

Emotion and Emotional Intelligence: Concepts and Theories: Implications for Human Resource Management in Organisations

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ABSTRACT

Emotion is an aspect of human beings which mediates their behaviours and actions. The influence of emotions on employees behaviors and performance in the workplace has been a matter of concern to academicians and researchers for quite some time now. Consequently, a field of study called *Emotional Intelligence* (EI) has emerged in recent times. The term EI was first introduced in scientific literature in 1990 and since then, the development of models of EI and research in the field have increased substantially. There are now such terms as emotional labour, emotional dissonance, emotionally imbalance, emotional social intelligence, etc. In this paper, the term *Emotion* and its *nature* and the construct, *Emotional Intelligence* (EI) were conceptualized before the theories of EI were presented. The theories are: the Mayer and Salovey Mental Ability theory, Bar-On's Emotional Social Intelligence theory, and Goleman's Emotitonal Competency Model of EI. These were described in depth. Finally, the author gave insight into some of the areas the knowledge and skills of EI could be applied in human resource management in organisations. Among others, these are: personnel selection, training, negotiations, team management, leadership, etc. Furthermore, the paper recommended that, through survey, organisation should put a tab on the level of emotional intelligence of their managerial employees with a view to training them on the knowledge of emotions, and emotional intelligence.

Keywords: Emotion, Emotional Intelligence, Organisations, Human Resource Management

INTRODUCTION

It can be safely concluded that human beings are combination of physical and emotional entities. The two are inseparable as every person has the capacity to express one emotion or the other as situations demand. Emotions in human beings cannot be touched but yet wield potential powerful influence on human behaviors and actions in various settings. According to Igbinomwahia (2011), emotions are inseparable part of human kind and when employees leave for work every morning they take their emotions along with them. Furthermore, unlike the physical entity that could be seen and difficult to conceal perfectly, emotions may be easily hidden, concealed or camouflaged such that emotions displayed may differ from the reality (Robbins & Sanghi, 2005). In the work place, various kinds of emotions could be displayed or hidden by managers and non-managers alike. For example, many business and political meetings may have been disrupted because of emotions; it can also be proven that most managers' and workers' careers were ruined because they could not handle their emotions. Emotions can also blur the reasoning processes.

Many leaders/managers have failed because they could not recognize and deal with the emotional components in themselves and in others. Notably, some cultures and organisations restrict the open display of certain emotions. For instance, military officers may not display fear in the presence of their troops; doctors and nurses may not express disgust before their patients. In terms of culture, some men are not allowed to weep or wail openly in some societies. However, emotions do not always have deleterious effects; it could also motivate workers to higher performance in organisations. For example, a happy worker is likely to be a productive worker.

In the last two decades, the study of emotions and how they mediate behaviors and actions in various settings, particularly in the workplace, have gained popularity among social, educational and behavioral scientists (Fernandez-Berracol & Extremera, 2006). It is now common to hear such expression as: *felt and displayed emotions, emotional dissonance, emotional intelligence, emotional labour, emotional ambivalence* (Grandy, 2000, Robbins & Sanghi, 2005, Kreitner & Kiniki, 2004; Parrot, 2001). Understanding emotions, its variants, dimensions and the skills (emotional intelligence) to accurately detect and manage them in oneself and in others are now very critical for individual, groups and organizations' survival, growth and success (Robbins & Sanghi, 2005). It is now very necessary for contemporary managers in organisations to understand the dynamics of emotions as well as the skills to recognize, interpret and manage them.

The aim of this paper therefore is to conceptualize emotions and emotional intelligence with a view to discussing the implications they have for human resource management in organisations. To do this, the paper will define/described emotion, types of emotions, emotional intelligence (EI) and theories of EI. The implication of emotions and EI for management will conclude the paper. There will also be recommendations.

