

The Relationship between Emotional Intelligence and Effective Delegation

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Abstract

The main objective of this qualitative research is to examine the relationship between manager's Emotional Intelligence (EI) level and effective delegation in industry. In order to test and discuss this relationship, some perception from past and relevant researches and texts are required. This paper also describes the core and practical concept of Emotional Intelligence and delegation, followed by the importance of effectiveness in work place. The literature review could provide better understanding of concepts and the main variables of dependent and independent variables in this research. Lastly, the past researches which have been done on emotional intelligence and its relation to delegation and effectiveness would be highlighted.

Key words: *Emotional Intelligence, Effective Delegation, and Measurement of Emotional Intelligence*

1. Introduction

Nowadays, studying different aspects of managers' characteristics as intellectual capital of organizations are very important because findings of these researches could be used as evidence and basic data for further research and organizations' development. In this area, knowing different dimensions of Emotional Intelligence (EI) could provide facts and more knowledge for firms, to be able to select more knowledgeable and effective persons for managerial positions. New managerial structure could be applied for firms to identify their managers with low EI level, and devise a new form of training and programs to improve their abilities. With explaining and define four major components of EI, to managers and staff, they will be more aware of the importance of these factors, and they will consider these factors in their daily base performance and try to develop them by themselves. When managers try to increase the role of EI components in their performance, their innovation abilities could also be challenged and increased. When organizations realized that EI is a kind of tool and asset in their organization, they will do everything to develop and increase this asset. As former executive manager in Ford Motor Company said "Emotional Intelligence is the hidden competitive advantage for an organization" (Nick Zenuik, 1998). It is top priority to identify and define the role of EI thus, using them as a competitive advantage for organization especially in the banking industry.

2. Emotional Intelligence

2.1 History of Emotional Intelligence

The history of using emotional intelligence concept goes back to the era of intelligence testing movement, when Professor E.L Thorndike expressed the theory of "social intelligence" in 1920 as "the ability to understand and manage men and women, boys and girls, to act wisely in human relations". Later on in 1940 researchers described two types of intelligence, "intellective" and "non-intellective", under the theory of intelligence quotient (IQ) which was the traditional way to define the emotional intelligence.

They defined intellective intelligence as a set of skills and defined non-intellective as social emotional skills. (Freshman and Rubino, 2002). After that, they redefined the non-intellective intelligence as affective and connective abilities, which are related to a person's attitude and behavior and also resistance to change. Thorndike's 1920 then Wechsler's 1940 researches remained insignificant till Howard Gardner offered the theory of "multiple intelligence" in 1983, where he named seven aspects of intelligence such as cognitive ability, math, kinesthetic, spatial, musical talent, verbal and communication. Again in the same year of 1983 Gardner mentioned the theory of interpersonal intelligence, which was the person's ability to understand others.

It was also being referred to as skills to contemplate and receive other emotions as well, to have better communication and mutual understanding in daily life or in work place. Then the word Emotional Intelligence became more useful. The usage of EI for emotional intelligence became prevalent since 1990, when Mayer and Salovey, assigned the letter EI instead of EQ. They defined EI as "an ability to recognize the meaning of emotions and their relationships, and reason thus solve problems on the basis of them".

Years back then, there were growing interests on the concept of emotional intelligence. Dr. Daniel Goleman (1995) has done a lot of research and contributions for this topic. Organizations also showed increasing attention on emotional intelligence, where they had been looking for alternatives to increase and build new competitive advantages in their field of operation. There had been lack of study on relations between emotional intelligence and its positive impact on corporate world. (Damasio, 1994; Goleman, 1996). With reviewing the past and relevant study about EI we will find out that the concept and its usage have several definitions. Most of these definitions of EI proved that there is still insufficient research and evidence to fittingly actualize, scientist views (Palmer and Jansen, 2004). The following definitions are from Goleman (1997) and Higgs (2000):

- Knowing what you are feeling and being able to handle those feelings without having them swamp you
- Being able to motivate yourself to get jobs done, be creative and perform at your peak.
- Sensing what others are feeling, and handling relationships effectively.

The most succinct definition of EI was offered by Martinez (1997). He described emotional intelligence as "an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures". He defined the EI, against most common definitions, as non-cognitive skills, which surrounds skills that help person in dealing with daily life. But Goleman (1997) said that, this does not mean to reject the past and traditional definitions of EI, as they are also relevant to a person's day to day life and abilities and performance. So we should consider both traditional definitions and EI concepts.

