trust and mutuality based on common interests, goals, and a sense of mission in creating the

necessary conditions to reach at common goal.

Relationship management is regulating emotions to well engage with others. It is a process that begins with emotional awareness and one's ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, one can effectively develop additional socio emotional skills that will make one's relationships more valuable, fruitful, and fulfilling. By appraisal and regulation of emotion in self and others, a person will be able to accurately perceive and respond to social connectivity basing on empathy, service, and awareness. It is possessed by the people who receive or possess them. By nurturing EI people may foster transformational approach to create a necessary socio-emotional nearness with people around him. The resultant strengthening of bonds between the individuals help both parties to establish trust and mutuality based on common interests, goals, and a sense of mission in creating the necessary conditions to reach at a win situation.

Emotional Intelligence and Conflict Management Skill

In Rahim's et al. (2002b) study on a model of emotional intelligence and conflict management styles; they used an emotional intelligence definition by Goleman (1999) that has components at work self-awareness, self-regulation, motivation, empathy, and social skills. These components are significantly correlated with each other. From the study, they found that supervisors' self-awareness is positively associated with their self-regulation, empathy, and social skills. Self-regulation is positively associated with empathy and social skills, and empathy and social skills are positively associated with motivation. For conflict management strategy, motivation is positively associated with problem solving strategy. In the Yu, Sardessai, Lu and Zhao's (2006) study on the relationship between emotional intelligence itself and conflict management style, they applied the definition of conflict management styles by Rahim (1986). The styles such as avoiding, dominating, integrating, obliging, solving strategy. The findings of the Yu, Sardessai, Lu and Zhao's (2006) study showed that intelligence on supervisors was positively associated with

subordinates' use of integrating, compromising, and dominating styles of handling conflict with the supervisors, while integrating styles can be most predicted by emotional intelligence.

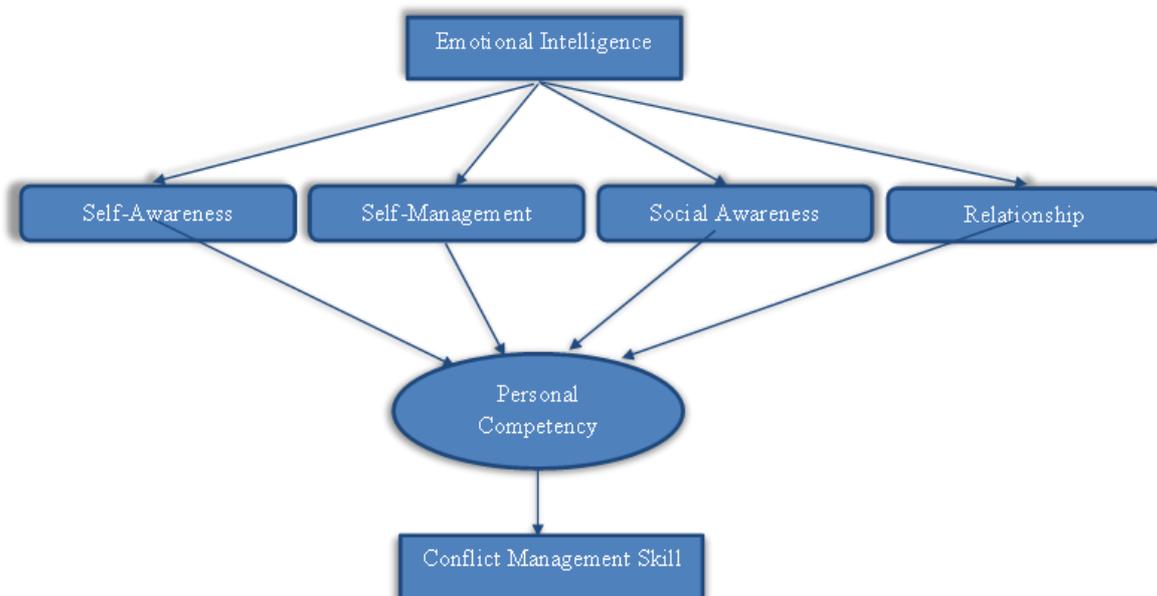
In other articles or studies, research is done to determine why compromising or collaborating is the most favourable style of conflict management used to date (Kabanoff, 1989, Srinivasan & George, 2005). Compromising is generally perceived positively as both moderately cooperative and highly assertive (Kabanoff, 1989) although from Kabanoffs (1989) reviews, it is shown that compromising is perceived as highly cooperative and moderately assertive. From his own findings, competitive people see compromising as a weakness and they are less likely to compromise in both hypothetical and actual conflict situations. It can be inferred that compromising is not an immediate style of handling conflict for competitive people. Srinivasan and George's (2005) finding showed that people who were emotionally intelligent seemed to influence all types of conflict management except "avoidance". Two of the conflict management styles that were most favoured by the management students were "competition" and "collaboration".

The study was conceptual in nature based on secondary data. In this regard different available literature in emotional intelligence was studied and analysed. The reach work also studied the literature accessible in establishing relationship between emotional intelligence building human capital i.e resourcefulness of human mind. Further the research work studied the relation between human capital and conflict management skill. The findings were analysed and interpreted theoretically.

