

DEVELOPMENT AND ENHANCEMENT OF EMOTIONAL INTELLIGENCE

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When your family business involves an extended network of 52 family shareholders, as it does for Bukit Kiara Properties, a leading Malaysian real estate development firm, simply pulling everyone together for family dinner can be hard work. But N.K. Tong, who co-founded Bukit Kiara with his father and is now group managing director, says there's just one person to call: "My auntie."

"When she picks up the phone, everyone comes running," says Tong. Her effectiveness at bringing people together was essential in the late 1990s when Tong and his father, Alan Tong Kok Mau, sold one family business and started Bukit Kiara. "My dad asked her to find out which family members wanted to join us, and over a single weekend she raised a fair sum of money from over 20 [of them]."

Tong's aunt plays a role some scholars describe as a family business's "chief emotional officer," an informal function usually filled by a family member or close advisor.

The above is an extract from the article "Many Family Firms Rely on a Largely Invisible CEO -- Chief Emotional Officer" that appeared in the Knowledge@Wharton (2007). The article goes on to describe how emotions are managed in family businesses.

It goes without saying that emotions have a tremendous impact over our life and our achievements. Emotions are not just there in family businesses. Emotions are experienced by every individual in his everyday work and life situations.

WHAT THEN IS EMOTION?

You are walking down a dark alley late at night. You hear footsteps behind you and you begin to tremble, your heart beats faster, and your breathing deepens. You notice these physiological changes and interpret them as your body's preparation for a fearful situation. You then experience fear. Fear is an emotion.

The word emotion then includes a wide range of observable behaviors, expressed feelings, and changes in the body state. Six universal emotions have been identified through research: anger, fear, sadness, happiness, disgust, and surprise. These emotions are conceptualized to exist along a continuum. For instance,

Happiness-Surprise-Fear-Sadness-Anger - Disgust

are emotions marked on a continuum. Such a conceptualization also helps us to understand how two emotions that are closely placed on the continuum will lead to confusion.

Sheila had phoned Mr. Sharma from Maya's office to report the fire at their depot and Mr. Sharma had gotten really angry, shouting so loud that Maya could hear him. "Hell with you Sheila! That shed's no good. Why didn't you let the damn thing burn? We have got insurance. Nothing else would really have been hurt. We could have got some money for a new shed out of that"

Sheila couldn't believe her ears. Mr. Sharma wanted the shed to burn down! Later Sheila told Maya, "Gosh! May be he was right."

We can thus see that people can give different responses to identical emotion-provoking stimuli. This results in difficulty to read and understand interpersonal relations.

Interpersonal communication is a central feature of everyday organizational work. When people communicate with each other, they just don't speak words or listen to words alone. There appears a third element - emotion- together with the other two elements, speaking and listening. Only from this background of emotions will emerge, words that we speak and listen. Individuals in fact, are predisposed to listen and speak in certain ways depending upon their moods and emotions.

Emotions make up the core part of our frame of mind. They can be separated into those emotions that are felt versus those that are displayed. Felt emotions are an individual's actual emotions whereas displayed emotions are those that are organizationally required. Displayed emotions are considered appropriate for a given job. Employers in the service industry for instance, train their employees to smile and act friendly with the customers. Emotions are therefore not innate; rather, they are learned.

DEVELOPMENT OF EMOTIONS

Emotional development is fostered at a very young age. When babies bond with their parents and caregivers, they become more personal and engaging. At about 2 months of age, babies begin to engage them with a "social" smile. This smile develops into an "attachment" with their caregivers. Babies then draw people close to them by making and keeping eye contact, moving their arms, and smiling. They also readily stop crying when they look at familiar caregivers. By about 4 to 6 months of age, babies become increasingly social and love to cuddle and laugh. In addition, their facial expressions begin to reflect various other emotions such as anger, joy, interest, fear, disgust, or

surprise.

