

## **Unit 9**

### **Individual Behaviour – 2 (Values, Attitudes and Emotions)**

#### **Structure:**

- 9.1 Introduction
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#### **9.1 Introduction**

In the previous unit, you have learnt the definition and determinants of personality, personality traits and personality attributes affecting OB. You also learnt the definition, importance and factors influencing perception, and making judgment about others. We also saw that personality and perceptions differs based on values and attitude.

All of us have values such as respect to elders, honesty, concern for people, concern for environment, etc. and when we are faced with decision making dilemma, we consciously or unconsciously accord a priority to the set of values and then use these to support our decision. Similarly, organisations also have values, based on which they opt to act. When we work in an organisation, it is important to know about values and how people behave in accordance with it. Attitudes are the outcome of evaluative statements or judgments we make on objects, people and events. The way we judge can affect our organisational decision making process and hence its importance in organisational life. Emotions are intense feelings about someone or something which spontaneously affect our behaviour towards a co-worker or customer. Often, we have to regulate this in business causing emotional labour. Equally Emotional Intelligence (EI) enables a person to manage his

own self, customers and other stake holders, peers, subordinates and superiors alike. It is possible for us to develop EI, which is now accepted as the single most important differentiator between successful and less successful managers. Hence we need to have an excellent knowledge of this too. In this unit, you will learn about values, attitudes and emotions. You will also learn about emotional intelligence and the Indian perspective on emotional intelligence.

**Objectives:**

Learning objectives are to:

- define values and gain an overview of its concept
- analyse attitudes and how it impacts the workplace
- describe the fundamentals of emotions
- describe emotional intelligence and the Indian perspective of emotional intelligence

**Learning Outcomes**

After studying this unit, you will be able to:

- define values.
- explain how national culture impacts values.
- state how values impact outcomes.
- define attitudes and state how it impacts job satisfaction, commitment, engagement and organisational citizenship behaviour.
- define emotions and explain the implications of emotional labour.
- state the Indian perspective on Emotional Intelligence.

**9.2 Case Study****Ragam Theatre**

Ragam theatre was an upmarket multiplex with three cinema screens and other ancillary facilities. It was run by Mr. Ram Kumar and managed by Mr. Satish and Mr. Raveen, besides 150 employees and supervisors. Mr. Raveen was the Assistant Manager at Ragam. The facility was well run and the daily collection averaged Rs. 3.5 lakhs. Ragam employees worked quite hard and were given an annual bonus which varies from 5 to 8%. The employees had been demanding an increase but the

management would not be convinced. Eventually, Mr. Raghavan, an employee got the other employees organised and created the Ragam Workers Union. Raghavan was always seen as a competitor to Raveen, who was promoted to the assistant manager post because of his loyalty to the management.

Two months after the formation of the union, they gave notice for strike, but this was being negotiated by Satish, who was well respected by the employee union. Raveen was infuriated and decided to confront the union leader. However, this happened in a hotel near the place where they were staying. The argument ended after Raveen told Raghavan that he will tell the management and sack him and Raghavan went his way quietly. Raveen was happy that he had got the better of Raghavan. Diwali was approaching and Raghavan waited for his chance. After the tickets were sold, the theatre went on a lightning strike and refused to screen the film until Raveen who had insulted the union leader was not sacked. You can well imagine the crowd and their sentiments. But the issue could not be resolved and the theatre went on lock out indefinitely.

This unit will explain the values of the individuals and the organisation, attitudes of the managers involved and how emotions and emotional intelligence played their part.

### 9.3 Values

#### Importance of values

Modern business practices such as due diligence, zero defect and money-back guarantee would cease to exist without values. We use terms like integrity, freedom, security, privacy, etc. in our day-to-day life. In our social and cultural settings, we use terms like relationships, trust, faith, compassion, sharing, etc. And in our work life, we use terms like efficiency, productivity, fairness, flexibility, achievement, loyalty, order, etc. All these simply represent our values. People hold many of such values with respect to almost every aspect of their life: personal, work, social, cultural, political, economic, aesthetic, etc. When we put all these together we call it a value system. Every person has such a system of values. An organisation too has a set of values by which it operates.

**Definition**

Henderson and Thomson (2003) defined values as sum of our preferences and priorities. Preferences are what we would like to have in our life. Priorities indicate how important each preference is in relation to another. Some preferred ways of doing businesses may include values such as profitability, growth, quality efficiency, innovation, etc. If a company does not have a preferred way of doing business, that itself represents a value. In practice, organisations have a set of values by which it operates.

