



## DIMENSIONS OF EMOTIONAL INTELLIGENCE AMONG GENERATION X AND GENERATION Y EMPLOYEES

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### Abstract

With many advantages of being emotionally intelligent, the concept of Emotional Intelligence has become popular in the corporate world. This paper is an attempt to study the dimensions of Emotional Intelligence among Generation X and Generation Y employees who are the leading employee population at workplace by using Exploratory Factor Analysis. The study revealed that there are more dimensions which are present commonly among Generation X and Generation Y and very few dimensions which are affecting these employees separately.

### Introduction

In today's dynamic and globalized corporate world, there are a myriad of issues that shower over the employees. With the advent of globalization, the corporate environment is characterised by rapid technological developments and ever changing global horizons. The challenge faced by any employees is in keeping the pace with these developments and perform better resulting in increased competition at workplace. The employees in this competitive scenario are expected to maintain a difficult balance between work-life. With rapidly increasing internal and external demands, a huge burden is placed upon the employee. With tighter and difficult competition boundaries, the employee needs to focus simultaneously on meeting the demands and providing tough competition to the colleagues by working more efficiently.

The combination of internal and external forces at workplace make researchers believe that it is imperative for employees to possess more than just the right kind of technical skills and Intelligence quotient. To meet the organizational expectations, the employee must possess the right values, behaviour and balanced emotions. It is unanimously accepted that employee's performance does not depend solely on technical expertise and experience alone. It is crucial how well an employee handles self and others. Some researchers also state that Emotional Intelligence plays significant role in employee's performance than their cognitive ability and technical expertise.

Emotional Intelligence is increasingly relevant to employee performance and helps the organization to understand and assess employee's behaviour, working styles, attitudes, interpersonal skills and potential. High Emotional Intelligence competencies enable employees to regulate their emotions and understand other's emotions that results in effective coping with stress, better performance under pressure and adapt to organizational change swiftly. Well developed emotional intelligence distinguishes individual "star performers" and plays an important role in determining which organizations will outperform the competition (Macaleer & Shannon, 2002).

### Emotional Intelligence

The first academic use of the term "Emotional Intelligence" appeared in the unpublished doctoral thesis titled "A study of emotion: Developing Emotional Intelligence" by Payne in the year 1985. In the next five years, there had been no reference of the term in any academic papers. In 1990, the term "Emotional Intelligence" appeared in a paper published by Mayer and Salovey who were trying to develop a framework that measures the people's ability in the area of emotions. The MSCEIT Test has been developed by Mayer, Salovey and Caruso to measure the emotional ability of an individual. But the studies done by Mayer et al were academic community focused that the term Emotional Intelligence was not widely known. In early 1990s, Goleman was researching for a book and discovered the term "Emotional Intelligence" in the article published by Salovey and Mayer. Goleman was researching on emotions and emotional literacy of people and only with the publication of book titled "Emotional Intelligence" in 1995 the term became popular worldwide. Since then, there have been many definitions about Emotional Intelligence and many claims made about it.

Goleman has primary identified Emotional Intelligence model featuring five main domains/dimensions which were classified into 25 competencies or sub-components. The five main dimensions are Self Awareness, Self Regulation, Motivation, Empathy and Social Skills. The components are explained as follows:

**Self Awareness:** The capability of a person to identify and understand motions, moods and drives of self and the effect of the emotions on others can be termed as Self awareness. Thomas Jordan (2002) describes Self-Awareness as "awareness of the behavioural habits, emotions, desires, thoughts and images that tumble through our being." To be self aware, a person needs

to monitor one's own emotional state and identify even subtle changes in the emotions and capable of naming those emotions. The component of Self Awareness includes sub-components like self-confidence, realistic self-assessment, and a self-deprecating sense of humour.

**Self Regulation:** The capacity of a person to control and redirect disruptive emotions and moods, tendency to suspend judgement and think before acting can be termed as Self Regulation. The sub-components include trustworthiness and integrity; comfort with ambiguity; and openness to change.

**Motivation:** Motivation is the propensity to pursue goals with energy and persistence. It is the passion to work for reasons that goes beyond rewards. The sub-components include a strong drive to achieve, optimism even in the face of failure, and organizational commitment.

