Emotional Intelligence & Its Application To Managing Enterprises

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ABSTRACT

Emotional intelligence (EI) has received increased research attention in recent times. Amidst contentions that emotions have no place in management and empiricism, the study focused to assess the impact of EI application in the management of workers and their productivity. Two methodological leanings were deployed in the administration of the study. The perspective of emotions as an empirical/measurable phenomenon evidenced by earlier studies of Gesler 1978 and Galanter 1962. These received congruence from Fencher's (1985) law of sensitivity and intensity with measurable mathematical variables. In furthering the empirical argument the author posits the Emotional Sensitivity Trap (EST) theorem which asserts that the more sensitive a worker is to a negative phenomenon at work, the more likely he will gravitate towards the 'trap' region of the continuum; become irritable, unstable and eventually record a fall in productivity. This too can be measured empirically. From the theoretical perspective, the

renowned studies of Mayer and Salovey (1997) and Coleman's expansion thereof, along with Coleman, Boyatzis and McKee (2002) gave vent to the development of knowledge in EI and its usefulness in managing organizations. A correlation, therefore, exists to the effect that both perspectives have the capacity for synergy in managing organizations and their people in areas like Leadership, goal setting and motivation, etc. The two perspectives showcased have disproved contentions that emotions have no place in empiricism or management studies. The study recommends that CEOs should factor in EI in planning (forecasting), organizing and motivating workers to higher productivity and in behaviour modification. Also,EI should be deployed as a factor in promoting excellence and competence in the implementation of Nigeria's federal character policy. Lastly, EI studies should be integrated into tertiary institutions'curriculum to help in curbing cultism and violence at students early age.

Key Words: Emotional Intelligence (EI), Intensity, Emotional Sensitivity trap, Multiple Intelligence (MI), managing organizations.

1.0 INTRODUCTION

An emerging concept fast gaining grounds and wider managerial attention is the concept of emotional intelligence (EI). It is currently a magnet of some sort, attracting phenomenal research attention from scholars of intelligence and emotions especially in the first decade of this new millennium.

Feldman (1996) conceptualizes emotions (such as happiness, despair, and sorrow) that generally have both physiological and cognitive elements influencingbehaviour as having the capacity to influence a myriad of human actions. In the past researchers and scholars have often quoted emotions as a subjective thing, a concept to be discarded in empirical analysis and thus should not be involved in making inferential judgments of research outcome (Koontz, and O'Donnell, 1976; Geisler, 1978). This orientation is gradually coming to an end as management scientists can no longer close their eyes to the usefulness and benefits of emotions as an integral part of man and his work behaviour and for that matter, (Iyayi, 2005; Gardner, and Stough, 2002) the contribution of emotions (subjective as it was regarded) to human relationship and team building at work and productivity objectives.

In the light of the above contention, there is no gainsaying the fact that emotions (as a component of man) are a useful concept not only to individuals but to organizations and even government and leaders of nation-states and kingdoms. A critical study of E.I. has revealed its salient roles across several spectrums including its application to social life, good governance and even religion (Bar-On, 2005; Adeyemo, and Ogunyemi, 2006).

As individuals, we require our intellectual acumen generated via emotions to put our thoughts, reasoning, evaluative processes to good use. Often our thoughts and challenges confronting us come in a complex matrix of sorts; weevolve several solutionstrategies to arrive at optimal solutions to meet our short and long term goals. Thus, the choice of a spouse to marry, the number of kids we want and the choice of career we choose for ourselves are all grounded in emotional intelligence evolving from stimuli in our environment. These are garnered and guided by experiences and

intuitions propelled by motives and the intensity of such motives (Rauch, 1984; Atkinson, Atkinson, Smith, and Bem, 1990).

In organizations, it is becoming inevitable to accept the fact that cues and stimuli within and outside the establishmentare a source of emotional energy that guides decision making and managerial actions (Iyahi, 2005). Judgments influenced by emotionsare at the centre of recruitments decisions – who to recruit, for instance, public relations officer, client relations manager and even who to put into the audit and accounts department gave personality types and idiosyncrasies of each at selection interviews(Zeidner, Matthews and Roberts, 2004). Perceptual cues emitting from the candidates at the interview stage against the backdrop of the professional/specialization, etc. are strong sources of reasons to take one or drop the other candidate (Robbins 2000; Ekakitie 2009).

In the very dynamic corporate world, emotions and emotional intelligence are deployed in shaping and deploying competitive strategy. If in the past year a manager and his team used an amount of money equating what the rival firm used in driving promotional activities and 70% success was realized, this year, irrespective of changes in the market segment and related dynamics, the manager may still be persuaded to deploy the same amount of funds into promotional campaigns. His intuition and psychological makeup may lead him to do the same (Atkinson, Atkinson, Smith, and Bem, 1990). Thus, emotional intelligence has been deployed to shape and pattern competitive strategies of firms in certain directions with certain intensity to impart a certain level of

sensitivity and responses from the market segment (Van-Rooy and Viswesvaran, 2004).