Value is basic conviction and notions about what is right and wrong or what is more and less desirable. They differ across culture, nations and generations, however there are some values which are transnational and transcultural e.g., honesty. We can also call it as 'important and enduring beliefs' or ideals shared by the members of a culture whether national, local or organisational about what is good or desirable and what is not. Values exert major influence on the behaviour of an individual and serve as broad guidelines in all situations.

**National culture and values**

Every nation has a culture and these impacts the values. Hofstede, an eminent researcher in culture, identified certain types of national cultures. These are as follows:

- **Power distance:** This refers to what extent a society accepts unequal distribution of power in families, institutions and organisations. Inequality of power in organisations is generally manifested in hierarchical superior-subordinate relationships. Those high in power distance would have obedience, respect, loyalty as important values and those low in power may not have these as strong values.
- **Uncertainty avoidance:** This indicates the tolerance for ambiguity. Cultures with high tolerance for ambiguity, would have risk taking, innovation, etc. as its values and the vice versa.
- **Individualism vs. collectivism:** Individualism gauges to what extent individuals in a country consider themselves as distinct entities rather than as members of cohesive groups. Collectivism, on the other hand, emphasises on 'social ties or bonds' between individuals. Individualistic society considers self-interest as more important than the group goal.

Those high in individualism would have individual achievement, ambition, etc. as strong values.

- **Masculinity vs. femininity:** This dimension refers to what extent dominant values in a society emphasises masculine social values like a work ethic expressed in terms of money, achievement and recognition as opposed to feminine social role, which show more concern for people and quality of life. Cultures that are high in masculinity will have ambition, achievement, independence to make decision, competitiveness, empowerment, etc. as values while cultures that are high on femininity would have cooperation, collaboration, collective decision, etc. as the values.
- **Long-term – Short-term.** Some cultures have value for immediate outcomes and some for long-term outcomes. This in turn may be related to values such as patience and delaying of gratification. Those who have the former will tend to take decisions that optimise results in the short-term. An excellent example is how many US banks collapsed because of their focus on fast growth and desire to show growth every quarter which marred financial prudence in decision making.

### **Classification of values**

Rokeach, in his Value Survey (Rokeach Value Survey – RVS,1973), proposed two sets of values i.e., terminal values and instrumental values, each with 18 items. Terminal values refer to desirable end-states of existence, the goals that a person would like to achieve during his/her lifetime. Instrumental values refer to preferable modes of behaviour, or means of achieving the terminal values. Examples of terminal values are equality, freedom, inner harmony, mature love, national security, etc. and that of instrumental values are ambition, broad mindedness, forgiving, helpful, etc.

**Espoused and 'In use' values.** Values directly impact the behaviour of the person. Values define modes of socially acceptable conduct and therefore social sanction may make us make adjustments in our values. This is what is called values 'in use'. However, these may not be the 'espoused' values. As a result, when the social sanction is non-existent, we will behave differently. This is an important concept in OB as organisations can induce

'espoused' values in the employee to make him move towards the organisational goals.

### **How do values impact outcomes**

#### **Values and behaviour**

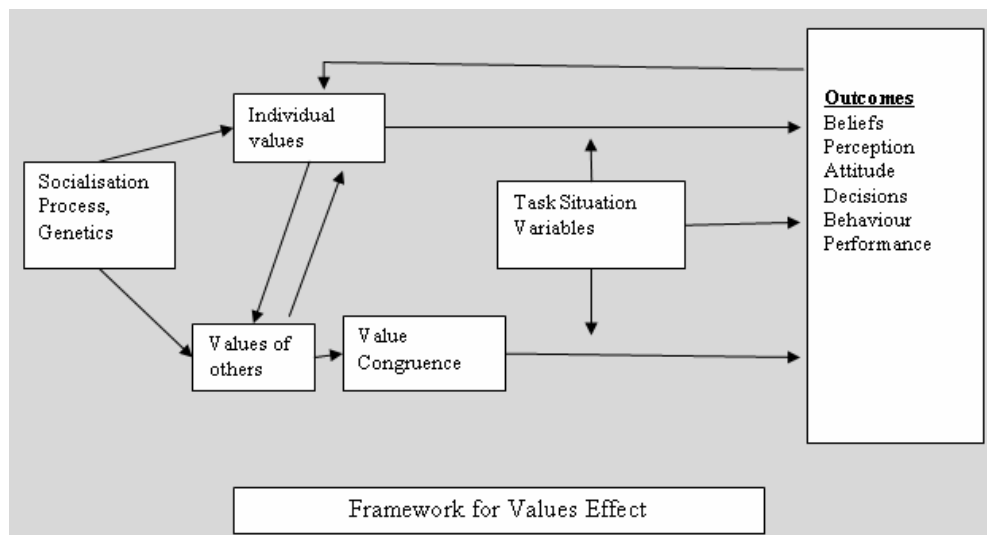
Values influence behaviour in a big way. Writing on personal values of some American managers, George W. England brings out some interesting questions, such as:

