

A REVIEW ON THE ROLE OF EMOTIONAL INTELLIGENCE IN DIFFERENT MANAGEMENT ENVIRONMENTS

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Abstract: This research is to highlight the prevailing role of 'Emotional Intelligence' (EI) in Marketing, Production, Finance, Human Resource and Inventory management environments. Where on one end 'Emotional Intelligence' is an important trait assimilated by a manager to portray leadership calibre, 'Emotional Quotient evaluation' (EQ) of employees can be a breakthrough contribution towards a better employee understanding and management. The purpose of this research is to identify whether it has a similar or distinct impact on each sector. This paper delves into how EQ is used and can be used in different fields of management. The exploration broadens the subject scope to employee level work performance for better management, staffing and scheduling. It evaluates how EQ impacts an employee and in what ways a manager can harness this insight for better results with deeper ken.

Keywords: Emotional Intelligence, Different Management, Environments, Leadership

INTRODUCTION

'Management' as an age-old practice has changed its meaning, scope and function with time. Although it has its roots in governance and administration, Industrial revolution between the 18th and 19th century was the driving force that propelled the shift in management practices from administration to business (McGraw Irwin, 2013). Management as a subject has branched out and influenced almost all other disciplines. One thing that researchers in the field of management have realized with time is the importance and position of an individual in different management environments. In the formative stages of management as a discipline, renowned theorists like Taylor, Fayol, Webber et al, formulated scientific, systems and modern management theories with management structure as the main focus (Koontz, Weihrich, 2015). This focus shifted towards the 'Individual' with the influence of behavioural sciences that inspired Elton Mayo's productivity experiment in 1920 (Muldoon, 1958). Since then, management has come around to realize that an individual stands at the pivot of any activity.

Efforts to understand and decode 'The Individual' has been going on for centuries. Psychology as a discipline began in 1879 to probe the human behaviour and mind (NCERT-Psychology-2015). It was in the 1930s that endeavours in the field of Psychology influenced various other disciplines leading to the unification of knowledge. From early on

management was deeply influenced by Psychology and assimilated key concepts that impacted different management environments.

A wide array of concepts assimilated in management like, motivation, intelligence, personality, leadership, communication, etc. which led to the creation of a distinct subject in the field of Management around the 1970s called 'Organizational Behavior' (Robins, Judge, Sanghi, 2009). The subject of organizational behaviour has its roots in the revolution that started in Psychology in the late 19th and early 20th century that spilt over other disciplines as a specialization capable of explaining individual emotions.

Thus the Individual took centre stage with management researchers and theorists realized the power an individual had on management practices only after the Hawthorn experiment by Elton Mayo (1920). When researchers in Management were obsessively trying to understand and experiment about the role of Individuals and specifically about IQ in different work environments, Psychologists like Wechsler were investigating about intellect. Around 1940s Wechsler referred to "Non-intellective" and "Intellective" capacity of an individual (Wechsler, 1940). To elaborate, an individual is influenced by both cognitive and non-cognitive aspects (Cherniss, 2000).

As Psychologists around this time were trying to find new dimensions in the field of intelligence apart from IQ, Wechsler who worked extensively on 'Individual Intelligence' wrote, "In addition to Intellective, there are also definite Non-Intellective factors that determine intelligent behaviour (Wechsler, 1943). It would not be wrong to say that Behaviorism in Management and EQ in Psychology started around the same decade as the Hawthorn experiment took place in the 1920s and Robert Thorndike wrote about Social Intelligence in 1930s (Muldoon, 1958; Cherniss, 2000). Eventually, the growing understanding of Social and Emotional Intelligence with the works of Wechsler, Thorndike, Hemphill, etc led to the understanding of the famous Hawthorn experiment by Eltan Mayo (1920) which sparked the Goleman and Bayatzis's workplace competency movement in the 1970s (Druskat, Sala, Mount, 2006).

Psychology's influence on management grew substantially over the years. It was much later that all the gradual advancements in the 1930s led to Gardner's concept of Multiple Intelligence (1983), which further combined with Intra and Interpersonal Intelligence, was coined as EI by Salovey and Mayer at the Nags Head conference in North Carolina (1990) (Mayer 2014).