2. EMOTIONS

The term, *Emotion* is a feeling such as happiness, love, motivation, hate, fear, anger, pain, etc, experienced and expressed by people. For Igbinomwanhia (2005), emotions are feelings someone is experiencing in a given situation. Robbins and Sanghi (2005) described it as an intense feeling that is directed at someone or something. They further posited that for a feeling to qualify as emotion they must be object or situation specific. That is, the feeling must be directed at oneself, someone or something. Corroborating this, Igbinomwanhia (2011) noted that an individual may be happy because he won a lottery, or a parent may be angry at his ward for bringing shame to the family. For us in this paper, a person may feel motivated to increase his/her productivity with the hope of getting a pay raise, promotion or other office perks. Also, an employee may feel an intense desire to quit an organization because of some perceived injustice experienced, or because of poor work environment, condition of service, or combination of these.

The study of emotion in organisations has reached scholastic height that we now have such terms as: felt and displayed emotions, emotional dissonance, emotional intelligence, emotional labour, emotional ambivalence (Grandy, 2000, Robbins & Sanghi, 2005; Kreitner & Kiniki, 2004; Parrot, 2001). For example, Robbins and Sanghi (2005) described emotional labour as a situation where a worker displays emotion other than the one he/she is actually feeling. Emotional dissonance is when an individual feels two contrasting emotions simultaneously (Parrot, 2001).

2.1 Types of emotions

Emotions that individuals are capable of feeling and expressing are very many. These are: ambivalence emotion, anger, surprise, anxiety, anticipations, apathy, boredom, compassion, confusion, depression, awe, disgust, ecstasy, grief, guilt, gratitude, fear, frustration, jealousy, worry, suspicion, wonder, nostalgia, patient, rage, sadness, epiphany, euphoria, hope, hatred, etc (Igbinomwanhia, 2011). However, academically, the above were regarded as general classification which is of little value. Consequently, Lazarus (1991) classified emotions into *positive* and *negative*, and Parrot (2001) categorized it into: *primary*, *secondary* and *tertiary* emotions. Lazarus posited that positive emotions such as happiness, joy, sense of achievement, love, affection, relief, etc. are those that makes one feel good and are consistent with the achievement of important life's goals. Negative emotions according to Lazarus are: those that are triggered by frustrations and failure in the course of trying to achieve life goals and can be deleterious. Lazarus gave example of negative emotions to include: anger, fright/anxiety, guilt/shame, envy/jealousy, sadness, disgusts, etc. Parrot's categorization is detailed in Table 1 below.

Table I: Parrot's Categorization of Emotion

| Primary Emotion | Secondary Emotion | Tertiary Emotion |
|-----------------|--|--|
| Love | Affection, longing, lust, cheerfulness | Adoration, fondness, liking, attraction, caring, tenderness, affection, love, sensibility, arousal, desire, lust, passion, infatuation, Longing, etc. |
| | Cheerfulness | Amusement, bliss, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness. |
| Joy | Zest, Contentment, pride, optimism, enthrallment, relief | Happiness, jubilation, elation, satisfaction, ecstasy, euphoria, enthusiasm, zeal, zest, excitement, thrill, exhilaration, contentment, pleasure, pride, triumph hope, optimism, enthrallment, rapture. |
| Surprise | Surprise | Amusement, surprise, astonishment. |
| | Irritation, exasperation rage, disgust, envy torment | Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness, exasperation, frustration, anger, rage, outrage, funny, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment. disgust, revulsion, contempt, envy, jealousy, |
| Sadness | Suffering, disappointment shame, neglect | Agony, suffering, hurt, anguish, depression, despair, hopelessness, gloom, sadness, unhappiness, grief, sorrow, woe, melancholy, dismay, disappointment,, displeasure, guilt, shame, regret, remorse alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult. |
| Fear | Horror | Alarm, shock, fright, terror, panic, hysteria, mortification |
| | Nervousness | Anxiety, nervousness, tenderness, uneasiness, aggressiveness, worry, distress, dread. |

Source: Parrot, W. (2001), Emotions in social -psychology. Retrieved from <http://changeminds.org/explanations/emotions/basic=2520emotions.html>.

Akin to the above, Ortony, Clore and Collins (2000) classified these 22 emotions into organized structure that we may not be able to put down here in order for this paper not to be unduly lengthy (See Igbinomwanhia, 2011: 40-41).