In government and among political leaders, emotional intelligence has been deployed for good and bad purposes. For instance, in the 2019 general elections, the nation's mood changed strongly in President Buhari'sfavour after herdsmen killings stopped and public power supply improved. The Buhari campaign organization and his media handlers used these to manipulate public perception and emotions to their advantage contending that it was a sign of better things to come. Alas, it was a ruse and an ambush as the killings, kidnapping and insecurity rose to unprecedented heights in mid-2019. Emotional intelligence was deployed here to deceive and manipulate the electorates'psyche.

Ekakitie (2011) hard reported issues in the USA elections of 2008 and the contest between the duo of Hillary Clinton and Barack Obama of the Democratic Party on the one hand and late Senator John McCain of the Republican Party on the other. His assessments as regards media use of emotions and sentiments to manipulate the American electorate at that time are germane:

> *"The 2008 American Presidential elections is a viable example – CNN, Fox News, Sky News, SABC etc., were effectively used in the very glamorous and expensive campaigns. CNN captions its coverage "The Campaign Trail" anchored by the personable Jonathan Mann, tracking the duo of Hillary Clinton and Barack Obama on the one hand and Senator John McCain on the other. In the media war, it was easy to see the bias of Fox News against Obama as it was in the*

forefront of branding Obama a "socialist" who is not "ready for office" and promoting McCain as a "war hero" who has been "tested and tried" and knows how to handle "foreign relations". The media war in that presidential campaign easily reveals how the mass media can be a double-edged sword capable of promoting one agenda and bringing down another".

Thus, psychological media warfare, deliberate altering of perceptions and passion-laden innuendos and strategies were freely deployed to specific advantage in the specific candidate of choice. Emotional intelligence was revealed as a classic weapon of administering that and most other campaigns afterwards.

In all of these testaments, not much work has been done on the usefulness and application of emotions to managing the intelligence, skill and capacities of people at the workplace. This vital area has been under-researched and applied in enterprises and their development in Africa. It is in this area that this paper finds a functional expression with the intension not only to provoke further studies but to pinpoint salient areas of E.I. application to enterprise growth and development.

2.0 METHODOLOGY OF THE STUDY

The study is driven by theoretical and anecdotal analyses of renowned studies of authors whose work have given pioneering direction to the appreciation and understanding of emotional intelligence as applied to enterprise management. Use is also made of observed applications of facets of emotions to work and its attributes for measurement as revealed by past studies that have conferred mathematical applicability to concepts of stimuli, sensitive and intensity, etc. these further gave vent to analytical techniques that are simply mathematical and predictive.

3.0 LITERATURE REVIEW

3.1 EMOTIONS: Meanings, Context and Related Concepts

Emotions have been conceived in several dimensions in the field of psychology and consumer behaviour. Ruch (1984) conceives it as an affective experience, one that both causes body arousal and has meaning or value to the experiences. Emotions are expressed in either feeling of likeness (affect) or sadness/despair (disenchantment) with a phenomenon, stimuli, event, object or occurrence. Emotions are expressed within a context.

A close relationship has been thought to exist between emotions, motivation and motives – while emotions are end-states, motives initiate and direct behaviour towards particular goals (end-states) with varying degrees of strength or intensity (Ruch, 1984).Emotions are closely related to certain concepts such as motivation and intelligence. Motivation refers to the reasons why any behaviouroccurs or specifically, to the forces or processes that initiate the behaviour, directs it, and contribute to its strength. Behaviour is manifested in actions – actions for any reason can be intelligent, or otherwise. In contemporary studies, emotions have a strong relationship with motives and intelligence (Bar-On, 2005; Adeyemo, and Ogunyemi, 2006). It tends to explore how emotional acumen can be intelligently deployed to support the

development of knowledge and general practices in the management sciences and for that matter, how emotional intelligence as a construct can be applied to optimally manage organizations.

Intelligence is an individual's capacity to understand the world around him and the capacity to cope with the challenges it presents - demonstrated by measurable behaviours (Wechsler, 1981). Intelligence is the ability of an individual when he possesses the acumen and ability to show the capacity to learn, understand, think resourcefully, etc., and apply these capacities to identify, process vital information and use them to solve problems. Such problems can be goal-directed. Managerially intelligence can be the ability to come up with 'smart' enterprise innovative decisions to solve business challenges and make a profit.

3.1.1 Emotional Intelligence Defined: several definitions have been offered by scholars in the field of EI. Mayer, Solovey, Caruso, and Sitarenios (2001) in their study, see EIas an individual's ability to perceive, express, understand and regulate emotional responses both internally and in others. This conception of E.I. draws heavily on the 'ability' to deploy cognitive faculties concerning stimuli in the environment and how to use it to regulate reactions in one and other individuals one interfaces with.

Iyayi (2005) inciting Cooper and Sewaf (2004) says E.I. is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. This exposition complements the earlier conception of Mayer, et al (2001) in areas of stimuli, ability

and the environment. The allusion of Cooper and Sewaf (2004) topower and acumen' signifies the existence of 'skill, capacity and human dynamics' in provoking relational influences among known and interacting entities (workmen and other resources in the organization).

