Emotional Intelligence and Organizational Effectiveness

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What can we do to better attain our own potential? Why don’t our workers reach the potential that we see in them? What characteristic most distinguishes effective employees from average workers? What separates organizations that do well from organizations that fail or who simply never seem to grow and develop beyond a limited degree of success? Upon examination of this issue, it is evident that organizational and employee and leader development involves much more than sheer, raw intelligence and hard work.

Perhaps there are factors that we are not recognizing and addressing that could have a direct effect on the attainment of potential and effectiveness. Most of us “try harder” and try to think “smarter”, but maybe that isn’t enough. Maybe we are missing something important. As an increasing body of research is being developed to address this topic, it is becoming more apparent that other factors, such as the ability to understand and master one’s own emotions and to read and respond appropriately to the emotions of others, make up a form of intelligence, that is equally important as that of raw intelligence (Goleman, 1995). This intelligence, referred to as “emotional intelligence”, pertains to the ability to understand emotion and emotional knowledge as well as the ability to regulate emotions to promote educational and intellectual growth (Cooper & Sawaf, 1997). Any effective leader or manager must understand their personal strengths, weaknesses, and even “trigger points” as a leader and as an individual. We use these to
understand and work on the results we consistently attain in our work as well as personal lives. For some unknown reason, we have been taught to avoid our emotions and how they affect us. One route to understanding these emotions and employing them effectively in the workplace is through the understanding of the concept of emotional intelligence.

Developing clarity in emotional intelligence and employing the EI principles can considerably improve an employee's communication, ability to share their vision and critical thinking skills (Spencer & Spencer, 1993). Goldman (1998) has suggested that the ability of a leader to influence, she or he must understand and remain grounded in their values, mission, and vision to lead effectively. This grounding allows leadership by the example and presents a model for others. Have no doubt – we are observed and assessed on how we lead and work with others. For us to have influence, we must first establish credibility (Kouzes and Posner, 2003),

An employee’s ability to lead and provide support and direction in such a way that followers gain a feeling of empowerment is vital to organizational effectiveness and employee development (Goleman, 1998). Strong emotional intelligence also plays a role in making it possible for organizations to support their employees by encouraging them to strive for excellence, celebrate their achievements and let them know that they are valued and respected (Goleman, 1998). Organizations that lack emotional intelligence principles and actions are at risk of failing to attain their strategic goals. These organizations reinforce a style and culture that inhibit spontaneity, value only the routine, do not tolerate mistakes, devalue diverse views, inhibit constructive criticism of superiors and/or encourage secretiveness and retaliation (Cooper & Sawaf, 1997). In contrast, the organization driven by emotionally intelligent principles and values, promotes a culture where openness and clarity are the norm, and respectful assertiveness is the general rule. Diversity is also encouraged and constructive disagreement is valued as is
continued flexibility and multidirectional communication. An emotionally intelligent organization has the ability to capitalize on the creative tension that emerges from maintaining a balance between being flexible yet centered, independent yet socially responsible, optimistic yet realistic, creative yet contained, and empathic though assured (Cooper & Sawaf, 1997). This so-called tension and balance allows the organization to harness the contributions of its workforce and successfully meet the challenges of an ever-changing external environment.

Emotional Intelligence

There is a strong body of credible studies on emotional intelligence indicating that people who are intellectually the brightest were often not the most successful, either in business or their personal lives (Mayer & Salovey, 1993). Emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships (Weisinger, 1998). Obviously, it is not enough to simply have feelings. Emotional intelligence requires that we learn to acknowledge and value emotions, in others, and ourselves and that we respond appropriately to them (Goleman, 1995, 1998). By effectively applying the power and energy of emotions in our daily life and work, we can become a source of information, connection and influence (Cooper & Sawaf, 1997).

Modern science is continually providing evidence that it is emotional intelligence (EI), not raw brain power alone (IQ), that is the underlying factor of many of the most effective decisions, the most powerful and successful organizations, as well as the most satisfying and accomplished lives (Weisinger, 1998).

