

PARTICULARITIES OF EMOTIONAL INTELLIGENCE IN HEALTHCARE, BANKING AND EDUCATION

Monica TUDOR¹

ABSTRACT

This paper aims to investigate the content and usefulness of the concept of emotional intelligence in various fields. It also aims to identify the need for different levels of emotional intelligence on the managerial pyramid. For this purpose the author investigates numerous viewpoints in the scientific space, analyzes the concept of the emotional intelligence, interprets and compares similar or divergent opinions in order to identify the niche of its own research. Based on the conclusions, the author argues a research opportunity that highlights the relationship between emotional intelligence, education levels and the generation of investigated subjects and shows the design of their future doctoral approach.

KEYWORDS: *emotional intelligence, healthcare, banking, education.*

JEL CLASSIFICATION: *M20, M50.*

1. INTRODUCTION

Emotional intelligence (EI) represents the starting point of human relationships. The process of emotional intelligence development improves both identification and mastery skills of own emotions and the ability to recognize the emotions of others. Characteristics of EI have been tested in many domains, with the purpose of proving its benefits and the advantages of improving it. Others made researches against EI, with the purpose of proving that success is based on hard skills not on soft skills.

I have decided to review the existing literature in order to gather information, researches and opinions on a subject that is increasingly important. Exposing the opinions already formed, can help others form their own opinion about the importance of emotional intelligence on extremely important domains that can impact our life (healthcare, banking and education).

The characteristics of emotional intelligence and its importance in organizations shall prove the necessity of hiring people with a high level of this ability, or train the existing ones in order to obtain a form of the ideal work environment.

Highlighting ways of identifying and applying emotional intelligence in the professional context would help people in their career development.

Most of the people tend to follow those that can lead them to better results and the ones that inspire them by their actions and words. They need to be motivated, listened, understood and to feel a connection based on respect, empathy and support. Basically, they need to interact with emotionally intelligent people.

This article describes the preferred traits of a proper work environment, involving the successful leader and employees with different kinds of needs and brings into attention the importance of emotional intelligence within organizations.

¹ The Bucharest University of Economic Studies, Romania, monica.tudor89@gmail.com

2. EMOTIONAL INTELLIGENCE: CONTENT AND UTILITY IN THE ORGANIZATIONAL ENVIRONMENT

Emotional intelligence was first mentioned and studied in the doctoral thesis "A study of emotion: developing emotional intelligence"(Payne, 1985). Mayer and Salovey (1990) wrote about emotional intelligence, as well as the ability to identify and control emotions, identifying four separate skills such as emotion perception, understanding of information, use of information and managing emotions. Petrides developed several works that attempt to demonstrate that emotional intelligence is each person’s ability to perceive their own emotions (2003, 2004 and 2009). When discussing performance in workplace, superiors often talk about practical skills, measurable indicators but most of the performance comes from the ability to analyze and create relationships that improve the results. In the business environment the acquiring and application of emotional intelligence may result in a rapid professional rise.

Before going through the particularities of different domains in which the use of emotional intelligence has been identified and analyzed, a main characteristics review has been made.

During this research, while focusing on relevant information about particularities of emotional intelligence, several studies came into attention. These studies mentioned common points of emotional intelligence with other influential factors in organizational environment. In the table below, relevant studies are mentioned:

General opinions on EI within organizations	
Cherniss and Goleman (2001)	Focuses on defining, measuring and identifying emotional intelligence in organizations
Goleman (2002)	Demonstrates how important it is for leaders to position themselves right in front of the team and how simple it can be achieved using emotional intelligence.
Goleman (2006)	Emotional intelligence competencies can be learned. It depends on someone’s ability to maintain self-discipline, enthusiasm, persistence and self-encouragement
EI and organizational commitment	
Rowden (1999)	Leaders are sensitive to individual’s needs, this being related to commitment. It was mentioned that it is improbable that employees would be fully involved and committed to an organization where the leader is not adapted to their demands.
Huy (1999)	Emotionally intelligent employees could assist organizations in reducing turnover, identifying transformational leaders, facilitating training and coaching for organization members and especially for those who initiate the change, improving organizational culture and stimulating creativity.
Poon (2003)	Evidence shows that emotional intelligence may have direct and indirect influence on work attitude, leadership and performance
Adeyemo (2007)	Organizational commitment is directly related to job satisfaction. In this research, Adeyemo (2007) claimed that when employees’ desires are met there is a tendency that the level of commitment manifested by workers would increase significantly.
Hamdia and Phadett (2011)	If human resource managers or department heads fulfill the demands of their employees their commitment will increase and they will prefer to work in the same company for longer.