Salovey and Mayer defined Emotional intelligence as "the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Barrocal & Extremera, 2006). Though the term was brushed aside, it was not until the Journalist Daniel Goleman published a book titled, "EI" in 1995 influenced by the research paper published by Salovey and Mayer, that EI gained popularity. It became the hottest buzzword in Corporate America as Time Magazine did a cover story, mainstreaming EI (Cherniss, 2000, Mayer, 2014). Although EI has differed with many professional fields (Berocai, 2006), Goleman's book spoke specifically about the EI model of competencies focused on the workplace. (Boyatzis et al, 2000; Goleman 1998, 2001).

It was in 1998 that things came full circle and EI was linked to management with the work of Goldman in his second book on EI. (Berracoli, 2006). He created and adopted a model to predict the effectiveness and personal outcome in the workplace and in organizational fields (Goleman, 1998). Finally, in 1998 the paths of EI and management converged officially, nearly 80 years after the Hawthorn experiment and 9 years after Salovey and Mayer coined the term 'Emotional Intelligence'.

It would not be wrong to say the concept of EI and Management have contributed immensely towards each other's development and continue to do so till date. Even though EI is a relatively new discipline/theory/concept that

had a rather tedious journey towards popular acceptance, its contribution to the field of management and help in understanding the impact an individual has on an organization has become relevant in this globalized world more than ever.

Set against this background of EI in Management, this paper aims to review few selected research papers carried out till date in this field and how it has helped in use of EQ in understanding organizational behaviour of individuals and people in an organization and how it has helped or can help in framing strategies for management goals.

RESEARCH METHODOLOGY

In this conceptual paper, central concepts and keywords that serve as the backbone of this research have been thoroughly investigated. As put in the words of Winston Churchill, "The further back in History you look, the further into the future you see". Thus looking into the history of both EI and Management environment, and after reviewing the research of various scholars, provided a sound footing for delving into the future possibilities in this area through this research paper.

A systematic review involves the identification, selection, critical analysis and written description of existing information. (Cf. Polit & Beck, 2004)*. A manual and online search was conducted for Journals, books and articles relevant to the topic. A data search for 28 years from January 1990 to November 2018 was done to map relevant research in the field of EI & Management. Search words used to identify research material were: Research Paper, review paper, Emotional Quotient, Emotional Intelligence, Management Research, EI & Finance, EI & Mk, EI & HR, and EI & Manufacture. A total of 44,000 research papers, abstracts and Thesis dissertations were found, out of which nearly 5,000 were found to be relevant to the topic of inquiry in this paper. A broader online search of the keywords generated 21 lakh outcomes which showed a substantial increase of interest in the subject over the years. To specify, Kristin Akerjordent (2006) found only 926 search results for EI as compared to a staggering 44,000 number of outcomes in 2018.

Conceptual research which deals with secondary data review and analysis broadens the vision of the researchers and widens the horizon for that subject. In light of this, pages in Indexed Journals, Doctoral Theses and books etc. were reviewed using the funnel approach of critical literary review. As per (kindle, 2018), "Funnel approach begins broadly with a problem statement that can vary from the statement of a social problem or conflicting evidence existing in the literature. From there it often moves into the theoretical framework applied to the study, discussion of

various alternative approaches to addressing the issue and their deficiencies, and concludes in a direct and specific statement of the research hypothesis to be tested in the current study. Perhaps the most important part is the justification for the study, but its placement often depends on whether the justification is theoretical, conceptual, or empirical". A general to specific and narrowing down approach of literary review helped in finding relevant material that supports the inquiry statement and helped in doing a systematic standardized research.

The Funnel approach helped in narrowing down the broader research pool. From 40,000 search results, nearly 5,000 research papers were finalized and then further narrowed down. The filtering technique used in the funnel approach helped in finding select papers relevant to the topic and the area of research addressed in this paper. Selected papers that only explored EI in management as a whole and in different management environments i.e. Marketing, HR, Finance and Manufacturing were considered for this research.