Between 6 and 9 months of age, Babies develop a powerful bond with their parents and other significant people in their lives. Due to the continual care and love given to them, they begin to trust caregivers and distinguish others as strangers. This leads to the development of certain behaviors called "separation protest" and "stranger anxiety". This generally occurs between 9 and 12 months of age when they develop clear preference for special people and will show affection to them. They would in fact, resist being separated from caregivers and would turn away from strangers. When babies develop the ability to crawl, they become more secure in their attachment to their caregivers. Mobility enables them to move from one place to another in search of the preferred person. It also makes them grow more interested in exploring the world around them. At the end of the first year, the most significant process in the development of emotional intelligence is completed: the essence of the bond between baby and mother (or other primary caregiver).

The quality of emotional bond leads to the development of emotional trait. This trait will determine the approach that the child would take towards the world and the self. If the bond had resulted in a trusting relationship, the child would view the world as a pleasant place with someone to rely on and to count upon self and others around. Otherwise, the child would become suspicious, lacking confidence and trust in self and others around.

EMOTIONAL INTELLIGENCE

Emotional intelligence quotient, or EQ, encompasses all the social and emotional skills that make up our character. They pertain to our relationships with ourselves and attachments to others. Hence, in terms of intrapersonal development, this is our ability to recognize our own positive and negative emotions. It helps us to control how we deal with emotions and express them. It

also includes setting goals, delaying satisfaction of needs and ability to face problems when they arise. Interpersonal development on the other hand, involves our relations with others. It encompasses social skills, such as empathy, respect for others' opinions and the ability to live, work and cooperate with people around us.

The term "emotional intelligence" was first introduced in 1990 by Dr. John Mayer and Dr. Peter Salovey. They used this term to describe a person's ability to understand his or her own emotions and the emotions of others. It included the ability to act appropriately based on this understanding. For long, since the time psychologist gave importance to intelligence and cognitive development, research on the non-cognitive factors was carried on to establish its contribution for the success of people in life and work. But its importance came to be established only in 1995, when the psychologist Daniel Goleman wrote his book *Emotional Intelligence: Why It Can Matter More Than IQ!*

The book, though intended for educational community, received an unexpected response from the business world. Goleman soon published his next book *Working with Emotional Intelligence*. He went on to define Emotional Intelligence as the "capacity for reorganizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships." Goleman identified five social and emotional competencies that make up Emotional Intelligence. They are:

Self-awareness: being alert to your feelings

Self- management: managing your feelings

Self-motivation: using your feelings help achieve your goals

Empathy: understanding how others feel

Social Skills: handling feelings in interaction with others

Since then, most business organisations have shown keen interest in emotional intelligence. It is said that the Harvard Business Review which published an article on the topic at that time attracted a high percentage of readers than any other article published in that periodical during the last 40 years. Cherniss (2000) states that when the CEO of Johnson & Johnson read that article, he was so impressed that he had copies sent out to the 400 top executives in the company worldwide.

Working relationships in organisation is an ongoing challenge that an individual will have to face day in and day out. Working together and specially in teams makes it demanding, to handle well, the interpersonal part of the task. We may sometime find our team mate demanding, our boss remote and even our customer uncomprehending. It is times like this that will require intelligence to see that such a relationship does not spoil our day at work.

Barsade and Gibson (2007) after a long research of 15 years have now come up with three different types of feelings:

Emotions: Discrete and short-lived such as joy, anger, fear and disgust.

Moods: Feelings which are longer-lasting and not necessarily tied to a particular cause. For instance a person can be in a cheerful mood or feel upset.

Traits: Dispositional, or personality traits, which define a person's overall approach to life such as "always cheerful" or "always negative."

This makes it easy to understand that the patterns of emotional responses become consistent across one's life resulting in the formation of emotional traits. Nevertheless, transitory emotional reactions are exhibited in our daily relationships at work and home.

They are directed at the situation and not at a person. It is this reason which makes it possible for us to enhance emotional quotient unlike intelligent quotient. Little wonder that EQ can be learnt overtime. HR professionals the world over, have begun to implement intensive EQ training in their companies.