Norshidah (2012)	Emotional intelligence and leadership behavior were potential precursors of organizational commitment
Emotionally intelligent leaders	
George (2000)	Emotional intelligence may contribute to leaders developing a fascinating vision for their groups or organizations in different ways. Leaders can use their emotions to obtain their information about the challenges, threats, issues, and opportunities facing their organizations. Leaders high on emotional intelligence can develop the ability to use positive emotions to anticipate improvements to the functioning of an organization. The author proposes that a leader with high emotional intelligence is able to assess and influence employees' emotions so that they are motivated and supportive of the organization's goals. Leaders driven by this idea are able to improve decision making through their knowledge and management of emotions. They also need to be able to differentiate between 'real' feelings, and the emotions they express, 'fake feelings'
Conflict management and EI	
Jordan et al. (2002)	Earlier research demonstrated that teams with high level of emotional intelligence are goal focused
De Dreu & Weingart (2003)	This study proves that task conflict brings positive effects on the team and organization as long as the indicator of group performance is decision-making quality
Jordan and Troth (2004)	The idea of conflict management through emotional intelligence is elaborated. According to Jordan and Troth (2004) all conflicts are emotional because they are perceived as a threat to individuals or groups. It is expected, that teams with a high level of EI will solve the conflict faster and in a better way, compared to teams with lower levels. It is known that task conflict is related to work and conflicts that interfere with the way the assignment is completed while relationship conflicts describe the disagreements on personal and social issues, not even associated to work A connection between emotional intelligence, styles of conflict resolution, and team performance is demonstrated. Jordan and Troth (2004) suggested that it is important for managers to take into account emotional issues when trying to solve a conflict, even if the reason is a task.
Jordan and Troth (2004) & Jordan et al (2002)	A link between the results of these two studies has been done and it was proposed that managers are considering some emotional intelligence training for their employees because it improves teams' performance. As long as EI is an influence on group performance the training might improve performance.

3. A COMPARATIVE VIEW ON EMOTIONAL INTELLIGENCE IN VARIOUS FIELDS: HEALTHCARE, BANKING, EDUCATION

There are numerous articles that demonstrate the benefits of emotional intelligence and its applicability. Each of those researches highlight the characteristics of emotional intelligence in a specific field. Even though, the next part of the article aims to list the way emotional intelligence is applied in three different domains, in order to better understand its importance in every field. The chosen areas are relevant for this research because of the impact they have in Romania. Healthcare is affected by the loss of skilled and valuable employees (doctors, nurses, medical assistants) that left Romania for other countries. The banking sector has been recently affected by the economic crisis, but emotional intelligence was the factor that determined a lot of employees to continue their work and maintain a strong relationship with customers. The third domain, education, was selected as well for the difficulties that Romania encounter. Young students are not interested in teaching anymore and education system has less young teachers.

Because of the fundamental aspects of EI and the high human interaction in healthcare, the latter could possibly benefit from the former.

The first domain brought into attention is healthcare. In time, researchers tried to identify characteristics of emotional intelligence in the medical domain, doctors, nurses and medical staff. In a study on workplace implications of EI in hospitals (Trivellas et al, 2012) explains that hospital staff has to deal with a lot of emotions. Staff has to control their emotions and yet be able to treat the patients taking the best decisions. All these factors have a significant impact on staff's satisfaction. The study proved that employees who can express their feelings and emotions are better understood by their colleagues and in result they can develop themselves. Emotionally intelligent employees are able to recognize, manage and use their emotions in order to prevent restrictions, develop their skills and control stress caused by highly complex, risky and demanding work environment.