Emotional intelligence consists of "the ability to perceive, appraise and express emotion accurately and adaptively, the ability to understand emotion and emotional knowledge, the ability to access and generate feelings where they facilitate cognitive activities and adaptive action, and the ability to regulate emotions in oneself and others". This means that a person with high intelligence and understanding about emotions is capable to receive and process emotional information and use this information as a tool to face problems and different behaviors. (Palmer and Jansen, 2004) Emotional intelligence provides and shows another alternatives and ways of being and behaving, differently from others who believed in traditional concept of intelligence. These ways help a person to know himself better and accordingly know the feelings and emotions of others so as, to become more effective in communication and relationship, in daily life and in the workplace. (Van Jaarsveld, 2003).

2.2 The Development of Emotional Intelligence

It has been always a debatable issue that whether emotional intelligence capacity is inherent or acquired, does a person being born with EI? Or in the life time he will acquire it accordingly? Now when we understand and realize the importance of EI on performance and job success, the question for increasing and developing EI will be raised. After reviewing the past researches and studies done by Golman and Martinez and Cooper this paper found that emotional intelligence could be developed and enhanced. There are more studies and articles regarding developing EI compared to EI concept. (Farham, 1996; Harrison, 1997). They found out the role and significant impact of childhood learning and experiences on emotional intelligence. Even though the main structure of person's EI was formed during childhood, it could still be changed and developed. (Fineman, 1997).

In order to develop some aspects of emotional intelligence in one person, at first base we need to measure person's EI, after that we are able to strengthen his weaknesses.

According to Goleman (1997), development for emotional intelligence would be acquired via these five key skills:

1) The ability to quickly reduce stress, 2) The ability to recognize and manage your emotions, 3) The ability to connect with others, using non-verbal communication, 4) The ability to use humor and play to deal with challenges, and 5) The ability to resolve conflicts positively and with confidence.

By developing and practicing these five key elements you could be expecting your emotional intelligence to be higher. Just because of knowing these steps you cannot guarantee that you will apply these steps in daily life, so by practice these steps could help you to overcome to your stress and weaknesses:

1. Reduce Stress
 - Aware that when you are under stress. (self-awareness)
 - Identify your stress response. (emotional respond)
 - Discover the stress busting techniques that work for you.
2. Connect to Your Emotions
3. Non-verbal communication
4. Use Humor and Play to Deal With Challenges
5. Resolve Conflict Positively

2.3 The Importance of Emotional Intelligence

Studies have shown that people with higher level of emotional intelligence have higher self confidence, more concentration, and are more successful in their job. They are also more effective in their leadership style, and have greater impact on their staff to motivate them and they are healthier. (Cooper and Sawaf, 1997) The common way of recruitment in organizations and firm is to target the persons who have great achievements in college with intelligence ability in Mathematics and Finance. Totally great performance and intelligence quotient increase income and reach organizational goal. During this method of recruitment, the hidden part of personality which has great influence on person's performance remains in darkness.

Studies have shown that emotional intelligence could bring liability and commitment, loyalty and trust between staff in organization which could cause higher productivity and effectiveness between teams. (Cooper, 1997). Emotional intelligence is also one of the most important forecasters of organizational success. Like being discussed in Chapter 1, Martinez (1997) also mentioned that people's success factor in their job performance is just 20 percent on intelligence quotient (IQ), and around 80 percent depends on their level of emotional intelligence (EI). Leaders and managers are key persons in any organization, they help to decide the fate and future of nations or firms so developing manager's abilities and keep them updated is essential for permanent growth. Dulewicz and Higgs (2000) mentioned that, improvement of individual's performance is strongly related to individual's EI. Moreover they also acknowledged the direct relationship between organizational performance and individual performance with individual emotional intelligence.

2.4 Importance of Emotional Intelligence in workplace

In general, society is the place that our emotions and our qualities could be revealed and developed. (Mole, 1996). By being in society and taking part in social activities like performing job and role in organization and with doing transaction with people, people could learn the strengths and weaknesses of their emotions and would be able to develop them. Through trials and errors in developing their emotions to be more interactive and more social with others, people would be more effective in their performance. Nowadays people especially in the work place are more evaluated by new criteria, not only with their years of experience, or how much training they have had, or their college shiny marks, but they would also be assessed by the quality of handling relations between themselves and other. (Hamel and Prahalad, 1991). A survey had been done by Goleman (2001) which showed that the company's chief executives, mostly have higher EI level.

2.5 Emotional Intelligence and Performance

Goleman (1998), acknowledged that, even the EI's competencies are quite comprehensive and are able to precisely measure the individual's EI level, but they still cannot precisely reveal the impact of EI on individual's performance in the workplace. Although the measurements are capable to evaluate people's ability and determine how they are able to do the tasks, they cannot predict the people's performance in future. Another factors like motivation and employee's values must also be considered in order to examine and investigate how loyal and compatible they are to the organization, and to what extent do their visions and cultures are matched with organization's visions and cultures. Since managers need to have high level of communication with staff to achieve greater understanding of their demands and feelings, delegating authority or tasks to subordinates require awareness and perception from others.