These two different forms of intelligence, intellectual and emotional, express the activity of different parts of the brain (Le Doux, 1996). It's much more complex than the concept of “right brain versus left brain”. One of the most prominent theorists of intelligence to point out the
distinction between intellectual and emotional capacities was Howard Gardner, a Harvard psychologist, who proposed a widely regarded model of "multiple intelligence" (Gardner, 1983). His model describes several kinds of intelligence, including not just the standard cognitive abilities like mathematical reasoning and verbal fluency, but also two personal varieties, which are interpersonal, the ability to understand others, and intrapersonal, the ability to understand oneself (Gardner, 1983). However, in Gardner's model, he emphasized the cognitive elements of these personal intelligences, with little exploration of the crucial role of emotions. Emotional intelligence (EI) is not the opposite of raw brainpower (IQ). Some individuals are blessed with strengths in both, some with little of either. It might be interesting for you to draw a 2 x 2 box (2 columns and 2 rows. Set up labels to identify the possible extremes. Let me show it below:

This simple diagram gives you the chance to see if the concepts are being communicated effectively and how you might draw your own comparison. Play out each option. If a person had minimal IQ or EQ, it would seem difficult for them to be effective in the workplace. But, what of the other possibilities, such as low IQ and high EQ? What do you imagine that would look like in regards to behavior and credibility in the workplace?
Researchers have begun to describe how these concepts complement each other. For example, how an individual's ability to handle stress affects the ability to concentrate and put cognitive intelligence to use (Mayer & Salovey, 1993) has been one area of focus. While intellect is based exclusively on the activity of the neocortex, the more recently evolved layers at the top of the brain, the emotional centers are lower in the brain, in the more ancient subcortex (Le Doux, 1996). Simply said, the experience of emotion lies deeper in our evolutionary history as compared to the newer, higher order thinking processes. Emotional intelligence involves these emotional centers at work, in accordance with the intellectual centers (Damasio, 1994).

Findings regarding emotional intelligence, presented at the National Institute of Mental Health Office of Scientific Information symposium called "Discovering Our Selves: The Science of Emotion", identified that now, a new science of emotion is discovering pathways in human brains that create powerful emotional memories. Normally these memories protect individuals against repeating harmful encounters and guide an individual to what is good; however, science is just beginning to understand how emotional memories can also become prisons when hijacked by anxiety or trauma (Damasio, 1994). Brain scientists are now providing physiological explanations for the connection between emotions and intellect. Antonio Damasio, Head of Neurology at the University of Iowa College of Medicine suggests that reasoning/decision making and emotion/feeling intersect in the brain. There is a collection of systems in the brain dedicated to the goal-oriented thinking process referred to as reasoning, and to the response selection referred to as decision making (Damasio, 1994). This same collection of brain systems is also involved in emotion and feeling. Feelings and emotion have a powerful influence on reasoning. Damasio views feelings as having a truly privileged status as they retain a primacy that pervades our mental life (Damasio, 1994). Feelings impact how the rest of the brain and
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cognition go about their business; therefore, their influence is immense. Damasio also suggests that without these emotional reflexes, although rarely conscious but often terribly powerful, individuals would scarcely be able to function.

Most decisions individuals make have a vast number of possible outcomes, and any attempt to analyze all of them would never end. What balances this out is the individual’s unconscious assigning of emotional value to some of those choices. Whether the individual experiences a somatic response, perhaps a deep feeling of dread or a sudden sense of elation, these emotions are helping to limit the field of any choice they have to make (Damasio, 1994). Damasio found that while working with patients in whom the connection between emotional brain and the neocortex had been severed because of damage to the brain, he discovered how vital that hidden pathway is to how we live our lives. People who had lost that linkage were just as smart and as quick to reason, but their lives often fell apart anyway. They were not able to make decisions because they did not know how they felt about their choices. They could not react to warnings or anger in other people. If they made a mistake, they felt no shame or regret, so they were more than likely to repeat the same mistake again (Damasio, 1994). And there may be significant other disruptions. There are indications that post Traumatic Stress Disorder (PTSD) involves incomplete memory traces that prevent the individual from getting past the emotions and experiences associated with highly charged situations. (Bremner, J., Krystal, J., Southwick, S., and Charney, D. ,1995).