Snowden et al. (2014) tested some hypothesis in order to prove the connection between EI and nursing. As long as emotional intelligence is identified, nursing can benefit of care and compassion, though this cannot be proven for sure. It was found out that emotional intelligence increases with age, and that females got a higher score on EI measures than males did (Snowden et al, 2014). Nurses have a higher level of EI than non-nursing students. This research concluded with a simple concept that emotional intelligence is strongly connected with nursing.

Warren, manager on healthcare solutions at Select International, says that EI is known to contribute to the physician-patient relationship, it brings an increased empathy, improves teamwork, sustains communication, helps with stress administration, increases commitment within organizations, brings career satisfaction and effective leadership. It is also developed the idea that patients treated by medical staff aware of their emotional intelligence and of the way they should empathies, tend to be more satisfied of their condition and to accept faster medical conditions. Warren explains that Select International, the company that he works for which is specialized on employee assessment and workforce solutions, brought to attention the need for training in four main areas, so that physicians and nurses understand their behavior and manage it. Birks and Watt (2007) have done research on the existing literature regarding emotional intelligence and patient-centered care. They found out that most of the patients have not had complaints on the way they were cured, but on the way they were treated or the lack of information offered by the medical staff, meaning poor patient communication. A better understanding of patients' emotional reactions to prescribed treatments or a change in lifestyle may result in a better understanding of the reasons that some treatments are more or less acceptable to some patients (Briks, Watt, 2007). They also said that this area has just begun to be explored. Further research will help to better understand the specific implications of EI in healthcare.

Banks are important institutions that sustain economic growth. Similar to healthcare, human interaction plays an important role in banking. This can be seen in the customer-banker relationship and in the work environment interactions.

According to Danquah (2014) and her research, emotional intelligence has a clear impact on business or organizational performance. When banks' employees use their emotional intelligence in service delivery, banks obtain their return on investment. Emotional intelligence brings customer satisfaction. Organizational performance is significantly predicted by emotional intelligence.

Emotions can influence the decision between some options and the way a decision is taken. The anticipation of one's feelings in certain situations can help decision makers to take a decision between different options (Damasio, 1994). Positive emotions can help creativity and negative moods can facilitate attention to detail, detection of errors and problems, and careful information processing (George, 2000).

The need for training on emotional intelligence and high abilities for applying this in banking system have been proven by another researcher Kappagoda (2013). A research on banking managers in Sri Lanka has been made and as expected, the majority of the managers are practicing emotional intelligence competencies even if they don't actually know about the EI concept. During the recruitment process EI competencies must be recognized. Managers who have high EI have a positive impact on the organization.

Another study that follows the aspects of emotional intelligence in bank's employees, Pahuja and Sahi (2012), was done in Jalandhar, India. These employees proved to be aware of this new concept and also prove that there is a big difference between male and female on different EI traits. The survey showed that employees are not emotionally stable. This being a serious issue for bank authorities considering the effects on work performance. The level of emotional intelligence and job satisfaction should increase at the same time.

Education represents a greatly developed institution. It is an influential factor in the public biography of people, highly affecting their life chances (Meyer, 1977).

In education sector, emotional intelligence can be used as an ability to motivate students and increase their attendance to class. Cherwin (2011) brings some suggestions for teachers, for their usage of emotional intelligence in classroom. The first suggestion is to deliver respect to each of the students so that they will treat the teacher with the appreciation. The second one is to manage emotions and take responsibility without putting students on the defense, but showing them there is a common effort for their understanding. Another suggestion is to assume the mistakes and be honest in case there is a gap of information while answering a question asked by the students. Cherwin also says that it is important to understand students and value them rather than dismiss. She considers to be important as a teacher to try to increase the level of emotional intelligence because this will contribute to a better learning environment.