- 1) why liquidate the business rather than negotiate with the labour union,
- 2) a scientist who prefers to pass the secrets to some elements who can cause harm to the society at large on the belief that it is good for the society or a scientist who passes a secret formula of medicine just because he believes that knowledge should not be restricted by intellectual property rights,
- 3) a labour leader foments a long and costly strike just to show his importance,
- 4) intellectuals and politicians who levy a heavy tax on profit and many more.

Most of these and many more that we see in our day-to-day work life can be traced back to the values.

All of us have a genetic code and individual values that we inherit or gain through the childhood. Since we live in a society, other's values impact our values and vice versa. There is some congruence between our value and other's values or in other words we compromise some of ours and perhaps others compromise some of theirs. At the end there is a set of values which affect the outcome. Thus, for example, the values of a group can compromise between the values of its members e.g., profit making maybe a value to some and quality to others and the final impact would be a compromise. Task outcomes may be affected by the individual value because the decision of a manager can be based on his values. Thus, outcome is impacted by individual values as well as that of others and hence the need to achieve value congruence in organisations.

Figure 9.1 depicts the framework for effect of values.



**Fig. 9.1: Framework for Effect of Values**

Value congruence is achieved in organisations usually through the vision statement.

#### Self Assessment Questions

1. In work life, we use terms like efficiency, productivity, fairness, flexibility, achievement, loyalty, order, etc. These are \_\_\_\_\_.
2. Those cultures with high power distance would have obedience, \_\_\_\_\_, loyalty as important values.
3. As per Rokeach Value Survey there are two sets of values, namely \_\_\_\_\_ and \_\_\_\_\_ values.
4. When there is \_\_\_\_\_ between individual and organisational values, work place will be smoother.

#### 9.4 Attitudes

Attitudes are also known as "frames of reference." They provide the background against which facts and events are viewed. It becomes necessary to know the attitudes of members of an organisation because they have to perceive specific aspects like pay, hours of work, promotion, etc. of their work life in the wider context of their generalised attitudes. Attitudes are also known as "frames of reference."

An attitude is the predisposition of the individual to evaluate some objects in a favourable or an unfavourable manner. The most pervasive phenomenon is "attitude." People at work place have attitudes about lots of topics that are related to them. These attitudes are firmly embedded in a complex psychological structure of beliefs. Attitudes are different from values. Values are the ideals, whereas attitudes are narrow. They are our feelings, thoughts and behavioural tendencies toward a specific object or situation. Attitude is a predisposition to respond to a certain set of facts. Attitudes are evaluative statements either favourable or unfavourable concerning the objects, people or events.

### **Components of attitude**

There are three components of an attitude namely 1) Cognition, 2) Affect and 3) Behaviour.

- **Cognition.** It is the mental process involved in gaining knowledge and comprehension, including thinking, knowing, remembering, judging and problem solving. The cognition component of an attitude reflects a person's perceptions or beliefs. Cognitive elements are evaluative beliefs and are measured by attitude scales or by asking about thoughts.
- **Affect.** This component refers to the person's feelings that result from his/her beliefs about a person, object or situation. A person who believes that hard work earns promotions may feel angry or frustrated when he/she works hard but is not promoted. The affective component becomes stronger as an individual has more frequent and direct experience with a focal object, person or situation. 'Affect' is the emotional component of an attitude. It refers to an individual's feeling about something or someone.
- **Behaviour.** This component refers to the individual's behaviour that occurs as a result of his or her feeling about the focal person, object or situation. An individual may complain, request a transfer, or be less productive because he or she feels dissatisfied with work. The behavioural component of an attitude refers to an intention to behave in a certain way toward someone or something.



