



Emotional Intelligence at Work

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ABSTRACT

Emotional intelligence can be defined as knowing what feels good, what feels bad and how to get from bad to good feeling. It consists of qualities such as self-awareness, motivation, empathy and social skills. Emotional Intelligence (EI) has been used interchangeably with the word Emotional Quotient (EQ). Unlike Intelligence Quotient (IQ), which does not increase after adolescence, emotional intelligence or EQ can be improved throughout life (Singh 2003). People with high EQ are able to balance between emotion and reason, aware of their own feeling, empathic and compassionate towards others and also show high sign of self esteem. Thus, they are happier, healthier and more successful in their relationship. On the other hand, low EQ which is associated with feelings such as anger, frustration, depression, fear, guilt, stress and failure are likely to lead to general unhappiness. This paper discusses the level of EQ required by different level of professions. Professions that need interaction with other people, working in informal teams, empathizing and understanding others are the ones which require emotional intelligence. In developing emotional intelligence, one needs to acquire certain emotional skills. These skills can be categorised into three dimension; emotional competency, emotional maturity and emotional sensitivity. These skills need to be learned by individuals in order to be star performers and successful achievers in their professional life.

Keywords: *Emotional, emotional intelligence, emotional quotient*

Introduction

An educator's best practices involve dedication to lifelong learning and commitment to personal and also professional growth. One of the essential aspects needed to exercise these practices is emotional intelligence. Developing emotional intelligence skills are vital components of a strong mental health. Educators that understand and improve their emotional intelligence skills are able to simultaneously develop professional and personal strengths, as well as improve areas of weakness. By sharing the information regarding emotional intelligence to the lecturers' of UiTM Pahang, it is hoped that the lecturers could potentially utilise emotional intelligence as a means to gain a more complete picture of individual students and to engage in necessary professional development.

Evolution and Definition of Emotional Intelligence

Emotional intelligence is not a new idea in psychology. The study of this concept began in the late 1930's when Thorndike (1920) wrote about "social intelligence". Thorndike (1920) defined "social intelligence as the ability to understand and manage men, women, boys and girls to act wisely in human relations. This definition is associated to social intelligence with three main elements which are: capacity for social towards society, social knowledge and individual's capacity for social adjustments. From these three elements, it is believed that the third element contained the element that is more alike to today's emotional intelligence (Singh 2003).

In 1983, the idea of emotional intelligence resurfaced. Gardner (2000) introduced the theory of "multiple intelligence". In his theory, Gardner proposed the concept of "interpersonal" and "intrapersonal" intelligence. Interpersonal intelligence is the ability to understand, appreciate and get along with others. On the other hand, people who possess intrapersonal intelligence has the capability of understanding themselves, knowing themselves and fitting themselves with the environment (Kaufhold 2005).

In the early 1990's, Mayer and Salovey formally conceptualized the term "emotional intelligence." According to them, emotional intelligence is the ability of identifying, using, understanding and managing emotions. The emotional intelligence concept was then, popularised in the mid-1990's by the publication Daniel Goleman's first book entitled "Emotional Intelligence". Goleman (1995) described emotional intelligence as the capacity of recognising our own feeling and those of other, for motivating ourselves and for managing emotions well in us and in our relationships.

In simple terms, emotional intelligence can be described as knowing what feels good, what feels bad and how to get from bad to good feeling. Emotional intelligence consists of quality such as self-awareness (knowing one's internal states, preferences, resources and intuitions), self-control (keeping disruptive emotions and impulses in check), motivation (emotional tendencies that guide or facilitate reaching goal), empathy (awareness of others feelings, needs, concern) and social skills (capacity of acting in such a way that one is able to obtain the desired

result form others). The term Emotional Intelligence (EI) has been used interchangeably with the word Emotional Quotient (EQ).

