

An Essay on the Consequences of Emotional Intelligence in Connection to Work Performance and Achievement

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Introduction

It is a well-known fact that intellect is a must for leading a successful and balanced life. In *The Expression of the Emotions in Man and Animals*, published in 1872, Charles Darwin expressed the opinion that emotions had to be essential for the survival of the fittest.

Everything we know about organizations has evolved in the modern era. The workplace used to be steady, but with the development of globalization and technology, businesses now have to compete fiercely to stay in business and expand. As a result, a new vocabulary has emerged to characterize the current chaos and complex situation. Terms like downsizing, rightsizing, delayering, and restructuring are among them. New dimensions like knowledge, innovation, flexibility, and cooperation have not only entered the picture as these organizational realities have changed the way human capital is managed, but they are also widely recognized as the main factors that lead to an organization's success. This implies that a new standard is being used to evaluate managers. Furthermore, emotional intelligence is the criterion here rather than an intelligence quotient.

Evolution of Emotional Intelligence

Since the first book on the subject by Daniel Goleman was published in 1995, emotional intelligence has grown in popularity among corporate America's buzzwords. An article on the subject, for example, appeared in the *Harvard Business Review* two years ago and garnered more readers than any other piece the publication had written in the previous forty years. The term "emotional intelligence," which was first used by US psychologists Peter Salovey and John Mayer, describes the ability to effectively recognize, comprehend, and communicate our sentiments as well as regulate them so that they serve our interests rather than our detriment.

To put it another way, emotional intelligence (EI) is about understanding how you and others feel

and knowing what to do about it. It's also about understanding what feels good and awful and how to transition from bad to good.

Having the emotional intelligence, emotional intelligence, and self-control necessary to optimize our long-term well-being and survival.

Why would we want to improve our EI?

The nature of work is evolving, with flatter structures, fewer tiers of management, and greater responsibility. The influence of technology and job restructuring are contributing to increased complexity. Increasing competitiveness is reflected in shorter product lifecycles and more exacting clientele. Market globalization requires firms to operate locally while thinking globally. Fast rate of change: In today's world, organizations experience change on a regular basis. The main component of leadership is emotional intelligence, as much as 90% is estimated by some.

Several academics contend that emotional intelligence skills allow one to think critically about emotion, which can support positive behaviour and decision-making in organizations and improve the performance of individuals, groups, and organizations. This is in line with the growing body of research showing the pervasive influence of emotion in organizations.

Components of Emotional Intelligence:

- Self-awareness, self-regulation, motivation, empathy, and social skills are the five pillars of emotional intelligence. All of these could be considered the prerequisites for leadership. Technical proficiency and IQ are crucial for success, yet they are only "threshold capabilities" for exceptional performance. The success of an organization and the emotional intelligence of its executives are only strongly correlated with high emotional intelligence.
- Empathy: the capacity to comprehend the emotions of others and treat them appropriately.
- Social skills: the capacity to establish rapport, find common ground, and establish rapport with others. Motivation: the drive to work hard and pursue goals despite obstacles.
- Self-regulation: the ability to manage anger, tolerate frustration, and hold off on acting before acting; Self-awareness: the capacity to identify and label one's own emotions, comprehend the reasons behind them, and distinguish between feelings and actions.

Two options exist for an organization to profit from having emotionally savvy staff members. According to Johnson and Indvik (1999), managers will have a workforce that is eager to work hard and employees who have managers that are attentive to their requirements. In addition, companies need emotionally intelligent workers to provide superior customer service and to establish and preserve a positive work atmosphere. Enhancing an employee's emotional intelligence (EI) can also be an option for employers looking to lessen occupational stress; this shows that EI is a concept worth looking into in relation to performance.

Without a doubt, IQ will continue to be a key factor in determining one's "success" at work, particularly when it comes to determining the type of job, profession, or career path one should pursue. Van Rooy and Viswesvaran (in press) conducted a recent meta-analysis to evaluate the predictive validity and correlation of emotional intelligence (EI) to IQ or general mental capacity. They discovered that IQ was a stronger predictor of work and academic performance than EI. However, emotional intelligence may be a more reliable indicator than IQ when determining whether a person will be an exceptional leader or a "star performer" (in the top ten percent, however such performance is appropriately assessed) within that role (Goleman 1998, 2001, 2002).

