

IMPACT OF EMOTIONAL INTELLIGENCE AND ORGANISATIONAL SUCCESS

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INTRODUCTION

Emotional intelligence is the ability to inform our decisions with an understanding of our own and others' emotions so that we can take productive action. Research shows that career success depends crucially on this skill. Emotionally intelligent people rise to the top in business because they are self-motivated and self-confident. They are not at the mercy of out-of-control emotions. They may be disappointed by setbacks, but they recover from them quickly. Mastery of their inner world is not enough, however emotionally intelligent people also turn sensitivity to their own feelings outwards. Their empathy for others makes them perceptive in working with others and thus influential.

Normally, there are six universal emotions viz. anger, fear, sadness, happiness, disgust and surprise. These expressions emerge because of difference in people's responses to a given identical or provoking stimuli. Why do people respond differently for identical stimuli? This is because of individual personality, a product of heredity and environment which is not universal or common to all the individuals.

THE DIFFERENT KINDS OF INTELLIGENCE

In the 1980's Howard Gardner broadened the subject when he published his theory of multiple intelligences in which he argued that success in life was not just dependent on IQ. He showed that there were seven different types of intelligence.

LINGUISTIC

The ability to use and comprehend language. Those gifted here may be writers, speakers, scholars or good listeners.

LOGICAL

The ability to solve logical and mathematical problems. They are mathematicians, philosophers, statisticians, accountants, logicians and scientists.

MUSICAL

Includes the ability to appreciate music and well as compose, play conduct or sing it.

SPATIAL

The ability to work with visual and spatial forms and patterns. Excellent for pilots, engineers, painters, sculptors, and navigators. Also gives the ability to read ball games and chessboards as well as to recognize faces.

KINAESTHETIC

The intelligent and flexible use of one's body useful for athletes, actors, dancers, surgeons and artists.

INTERPERSONAL

The ability to relate well to others by understanding their inner thoughts and feelings, and responding to their moods and intentions traditionally. This skill has been important to sales people, teachers, psychotherapists and managers.

INTRAPERSONAL

The ability to monitor one's own subtle thoughts, feelings, sensations and moods, and to be guided by them in making decisions. Includes the ability to get in touch with personal desires, dreams hopes and values.

Instances of people gifted in one intelligence but 'stupid' in others are humorous. For example, A gear concert pianist may be prone to sudden rages (lacking intrapersonal intelligence). The champion athlete who is tongue -tied (lacking linguistic intelligence) and the university professor who dances like an elephant (lacking kinesthetic intelligence). In business organization similar caricatures are abound.

DIMENSIONS OF EMOTIONAL INTELLIGENCE

SELF AWARENESS

With this, you understand your own emotions and recognize them as they occur. Your emotional responses guide you in different situations and you recognize your limitations to make the most of your strengths.

SELF CONFIDENCE

Based on a realistic awareness of their limitations, confident people know when to trust in their own decisions and when to defer to others. Making the most of their strengths, confident people continually engage in new challenges that expand personal potential.

SELF REGULATION

This ability enables you to stay focused on your goals and delay gratification until they are accomplished. You recover from set backs quickly and see goals through to the end. Destructive emotional responses are put aside in favor of ones more likely to achieve the goal. You motivate yourself by staying in touch with your most important aspirations.

MOTIVATION

This ability enables you to inspire others by focusing on their needs, preferences, values, goals and personal strengths.

EMPATHY

With empathy, you attune to the needs, values, wishes and perspectives of others. You sense others feelings and thoughts by actively placing yourself in their position.

SOCIAL ACUMEN

Reading situations quickly and well, both- verbally and non-verbally, enables you to adapt to the intentions of those with whom you have a relationship. Your sensitivity to group dynamics enables you to identify who in the group is most influential and to align with the cultural style of others.

PERSUASIVENESS

Emotionally intelligent people are adept at reading the intentions and wishes of others and creating mutually satisfactory outcomes. They develop the habit of win/win thinking and look for ways in which personal goals can be aligned with those of others.

CONFLICT MANAGEMENT

With this ability you anticipate conflict before it occurs and divert attention to more productive courses of action. If conflict develops you resolve it by focusing the attention of the parties involved on actions that are in their best interests.

ORGANIZATIONAL EFFECTIVENESS

Efforts to define organizational effectiveness have yielded little evidence to suggest the existence of any single measure or set of measures which could be described as common to all organizations (Kirchoff, 1977). Managers rarely have either the time or the inclination to research and refine these distinctions. Practitioners see it more as a system of measures than as any absolute measure so, defining effectiveness is fundamentally, an organization- specific approach. Organizational effectiveness is a process in the sense that it applies management research techniques and behavioral science concepts to evaluate the strategic management process. Organizations are mechanisms of action. Therefore, it is organizational action and the consequences thereof, and not intended strategy, which determines organizational performance.

Complex organizations pursue multiple goals, and effectiveness is measured relative to a particular set of goals that are derived for a specific organization under a specific set of circumstances. Organizational effectiveness, thus, is also a system of outcomes that measures the degree to which an organization achieves its goals (Elzioni,1964).

DIMENSIONS OF ORGANISATIONAL EFFECTIVENESS

There are several dimensions to the effectiveness concept. Among the most significant dimensions are

STRATEGIC

The organization's overall ability to achieve its strategic and business goals requires monitoring its use of capital and material assets. This would include measures such as return on equity (ROE), return on capital employed (ROCE), return on assets (ROA), controllable operating expenses (COE) and other financial and strategic measures.