The Differences between Emotional Quotient (EQ) and Intellectual Quotient (IQ)

EQ and IQ can be distinguished in various aspects. Measuring a person's IQ is very common. The formula used to measure IQ is simple. It compares an individual's mental age with his or her chronological age. The result of IQ test is then used to determine how well a person is able to learn. Unlike IQ, testing a person's EQ is not common, as it is quite difficult to measure EQ. The difficulty is caused by the fact that level of emotion possessed by individuals is different. For instance, there are people who can control their anger but cannot handle their fear and there are also people who are not capable of reacting to happiness. Therefore, each emotion holds by individual needs to be viewed differently in measuring EQ.

In the aspect of developing EQ, the level of emotional intelligence is not entirely inherited from family or developed in early childhood. Unlike IQ, which does not change in adulthood, EQ is largely learned and continuous to develop throughout life. As people become more matured, they can develop certain emotional competencies. An evaluation of the emotional intelligence of more than 3000 men and women of various ages from teens to 50's, revealed significant increases in their emotional intelligence with advancing age (Singh 2003). A peak was observed in the 40s age group. It was confirmed that emotional intelligence developed with increasing age and experience as a person progressed from childhood to adulthood. This finding also proved that in cultivating emotional competence, maturity remained an advantage (Singh 2003).

In terms of importance in determining professional success, research shows that EQ is actually significantly more important than IQ. A study done on PhDs in science revealed that social and emotional abilities were four times more important than IQ in determining professional success and prestige (Singh 2003). In addition, evidence increasingly shows that EQ becomes more important as one goes to higher position in an organisation. For leadership position, the most important characteristic that differentiate outstanding leaders and average leaders are their intelligence skill (Kemper 1999). Leaders and bosses need high EQ because they represent their organisations; they interact with the largest number of people within and outside the organisation and set the tone for employee morale. In addition, it was observed that EQ was significantly correlated with job performance in the workplace. The study conducted by Manila University evaluated 100 bank employees who were administered in EQ test and IQ test. The EQ scores accounted for 27 percent of job performance and IQ accounted approximately 6 percent of job success (Singh 2003). This finding scientifically demonstrated that emotional intelligence is important in predicting success in the workplace.

In today's competitive world, high IQ assists us in getting a job but high EQ helps us in getting a promotion in an organisation. In getting promoted, workers need to attain the goal set by the organization. Workers who are good in collaboration and popular among their colleagues are more likely to get cooperation they require to achieve the goal set for them. Furthermore, it has been observed that failure among workers is not due to the technical inability but rather lack of interpersonal ability. The shortcoming of interpersonal skill leads to classic emotional failings such as poor working relations and conflict with top management which then cause the workers be neglected for promotion (Singh 2003).

Effect of EQ

Emotional intelligence plays an important role in many areas of life especially at work. Thus, as an educator, it is very important for us to know the impact of having different degree of EQ. Low EQ is likely to cause general unhappiness such as feelings of anger, frustration, depression, fear, guilt, stress and failure. Lecturers with low EQ could hardly make their students' comfortable being with them. Eventually, they may find difficulty in getting close to these students. Since lecturers with low EQ are not sensitive to the feeling of the students, they are often perceived as boring by their students.

High EQ is associated with feeling of general happiness. Lecturers with high EQ are more likely to maintain long-term happiness. It is because they are able to recognise the source of their negative feelings and have the confidence to take corrective action. Lecturers with high EQ generally possess self-awareness, good impulse control, persistence, confidence, self-motivation, empathy as well as the abilities to persuade, interpret the mood of their students and communicate with the students with these characteristics. People with high EQ are able to succeed in teamwork, customer support and other vital activities (Bovee & Thil 2005). With the positive characteristics possessed by the lecturers with high level of EQ, they are able to succeed in their career and also being remembered and appreciated by their students.

Research on EQ has revealed that people high on EQ are happier, healthier and more successful in their relationships. They are able to balance between emotion and reason, empathic, compassionate toward others and show sign of high self-esteem (Singh 2003).

