




Exploring Emotions at Organization Level: Emotional Intelligence Framework (EQF) an Integrative Approach Towards Universal Definition of EQ.

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Abstract

Emotional Intelligence (EQ) is considered to be an important attribute to succeed at top level of management and is a distinguishing factor among top performing employees at workplace. However, the variance in literature points towards the gap of the discrepancy in the elements of EQ models entailing to work towards a holistic, multilevel and sequential model. To address afore said discrepancies, a humble effort is made to present a revised comprehensive framework of EQ. A detailed theoretical analysis for EQ dimensions helped to identify the domain of new Contents for the existing construct of EQ which were regrouped into three constructs of Emotional Appreciation (EA), Emotional Application (EL) and Emotional Maturity (EM). The proposed Model disambiguate EQ as exhaustibly as possible in a hierarchical and sequential manner to allow reasoning about their property working towards an integrated framework of all the elements of influential EQ models as suggested by practitioners. The proposed model will be a valuable tool for managers and academia as it incorporates all the dimensions of EQ and present a logical hierarchical model and is a modest attempt to work towards a universal definition of EQ.

Keywords: Emotional Intelligence, Emotional Appreciation, Emotional Application, Emotional Maturity, Model disambiguate

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INTRODUCTION

Workplace emotions have been studied under different context and under different name scientifically since the Hawthorne experiment in 1927 (Sheldrake, 2003) and proved to be the basis of transformation of the Management theory into branches that later evolved into new disciplines like Human Resource Management (HRM) and Organizational Behaviour (OB) (Wren & Bedeian, 2009). The transformation and progress was due to interdisciplinary research borrowed from sociology, social psychology and economics (Augier, 2013).

Pioneering studies on emotions focused on the intrapersonal capabilities and how they formed and shaped affective side of behavior (Van Kleef, Van Doorn, Heerdink, & Koning, 2011) undermining the interpersonal role of emotions and how they affect other people's understanding, attitudes and behaviors (Saber, 2012). Therefore, little emphasis was given in organizational research on emotional intelligence at workplace till the 1990s (Fisher & Ashkanasy, 2000). In social interactions one person's emotions can bring about change in behaviors of other people by how they perceive the emotions about the interaction (Hareli & Rafaeli, 2008). Workplace entails adaptive social interactions as people are required to act in a desired way as set by organizational policy and procedures (AlDosiry, AlKhader H, AlAqraa, & Anderson, 2016). Forgas and George (2001) posits that according to Neuropsychology, adaptive social behaviour are hugely influenced by emotions. It is believed that emotions exhibited specifically at the workplace, are believed to be a response of the role assigned at job and the organizational policies that conditions organizational Behaviours (Grandey, 2000). Hereby, pointing towards a very important level of emotion other than Interpersonal and intra-personal, i.e. organizational level emotion.

The current paper is an attempt to present an integrative approach to understanding EQ as the EQ theorist have used different approaches to assess the construct thus generating different scientific literature (Zeidner et al., 2008) for the same construct creating confusions for the user of EQ models/measures (Caruso, 2003). Most of the researchers on EQ are in consensus that proponents of different models have used it as a product that was pre-launched before the actual domain was ready (Salovey, 2006; Landy, 2005, p.412; Emmerling & Goleman, 2003; Matthews et al., 2002; Sternberg, 2002 Mayer et al., 2000c, p.416). Therefore, a careful evaluation regarding differentiating various EQ models is required (AlDosiry, AlKhader, AlAqraa, & Anderson, 2016); Coskun, Oksuz, & Yilmaz, 2017; Naqvi, Iqbal, & Akhtar, 2016) otherwise the critics as warned by Ashkanasy and Daus (2005) stress the academics might run the risk of "throwing the baby out with the bath water" (p.44).

LITERATURE REVIEW

EQ is considered as the defining factor in comprehending the work performance & behavior (Wilson & Holligan, 2013). Researchers contend that EQ is now considered as a strategy, for organizational development for the unified interest of both the individual and the organization (Hess & Bacigalupo, 2010). This sense of

culture, influence the behavior at individual level and change the dynamic of group behaviour (Blattner & Bacigalupo 2007), highlighting to acknowledge a third level of emotion at organizational level.