By recognizing what you feel, and understanding how to use your feelings as tools: making good decisions; managing relationships; motivating yourself and others, maintaining hope in the face of adversity; controlling anxiety, sharing empathy and compassion, are all components of emotional intelligence. Researchers also suggests that a technically proficient
Executive or professional with a high emotional intelligence (EI) is someone who grasps more quickly and with a greater amount of ease the emerging conflicts that need resolution, the team and organizational vulnerabilities that need addressing, the gaps that need to be filled or overcome, the underlying connections that result in success, and the unclear, obscure interactions that seem most probable to prove to be golden opportunities and profitable strategies (Goleman, 1998). In the past, pure intellect involving statistics, analysis, intellectual excavation, disembodied relationships and abstract brilliance were often the elements that drove an organization to success (Spencer & Spencer, 1993). All that pure intellect may have been vital to make corporation's more successful but not without dramatic costs to the individuals that make up the organizations. Deteriorating trust, jarring uncertainty, greater distance between managers and those they manage, dormant creativity, growing cynicism, increasing resentment as well as the disappearance of loyalty and commitment are the results of operating organizations on pure intellect alone (Kaplan, 1991; Mayer & Salovey, 1993). Rather than disconnecting our emotions from intellect, emerging research indicates that emotional intelligence can enable us to enhance our reasoning capacities and at the same time make better use of the energy of our emotions, the wisdom of our insight and the power intrinsic to our capacity to connect with the core values and beliefs of ourselves and those around us (Cooper & Sawaf, 1997). For many years some of the most accomplished leadership thinkers have been advising organizations to keep the emotions in organizational life and to learn, better value and manage emotions, in ourselves and others (Argyris, 1977). These business scholars often suggested that it is in the realm of intuition rather than analysis, that we should look for the lost keys of management (Mintzberg, 1977). They understood that leadership did not rely on intellect alone but also on intuition. When an individual engages not only the analytical mind but also emotions and intuition, the individual's
senses and emotional intelligence enables them to quickly leaf through hundreds of possible choices or situations, then arrive at the best solution in a matter of seconds rather than hours or even days (Damasio, 1994). As a leader in an organization or perhaps even being the chief executive officer of our own life, we make, or fail to make, executive decisions that have immediate as well as far-reaching consequences (Kaplan, 1991; Cooper & Sawaf, 1997). As leaders in the workplace, expectations are growing all the time as leaders are expected to not only possess extensive knowledge and analytical expertise in a wide range of areas, but they must also demonstrate competence in writing, speaking, listening, negotiating, influencing and strategizing. In addition, executive officers are expected to demonstrate the attributes of a leader, which can include honesty, sensitivity, empathy, humor, integrity, commitment, motivation, courage, conscience, purpose, vision, energy, trust, intuition, creativity, and humility (Weisinger, 1998). In order to manifest all these characteristics and skills, it is vital to understand the essential role emotional intelligence plays in organizational and personal/professional development, as emotional intelligence can be learned and built upon, largely though the ongoing, individualized evidence based coaching and development of awareness, through which we gain insight into ourselves and that we can then apply to others (Goleman, 1998).

Improving Corporate Performance

It is becoming increasingly evident that the focus is not on the employees' intellect as the most valuable asset of the organization. In the era of intellectual capital, human skills involving judgment, creativity, flexibility, interpersonal relationships, problem solving, etc., will be the most valuable. A recent survey on the world's most admired companies, evaluated what hiring and career development properties the most admired companies had in common. The survey revealed that these companies had seven commonalities: top managers at the most admired
companies take their mission statements seriously and expect everyone else to do the same; Success attracts the best people, and the best people sustain success; The top companies know precisely what they are looking for; They see career development as an investment not a chore; Whenever possible, they promote from within; They reward performance; and they measure workforce satisfaction (Hayes/McBer, 1997). These results indicate that although many organizations claim that people are their most important assets, the most admired and successful companies show that they really mean it. With this in mind, the future of corporate structure requires a change from the hierarchical command and control management structure. The irony of this statement is that in an area in which many question the loyalty of the company towards the employee due to corporate "downsizing", "right sizing", "restructuring", and change in benefits, most companies more than likely will be more dependent than ever on the knowledge of their employee (Cooper & Sawaf, 1997).