Degree of EQ Required by Various Profession

Different professions require different EQ levels. In order to explain the level of EQ needed by different professions, experts have classified these professions into three clusters. The three clusters can be illustrated in the table below:

Table 1: Clusters and Professions

Clusters	Professions	Interpretation
Cluster I	Artist, Insurance, Advertisement, Social work	Extremely high
Cluster II	Teaching, Legal, Tourism, Politics, Business/Entrepreneur , Police	High
Cluster III	Judiciary, Administration, Information Technology, Medicine, Banking, Engineering, Accountancy, Nursing	Average

Source: Emotional Intelligence at Work, Dalip Singh (2003)

The first cluster constitutes four professions that require extremely high level of EQ which are artists (persons involved with dance, drama and acting), insurance, advertisement and social work. One needs to have extremely high degree of EQ to achieve job satisfaction in these professions. People in the first cluster need to have extremely high EQ as their work requires them to express feelings, identify and label feeling and manage and control impulses. These professions may also require interpreting emotional cues that may influence social behavior. These emotional competencies are crucial as it may help in problem solving and decision making of workers involve in these group of professions.

In the second cluster, we have professions, which require high level of EQ. The teaching profession especially university teachers require emotional competencies such as rapport, harmony and comfort while dealing with groups. A teacher with high IQ may not necessarily be high on this emotional intelligence. Teachers with high EQ seem to show open and free expression of ideas, which lead them to creativity and mutual respect. The educators ability to understand, appreciate and get along with the students may enable them be easily accepted by their students. In the police profession, a person has constantly worked under stress emanating from threat to life while encountering criminal elements. The police officer is expected to handle the situation carefully and the job requires firmness and empathy appropriately. A high EQ police officer knows how to manage emotions of people and emotion of victims in difficult times. Political leaders are supposed to be high in EQ as well as businessmen/entrepreneurs, advocates and the people engaged in tourism.

The professions in the third clusters may not require a high amount of EQ. In other words, a moderate level of EQ requires to be sufficient in these professions. The field of information technology needs dedicated and individualistic approach at workplace. The software engineers, computer programmers or computer engineers have to concentrate on programs which require minimal interaction with people. Hence, it is not surprising that these professions require average level of EQ. Similarly, in medicine, banking, engineering and accountancy professions, the job are entirely have little or no interaction with people. In financial institutions, rules and regulation are well defined and cannot be changed or modified. Thus, an average level of EQ is fine in these professions.

In short, different jobs need different degree of EQ. However, having a high or moderate EQ may not be labeled as good or bad in a profession. It is necessary to balance of various emotional competence which may assist one becomes a high performer. Even though there are professions that require moderate level of EQ, it should not be interpreted that high EQ is not essential in these professions. High EQ is still needed by these workers to become star performers and, consequently, move up their position in the organisation.

Managing Emotional Intelligence

Emotion

Emotions affect our daily life directly and indirectly . Emotions such as happiness, fear, anger, sadness, disgust or even love are some of the examples of emotions that always occur in our day-to-day life. Research shows that when emotion is properly managed, it can drive trust, loyalty and commitment (Singh 2003) . It even could bring the other greater achievement such as innovations and accomplishment working individually or in team.

Most of career people have their own ultimate goals to be accomplished to succeed in their career. These people are likely blessed with a high IQ and hoping to succeed in their career too. It is believed that people who are excellent in academic will also do well and excellent in their career as well. According to some western research

(Singh 2003), people with high level of Emotional Intelligence experience more career success. A success manager is not only those who succeed in the work but those who can have a strong relationship with others as well. Cooper (1997) believed that, people with high emotional intelligence motivate themselves and others to greater accomplishment. In other words, EQ and IQ must be equally treated (Figure 1). This focus is one of the interesting discoveries and dimensions in Emotional Intelligence.