REVIEW OF LITERATURE

As a conceptual paper relying on secondary data analysis, this literary review primarily focuses on identifying the types of research and core areas of investigation in management combining Emotional intelligence. Though there has been extensive research in the field of management covering almost all aspects. Research in the field of emotions is scattered in different disciplines which have further led to a renaissance in research on human emotions (Scherer, 2009). It's this knowledge spill that has, in turn, impacted the very outlook towards emotion. Emotion is a strong feeling derived from one circumstance, mood or relationship with others (Oxford Dictionary, 2015). The scarcity of research on emotion is partly due to the difficulty of actually getting hold of the phenomenon itself (Scherer, 2009).

EI has touched upon many core aspects of management and has contributed towards not just the betterment of this subject but also the practical implication of it. Management's core areas like leadership, managers, work performance, organizational change, stress, work attitude and job satisfaction that influence all management environments are interlinked with the emotional quotient. EI is a trait most desired and preferably inculcated on all levels in any organization. Though most of the research in the field of management and EI is focused around understanding, developing and inculcating emotional intelligence in top managers and leadership, EI plays a crucial role in managing work stress and evaluating job satisfaction in employees at all levels.

Post-1990's a core area in management that was explored with the understanding and implementation of emotional

intelligence was that of leadership. It is only the top managers that function as leaders guiding and inspiring the organization towards a better future. Though most of the research like Transformational leadership and Emotional intelligence: An exploratory study (Petrides, Furnham, 2000); Emotional intelligence, moral reasoning and transformational leadership (N Sivanathan, Fekken, 2002); Does emotional intelligence- as measured by the EQI- influence transformational leadership and/or desirable outcomes (R Bar-On, Brown, Kirkcaldy, 2000), etc, focused on transforming leadership within an organization probing the practical implications of this new found intelligence. Selected top-level managers and owners of big cooperations were the focus of these researches.

General management researchers all over the world have correlated Emotional intelligence with leadership Skills as only an emotionally sound and empathetic leader can inspire his/her employees. Extensive literature correlating EI with leadership like, (Roset, 2005) Emotional Intelligence and relation with work performance and effective leadership; (Kerr, 2006) Emotional intelligence and leadership effectiveness; Leadership top: Need for EI in an organization (Dulewicz) highlights the significance of EI in identifying and understanding the role and importance of a good leader in any organisation.

It was the trickledown effect that research exploring the correlation between effective leadership and work performance triggered investigations analyzing emotional intelligence, work attitude and behaviour at the manager level. A doorway was opened that led to new possibilities of evaluating and enhancing work performance of managers from EI perspective. It is important to note that leadership analysis popularized in the field of manufacturing and production where a good leader encouraged and inspired his subordinates towards a grand vision of the firm. On the contrary, manager level analysis formed a strong footing in finance, marketing and HR as bank managers, retail outlet managers and HR managers play a pivotal role in planning and running any organization. As middle-level managers and upper-level managers are the ones calling shots on daily bases, research focus shifted onto them and how their emotional intelligence improved an organization's overall output. Still, most of the attention in marketing, HR and Finance remained focused around managers and their impact on employee job satisfaction and not on the individual level employee analysis.

Researches like, Linking Emotional intelligence and work performance (Tischler, Biberman and Mckeage, 2000); Emotional regulation at workplace by (Grandey, 2000); EI and Leader-member exchange: the relationship with employee turnover initiation and job satisfaction (Jordan and Troth,

2011); The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers (Carmeli, 2003); Emotional intelligence and job satisfaction: the role of organizational learning capability (Chiva, Alegre, 2008), etc, inspected how EI of a manager influenced employee behaviour and outcome in different management environments.

It was only eventually that the individual became the sole focus of management research in different management environments. When management research branched out not just to explore work performance of employees but also to evaluate the impact a workplace has on its employees that researchers delved into the domain of job satisfaction. Emotional intelligence has been the forerunner in propelling management research towards the evaluation of management functions and employee satisfaction. Though these researches tried to understand work performance and job satisfaction, the main focus moved towards general employees at different levels in an organizational structure.

EI research in the field of marketing probes both the managerial role and employee's performance. When on one end Nwoksh's research found a positive relationship between emotional intelligence and marketing efficiency, a connection between EI and sales by Manna and Smith explores the employee level implementation of Emotional quotient tools. As marketing is closely linked with the retail business, substantial research has been done to evaluate salesperson's EI and its impact on work performance.