The top priority of many chief executive officers is to enhance intellectual capital by managing human relationships, which is a vast undertaking in a era when loyalty has been impeded by corporate downsizing but is important because companies now depend heavily on employees for creative insights that only the enthusiastic can offer (Goleman, 1998). Research also suggests that an employee with a high emotional intelligence (EI) is someone who quickly grasps what emerging conflicts need resolution; the team and organizational vulnerabilities that need addressing; the gaps that need to be filled or overcome; the underlying connections that result in success; and the unclear, obscure interactions that seem to more than likely provide golden opportunities and profitable strategies for the workplace (Kelly, 1998; Weisenger, 1998). Several studies have correlated the contribution of emotional intelligence or competence, to excellence. Data obtained from competence studies conducted at forty different companies, to
assess the relative weight of a given competence in setting highly effective employees apart from average employees, was compiled. The results showed that greater strengths in purely cognitive capacities were 27 percent more frequent in the effective employees than in average employees, while greater strengths in emotional competencies were 53 percent more frequent (Hay & McBur, 1997). In other words, emotional competencies were twice as important in contributing to effectiveness in comparison to pure intellect and expertise.

A study of more than two thousand supervisors, middle managers, and executives at twelve different organizations was completed by Richard Boyatzis, of the Weatherhead School of Management at Case Western Reserve University. This study indicated that out of the sixteen abilities that were explored in regard to distinguishing between highly effective and average performers, all but two were emotional competencies (Boyatzis, 1982). Another study of emotional competence in the workplace was completed by conducting an analysis of more than three hundred top-level executives from fifteen global companies. The results indicated that six emotional competencies distinguished superior performers from average performers: influence, team leadership, organizational awareness, self-confidence, motivation, social awareness and skill (Goleman, 1998).

Can Emotional and Social Competence Be Enhanced

This prompts the question: Is it possible to improve the social and emotional competence of adult workers? Previous research in development, training, and behavior change suggest that it is possible, but the typical approach used in corporate training programs is not adequate. As indicated, social and emotional learning is different from cognitive learning and technical learning; therefore it requires a difference approach (Cherniss & Goleman, 2001).
Emotional Competence Framework

An emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work (Goleman, 1998; Weisinger, 1998; Cherniss & Goleman, 2001). An individual’s emotional intelligence determines their potential for learning the practical skills or competencies that are based on the five elements: self-awareness, motivation, self-regulation, empathy and adeptness in relationships (Goleman, 1998). It is important to note that merely being high in emotional intelligence does not guarantee a person will have learned the emotional competencies that have a direct impact on their work, rather is means that they have a high potential to learn them.

Self-Awareness

Considered the cornerstone on which most other emotional skills depend, is the intrapersonal emotional intelligence factor, self-awareness. This factor is considered the foundation on which all other emotional intelligence skills are built (Goleman, 1998; Weisinger, 1998). Self-awareness is sub-divided into the three separate components that include emotional awareness, accurate self-assessment and self-confidence.

Emotional awareness involves being smart about what we feel. This awareness of knowing which emotions we are feeling and why, as well as realizing the correlation between feelings, thought, action and speech; enables individuals to sharpen their on-the-job performance in all capacities (Mayer & Salovey, 1993). Once an emotional response comes into awareness, or is physiologically processed through the neocortex, the chances of handling it appropriately
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improves (Damasio, 1994). This is often referred to as "metamood" by scientists, which is the ability to pull back and recognize and label what we are feeling (Le Doux, 1996). Individuals that do not have emotional awareness cannot identify their feelings and often find themselves at an enormous disadvantage. Often individuals become immersed in the activity and pressure of their day-to-day work experience and are not aware of their emotions until they build up and eventually spew over. If they cultivate the competence of emotional awareness, they will become attentive to what is going on inside, recognize their feelings, as well as acknowledge how these feelings impact their performance (Goleman, 1998). In addition, they will develop a guiding awareness of their values and goals. Self-awareness serves as an inner barometer, gauging whether what we are doing, or are about to do is worthwhile and effective (Cooper & Sawaf, 1997; Cherniss & Goleman, 2001). Feelings give us the essential reading and if there is a discrepancy between action and value, the result will be uneasiness or second thoughts which can then in turn hinder or sabotage our efforts (Kelly, 1998). Decisions or choices that are based on our values and goals energize us as our work gives us a greater sense of purpose or passion. We must first attain self-awareness in order to ascertain what we hope to achieve or what we value.