Landy (2005) in his research concluded that the reason for unavailability of empirical evidence regarding the reliability and validity of different EQ models and the tests based on these models may be due to the issue of unavailability of free access to data. The lack of scientific rigorous investigations is due to the fact that most of the influential models for instance BarOn EQi (Multi Health Systems- MHS has launched in 2015 another EQ model and don't own copy right of BarON EQi anymore) and MSCEIT scales were in the copy right of MHS and similarly ECI is propertyed by Hay group. Therefore, different approaches to assess the construct of EQ has generated different scientific literature (Zeidner et al., 2008), thus creating confusions for the user of EQ models/measures (Caruso, 2003).

Case for Multilevel Hierarchical Model

Bowers (1973) reiterated that interpersonal relations at workplace settings would generate different set of behaviours than other settings due to the effects of differential power, varying perceptions of the situation, and established relationships in a work setting. Besides, emotions at workplace relates to the work-related load stress and a person's emotional wellbeing, both detrimental for conditions of performativity at workplace (Hey & Leathwood, 2009, p. 101). Emotions can be contagious, modifiable and can affect cognitive and behavioral responses, and can consequently influence the behaviors, thoughts and emotions of other people or group (Hareli & Rafaeli, 2008, p.36) pointing towards studying emotions from a group/organizational level as well.

According to (Turner, 2002) the three directions that define emotional intelligence at the first level include intrapersonal direction, on the second level interpersonal dimensions and then third group level, pointing towards the second order level of emotions. Only after they realize their own emotions, they would be able to understand others' emotions may it be individual or groups pointing towards the three underlying levels of personal, interpersonal and organizational level emotional appreciation (Diggins, 2004, pp. 34-35). Diggins further elaborated that after the appreciation stage a person will be able to put in the knowledge of emotion in action (based on the emotional application knowledge). Park (2005) posits that the level of EQ displayed at workplace is determined by the interaction of the actual person and the emotional environment or work climate that is an overall organizational level interaction of an individual and organization.

The "contemporary theories" on emotions view it as a continuous approach assuming that emotions can be represented with a few dimensions in a multidimensional space (Lang, 1994). The iterative process of realizing and applying emotions generate learning where a person can exploit the knowledge to apply emotions successfully as per his objectives and plans (Holzkamp, 1993; Leont'ev, 1978, p. 120). Therefore, emotions has to be understood as a continuous process of realizing emotions applying knowledge and being emotionally mature in a cyclical process.

Pfeiffer (2001) also concluded that the elements of EQ are no doubt important psychological phenomena but doesn't seem to fit together in a logical way to form a psychological construct and pointed towards the gap that future researchers should try to explain the emotional intelligence components to relate them as a core mental process to be called an intelligence. Evaluating the level of emotional intelligence is indispensable as the study of main paradigms of EQ by Petrovici & Dobrescu (2014) also points towards the main orientations in defining EQ, firstly how important is realising emotions (the intra-personal level), secondly emotions at interpersonal level. The current conceptualization of EQ as some theorists claim it to be a competence, whereas, other believe it is a clusters do not scientifically explain the EQ conceptualization from realization of emotions, application of emotions and to the emotional maturity at various levels.

It is very interesting to note that emotional response center amygdala tends to dominate the rational neocortex part of the brain controlling the rational thoughts so much so that it can suppress rational part of brain to generate behavioural actions (Thompson, 1988). It is this quality of emotional information processing in the brain that make it so important to study emotional intelligence. Therefore, emotionally intelligent people's brain can realize and apply their internal knowledge about amygdala irrational emotional play and can control their emotions during the process of dealing or negotiating with others (Kunnanatt, 2008). At the level of emotional maturity, a person can even channel his/her emotions constructively (Tischler et al., 2002). Smith and Kirby (2001) also proposed a multi-level theory of emotions. They posit that various appraisal processes occur simultaneously. They believe first there is associative processing occurring automatically then comes reasoning which is also slower but more flexible than associative processing. Lastly, they talk about "appraisal detectors" continuously monitoring information from the associative and reasoning processes.

According to (Turner, 2002) the three directions that define emotional intelligence at the first level include intrapersonal direction, on the second level interpersonal dimensions and then third group level pointing towards the second order level of emotions since group level emotions are studied at organizational context in the current thesis this dimension has been named as organizational level emotions. Attitude are based on emotions (Fishbein & Ajzan, 1975) so before intentions to behave are formed, a person first realize what kind of emotions he/she is going through, this orientation would be called Emotional Appreciation (EA) in the current thesis. Therefore, appreciation of emotional states leads to actions on the emotional states, therefore the behavioural manifestation or action part is termed as Emotional Application (EL) in current thesis; this application and reapplication leads to informed reasoning which will be termed as emotion al maturity (EM) in current thesis, all these three elements EA, EL and EM presuppose each other and may even be dialectically related (Vygotsky, 1989). Therefore, as supposed by correlation studies that emotions awareness and practical activity are not merely externally related, but emotions appreciation is the constitutive part or precedes the emotion application (the activity part) in the overall emotional intelligence process. The iterative process of realizing and applying emotions generate learning where a person can exploit the knowledge to apply emotions successfully as per his

objectives and plans (Holzkamp, 1993; Leont'ev, 1978, p. 120). Thus, relations dynamics would be different at personal, inter-personal and organizational levels as individual continuously produce and reproduce emotions due to ongoing work engagements.