Thus, it is germane that work persons must 'connect' and be 'influenced' by each other across the hierarchy and by managers in specific directions to carry-out task and duties that their training and competencies (skills, education, experience, etc.) warrants of them as they submit and apply same for a reward (pay, promotion, privileges); the throughput to the organization being value optimization as exemplified in profit-making. The study of E.I. and its correlates of EI-Q (emotional intelligent quotient), SI (social intelligence), IQ (intelligent quotient), etc., all create synergy to making the workman a true *generalissimo* of work as alluded by Marx and Engels (1969).

Again, as in our discourseearlier regarding its relatedness to certain concepts, so also emotional intelligence is broad and has variants. Let us peruse some of these concepts.

3.1.2 Intelligent Quotient (IQ): A number that reflects a person's score on some intelligence tests, originally calculated as mental, age divided by chronological age multiplied by 100, but now based on 100 as the mean (x) for some normative group, with scores above or below that mean (x) being recomputed on a common basis so that scores from different tests all use the same (IQ) scale (Ruch, 1984). IQ is also seen as a measure of a person's intelligence as indicated by an intelligence test, the ratio of a person's mental

age to their chronological age (multiplied by 100).

This no doubt is a statistical definition of IQ. Literarily, IQ is the estimate or measure of how a person can think quantitatively, logically and establish an understanding of the particular situation and make good or 'smart' decisions (under the circumstances) that are rewarding in social or business settings. IQ has a relationship with E.I.

3.1.3 Social Intelligence (S.I): This is the capacity to know one's self and to know others. Social intelligence scientists like Ross Honeywell believes social intelligence is an aggregated measure of self and social awareness, evolved social beliefs and attitudes and a capacity and appetite to manage complex social change. Earlier, scholars like Edward Thorndike in the 1920s saw social intelligence as the ability to understand and manage men and women and boys and girls, to act wisely in human relations. AsWikipedia (2015) puts it:

> *"social intelligence is equivalent to interpersonal intelligence, one of the types of intelligence identified by Howard Gardner's theory of multiple intelligences and closely related to the theory of mind…some authors regard social intelligence as social cognition or social marketing intelligence, as it pertains to trending socio-psychological advertising and marketing strategies and tactics."*

Sean Foleno, cited in Wikipaedia (2015) avers that social intelligence is a person's competence to optimally understand one environment and react appropriately for socially successful conduct.

All the above exposition points to the fact that social intelligence is the intellectual acumen one must generate,possess and deploy (granted dynamic variables in the environment) to fashion out a solution to problems whether in the workplace or social groups one belongs to or finds himself. This has a lot of implication for marketing (social cause, and product marketing), especially in a competitive and unpredictable environment where organizations play.

3.1.4 Multiple Intelligence (M.I): This relates to a compendium of plural intelligence and abilities. As the theory of MI posits, it differentiates human intelligence into several specific bits of intelligence called 'modalities' as opposed to a single general ability. These several abilities, as Gardner (1983) cited it, for instance, in his music orchestra director example:

> *"…MI can include abilities to hem together musical rhythmic, visual-spatial, verbal-linguistics, logical-mathematical, and bodily-kinesthetic; interpersonal, intrapersonal, naturalistic and even existential components of the orchestra final rendition".*

MI seems to tell us*: "study everything, acquire knowledge in everything, do not be a novice to anything."* This ability, for this researcher, is valuable to everyone to succeed and survive in

both ambient and harsh conditions and even business environment. It is very vital for managers to acquire knowledge in all spheres of the enterprise in order to direct, coordinate and motivate work persons to desired corporate goals.

3.1.5 Emotional Intelligent-Quotient (EI-Q):

This is the ability of individuals to recognize their own emotions, those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and manage and/or adjust emotions to adapt to environments or achieve one's goals (Goleman, 1995; Salovey and Mayer, 2004).

Further reflections on EI take us deeper into the conception of Cooper and Sawaf (2004). For them, Emotional Intelligence (EI) is the ability to sense, understand and affectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Again because emotions cannot be quantified into productivity indexes it has always been looked upon by managers as unnecessary and even a negative phenomenon which must be kept far from organizational matters and functions.At one time or another, we have experienced the strong feelings that accompany both very pleasant and very negative experiences. Perhaps, it was the thrill of getting a sought-after job, the joy of being in love, the sorrow over someone's death, or the anguish of inadvertently hurting someone. Moreover, we experience such reactions on a less intense level throughout our daily lives: the pleasure of friendship, the enjoyment of a movie etc.

It has been observed that emotions encompass cognitive elements: our understanding and evaluation of the meaning of what is happening prompts our feelings of happiness or otherwise. Feldman (1996) points out that it is possible to experience an emotion without the presence of cognitive elements. Thus we may react with fear to an unusual or novel situation (such as coming into contact with an erratic, unpredictable individual), or we may experience pleasure over sexual excitation without having cognitive awareness or understanding of what it is about the situation that is exciting.