The second factor is accurate self-assessment. This involves an individual knowing their strengths and weaknesses. This also includes being reflective, learning from experience by being open to candid feedback, new perspectives, continuous learning and self-development (Goleman, 1998). Human nature often causes us to view our need to change as a sign of failure or weakness; however being blind to our weakness can actually cause individuals to avoid self-awareness, as by knowing ourselves, we would have to admit to limitations that we do not want to acknowledge. Having the courage to ask for and accept straightforward feedback and to learn
from experience will allow an individual to view self-assessment as a valuable tool for change and self-improvement. A study of several hundred "knowledge workers" consisting of computer scientists, auditors as well as other professions that required a great deal of specialized skill and knowledge, indicated that due to the fact that these "star performers" knew their strengths and weakness, approaching their work accordingly, resulting in great success and optimal achievement (Kelly, 1998).

The last component of self-awareness is self-confidence. This competence requires that individuals present themselves with self-assurance and have "presence" (Boyatzis, 1982). In addition they can verbalize and stand up for what is right, even if it is unpopular to do so. In addition to this, self-confidence allows the individual to make sound decisions regardless of skepticism and pressures. This competence gives leaders the strength to make tough decisions or follow a course of action that may not be supported by others. It is important however, to understand that self-confidence is not to be confused with arrogance. To have a positive impact, self-confidence must be aligned with reality; therefore, a lack of self-awareness is an obstacle to realistic self-confidence (Goleman, 1998).

Motivation

Motivation guides our awareness toward the opportunities we seek out. The amygdala area of the brain houses the general brain circuitry that supports motivation (Le Doux, 1996). The emotional learning that predisposes an individual to take pleasure in one activity rather than another, as well as the repertoire of memory, feelings, and habits associated with those activities, is stored in the emotional memory banks of the amygdala and its related circuits. (Duffy, 1997). The amygdala is part of a "neural doorway" that, whatever we care about
or whatever motives us, enters through and is prioritized in terms of its value as an incentive to guide our actions (Duffy, 1997).

The four motivational competencies include achievement drive, commitment, initiative, and optimism (Goleman, 1998). The desire to achieve results, pursue challenging goals and improve performance is paramount to individuals that have a strong achievement drive. In addition, commitment to the organization's mission by placing the group's core values and goals before their own, is indicative of a high level of commitment (Spencer & Spencer, 1993). Individuals then become focused on aligning themselves with the goals of the group or organization. That is one reason why it is essential for every organization to have a well-formulated mission, so that the employees have a clear sense of the organization's vision, and can in turn, develop an allegiance to them.

The two additional components of motivation pertain to initiative and optimism (Goleman, 1998). Individuals, who possess initiative act before they are forced to respond by external events. They are proactive rather than reactive, ready to take advantage of opportunities before they become apparent to anyone else. This quality enables individuals to act as a visionary corporate leader, anticipating what the future holds (Spencer & Spencer, 1993). Optimism on the other hand, allows individuals to pursue goals in spite of barriers and setbacks. They are determined not to carry failure forward, but to operate from the mindset of being hopeful for future successes. Optimism and resiliency are essential for maintaining motivation and preventing burnout (Weisinger, 1998).

Social Awareness
The next factors are perhaps the most easily identified, as it is the most visible. These interpersonal competencies are referred to as "people skills" and include but are not limited to empathy, communication and developing potential in others (Goleman, 1998). Empathy at the very least requires being able to read another's emotions. At a higher level, it involves sensing and responding to an individual's unspoken concerns or feelings. At the highest level, empathy includes understanding the issues and concerns that lie behind another's feelings (Levenson & Ruef, 1997). To have the ability to understand another individual's point of view based on their paradigms or life experience rather than their own autobiography, is a strong force that often results in creating a bond with others. Failure of empathy can be destructive and result in poor interpersonal relations as well as make individuals feel uncomfortable, creating emotional distance (Levenson & Ruef, 1997). It is also imperative to recognize that empathy must not lack integrity. Empathy used as a tool for manipulation, or artificial empathy, can produce extremely negative results. It is sincere and genuine concern for people that makes "real" empathy the cementing bond of a trusting, long-lasting relationship (Weisinger, 1998).