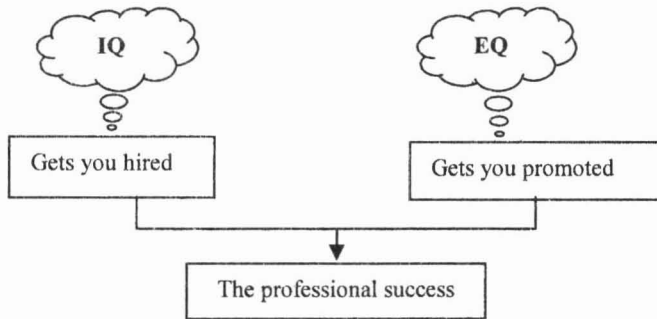


Fig.1: EQ and IQ (Source: Singh (2003))

Stress

In discussing the emotional intelligence skills, one can never deny that it must be related to job-related stress. Stress is a person-environment relationship (Folkman 1984, Lazarus 1996). Working and dealing in today’s sophisticated working environment could create lots of inner stress. Stress could affect anyone and it is stated as a silent killer (Singh 2003) where it takes quite some time before they are manifested leading to permanent damage.

Life would be easier if anything is predictable and controllable. Nobody could manage properly every single thing they are doing especially when facing with lots of burdens, problems and responsible. How do we know that we are in stress? There are numerous factors whether within or outside the organisation that can cause stress. Some of the early warning signs of stress are frustration, depression, anxiety, loss of concentration, excessive distrust, memory loss and mood swing. Moreover, stress can be manifested in many psychological states such as tension, anxiety, irritability, boredom and procrastination. It could be worst if it is not managed well with an ability to control it. In handling stress, it requires an emotional intelligent management to identify these negative feelings and take the desired corrective measures.

The Concept of EQ in UiTM

UiTM is one of the universities in Malaysia that has experienced phenomenal growth since its establishment in 1956. With the aim to be a world class university, UiTM is committed in producing professional Bumiputera in a large spectrum of skills in the industry. In implementing the noble goal, UiTM has prepared a lot of strategies to make it successful. One of the strategies planned is preparing highly skilled and dedicated lecturers to distribute the best knowledge to the students.

It is very important for the academics to have a great IQ ad EQ. EQ plays a vital role as lecturer’s task is not only to teach but also to understand the students. Most of the time, lecturers need human skills more as they have to understand students’ needs, motivate and educate them.

Applying Emotional Intelligence in UiTM

EQ is not fixed at birth. Anybody can have its skills. Emotional Intelligence is learnable at almost any age (Cooper 1997). It is something that we have learnt or not learnt. Dunning (2002) has found that the role of effective emotional intelligence for leaders has dramatically increased in the recent times and has become non-negotiable. Moreover, it is not an optional extra skill but is an essential element to everybody including us as educators.

Today, most of us have become more conscious in developing emotional intelligence skills especially among lecturers mainly because of our task in dealing with other people such as students, families, colleagues and other outsiders. Besides, Singh (2003) stated that it is mainly caused by the strong relationship between the emotional intelligence worker and the performance of an organisation. Singh (2003) stated that data documenting the links between emotional intelligence and the performance of the organisation indicates a very strong positive correlation.

There are few theories proposed under the topic of emotional intelligence. Each of them has their own opinion and uniqueness in developing the skill. It should be clear that in adapting emotional intelligence does not acquire anybody including lecturers to change any unpleasant emotions at the moment without fully understand the meaning of emotion. Emotions should be understood as well as the behaviors and feelings.

Some of the methods found which can assist us in managing emotions in an organisation will be discussed in detail in this article hoping that it can be implemented in UiTM as we are dealing a lot with people. The methods, strategies and techniques are taken from different authors. Each author shows their own ideas in developing the emotional intelligence skills.

According to Singh (2003), emotional intelligence skills are developed from the definition given earlier. There are 3 dimensions identified.