2.2 Dimensions of Emotions

The literature has shown many dimensions from which emotions could be discussed. It has been discussed in terms of pleasure, focus, direction, intensity, and arousal (Changingminds.org). It has also been discussed in terms of hot and cold. In terms of pleasure, emotions can be pleasant and give good feelings. It may also be negative, unpleasant and cause discomfort. Any emotion can be placed on a scale between extreme pleasure and extreme discomfort with a zero point between, i.e., neither positive nor negative (Lazarus, 1991). Emotions can also be discussed in term of focus (internal or external). That is, Emotions may have a primary focus inside or outside us. That is, it can be about us or about factors outside us, or combination of both. A highly inward emotion is a feeling of satisfaction, shame, guilt, contentment, joy, pride, etc. A higher outward emotions are anger, hate, disgust, love, etc, because these feelings are all about somebody or something.

In terms of Direction, emotion can attracts you or repels you from a person or something. For example, love is attractive emotions while fear is repulsive. Direction is also often about other people such as when we like or dislike them (Changingminds.org). Greed may pull us towards money while fear may pull us away from a dangerous place. An idea can also be attracts or repels us. Emotions have also been discussed in terms of its intensity which can range from high to low or even zero. Intensity can be more energizing and it can also be paralyzing. In extreme, the strength of emotion can overcome an individual, blotting out his/her external senses as we focus on the inner experiences (Ortony, Clore & Collins, 2000). Strong emotions can be dangerous and lead us into actions we later regret such as when hate leads to murder, depression leads to suicide. Strong positive emotion can also be wonderful such as the joy of a new love, contentment, mild surprise, enthusiasm, etc. Conversely, emotions may be very low that it does not move one to do anything.

Level of arousal. Arousal is about activation; it is the energy and motivation that emotions give towards taking action. You can experience emotion such as love but not be motivated to act. Likewise, love may be so strong and motivate one to take action. Lower arousal or feeling flat may lead to inaction or lack of interest. Higher arousal may not always lead to physical action but may cause intense thinking such as when we pay close attention to a threat or item of personal interest. For example, we may not seem to be doing much but the mind is overworking (Clark, 1997).

Furthermore, emotion can be described with a temperature metaphor of *Hot* and *cold*. Hot emotions are those that are expressed with high level of arousal and are related to high level of interest or activity. One reason that emotions are called hot is that we actually feel hotter as adrenaline is released and blood flows to muscles making us feel more energetic (Changingminds.org). The skin may even get reddened, contributing to both feeling and appearance of hot temperature. Table 2 below show basic emotion, cold and hot emotions.

Table 2: Basic, Hot and Cold Emotions

| Basic Emotion | Cold Emotion | Hot Emotion |
|---------------|--------------|-------------|
| Anger | Irritation | Fury |
| Happiness | Satisfaction | Joy |
| Fear | Concern | Terror |
| Sadness | Pensiveness | Despair |
| Surprise | Curiosity | Shock |
| Disgust | Offended | Revulsion |

Source: www.changemind.org

On the other hand, cold emotions are those that are experienced and expressed with a low level of arousal. They may be more cognitive in experience than physical. Unlike hot emotion, in a cold state, we may be calm and in control of ourselves. We may also be bored, flat and lethargic. From the discussion, the following could be described as the nature of emotions: (1) expression of emotion is second nature of human being; (2) emotion and expression of emotions are universal; (3) resident in every individual is the latent ability to feel and express emotions; (4) human beings have the capacity to display emotions other than the ones they are feeling; (4) emotions can energize or paralyze an individual; (5) emotion is situation specific; (6) emotions make workers different from machines; (7) emotion cannot be stopped but can be managed; (8) emotion is the basis of non-verbal, intra and inter-personal communication; (9) emotion is the backbone of attitudes – a mental state of readiness to act in certain direction (Armstrong, 2005); (10) emotions enables people know their strength and weakness; (11) emotions keep us alive. E.g. Fear of death, fear of losing job, fear of poverty makes us to aspire and intensify efforts. emotion indicate what we pay attention to, (12) emotion can range from low-to-moderate-to-high, (13) emotion enable employees to experience a meaning or satisfaction from the work they do; (14) emotion cannot be divorced from the workplace because it is the second half of human being; (15) emotion is the brain behind motivation; (16) emotion is not static but dynamic; (17) emotion is contagious, etc.