In addition, adeptness in relationships includes effective communication, service orientation and the ability to assist others to recognize their potential and develop their skills (Goleman, 1998). When dealing with the outside environment is also important to recognize and understand the customers' needs and offer assistance, showing empathy to the customer's perspective. An organization is built on the mutually interdependent web of relationships among the many stakeholders in that organization. Research regarding emotional intelligence indicates that the majority of an organization's strength comes from the strength of individual relationships and the strongest organizations are built by emotionally literate employees who help others become more emotionally intelligent (Weisinger, 1998).
Self-regulation, another factor of EI, involves managing impulses and distressing feelings. This element is dependent on the working of the emotional center of the brain, in tandem with the brain's executive centers, located in the prefrontal areas (Le Doux, 1996). These two primal skills, handling impulse and dealing with setbacks, are at the core of the five components which make up self-regulation, which include self control, trustworthiness, conscientiousness, adaptability and innovation (Cooper & Sawaf, 1997).

Self-control is essential in order to manage impulsive feelings and distressing emotions in a positive manner. This enables leaders to stay levelheaded, positive and firm in difficult situations. The concept of emotional self-control does not mean repressing true feelings. Bad moods, as well as feelings of anger, sadness and fear may be useful, especially when they result in additional energy and creativity. To take this a step further, anger can also be a very strong motivator, especially when the individual is standing up for something they believe in. Similarly sadness, when shared by others, can unite people together while the emotion, anxiety, can spur creativity (Gross & Levenson, 1997). Hence, emotional competence in regard to self-control pertains to the fact that individuals have a choice as to how they will express their feelings. By managing the components of emotion, an individual's thoughts, physiological changes, and behaviors, are brought in line in order for them to work for them, rather than against them. Changing thoughts after the moment of arousal can make an individual's feelings easier to manage (Gross & Levenson, 1997). Therefore, constructive internal thoughts can help slow down an individual's physiological changes and behavioral actions; a diminished arousal level can help an individual gain control of their thoughts and behaviors; and productive behavioral
responses can help defuse destructive automatic thoughts and facilitate return to a comfortable arousal level (Weisinger, 1998).

Competence and trustworthiness enables individuals to maintain standards of honesty and integrity. Trust is the results of the reliability and ethical actions of individuals. In addition, the ability to take decisive, principled positions even when they are unpopular, magnifies an individual's integrity and creditability (Goleman, 1998).

Similarly, conscientiousness is manifested by taking responsibility for personal performance. By meeting commitments and keeping promises, as well as being organized will result in superior job performance and achievement. However, conscientiousness must be balanced with creativity so that innovative ideas are developed, as well as carried through to completion (Kelly, 1998).

The last two competencies, adaptability and innovation, require individuals to remain open to new ideas and information. Maintaining flexibility in handling change and multiple demands is also essential to emotional intelligence. Industry is constantly changing; therefore, the ability to smoothly adapt and generate new ideas to meet the challenge of change is crucial (Weisinger, 1998).
Those who are adept in emotional intelligence can not only connect with people very smoothly, but are also astute in reading their reactions and feelings. In addition to this, they are able to lead, organize, and handle disputes (Mayer & Salovey, 1993). They are natural leaders, who can express unspoken collective sentiment and articulate it so as to guide an organization toward its goals (Weisinger, 1998). At best, emotional intelligence pertains to influence without manipulation or authority. It is about perceiving, learning, relating, innovating, prioritizing and action in ways that take into account emotional intelligence, rather than relying on intellect of technical analysis alone (Cooper & Sawaf, 1997). One of the focal points in Howard Gardner's research on leadership is that leaders are all those "persons who, by word and/or personal example, markedly influence behaviors, thoughts and/or feelings of a significant number of their fellow human beings" (Gardner, 1995). In today's corporate arena, it is impossible to be an effective leader without a clear understanding of the diverse network of people around them. It is imperative therefore to know the unique talents and real concerns of each involved employee, regardless of the number (Kotter, 1985). To take this a step further is also involves understanding the different perspectives of all relevant individuals and groups in regard to what their real interests are, what they care most about and how they perceive the world. It is also necessary to identify what makes them feel valued as well as what brings out their creative and collaborative spirit (Gardner, 1995). All of these elements, most of which are tied to emotional intelligence, are vital to effective leadership and in turn essential to organizational success.