CONCEPTUALIZATION OF EMOTIONAL INTELLIGENCE FRAMEWORK

Based on the above discussion pertaining to the gaps in the literature a model is hypothesized. Assuming that the EQ models are in clusters, whereas in this paper a case has been made to view EQ as a multi-level and hierarchical model as illustrated in the subsequent sub-sections.

Emotional Appreciation Precedes Emotional Application

Performance at work is mediated by how we feel, similarly assessment of our performance also mediates how we feel, this aspect is still an overlooked area in cognitive sciences about the multilevel cyclical relationship of realizing and comprehending emotional knowledge. Therefore, appreciation of emotional states, then actions on the emotional states to come to informed reasoning presuppose each other and may even be dialectically related (Vygotsky, 1989). Therefore, as posed by correlation studies that emotional awareness and practical activity are not merely externally related, but emotions appreciation is the constitutive part or precedes the emotion application (the activity part) in the overall emotional intelligence process.

Emotional Maturity Precedes Emotional Application

The iterative process of realizing and applying emotions generate learning where a person can exploit the knowledge to apply emotions successfully as per his objectives and plans (Holzkamp, 1993; Leont'ev, 1978, p. 120). Therefore, emotions has to be understood as a continuous process of realizing emotions applying knowledge and being emotionally mature in a cyclical process.

Only after a person has realized his/her own emotions, they may be able to understand others' emotions.(Diggins, 2004, pp. 34-35). Diggins further elaborated that after the appreciation stage a person will be able to put in action based on the emotional knowledge which will be called Emotional Application in the current proposed model. Park (2005) posits that the level of EQ displayed at workplace is determined by the interaction of the actual person and the emotional environment or work climate that is an overall organizational level interaction of an individual and organization. Pfeiffer (2001) Also concluded that the elements of EQ are no doubt important psychological phenomena but doesn't seem to fit together in a logical way to form a psychological construct and pointed towards the gap that future reserachers should try to explain the emotional intelligence componenets to relate them as a core mental process to be called an intelligence.

Emotional Intelligence Framework (EQF) an Integration of Influential EQ Models

A careful evaluation of the factors of the most influential models, highlight the fact that first emotions are perceived or realized, and then applied and reapplied to gain emotional maturity by understanding the utilization of emotional knowledge. In the mature stage of EI, the person is even able to channel his/her emotions constructively and use them as “motivational support” for the actions of the rational mind (George and Brief, 1996; Tischler et al., 2002).

As has been discussed the third overlooked dimension of emotions is emotions at organizational level, therefore the applications of emotions at organizational level seem to be comprised of the following variables; service orientation (part of Goleman’s clusters and ECI), stress tolerance (part of BarOn EQi), achievement drive (part of Goleman’s cluster and ECI), enterprising which is termed as initiative (part of Goleman’s cluster), team building capability (part of Goleman’s clusters & ECI) as well as the researcher feels that in today’s dynamic environment and extant literature on leveraging diversity stresses that the culturalization underscores the emotive state working with people in an organization (Slootman & & Duyvendak, 2015) and that emotions and diversity are integrative concepts which are detrimental for understanding emotive states at organizational levels (Ashkanasy, Härtel, & Daus, 2001). Therefore, the concept of leveraging diversity is included in the construct of emotional application at organizational level.

As the highest level of emotional state is when through applications and reapplications of emotions in different situations leads to more mature reactions and emotional control, the case has been made in the literature review and introduction through gap analysis. Therefore, emotional maturity at personal level include leadership (part of Goleman’s Clusters & ECI), reality testing (part of BarOn EQi), stress management (part of BarOn EQi), commitment to personal goals (as part of achievement in ECI), and emotional management (as emotional self- control part of Goleman’s clusters and ECI), rational decision making (as problem solving in BarOn EQi) another important dimension added is maintaining focus when adverse/unfavorable situations and circumstances are encountered but a person maintains his/her focus (Ben-Zur, 2017).