So managers need to evaluate their subordinate's personality and emotional competencies, their values, and know what will motivate them, in order to achieve successful delegation

2.6 The Conceptual Framework of Emotional Intelligence

Emotional intelligence demonstrates the ability of knowing, and understanding emotions in ourselves and in others, in order to have better and more efficient relations between two parties.

It consists of major characteristics and competencies like emotional awareness, motivation, capacity to manage anger, intuition, emotional respond to others emotions and reactions. These competences involved meaningful sets of values. These concept and skills together with cognitive which has been contemplate from the environment are the main elements of EI. Mayer and Salovey, developed their EI frame work to mental aptitude to organize emotions. Mental attitude is the sense of recognizing and observing other's feelings. In Mayer and Salovey's frame work emotional intelligence is based on four major levels of concepts from simple psychology theories to complex concepts, which include emotions and awareness. The first level "mental ability model" is a sort of skill that allows a person to distinguish assesses and expresses himself and other's emotions and feelings.

The second level is about how to use EI in order to expedite and organize thinking process. With consideration of emotions in logical thinking, it will help to have better judgment and provide various points of view to be considered so as to make precise decisions. The third level presents the ability to differentiate between emotions, recognizing the tiny differences in concepts. The intelligence about this ability enables the person to prevent, mixture of feelings. The fourth level of this frame work refers to social emotions to others. This ability helps a person to organize his emotions to enrich communication in society with others. It will allow the person to engage or separate from emotions in him or in others. Dr. David A Whitten one of the lecturers in Michigan University in his book "Developing Managerial Skills" (1946) outlines about four major competences of emotional intelligence, which could be used to measure someone's emotional intelligence. The four competences are integrated and play significant role in one's performance. According to this book the emotional awareness, emotional control (balance), emotional diagnosis (empathy), and emotional response are the major EI competences.

2.6.1 Emotional Awareness

Emotional awareness is the sense that enables individuals to have more precise and accurate insight of his or her, own moods and emotions. This sense will aware you from the impacts which your emotions have on others. In 1994 Mayer and Stephens introduced the concept of State Meta-Mood Experience Scale (SMMS), the sentimental usage of meta-cognition for describing the self-awareness. With the sense of self awareness people could get clearer vision about their own feelings and moods which foster better decision for their subordinate and be more effective in their lead roles because they could be aware of their strengths and weaknesses. Daniel Goleman (1998) defined self-awareness as tool to have better and deeper understanding of individual's emotions and feelings as well as understanding logic relation between actions and behaviors. Goleman also believed that self awareness has three dimensions, "Emotional self-awareness", "Accurate self-assessment", "Self-confidence". Self-assessment refers to identifying and knowing our own strengths and weaknesses. It also means the ability which helps us to learn from our past experiences and avoid doing mistakes in future and use useful experiences in our daily life. Managers with accurate self-assessment welcome criticize and feedback from staff, so as to improve and catch up in the areas that they are not performing well.

Self-confidence is one of the most important impressions of having high EI level; self-confidence is one of the important key elements of doing effective delegation. Managers with this factor are capable of performing with self assurance and be conclusive in their decision making process. Goleman (1998) also stated that this factor is an essential condition or the sine qua non of predominant performance. Goleman and Boyatzis, and Jacobs (2000), also mentioned that awareness is a required condition for self regulation and together they are combined into personal skills. When self-awareness gets into empathy they lead to social skills. Therefore great relationship depends on self regulation and empathy; both are traced back to self awareness as well.

2.6.2 Emotional control (Balance)

"Intelligence is largely at the mercy of self-control". (Walter Mischel, Stanford University). People could have different feelings and emotions regarding one objective. The role of emotion-control is to understand different kind of emotions and control impulse action which is more fit to situation. In managerial position, manager must be capable to control their emotions and manage them and find more effective tactics. Stress management is also one of the roles of emotion control, finding ways to reduce stress in workplace and among workers.

Emotional control as an important competence of EI is the way to recognize and understand one's feeling, and use this feeling to improve attitude and behavior.

Marshmallow test

The marshmallow experiment has been around since 40 years ago by Dr. Walter Mischel (1970) in Stanford University, where he gathered a bunch of 4 year-old kids in room with one plate of a marshmallow pie and one bell. The test was about studying the self-control of kids when they were promised to get 2 marshmallows if they did not eat marshmallow for 15 minutes. According to Mischel (1970) the test was about studying the key factor of "delay gratification". Low delayers refer to having higher risk to be unsuccessful in their lives. High delayers show more emotional and self control, more discipline, and more patience in their adult period.

