

Chapter 8

Emotional Intelligence as a Facilitator and Gateway for Managerial Effectiveness

Vaniki Joshi Lohani

 <https://orcid.org/0009-0006-6097-2137>
Jawaharlal Nehru University, India

Mohit Lohani

Lal Bahadur Shastri Institute of Management, India

Mayura Kemkar

 <https://orcid.org/0000-0001-9756-1020>
Shri Govindram Seksaria Institute of Technology and Science, India

ABSTRACT

Traditionally, intelligence has been associated with cognitive and logical abilities only. However, this definition of intelligence did not take into account the various other faculties available to the human mind. Human resources have been important to any growing organization, and in the scenario of complex volatile business it's very difficult to retain good employees who help the organization to achieve success. This work talks about how emotional intelligence helps to form as a formative block of the behavior and how they affect managerial effectiveness. This chapter explores how emotional intelligence brings with it multiple advantages and thus forms a key competency that improves the managerial effectiveness.

DOI: 10.4018/979-8-3693-1902-4.ch008

1. INTRODUCTION

Human capital forms the most vital part of any organization. However, in the era of AI and its role in modern business management(Bhardwaj et al., 2023a), people are speculating the role of EI(Bhardwaj et al. 2023b).All organizations thrive on the knowledge, skills and abilities possessed by this human capital or employees. In present case of volatile, Intricate, challenging, and competitive business scenario, the quality of employees is the most important factor that leads to employee engagement, performance and business success(Bhardwaj et al., 2023c). Therefore, the success of an organization relies heavily on the effectiveness of its workforce. Gardner (1983), has described Nine categories of intelligences namely:-

Table 1. Gardner's nine categories of intelligences

S.No	Intelligence	Manifestation
1.	Naturalist	Nature Conscious
2.	Musical	Having knowledge of rhythm and sound
3.	Logical-Mathematical	Leaning towards numeric understanding and reasoning
4.	Existential	Conscious of reality and real life
5.	Interpersonal	Being Observant and insightful about people
6.	Bodily-Kinesthetic	Mind-body co-ordination
7.	Linguistic	Receptive and reactive towards speech and bhasha
8.	Intra-personal	Receptive and reactive towards relations
9.	Spatial	Preceptive towards mental cognition

9 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-as-a-facilitator-and-gateway-for-managerial-effectiveness/335416

Related Content

Developing Educative Multimodal Conversational Applications for Mobile Devices

David Grioland Zoraida Callejas (2017). *Handbook of Research on Technology-Centric Strategies for Higher Education Administration* (pp. 354-372).

www.irma-international.org/chapter/developing-educative-multimodal-conversational-applications-for-mobile-devices/182637

A Review of Transnational Higher Education

John David Branch (2021). *Research Anthology on Preparing School Administrators to Lead Quality Education Programs* (pp. 67-86).

www.irma-international.org/chapter/a-review-of-transnational-higher-education/260417

Quality Mentoring: A Prerequisite for Faculty at HBCUs

Philliph Masila Mutisyaand Cassandra Sligh Conway (2018). *Faculty Mentorship at Historically Black Colleges and Universities* (pp. 15-34).

www.irma-international.org/chapter/quality-mentoring/198824

A Study on Overcoming Cognitive Biases in Leadership Decision-Making

Stutee Mohanty, Suresh Kumar Sahoo, Indu Sharma, Arpita Panigrahiand Leticia Bosu (2024). *Building Organizational Resilience With Neuroleadership* (pp. 159-182).

www.irma-international.org/chapter/a-study-on-overcoming-cognitive-biases-in-leadership-decision-making/343752

Language Policy Execution: The Case of South African Universities

Paul Hendry Nkuna (2017). *Handbook of Research on Administration, Policy, and Leadership in Higher Education* (pp. 220-255).

www.irma-international.org/chapter/language-policy-execution/167377