**Functions of attitude**

According to Katz, attitudes serve four important functions from the viewpoint of organisational behaviour. These are as follows:

- **Adjustment function.** Attitudes often help people to adjust to their work environment. Well-treated employees tend to develop a positive attitude towards their job, management and the organisation in general, while berated and ill treated organisational members develop a negative attitude. In other words, attitudes help employees adjust to their environment and form a basis for future behaviour.
- **Ego-defensive function.** Attitudes help people to retain their dignity and self-image. When a young faculty member who is full of fresh ideas and enthusiasm, joins the organisation, the older members might feel somewhat threatened by him/her. But they tend to disapprove his creative ideas as 'crazy' and 'impractical' and dismiss him/her altogether.
- **Value-expressive function.** Attitudes provide individuals with a basis for expressing their values. For example, a manager who values hard and sincere work will be more vocal against an employee who is having a very casual approach towards work.
- **Knowledge function.** Attitudes provide standards and frames of reference that allow people to understand and perceive the world around them. If one has a strong negative attitude towards the management, whatever the management does, even employee welfare programmes, can be perceived as something 'bad' and as actually against them.

**Types of attitudes**

OB is concerned with attitude of employees towards:

- 1) job satisfaction,
- 2) job involvement,
- 3) organisational commitment and
- 4) organisational citizenship behaviour.

Let us now look into each of these in detail.

- **Job satisfaction.** It is defined as an individual's general attitude toward his/her job. A high level of job satisfaction equals positive attitude towards the job and vice-a-versa.

- **Job involvement.** It is the measure of the degree to which a person identifies psychologically with his/her job and considers his/her perceived performance level important to self-worth.
- **Organisational commitment.** Organisational commitment pertains to ones' belief in the vision and mission of the organisation and willingness to work towards fulfilling it. It is related to lower rates of absenteeism, higher quality of work and increased productivity. Committed individuals expend more task-related effort (not necessarily time) and are less likely than others to leave the organisation.
- **Organisation Citizenship Behaviour (OCB).** Organisational citizenship can be defined as an "individual's discretionary behaviour not directly or explicitly recognised by the formal reward system and in the aggregate, promotes the efficient and effective functioning of the organisation." It compels an employee to go beyond the basic requirements of the job. It is usually achieved through high degree of empowerment and effective communication.

### **Attitudes and consistency**

Attitude and behaviour should normally be consistent. When there is inconsistency, disagreement takes place, which is explained by Cognitive Dissonance Theory by Leon Festinger (1950). The desire to reduce disagreement would be determined by 1) importance of the element creating disagreement e.g., if the pay difference is insignificant and the idea of equity is not so dominant in the individual, he/she may not react to the disagreement; 2) influence of the disagreement e.g., if the influence of the disagreement is low and it is possible to rationalise and justify it, and 3) rewards e.g., if the inherent tension is high disagreement tends to be reduced with high rewards.

Contemporary research has shown that attitudes can significantly predict future behaviour and has confirmed Festinger's original view. The most powerful moderators are:

- **Importance:** Importance refers to fundamental values, self-interest or identification with individuals or groups that a person values. This is handled in organisations by incorporating the values in the vision statement and creating an agreement with the individual.

- **Specificity:** The more specific the attitude and behaviour, the stronger will be the link between the two. This is handled in organisations by specifying the minimum acceptable standards in behaviour and by creating norms.
- **Accessibility:** Attitudes that are easily remembered are more likely to predict behaviour than attitudes that are not accessible in memory e.g., if you make a value statement about a colleague in your team, it is more accessible than if you make a value statement about the General Manager.
- **Social pressures:** Discrepancies between attitudes and behaviour are more likely to occur where social pressures to behave, in certain ways, hold exceptional power.
- **Direct experience:** The attitude-behaviour relationship is likely to be much stronger if an attitude refers to an individual's direct personal experience.

#### **Attitude surveys**

There are a number of attitude surveys the organisation uses since its connection to productivity is clearly established. These surveys are based on statements which the employee evaluates. It is possible to gauge in the general attitude of the employees and take correctional actions. In fact there are a number of survey instruments available to measure job satisfaction, job involvement, organisational commitment and OCB. This is a specialised and technical area and needs some expertise in the interpretation of results.

#### **Self Assessment Questions**

5. Attitudes are also known as “\_\_\_\_\_”.
6. There are three components of an attitude namely cognition, and \_\_\_\_\_.
7. Attitude and consistency is explained by \_\_\_\_\_ theory.

### **9.5 Definition and Concept of Emotions**

#### **Definition**

Emotion is a complex psycho-physiological experience in an individual's state of mind and created by interaction of biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally

involves physiological arousal, expressive behaviour and conscious experience. Emotion is associated with mood, temperament, personality, disposition and motivation.