**Empathy:** It is the ability of a person to understand other's emotions. It is a capability to treat others according to their emotional state. The sub-components include expertise in building and retaining talent, cross-cultural sensitivity, and service to clients and customers.

**Social skills:** It is a skill in managing relationships and building networks, and an ability to find common ground and build rapport. The sub-components of social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

The five domains /dimensional model of Emotional Intelligence have been reframed and new model with four main dimensions was designed by Boyatzis, Goleman and Rhee (2000). The new framework has four domains which are Self Awareness, Self Management, Social Awareness and Relationship Management. These four dimensions are further classified into various competencies shown in fig1.1.

	<b>SELF</b> Personal Competence	<b>OTHER</b> Social competence
<b>Recognition</b>	Self Awareness <ul style="list-style-type: none"> <li>• Emotional Self Awareness</li> <li>• Accurate Self assessment</li> <li>• Self Confidence</li> </ul>	Social Awareness <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Service orientation</li> <li>• Organizational awareness</li> </ul>
<b>Regulation</b>	Self Management <ul style="list-style-type: none"> <li>• Self Control</li> <li>• Trustworthiness</li> <li>• Conscientiousness</li> <li>• Adaptability</li> <li>• Achievement drive</li> <li>• Initiative</li> </ul>	Relationship Management <ul style="list-style-type: none"> <li>• Developing others</li> <li>• Influence</li> <li>• Communication</li> <li>• Conflict Management</li> <li>• Leadership</li> <li>• Change catalyst</li> <li>• Building bonds</li> <li>• Teamwork and collaboration</li> </ul>

**Fig1.1 Framework of Emotional Competencies**

The competencies in the Emotional Intelligence framework are explained as

A. **Personal Competence:** Personal competence is the ability to be aware of one's own emotions and manage one's behavioural tendencies. The domain includes self awareness and self management skills which spotlight on individual than individual's interactions with others.

1. **Self Awareness:** The skill to realizing one's own strengths and weaknesses and aware of what one feels.
  - a. **Emotional Self-Awareness:** The ability to recognize ones own feelings and how those feelings influence one's performance.
  - b. **Accurate Self assessment:** The competence of knowing one's own abilities and limitations, aptitude to seek feedback and learn from mistakes and identifying the need to improve and work with others who possess complementary strengths.
  - c. **Self Confidence:** Trust on one's abilities, qualities and judgement.



2. **Self Management:** The capability to regulate distressing affects like anger and anxiety and to inhibit emotional impulsivity.
  - a. **Emotional Self Control:** Absence of distress and disruptive feeling. It is a skill of being unfazed in stressful conditions and ability to deal with hostile people or situations without lashing out in return.
  - b. **Trustworthiness:** An ability to act ethically and above reproach, building trust through reliability, and authenticity, taking tough and principled stands.
  - c. **Conscientiousness** competence include being careful, self-disciplined, and scrupulous in attending to responsibilities.
  - d. **Adaptability:** Ability to alter oneself or alter responses to the changed circumstances and environment.
  - e. **Achievement drive:** It is an optimistic striving to continually improve performance. People with high achievement drive are proactive and persistent with optimistic attitude towards setbacks.
  - f. **Initiative:** The ability to take anticipatory action to avoid problems before happening and taking advantage of opportunities before grabbed by others.
- B. **Social Competence:** The ability to understand other's emotions, moods, behaviour and motives to improve the quality of relationships can be termed as Social Competence. This domain includes Social awareness and relationship management.
  1. **Social Awareness:** Ability to read nonverbal cues for negative emotions, particularly anger and fear, and to judge the trustworthiness of other people
    - a. **Empathy:** At is the skill of being aware of other's emotions, concerns and needs. The ability to read emotional currents, picking up on nonverbal cues like tone of voice and facial expression.
    - a. **Service:** The competence to recognize customers unstated needs and expectations and matching those expectations by providing products and services. It also means taking a long-term perspective, sometimes trading off immediate gains in order to preserve customer relationships.
    - b. **Organizational awareness:** The skill to understand the existence of emotions and political realities in groups, building virtual networks which allow individuals to wield influence.
  2. **Relationship Management:** It is the competence to be aware of one's own emotions and other's emotions to manage interactions successfully and maintain relationships.
    - a. **Communication:** Proficiency in exchanging emotional information, managing with tough issues, active and attentive listening, welcoming and sharing information, staying receptive to bad or good news.
    - b. **Conflict management:** Taking initiatives to calm down the brewing issues, competence to handle difficult people and circumstances diplomatically, encouraging debates and open for discussions and coordinating win-win situations.
    - c. **Visionary Leadership:** A skill to inspire others to work together towards common goals, articulate and arouse enthusiasm towards shared vision and mission, to guide the performance of others and leading by example.
    - d. **Change Catalyst:** The ability to recognise need for change, removing the barriers, challenging the status quo and join others in pursuit of new initiatives.
    - e. **Building bonds:** Capability to network with others by identifying particular expertise or resource for success.
    - f. **Teamwork and Collaboration:** Defining the success criteria in such a way that everyone can make their own unique and valued contribution.

