Chapter 7 Emotional Intelligence and Conflict Resolution in the Workplace

Priya Sharma

Dr. Y.S. Parmar University of Horticulture and Forestry, India

Rozy Dhanta

Shoolini University, India

Atul Sharma

Lovely Professional University, India

ABSTRACT

Emotional intelligence (EI) and conflict resolution (CR) play an indispensable momentous part in the well-ordered run for a composite and extensive workplace. EI could be outlined as the potential to acknowledge fondness and hold sentiments productively. EI assists to channelize emotions to provide capacity to deal with conflict more constructively, which proceeds to effectual conflict management. Conflict is the scuffle between minimal two interdependent parties who become cognizant of antagonistic goals, scanty rewards, and intervention from other parties in the attainment of their goals. Thus, conflict resolution acts as part of a requisite role in a sustained manner to settle a complication or controversy pragmatically, and provide for a healthy association within the organization. A systematic literature review (SLR) was done, which highlights the association between EI and CR in the workplace, and suggests embracing them to create healthy workplace.

DOI: 10.4018/979-8-3693-1902-4.ch007

1. INTRODUCTION

In the contemporary era of rapid globalization and interconnectivity, the workplace serves as a dynamic amalgamation of multifarious personalities, cultural backgrounds, and divergent viewpoints. Amidst the growing emphasis on cooperative endeavors and synergistic team dynamics, the mastery of emotional regulation, interpersonal adeptness, and adept conflict resolution has emerged as indispensable in sustaining a cohesive and thriving professional milieu. Indeed, it is within this context that the paramount significance of emotional intelligence (EI) and its profound interplay with conflict resolution comes to the fore, facilitating the delicate balance required for optimal workplace functionality and growth.

Emotional intelligence holds considerable promise as a forecaster of workplace conduct and may aid in comprehension of connections in the work milieu. (Jordan & Troth, 2014). Emotions comprise intricate neural networks, responsive mechanisms, and a sentient condition/course that propels and arranges cognition and conduct. Historically, emotions in the professional environment have been linked to pessimism and were anticipated to be veiled. A more pragmatic standpoint is that emotions exert a direct influence on personal preferences and judgment, and thus ought to be recognized for their role in steering connections and human engagements. Emotions can serve as beneficial apparatuses for individuals to regulate their associations with others (Hopkins & Yonker, 2015). Concomitantly one aspect that seems consistent in organizations experiencing transformation is conflict; the contests in the professional sphere and variations in personal traits are progressively fostering discord among workers. Conflict, characterized as an intercommunicative phenomenon exhibited in incongruity, dissent, or disharmony within or amidst societal units, emerges whenever individuals engage in mutual exchanges, like employees collaborating within a project team or managers partaking in negotiations. Consequently, the potential for interpersonal conflicts remains imminent, and if left unaddressed, these clashes can exert detrimental effects on the ultimate results of such interactions (Basogul & Ozgur, 2016; Gunkel et al., 2016). The seamless incorporation of emotional intelligence in conflict resolution holds significant importance in contemporary workplaces, characterized by diverse cultural backgrounds. Emotionally intelligent individuals adeptly navigate cross-cultural conflicts, fostering cultural awareness and inclusivity (Matsumoto, 2005).

Emotional intelligence (EI) and conflict resolution have become quintessential proficiencies in contemporary workplaces owing to their salutary influence on employee interactions and overarching organizational efficacy. Emotional intelligence, in essence, encompasses the acumen to discern and comprehend individuals emotional experience & understanding others emotions, while conflict resolution involves adroitly navigating disputes and arriving at efficacious resolutions. Employers would do well to invest in comprehensive training programs and instill a corporate ethos that esteems these sagacious aptitudes, engendering harmonious and high-performing work environments.

2. METHOD

The chapter employs a Systematic Literature Review (SLR) as the chosen research methodology. The intent of the chapter is to gain a comprehensive understanding of both emotional intelligence and conflict resolution; further it explores the relevance of emotional intelligence and conflict resolution within the workplace. (Winardi et al., 2021) recommended an approach which was adopted for information selection, in order to maintain research objectivity. There was no geographical restriction, and the data

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/emotional-intelligence-and-conflict-resolution-in-the-workplace/335415

Related Content

Investigating the Roles of Neuroscience and Knowledge Management in Higher Education

Kijpokin Kasemsap (2017). Handbook of Research on Administration, Policy, and Leadership in Higher Education (pp. 112-140).

www.irma-international.org/chapter/investigating-the-roles-of-neuroscience-and-knowledge-management-in-higher-education/167372

Disruptive Technologies and Education: Is There Any Disruption After All?

Kin Wai Michael Siuand Giovanni Jesue Contreras García (2017). *Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications (pp. 757-778).*www.irma-international.org/chapter/disruptive-technologies-and-education/169036

Knowledge in Science and Technology Parks

Ricardo Martinez-Canas, Pablo Ruiz-Palominoand Maria Angeles Garcia-Haro (2021). *Encyclopedia of Organizational Knowledge*, *Administration*, *and Technology (pp. 1598-1608)*. www.irma-international.org/chapter/knowledge-in-science-and-technology-parks/263638

Responsive Pedagogies: Capturing the "Moment"

Mary A. Burston (2023). *Youth Cultures, Responsive Education, and Learning (pp. 208-221).* www.irma-international.org/chapter/responsive-pedagogies/330726

Managing Organizational Change During Turbulent Times: A Socio-Psychological Perspective Filippo Ferrari (2023). *Change Management During Unprecedented Times (pp. 1-24).*www.irma-international.org/chapter/managing-organizational-change-during-turbulent-times/322654