While leadership and management have been the main focus of most researches in their attempt to analyze management through Emotional intelligence, surprisingly, the financial sector with special reference to banks have paid attention to their employee's emotional quotient as a tool to improve efficiency and job satisfaction.

On the contrary, most research in the field of HR toughing upon the Emotional Intelligence aspect has been broadly focused on transformational leadership, effective leadership and manager level analysis. Research in the HR management environment has been to facilitate and cultivate emotional intelligence in managers at different levels in an organizational hierarchy. Researches like Emotional intelligence, cognitive intelligence, and job performance by (Cote & Miners, 2006); Emotional intelligence and effective leadership By (Palmer, Walls, Burgess, 2001), etc, are few examples of the types of research infusing EI with HR. EI is used as an effective tool to empower managers when it can also be used to understand employees and then device a well-rounded employee efficiency and cooperation strategy.

A core management problem area which includes all sections of the structural hierarchy and also all management environments is stress. Research in the field of management gradually moved towards understanding organizational stress and change through the lens of emotional intelligence. Stress involves an emotional reaction, especially a reaction involving the negative emotional states. Prominent researches like; Development and validity of measures of EI (Schulle, Malouff and Hall, 2005); Emotional expression and implications from occupational stress: Application of EQ inventory (R. bar, Brown, Kirkcaldy and Thome, 1999); Emotional intelligence training and its implications for stress, health and performance (Slaski, Cartwright, 2003); Emotional intelligence in the workplace: Exploring its effect on occupational stress and organizational commitment (Nikolaou, Tsaousis, 2002), etc, explored this aspect from CEO to a general employee level in almost all domains.

Another dimension that sparked researcher's interest was emotional intelligence and organizational change. It furthered the research on stress and tried to explore in what ways change in an organization sparks stress and disrupts an employee's EQ. Role of emotional intelligence and personality variables on attitudes towards organizational change (Vakola, Tsaousis, Nikolaou, 2004); A 20-year view of trying to develop emotional, social and cognitive intelligence competencies in graduate management education (Boyatzis, Saatcioglu, 2008), etc, combined stress, leadership and job satisfaction to evaluate how an organization needs to and can change with time.

The literary review for this paper put a spotlight on the core areas of research pertaining to emotional intelligence and management. Though abundant literature and research are available with respect to top leadership and managers in any organization, employee's emotional quotient with respect to creating a better understanding of an individual at the time of employment and/or during service was rarely seen. One cannot isolate intelligence from emotions as they form a man or a woman's personality in combination with each other. Any company or organization from any management environment should be well aware of the emotional capability of the person they are hiring and working with. As well explained by (Huppke, 2018) embracing the nuances of human emotion in the workplace can have pragmatic benefits, such as better collaboration among employees and a happier workplace.

DISCUSSION & ANALYSIS

EI which is about sensing what others are feeling and handling relationships effectively (Dulewicz & Higgs 2000)

became an integral part of management in 1998 (Goleman, 1998) and was subsequently incorporated as an element of organizational behaviour. Though the connection of EI with management happened quite instantaneously, the same can be said about the research in the field of management that involved elements of EI.

As early as 1956 when the concept of EI hadn't yet taken roots, AT & T a private American Telecom Company used non-intellective factors in their assessment centre (Bray, 1976; Cherniss, 2000). Subsequently in 1959, under the guidance of Hemphill at Ohio State Leadership studies, research suggested that "Leaders who are able to establish mutual trust, respect and a certain warmth and rapport with members in their group will be more effective" (Fleishman & Harris, 1962). Though research combining non-cognitive intelligence with core traits of management began even before theorists like Goleman officially linked the two disciplines, it was the longitudinal experimental researches in the following years which tried to use IQ as a tool for measuring success in life (Cherniss, 2000).

Longitudinal researches like (Hunter and Hunter, 1984) found that IQ was not a good job performance indicator and claimed it to be at best an estimate of about 25% of the variance (Cherniss, 2000). This startling discovery combined with the 40 years long Summerville study which brought to light that IQ was not a good indicator for determining how well people do in the rest of their lives opened the doors for EI research in Management (Snarey & Yaillant, 1985).