3. Results

Emotional intelligence is as important as general intelligence for proper human capital formation and development. Therefore, emotional intelligence need to be nurtured in personal and professional life to create befitting psycho physiological responses to conflict and serve as a potential mechanism for conflict management and building interpersonal relationship.

Conceptual Framework



Source: Author

4. Discussion

Emotional Intelligence is critical to enable human capital formation, accumulation implementation and optimal exploration for an individual. In today's increasingly complex and competitive global workplaces emotions are just as important as intelligence. Conflict is very much there in any relation as co-operation both in personal and professional life. It adds pluralism in the context. Therefore, is productive. Therefore, conflict must be given acknowledgment and accepted as challenge. Acknowledging conflict will give a sense of relief to parties to share joint commitment. Once conflict is acknowledged, the next step is to look at the common ground which constitute the common vision for which the stakeholders of the conflict are unified despite the differences. Standing on the common ground can help to understand the issues from each other's perspective to comprehend and understand each other's points. Then there will be attack on the issues revolving round the conflict not on each other. Emotionally intelligent people learn and relearn to attack on issues not on each other which will create a conducive environment without encroachment for exchange of dialogue and subsequently act as a team without violating personal values. Finally, a common ground is cracked to arrive at a victory situation of both.

Emotional Intelligence shapes and conditions person's entire life. All individuals are not equally equipped in such important emotional and social skills because many elements of learning are relational based. Therefore, social, and emotional skills are essential for the successful development of thinking and learning activities that are traditionally considered as cognitive. Thus, processes for critical "thinking" and problem solving have now to be seen as phenomena in which the cognitive and emotional aspects work synergistically.

5. Conclusion

Emotional intelligence constitutes crucial resource for social connectivity. It contributes towards social cohesion for social and economic returns. emotional intelligence pays off. Investments on emotional capital nurtures healthy and functional relationship and help in building personal competency. Emotional intelligence nurture compassion that promotes

health, happiness, and loyalty. Investing and nurturing reliable relationships fosters realisation of one's own potential in bringing sustainable success. It requires emotional labour to be learnt and taught to connect and relate to people. Emotional intelligent people have the know-how to build and mature emotional capital as they consider it as personal bank account to reap it at the time of need. They learn adoptive emotional functioning without any self-doubt in understanding, utilizing, and managing emotions in the own self and others to handle interpersonal relationship judiciously and empathetically for emotional and intellectual growth. Yet, at workplaces emotions have always been put out of the door. In society emotional capital is unequally distributed and damaged in different situations. Emotions are as important as intelligence as it shapes and conditions entire human life. It acts as a catalyser to build human capital (knowledge, skill, and ability). Proper human capital formation and development will not happen if appropriate emotional intelligence go missing from human life. Emotional intelligence is critical

to accumulate, develop and optimise and boost human capital that energises and leverage human potential for social, psychological, physical, and cognitive growth that plays intermediary role in moderating psycho physiological responses to conflict and may be one potential mechanism for interpersonal relationship.

6. Acknowledgement

I acknowledge all the erudite scholars whose literature has been immeasurably followed in preparing this article and therefore named in references.

References

1. Bar-On, R. (1997a): The Emotional Quotient Inventory (EQ-i): A test of emotional intelligence. Toronto, Canada: Multi-Health Systems, Inc.
2. Bhattachary S, Jain A, Rangarajan A and Saksena. V.: (2016): "Influence of Emotional Intelligence on Conflict Management Styles of Employees: A Study of the Indian Railways Organisation, People and Us 7 (1).
3. Choudhury, J. (2021): Emotional Capital, Socio-Emotional Competence and Human Capital RA journals of Applied Research. pp (2934- 2939).
4. Cherniss, C., & Goleman, D. (2001): The Emotionally Intelligent Workplace. How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organisations (pp. 3-10).
5. Goleman, D. (1996): Emotional Intelligence: Why it can Matter More Than IQ. Bloomsbury Publishing India Private Limited.
6. Goleman, D. (1998): Working with emotional intelligence. New York: Bantam Books.
7. Goleman, D. (2001): Emotional intelligence: Issues in paradigm building. In C. Cherniss & D. Goleman (Eds.), The emotionally intelligent workplace (pp. 13–26). San Francisco: Jossey-Bass.
8. Lazarus R.S. (1993a): From psychological stress to the emotions: a history of changing outlooks. Annual review of psychology, 44, 1-21.
9. Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence. *Emotion*, 1(3), 232–242.
10. Rahim, M. A., Psenicka, c.,
11. Polychroniou, P., Zhao, J-H, Yu, C-S, Chan, K. A., ... Rene van Wyk, R. (2002b): A model of emotional intelligence and conflict management studies. The International Journal of Organizational Analysis, 10(4),302-326.
12. Srinivasan, P. T. & George, S. (2005): A study on the relationship of emotional intelligence and conflict management styles among management students. The Vision Journal of Management and Allied Sciences, 11 (4), 1-6.
13. Yu, C-S, Sardesai, R. M., Lu, 1. & Zhao, J-H. (2006): Relationship of emotional intelligence with conflict management styles: an empirical study in China. International Journal Management and Enterprise Development, 3(1/2), 19-29.
14. Zirkel, S. (2000): Social intelligence: the development and maintenance of purposive behaviour. In R. Bar-On & J.D.A. Parker (eds.): Handbook of emotional intelligence.