### **Logic of emotions**

The human brain is hardwired to respond to stimulus with emotion and to connect emotionally to others. At a subtle level, we are always observing minute details in the world around us. Infants in the cradle begin learning the fine art of reading facial expressions to decipher what they mean about the emotions of those around them. And then through trial and error, babies learn to elicit desired responses from others.

Long before humans cultivated plants and animals, organised ways to store food and water or built fortified dwellings, we spent every moment of the day knowing that we could be eaten by animals. Survival in the food chain depended on our ability to be hyper-vigilant to danger and to respond quickly. If man survived through centuries and prospered, it was because our brains were wired to react at lightning speed and often it was because we coordinated our efforts with other people. Even today, we navigate to safety in a sometimes dangerous world using emotions as our early warning signals and by relying on others' help.

### **Emotions in workplace**

Emotions in the workplace play a large role in how an entire organisation communicates within itself and to the outside world. Events at work have an emotional impact and its consequences have a substantial significance for individuals, groups and society. Positive emotions in the workplace help employees obtain favourable outcomes including achievement, job enrichment and higher quality and productivity. Negative emotions, such as fear, anger, stress, hostility, sadness and guilt, are usual workplace emotions and predict an increase in workplace deviance and how the outside world views the organisation.

Emotions are normally associated with specific events or occurrences and are intense enough to disrupt the thought process. Moods on the other hand are more generalised feelings or states that are not typically identified with a particular stimulus and not sufficiently intense to interrupt ongoing thought processes. There can be many consequences for allowing negative emotions to affect your general attitude or mood at work. Emotions and

emotion management is a prominent feature of organisational life as it can create a publicly observable and desirable or undesirable emotional display as a part of a job role.

### **Emotional Labour**

Emotional labour is a form of emotional regulation wherein workers are expected to display certain emotions as part of their job and to promote organisational goals. The intended effects of these emotional displays are on other, targeted people, who can be clients, customers, subordinates or co-workers. Examples of professions that require emotional labour are that of nurses, doctors, waiters, actors, front office staff, etc. Managers often have to elicit appropriate emotions from workers and are involved in emotional labour.

### **Emotional Regulation**

Emotion regulation refers to the process of modifying one's own emotions and expressions. It is the processes by which individuals influence which emotions they have, when they have them and how they experience and express these emotions. There are two kinds of emotion regulation:

- **Antecedent-focused emotion regulation** – It modifies initial feelings by changing the situation or the cognition e.g., you know that your manager is likely to shout and therefore preempt your getting angry or sad by pretending to be calm and rational.
- **Response-focused emotion regulation** – It modifies the behaviour once emotions are experienced by suppressing, faking or amplifying an emotional response, e.g., accepting your mistake with a smile despite feeling very angry.

Employees can display organisationally-desired emotions by acting out the emotion. Such acting can take two forms:

- Surface acting which involves painting on or faking i.e., presenting emotions on his/her "surface" without actually feeling them. The employee in this case puts on a facade e.g., a waiter showing calmness and smiling when a customer shouts.
- Deep acting wherein they modify their inner feelings to match the emotional expressions the organisation requires.

Though both forms of acting are internally false, they represent different intentions. When engaging in deep acting, an actor attempts to modify the feelings to match the required displays in order to seem authentic to the audience. Deep acting is argued to be associated with reduced stress and increased sense of personal accomplishment, whereas surface acting is associated with increased stress, emotional exhaustion, depression and a sense of 'lack of authenticity.'

The implications of emotional labour are as follows:

- Studies indicate that emotional labour jobs require the worker to produce an emotional state in another person. For example, flight attendants are encouraged to bring cheer in passengers and bill collectors promote anxiety in debtors.
- Research on emotional contagion shows that exposure to an individual expressing positive or negative emotions can produce a corresponding change in the emotional state of the observer.
- Positive emotion display in service interactions, such as smiling and conveying friendliness, is positively associated with important customer outcomes, such as intention to return, intention to recommend a store to others and perception of overall service quality.
- There is evidence that emotion labour may lead to an employee's emotional exhaustion and burn out over time and may also reduce the employee's job satisfaction i.e., higher degree of using emotion regulation while on job is related to higher levels of employees' emotional exhaustion and lower levels of employees' job satisfaction.
- There is empirical evidence that higher levels of emotional labour demands are not uniformly rewarded with higher wages. Rather, the reward is dependent on the level of general cognitive demands required by the job i.e., occupations with high cognitive demands evidence wage returns with increasing emotional labour demands; whereas occupations low in cognitive demands evidence a wage "penalty" with increasing emotional labour demands.

