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**A STUDY OF IMPACT OF EMOTIONAL  
INTELLIGENCE AND PERSPECTIVE TAKING  
UPON MANAGERIAL EFFECTIVENESS**

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# A Study of Impact of Emotional Intelligence and Perspective Taking upon Managerial Effectiveness

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**Abstract – The present study was undertaken to assess the impact of emotional intelligence and perspective taking upon managerial effectiveness. A sample of 300 middle level managers of MNCs from NCR (National Capital Region) was collected. Emotional Intelligence Scale by Uma Devi L., Perspective Taking Scale by Jean Brittain Leslie et. al., and Managerial Effectiveness Scale developed by Dr. Upendra Dhar were used as measures to collect sample data. Data collected was subjected to SPSS and Mean, SDs and 2way ANOVA was calculated. The results show that both emotional intelligence and perspective taking have significant impact upon managerial effectiveness. Thus the hypothesis that emotional intelligence and perspective taking together significantly affect managerial effectiveness stands accepted and the null hypothesis gets rejected.**

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## EMOTIONAL INTELLIGENCE:

Emotional Intelligence can be traced back to Darwin's early work on the importance of emotional expression for survival and adaptation. When Mayor and Salovey (1990) coined the term emotional intelligence, they were aware of the non-cognitive aspects of intelligence. They described emotional intelligence as a form of social intelligence that involves the ability to monitor one's and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Emotional Intelligence addresses the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the mere cognitive or mental aspects of intelligence. Emotional intelligence is in many ways predictor of emotional and personal success in the future. Emotional intelligence measures characteristics such as empathy, impulse control & the ability to relate to others in an age appropriate and responsible manner. Emotional intelligence measures the skills one has to succeed in coping with the environmental demands and pressures. Emotional intelligence (EI) is a multidimensional construct, researchers refer to EI as a set of abilities or perceptions concerning the way individuals identify, make use of, deal with, and process emotions. There are two most popular theoretical views of EI – one is the ability framework (Salovey and Mayer, 1990; Mayer and Salovey, 1997) and the other, trait model framework (Bar-On, 1997; Petrides and Furnham, 2001). The ability model examines relatively discrete mental abilities that process emotional information (Mayer et al., 2008), and trait EI or trait model refers to EI as a constellation

of emotional self –perceptions. And researchers have a broad consensus that it can be divided into two general streams: maximum performance tests, which assess actual levels of EI performance (ability EI), and self-report questionnaires, which reflect typical EI functioning (trait EI or emotional self-efficacy). Although distinct constructs, ability and trait EI are not mutually exclusive, and their bifurcation is now widely recognized within the scientific literature. There is some divergence amongst EI researchers on the best model for EI, there is agreement that it covers the ways in which people differ in their emotional capabilities, both in the intrapersonal (mood regulation, stress management, and perceiving one's own emotions) and interpersonal (social skills, perceiving others' emotions) domains" (Austin et al., 2007,).

How much impact does emotional intelligence impact one's professional success? The short answer is: a lot! One's emotional intelligence is the foundation for a host of critical skills- it impact most everything one says and does every day. Emotional Intelligence is the single biggest predictor of performance in the work place and the strongest driver of leadership and persona excellence.

## PERSPECTIVE TAKING:-

Positive and congenial relations at work are becoming a new interdisciplinary domain of inquiry (Dutton & Ragins, 2006). Perspective taking an individual cognitive and emotional process is one particular component that is of utmost importance when it comes to establishing positive workplace

environment. It is that factor which facilitates interpersonal relations and communications (Parker, Atkins and Axtell in 2008). Perspective taking goes far beyond empathy; it means figuring out what other think and feel, and forms the basis for understanding the intentions of others. It has been seen that people who can take the perspective of others' are also much likely to get involved in conflicts. Perspective taking calls on many executive functions of the brain. It requires inhibitory control, or inhibiting our own thoughts and feelings to consider the perspective of others; cognitive flexibility to see a situation in different ways; and reflection, or the ability to consider someone else's thinking alongside our own.

Adopting other's perspective requires the ability to represent the self as distinct from others, the development of a theory of mind to realize that others have mental states in the first place and the explicit recognition that other's mental states and perceptions could differ from one's own. Overcoming egocentricism and one's own current state is therefore the essence of perspective taking.

Parker, Atkins and Axtell (2008) define the active consideration of others' viewpoints in the following way: "active perspective taking occurs when an observer tries to understand, in a non-judgmental way, the thoughts, motives, and feelings of a target, as well as why they think and feel the way they do". These authors denominate "observer" the employee that interacts with, and tries to comprehend the perspective of, another person, and denominate "target" this latter person. This definition of perspective taking implies that: 1) perspective taking is an intentional and goal-directed process, rather than an automatic or subconscious activity; 2) it is an active process, that requires effort, and hence resources, to distance oneself from one's own perspective and to comprehend the perspective of the other persons; this means that reduced cognitive load, availability of emotional resources and good behavioral strategies to ask good questions and listen the answers, are required; 3) it is a non-judgmental process, because it is required to understand the other person and what she feels and thinks, and to recognize her experiences as legitimate ones; 4) finally, it is a behavior that may be trait based but that is also influenced by non – dispositional characteristics of the person (as, for instance, mood or emotions) and by situational factors (as for instance reduced cognitive load or limited time pressure).

