

Research Article

The Effect of Emotional Intelligence on Optimized Management in Organizations

Manouchehr Jofreh

Department of Management, Islamic Azad University, Central Tehran Branch, Iran

Abstract: Human being is the one that can express his feelings and thoughts which result in behavior verbally. Emotions have effect that can influence all of one's behavior at each stage of his life. For long time, it is seen that within the studies concerning intelligence, emotions have not been taken into consideration. However, recently the impact of emotions upon intelligence and behavior is begun to be discussed with emerge of the term emotional intelligence. Today, organizations are not predictable and stable structures like before. Due to high uncertainty and fast changing environment, keeping employees motivated and managing relationships in the organizations supply chain is the biggest challenge for any manager nowadays. A series of studies indicated that organizations that have the brightest employees intellectually are not the most successful ones. Interpersonal skills are crucial to managers' and employees' success in their corporate life. This study explains how we can use our intelligence to better manage our emotions and enable our emotional intuition to guide our thinking in the organizations. Then the influence of having emotionally intelligent employees on the organizations' effectiveness will be explained.

Keywords: Emotional intelligence, intelligence quotient, managers, organization

INTRODUCTION

In our view, emotional intelligence (i.e.,) marks the way we relate to and understand the world (Salvador, 2010). While IQ and technical skills are necessary for success, emotional intelligence is what truly differentiates extraordinary leaders, individuals, teams and organizations from mediocre ones. Despite its popularity and the fact that most people claim to have heard of it, very few can accurately define emotional intelligence. Sceptics claim that "charm and influence" became "social and interpersonal skills" which has become "emotional intelligence". The new term and concept chimed with the zeitgeist and became very popular. It spawned a huge industry particularly with those interested in success at work. Emotional Intelligence (EI) refers to an assortment of emotional, personal and interpersonal abilities and skills that influence one's overall capability to effectively cope with environmental pressures and demands. Emotional intelligence plays an important role in intelligent behavior and is vital for successful performance in the workplace and personally. Emotional intelligence is what motivates us to pursue our unique potential and purpose. It activates our innermost values and aspirations, transforming them from things we think about to how we live. It is concerned with understanding self and others, relating to people, adapting and coping with the environment.

The history of emotional intelligence is this: In 1920 the concept of "Social Intelligence" was first introduced; in 1990 the first published scientific paper

on the topic using this term; Goleman (1995) wrote the best seller "Emotional Intelligence"; Mayer and Salovey (1997) the first popular self report questionnaire was developed; Mayer *et al.* (2003) the first ability measure devised. There is now a comprehensive Wikipedia entry on the topic and various very serious handbooks and reviews. Salovey and Mayer (1990) introduced emotional intelligence as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action." The term "Emotional Intelligence" (EI) focuses one's attention on the underlying emotional elements of human potential and performance. In the late 1930's and 40's, Thorndike and Wechsler explored the concept of "social intelligence," but Gardner (1995) popularized the construct with his studies in "multiple intelligences." More recently, other psychologists have further articulated the complexity of intra-and interpersonal intelligences (Bar-On and Parker, 1992; Bar-On, 2000; Goleman, 1998a, b). Other theorists have used labels such as "practical intelligence" and "successful intelligence" which integrate interpersonal competencies with cognitive abilities, anchoring the concepts around outcomes such as success or effectiveness (Stenberg and Detterman, 1996). Emotional intelligence is a learnable ability. Goleman (1995) offered a definition of emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our

relationships.” In light of the findings cited above, Goleman (1995) posited human competencies like self-awareness, self-discipline, persistence and empathy are of greater consequence than IQ in predicting performance. In other words, emotional intelligence is being smart about one’s self and about other people.

Emotional intelligence: Goleman (1995) book told a simple and interesting story about emotional intelligence that helped explain its appeal. Technical training in the essential job knowledge of any career is easy compared to teaching IQ skills. That is, as an adult it is comparatively straighter forward to teach a person the technical aspects of the job than the soft skills. The idea is that there is a critical period to acquire the basis of EI which is probably during early to late adolescence. The young person, often a male, may experience social anxiety, discomfort and rejection while attempting to interact with and influence others (specifically those they are attracted to, which is most often people of the opposite sex).

Hence they may over time find solace in computers and other activities with a high skills/low contact basis. Thus, in early adulthood, they appear to be technically competent in certain areas (IT, engineering) but still rather undeveloped in people skills and more specifically emotional awareness and regulation. They may even be ‘phobic’ about emotional issues and resistant to (social skills) training. It is also assumed that people are less able to pick up EI ‘skills’ as well as less willing to try. To acquire technical skills often requires considerable dedication so opportunities to acquire social skills (EQ) are, therefore, reduced. Then the low EQ person chooses technology rather than people for fun, comfort, a source of ideas because they do not understand emotions (Furnham, 2012).

Some adults often tend to be rigid, with poor self-control, poor social skills and are weak at building bonds. Understanding and using emotions/feelings are at the heart of business and indeed being human. Often business people prefer to talk about emotional competencies (rather than traits or abilities) which are essentially learned capabilities. Emotional competencies include: emotional self-awareness, emotional self-regulation, social-emotional awareness, regulating emotions in others: understanding emotions, etc., (Fig. 1). If one is to include older related concepts, like social skills or interpersonal competencies, it is possible to find a literature dating back 30 years showing these skills predict occupational effectiveness and success. Further, there is convincing empirical literature that suggests these skills can be improved and learnt.