Some psychologists argue that entirely separate systems govern cognitive responses and emotional responses. One current controversy is whether the emotional response takes predominance over the cognitive response or vice versa. Some theorists suggest that we first respond to a situation with an emotional reaction and then later try to understand it (Zajonc, 1985). Other theorists in contrast contend that people first develop cognitions about a situation and then react emotionally. This set of theorists tend to suggests that it is necessary for us to first think about and understand a stimulus or situation, relating it to what we already know before we can react on an emotional level (Lazarus, 1984,1991).

3.2 EMOTIONAL INTELLIGENCE: Arguments and Contentions

The contention by classical management theorists that emotions are not quantifiable as scientific/managerial phenomena took the sail out of the development of emotional studies and the attendant intelligence derivable therefrom. For them, the deficit of

observability, testability and verifiability makes emotional intelligence study a waste of time.

Indeed the field of psychology and related disciplines have long supported the fact that issues of emotions are subsets of aspects of psychology that are grounded in consciousness, perceptions and even remembering and thinking. Management scientist had closed their eyes to the fact that the human person as seen from Fayol's *14 Principles of Management* is a bundle of emotions and has strong foundation to building functional organic organizations. Thus, the *unity of direction, subordination, initiative and dispositions of esprit de corps* are all grounded in feelings of work persons which are difficult (as they claimed) to mathematize and quantify. This was so partly because assessors and scholars of that time were more preoccupied with productivity and such issues like work and motion study (Frank and Lillian Gilbreath), or the proponents of 'one best way' (Frederick Taylor and Emerson) etc., were more attention getting as the craze then was the development of fast and industrial economy.

The argument that emotions are superset of sensory processes, perceptions and conscious experiences are beginning to gain research attention, unknown to management scientists at the twilight of the 19th century down into the new millennium. Psychologists have been able to document studies in sensitivity and sensory coding mathematically (Atkinson, Atkinson, Smith and Bem 1990). According to *them:*

"...Sensitivity can be measured from the dimension of stimulus receptors in man - a common way to assess the sensitivity of a sensory modability is to determine the minimum magnitude of a stimulus that can be reliable discriminated from no stimulus at all – for example, the weakest light that can be reliably discriminated from darkness. This minimum magnitude is referred to as the absolute threshold".

The measurement of the sensitivity of man to his environment (stimulus) is by psychophysical methods – this method was expanded via the studies of Galanter (1962) – he developed the instrument called *Psychometric function* which he used graphically to determine the measure of the magnitude of the physical stimulus a person receives and his perceptual interpretation of his feelings. Within the context of perception and feelings detection of changes in intensity (environment); studies were furthered by psychologists such Geisler (1978) and Galanter (1962). Their hypothesis to determine 'how much change' is needed in order to detect differences between A & B (stimulus within the environment) depends on the original (initial) intensity of the stimulus. Their argument then ran inter alia:

"Just as there must be a certain minimum stimulus before we can perceive anything, so there must be a certain difference between two stimulus magnitudes before we can reliably distinguish one from the other. For instance, two tones must differ in

*intensity by a certain <u>amount</u>before one is heard as a louder one; they must also differ in frequency by a certain <u>amount</u> before one is heard to be different in pitch than the other. The minimum difference in stimulus magnitude necessary to tell two stimuli apart is called the difference threshold or the just noticeable difference, **jnd.**"*

Experimentally, the 'just noticeable difference' (jnd) works in this fashion. According to Atkinson, et al (1990):

"A spot of light (standard) is flashed and above it other smaller spot of light (increment) is flashed for a shorter duration. The standard spot is the same on every trial but the increment spot varies in intensity from trial to trial. The subject responds 'yes' or 'no' to indicate whether or not the increment spots seems more intense than the standard. If the subject can discriminate an intensity of 51 watts in the increment spot of light from a standard of 50watts on 50% of the trials, then the jnd is 1 watts resultunder these conditions."

In Geisler (1978) articulation, the task of detecting differences in sensitivity (to environmental changes through stimulus) can be mathematically represented aside from the graphic depiction. Thus a flash of intensity 'I' and this same flash plus light of intensity $\Delta'I'$, the jnd (measured in logarithmic units) was determined at several different intensities (also measured in logarithmic units). The graph shows that the size of the **jnd** increases with

intensity in a way that corresponds only roughly to Webber's Law of Intensity (Note: The Weber constant is an approximation value of various stimulus dimensions).

Thus mathematically, $\dfrac{\Delta'I'}{I} = K$

Again, another measure of sensitivity and its intensity is given by Fechner (1985).

Thus , $\qquad P = C \log I$

Here, Fencher's Law posits that the relation that the perceivedmagnitude of a stimulus, P, is proportional to the logarithm of its physical intensity.

The justification of the above discourses is grounded on the fact that sensitivity are a component of emotions and the intensity of that sensitivity has linearity withemotions and emotional changes and how it affects the work person on specific phenomena (promotion, appraisal, reward etc.,). Again, the necessity for the understanding of the studies of sensitivity as grounded in emotions is that the workman is susceptible to feelings of varying intensities which can be studied, understood and used to predict and manage his work behavior and indeed productivity. The study of emotional intelligence takes its roots from workmen sensitivity (relational feelings) and the dynamic changes in various organizations they work, how they generate knowledge through happenings in the organization and how management may choose to react to it intelligently to keep organization goals and objectives in focus.