Thereafter, the Barkley Test that started in the 1950s and was concluded after 40 years (Cherniss, 2000) found that "Social and emotional abilities were four times more important than IQ in determining professional success and prestige" (Feist & Barron, 1996). The Barkley test set the stage of EI in the field of management with its research outcomes providing an answer to why EI is important and where all it can be used effectively. Barkley test finding proved that IQ (Cognitive ability) which is given priority at the time of admission to a prestigious school however has very little to do with how one performs in the school as compared to the peers and has more to do with social and emotional factors (Cherniss, 2000).

Another important 10 years longitudinal research conducted before Salovey & Mayer coined the term EI in 1990 was the "Marshmallow experiment" at Stanford University. The research suggested that emotional and social skills actually help improve cognitive function (Cherniss, 2000). The research required four-year-olds to restrain from eating the Marshmallows. In the follow up they found that "Kids who resisted temptation had an SAT score that was 210 points higher than those kids who were unable to wait" (Shoda, Mischel & Peake, 1990).

Though the seeds of EI had been sown much before it got an official title/name (Cherniss, 2000), Salovey & Mayer, who got interested in studying human emotions around 1988, finally coined the term EI in their 1990 paper at the Nags Head Conference in North Carolina (Mayers, 2014). Salovey & Mayer's defined it as, "the ability to predict, express, assimilate, understand and manage emotions" (Salovey & Mayer, 1989/90). They made a firm yet novel approach with a strong theoretical framework to back their claims. Though they don't get the credit for popularizing the term EI, they surely did set trends in Psychological research.

Four years after EI was coined and a year before EI became mainstream in Global Media. A sales research at Harvard in 1994 found that buyers valued retail sales rep for their empathy and wanted Reps who listened & understood. (Pilling & Erogl, 1994). Emotion in business and organizational set up was finally taken to the forefront, slowly progressing towards its glory.

The term EI was brushed aside until Goleman wrote a book titled "Emotional Intelligence" (1995) taking inspiration from the original article written by Salovey and Mayer (1990). It instantly caught the attention of mainstream media and "EI" landed the cover of Time magazine's 1995 issue (Mayer, 2014). The credit for popularizing and mainstreaming EI in the field of business and organization goes to Goleman. In his 1995 book that caught the public eye, Goleman claimed there were five important elements of EI that determined our ability to learn practical skills (Akerjordet & Severinsson, 2006). The five elements are, "1) knowing one's emotions; 2) managing emotions; 3) motivating oneself; 4) recognizing emotions in others, and 5) handling relationships" (Berrocal & Extremera, 2006). Though not very far from the understanding of EI (Salovey & Mayer, 1990), Goleman's 1995 endeavour to understand EI was a deeper look into how emotions impact an individual.

Till 1997 all the researches in the field of EI were theoretical frameworks explaining and justifying the very origin of emotional intelligence as a distance new field of study. Salovey and Mayer came up with the mental ability model (1997) considered EI as a mental ability and proposed that Emotion as an "Ability" could be perceived accurately, appraised, expressed, generated, facilitated and even regulated (Berrocal & Extremera, 2006). They believed that EI was another intelligence similar to IQ which can be developed over time, correlated with IQ and can be measured (Rosete & Ciarrochi, 2005). In light of this Salovey and Mayer developed the MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) which provided emotional indicators for evaluation through faces, pictures, abstract designs, emotions in decision making and regulation of emotions (Mayer, Salovey & Caruso, 2002; Mayer, Salovey,

Caruso & Sitarenios, 2011; 2013; Berrocal & Extremera, 2006). The MSCEIT test for EI is currently used in the field of management to assess EI's relationship with leadership, performance, etc. They called it an intelligence that could be grown (Mayer & Salovey, 1997).

Around the same time an Israeli psychologist, Bar-On (1997) conceptualized a mixed non-cognitive model for comprehending EI (Rosete & Ciarrochi, 2005). Bar-On wanted to move the EI argument towards finding key factors that led to better individual wellbeing (Bar-On, 2000, 2004, 2006). He combined Emotions with the big five personality factors as in his understanding these two interacted together in any individual (Bar-On, 1997; Berrocal & Extremera, 2006). Even Bar-On divided EI into five level factor and was the first to develop a commercially viable standardized instrument EQ-I (Emotional Quotient Inventory) to measure EI (Bar-On, 2006; EQ-I; Bar-On, 1997; Bar-On, 2000). EQ-I instrument was a perfect bridge between MSCEIT and the 16 PF test as it combined emotions and personality. The year 1997 can be considered the peak of EI as extensive work was being done in this field that contributed to its growth and popularity. From 1990 onwards EI and management have slowly converged towards a healthy union with researchers established the importance of EI in evaluating job performance and success in life. This emotional organizational unity influenced Cooper and Sawaf in 1997 to come up with a conceptual book titled "Executive EQ" (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, 1998). Though this book lacked theoretical and practical implications, it surely set the stage for Goleman's 1998 masterpiece that officially linked EI with organizational management.