EQ ENHANCEMENT

EQ is a quantifiable measure that is distinct from IQ (cognitive intelligence). While IQ is fairly stable, EQ can be enhanced or developed through coaching, training and development initiatives. Moreover, it has

been proved that EQ has high correlation with success in work and life. It is also being used as a key to differentiate between average and high performing managers and leaders.

EQ coach Joseph Liberti, creator of the EQ At Work Method™, has been using since 1998, a development process that is a synthesis of emotional literacy, mindfulness, personal responsibility and purpose-centered action that enables people to liberate their authentic power and creativity. His performance based EQ coaching is carried out through a process of several steps as described in Fig. 1 below.

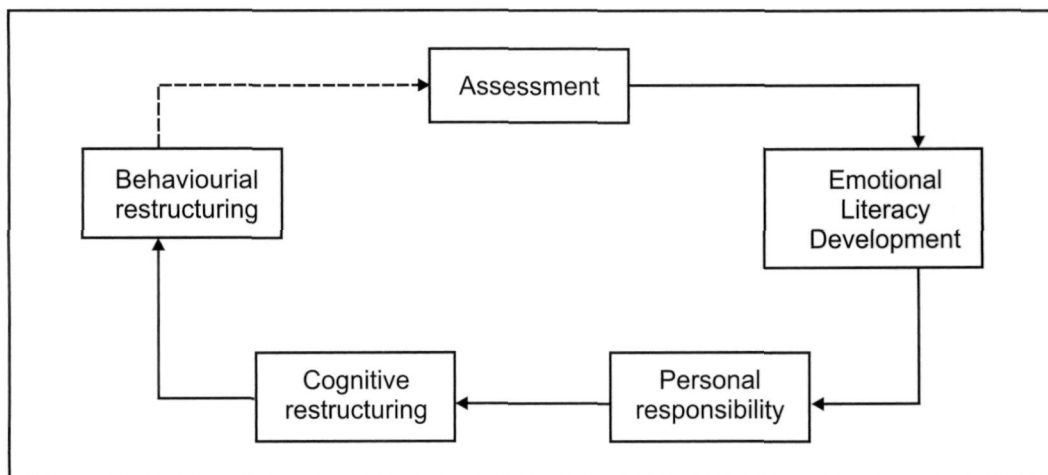


Fig. No.1 EQ Enhancement Process

Assessment: The first step is to have an assessment of the individual or the team. Based on personal experience and observation in offices we can easily identify few of the emotions- anger, anxiety, fear, enthusiasm etc. Though enthusiasm is a good emotion, people can show too much enthusiasm on a particular project that may affect the other team members. EQ assessment thus provides critical insight and feedback against certain key themes, skills and competencies such as

Self Awareness (Intrapersonal)

People Skills (Interpersonal)

Change Capacity and Resiliency (Adaptability)

Stress Management

Self Motivation (General Mood)

This stage is therefore very important for the establishment of a relationship for coaching engagement.

Emotional Literacy Development: Emotion Literacy is the ability to "read and write" or understand and express emotions. This exercise helps one to identify one's feelings by their specific names. For instance, though,

Embarrass-humiliate-mock-criticize are words that describe some discomfort; each is associated with distinct feelings. Hence, the more specific we are, the better it would be to 'feel' the feeling. It enables us to access the emotional part of the brain where these feelings are stored. It also helps us to have a rich source of emotional vocabulary.

Personal Responsibility: Subsequently, personal responsibility is required to set the process into action. Personal responsibility refers to the ability to take ownership of one's emotions and the ability to make effective choices with one's own emotions and that of the others. Enhancement of EQ will be effective in the context of personal responsibility. Individuals, in this step of the process, learn to recognize and use emotions as well as to control how one feels, thinks and acts.

Cognitive Restructuring: The next task is to help people overcome faulty thinking errors by bringing them to a level of conscious awareness of their incorrect programming. This is called Cognitive Restructuring. Some common errors are:

"I am being true to myself, why should I change?"

"I am young - I can afford to make mistakes"

"Well, I am the boss! They got to follow me!"

