

The Role of Emotional Intelligence on Job Performance

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Abstract

This article aims at investigating the effect of emotional intelligence on the job performance of the individuals from a theoretical viewpoint. More specifically, it embarks on the link between the nature of emotional intelligence and the job performance. Two variables are considered in this study: emotional intelligence and job performance. As such, this probe can a kind of help for managers and researchers to better realize the link between these two variables. It can also assist the organization practitioners to have a better understanding of the relationship between the mentioned factors.

Keywords: emotional intelligence, job performance

1-Introduction and statement of the problem

The recent years have witnessed the swift alteration towards the globalization and competitiveness among a handful of organizations. So, a new generation of competent officers should be employed by these organizations to tackle the shifts and competitiveness and contend with this situation. Human Resource Development (HRD) has a crucial role in the officers' potentials to be developed and improved as its end is to concentrate on and develop the resources towards the equal triumph of persons and organizations brought by the individuals to the organizations. According to Swanson & Holton III, 2001, two hub threads of HRD comprise (1) the learning of individuals and organizations, and (2) the performance of individuals and organizations. The vertical component should be positioned inside the human resource development viewpoint and this also can have an impact on the job performance namely, Emotional Intelligence.

It is shown that a host of variables affect the performance. The majority of researchers have investigated the impacts of other variables such as conflict (e.g. Tubre & Collins, 2000; Momeni, 2007), leadership (e.g. Pollaer, 2008; Walsh, W.B., 2009), commitment (e.g. Preston & Brown, 2004; Hasani, 2007), culture and value (e.g. Ebrahimi, 2003; Min-Huei, 2004; Yu-chi, L., 2009), satisfaction (e.g. Mat Zin, 1995; Park & Holloway, 2003), education (e.g. Joumady & Ris, 2005), total Quality management (e.g. Agus, 2005; Morgan, 2005; Sousa, Aspinwall, Sampaio, & Rodrigues, 2005), ability (e.g. Giacobbe, Jackson Jr, Crosdy, & Bridges, 2006), competencies (e.g. Dainty, Cheng, & Moore, 2005). As such, the purpose of this probe is to examine the impacts of emotional intelligence, which is of utmost importance in today's society. In attaining the triumph of the organization, managers' performance, encompassing quality service, customer attraction, resource attraction, and organization outcomes are considered as essential features in an organization.

A good management goes for the development of the human's capital, especially in their managers. They search for ways to augment the performance individually and organizationally. To reach this aim, they make use of a variety of courses. In addition, there exist the contradictory consequences in emotional intelligence and job performance. Therefore, working on this subject has the priority and as such, this investigation is about to fill this gap and to establish a theory of job performance. Up to now, the studies show that there is no relation between job performance and emotional intelligence theoretically in the banking industry as shown in the literature.

Furthermore, emotional intelligence as a feasible variable in the explanation of success in life and the workplace (Golman 1998; Liptak, 2005), has some relationships with performance (Jacques, 2009; Weinberger, 2003), as well as its significance to assist people to have interaction with their environment, involving work environment (Svyantek & Rahm, 2002), and its relationship with academic performance, plays an important role in team performance which are also significant in the organization (Weisinger, 1998).

At last, the findings are inconsistent regarding these variables (emotional intelligence and job performance) which shows another gap in the literature (e.g. Stubbs, 2005; Sy, Tram, & O'Hara, 2006; Bipath, 2007; Rieck, 2008). On the other hand, the studies of other researchers like Brooks, 2002; Bresnik, 2004; Shaffer & Shaffer, 2005; Bohrer, 2007) did not show any relationship between emotional intelligence and job performance. To date, a few controlled studies have been conducted to make a comparison between differences in emotional intelligence and performance. So, there is a paucity of study in this regard. As a result, it is necessary to have an understanding of a variety of perceptions of emotional intelligence and job performance.

2-The concept of Emotional Intelligence

Based on the (a) researcher consulted; (b) time in history the consultation takes place, and (c) popular culture of that time pertaining to emotional intelligence, the subject of emotional intelligence has been defined controversially. To some people, emotional intelligence is defined as study which look for human cognitive abilities beyond traditional academic intelligence. (Zeidner et al., 2004). Researchers have categorized their definition based on the either an ability model or mixed model. Based on the Mandell and Phewanti (2003)'s ability model, "emotional intelligence is defined as a set of abilities that involves perceiving and reasoning abstractly with information that emerges from feelings" (p. 389). Studies of John D. Mayer and Peter Salovey (1997) have supported this model stating that emotional intelligence is defined as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 35).

In addition, Mayer, Salovey, and Caruso (2004) gave the definition of the emotional intelligence as "the capacity to reason about emotions to enhance thinking. It includes the ability to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (p. 197). Conversely, Bar-On and Goleman (1995) were the pioneers of the mixed-model and they introduced this approach according to their conducted studies. Goleman (1995) gave another definition to the emotional intelligence "as the ability to recognize and regulate emotions both within the self and within others" (p.?), and also as "An array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 2004a, p.140). In conclusion, the mixed-model is related to the ability as it deals with the social behaviors, features and characteristics.