In Goleman's second book on EI (1998), he proposed a theory of performance in an organization based on his model of EI. The book explored as to how emotional intelligence impacted an individual's performance and productivity which directly influences work related-outcomes (Cherniss, 2000). The four essential components "1) Self-awareness; 2) Social awareness; 3) Self-management; 4) Relationship management" (Boyatzis et al; 2000) are considered characteristic of the most brilliant and successful employees (Goleman, 2001; Berrocal & Extremera, 2006). As per Goleman, the EI model predicted the effectiveness of an individual in the workplace (Goleman, 1998). He devised a quick and easy method that measured EI from external raters which included 20 emotional competencies regarding work performance (Conte, 2005). Goleman's 1998 book on EI was groundbreaking work in the field of management as it spoke of how EI was the basis to learn other abilities necessary in the organizational setup. His claim that EI was an ability by itself that can be learnt and could improve work performance sparked new enthusiasm in the organizational

setup worldwide. The 1998 Yale experiment that had a group of volunteers enact the role of a manager was a follow up to Goleman's 1998 book on EI in organizations (Cherniss, 2000). The experiment found that the volunteers were deeply influenced by the emotions portrayed by the "actor" in the group, who always went first and indicated that, "cheerful groups distributed money fairly and in a way that helped the organization" (Cherniss, 2000; Barsade, 1998).

The 1998 Goleman EI book and Yale experiment started a trend in management and organizational research with respect to EI. At the turn of the century, new developments and scales to measure EI from multiple yet standardized manners were devised. Organizational management hummed with the tune of EI in unison from 2000 onwards. Research pertaining to EI has been on the rise since 2000 (Akerjordet & Severinsson, 2006) but papers exploring its implications in management are still scarce. The core area of concern till 2001 was restricted to the study of transformational leadership. When investigations like; Transformational Leadership and EI (Barling, Slater, Kelloway, 2000); EI Moral reasoning and transformational leadership (Shivanathan, Fekken, 2001) and Palmer et al (2000) used Bar-On's EQ-I (1997) the results were shocking. None of the scholars found a positive correlation between EI and Transformational/effective leadership. Though Barling et al (2000) found some connection of EI with leadership influence, inspiration, motivation, consideration and reward, there still was no direct link found between EI & Leadership. Barling et al (2000); Palmer et al (2000); Shivanathan et al (2001); etc concluded in their respective researches that even though no direct connection was found between them, better emotional intelligence led to better leadership behaviour and that most effective leaders are socially adept. Around the same time Goleman (2000) in collaboration with his colleagues, developed (ECI) Emotional Competence Inventory a 360-degree assessment technique which overlapped with the Big Five personality dimensions (Conte, 2005).

In 2002, after the mindboggling results of previous tests unable to find any relationship between EI & Leadership effectiveness or transformation using Bar-On's EQ-I (1997), researchers Feyerherm & Rice (2002) moved to MEIS by Salovey, Mayer & Caruso (1997). It is important to note that not just the tool but also the data collection method of 'self-report by managers' shifted to the evaluation of Managers effectiveness by employees. The (2002) study by Feyerherm & Rice interrogating EI & Team performance; The Good, the Bad and the Ugly, on employees of a financial service in the US, found a mixed relationship between EI & Team performance. They discovered positive co-relation between understanding emotions and managing other's emotions with Leadership, but negative co-relation between Leader/Manager's EI & Team performance (Feyerherm & Rice,

2002). It was around this time when EI research was standing on thin ice with multiple negative results that Salovey & Mayer devised MSCEIT V.2 (2002). They explained that EI was the ability to reason with and about emotions (Mayer et al, 2000).