3. EMOTIONAL INTELLIGENCE (EI)

The term EI was first mentioned in scientific literature in 1990 and since then many definitions have emerged. Citing Kreitner and Kiniki (2004), Ojisua (2014) defined EI as the intelligence for discerning and understanding emotional information; the ability to manage oneself and one’s relationships in a mature and constructive way. For Robbins and Sanghi (2005), Mayer, Caruso, and Salovey (1999), EI involve the capacity to perceive emotions, assimilate emotion-related feelings, understand the information in those emotions and manage them. However, for the purpose of this paper, we adapt Geddes and Callister (2009) definition and define EI as the ability to identify, use, understands and manage emotions in oneself and in others in a positive way to increase productivity, communicate effectively, empathize genuinely and to relieve stress and overcome emotional challenges.

The concept of EI has generated a broad interest both in the lay man’s view (Goleman, 1995) and in scientific field (Mayer & Salovey, 1997; Salovey & Mayer, 1990). Emotional intelligence has come to overshadow other well known psychological concepts such as *Personality* and *Intelligent Quotient* (Grewal & Salovey, 2005; Sternberg, 2002). At present, there are now 12 prestigious Handbook in English language on EI and two in Spanish language within the last eight years (Berrocal & Extremera, 2006).

Referring to many authorities, Berrocal and Extremera noted that there are now research publications on EI in reputable journals such as: *Emotion* 2001, vol.1; *Psychological Inquiry* 2004, vol. 15; *Journal of Organisational Behaviour*, vol. 26. According to them, these publications either defend (Ashkanasy & Daus, 2005; Daus & Ashkanasy, 2005; Mayer, Salovey, & Caruso, 2004a, 2004b) or criticize (Brody, 2004; Mathews, Roberts, & Zeindner, 2004), or even killing and blurring the term, Emotional Intelligence (Locke, 2005).

Furthermore, Berrocal & Extremera opined that a keyword search for EI in psychINFO (2000-present) resulted in 761 hits and out of these, 157 (23%) were dissertation abstracts; and comparing this with similar topics such as intelligent quotient (IQ) which has a longer currency in Psychology, similar hit (746) were found but just 54 (seven percent) were dissertation abstracts.

3.1 Theories of Emotional Intelligence

There are three theoretical approaches accepted by the scientific community for explaining and understanding Emotional Intelligence (Berrocal & Extremera, 2006). These are the EI model by Mayer and Salovey (1997; Brackett & Salovey, 2006); Bar-On's Emotional Social Intelligence, and the Emotional Competency Model by (Goleman, 1998; 2001). In general, these theories tried to discover the emotional components that underlie emotionally intelligent people and the mechanism and process that set off the use of these abilities in both personal and professional life (Berrocal & Extremera, 2006).

3.2 The EI Ability-based Model (Mayer & Salovey, 1997)

As the term implies, this model regarded EI as a mental process which involves the ability to accurately perceive, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thoughts (Mayer & Salovey, 1997). The model, according to the authors, comprise of four abilities which are: perception; assimilation; understanding, and regulation of emotions. However, each of these components is subdivided as shown in Table 3 below.

Table 3: Mayer and Salovey (1997) Emotional Intelligence Model

| Component | Sub-Component |
|-------------------------|--|
| Emotional Perception | Consists of the ability to perceive or recognize emotions in self as well as in others, and also in object, art, stories, music, and other stimulus. |
| Emotional Assimilation | Ability to generate, feel, and use emotion as necessary to communicate feelings or use them in other cognitive processes. |
| Emotional understanding | Is related to ability to understand emotional information; how emotions combine and shift across time and ability to understand emotional meanings. |
| Emotional regulation | Refers to ability to stay open to feelings, and to monitor and regulate one's and other's emotions to promote understanding and personal growth. |

Source: Bar-ON (2002). Bar-On Emotional Quotient Inventory EQ-j. *Technical Manual*. Toronto, Canada, Multi-Health System, p.100

Mayer and Salovey noted that these branches are not compartmentalized but rather, they are hierarchically organized such that perceiving emotion is at the basic level in the hierarchy and therefore the abilities to regulate one's and others' emotions and behavior is built on the basis of the competencies of the other branches. Although the authors initially developed self-reported measure for the assessment of EI which they called *Trait Meta-Mood Scale* (TMMS), Berracol and Extremera (2006) asserted that their greatest efforts were focused on the design and development of ability measures which culminated in the development of *Mayer-Caruso Emotional Intelligence Test* (MSCEIT).