### Self Assessment Questions

8. Emotion is a complex psycho-physiological experience in an individual's state of mind and created by the interaction of biochemical (internal) and \_\_\_\_\_ influences.

9. \_\_\_\_\_ is a form of emotional regulation wherein workers are expected to display certain emotions as part of their job and to promote organizational goals.
10. There are \_\_\_\_\_ kinds of emotional regulations.
11. Deep acting is argued to be associated with reduced stress and an increased sense of personal accomplishment (True/False).

### 9.6 Emotional Intelligence and its Impact on Managers

"Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships." (Snow, 2001)

#### Goleman's model of Emotional Intelligence (EI)

Daniel Goleman and the Hay Group have identified a set of competencies that differentiate individuals with EI. The competencies fall into four clusters:

- Self-awareness: Capacity for understanding one's emotions, one's strengths and one's weaknesses.
- Self-management: Capacity for effectively managing one's motives and regulating one's behaviour.
- Social awareness: Capacity for understanding what others are saying and feeling and why they feel and act as they do.
- Relationship management: Capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

The most popular and accepted mixed model of EI is the one proposed by Goleman (1995). He viewed EI as a sum of personal and social competences. Personal competence determines how we manage ourselves, whereas social competence determines how we handle our interpersonal relationships.

Let us now learn each of the competencies in detail.

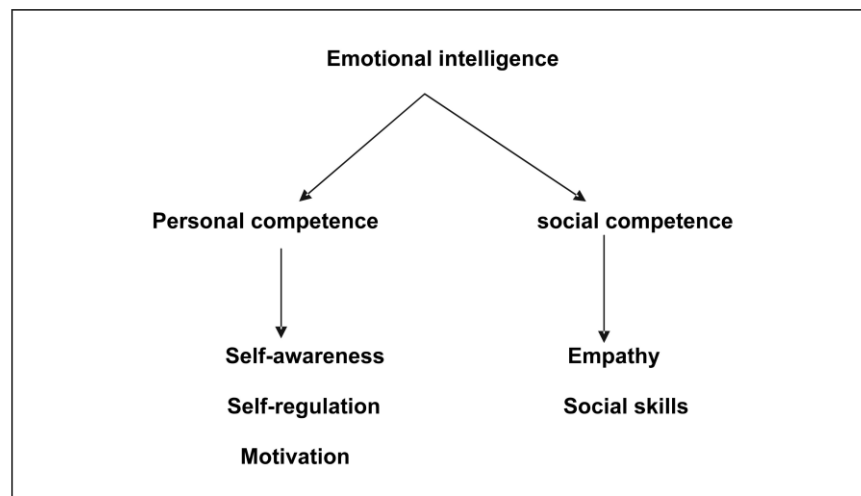
#### Personal competence

Personal competence comprises three dimensions of EI, such as, self-awareness, self-regulation and motivation. Self-awareness is the ability of an individual to observe himself/herself and to recognise 'a feeling as it happens' (Goleman, 1995). The hallmarks of this ability are self-confidence, self-assessment and openness to positive criticism. Self-regulation is the

ability to control emotions and to redirect those emotions that can have negative impact. Trustworthiness, integrity, tolerance of ambiguity and attitude to accept change are some characteristics of this ability. Motivation is the ability to channelise emotion to achieve a goal through self-control and by moderating impulses as per the requirement of the situation. The people who have this ability are optimistic and committed towards organisational as well as individual goals.

### **Social competence**

Social competence comprises of two dimensions namely, empathy and social skills. Empathy is the ability to feel and show concern for others, take their perspective and to treat people according to their emotional reactions. People with this ability are experts in generating and motivating others. Social skills are the abilities to build a rapport and to manage relationships with people. People having this skill are very effective in persuasiveness and team management. 'Social skill' is the culmination of all other components of EI assuming that people can effectively manage social and work relationships only when they can understand and control their own emotion and can empathise with the feelings of others.