**METHODOLOGY:**

**Sample:** A sample of 300 middle level managers was collected from industrial Units falling in NCR.

**Variables:**

**A. Independent:**

1. Emotional Intelligence (EI)

**2. Perspective Taking Scale**

**B. Dependent: Managerial Effectiveness (ME)**

**Measures Used:**

1. Emotional Intelligence Scale developed by Dr. Umal Devi L.
2. Perspective Taking Scale (PTS) developed by Jean Brittain Leslie et. al.
3. Managerial Effectiveness Scale developed by Dr. Upendra Dhar

**Design :** A 2\*2 factorial design was used for the present study.

**Hypothesis :** Emotional Intelligence (High and Low) will have interaction with Perspective Taking (Adequate and Inadequate)and both have significant impact upon Managerial Effectiveness.

**Table 1. Showing Mean and Sd for Emotional Intelligence and Perspective Taking om Managerial Effectiveness**

ME	Mean	N	Std. Deviation
Low			
Inadequate	159.48	92	17.024
Adequate	153.68	65	18.232
Total	156.36	157	18.205
High			
Inadequate	163.36	73	14.521
Adequate	162.32	70	13.213
Total	163.48	143	14.085
Total			
Inadequate	161.93	165	16.296
Adequate	158.99	145	16.832
Total	160.59	300	16.582

**Table 2. Showing ANOVA for Emotional Intelligence and Perspective Taking om Managerial Effectiveness**

			Unique Method				
			Sum of Squares	df	Mean Square	F	Sig.
ME	Main Effect	(Combined)	3635.89	2	1817.942	6.866	0.001
		EI_HL	2963.62	1	2963.617	11.193	0.001
		PT_AI	868.079	1	868.079	3.279	0.041
	2 way interaction EI_HL*PT_AI		711.099	1	711.099	2.686	0.022
Model			4166.85	3	1388.95	5.246	0.002
Residual			86845.3	296	264.772		
Total			91012.1	299	274.961		
a. ME by EI_HL,PT_AI							
D. All Effects entered Simultaneously							

It is clear from the table that emotional intelligence and perspective taking together interact with each other and have significant impact upon managerial effectiveness. The table shows F=2.686 which is significant at .05 level. Thus the hypothesis that emotional intelligence and perspective taking together significantly affect managerial effectiveness stands accepted and the null hypothesis gets rejected.

There is agreement among researchers that EI covers the ways in which people differ in their emotional capabilities, both in the intrapersonal (mood regulation, stress management, and perceiving one's own emotions) and interpersonal (social skills, perceiving others' emotions) domains" (Austin et al., 2007). Empathy is a complex multidimensional concept (Davis, 1980). Empathy is broadly defined as the capacity to imagine, experience, and understand what another person is feeling (Gilet et al., 2013). "The term empathy is used to refer to two related, yet different human abilities: mental perspective taking (cognitive empathy) and the vicarious sharing of emotion (affective empathy).

Since the ability to perceive and understand emotions in others is an important component of emotional intelligence. Persons with higher emotional intelligence should have higher ability to experience empathy. An important aspect of empathy is to listen and try to understand the other's point of view. Salovey and Mayor posited that empathy is an important component or correlate of emotional intelligence. Preliminary for this notion came from Mayor, Caruso and Salovey who found that individuals with higher scores on emotional intelligence had higher scores on empathy.

Petrides et. al. (2004) stated that most models of trait EI use aspects of affect-related functioning such as emotion awareness, empathy, and relationship skills to assess EI.

To stay competitive it is imperative that business leaders do acquire empathy skills so that they can relate effectively to diverse groups of employees, and achieve the desired results demanded by today's global market (Kayworth & Leidner, 2002). According to Voss, Gruber, and Reppel (2010) empathy skills allow leaders to understand better other people's perspectives and opinions, making the work environment more enjoyable and productive. Goleman (1995) states that empathy is a must have virtue for because it can inspire, motivate, envision, and lead others to greater effectiveness. Goleman (1995) added that empathy has an important role in leadership because empathy enables leaders to connect with their people. Empathy ensures that connections occur between people so that everybody is included and no employee feels left out, and as such an empathic leader is seen as an effective leader (Cockerell, 2009). An effective leader increases optimism, motivation, and commitment, as well as organisational vision (Goleman et. al., 2002). According to Leslie, Dalton, Ernst, and Deal (2002) and McCuddy and Cavin (2008), in the rapidly growing market there are more leaders working across borders, distances and cultural boundaries. These leaders need to adapt to multicultural differences, have exceptional knowledge of business operations, have effective time management skills, and be able to act and think beyond traditional boundaries. Additionally, being an effective leader requires the ability to take the

perspective of others (McCormik, 1999) McCormik further notes that the ability to take the perspective of others means that leaders should be able to see the world through other's eyes. Thus, leaders must acquire empathy to promote behaviors that are necessary for effective global leadership (Baillie, 2011)

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