Main reasons of emotional intelligence importance: Compelling research shows that IQ and technical skill

<u>Self Awareness</u>	<u>Social Awareness</u>
Emotional self-awareness Self confidence Accurate self-assessment	Empathy Organizational awareness Service orientation
<u>Self management</u>	<u>Relationship management</u>
Emotional self-control Adaptability Achievement orientation Optimism Initiative Transparency	Influence Conflict management Insurance leadership Change catalyst Development others Teamwork and collaboration

Fig. 1: Emotional competencies

combined are no longer sufficient to succeed in today’s customer-focused, team-centered and ever-changing organizational climate. Today management also needs emotional intelligence to optimize performance and maintain a competitive edge: (Sharma and Rooprai, 2008)

- Increasing EI makes individuals more efficient, productive and successful.
- Organizations can become more productive by recruiting/hiring emotionally smart people and by offering opportunities to enhance these skills through involvement and-EI can be a way to help maximize the potential of your members and in turn your organization.
- Possessing skills related to EI can help you be prepared to lead others and Having the skills to lead are vital in managing complex organizations.
- Every day we will interact with others who possess varying degrees of EI and being able to work with challenging people is a necessity for the workplace and organization involvement.
- You can assess the overall potential for your organization-EI influences organizational culture as individuals know their abilities to interface with others. Organizations with high levels of EI may be more apt to succeed.
- Emotional intelligence influences your ability to efficiently cope with daily demands and to be successful in various areas of life. By increasing your emotional intelligence, you become more efficient, productive and successful. You also can create greater emotionally and physical well-being. Further, the emotionally intelligent individual pursues goals with vision, perseverance and energy. Research has indicated that the following EI competencies predict success at work:

self-awareness, emotional resilience, decisiveness, interpersonal sensitivity, influencing skills, conscientiousness, integrity and personal motivation.

- Research has documented that emotional intelligence is twice as critical in leadership performance as IQ and technical skill. Successful leaders have a high emotional IQ. Emotional intelligence competencies have a positive impact on creating and sustaining a positive organizational culture. Emotional competence also prevents executive derailment.
- Emotionally intelligent leaders are not only more successful but also create a culture that is characterized by greater morale, increased employee satisfaction and productivity, improved return on investment in change efforts and greater success in achieving desired performance goals.
- Top performers are more productive and it is mostly emotional competence that makes them that way. A leading research firm found that for all jobs, emotional intelligence accounts for 66% of successful job performance compared to IQ and technical skills and 85% for leaders.
- Emotional intelligence is the single most important element in a group's performance. The group's emotional quotient is reflected in how effectively they collaborate. A low group emotional quotient results in a group working dumber by not allowing people to share talents, allowing destructive discontent, domineering and infighting, degrading performance and stymieing progress.
- Neurological research has shown that our physiological processes are affected by what we think, feel and how we react. It also shows that the inability to manage ourselves efficiently leads to premature aging, diminished mental clarity and blocked access to our innate intelligence.
- Job stress has become "the 21st century disease" and is considered a global epidemic. Seventy five percent of all doctor visits in the US today are for stress-related disorders. Emotional stresses include irritation, feeling unloved, frustration, frequent hurt feelings, fear of losing control, anxiety, fears and phobias, moodiness and depression. Emotionally intelligent people know how to relate to and handle stress effectively and show great resiliency in the face of setbacks.

CONCLUSION

Given the value of the personal and organizational effectiveness of EI-based capabilities, there is a clear need to integrate that valuation into our organizations' functions. Organizations need to hire for emotional intelligence along with whatever other technical skills

or business expertise they are seeking. When it comes to promotions and succession planning, EI should be a major criterion, particularly to the extent that a position requires leadership. When those with high potential are being selected and groomed, EI should be central. And in training and development, EI should again be a major focus. Certainly, training to develop Emotional intelligence proved effective at improving EI. Without an adequate control group it was difficult to isolate the impact of training. As in this study Self-Awareness, Social-Awareness, Self-Management and Relationship Management are the core competencies which are required to develop Emotional Intelligence.

REFERENCES

- Bar-On, R. and J.D.A. Parker, 1992. Handbook of Emotional Intelligence. San Francisco, Jossey-Bass.
- Bar-On, R., 2000. Presentation at Linkage Emotional Intelligence Conference. Basic Books-Harper Collins Publishers, London.
- Furnham, A., 2012. Emotional Intelligence-New Perspectives and Applications. Edited by Annamaria Di Fabio, Published by In Tech, ISBN: 978-953-307-838-0.
- Gardner, H., 1995. Leading Minds: An Anatomy of Leadership. Basic Books, New York.
- Goleman, D., 1995. Emotional Intelligence. Bantam, New York.
- Goleman, D., 1998a. Working with Emotional Intelligence. Bantam Books, New York.
- Goleman, D., 1998b. What makes a leader? Harvard Bus. Rev., 76(6): 93-102.
- Mayer, J.D. and P. Salovey, 1997. What is Emotional Intelligence? In: Salovey, P. and D.J. Sluyter (Eds.), Emotional Development and Emotional Intelligence. Basic Books, New York.
- Mayer, J.D., P. Salovey, D.R. Caruso and G. Sitarenios, 2003. Measuring and modeling emotional intelligence with the MSCEIT V 2.0. Emotion, 3: 97-105.
- Salovey, P. and J.D. Mayer, 1990. Emotional intelligence. Imagination Cognition Personal., 9: 185-211.
- Salvador, C., 2010. Transcultural Analysis of Emotional Intelligence. Publishing Service, University of Almería.
- Sharma, S.K. and Y.K. Rooprai, 2008. Management with emotional intelligence. Proceeding of International Conference on Management Sciences and Arts, September 15-17.
- Stenberg, R.J. and D.K. Detterman, 1996. What is Intelligence? Contemporary Training, Boston.