It is been observed that Emotional Self Awareness is a prerequisite for effective Self Management which in turn predicts greater Social skills. It is also been scrutinized that Self Awareness results in Social Awareness which leads to greater Social Skills. Managing relationships well depends on foundation of Self Management and Empathy which in turn requires Self Awareness. The present paper is based on the four Emotional Intelligence dimensions explained by Boyatzis, Goleman and Rhee.

### Objectives of the Study

The primary objective of the study is to determine the underlying dimensions of Emotional Intelligence among Generation X and Generation Y employees.

### Research Methodology

The study is administered by Descriptive research methodology. The study is conducted in 18 software organizations at Bangalore. The variables included in the study are demographic characteristics of the recipients such as generation, gender, experience, income, shift timings and designation of employees and dimensions of Emotional Intelligence. The study used factor analysis to identify the underlying dimensions of Generation X and Generation Y employees.

### Sample selection and Description

From 6 geographical IT clusters at Bangalore, 3 IT organizations are selected and from each organization, 20 employees are selected. The questionnaire is distributed and collected from 20 respondents from 18 IT organizations each. The sample of the study comprised of 360 employees who are categorized into 144 Generation X employees and 216 Generation Y employees. The sample includes 209 male employees and 151 female employees. Convenience sampling technique is used.

### Research Instrument

The questionnaire used for the present study is based on Boyatzis, Goleman and Rhee's Emotional Intelligence Construct and had considered the same dimensions of Emotional Intelligence which were categorized into self awareness, self management, social awareness and relationship management. The dimensions of Emotional Intelligence comprised into 43 variables in the questionnaire. Five point Likert scale has been used ranging from Strongly Disagree (1) to Strongly Agree (5).

### Data Analysis

The data obtained by survey was sorted, tabulated and coded. To check the reliability of the questionnaire, Cronbach's alpha coefficient was calculated. To check the underlying factors of Emotional Intelligence, Factor analysis is performed.

**Table 1: Exploratory Factor Analysis of Emotional Intelligence of Generation X Employees**

EI Factors Produced from the analysis with Variance.	EI Item loadings in each factor	Grand mean	Cronbach's Alpha Coefficients
Service and Organizational Awareness 26.19%	Meets organization's expectations	4.14	0.769
	Achieves all career goals		
	Aware that commitment in work improves organization's overall efficiency		
	Comfortable and open to new ideas		
Self Management 6.87%	Adapts to new situations	4.08	0.715
	Initiates actions to create possibilities		
	Avoids conflicting situations		
	Takes every opportunity to learn new skills		
	Achieves goals		
Emotional self awareness 5.17%	Aware of strengths	4.159	0.663
	Aware of weaknesses		
	Aware and understand own emotions		
Relationship Management 4.96%	Motivates people	3.986	0.735
	Inspires people around by actions		
	Understands organization's unspoken rules		
	Handles conflicts		
	Encourages people to take initiatives		
Self Confidence 4.58%	Enjoys work	4.074	0.753
	Confident about what to do		
	Pursues goals despite of obstacles and setbacks		
	Stands up for what is believed in		
	Sees the bright side of any situation		
	Strong voice in decision making		
Emotional Self Control 4.36%	Controls and composes negative emotions	3.808	0.696
	Capable of controlling emotions		
	Capable of withstanding and regulating stress		
	Aware of even subtle feelings		
Building bonds 3.34%	Maintains good relations with colleagues	4.302	0.663
	Maintains good relations with colleagues		
	Comfortable working with people from different cultures		
	Accepted by colleagues		
Organizational	Organization's representative	4.163	0.640

