

MPRA

Munich Personal RePEc Archive

Leadership Case Study: Emotional Intelligence Effect in Our Life

Genç, Selçuk

June 2015

Online at <https://mpa.ub.uni-muenchen.de/67210/>
MPRA Paper No. 67210, posted 14 Oct 2015 15:23 UTC

Leadership Case Study: Emotional Intelligence Effect in Our Life

Selçuk Genç¹

ABSTRACT

The purpose of this paper is to find out what Emotional intelligence (EI) is and how effect our life. Since history of humanity, people have tried to communicate with each other by using gesture, voice, speech, etc. More effective one is face-to-face communication, which exposes our daily basis often. By now, there is no positive perspective and futuristic approach for our communication without extra assist, so how can the relationship be understood, regulated and improved or set to on effort in balance, effective, and sustainable way to achieve our short and long-term goals?

Emotional intelligence, the new definition and measurement of relationship effectiveness and human intelligence can be described broadly understand by oneself-counterpart approach, control both sides and then lead the relationship, goals, social responsibility through logical right and expected way.

How are our lives effected positively and become habitable, more productive, fruitful and blissful if we increase emotional intelligence within face-to-face, in our meetings, our team and social actives? Additionally, how can emotional intelligence be understandable, learnable, teachable and improvable by individual and group from course, books, on one's own and each other?

Key Words: Emotional Intelligence, Relationship, Leadership, Self-improvement

INTRODUCTION

Human life has been chancing quickly, creatively and towards uniform culture by under the sway of technology. Life is easier, longer, richer, and healthier; a new equipment, machine, or tool is getting invented and included in daily life day by day.

¹ SEGENC@sisecam.com, Universidad Azteca, Turkey.

Parallel to change in life changing, human beings, nutrition, cultural activities, hobbies, working conditions and of course, communication has been changing, too. More individual time, which means allocating more time to high technology, films-serials, computers, report, e mail traffics, business trip and so on. Therefore communication lessens among people because of Internet, network games, etc. Yet, we need more communication now than ever. Because the world has much more corporations, workers, families, social networks...

There are some divergent indicators to see and clarify EI effect in life throughout years. The first sample about marriage, Gottman (1999), (1995) claims that there is a frustrating relation during years. While in 1870 Divorce rate is five percent, in 1989, it is projected sixty-seven percent for recently married people. U.S is a world leading country in divorce, followed by U.K. What is the reason of run away? That is why, women have involved in working area much more and they felt confident. Thereby, they do not have to tolerate with uneasy marriages. Eventually, male partner should increase EI for maintaining marriage.

Second and maybe much more important example is children. Although children are educated more gently and delicately in comparison to past, they are becoming more nervous and irritable, more sulky and moody, more depressed and lonely, more impulsive and disobedient, and so on. Some researches done between mid-70's and late 80's show that impetuous girls are more probable pregnant by the end of their teen years and similar impulsive boys are at higher risk for committal, violence, using alcohol and drugs. Why is the reason of these behaviors? Because of parents intensive work, father and increasingly mother must work and travel in business. Parents have lessened time for playing, enjoying time, chatting, teaching, understanding, solving problems and leading children. Hereby as Grayson indication (2013), phone game, computer game, Television can take the seats of parents.

Another important claim (Çankırılı, 2015) is that at the beginning of 60's some psychological researches show that managers, leaders and dignities, graduated schools with high grades in university, have become degenerated family life, become defrauder and been an account of aggressive ambition and passion in their business life. That shows IQ is not enough to measure human intelligence (To assist itself, family, group and social environment needs one more measurable intelligence, EI). Consequently, psychologists in the area have decided to test QI and EI together to measure human intelligence.

When it is considered as a whole, which means in marriage, society, family, business or in-group, we are all leaders in one way or another. We, leaders, focus on successful and have

to impure for our goal. However, in our life, intellect is very important. Even though a certain number of IQ is generally needed to get in the game, at the same time we cannot ignore the power of EI. Emotional intelligence (EI), more than any other asses, should be more than IQ. Technical expertise is the most important overall success factor in human life, when we figure out our marriage, family, and business life IQ is not a unique qualify for higher rank person in an organization. Moreover, EI is else a requirement for a leader. Some researches clan the EI level of successful organizational leaders are accounts for 85 to 90 percent.

LITERATURE REVIEW

Mayer, Salovey and Caruso, (1981) defined the term Emotional Intelligence: “The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others”.

Mayer and Salovey (1989) defined EI as “ The subset of social intelligence that involves the ability to monitor one’s own and others’ feeling and emotions, to discriminate among them and to use this information to guide one’s thinking and actions”.

Additionally, Goleman (1989) defines as “The capacity for recognizing our own feeling and those in others, for motivating ourselves, for managing emotions well in ourselves and in our relationships”.

Why is Emotional Intelligence important now?

Goleman (1998) defines the importance of Emotional Intelligence in the following way:

I.Q is about 24 point higher now than in 1998 – due to better nutrition, more school, smaller family size, etc. However, EI is down compared to the last generation. Kids now are more impulsive, and more aggressive. Now, there are rising rates of despair, alienation, drug abuse, crime and violence, eating disorders, unwanted pregnancies, bullying, and dropping out of school.

The other important point is predicting job performance in business and psychology. In job performance among peers, subordinates and superiors; EI is dominates IQ three times more. This research has been supported by lots of different experts and five hundred corporations. Emotional Intelligence is a must for leadership in our time. It is desired that a qualified leader have to have these features such as influence, achievement drive, and self-confidence, political awareness etc.