2.6.3 Emotional Diagnosis (Empathy)

Empathy as been told is one of the subsets of social awareness, together with organizational awareness, empathy is ability to evaluate and recognize emotions thus see the realities in them. In the banking industry which is the scope of this paper, manager's role is to connect empathy with customers, refer to service orientation of manager, and to fulfill the customers need and demands. Then sympathize clients and often unexpressed demands and then matching them to one's products or service are the essence of service orientation. (Goleman 1998)

Empathy also evaluates a person's capability to handle and keep relationship with different people, even in social life or in office hierarchical levels. When you feel others feelings and expectations and then take an action in their concern, you truly exhibit the sign of social awareness. (Goleman, 1998)

2.6.4 Emotional response

The definition if emotional response refers to the excited state of mind, reactions or feelings in reacts to certain thoughts or manners. One issue could cause different reaction in people. People's reaction and respond to their problems could be genetically or could be acquired. Successful managers with high emotional intelligence are able to control their emotions at all the time, and avoid improper and fast response to their issues. (Robert Pennington and S.Haslam, 2008)

2.7 Measurement of Emotional Intelligence

Since the concept of emotional intelligence is young and new, scientists do not have general agreement about its definition and views on this concept. As a result the measurement for this concept is always debatable among academics and researchers. Furthermore, it also caused different consideration about EI competencies and factors that causes lack of integrated format for measuring the emotional intelligence. The first method for measuring emotional intelligence was introduced by Bar-On in 1997, followed by EQ MAP test developed by Cooper in 1997. Then the Emotional Competency Inventory or ECI test was offered by Goleman in 1999, and lately, MSCEIT Test or Mayer Salovey Caruso Emotional Intelligence Test was introduced by Mayer and Salovey and Caruso in 2002. The reliability and validity of emotional intelligence testing methods are always the concern of researchers. The result of these tests could teach managers and leaders to see the gap and weaknesses in individual or group performance clearly, so that they could provide proper training program for those who have weaknesses in those areas. The focus of test on different aspect of emotional intelligence competencies also could determine the process of choosing the test, which is suitable for specific target or particular study. (Mayer & Salovey 2002)

The most famous tests in this measurement are BarOn Emotional intelligence test (1997), EQ Map test (Cooper and Sawaf, 1997), ECI TEST (Boyatzis,1991), and MSCEIT test (Mayer, Salovey and Caruso, 2002).

2.8 Emotional Intelligence and Intelligence Quotient

It is so vivid that a person's intelligence has a direct positive effect on the person's performance in the workplace or even in society. Based on studies of Hunter (1996) and Fredson (1997), there is a positive relation between intelligence and performance, Fredson also mentioned that higher intelligence level, expedites the process of analyzing data and behaviors, and this intelligence is basic necessity for management positions. Research has shown that emotional intelligence is the better index for measuring performance rather than IQ (Intelligence Quotient). In addition Goleman, (2001) stated that EI is not the only index for performance, but EI which is based on competencies indicate the quality of one individual's performance. For example two persons with the same level of IQ could have different levels of working performance because of their different EI level. (Sevinc, 2001; Emmerling and Goleman, 2003). McClelland (1998) found out that CEO's in global range for food and beverage industry with a critical mass of strengths in emotional intelligence level could potentially boost their companies' revenue by 15 to 20 percent. Goleman said that IQ could be the stronger criteria in today's business environment than EI for employment.

But he also cited that after a has been person assigned to his new career, emotional intelligence ability which could predict the person's success and effectiveness in his new career, its EI, will decide on who is going to be promoted or downgraded. Since a person with higher IQ level has cognitive ability and more complex and advanced thinking ability, he could be qualified for more missions to perform in organization. Moreover because of his high IQ, he could be a multi-tasks person in his organization. After studying and analyzing data from enormous number of organizations, it was revealed that emotional intelligence ability is the greater predictor of job success than IQ. (Goleman, 2001)

3. Delegation

3.1 Definition of Delegating

In today's business environment delegating and granting tasks and responsibilities to others are known as delegating. Delegation plays a very important role in workplace and it is one the tools and skills for successful managers. By knowing the rules and techniques for delegating effectively managers are able to save time and allow other employees to participate and grow thus keep them motivated. It is the manager’s duty to identify and empower the right persons to delegate the task and authority in the right manner. This requires managers with high level of emotional intelligence to find the right person, because poor and weak delegation could de motivate and confuse the person with new responsibility delegated to him. As a result he will fail to deliver the job in due time. Managers avoid delegation, because they are afraid that other employees, will learn what they know and later they will use this ability against the managers. But there are two important issues which simply explain why managers should delegate:

- If you are manager and leader in a team or organization, your ability and skills are in better use when you develop and set new strategy and guideline for the team, or by doing the tasks by yourself, when you waste the time to use your abilities in efficient way.
- By involving other staff in team, you will let other people’s skills and abilities grow as well. This will help the manager when there is the same project in the future. Managers can delegate task to those staff, with more confidence and passion, and they are able to get the job done with minimal supervision. (Developing Managerial Skills, D.Whetten, 1946)

Lester Urwick (1944; pp. 51) cited that lack of courage to do right delegation, and lack of knowledge about how to do that, are two most common reasons for doing failed delegation in organizations. Leana (1978) also mentioned that there is a lack of attention from researcher to delegation issues, and its relation with effective management. (Locke and Schweiger, 1979).

3.2 Benefits of Delegation

Vividly appropriate delegation could bring significant and massive gain for organization.

Table 1: Benefits of Effective Delegation

Time	Will increase manager’s free time.
Development	Will develop merit and increase the knowledge of staff.
Trust	Will bring the trust between managers and staff.
Commitment	Will increase the staff’s commitment to organization.
Information	Will enhance decision making with more precise information.
Efficiency	Will improve the efficiency of decisions.
Integration	Will strength integration between managers and staff performance.

Source: Obtain from Developing Managerial Skills (David Wheeten and K.S.Cameron, 4th edition chapter 4, 1964)

Delegation could also enhance and develop the knowledge and merit of subordinates, which could lead to improvement of their effectiveness in organization. Delegation also could be considered as a sign of trust and faith to staff. (Mishra, 1992).

The researchers showed that those employees, who feel that they are trusted by their managers, were more efficient than those who did not have this feeling of being trusted. (Gambetta, 1988). Delegation also could bring commitment to the persons who accepted the delegation. The results from studies done by Coch & French (1948) showed that there are always positive direct relations between having the opportunity to participate in tasks and job satisfaction, effectiveness, commitment, and passion to do more jobs. Delegating also could be used to enhance the quality of decision making with efficient usage of more information and data, compared to those managers who prefer to make decisions individually. Delegating task to those who have direct access to information, could increase performance (work in less time, less resources), and also increase quality of decisions. Lastly effective delegation could create integration and comprehensive progress via channeling the information.

On the other hand, In order to achieve empowered delegating of task or authority in organizations, managers must have answers to these three questions of "when", "to whom", and "how" about delegation.

3.3 When Managers Need to Delegate?

One of the important prerequisites for doing delegation is to know when to conduct doing this delegation and when, must not. When our staff and subordinates need to administrate and decide on tasks? In order to find out when is the best time to delegate, managers must ask five major questions about delegation. The researches done by Vroom & Yetton (1973), and Jago (1974) showed that when managers considered these five questions the results for their delegation were four times more successful. These questions are applicable even when we delegate to individual or to the team. (Developing Managerial Skills, D. Whetten, 1946)