### **Assessment of EI and competence**

If EI is important, then assessing it in a way similar to IQ is important. The earlier view that there is nothing new in EI is now rather weak as research now suggests that EI, and particularly the new measures that have been



developed to assess it, is in fact a distinct entity. However, there still is not much research on the predictive validity of such measures. Following are few of the instruments used to assess EI:

- The oldest instrument EQ-I, has been used to assess thousands of individuals, though its validity is still under question. In one study the EQ-I was predictive of success for U.S. Air Force recruiters.
- A second instrument is the Multifactor Emotional Intelligence Scale (MEIS). The MEIS is a test of ability rather than a self-report measure. The test taker performs a series of tasks that are designed to assess the person's ability to perceive, identify, understand and work with emotion.
- A third instrument is the Emotional Competence Inventory (ECI). The ECI is a 360 degree instrument. People who know the individual, rate him/her on 20 competencies that Goleman's research suggests. These ratings are linked to EI.
- The fourth commercially promoted instrument is the EQ Map. Although there is some evidence for convergent and divergent validity, the data have been reported in a rather ambiguous fashion.
- Fifth is based on 33-item self-report measure. There is evidence for convergent and divergent validity.

Testing of EI still an emerging field and in the not so far future, reliable and valid EI instruments could perhaps be available when organisations will be able to measure EI as effectively as they measure IQ and then take decisions based on it.

### **EI and the organisation**

#### **EI for employees**

In order to increase the level of employees' performance, morale and enthusiasm, many organisations today want to promote an emotionally intelligent culture. To succeed in that, organisations must foster the following attributes:

- The organisation "promotes a culture in which openness and transparency are the norm."
- Respectful assertiveness must exist in the organisation.
- The organisation encourages diversity.
- The organisation tolerates constructive disagreement.

- The organisation values flexibility and communication among its various departments.

By having these attributes, an emotionally intelligent organisation can plan several years in advance and its employees can work with each other more effectively.

### **EI for Leaders**

The characteristics of leaders possessing a high level of EI are as follows (Saavedra, 2000):

- They set goals that are clear and mutually agreed upon.
- They prefer praise as a tool for training and inspiring employees.
- They rely on decentralisation for achieving their goals.
- They focus on employees and their feelings.
- They are role models.

These leaders exhibit a high degree of self-actualisation, self-regard and a strong sense of self-awareness. They admit their mistakes and seek to learn from them.

### **CEO succession and EI**

There are intense emotions during the period of succession:

- The Board of the company is often “caught in the middle of a power struggle” (Stock, 2001) between the successor CEO and the outgoing CEO. They may feel loyal to the outgoing CEO and may feel unsure about the new CEO. High self awareness and empathy are required to handle this.
- The outgoing CEO may feel resentful of the changes the successor is making or defensive about what he or she put in place. In addition, he or she may feel uneasy about the future and possibly experience a feeling of guilt (Stock, 2001). This demands high social skills, and self regulation.
- The successor may feel frustrated, angry and unable to move forward because of the loyalty employees have to the predecessor. He or she may be unwilling to make drastic changes because of fear of resentment and criticism (Stock, 2001). This requires high self-awareness, self regulation, motivation and empathy.

- The senior management may feel threatened and overwhelmed (Stock, 2001) by the drastic changes introduced by the new CEO. They may also start worrying about the issue of job security. This demands that the new CEO is empathetic, has excellent social skills and high level of motivation.

### Self Assessment Questions

12. Emotional intelligence is the capacity for \_\_\_\_\_ our own feelings and those of others.
13. Components of Daniel Goleman model of EI are \_\_\_\_\_, self management, \_\_\_\_\_ and relationship management.
14. Empathy and social skills are components of \_\_\_\_\_ in the EI model.
15. The organisation that promotes EI must necessarily promote a culture of transparency. (True/False)

### 9.7 Indian Perspective on EI

The importance of both emotion and intelligence in making decisions and achieving success in life was well accepted in ancient India. A concept of “Sthitha-prajna” (emotional stability), similar to the concept of EI, can be traced in the second chapter of ‘Srimad Bhagavad Gita’. Bhagavad Gita is a specific conversation between Lord Krishna and Arjuna (third Pandava prince) in a specific situation of Kurukshetra battlefield. Pandavas were fighting against the Kauravas, the cousin brothers to restore their kingdom from Kauravas in Kurukshetra. Before the battle started, Arjuna, with deep sorrow and pity, found his close relatives, friends and respected 'gurus' on the enemy's side. To win the battle he was supposed to kill those beloved relatives. He got confused about his rightful duty. Due to this 'hriday-durbalata' (heart-non-strength), he refused to join the battle. In this context, Lord Krishna who played the role as the driver of Arjuna's chariot, enlightened him about the eternal truth of life.