If we expect from a leadership more than IQ and other virtues, therefore we should raise our children in higher levels in terms of Emotionally Intelligence. Gottman (1997) explains how an emotionally intelligence child can be raised:

El kids are able to regulate their emotional states – better at soothing themselves, calm their hearts faster, and have fewer infectious diseases, better at focusing attention, better at understanding people, higher academic achievement, and better friendships with other children. High EI children do not have divorce such as aggression, academic failure, and problems with peers.

Why Should Teams Build and Improve Their Emotional Intelligence?

If EI is the case in leadership, this is not just a necessity for masters and leaders of the group. Without collaboration and empathy in a team, tasks may not be done in desired ways. That's why, there should be mutual EI among members of groups or teams. Once it is described into the team, other teams also can adapt the steps and a teamwork and awareness can be created. However, every team member has their own culture and conscious, which means difference members, should overcome these terms with their common sense and communication.

Communication is a key to make up a mutual EI among members. Every individual must understand other members feeling, destination, approach, so free time shares and dialogs may be more a deep with higher insight in the group. EI can be improved with the help of the courses and on their own.

In a EI course, there are three main aspects to be taught to group members. First one is trust among members. The second one is a sense of group identity and the third and the last one is a sense of group efficacy. Every team member must trust their partner. If members draw back rather than more engaged and fully attendant, that diminishes the synergy. Thereby, the member attitudes, approaches and behaviors should create EI norms by building trust, group identity, and group efficacy to achieve more effective team.

All the time a team with emotionally intelligent members does not necessarily make for an emotionally intelligent group. A team, like any social group, compose own character during time. So creating target team which is ability self-reinforcing spiral of trust, group identity, and group efficacy requires enough members who exemplify emotionally intelligent behavior.

Additionally, each group constitutes a whole and big picture is main company. Intergroup understanding, perspective conform themselves with more effective, coherent, relevant time management; put in differently, less frustrating, disputation, senseless speech between individuals, groups.

CONCLUSION

The research presented in this article arose from one most and essential necessities in human life since creation, born is communication and one part of it emotional intelligence those makes up and effects in our short term and long-term goals as in business, family, social life or our life.

As a human, all of us have destinations and which have been tried to achieve with success, although some of us could be only satisfied with result, even though certain of us could not recognize and reach the success yet lack of EI. To understand, control and be better for ourselves, we should improve our skills, and EI, which is understandable, controllable and getting better, is good starting point.

In this article, I have attempted to lay out a model for effecting IE to understand, learn and improve our communication level with some easy and short information training and practices for our marriage, children, family, colloques, leadership, business, team, company, social life, relationship and of course for us or better, right, couscous, sincere relationship and our future.

REFERENCES

- Çankırılı, A. (2015). Çocuklara Söz Geçirme Sanatı, Zafer Yayınları, İstanbul.201-223.
- Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. Bantam Books, New York.
- Goleman, D. (1995). Emotional intelligence. Bantam, New York.
- Goleman, D. (1998). Working With Emotional Intelligence. Bantam Books, New York.
- Goleman, D. (1998, November–December). What makes a leader? Harvard Business Review. 92–102. Retrieved from <https://hbr.org/magazine>
- Goleman, D. (2000, March–April). Leadership that gets results. Harvard Business Review. 78–92. Retrieved from <https://hbr.org/magazine>

Goleman, D. (2001). *The Emotionally Intelligent Workplace*. The Jossey-Bass, San Francisco.

Goleman, D. (2013). *Focus*. Bloomsbury, New York.

Gottman, J. (1995) *Marriages Succeed or Fail and How You Can Make Yours Last* Simon and Schuster, New York

Gottman, J. (1997) *Raising Emotional Intelligent Child*. Fireside, New York

M. S. Clark and S. T. Fiske (1982), *Affect and Cognition*, Erlbaum, Hillsdale, New Jersey.

Mayer, J. D. Salovey, P. and Caruso, D. (2000). Models of Emotional Intelligence. In: *Handbook of Emotional Intelligence*. Sternberg, R. J. (Ed.). Cambridge University Press, New York.

Randall Grayson (2013). Emotional intelligence: A summary Retrieved from <http://visionrealization.com>

Salovey, P. and Mayer, J. D. (1989). Emotional Intelligence. *Imagination, Cognition and Personality*, 9, 185-211.

S. Epstein and P. Meier. Constructive Thinking: A Broad Coping Variable with Specific Components, *Journal of Personality and Social Psychology*. 332-350, 1989.

S. Epstein and G. J. Feist, Relation Between Self- and Other-Acceptance and Its Moderation by Identification, *Journal of Personality and Social Psychology*, 309-315, 1988.

S. Epstein, Controversial Issues in Emotion Theory, in *Review of Personality and Social Psychology: Emotions. Relationships. and Health*. P. Shaver (ed.), Sage Publications, Beverly Hills, 64-88, 1984.

Vanessa Urch Druskat and Steven B. Wolff (2001, March). Building the Emotional Intelligence of Groups. *Harvard Business Review*: 81 –90. Retrieved from <https://hbr.org/magazine>

http://visionrealization.com/Resources/Camper_Devel/Emotional_intelligence_handout.pdf, 14.03.2015

<http://www.sciencedirect.com/science/article/pii/S1053482202000463>, 12.02.2015

http://mpra.ub.uni-muenchen.de/61397/1/MPRA_paper_61397.pdf, 13.05.2015

<http://www.sciencedirect.com/science/article/pii/S1053482202000463>, 20.04.2015

<http://www.talentsmart.com/articles/Great-Divide:-The-Generational-Gap-in-Emotional-Intelligence-1404193582-p-1.html>, 04.05.2015.

<http://dictionary.cambridge.org/dictionary/british/emotional>