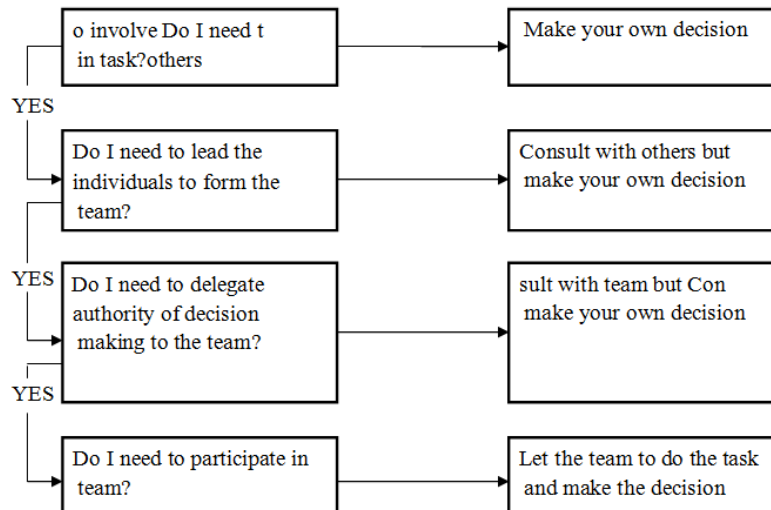
1. Whether subordinates have enough (or more) knowledge and specialty?
In most situations, practically, subordinates are more eligible than managers to do some sort of jobs in organization, because they are more familiar and closer to actual daily tasks routines, customers desire, hidden costs and etc, Moreover they perform more efficiently in reality.
2. Whether commitment of subordinates is necessary for this task?
Involvement in decision making process will increase the commitment to the tasks and decision. When employees have freedom in what they do, generally they must participate in decision making process, in order to guarantee their contribution. Participation in decision making process is a time consuming process, but it will reduce time for making the decision.
3. Whether subordinate's merit will increase with delegation?
If managers look at the delegation as a tool to set them free from lousy tasks, and delegate them to subordinates when they are busy, delegation will lose its functions. Delegation must reflect the general philosophy of management which is improvement of subordinates. Enhancing the efficiency and interest of employees must be the central impulse.
4. Whether managers and staff, share the same values and perspective?
If managers and subordinates are not on the same side and they have contradicting views, it could lead to producing unacceptable solutions to each other. They could have unnecessary arguments with each other, and later will end up in a quarrel. Coonradt (1985) found out that we must tell "Why" to important people, and tell "How" and "When" to less important people. This policy that we say "why" to our subordinates is a meaningful action from manager, so as create the same perspective with employees.
5. Whether there is enough time to do delegation?
Saving time is a time consuming process! In order to avoid misunderstanding, managers need to spend enough time to describe and discuss about acceptable ways and choices. Effective empowered delegation depends on positive answer to all previous four questions, if even one of those prerequisites is not there, chances to obtain failed and non-efficient delegation will be increased. But this does not mean that without those positive answers we cannot have effective delegation, but managers could change the situation, so their employees can get more information, and get enough time to accept that delegation.

3.4 To Whom Managers Do Delegation?

After managers decide to delegate some tasks or authority to his staff, they must consider this point that, they need to involve only one person or one team of subordinates to delegate. If they decide to delegate to team, the level of authority in that team is also an important issue.

Managers must determine whether team only provides feedback and variables or they make a final decision as well. Managers must also ensure their participation. If you are a manager and wants to decide whether you delegate to others or not, you must ask this question from yourself, "Do I need to involve others in this duty or decision?" The table below you will assist you to have an actual view over the situational and concept. . (Developing Managerial Skills, D.Whetten, 1946)

Figure 1



Source: Obtain from Developing Managerial Skills (David Wheeten and K.S.Cameron, 4th edition chapter 4, 1946)

3.5 How Managers Do Delegation?

When it is time for delegation, and when you spot the right person or team to get the job done, delegation has already begun. The positive outcomes of this delegation could be proven after ten factors are considered. (Developing Managerial Skills, D.Whetten, 1946)

1. Begin while having end in mind
2. Delegate completely
3. Let subordinates to participate
4. Make a reasonable scale between authority and responsibility
5. Work in organizational framework
6. Provide proper support for delegated tasks
7. Focus on results
8. Delegating with stability and strength
9. Avoid delegating tasks from down to up
10. Clear the results

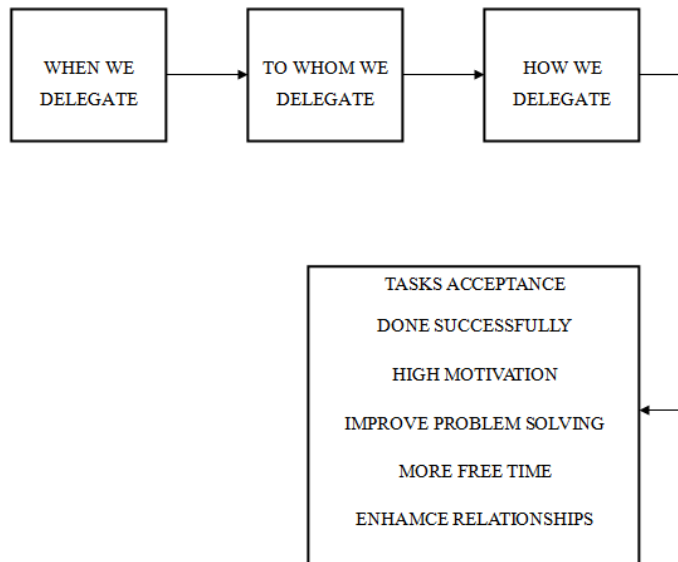
3.6 Outcomes of Empowered Delegation

Those ten factors discussed above, and the factors of "when" and "to who", about conducting effective delegation will lead employees to empowerment. Other positive consequences of delegation would be: (Developing Managerial Skills, D.Whetten, 1946)

- Delegated tasks would be easily accepted by employees.
- Delegated tasks would be successfully done by employees.
- Motivation remains high in organization.
- Problem solving ability will improve in employees.
- Managers will get more free times.
- Relationship between individuals will enhance.
- Harmony and efficiency will increase.