Awareness 3.18%	Understands organization's policies and procedures		
Positive attitude 2.98%	Modulates positive emotions to promote personal growth	3.96	1
Prefer group projects 2.70%	Prefers group projects	3.88	1
Team work 2.60%	Work efficiently in a team	4.28	1
Empathy 2.36%	Takes initiatives at work	4.181	0.277
	Empathise with others when they have a problem		

Table 1 inspected the possible dimensions of Emotional Intelligence of Generation X employees by Exploratory Factor Analysis. The analysis produced 12 factors of Emotional Intelligence out of 43 variables of the study. The 12 factors produced by the analysis are Dedication to Work, Self Management, Emotional Self-Awareness, Relationship Management, Self Confidence, Emotional Self Control, Building Bonds, Organizational Awareness, Positive Attitude, Prefer Group Projects, Team Work and Empathy. The total variance accumulated is 69.34 % for all the 12 factors. The Cronbach's Alpha is well exceeding the suggested threshold (value co-efficiency from at least 0.277 to 1) indicating that all the factors except Empathy ( = 0.277) are inter-correlating and consistent internally. The table also indicates that Emotional Intelligence impacts the Generation X employees at workplace as the Grand mean is greater than 3.5 on five-point scale for all the factors.

**Table 2: Exploratory Factor Analysis of Emotional Intelligence of Generation Y Employees**

EI Factors Produced from the analysis with Variance.	EI Item loadings in each factor	Grand mean	Cronbach's Alpha Coefficients
Initiative and flexibility 25.27%	Adapts to new situations	4.093	0.652
	Pursues goals despite of obstacles and setbacks		
	Initiates actions to create possibilities		
	Takes initiatives at work		
Service and Organizational awareness 6.01%	Strives to achieve all career goals	4.143	0.778
	Aware that commitment in work improves organization's overall efficiency		
	Strives to meet organization's expectations		
	Organization's representative		
Motivational 5.21%	Capable of influencing other's emotions	3.967	0.746
	Motivates people		
	Inspires people around by actions		
	Encourages people to take initiatives		
Self Confidence 4.04%	Stands up for what is believed in	4.119	0.724
	Confident about what to do		
	Strong voice in decision making		
Emotional Self control 3.75%	Capable of controlling emotions	3.803	0.726
	Capable of withstanding and regulating stress		
	Constructively expresses emotions		
	Controls and composes negative emotions		
Emotional Self awareness 3.46%	Aware of weaknesses	3.977	0.714
	Aware and understands own emotions		
	Aware of even subtle feelings		
	Aware of strengths		
	Assess emotions regularly		
Building bonds 3.21%	Establishes mutually satisfying relationships with colleagues	4.308	0.679
	Maintains good relations with colleagues		
	Accepted by colleagues		
Teamwork 2.75%	Comfortable working with people from different cultures	4.265	0.423
	Takes every opportunity to learn new skills		

Conflict Management 2.73%	Avoids conflicting situations	3.926	0.545
	Handles conflicts		
Organizational Awareness 2.52%	Understands organization's unspoken rules	3.978	0.677
	Understands organization's policies and procedures		
Empathy 2.35%	Empathise with others when they have a problem	3.978	0.477
	Feels uncomfortable when I see someone facing a problem		

Table 2 scrutinized the potential dimensions of Emotional Intelligence of Generation Y employees by Exploratory Factor Analysis. The analysis produced 11 factors of Emotional Intelligence out of 43 variables of the study. The 11 factors produced by the analysis are Initiative and Flexibility, Service and Organizational Awareness, Motivational, Self Confidence, Emotional Self Control, Self Awareness, Building Bonds, Team Work, Conflict Management, Organizational Awareness and Empathy. The total variance accumulated at 61.35 % for all the 11 factors. The Cronbach's Alpha (value co-efficiency from at least 0.423 to 0.778) indicates that all the factors except Teamwork (= 0.423) and Empathy (=0.477) are inter-correlating and consistent internally. The table also indicates that Emotional Intelligence impacts the Generation Y employees at workplace as the Grand mean is greater than 3.5 on five-point scale for all the factors.