Cognitive restructuring is a process of changing subconscious thoughts. The word "cognition" is simply another word for thought. The basic idea of cognitive restructuring is that people's emotions and behavior can be greatly affected by what they think. If people can consciously change their habits of what they say to themselves

and what mental images they present to themselves, they can make themselves happier or kinder or more productive or can accomplish any of the several other positive changes.

Behavioural restructuring: Finally, all that has been learnt is to be translated into action. In this step, habitual patterns of behaviour are deconstructed and effective behavioural choices are made. Behavioural restructuring thus refers to the change in one's behaviour in response to a present problem or situation. It enables the individual to DO what is necessary to fulfill the requirements of the situation. It is also useful as the individual can restructure his action in the light of the problem and re-arrange activities to accommodate the situation.

Eventually, new habits of emotional behavior are practiced and the results are monitored for reinforcement.

EQ coach Joseph Liberti, has claimed to have successfully used this method to develop the emotional competency and leadership ability of hundreds of people in large and small organizations including: Allstate Insurance, Blue Cross/Blue Shield, Boeing, Eli Lilly, Healthways, IBM, NPR, Northrop Aviation, Payless Shoes, Pfizer, Social Security Administration, St Mary's Hospitals, University of Southern CA, US Department of Labor, the US Postal Service and St Mary's Hospitals.

TRAINING AND RESEARCH

Research in the field of emotional intelligence is in progress around the world. In 1996, a Consortium for Research on Emotional Intelligence in Organisations was founded with the help of Fetzer Institute to advance research and to generate and exchange knowledge in this field. The Consortium currently has 8 crore members and 56 accomplished applied researchers in this field. It also includes 6 organisational and corporate members.

Training and Research in EQ enhancement are being enthusiastically conducted by professionals and practitioners in many leading organizations with interesting results. The ultimate aim of each of these organizations is to increase employee performance and maintain competitive advantage.

At Met Life, Seligman (1990) found that new sales staff who had a high score on a Learned Optimism test outsold the pessimists by 37% in their first two years. Learned Optimism is an emotional intelligence competency.

At L'Oreal, sales agents who were chosen on the basis of their emotional intelligence skills, such as optimism and resilience, outsold the other agents working with the company. (Hunter, Schmidt, & Judiesch, 1990).

At National Life Insurance Company, agents with strong emotional competence sold insurance policies with an average premium of \$114,000, while agents with weak EQ skills sold insurance policies worth on average \$54,000 only. (Hay/McBer Research and Innovation Group, 1997).

Organizational Trainer, Rhonda Brown (2007), helped Covenant HealthCare, a Michigan-based 4,000 employee medical facility with 600 beds discover the business benefits of developing emotional intelligence by training employees develop the skills necessary to impact the business's bottom line.

TalentSmart® studies (2009) has established good link between EQ and job performance:

- EQ alone explains 58% of a leader's job performance.
- 90% of top performers are high in EQ.
- Just 20% of low performers are high in EQ.

EQ is becoming increasingly important in India also. Hindustan Petroleum Corporation Limited, a Fortune 500 Company, aims to become an Emotionally Intelligent organization. In order to do so, it has provided training to its front line leaders in the concepts of EI and is providing them opportunities to put them into practice.

At WIPRO, a one-day module on personal mastery is conducted for middle management personnel. Ranjan Acharya, Corporate VP of HRD states that it helps people get in touch with their feelings, learn to balance their emotions and handle stress effectively.

EQ training programs are today available the world over ranging from a one - day program to advanced practitioner programs. In January 2009, the Bangalore Management Association offered a one-day training program for executives working in high pressure environment. These training programs benefit individuals, their clients and organizations. The assessment and certification programs develop professionals, coaches, educators and HR leaders. EQ is a driving force in the \$40 billion training and development industry.

CONCLUSION

Emotions have great influence on our thoughts, choices and results. Developing our emotional skills will certainly increase our effectiveness, well-being and ultimately consciousness. Developing emotional intelligence will also bring into conscious awareness the feelings and thoughts of a person which has great impact on our relationship with each other and also on our choices. Informed, rather than compelled, we can use our emotions to make conscious choices and perform acts that would be most consistent with our values, purpose and intended results.

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