This instrument have been used to evaluate peoples' abilities to perceive emotions in faces, pictures, abstract design, and understand simple and complex emotions in various disciplines.

3.3 The Bar-On's EI Model (1997; 2000)

The literature indicated that Bar-On's approached is wider and more comprehensive. Rather than using the term EI, Bar-On used the construct: *Emotional-Social Intelligent* which, according to him, is formed by a cross-section of inter-related emotional and personality traits that are well established and interact together in the individual. According to him, emotional and social intelligence comprised of five factors which are also subdivided. Table 4 shows the major components and their subdivision.

Table 4 Bar-On's EI Model

| Components | Subcomponents |
|-----------------------|--|
| Intrapersonal Skill | Refers to ability to be aware of and understand emotions, feelings and idea in oneself. It is subdivided into: self-regard, emotional self awareness, assertiveness, interdependence and self-actualization. |
| Inter-personal skills | Refers to ability of being aware of and understand the emotions, feelings, and ideas in others or things. It is subdivided into: empathy, social responsibility, interpersonal relationship. |
| Adaptability | Refers to ability to be open to change our feelings depending on the situation. It consists of: self-testing, flexibility, and problem-solving. |
| Stress Management | Refers to ability to cope with stress and emotions. It is composed of stress tolerance and impulse control. |
| General Mood | Refers to ability of feeling and expressing positive emotions and being optimistic. It comprised of optimism and happiness |

Source: Ojizua, P. E. O. (2014), Emotional intelligence and effective performance in organisations. Unpublished Ph.D Seminar paper presented at University of Benin, Benin City.

This model led to the development of the first commercial instrument for measuring EI. Bar-On designed a large number of measuring instruments (interview questions, and questionnaires) for external raters, and self-report measure for different ages. Different versions of these instruments were distributed by Multi-Health System (Ojisua, 2014). However, for research and application purposes, the most operationalized tool is the Bar-On's Emotional Quotient Inventory (EQ-*i*). This instrument contains 133 items which evaluates the five competencies in the model. As pointed out by Bar-On himself, the EQ-*i* is a wide inventory which can test many emotional and social competencies level. It can also be effective in social profiling. This led some authors (Mayer, Salovey & Caruso, 2000; Shapiro, 1997; Weisinger, 1997; McMahon, Rose, Parks, 2004) to consider Bar-On's proposal as a mixed model of EI - because it combines social, cognitive, and personality dimensions.

3.4 Goleman's Model of EI

The term EI was brought to light by Goleman's Books (1995) and his comments on the influence of these abilities upon areas of our life. In his first book, Goleman stated that EI composed of: 1) Knowing one's emotion, 2) Managing emotions, 3) Motivating oneself, 4) recognizing emotions in others, 5) Building relationships. However, in 1998 Goleman presented in his second book a theory of performance in organizations. Like before, Goleman based his model on several competencies that were validated by researches conducted in hundreds of organisations.

These competencies were found and considered common among the brilliant and successful employees (Goleman, 2001). The model, according to Boyatzes, Goleman, and Rhee (2000) presented four essential dimensions, which, like Mayer's and Salovey's and Bar-On's model, has major and subcomponents thus: 1) Self-awareness which composed: emotional self-awareness, accurate self-assessment, and self-confidence. 2) Social awareness comprising, empathy, service orientation, and organizational awareness. 3) Self-management comprising self-control, trustworthiness, conscientiousness, adaptability, achievement drive, initiative and finally, 4) Relationship management which comprise, developing others, having influence, communication, conflict management, change catalyst, leadership, building bonds and teamwork and collaboration.

Goleman further noted that each one of these competencies is the basis to develop other learned abilities necessary in organizational settings. Goleman developed the *Emotional Competence Inventory 2.0* (ECI 2.0) to measure EI. It is based on 360 degree methodology. Its usage has been found valid and reliable in many occasions (Boyatzis, *et al*, 2000).