According to Lord Krishna, as mentioned in Bhagavad Gita, Arjuna suffered from indecisiveness resulting from confusion and a false sense of insecurity. Lord Krishna advised Arjuna to become 'Sthitha-prajna' (emotional stability). He also told that an individual achieved his/her goal only when the mind

became steady, poised and balanced. Evidently, the concept of “Sthitha-prajna” (emotional stability) spoke about a unique interdependence between emotion and intelligence for effective decision-making which was most essential in excelling in every sphere of life. Bhagavad Gita, as a whole, advises all to balance between intelligence and emotion.

Similar views on the role of EI as a learning process for achieving a balanced personality in different stages of life on an inter-generational basis have been depicted in the Vedas. In particular, Dr. Radhakrishnan, in his book, ‘The Hindu View of Life’ (1927) opined that the attitude of the Vedas is one of trust tempered by criticism. ‘Trust, because, whatever the older generation hold, may be true, and criticism because, however, plausible the testimonies of the old views may be, it cannot deny the present of its right to enquire and sift the evidence.’ This view aptly points out the need for EI in everyday life to become more emotionally balanced and functional individuals in society.

‘EI is an aggregate of individuals’ cognition of own and others’ emotions, feeling, interpretation and action as per environmental demand to manipulate the consequence which in turn result in superior performance and better human relationship’ (Bhattacharya, 2003). EI is a measure of the degree to which a person makes use of his/her reasoning in the process of emotional responses (both positive and negative) in a given situation. So having high EI doesn't mean that the person never panics or loses his/her temper. It does mean that he/she brings own feelings under control and channels them into productive behaviours. The ability to bring out-of-control emotions back into line, results in what earlier generations called emotional maturity.

#### Self Assessment Questions

16. A concept of “\_\_\_\_\_” is similar to the concept of EI, can be traced in the second chapter of ‘Srimad Bhagavad-Gita.’
17. \_\_\_\_\_ is the ability to bring out –of-control emotions back into line.

## 9.8 Summary

Let us recapitulate the important concepts discussed in this unit:

- Values are sum of our preferences and priorities.
- Types of national cultures affecting values are power distance, uncertainty avoidance, individualism, masculinity, long-term and short term.
- Values may be terminal or instrumental. Terminal values refer to desirable end states of existence and instrumental values refer to preferable modes of behaviour.
- Attitudes are frames of reference.
- It has three components: cognition, affect and behaviour.
- Types of job attitudes are job satisfaction, job involvement, organisational commitment and organisational citizenship behaviour.
- Emotion is a complex psycho-physiological experience in an individual's state of mind and created by interaction of biochemical (internal) and environmental (external) influences.
- Positive emotions in the workplace help employees obtain favourable outcomes including achievement, job enrichment and higher quality and productivity.
- Negative emotions, such as fear, anger, stress, hostility, sadness and guilt, are usual workplace emotions and predict an increase in workplace deviance and how the outside world views the organisation.
- "Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships."

## 9.9 Glossary

- **Affective component:** Refers to behavioural part of attitude.
- **Cognitive component:** Refers to opinion or belief part of attitude.
- **Deep acting:** Modifying inner feelings to match the emotional expressions the organisation requires.
- **Emotional labour:** When an employee has to exhibit an emotion inconsistent with the situation, the process takes effort and energy. This is called emotional labour.

- **Surface acting:** Faking or presenting emotions on his or her "surface" e.g., face without actually feeling them.

### 9.10 Terminal Questions

1. What are the types of national culture ?
2. What are the components of attitude ?
3. Describe emotional regulation.
4. Explain Goleman's Model of Emotional Intelligence.

### 9.11 Answers

#### Self Assessment Questions

1. Values
2. Respect
3. instrumental and terminal
4. Congruence
5. Frames of reference
6. Affect, Behaviour
7. Cognitive Dissonance Theory
8. Environmental
9. Emotional labour
10. Two
11. True
12. Recognising
13. Self awareness, Social awareness
14. Social Competence
15. True
16. Sthitha-prajna
17. Emotional Maturity

**Terminal Questions**

1. The types of national culture are power distance, uncertainty avoidance, individualism, masculinity femininity. Refer Section 9.3 for more details.
2. The major components of attitude are cognition, affect and behaviour. Refer Section 9.4 for more details.
3. Emotional Regulation refers to the process of modifying one's own emotions and expressions. Refer Section 9.5 for more details.
4. Daniel Goleman identified a set of competencies that differentiates individuals with EI. He viewed EI as a sum of personal and social competencies. Refer Section 9.6 for more details.

**References/E-References:**

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