In light of these events a Psychologist with a specialization in management wrote a paper exploring – ‘Why EI does not predict leadership effectiveness’ (Antonakis, 2003) and a follow up paper investigating – ‘Why “EI” will not predict leadership effectiveness beyond IQ or the “Big Five” (Antonakis, 2004). He concluded that the concept and understanding of EI’s utility in the workplace and for leadership is premature (Zeidner et al; Antonakis, 2003). Antonakis (2004) advised that EI proponents must use scientific methodologies to validate and back research in EI objectively. He claimed that “The EI boat has hardly left the theoretical moorings”(Antonakis, 2004). After all the criticism and research findings that proved a negative correlation between EI & Leadership, the focus shifted towards evaluating EI’s relation with stress, performance and organizational change. The spotlight also shifted from the Managers to Directors and Employees. Where Dulemiez in his research – ‘Leadership at the Top: the need for EI in organizations’ (2003) found a positive relation between EI, top leadership competence and organizational culture, Va Kola, Tsaousis and Nikolaou in their research- ‘Role of EI & Personality variables on attitudes towards organizational change’(2004) discovered positive relation between emotions, personality and change. They stressed upon the need for an individual level approach to managing change (Vakola, Tsaousis, Nikolaou, 2004) discussed how top level management’s commitment affected the organization and therefore claiming that EI is an important tool for both top management and an individual working in an organization.

From 2004 onwards, field-specific research started in the field of management combining EI. One can easily point out that finance, sale and marketing were the most explored areas. The attention shifted from leadership to the individual considering it a skill to be inculcated in employees, managers and the Directors and not just from the point of leadership alone. Manna & Smith’s research ‘Exploring the need for EI & awareness among sales representatives’ (2004) can be considered an extension of the 1994 Harvard Sales exp. They found that EI was a critical set of marketing and managing skill especially in the insurance and finance sector with nearly 85% people demanding EQ training to be introduced at the organizational level (Manna & Smith, 2004).

With new researches and angles combining management and EI, understanding EI’s influence on job performance rekindled researcher’s interest in leadership effectiveness. Research on – ‘EI and its relationship to workplace

performance outcomes of leadership effectiveness’(Rosete & Ciarrochi, 2005) tested MSCEIT (Salovey, Mayer & Caruso, 2002) and the (16PF) on senior executives in public service organizations. They found that “Executives higher on EI are more likely to achieve business outcomes and be considered as effective leaders by their subordinates” (Rosete & Ciarrochi, 2005). Subsequently, in the year 2006, a lot of research happened in the field of management with respect to leadership which could have been influenced by the (Rosete & Ciarrochi, 2005) study. Again, the Emotional Intelligence and leadership effectiveness study by (Keir, Garvin, Heaton & Boyle, 2006 and another 2006 paper on- ‘Does EI as measured by EQ influence transformational leadership’(Brown, Reilly, et al,2006) implemented MSCEIT (Mayo, Salovey & Caruso, 2002) and the Bar-On’s EQ-I (1997) for testing leadership effectiveness with respect to EI. Both the papers on managers and employees in the manufacturing sector found negligible to a negative correlation between EI and desired outcome on transformational leadership (Kev, Gravin, Heaton & Boyle, 2006; Brown, Reilly, et al, 2006). After this empirical research combining EI with leadership declined drastically.

Sometime around 2006, researchers in the field of management realized the relation between EI and job performance, as originally predicted by the Berkley and Marshmallow experiment in 1990. Cote & Miner’s study on EI, IQ & Job Performance (2006) found a compensatory relationship between IQ & EI with respect to job performance. Job satisfaction was another emerging area in the field of management which got attention and in 2007 with Chiva & Alegra’s paper on- ‘EI & Job Satisfaction’ (2007), with respect to Spain’s Tile manufacturers.

A number of researches in the field of finance, marketing and HR have grown in the subsequent years in different parts of the world. Finance and marketing research delving into EI’s influence on banks – ‘Relationship Marketing: Impact of EQ & Trust on Bank performance’ (Heffernan, Neill & Travaglione, 2008) and, ‘EI & marketing effectiveness’ (Nwokah, 2009) are empirical studies testing practical implications of EI & awareness among sales representatives (Manna & Smith, 2004). These researches found a strong association between EI & marketing effectiveness with special reference to corporate organizations.