4. IMPLICATIONS FOR HUMAN RESOURCE MANAGEMENT

The implications of emotions and EI in managing workforce in the workplace are so many that it may take another full paper to discuss them. However, discussing some of them may suffice. Starting with emotions in the workplace, Riggio (2014) put forward five common emotions that could be displayed and their effects. They are: (1) Anger. Workplace anger can result from frustration, interpersonal conflicts with bosses or coworkers, and unfair treatment. Anger at work can lead to irrational behavior, such as explosive outburst, or threatening to, or actually quitting one's job. (2) Envy. It is very common to envy the accomplishment and rewards given to fellow workers. Equity theory says that we are all motivated by a sense of fairness/equity which can spur us to work harder so that we also can earn those rewards like pay raise and promotions (Torrington, Hall & Taylor, 2008). Unfortunately, workplace rewards are not always distributed fairly and this can lead to negative emotional reactions including envy, sabotage, conflict, desire to quit, etc. (3) Fear. It is disconcerting to think that fear would be common in the workplace but risk of losing a job can cause fear and state of uncertainty. (4) Guilt. If we feel guilty because of an unfinished assignment, or because we have somehow offended a colleague, or even your boss, guilt can actually be a positive, motivating force in the workplace. (5) Helplessness. A sense of helplessness or hopelessness at work or anxiety is a warning sign that should not be ignored. Helplessness or hopelessness or both can signal that you are concerned about your career and where it is going, or it could be the cause of depression and its consequences. A study by Locke (2005) showed that men and women experience same amount of emotions in the workplace but women tend to be more honest in showing theirs.

Turning to EI, knowledge of emotions and the skills to recognize and manage them in oneself and in others can improve mental health. For example, Kwakpovwe (2018) noted that anger weakens the liver; grief weakens the lungs; worry weakens the stomach, stress weakens the kidneys while malice and bitterness are satanic practices. No wonder Locke (2005) noted that a well run organization is one that constantly and successfully eliminate fear, frustration, anger, grief and similar negative feelings. Some emotions like anger, anxiety, fear, etc, increase adrenaline in the blood system which raise blood pressure with adverse consequences sometimes.

In modern, large and complex organisations with large numbers of personnel, the need to manage or put a tab on emotions through EI survey cannot be over-emphasized. The application of the knowledge of emotions and EI are evident in management and they are not exhaustive. However, as depicted in Figure I below, Robbins and Sanghi (2009) have highlighted some human resource management functions EI could be applied in management: (1) selection, (2) training, (3) decision making, (4) team and relationship building, (5) customer service, (6) negotiations, and (7) conflict management.



Figure I: Areas Knowledge of Emotional Intelligence could apply
 Source: Adapted from, Barker and Grandy (2006) in Ojisua (2014),
Emotional intelligence and effective performance in organisations.

Unpublished PhD seminar paper presented at The University of Benin, Benin City, Nigeria

Selection. The application of EI in job interviews and selection is now very common. In many preliminary interviews, EI test like the Mayer-Salovey-Caruso Emotional Intelligent Test (SMCEIT), Bar-On's Emotional Quotient Inventory (EQ-*i*), and Goleman's Emotional Competency Inventory 2.0 (ECI 2.0) are administered on applicants for managerial positions as part of aptitude tests. Robbins and Judge (2009) opined that evidence to date on EI showed that employers consider EI competencies in hiring employees especially in jobs that demand high degree of intra and interpersonal interactions. For example, on an annual basis, sales people selected on the basis of EI sold more than other sales people selected on the traditional factors because sales values increased by \$2,558,360 (Spencer, McClelland & Kelner, 1997). Furthermore, Fineman (2006) noted that leading service organisations understand the need to recruit EI people for the entire organization - both at the front and back seats.

Training. Dettner (2003) stated that EI is much less fixed, unlike IQ that hardly changes after adolescent. Training in emotional learning and emotional intelligence are areas which management can focus on. Iyayi (2004) suggested that EI can be developed first, by analyzing the current level of EI and competence and taking remedial actions through training and development to raise the level of EI competencies. Emotional intelligent has also proved useful in decision making. People high in EI can make good decisions quickly than others who are not; they are able to work with others, have empathy, see how decisions affect others and are able to adjust and adapt their opinions accordingly (Iyayi, 2004; Dattner, 2003).