Pygmalion in the Classroom, identified four factors that positively influence the results of followers. First, successful leaders are able to promote the development of a warm supportive and accepting climate. Second, leaders stimulate high performance by providing frequent and specific feedback that focuses on what the follower is doing right. Their goal is to assist the
follower in developing more competence and self-confidence. Third, successful leaders provide all the necessary resources to enhance the skills of followers and allow them to effectively complete tasks. Finally, leaders should support the attempts of followers by promoting innovative and creative approaches, accepting mistakes during initial stages of development, and providing assistance in problem solving (Rosenthal & Jacobsen, 1968). All this information reflects the importance for organizations to understand the impact that the expectations of employees have on performance.

Coaching to Enhance Emotional Intelligence Competencies

Although many guidelines apply to all types of learning, they are especially crucial for efforts to improve emotional competence, due to the fact that cognitive learning and emotional learning involve distinctly different neural processes (Goleman, 1998; Cherniss & Goleman, 2001). In cognitive learning, new information is added to existing categories and maps, and new categories are formed. This involves adding to existing neural pathways. However, in emotional learning, there are strong response habits that must be altered. Existing neural pathways must be weakened and eventually extinguished before new ones can be established (Edelman, 1987). In practice, this means that the learning process requires repeated practice over a long period of time. In view of this, before an organization embraces a development program or evidence based coaching to enhance emotional intelligence, it is essential that the organization is committed from the top, down. As brought out previously, development and the learning process takes time and effort; therefore, if the program is not embraced and viewed as an important or valuable process by the organization, employees will not stay with it long enough to undergo real change. With this in mind, it becomes evident that it is essential to first create a supportive environment, where the leaders model strong emotional intelligence themselves. In
view of this, the following steps must be established before initiating an effort to increase emotional intelligence in an organization: 1) ensure that leaders understand and buy into the long term benefits of developing emotional intelligence in the organization; 2) have leaders experience the coaching, training or development themselves to increase their own emotional competence before the rest of the organization participates; 3) assist leaders to communicate the purpose and importance of the change effort; and 4) provide leaders with continual feedback on the development of their emotional competencies and their impact on the organization (Jacobs, 2001).

Preparation for Change

The beginning stage begins with assessing the organization's needs. Merging together the knowledge of the stages of individual change with steps to organizational change can provide direction in applications of coaching at all levels of the organization, leadership as well as the general workforce. It is essential to first determine the competencies that are essential for effective performance in a particular position or job or team initiative. For example, supervisors are more likely to be willing to learn how to become more empathetic if they see evidence that greater empathy will lead to more motivated, committed, and productive employees or team members (Jacobs, 2001). Therefore, efforts to improve emotional competencies should begin with an assessment of the competencies that are most critical for organizational and individual effectiveness (Spencer, McClelland & Kelner, 1997).

However, when employees recognize that a specific set of competencies is essential for effective performance, they may still remain unmotivated unless they see evidence that they are lacking in one or more of these competencies. Many individuals are often unaware of their strengths and weaknesses in the emotional and social domain. Therefore, the actual assessment
of employees is also very important, as it serves as the catalyst for the change process. When employees become aware of a discrepancy between their ideal self and feedback about their real self, they are often motivated toward an action plan and the implementation of change (Jacobs, 2001). However, the data regarding each person's strengths and limits on key emotional intelligence competencies should come from multiple sources using multiple methods to maximize credibility and validity (Boyatzis, 1996). One method that is often used to assess employees is a 360-degree process that ascertains competencies, furnishing feedback to participants from a self-assessment as well as from a variety of other perspectives, including those of managers, direct reports, peers, customers, and business associates (Jacobs, 2001). It is also important to deliver the assessment results in a manner that is accurate and clear, taking the time to allow the individual to take in and integrate the information being provided. In addition, the information should also be provided in a safe and supportive environment so that resistance and defensiveness is reduced.