Emotional maturity at interpersonal level includes following variables; conflict resolution (part of Goleman’s cluster & ECI), emotional management of others (as developing others in Goleman’s cluster and interpersonal sensitivity, EIQ), hostility and distress (as stress management part of BarOn EQi). Similarly, for emotional maturity at organizational level following factors were identified;

change catalyst (part of Goleman’s cluster & ECI), problem solving (part of BarOn EQi & conflict management in Goleman’s clusters and ECI). Another dimension was found quite pertinent was societal responsibility as emotions are responsible for social outcome and deemed as a social product that explain social behavior towards behavior that effect the whole society at large (Barbalet, 2001).

Therefore, after addressing the gaps in the literature, the proposed model divides EQ into three main constructs Emotional Appreciation, Emotional Application and Emotional maturity. In the proposed model the author has categorized the three groups of EQ into further subdivided three categories. Following are the main construct of the proposed conceptual EQ model;

1. Emotional Appreciation (EA)
2. Emotional Application (EAP)
3. Emotional Maturity (EM)

Each of the above construct is further divided into personal, interpersonal and organizational level.



Emotional appreciation at organizational level (EAO).

Three elements were identified for the construct EAO. Adaptability to be flexible in realizing emotions and be optimistic or to manage one's own emotions in a prudent way. Commitment to Goals means to realize group synergies, meeting standard of excellence and inner drive to reach objectives. Service Orientation Service Orientation is the ability to identify and respond to customers need responsibly. Table 3.5 show variable name with operational definitions and scale items.

Emotional application at organizational level (ELO).

Eight variables were identified for the construct of ELO, including Leveraging diversity means how well workforce diversity is handled and how effectively the emotional needs are understood and incorporated towards achievement of goals. Service provisioning is the relationship between customers' need and emotions and how well they were addressed. Stress Tolerance is about how well an employee is equipped to handle job related stress, that may arise from workload, and managing

the emotions. Achievement Drive is defined as a willingness to learn emotional competencies that lead to employee's commitment towards organizational goals. Team Building Capabilities pertain to influence a person is capable of exerting to reach team goals by motivating team members to commit emotional and physical energies. Enterprising how much effort and resources one is willing to put in, to start new organizational endeavors, or complete existing in best spirit.

Emotional maturity at organizational level (EMO).

Three variables were identified for the construct of Emotional maturity at organizational level (EMO). The following elements are included in the construct; Change Catalyst is through Initiating, expediting and managing change. Problem Solving to Identify, prioritize, and effectively confronting problems conscientiously with a disciplined, methodical and systematic approach and full awareness of its emotional implications. Social Responsibility means to focus on collective good and up lifting of the community, awareness of one's own contribution to be a constructive member of society, emotional conviction to be a good citizen.

CONCLUSION AND RECOMMENDATIONS

Affects/emotions are getting a lot of attention in understanding the professional's behavior at workplace or organizations (Jordan, Ashkanasy, & Daus, 2008) as emotions prepare the body and the mind for behavioral responses for dealing with the circumstances that arise in a social interaction or thought process (Van Kleef et al., 2011, p.117). Emotions can be contagious, modifiable and can affect cognitive and behavioral responses, and can consequently influence the behaviors, thoughts and emotions of other people or group (Hareli & Rafaeli, 2008, p.36). Therefore, no human behavior model like EQ cannot be devoid of influence of bio-psycho-social predictors and facilitators including biomedical predispositions and conditions, cognitive intelligence, personality, motivation and environmental factors (Bar-On, 2006; Van Rooy & Viswesvaran, 2004).

This shift for trying to integrate all the dimensions of EQ into one logical comprehensive model as suggested by O'Boyle et al. (2010) and Zeidner et al. (2008) led to the development of the current proposed model. Cronbach and Meehl (1955) the pioneers of the construct development rightly pointed that the construct development is an inductive process grounded in the existing theories and literature. Therefore, the model proposed by the author in the current thesis incorporate and regroup the elements that were missing in selected models (BarOn Eqi, ECI, EIQ, Goleman Clusters) in a more comprehensive manner, so that no important dimension of EQ is missed as highlighted by the literature review. The insight for multilevel and inclusion of organizational level emotions were also derived by the literature review. As suggested by Pfeiffer (2001) an attempt has been made to understand the dimensions of EQ as sharing a common psychological underpinning. Therefore, we recommend further research and development of tools to empirically verify the model proposed.

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