Creativity and problem-solving skill. Those with EI have been noticed to find better solutions to problems, negotiate and influence better (Isen, 2000). Also, people high EI tend to be more creative than others; they produce idea, more flexible, open in their thinking, good at resolving conflict (Ojisua, 2014).

Motivation. People with EI are better able to motivate their staff, give positive feedback which influence their moods and enhance their performance (Ilies & Judge, 2005). In a study (Ereza & Isen, 2002), two groups of people were made to solve a word puzzle. One group saw a funny video clip intended to put them in a good mood before solving the puzzle while the other group was not shown the clip before having to play the puzzle. It was reported that the experimental group performed better in solving the puzzle.

Leadership. Effective leaders rely on emotional appeals to help convey their messages. The expression of emotions in leader's speech could make people accept or reject a message. For those of us in Nigeria, it is on record that President Muhammed Buhari cried in one of his political campaign outings which perhaps, today, endeared him to many of his followers. When leaders feel excited, enthusiastic, and active, or feel remorseful, sympathetic, empathic, etc, they may be more likely to energize their subordinates (George, 2002). Corporate executives know that emotional content is critical if employees are to buy into their vision; their company's future and accept change (Robbins & Sanghi, 2005). Reenstein (2001) cited in Ojisua (2014) and Robbins and Judge (2009) looked at the successes and failures of 11 American presidents - from Franklin Roosevelt to Bill Clinton. They were evaluated on six qualities: communication, organization, political skill, vision, cognitive style and EI. It was found that the key quality that differentiated the successful ones (Roosevelt, Kennedy and Regan) from the unsuccessful ones (Johnson, Carter and Nixon) was EI.

Negotiation. No doubt, negotiation is usually interfaced with emotions. The works of Kleef, Dreu and Manstead (2004) established that a negotiator who feigns anger has an advantage over the opponent because when a negotiator shows anger the opponent may conclude that the negotiator has conceded all that he can so the opponent may give in. In an experiment, participant conceded more to an angry opponent than happy ones because the happy one uses the anger of his opponent to infer that he (his opponent) has reached his limit (Barker & Grandy, 2006).

Team's Functioning. Emotional intelligence is also important in a team functioning. A team is a pool of people with common goal and purpose (Armstrong, 2009). According to Mackin (2006), a team's EI is made up of four skills: emotional awareness, emotional management, social awareness and internal management. Team emotion management requires a group of people who are able to work together and recognize that emotions are affecting their assignments. A team with effective emotional management skills has at least one or two members who are able to pull the group out of the doldrums and get everyone back on track again. The team's performance is enhanced when team members take responsibility for being aware of their own emotions because EI is not about being nice all the time, it's about being honest; it is not about being touchy, but about being aware of your feelings and those of others; it is not about being emotional, it is about being smart with your emotions (Mackin, 2006:17).

5. SUMMARY

Emotions as conceptualized in the paper are components of human nature and are critical factors in people's behavior in work settings. Feeling and expression of emotions can be very useful just as it could also be dysfunctional. There are many types of emotions and attempts have been made to categorize them in the paper. We have positive and negative emotions, internal and external emotions, intense and mild emotions, hot and cold emotions, etc. Emotional intelligence is the innate ability to accurately detect, recognize and manage emotional cues and information in oneself and in others. The theories of EI emphasize that, to be emotionally intelligent requires personal competence (self-awareness and self-motivation), and social competence (social awareness and social skills). These enable individual to detect, process, adapt and manage emotional information with the purpose of enhancing personal growth and organizational effectiveness.

6. RECOMMENDATION

Emotional intelligence level of prospective employees can be evaluated before final engagement because paper qualifications and experiences are no more the only predictor of success in a job, EI now plays critical role. Human resource managers should ensure that, as much as possible, organization climate is devoid of issues that engender negative emotions; rather, they should encourage the expression of positive emotions. Furthermore, managers and non managers alike should be trained on the issues of emotions and emotional intelligence. This could be done by first of all conducting a survey on the level of emotional intelligence of their employees and then use the result to form the basis of training.

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