RESEARCH PAPER
Impact Factor : 3.6241
Physical Education
Index Copernicus Ic Value: 74.50
Volume : 5 | Issue : 12 | Special Issue Dec 2015 | ISSN - 2249-555X
Empowering People: Effective Social Work Approaches & Strategies



A STUDY ON EMOTIONAL INTELLIGENCE OF GEN Y HR EXECUTIVES

KEYWORDS

Ms. Saranya Baskaran
Asst. Professor, Madras School of Social Work and Author of the paper

Dr.V.A.Vijayaragavan
Associate Professor, Madras School of Social Work and Research Guide for Author

ABSTRACT *This paper discusses broadly about the importance of emotional intelligence in human life so as lead to a peaceful life. Specifically the paper concentrates on the level of emotional intelligence among Gen Y HR executives. In this paper adopting descriptive research design the researcher has attempted describing the components of emotional intelligence and its level among the Gen Y HR executives. The data analyzed has come out with the significant findings that a) few of the respondents are having average level of emotional intelligence b) the personal variables age and designation of the respondents have an influence on their level of emotional intelligence. Based on this and other findings, the researchers contemplated suggestions for the improvement of the emotional intelligence of the Gen Y HR executive for their better job performance.*

Concept and Meaning of Emotional Intelligence

Emotional intelligence was popularized in 1995 when psychologist Daniel Goleman wrote his book, "Emotional intelligence: why it can matter more than IQ". After him, a number of people have attempted to give suitable explanations for the oblivious term Emotional Intelligence. Some of the prominent explanations that can be taken for consideration are given under.

Emotional intelligence (EI) is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. (Daniel Goleman, 1998); Emotional Intelligence is the stability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. (Mayer and Salovey, 1997).

Goleman (1998) identifies the five domains of EI as:

- Knowing your emotions
- Managing your own
- Motivating yourself
- Recognizing and understanding other people's emotions
- Managing relationships i.e. managing the emotions of others.

By developing the EI in the above mentioned five domains, one can become more productive and successful at what one does, and help others to be more productive and successful too. Goleman (1998) outlines a set of five emotional intelligence competencies that have proven to contribute more to workplace achievement than technical skills, cognitive ability and standard personality traits combined. They are,

A. Social Competence
B. Personal Competence

Social competence includes primarily,

- **Empathy:** understanding others, developing others, service oriented, leveraging diversity, political awareness

- **Social Skills:** influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, team capabilities.

Personal competence includes the following three:

- **Self-Awareness:** emotional awareness, accurate self-assessment, self-confidence.

- **Self-Regulation:** self-control, trustworthiness, conscientiousness, adaptability, innovation.

- **Motivation:** achievement drive, commitment, initiative, optimism.

Thus from the above it can be understand that Emotional Intelligence is "the set of abilities that enable an individual to effectively manage himself and effectively relate with others".

Importance and Uses of EI

Enhancing EI skills of team members enables them to maintain a positive attitude as they eliminate impediments to team success. By improving their own internal motivation and persistence, they motivate their own team members to high sustained levels of performance and achievement. Major projects of significant importance to the organisation area achieved on time and on budget. Critical talented staff are developed and retained.

Emotional intelligence is an important consideration in human resources planning; job profiling, recruitment interviewing and selection, management development, customer relations and customer services and more. Emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come

A short note on uses of Emotional Intelligence among various type of people has given below.

A. Business owners

The owners of the small business and their team need to be flexible and multi –skilled.

- This means that they should be able to
- Get the best out of everyone
- Know how to motivate them
- Know how to make the worker dedicated to them and their company

Volume: 5 | Issue: 12 | Special Issue Dec 2015 | ISSN - 2249-555X

B. Professional Men and Women
As a professional clients or patients look for guidance and expertise. To inspire trust they need to be trustworthy as well as technically expert. To be trustworthy means acting congruently, honestly and clearly. To do this they need to know themselves and be able to convey the commitment to the clients in every communication with them. This means knowing the EQ profile and using the emotional strengths every day.

C. Managers:
As a manager one needs to get the team working together and to pass on the company's goals to the team, to inspire them into working enthusiastically towards those goals and supported them to do it every day. A manager need to mediate between what they want and what the company's executives or shareholders want, to meet targets and to manage their own stress levels. They need EQ to do this.

MEASUREMENT OF EMOTIONAL INTELLIGENCE
There are three different models are used to measure the level of emotional intelligence, they are Ability model, Trait model, Mixed model.