3.2.1THE EMOTIONAL SENSITIVITY TRAP THEOREM

Not too many researchers have detailed the compendium of what emotions really encompass, what fires them and their types and how thesemay impart work and worker attitudes. Emotions are not only a matter of negative reaction but also consist of positive sensitivity to feelings and the intensity level they are exhibited; and how work persons may succumb to it. However, the negative feelings (bitterness, frustration, moodiness, etc.) arising from emotional sensitivity and their intensity in the wrong direction at the work place can be destructive. Thus, managers should be able to watch out for the negative feelings and their intensity in work persons to identify the 'grey' areas and the latitude beyond which they must not be allowed to go.Factors that are predictive of emotional sensitivity are herewith categorized in the table and subsequent scale below.

Table 3.1Emotional Sensitivity Types Categorization

STIMULUS	SENSITIVITY CATEGORIZATION
HUNGER	The feeling of felt food and water deprivation. This can lead to generation of negative emotion such as agitation, anxiety, anger, sadness, looking weak and drenched, prune to quarrel, irrational behavior, aggression and even physical fights. The higher the individual's level of sensitivity to this stimulus the worse the emotional reaction can get.
ENVIRONMENT POLLUTION	The sight, smell, touch and presence of a person in a filthy and unhealthy environment can evoke feelings of disgust, anxiety, expression of fear from contraction of disease, anxiety from catching air-borneinfections, irritability, dis-homeostasis (emotional imbalance), physically and psychologically.
LOSS OF WEIGH OBESITY	Experiences of trauma or recovering from long

	sickness can generate negative emotions as associated weight loss imposes a sense of imbalance in weight and mind. This may result to anxiety and adoption of fast techniques to eat much and regain lost weight. Obesity can impose a sense or feeling of repulsion, inadequacy, misfit and general self-loathing. It also results to feelings of alienation, over-suspicion of not being liked, etc.		chagrin of norms and societal expectations.,etc.
SEXUALITY COMPLEXES	Fear of sexual harassment in the office, fear of pregnancy, fear of rape, fear of not being loved and maybe rejected, masturbation, guilt of having engaged in premarital sex, fear of not satisfying their partners sexually, pressure to have sex even when one does not want it, anxiety over contracting STDs, feelings and anxiety of bottling up sexual arousal for moral and religious reasons, feelings of engaging in lesbianism and homosexuality to the	PARENTAL-CHILD COMPLE	Feelings of having been let down by Mum and Dad, anxiety over failed exams and how Dad will reach to it. Fear of being punished when Dad is told of the real truth behind something he had warned never to engage in, fear of loss of respect from parents. Anxiety over a broken relationship or marriage and how parents and friends will react, introducing a new girl/boy to parents after several failed relationships or marriages. Not being able to secure a good paying job, anxiety over failed expectations from parents, friends and spouse, etc.
		FAILED CAREE UNDER-EMPLOYMENT	Disgust from not being up there in ones career despite persistent efforts in that direction, anxiety over thinking it's the wrong career option one has taken, fear of retiring a poor and dejected, fear of loss of respect from spouse,

	children and friends, anxiety over not being able to qualify for an exam or a promotion. Constant disposition of being unable to meet up with financial demands of family and friends, etc.
COGNITIVE ANXIETY & GENETIC IMBALANCES	A nature of tepid anxiety, always worrying rather than thinking the problem through for a solution, restlessness from little issues, always feeling the world'sproblems are on ones shoulders and must do something about it, busy-bodying and an interloper in other peoples matters, quarrelsomeness and such traits transmitted from parents or imposed by harsh environment of work or living and being generally prune to developing high blood pressure on account of above.

Source:*Author's conceptualization of the Emotional Sensitivity Trap predisposing factors*

The emotional sensitivity trap and its predisposing factorsare theorized to exist in a continuum. The scale tapers from zero (0) to ten (10) on both negative and positive sides. The more the person's (workman) deviate from zero to the right, the more ambience and stability results. On the reverse side, the more his sensitivity becomes intense towards the left side the more unstable and irritable he becomes and may PLUNG into the unproductive region(the trap) or outrightly become both less productive and destructive at work.
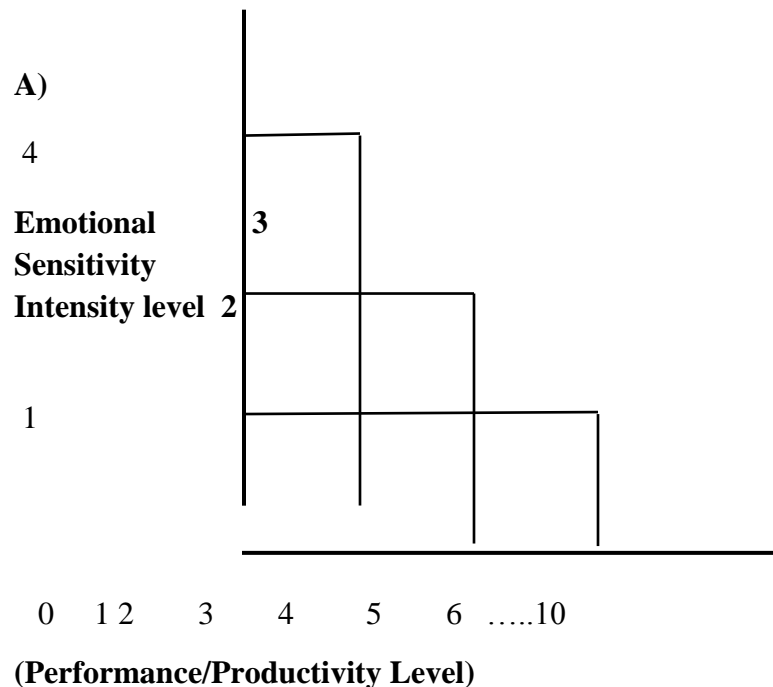
A)