**Table 3: Exploratory Factor Analysis of Emotional Intelligence of all the Employees at workplace**

EI Factors Produced from the analysis with Variance.	EI Item loadings in each factor	Grand mean	Cronbach's Alpha Coefficients
Flexible and Goal Oriented (25.26%)	Comfortable and open to new ideas	4.127	0.814
	Takes every opportunity to learn new skills		
	Strives to achieve goals		
	Pursues goals despite of obstacles and setbacks		
	Strives to achieve all career goals		
	Adapts to new situations		
Influential Leadership (5.66%)	Enjoys work	3.967	0.746
	Motivates people		
	Capable of influencing other's emotions		
	Inspires people around by actions		
Emotional Self Control (4.93%)	Encourages people to take initiatives	3.818	0.694
	Controls and composes negative emotions		
	Capable of controlling emotions		
Emotional Self Awareness (3.85%)	Capable of withstanding and regulating stress	4.159	0.663
	Aware of weaknesses		
	Aware and understand own emotions		
Organizational awareness (3.44%)	Aware of strengths	4.055	0.706
	Organization's representative		
	Understands organization's policies and procedures		
Self Confidence (3.22%)	Understands organization's unspoken rules	4.119	0.724
	Stands up for what is believed in		
	Confident about what to do		
Building bonds (3.14%)	Strong voice in decision making	4.331	0.627
	Maintains good relations with colleagues		
	Establishes mutually satisfying relationships with colleagues		
Empathy (2.92%)	Comfortable working with people from different cultures	3.99	0.477
	Feels uncomfortable by seeing someone		

	facing a problem		
	Empathise with others when they have a problem		
Conflict Management (2.48%)	Try to avoid conflicting situations	3.926	0.545
	Handle conflicts		
Team work (2.39%)	Prefer group projects to individual projects	3.88	1
Initiative (2.35%)	Takes initiatives at work	4.26	1

Table 3 investigated the possible dimensions of Emotional Intelligence of all the employees at workplace by Exploratory Factor Analysis. The analysis produced 11 factors of Emotional Intelligence out of 43 variables from the study. The 11 factors produced by the analysis are Flexible and Goal Oriented, Influential Leadership, Emotional Self Control, Emotional Self Awareness, Organizational Awareness, Self Confidence, Building Bonds, Empathy, Conflict Management, Team Work and Initiative. The total variance accumulated at 59.35 % for all the 11 factors. The Cronbach's Alpha (value co-efficiency from at least 0.477 to 1) indicated that all the factors except Empathy ( = 0.477) are inter-correlating and consistent internally. The table also indicates that Emotional Intelligence impacts the both Generation X and Generation Y employees at workplace as the Grand mean is greater than 3.5 on five-point scale for all the factors.

## Conclusion

**Table 3. Comparison of Factors, Variance and Grand means of Generation X employees and Generation Y employees.**

Factors determined in Generation X	Variance	Grand Mean	Factors determined in Generation Y	Variance	Grand Mean
Service and Organizational awareness	26.19%	4.14	Service and Organizational awareness	6.01%	4.14
Emotional self Awareness	5.17%	4.159	Emotional Self Awareness	3.46%	3.977
Self Confidence	4.58%	4.074	Self Confidence	4.04%	4.119
Emotional Self Control	4.36%	3.808	Emotional Self Control	3.75%	3.803
Building bonds	3.34%	4.302	Building bonds	3.21%	4.308
Organizational Awareness	3.18%	4.163	Organizational Awareness	2.52%	3.978
Team work	2.60%	4.28	Teamwork	2.75%	4.265
Empathy	2.36%	4.181	Empathy	2.35%	3.978
Relationship Management	4.96%	3.986	Initiative and flexibility	25.27%	4.093
Self Management	6.87%	4.08	Motivational	5.21%	3.967
Positive attitude	2.98%	3.96	Conflict Management	2.73%	3.926
Prefer group projects	2.70%	3.88			

When the factors of Generation X and Generation Y employees are analysed in table 3, it has been observed that there are 8 factors that are common for both the generation cohorts via Service and Organizational Awareness, Emotional Self Awareness, Self Confidence, Emotional Self Control, Building Bonds, Organizational Awareness, Team Work and Empathy. Factors like Relationship Management, Self Management, Positive Attitude, Prefer Group Projects, Initiative and Flexibility, Motivational Dimension and Conflict Management are the factors that are different for both the generation cohorts.

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