Fernandez-Berrocal and Ruiz (2008) issued an opinion about the fact that students' mental health will be influenced by the way they improve their ability to pay attention to their emotions, to administrate them, experience feelings and understand them, as well recover from negative thoughts or situations. An instability of the factors mentioned previously can be related and affect students' performance. Those students with a limited EI will tend to experience stress and emotional difficulties during their studies (Fernández-Berrocal & Ruiz, 2015).

Cazan and Nastasa (2014), tested the connection between EI and life satisfaction of Romanian university students. The tests proved that there is a strong relation between EI and satisfaction with life. However, it was revealed that EI has no connection with academic results. Nevertheless, students might need an improvement in their ability to manage and express their emotions so that they won't get to burnout syndrome. It is recommended through this research to implement a program to increase emotional intelligence which can facilitate academic improvement.

4. CONCLUSIONS

The first part of the research has tried to show the importance of emotional intelligence in the characteristics of a good, highly skilled manager.

The researched domains can be further investigated, but, for the moment, the amount of data collected is sufficient to form an opinion. They are relevant for the future research. The information gained is important for establishing a paper based on at least one of the domains. Research converges to indicate that emotional intelligence is important in one's activity. People must start to find their strengths and weaknesses, from this point of view, to improve those abilities that can be improved and be aware of their emotions and others' emotions. Depending on the domain, the emotional intelligence can be applied differently, in a doctor-patient, banking consultant-client or teacher-student relationship, if it is seen from a business perspective.

Seeing emotional intelligence related peculiarities in various fields and noting the growing need for emotional competencies for all employees, but especially to those who have managerial responsibilities, I wondered whether research should be thorough so as to highlight the relationship between emotional intelligence- education and generations and provide a basis for identifying ways in which future employees can acquire skills and motivation necessary for higher performance together. Considering that such an approach would be new and useful, I intend to build a model that highlights the relationship between emotional intelligence and the level of formal education. In this way I could highlight factors that influence this ratio and changes in education that would promote the emotional development of the future graduate. I also want to undertake a quantitative research that highlights the emotional intelligence to the generation Y and Z. The conclusions of such a review would be an important input in the design of new generations' methods appropriate education.

REFERENCES

- Adeyemo, D. A. (2007). Emotional intelligence and the relationship between job satisfaction and organizational commitment of employee in public Parastatals in Oyo state Nigeria. *Pakistan Journal of Social Sciences*, 4 (2) (2007), pp. 324–330.
- Birks, Y. & Watt, S., I. (2007): Emotional intelligence and patient-centred care, *Journal of the Royal Society of Medicine*, 100 (8), pp. 368-374).
- Cazan A. M. & Nastasa, L. (2014). Emotional intelligence, satisfaction with life and burnout among university students, *Procedia - Social and Behavioral Sciences* 180 (2015) 1574 – 1578.
- Cherniss, C. & Goleman, D. (2001). *The Emotionally Intelligent Workplace*, San Francisco, CA, Jossey-Bass.
- Cherwin, K. A. (2011). Using Emotional Intelligence to Teach. Retrieved June 25, 2015 from: <https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=285>.
- Damasio, A. R. *Descartes' Error: Emotion, Reason, and the Human Brain*. New York: G.P. Putnam's Sons, (1994).
- Danquah E., Analysis of the impact of emotional intelligence on organizational performance: A banking perspective, *British Journal of Marketing Studies* Vol.2, No.3, pp. 34-50, July 2014.
- De Dreu, C. K. W. & Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. *Journal of Applied Psychology*, 88, 741–749.
- Fernández-Berrocal P, Ruiz D. (2015). Emotional intelligence in education, *Electronic Journal of Research in Educational Psychology*. . ISSN. 1696-2095. No 15, Vol. 6 (2) 2008, pp.: 421-436.
- Fodor I., D. (2009). *Intelligență a emoțională și stilurile de conducere*, Iasi, Lumen.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027-1055.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.

- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Goleman, D. (2000). An EI-based theory of performance. In D. Goleman, & C. Cherniss (Eds.). *The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*. San Francisco, CA: Jossey-Bass.
- Goleman, D. (2006). *Social intelligence*. New York: Bantam.
- Hamdia M. & Phadett T. (2011). Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover, *Journal of Economics and Behavioral Studies*, 2(2), 41-49.
- <http://www.beckershospitalreview.com/hospital-management-administration/healthcare-emotional-intelligence-its-role-in-patient-outcomes-and-organizational-success.html>.
- Jordan, P. J. & Troth, A. C. (2002). Emotional intelligence and conflict resolution: Implications for human resource development. *Advances in developing human resources*, 4(1), 62-79.
- Jordan, P. J., Ashkanasy, N. M., Härtel, C. E. J. & Hooper, G. (2002). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12, 195-214.
- Mayer J. & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 772-781.
- Meyer, J. W. The Effects of Education as an Institution, *The American Journal of Sociology*, Vol. 83, No. 1 (Jul., 1977), pp. 55-77, The University of Chicago Press.
- Pahuja, A. & Sahi, A. Emotional Intelligence (EI) among Bank Employees: An Empirical Study, *Afro Asian Journal of Social Sciences*, Volume 3, No. 3.2 Quarter II 2012 ISSN: 2229 – 5313. Retrieved July 15, 2015 from: <http://www.onlineresearchjournals.com/aaajoss/art/89.pdf>.
- Palmer, B. R., Gardner, L. & Stough, C. (2003). The relationship between emotional intelligence, personality and effective leadership, 5th Australian Industrial & Organizational Psychology Conference, Melbourne.
- Payne, W. (1985). A study of emotion: developing emotional intelligence, Doctoral Dissertation; UMI.
- Peter, J. J. & Ashlea, C. T. (2004). Managing Emotions During Team Problem Solving: Emotional Intelligence and Conflict Resolution, *Human Performance*, 17:2, 195-218, DOI: 10.1207/s15327043hup1702_4.
- Petrides, K. V. & Furnham, A. (2003). Trait emotional intelligence: Behavioral validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39 – 57.
- Petrides, K. V. (2009). Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue). London: London Psychometric Laboratory. Petrides, K. V., Frederickson, N., Furnham, A. (2004). The role of trait emotional intelligence in academic performance and deviant behavior at school. *Personality and Individual Differences*, 36, 277 – 293.
- Poon, J. M. L. (2004). *Career Commitment and Career Success: Moderating Role of Emotion Perception*, *Career Development International*, 9.4, pp. 374 - 390. DOI: <http://dx.doi.org/10.1108/13620430410544337>. Retrieved August 15, 2015 from: http://www.researchgate.net/publication/228389182_Emotional_intelligence_in_Education.
- Rowden, R. W., (1999). Potential roles of human resource management professional in the strategic planning process, *SAM Advance Management Journal*, Society for the Advancement of Management, vol. 64, no. 3. Retrieved July 19, 2015 from: <http://www.freepatentsonline.com/article/SAM-Advanced-Management-Journal/55804650.html>.
- Snowden, A., Stenhouse, R., Young, J., Carver, H., Carver, F. & Brown, N., *The relationship between emotional intelligence, previous caring experience and mindfulness in student nurses and midwives: a cross sectional analysis*, *Nurse Educ. Today* (2014), Retrieved August 27, 2015 from: <http://dx.doi.org/10.1016/j.nedt.2014.09.004>.

- Trivellas P., Gerogiannis, V. & Svarna, S., Exploring workplace implications of Emotional Intelligence (WLEIS) in hospitals: Job satisfaction and turnover Intentions, doi:10.1016/j.sbspro.2013.02.108.
- Warren, B. (2013). *Healthcare emotional intelligence: Its role in patient outcomes and organizational success*. Retrieved June 30, 2015 from: <http://www.beckershospitalreview.com/hospital-management-administration/healthcare-emotional-intelligence-its-role-in-patient-outcomes-and-organizational-success.html>.