Significance of emotional intelligence in job performance

Numerous factors, including motivation (Suh and Shin, 2005), satisfaction with job security (Yousef, 1998), personality (Berry, Page, and Sackett, 2007), general intelligence (Dulewicz and Higgs, 2000), and emotional intelligence (Higgs, 2004; Langhorn, 2004), have been found to have an impact on performance in the workplace. Still, EI accounts for a larger portion of performance variance than any other component. Research suggests that, at most, general intelligence accounts for 20% of the factors influencing achievement in life (Goleman, 1995, p. 36). IQ accounts for 27% of the variance in an individual's effectiveness in an organizational context, whereas emotional intelligence accounts for an even larger 36% of the variance, according to Dulewicz and Higgs (2000).

Since businesses are increasingly taking applicants' emotional intelligence into account throughout the hiring and selection process as well as employee development, the relationship between emotional intelligence and job performance also makes sense (Cadman and Brewer, 2001).

Additionally, it was discovered that there was a significant correlation between corporate citizenship behavior and the emotional intelligence characteristics of empathy and internal drive. According to a study by Cote and Miners (2006), employees with low cognitive intelligence scores who are emotionally intelligent consistently engage in organizational citizenship behavior directed toward the organization and accomplish tasks effectively. The body of research on the subject highlights the link between emotional intelligence and success in business, marriage, education, and daily living. It is abundantly clear that emotional intelligence enhances performance, particularly in ones place of work.

Conclusion:

Science has learned a great deal about the function emotions play in our lives in the previous ten or so years. Researchers have discovered that our emotional awareness and capacity for managing emotions, rather than only IQ, will influence our success and pleasure in all spheres of life, including interactions with our family members.

Emotional intelligence is not very new, in certain respects. Actually, it is founded on a long line of studies and theories in the fields of I/O, social, and personality psychology. According to one of Goleman's studies, emotional intelligence has been researched for a long time by psychologists, and there is a substantial and expanding body of evidence that suggests these skills are critical for success in a variety of spheres of life.

Nevertheless, we think it is more intriguing and helpful to think about how crucial emotional intelligence is towards increasing work performance and productivity rather than argue about whether it is a novel concept. Our current study is limited to a review of the literature, but the evidence is strong enough to demonstrate that the social and emotional abilities necessary for success in nearly any career are derived from an individual's capacity to recognize, understand, and control their emotions. Furthermore, this specific set of skills will become more and more crucial as the world of work puts ever-increasing demands on an individual's cognitive, emotional, and physical resources and as change happens at a faster rate.

A concept known as "learned optimism" has been established by Martin Seligman (Schulman, 1995). It alludes to the causal explanations that people offer for failure or other setbacks. Pessimists tend to attribute causes that are global, permanent, and internal, whereas optimists tend to attribute causes that are specific, transient, and external. This has significant ramifications for

enterprises since optimists always take chances and fail gracefully so that it doesn't demotivate them to work harder, but pessimists avoid taking chances out of a fear of failing, which stifles innovation and creativity inside the company.

Studies have also demonstrated that, similar to technical skill, emotional intelligence can be acquired by taking a methodical and consistent approach to gaining proficiency in social skill, self-management, and personal and social awareness. The neural circuits linked to social and emotional competencies, however, differ from those involved in more cognitive learning, in contrast to technical skills. Since the foundations of social and emotional abilities are frequently established early in childhood and strengthened over time, they tend to become inextricably linked to our perception of ourselves and require gradual, concentrated attention in order to effect change (Cherniss, Goleman, Emmerling, Cowan, & Adler, 1998).

Research shows that Emotional Intelligence can be learned and developed by self-evaluation, feedback, and practice if a person is open to learning. However, emotion-based learning involves a long and sometimes difficult process requiring much practice and support.

Nevertheless, others contend that emotional intelligence is still a developing field of study and has not yet reached its full definition. A great deal of study is being done to help us comprehend the meanings, uses, and consequences of emotional intelligence. Over the course of the next few decades, when the findings of these studies are made public, our knowledge and skills in the field of emotional intelligence will expand.

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