The next table will demonstrate the whole systematic way, in order to achieve empowered delegation and its result

Table 2: Correlation Among Effective Delegation’s Principles.



Source: Obtain from Developing Managerial Skills (David Wheeten and K.S.Cameron, 4th edition chapter 4, 1964)

4. Effective Leadership at Workplace

In today’s business environment the demand for productivity and effectiveness by the managers and staff are going to increase dramatically. Successful leaders in organization are able to use every tools and methods to build effective and dynamic environment among staff thus create warm relationships between positions. Emotional intelligence recently turns to necessity condition for managers to motivate employees in creating workplace with conductive atmosphere, in order to achieve organization’s goals. In addition emotional intelligence plays key role, contributing to effective delegation in organizations. Therefore emotional intelligence factors and competencies are considered as important criteria for putting people in key positions in organizations in order to keep the inspiration and motivation spirit up.

Luthans (1998) defined “effectiveness” as getting the job done through high quality and productivity, and with high standard of performance, which could be done by people via their satisfaction and commitment. (Luthans, 1998). Being effective in term of leadership style is one of the most challenging and importance issues in business environment these days. Being an effective leader with great management skills have to depends to understanding of emotions and the set of abilities which bond the emotional intelligence capabilities. (Goleman, 1998). Goleman also cited that emotional intelligence is better differentiator for effective leadership than intelligence quotient. Emotional intelligence is able to reveal how effective, individuals are dealing with different problems and issues within the organization even when they facing issues from others or in themselves. Danial Goleman described that EI is the prerequisite factor for the revitalization of effective leadership. It is the person’s EI, which could determine whether or not the person is able to effectively perform in stressful and competitive environments. It is the EI, which could differentiate who could possibly grow and become effective leaders, and who does not have enough guts to be a strong leader in future, even he had lots of training and high intelligence quotient.

Even Goleman goes elaborated on the importance of emotional intelligence and defined EI as twice important as other element regarding the performance in all positions. Later Goleman developed his model of EI as “Theory of Performance” where he mentioned that EI and its competencies have direct application to all aspect of tasks and being effective in organizations. EI does not only differentiate strong managers than others, but also could lead to great performance by those strong managers in order to increase productivity and profits in organizations. The difference between managers and leaders is determined from their emotional intelligence levels and also their intelligence levels.

Managers only administer the tasks and obligations, while leaders design the pathway; they lead the organizations and people. It is the person's EI ability which determines the person would be a follower or a leader. It is the EI differences between two persons that differentiate quality and ability.

That is why managers only focus on systems and structures, but leaders focus on people, because they believe in people's power and communication effects. Managers also want to maintain the status quo, but leaders are looking for challenge. Managers do the things right, meanwhile leaders do the right things. The in table below it describes the leading and managing definitions through three aspects of effectiveness in organizations. Leading is more focused on people, while managing is more focused on allocation of other resources.

5. Emotional Intelligence and Effective Delegation

Studies like what cited in this literature review, have shown the significant impacts of managers and leaders with high emotional intelligence level on employees. Their behaviors, their ways to communicate and their decisions, have all influenced on organization's fate and employee's performance. However, it is still a major question to what extent do leaders and managers have positive influence on their employees and on function of organizations. (George, 2000). The impact of emotional intelligence of managers towards the leadership aspect in delegation process, still have not been figured out yet. Some researchers mentioned that EI actually creates differences between average managers and effective managers in terms of ruling of others, with a degree of 90 percent. (Goleman, 1998). But not enough and precise researches have been done to prove, this theory if EI really contributes up to 90 percent to leadership effectiveness or not.

Most of the relevant articles acknowledge that there is a positive relation between EI and effective leadership. (Goleman et al, 1998; Dulewicz et al, 1999; George, 2000; Palmer, 2001; Boyatzis and McKee, 2002). EI will provide proper domain and condition for managers to achieve effective communication and empathy between employees and teams, EI will equip managers with the concept of charisma, and excellent personality. Then employees will trust and accept the manager's orders and expectations. EI and its competencies would be in the center of accomplishment of successful and effective delegation. Goleman also acknowledged the important role of EI in leadership success, and conducted lots of studies which have shown that it's EI which is able to differentiate between a great leader and an average leader. (Goleman, Harvard Business Review, "What Makes a Leader", 1998) Researchers revealed that the significantly enhanced of business performance, when managers leverage their EI ability like awareness, empathy, initiative as much as they can. They will exhibit various and different ways to bring effective atmosphere to organization. (Goleman, 2002)