Once employees are clear about their strengths and limitations, motivation and commitment to change may be strong and can be further strengthened by establishing a coaching relationship in order to co-create specific, meaningful, and realistic goals. The goal needs to be specific, not vague and it must be challenging enough to engage the employee, but not so challenging that the employee is likely to fail (Locke & Latham, 1990). More important is the fact that the goal must be meaningful to the individual. It is essential to set clear goals, link them to personal values, and break them into manageable steps (Jacobs, 2001). The specific behaviors and skills that make up the target competence must be clearly outlined. Employees must understand what the competence is, how to acquire it, and how to apply it in the workplace.
In addition, the coaching process and subsequent learning from that process must be self-directed as individuals are more likely to be motivated to improve an emotional competence if they believe that such a change will lead to desirable outcomes rather than just because they are directed to do so by the organization they work for. Ideally, the decision to change, the change goals, and the way in which those goals are pursued should be determined as much as possible by the employees themselves. Individuals are more motivated to change when they freely choose to do so and they are thoroughly engaged in the process (Gist, Stevens & Bavetta, 1991). It is also important to understand that coaches facilitate the change process, and that emotions are a powerful way to bring about change as they are fundamental to change taking place.

Evidence Based Coaching to Enhance Emotional Intelligence

A coach is a professional who works with individuals in developmental transition and organizational forces to identify and tap into new energy and purpose, to shape new personal visions and plans, and to generate desired outcomes. The process of effective coaching is based on scientific evidence rather than a belief driven process. Outcomes of the coaching relationship can be assessed in order to determine positive outcomes and need for further work or evaluation. It is also essential for coaches to focus on the needs, motivation and goals of the individual receiving the coaching. The first priority is focused on the client (employee) and the relationship between the coach and the client. It is important for the coach and client to establish a positive rapport based on trust and authenticity. Often the coaching process will identify and develop options for growth and performance effectiveness that the client may not see alone. In a coaching relationship the coach is the process expert for developmental processes and the client is the content expert to the process. When coaching individuals, it is essential to provide appropriate motivational support that will enable individuals to increase their involvement and
expertise in planning and developing their professions (Cherniss & Goleman, 2001). On many levels, coaching is focused on facilitating some type of positive change whether it is in performance, skill development, or a comprehensive sense of personal growth. In order to provide this type of support, the focus is often on self-development. This initial component would emphasize the development of an individual's human potential, taking an "inside-out" approach to developing emotional intelligence competencies for success/effectiveness.

It is also important to encourage clients to practice the use of various emotional competencies in the workplace and in life. Research indicates that the longer individuals work at changing, the more durable the change will be. Furthermore, the majority of individuals do not show stable changes win they have completed at least a dozen or more sessions (Howard, Kopta, Krause, & Orlinsky, 1986). These findings are aligned with what is known about brain function in regard to the old, deeply embedded neural pathways in the emotional centers of the brain which can be only be changed through an experiential learning process that involves repeated modeling, practice, and corrective feedback (Damasio, 1994).

Support, Persistence and Evaluation

The final stage emphasizes the point that it is important to understand that social and emotional change must occur in a safe and supportive environment (Jacobs, 2001). Organizational policies and procedures should reinforce employees to work on improving their emotional competence, with supervisors providing necessary encouragement and support. It is also essential for supervisors to value and display emotional competence and integrate emotional competence into the daily activities and culture of the organization.
In addition, the formation of groups where employees support each other throughout the change effort can also be beneficial so that employees to practice their competencies, experiment with them and receive continual feedback.

The final step is ongoing evaluation. Use of scientifically valid assessments to facilitate an evaluation of client’s current emotional competency, and after the implementation of a coaching plan that builds on areas of identified strengths and strategies to enhance area of identified limitations can provide a strong rationale for continuing coaching in this area. Meaningful outcomes include not only competencies assessed through tests such as the BarOn Emotional Quotient Inventory (EQ-i) but also hard measures relating to performance and productivity (Bar-On, 1997).

Conclusion

Many organizations have begun to understand the need to reduce their emphasis on planning and strategy and are instead exploring the effectiveness of communication and influence, embracing initiatives of shared responsibility and purpose. Although it may not be the answer to every concern or issue facing organizations, companies in which employees collaborate effectively will have the competitive advantage, making the components of emotional intelligence even more essential and valued (Goleman, 1998). By making emotional intelligence a priority, the implementation of human resource functions will allow organizations to show that they mean what they say when referring to employees as their most important asset. by providing an environment that encourages, supports and reinforces the self-directed development process of emotional intelligence competency.
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