Emotional Competency

The competence described are as below:

- i. Tackling emotional upsets
Singh (2003) claimed that it is very important to know on how to tackle some of the negative aspects of emotions such as conflict, inferiority complexes and frustrations. Finding ways in dealing with sadness, frustration, anger and fear are an essential signs of starting to know clearly what emotional intelligence skills is.
- ii. High self-esteem
Give ourselves a positive feedback and always confident in facing challenges. According to Singh (2003), acquiring high-self esteem is the greatest gift to us. Besides, having a high self-esteem also makes us more confidence in dealing with challenges and perceived it as one of the learning opportunities.
- iii. Tactful response to emotional stimuli
Always be creative and practical in conducting day-to-day activities and toward emotional prompts from the inner self.
- iv. Handling egoism
Singh (2003) stressed that egoism is a theory that our actions are always caused by a wish to benefit ourselves. One could not have a good interpersonal relationship with the "I am never wrong" attitude. Know on how to tackle the go problems offer more harmony working environment without putting aside the one self-esteem.

Emotional Maturity

Emotional maturity is reflected in the behavioural pattern in dealing with the inner self and the immediate environment.

- i. Self awareness
One of the basic emotional skills is the ability to recognise different feelings from within. Singh (2003) claimed that by knowing the emotions and feelings of one's own emotion would give an advantage in understanding other people's emotions and feelings.
- ii. Developing others
One must give the opportunity to encourage other peoples' involvement and participation. Singh (2003) also emphasized in appreciating views, ideas or suggestions from others and recognize them as well.
- iii. Delaying gratification
It means that having loads of patience could be better in reacting to a particular situation without showing the passivity or anger that will ruin the good relation built with others.
- iv. Adaptability and flexibility
Life is not as easy as we are thinking and hoping. Singh proposed that the skills of being adapt and flexible could be an advantage if properly used. One should know when to lead and when to follow, when to be aggressive and when to be passive. There are some situations where it is better to keep silent rather than confronting.

Emotional Sensitivity

- i. **Understanding Threshold of Emotional Arousal**
Equally important is the ability to be aware of the relationship between feelings and actions. As there will be different kinds of emotions behind one action.
- ii. **Empathy**
Empathy is the ability to sense how other people feel. Not many people have the ability to understand other person's feelings and sincerely accept it. Furthermore, it is necessary to be able to distinguish between what others do or say and one's own personal reactions or judgments.
- iii. **Improving Interpersonal Relations**
Singh (2003) also mentioned that developing good interpersonal relationships are a sure sign of success in emotional intelligence. In managing a good relationship, it must follow a sense of trust, confidence and reliance as well.
- iv. **Communicability of Emotions**
The influence of emotions is contagious to other people. The sharing of positive and negative emotions will give a big impact to the other person. So, you should know on how to communicate your emotions through verbal and non-verbal medium as it will result in different effects.

Emotional intelligence according to Meyer (2004) is more on discussing the changes in people. People are not bothered when one talks about attitude change in front of them but it will be a great challenge in dealing with people who is negative in nature and ask them to change.

A house is not a home if there is no love, understanding and care for its members. The same concept goes to an organisation. Each and every organisational member looks forward in finding a harmony and peaceful organisation to work with. In implementing it, some of the basic elements can be applied such as respect, understanding, empathy and consideration.

Talent without intelligence, can lead to organisational chaos, but neglecting the emotional intelligence could damage physical, mental and emotional health as well as the corporate health of the organization. In developing the emotional intelligence skills, Meyer (2004) focuses more on people factor. Knowing that people (employee) are an important organisational asset, understanding others will thus, be the right key. The guidelines described are as below:

- i. Making employees feel important, talented and appreciated.
- ii. Showing respect for opinions, suggestions and feedback.
- iii. Calling attention to mistakes in a tactful manner.
- iv. Ensuring that cultural and personal sensitivities are always observed.
- v. Being friendly, responsive and cooperative at all time.
- vi. Creating a favorable corporate image and atmosphere.

Understanding the guidelines given shows that emotional intelligence skills in organisation look forward for more understanding at the inner emotion and others' emotional make-up to move people in the same direction to accomplish the organisation's goals.

Studies by Singh (2003) show that a significant part of an organisation's profitability is linked to the quality of its work life, which is based on trust and loyalty both within the organisation and with outside people. Cooper (1997) discusses the emotional intelligence in detail. He shared few strategies, tools and techniques to be applied in organization.