3-Theories and models of EL

As it is stated above, researchers in the field of emotional intelligence did the classification of their deflection based on either an ability model or mixed model.

3-1. Ability model of EI

Ability models conceptualize emotional intelligence to the traditional intelligence similarly (cognitive intelligence). Salovey and Mayer (1990) have established and developed the ability model by assuming the emotional intelligence which develops overtime, has correlation with measures of IQ, and can be measured through a performance-based test (Rosete & Ciarrochi, 2005). Proponents of the ability model usually explain the emotional intelligence as “the ability to perceive and express emotion accurately and adaptively, the ability to understand emotion and emotional knowledge, and the ability to use feeling to facilitate thought, and the ability to regulate emotions in oneself and in others” (Salovey & Pizarro, 2003,p.265). Mayer et al. (2004) also give this definition to the EI as one among other “hot intelligences” including those that pertain to social, pragmatic and subjective intelligences. (p.197).These intelligences involve many names as they are deemed toinclude cognitive processes encompassing urgency personally and emotionally (Mayer et al., 2000b). Cobb and Mayer (2000) choose the ability model of EI implying perception and the ability to make it rational in an abstract realm from awareness of one’s feelings. Though, this meticulous model does not have any claim regarding the special ability of EI and its value of prediction. Cobb and Mayer (2000) believe that the ability model focuses on the existence of EI. “If emotional intelligence exists and qualifies as a traditional or standard intelligence (like general IQ), people who are labeled bleeding hearts or hopeless romantics might be engaged in sophisticated information processing” (p.15). In addition, EI is conceptualized in a way that it is legitimized in the school and organizational environments where emotions are reflected as relationships. Cobb and Mayer (2000) refers to this model and state that “emotional intelligence is predictive of life’s success or that it leads to good behavior” (p.15) but, organizational policies about EI have more progress than the scientific basis in a pragmatic view.

3-2. Mixed model of EI

Referring to the second approach of EI, the “mixed model”, it is defined as the view of emotional intelligence socio-economically (Mayer, Caruso & Salovey, 2000). This view encompasses abilities in addition to a pattern of features, skins and vital personality components. This category includes the articles accepted widely and a host of inputs in the study of EI. Daniel Goleman (1995) and Bar-On (1999)’s work represent the mixed method approach, which developed and concentrated on the “non-cognitive intelligence”. Bar-On (1996) and Goleman (1999) argue that the abilities of the emotional intelligence possess some skills in the affective realm, as well as skills in whatever cognitive elements have a role in each ability. They commence t with emotional abilities and then merge them with personality, motivation, and affective dispositions, such as a need for achievements, assertiveness, self-esteem, impulse control, happiness, and emotional awareness, and empathy.

These models possess good standardized, reliable and factorial valid scales. Their main measure of emotional intelligence is likely to be self-report inventories (Mayer, Roberts, & Barsade, 2008). EI is a mixture of skills including emotional realization and characteristics such as perseverance, committent, and desirable behavior in the mixed model (e.g. Bar-On, 1996; Cooper & Sawaf, 1997; Goleman, 1995; Ryback, 1998; Schutte, 1998). Intelligence quotient and cognition are not stressed in the mixed model (Cobb & Mayer, 2000), but Goleman (1998) claimed that EI has more power than IQ twice(Goleman, 1998, p. 94) and it can be considered as a sign future success and achievements in life (Goleman 1995, 1998).

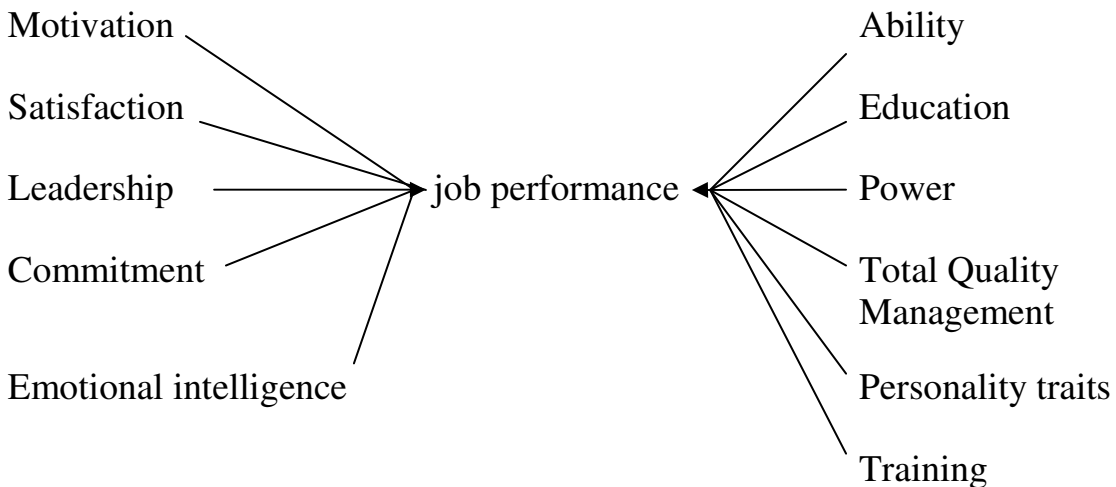
4- The importance of job performance

Based on the ability of the bank branch’s manager that must handle his branch properly as a whole and also his employees as a team, the banking industry, especially in each bank branch can be effective. The branches of Bank must have the ability to do their responsibilities in a good way because performance is a key characteristic to the triumph of organizations and must therefore be measured.