In the ability model which is based on testing a person's abilities on each of the four branches of emotional intelligence- perceiving emotions, using emotions, understanding emotions, managing emotions. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. The mixed model introduced by Daniel Goleman focuses on five main domains - Self-awareness, Self-regulation, Social skill, Empathy, Motivation. The third model is trait model which is considered the trait EI refers to an individual's self-perceptions of their emotional abilities. This test encompasses 15 subscales organized under four factors: Well-Being, Self-Control, Emotionality, and Sociability.

II- EMOTIONAL INTELLIGENCE & GENERATION Y (GEN- Y) EMPLOYEES
Generation Y (Gen Y), also known as the millennial generation, Generation Next or Net Generation describes the demographic cohort following Gen X. These generations of people are born in the 1980's and 1995's (Wikipedia). They are driven, abrupt, technologically savvy, information hungry, communicative, multi taskers, short of attention and seeking, immediate gratification in everything that they do.

Therefore, the new generation employees (Gen Y) are found to be unique of their own traits and in their relationship pattern. But, their Quality dimension of their Work Life is not yet established and explored. The characters of Gen Y employees like abrupt, technologically savvy, information hungry, communicative, multi taskers are absolutely different from the previous generations, because of the technological improvement, they need everything need to be done in a fast and immediate way of action. When in an organisation, the stability and manage of emotions is vital. So in that way, emotional intelligence specifically useful and required for Gen Y employees.

GEN Y as HR EXECUTIVES
Today in organizations the Gen Y employees have assumed several key positions including the HR domain. The HR area no doubt is a very special area with several challenging roles and responsibilities that includes:

- Executive role – in this role the HR department are viewed as the specialists in the areas that encompass Human Resources or people management.

- Audit role – in this capacity the HR department will check other departments and the organisation as a whole to ensure all HR policies such as Health & Safety, Training, and Staff Appraisal etc., are being carried out in accordance with the company's HR policy.

- Facilitator role – in this role, the HR department help or facilitate other departments to achieve the goals or standards as laid out in the HR policies of the organisation.

.

- Consultancy role – the HR department will advise managers on how to tackle specific managing people issues professionally.

- Service role – in this capacity the HR department is an information provider to raise awareness.

All of the above roles and responsibilities require certain special traits and qualities to be successful on the job vis-à-vis to take care of their level of emotional intelligence of one's own self and influence that of other personnel in the organization. The foregoing discussion actually rises to several questions relating to Gen Y employees per se and in specific Gen Y HR executives and their role in their organisation. Some of them are:

1) What are the personal traits and qualities of Gen Y HR executives working in organizations today?

2) What is the state of their own level of emotional intelligence?

3) With their Gen Y traits and qualities how do they develop the level of emotional intelligence?

The above mentioned questions led to the undertaking of an empirical study with the following objectives:

1. To study the level of Emotional Intelligence of the Gen Y HR executives.

2. To explore the personal variable which have influence on the level of Emotional Intelligence of Gen Y HR executives.

3. To suggest the possible ways and means to improve "Emotional Intelligence of the Gen Y HR executives.

Methods & Materials
For the present study, the researcher adopting the descriptive research design, focused on the Gen Y HR executives working in various industries (organized sector) in the area of Chennai. Here it is to be noted that it was very difficult to confirm with the exact number of industries in the organised sector and the Gen Y HR executives working therein. Hence, the researcher adopting Convenience Sampling Procedure – data base created by the personal contacts established with some of the HR leaders in the industry- reached out a sizeable sample of size of 150 Gen Y HR executives.

The data collection was done through questionnaire method, where a standardised scale –Trait Emotional For the present study, the researcher has adopted the short form of TEIQue. This questionnaire was sent to the e-mail addresses of the sample drawn and the data was obtained through reply mail.

Results & Discussion
- Majority of Gen Y HR executives under study (59.3%) fall in the age category of 24 – 28 years.
- With regard to Gender, majority of the respondents (68.7%) fall in the category of Male gender, a little less than one third of the respondents (31.3%) fall in the category of Female gender.
- In Educational qualification, a majority of the respondents

Volume: 5 | Issue: 12 | Special Issue Dec 2015 | ISSN - 2249-555X

are found from MSW (44.7%) and MBA (42.7%) background.