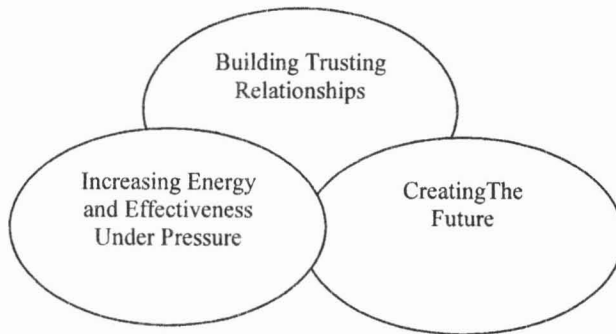


Fig.2: The Three Driving Forces to Competitive Advantage in Emotional Intelligence (Source: Three Essential Driving Forces Of Competitive Advantage: Applying Emotional Intelligence at Work, Cooper (1997))

Building trusting relationships

This force according to Meyer (2004) involves in developing a good relationship with people, team and with entire organisation. Building relationship could be done better and started with everyday communication and interaction. Having a sincere communication will help them in fostering trust and loyalty among colleagues.

Increasing energy and effectiveness under pressure

During the stressful times, it will be safer to increase the level of energy and effectiveness to cope with lots of pressure and problems. It shows the commitment and patience in handling problems even in a tough situation. At the same time, it will discover the level of maturity and build a good foundation to be an excellent worker.

Creating the future

Creating the future involves being creative in giving different views, suggestions and ideas to the organisation. Moreover, it shows potential and talents in individual. Such skills could help to find out strengths and weaknesses, opportunities and weaknesses and creating strategies that would give the fully benefit to both individual and organisation.

EQ and Trust

Trust is one of the most important keystones in developing EQ. In 1993, Deming once said: “Trust is mandatory for the optimisation of any system. Without trust, there can be no cooperation between people, teams, departments and divisions. Without trust, each component will protect its own immediate interests of its long-term detriment and to detriment of the entire system”. Trust is more than our attitude. Trusting ourselves means trusting others too. Without trust, there will be no creativity and no possibility to succeed.

Most of the time, EQ deals with the inner part of human body. Kemper (1999) said that the application of science – in the form of biology and neuroscience – to the psychology of emotional effectiveness has opened a whole new magical world of possibilities and connections between our heart and emotions and our brain’s intelligence and cognitive abilities. Moreover, trust in emotional intelligence is one of the characters, which offer a more precise understanding of human talent and human behavior.

Conclusion

Emotional intelligence has its roots in studies of “social intelligence” in the 1930’s. Mayer and Salovey (1997) first called it “emotional intelligence” and this concept was popularised by Goleman (1995) in his book. EQ that is really contrast from IQ can be increased as one learns to be more aware of his/her moods, to effectively handle distressing emotions and to listen to empathise. As people become more matured, they can develop certain emotional competence that leads them to perform outstandingly at work. EQ also seems to be more important in determining work success than IQ. Low EQ is likely to cause general unhappiness and high EQ is related with feeling of general happiness. Professions like artists, insurance, advertisement and social work require extremely high level of EQ. Teaching, Legal, Tourism, Politics, Business/Entrepreneur and Police need high level of EQ. On the other hand, people who are involved in professions such as judiciary, administration, information technology, medicine, banking, engineering, accountancy, and nursing require an average level of emotional intelligence in their work.

According to Cooper (1997), each aspect of emotional intelligence becomes a tributary. The more tributaries that you open, the more powerful the force of their combined flow. It is clearly discussed that the principle in EQ can be applied to various situations in our life. EQ could be a part of key to survive for human where it provides key to

happiness, freedom, healthy life and high self-esteem. In fact, it can reduce any conflicts arise. Feelings and emotions are equally important. Dealing in day-to-day activities, one could never run away from facing with conflicts and job-related problems. This will be another interesting part where EQ takes place. Nourishing the concept of EQ itself would be as important as IQ where successful in balancing both could help in developing the maturity in our act.

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