A research was conducted, to understand if there is a significant impact from concept of EI and its competencies on effective management and performance. Research has been done between on more than 350 executives in J&J (Johnson & Johnson) company around the world. The outcomes of research had stunningly revealed the positive relation between manager's emotional intelligence level and their effectiveness in performance. (Cavallo and Brienza, 2002-2003). Leaders and managers are facing some barriers in order to conduct perfect delegation as we call it empowered delegation. These barriers could be easily fulfilled and solved when managers have high level of emotional intelligence and have proper understanding of situation, ability to be aware and get themselves and their staff under control, and try to communicate with them. Here are some major barriers which managers are facing during delegation process. (David A. Whetten & K.S. Cameron, *Developing managerial skills*, 4th ed; Newman & Warren, 1997)

1. Managers views about subordinates
2. Lack of personal protection
3. Need to Control

By the leveraging emotional intelligence managers would be able to define the limitations and horizons of their position. They would be able to have better perspective of situation in short term and long term period. Managers who face threats such as "Simply letting go", refused to give clear directives and expectations, and refused to give flexible advices, do not only they fail to conduct empowered delegation but they bring damage and harm to employees and organization. Because possible damages could cause negative effects, empowering employees via effective delegation by manager's emotional abilities must be "Ethical Imperative" for managers. (Sashkin, 1984) Effective leadership style is referring to how managers and staff influence each others. (Deluga, 1998). This influence and effect from manager's side on staff reflect their personality and charisma which come from their ability to handle emotions and their emotional intelligence.

The manager's behavior, their ways of communication, and the decisions they have made during their service, will influence on staff and their followers. This influence will convince the staff to obey them and bring trust to their relationship.

6. Conclusion

Managers need to cooperate with their staff in work place. Delegating authority and task to others is the key word in corporations now, because managers could not be doing all the jobs by themselves. In fact they need to identify the right person, empower that person, and with the help of his emotional intelligence ability, delegate the task to that person. Managers also need to interact with staff in various levels and positions in order to energize the organization. Manager's duties include managing conflict, collaboration ability, and synergy, setting the guide lines for organization, and supervising subordinates, with high level of emotional intelligence capability. Emotional intelligence is one of the most frontier concepts in business environment today. When it comes to important role of managers, it would be more critical to say that, the key point in leading organization in positive way, to growth, to more success, is the manager's ability in governing his emotionally intelligence. Managers with high emotional intelligence level are able to use their people oriented sense to find and keep best matched co-workers, and particularly in banking industry, find investors and customers. Their high emotional intelligence will helps them to devote themselves to organization and let them to use their other talents and abilities such as inspiration passion and patience, in order to lead the organization.

Managers with high EI level are able to identify talents among employees, decentralize the management process, then delegate tasks to staff, so the employees themselves will find this great opportunity to exploit and discover their talents. This feature of managers will boost performance among employees via creativity and innovation.

Manager's roles in organizations are defines by behaviors, traits, and features, of the managers. Moreover the management's knowledge would be reflected by manager's behavior and qualities. The effect of personality in successful management is undeniable, among the all personality features; the charisma of manager has significant impact on his leadership style. Charisma is important to attract and to charm people, and brings attention to managers. So this factor could help managers to delegate tasks more effectively because in workplace staff could be fascinated by manager and will listen to them accordingly. In today's business environment managers and employees must learn to cooperate as a team. Valued management styles in these business environments involved some tools for operating effectively, trust among team, members and faith in manager's ability and motivation to staff from manager. These concepts would be fulfilled when managers are working with the ability of their emotional intelligence competencies which are self awareness, self control, empathy, and emotional responses.

It is the manager's duty to evaluate the right time of making delegation, it is manager's obligation to determine who must be delegated, and it is also the manager's responsibility to conduct the empowered delegation in effective ways. In order to achieve effective delegation, firstly managers need to select and then empower the right person or team. This would be done if managers have great sense of awareness of staff capabilities and power, and sense of instituting empathy between themselves and staff. Secondly managers need to effectively delegate the tasks and authority, then support them with resources, set up the guidelines, and demarcate the boundaries, and finally, specify the results. All these two processes of selecting and then delegating, require managers to use their sense of emotional intelligence and its competencies in order to conclude effective empowered delegation. Intelligence and person's achievements, college marks, and trainings, may give him competitive advantage and helps him to get the job, but it is emotional intelligence which determine if a person will be successful in different aspects of management demonstration, such as delegation.

7. Future study

As an important issue in relevant concept, studying and identifying the most important factor in knowledge sharing can be interesting. For example which factors in EI may motivate managers in during delegation?

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