Performance measurement has numerous implications and they are different based on the organization’s aims such as improving the productivity, guided-action based promotion, the payment for performance, employees’ assistance to promote their capability for higher level of responsibility and performance.

For examining the whole productivity of the organization, measuring the performance of a bank branch's manager is of paramount importance to the persons and organizations. Improving each manager's performance and developing the individual and team's potential are measured by assessing their performance. As a result, understanding the present position of individual and team job performances is necessary. The studies in the domain of performance have attracted researchers and business practitioners' attention for many years. A majority of these studies have been done to have an understanding of the effect of different independent factors on the performance individuals and organizations. Among these independent variables, we can name some such as motivation, conflict, communication competencies, leadership, emotional intelligence, and values (e.g. Vroom, 1964; Luthans, Rosenkrantz, & Hennessey, 1985; Robertson & Gibbons, 1999; Tubre & Collins, 2000; Wong & Phooi-Ching, 2000; Sy, Tram, & O'Hara, 2006; Bipath, 2007; Rieck, 2008). Following the previous studies, this article intends to extend a model to have an explanation of the relationship between two variables of the emotional intelligence, and job performance among the bank managers.

There have been attempts to reveal the feasible relationship between the variable of performance and many other factors associated with it. The probes carried out on the factor of performance re different from individual, organizational, or situational-specific performance. These studies showed that the extent of the relationship between the variables were primarily different from each other. To put it in other words, by comparing the strength of the relationship each variable with the performance, some factors are correlated more strongly with the variable of performance in comparison with other variables.



4-Emotional intelligence and job performance

Emotional intelligence develops innovational creativity in individuals and as a result, helps in the improvement people's job performance (Ganji, 2011; Hasanzadeh, 2009). In addition, what is of paramount importance in the process of job performance is facilitating the communication within organization which is another function of emotional intelligence (Ganji, 2011). Emotional intelligence has the power to better explain the people's workplace performance. It's role is to change attempts, management effectiveness, training and the performance of organization within the organization (such as bank, school, company).

It is of paramount importance to do the studies on emotional intelligence, its impacts and the total influence in the improvement of the performance to better understand the domain of Human Resource Development (HRD) and the role it plays in the promotion of the strategic ability of organizations. Regarding the profession choice, the emotional intelligence assists people to choose their job properly in a right way and helps them to succeed in the organization by augmenting the extent of their job performance. According to Mayer et al. (2000a), outcomes which relate to the work such as job performance may be affected by emotional intelligence. Goleman (1995, 1998) believes that the prediction of emotional intelligence for individuals is successful life and work. Due to the influence of emotional intelligence on each aspect of individuals' work life, high-level possessed emotional intelligence employees are considered as "star performers". As a result, as stated in the previous sections, there exist a positive correlation between emotional intelligence and job performance.

As such, a majority of probes done previously have supports for the relationship between these two variables, namely emotional intelligence and job performance (Cavallo & Brienza, 2002; Duleciwz & Higgs, 2003; Law, Wong & Song, 2004; Day & Carroll, 2004; Millet, 2007; Rieck, 2008; Harris, 2009; Jacques, 2009).

5- Conclusion

Attaining the most feasible performance is considered as the most significant aim of all organizations. As such, organizations are required to concentrate on the emotional intelligence as a challenging variable for the sustainment of the high performance and the development of the competitive privilege. According to the previous studies, emotional intelligence has a key role in the increase of performance. Different studies are illustrative that high-level possessed emotional intelligence individuals have also excellent job performance. Individuals that promote emotional intelligence have success in their career as there is a relationship between success and emotional intelligence and they are influenced by each other.

Achieving emotional intelligence skills for managers are very vital in the augmentation of efficiency and job performance and it is especially of utmost importance for bank managers. As there is a relationship between the nature of the bank manager's job and personnel's knowledge level, attitude, motivations, and have an understanding of client views, emotional intelligence is closely associated with job efficiency. Stressing the organizations' need to have an understanding of the importance of emotional intelligence in the increase of job performance, this study can have a contribution to the Human Resource Development body of knowledge. HRD practitioners might better implement the mentoring, particularly within a different workforce by means of the application of the proposed model. By applying emotional intelligence, they can improve manager's and employees' job performance and effectiveness and efficiency of the organizations.

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