4

Emotional Sensitivity Intensity level **3**

2

1

0   1 2   3   4   5   6 …..10

(Performance/Productivity Level)

Figure 3.1 The Emotional Intensity/Performance Graph

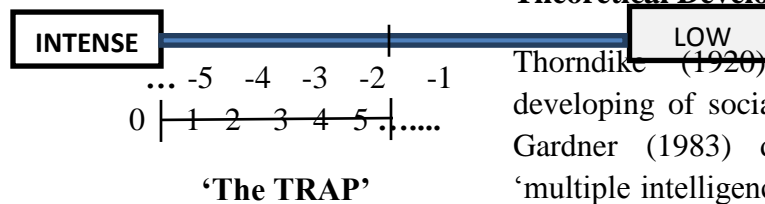**Source:** Author illustration, 2020

B)

'The TRAP'

Figure 3.2 *Emotional Sensitivity Trap*

Source: Author illustration, 2020

The scale that tapers towards the left are the 'trap' referred herewith (B). It also depicts the 'sensitivity trap graph' beside it (A). The higher the left axis become the more emotional intensity the worker suffers or isadjudged to be and the less productive he may become. Productivity is scaled on the vertical axis as 'emotional sensitivity intensity level' and on horizontal axis itdepicts various performance levels.

In the light of the above, this study proposes an Emotional Sensitivity Trap Theorem (Ekakitie, 2020) which states that:

> *'The more a worker is overly sensitive negatively to stimuli (tedious tasks, disruptive events, poor work conditions, rightsdenials, etc.)in his assigned task and work environment, the more irritable and unstable he becomes and the less productive he may be in work performance. The reverse is the case when he is less sensitive, irritable and emotionally stable.'*

4.0 EMOTIONAL INTELLIGENCE: The Theoretical Development

Thorndike (1920) is credited with the developing of social intelligence theory while Gardner (1983) developed the theory of 'multiple intelligence'. The area of congruence seem to be (by simple logical correlation) that one must first possess capacity to effectively organize his own intelligence functionally within himself – this could help him to relate with other entities in society. Thus Thorndike and Gardener find a point of agreement or convergence here.

Building on the Thorndike and Gardener' model Salovey and Mayer (1990) crafted the construct "Emotional Intelligence" – they strongly believed that E.I. is "the sub–set of social intelligence that involve the ability to monitor one's own feelings and that of others around him. EI can also be extrapolated to include emotional type and how to discriminate among them (i.e. positive and negative emotions) as an aid or guide to one's thinking (evaluative and affective) in decision making and action planning.

Mayer and Salovey (1997) in furthering the EItheory evolvement, postulated that emotional intelligence involve the ability to perceive accurately, appraise and express emotions, the ability to access and/or generate emotional knowledge, and the ability to regulate emotion to promote emotional and intellectual growth. This elaboration in their later work gives breadth and depth to the EI theory and its development.

Another theory of E.I worth appraisal is the Goleman's (1995) touted the best-known theory of EI. Here, Goleman's (1995) elaboration is based on Zalovey and Mayer's

(1990) original theory of EI. Goleman (1995) claimed that EI is equal to if not more important than IQ as an important indicator of success in a person's career and personal life. He postulates that individual EI can affect one's work situation. He also applied his conceptual understanding to organization as a whole.

The development of models of intelligence seems to have assumed wider implications and even interests – this has led to further model development in an attempt to give EI life and breath. Goleman, Boyatzis and McKee (2002) tried to fit a link between effective use of EI and successful leadership. Their argument is that leaders are emotional guides influencing not only follower's emotions but also follower's action through their emotional influence. Leaders exert this influence through relationship management, motivational appeal and goal-setting, and the leader's emotional intelligence is necessary to effectively perform these efforts.