- On Marital status, majority a majority of the respondents (57.3%) are unmarried.
- With regard to the Nature of industry of their work, majority (41.3%) of them reported working in the manufacturing sector.
- Majority (56.7%) of the respondents fall in the category of 1 to 4 years work experience in the present organization with which they are working. It is also noted that majority of them (87.3%) fall in the category of 1 to 4 years total work experience too.
- With regard to their Designation majority of them (47.3%) belong to junior management cadre.

As regard to the level of EI of the respondents under study, it is observed that no Gen Y HR executive is found saying that they are suffering from poor emotional intelligence. On the other hand most of them (64.7%) are found saying that they are with above average level of Emotional intelligence.

S.No	Level of Emotional Intelligence of the Respondents	Frequency	Percentage (%)
1	Average	53	35.3
2	Above average	97	64.7
	Total	150	100.0

On the other hand, findings on the relationship between personal variables (age, gender, educational qualification, marital status, respondents' nature of industry, total work experience, experience in present company, designation) and the level of Emotional Intelligence (average and above average) of the Gen Y HR executives the hypothesis testing, has indicated that the personal variables in particular age and designation of the respondents have an influence in this level of emotional intelligence.

Even though the majority of the HR executives are observed in the above average level of emotional intelligence categories, the factors age and designation is found to have some influence on the level of EI of GEN Y HR executives.

Conclusion

Having understood that (1) EI is an important variable with respect to individual and organisation well being and that is EI associated with personal variables age and designation, (2) emotional intelligence can be taught and developed, the researcher submit the following suggestions for the enhancement of EI of Gen Y HR executives.

- Assessing the current level of EI so as to enable the individual to identify the areas of strength and weakness
- Helping them to identify the areas for improving the EI.
- Examining how individual react to stressful situations. The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it.
- Teach the individuals to keep their emotions under control when things go wrong.
- Training the individuals to take responsibility for their actions.
- Illustrate and train the individuals on how their actions will affect others.

With the implementing the suggestions indicated above it can be very well explains that there be an increase in the level of EI among GEN Y HR executives which in turn will be results in the individual and organizational well being

REFERENCE

1. Goleman Daniel (1996). "Emotional Intelligence: Why it can matter than IQ". | a. Bantam Book, Newyork. | 2. Mayer, JD and Salovey (1997). "What is Emotional Intelligence?". | a. Basic Books, Newyork. | 3. Cooper Robert & Ayman Sawaf (1997). "Executive EQ". | a. Orion Books ltd, London. | 4. Goleman Daniel (1998). " Working with Emotional intelligence". | a. Bantam Book, Newyork. | 5. Dalip Singh (2001). "Emotional intelligence at Work – A Professional Guide". | a. Response Books pvt ltd, New Delhi. | 6. Kapadia Mala (2004). "Emotional Intelligence: A workbook for Beginners". | a. BPI India pvt ltd, New Delhi. | 7. Gupta S P (2006). "Statistical Methods". | a. Sultan Chand and Sons, New Delhi. | 8. Kothari CR (2007). "Research Methodology –Methods and Techniques". New age international (p) ltd, New Delhi. | 9. Wilkinson and Bhandarkar (2007). "Methodology and Techniques of Social Research". | a. Himalaya Publishing House, New Delhi. | 10. Raju (2004). All about Emotional Intelligence. HRM Review, March (15 - 17). | 11. Ovasdi (2004). The concept of Sthitaprajna and Emotional Intelligence. HRM Review, March (23 - 28). | 12. Singh Kavita (2008). Emotional Intelligence & Work place effectiveness. Indian Journal of Industrial Relations, Vol.44 October (292-301). | 13. Kalpana Agrawal & I.C.Gupta(2010). "Harmonizing Relationship at Work through Emotioanl Intelligence". Indian Journal of Training & Development, Vol 1, January – March (36 - 46). | 14. Guha selvi (2012). Emotional Intelligence. HRD Times, January (34 – 35). | 15. www.wikipedia.com/emotionalintelligence.html | 16. www.wikipedia.com/generationy.html | 17. Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.). Handbook of Intelligence (pp. 396-420). Cambridge, England: Cambridge University Press. | 18. Mayer, J. D., Caruso, D., & Salovey, P. (1999). Emotional intelligence meets traditional standards for an intelligence. Intelligence, 27, 267-298. | 19. http://www.byronstock.com/ei/eicompetencies.html | 20. http://www.primarygoals.org/books/emotional-intelligence/