SYSTEMS

The extent to which organizational systems are linked and integrated is designed through information systems, compensation benefits systems, and other operating systems (Fitz-Enz,1984).

MANAGERIAL PROCESS

The capability of management and managerial processes to obtain and distribute resources and manage the assets of the organization in carrying out goal-related tasks, such as budgeting, strategic planning or cost control. In addition, a legitimate form of measurement is an assessment of employee perceptions of managerial and organizational practices and processes.

BEHAVIOR /HUMAN RESOURCE

The organization's ability to enhance human performance and teamwork, through performance management, career management, training and development, and related activities.

TRANSACTIONAL

The capability of the organization to seek out and engage in coalitions, alliances, joint ventures, and related activities that support business strategy.

STRUCTURAL

The durability and flexibility of the organization's structure for responding to a diversity of situations and events.

FUNCTIONAL

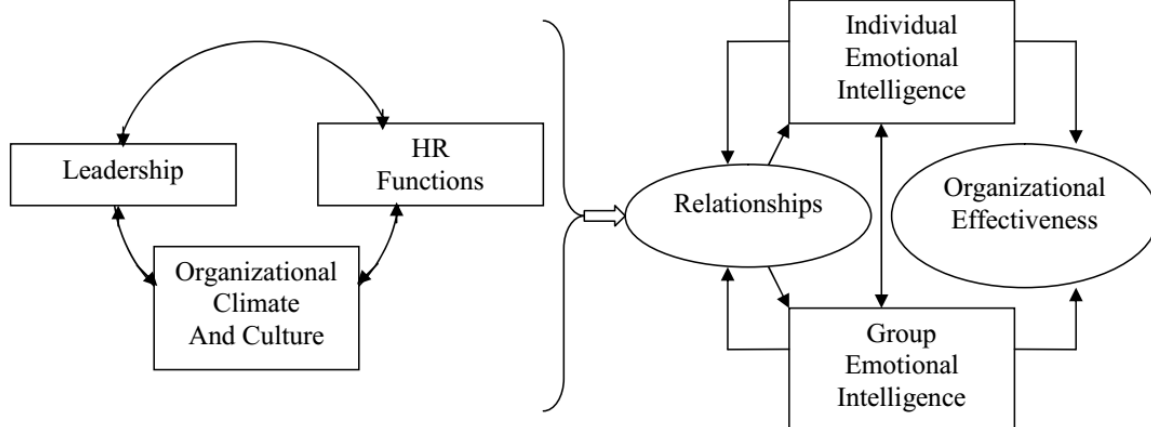
The usefulness of the organization's activities to its client and stakeholder groups. This might include measuring such things as customer satisfaction, community awareness, supplier efforts, and environmental awareness.

SOURCES OF EI IN ORGANISATIONS

If individual and group emotional intelligence contribute to organizational effectiveness, what in the organization contributes to individual and group emotional intelligence? such a question is specially important for anyone who wishes to harness the power of emotional intelligence for organizational improvement. The following diagram presents a model that point to some broad factors in organizations that contribute to emotional intelligence. Those who wish to help individuals and groups become more emotionally intelligent can use this model as a starting point.

Emotional intelligence, as Goleman(1995) pointed out in his first book on the topic, emerges primarily through relationships. At the same time, emotional intelligence affects the quality of relationships. (Kram Etial) note that both formally arranged relationships and naturally occurring relationship in organization contribute to emotional intelligence. Relationships can help people become more emotionally intelligent even when they are not set up for that purpose. The model suggests that ultimately any attempts to improve emotional intelligence in organizations will depend on relationships. Even formal training interventions or human resource policies will affect emotional intelligence through their effect on relationships among individuals and groups in the organization.

A MODEL OF EMOTIONAL INTELLIGENCE AND ORGANISATIONAL EFFECTIVENESS



The left-hand portion of the above model diagram illustrates three organizational factors that are interrelated. Each of these factors influences emotional intelligence through its impact on relationships, and each factor influence the other two. For instance, Goleman, presents data

showing how the emotional intelligence of organizational leadership influences organizational effectiveness through its impact on organizational climate. At the same time, the HR functions of recruitment and selection, training and development, and management performance have a strong impact on leadership EI (Ruth Jacobs) Leadership in turn will influence the extent to which HR functions are effective in helping organizational members to increase their EI. Leader who lack EI provide poor models for the development of EI in others, and they are unlikely to provide the kind of support and encouragement necessary for effective EI promotion efforts.

CONCLUSION

The model suggests two important implications for practice. First, any effort to improve the EI of organizational members will ultimately fail unless it affects naturally occurring relationships among those members. Formal off site training programs can have value, for example, but only if they lead to sustained changes in interpersonal and inter group relationships back in the organization. The second important implication is that interventions that focus on only one part of the model are not likely to be very effective. So, for instance, a training program designed to help organizational members become more emotionally intelligent will be of limited value by itself because it targets only one part of the model- HR functions. Such training efforts will succeed only if the organizational leadership and culture support them.

All models are necessarily incomplete. This one captures some but not all of the important forces that contribute to the development of individual and group EI in organizations. For instance, as Boyatzis and Kram note that individuals bring into the organization values, aspiration and developmental histories that influence their response to EI promotion efforts. Moreover this model does not begin to suggest the rich and complex ways, in which HR functions, to take just one example, can influence the level of organizational EI.

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