Lastly, Bar-On (2005) in his very latest work has developed a model of EI which offers a sound theoretical basis for the EQ-I and its analyses. For him emotional-social intelligence is a cross section of inter-related emotional and social competencies, skill, and factors that determine how effectively we understand and express ourselves, how we understand others and relate with them and cope with routine challenge. Thus Bar-On's (2005) EI and social intelligence have areas of commonality and convergence with earlier discussed theories on this subject. Such areas include:

⇨ the ability to recognize, understand, and express emotions and feelings;

⇨ the ability to understand how others feel and relate with them;

⇨ the ability to manage and control emotions;

⇨ the ability to manage change, adapt and solve problems of a personal and inter-personal nature, and

⇨ the ability to generate positive effect and be self-motivated.

A valid inference that can be made from Bar-On's (2005) model is that EI and social intelligence is about being effectively understood and capacity to express one's self, to understand and relate well with others, especially within the organization and to successfully cope with daily demands, challenges and pressure. At the *intrapersonal* level, it means that ability to be aware of one's self, to understand one's strength and weakness and to express one's feelings and thoughts non-destructively. On the *interpersonal* aspect, EI involves being emotionally and socially intelligent – this include the ability to be aware of others' emotions, feeling and need, and to establish and maintain cooperative, constructive and mutually satisfying relationships at work.

Thus, the manager can be emotionally intelligent to effectively manage personnel, work relations, and environmental changes by being realistic and dynamic in combination with tactical organizational challenge, problem and matter of policy that are decisional.

4.1EMOTIONS, INTELLIGENCE AND THE ORGANIZATION: The Managerial Connectors

that EI is the sine qua non of leadership'.

4.1.1Emotional Intelligence and Enterprise Leadership: Leadership and relationships play key roles in organizational success. Research efforts (Zeidner, Matthews, and Roberts, 2004; Robbins, 2005) on the association between employee satisfaction and job performance suggests that the single most important contributor to the feelings of employee engagement, empowerment and satisfaction is based on the relationship they have with the leaders of the organization.

4.1.2Emotional Intelligence and EmployeeMotivation: Motivation refers to the dynamics which drive human behaviour; it involves workers' needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life and achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, et al, 1997).

Though modern workplaces are technologically driven, turbulence and the presence of benign conditions make it imperative that motivating employee to higher productivity, leaders need to show demonstrable understanding and care about employee feelings. Such leaders are effective because they create resonance in the workplace, are adept at attuning to other peoples sensations and navigate them in a positive emotional direction. The place of leadership IQ and how to relate its level with emotions within the organization is germane and worthy of application to effect leadership direction.As Goleman (2004) rightly assert*:*

> *'I have found that most effective leaders are alike in one crucial way, they all have a high degree of EI. It is not that IQ and technical skills are irrelevant, they do matter but mainly as thresholds capabilities i.e., they are entry level requirements for executive positions. But my research, along with other recent studies, clearly shows*

Motivation can be intrinsic or extrinsic with both having a compelling impact on behaviour. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. These two motives often work together to determine the behaviour of the individual in specific directions and passion (Brunstein and Maier, 2005).

Research has examined the antecedents, correlates and consequences of placing strong relative importance on the extrinsic versus the intrinsic aspirations. Additional research has examined the consequences of actually attaining extrinsic versus intrinsic aspirations. Studies have also shown that, whereas self-reported attainment of intrinsic aspirations was positively associated with wellbeing, attainment of extrinsic aspirations was not

(Ryan, Chirkov, Little, Sheldon, Timoshina, and Deci, 1999). Further, Sheldon and Kasser (1998) found in a longitudinal study that well-being was enhanced by attainment of intrinsic goals, whereas success at extrinsic goals provided little benefit.

Although this blend of findings is not unexpected among people in Western economies, they help illuminate and indeed mirror the inner antecedents of peoples' behaviour. Also, that aspiration is positively associated with well-being is a pointer to what value performance will assume in a predictive model mediated by aspirations. These studies also enrich the school of thought which argues that non-pecuniary benefits are more rewarding instruments for securing employee commitment and performance (Robbins, 2005; Adeyemo, and Ogunyemi, 2006). Although organizations are not free of emotional entanglements, it is readily apparent from reviewing the organizational theory literature that emotions *per se* are only now being discussed with respect to their positive impact on organizational functions.

4.1.3 Emotional Intelligence and Employee Work Satisfaction

A meta-analysis of over 7,939 business units in 38 companies explored the relationship at the business unit level between employee satisfaction engagement and the business unit outcomes of customer satisfaction, productivity, profit, employee turnover, and accidents (Harter, Schmidt and Hayes, 2002). Generalizable relationships, large enough to have substantial practical value, were found between unit level employee satisfaction engagement and these business unit outcomes suggesting that management practices that affect satisfaction can have bottom line results on productivity and profit.

A 2005 survey of 7,600 employees in diverse industries in the US by Career Systems International (Training and Development, April 2005) on the top 'retention drivers' found that exciting work challenge was first with 48.4% followed by career growth, learning and development 42.6% and third on the list at 41.8% was 'relationships and working with great people'. Other surveys using US employees are consistent in their findings that employee tenure and productivity are directly related to relationships between employees and their supervisors and not salary.