Research combining EI with management has since moved from leadership/managerial level analysis to job satisfaction, stress evaluation and job performance in almost all fields of management, especially manufacturing, HR, finance & marketing. Though training-related research is done in the banking and sales field, the research paper ‘Effect of EI training program on service quality of bank branches (Shirnohard, 2011); ‘Job stress & performance among

employee in the Taiwanese finance sector: The role of EI (YC WU, 2011); 'salespersons prospects to leave: The effect of EI & resilience' (Bande & Varle, 2015), stress has become the main concern for HR in organizations. Though contemporary research has started including both managers and employees as subjects of EI investigations in organizational setup, managers are still at the forefront of emotion-organization research. EI has finally found its place in management with growing investigations and understanding of the subject which can prove to be a useful tool in any organization's success.

CONCLUSION AND FUTURE SCOPE

Research in the field of Emotional Intelligence has come a long way since its conception in 1990. The 1990 Barkley study and the Stanford Marshmallow experiment that predicted the ability of EI in decision making and job performance, in many ways paved the way for EI in an organizational set up (Akerjordet & Severinsson, 2004). Goleman's 1998 book on "EI" that officially linked emotion with organization and management led to extensive empirical research in this field. Since 2000 the trend of looking at EI from leadership perspective gave EI a new direction, subsequent empirical researches that implemented EI tests/scales like Bar-On's EQ-I(1997), Salovey, Mayr & Caruso's MSCEIT (1997), Goleman's ECI (2000) and Salovey et al's MSCEIT V.2(2002) failed miserably. The negative results of EI and leadership correlational research led to the shift in the focus of EI towards the individual in an organization, though the manager remained the focus of almost all studies before 2008, employees along with managers got equal attention since then. Rather the shift of investigation from manager/leader to the individual also proves that EI is a better tool for individual-level analysis in organizations as empirical researches found favourable evidence.

Though EI measurement tools and scales received heavy criticism and are still not considered very reliable due to lack of empirical proof, in my opinion, it was the subject of the study which had little to do with EI that led to negative results and not the EI measurement scales themselves. As the focus of the subject moved from leadership (a more social and interpersonal construct) to job performance, job satisfaction, organizational change and stress (more interpersonal and individual level construct), the test starting giving positive results. One cannot reject the importance of EI in identifying and inculcating leadership calibre due to its negative correlation with team performance. It could serve as a good tool for selecting, identifying, recruiting better leaders in an organization (Barling et al, 2000). Similarly, Feyerherm & Rice (2000) in their paper concluded that EI assessment of employees and teams was a good method to develop better individual outputs.

Further, Druskat et al in their (2006) book-'Linking EI & Performance at work', pointed out that EI was a result of nature plus nurture and could be used as an effective tool for training during recruitment. One can conclude that EI traits if tested during hiring and promotion could lead to better employee understanding. Further development and encouragement of employees with high EI test scores could lead to better stress management, change adaptability and job performance in an organization as pointed out in the formative works of Salovey & Mayer (1990). Previous research findings show that individuals scoring high on emotional clarity recovered more quickly (Salovey, Mayer, Goldman, Turvey & Palfai, 1995) and the ones who are able to perceive, understand and appraise other's emotions were flexible to change and were capable of building better social networks (Salovey, Bedell, Detwiler & Mayer, 1999; Cherriss, 2000).

There are many areas and multiple dimensions that remain unexplored in different sectors of management which should be considered for future investigations. Role and use of EI for recruitment and promotion is one such area that has not been explored and has great potential. During a panel discussion at the 5th Annual International Conference on "Move Express Transform: Creating wellness across populations", 2018, the panelists - Doshi, Rathore, Mathur and Sharma discussed that many companies in the corporate sector provide Psychological guidance to their employees under Employee Wellness Programs for individuals conducted by third parties through EI, 16PF, etc, and are not used for management or organizational use. EI evaluation of employees at regular intervals could facilitate the manager on better coordination, planning and increasing individual efficiency with better insight. EI analysis might be able to predict employee tenure in an organization with respect to his or her goals, ambitions and state of mind. Thus one can safely conclude that using EI scales/tools, an organization can improve with holistic management of its employees and goals.

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