4.1.4 Emotional Intelligence and Employee Performance

The peculiar environment under which the Nigerian worker operates is of interest to organizational researchers. It is accepted that several years of exposure to corrupt military and civilian government have engendered a culture of greed and incompetence in areas such as recruitment and carrier progression exercises in both public and private organizations. This has done great disservice to the evaluation of a work culture that is based on merit and true academic intelligence and in the process a situation where self-interestbecomes an over-riding consideration.

The deepening interest in emotional intelligence as a concept for engaging employees at work is informed by the Theory of Multiple Intelligence which suggest that interpersonal and intrapersonal intelligence are unique and

different from the mathematical and logical type recognized today as 'IQ' or general intelligence. This distinction has become helpful in delineating between the intelligent worker who is versatile in grasping literary work lessons and the customer intelligence worker, who is grounded in the diplomacy of wooing and tapping into the soul of the customer.

The literature suggests that EI occupies a crucial position in explaining career success and job performance than general intelligence (social or cognitive ability). A meta-analysis of 69 independent studies which explored the predictive validity of emotional intelligence with diverse job performance outcomes (Van Rooy and Viswesvaran, 2004) suggests diverse measures of EI correlated with job performance and with general mental ability.

Since it entered the lexicon of contemporary organizational literature, emotional intelligence has evolved following conceptual explorations. Salovey and Mayer (1990) expressed it in terms of four domains: knowing and handling one's own and others' emotions; Sternberg (1996) conceptualized it as 'practical intelligence' and 'successful intelligence', which offers a blend of capabilities described by psychologists with cognitive abilities. The hallmark in the conceptualization of emotional intelligence is the understanding that it revolves around the outcome of the person's behaviour, particularly those that has to do with success or effectiveness of assigned tasks.

4.1.5 Emotional Intelligence and Change Management: Because of the dynamics of business environments, competition has become a norm in managing organizations. This also involves the surgical activities of downsizing, right-sizing, mergers, acquisitions and alliances etc. The trauma caused to the human capital in this regard is not quantifiable (Robbins, 2005; Chase and Acquilano, 1999). Emotional intelligences should come in as a handy tool for use in three broad dimensions: before the change exercise, during the change exercise and after. The managers of the changing organization should tap into their skills to prepare their emotions and feelings for the encounter to come.

Managers should watch for signs and utterances from workers across dimensions of change and be able to come up with strategies and solutions to dampen or reduce the intensity of the effect of the change. Organizational leaders should begin to think of how to help those affected by the change in a negative way to come to terms with it and evolve strategies of assisting them to get jobs or even assigning them to other departments with less pay until they are able to secure alternative full paid employment. For those that remain on the job it is recommended that management should retrain and re-orientate them in order to tap into their consciences, to calm nerves and get the best from them (Kreitner, 2002)

4.1.6Emotional Intelligence and Organizational Shared Values &Cohesion: Shared values and organizational cohesion are key to managing organizations successfully. Goleman's five (5) dimensions of EI can be weaved together to achieve shared values.For instance, the 'can do' values. He suggested the following key factors which every worker can imbibe to build synergy, capacity and cohesion. **Self-Awareness** – This means the ability to

recognize and understand ones moods, emotions and drives as well as their impact on others in the work place. **Self-Regulation** – this captures the ability of the worker to control and re-direct emotions and impulses, especially destructive emotions. **Motivation** – this is the push to pursue goals that are not informed by expectations of extrinsic rewards. **Empathy** – this relates to capacity to consider other peoples' feelings along with their peculiar weakness and strength in making intelligent decisions in the organization.**Social skill** – relates to the ability to handle the emotions of other people.

The management of workers emotions is therefore crucial – the organization must look for a means of harnessing their staff positive emotions and discouraging the negative emotions as an aid to stimulating the collective passion of the workers towards achieving set objectives.

5.0SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

Following from the preceding discourse, it is clear that the import of these is the realization that managing people towards key results areas requires more than excellence in academic metrics as reflected in paper certifications. This offers Nigerian organizations a conduit for re-inventing human resources 'best practices' and reduces the consequences of perpetuating a culture of 'mediocrity of the common herd'. In the public sector, this pervasive culture has been promoted under the guise of national character; it has had spillover effects in private sector organizations where personal contacts and

familiarity have become over-riding considerations in human capital management. In the end talents are reluctant in unleashing their emotional energy and the organization ultimately pays dearly on several fronts.

5.2 CONCLUSION

Adopting a culture of managing employee emotions offers limitless frontiers for tapping into the inner recesses of Nigerian workers who undoubtedly manifests the key attributes of work orientations. The complexity of the Nigerian work environment presents fertile grounds for researchers to unveil the true spirit and character necessary for understanding the competent worker and manager. When all these are condensed into a melting pot, what you get is a workforce 'emotionally wired and fired' to ramp up on productivity levels thereby meeting enterprise goals.

5.3 RECOMMENDATIONS

Organizations should lookmore into the matrix of emotional intelligence residing in each worker and tap from them in making strategic plans for the future of the organization, engaging in managerial practices such as organizing, staffing, motivating, coordinating, and control processes. This will go a long way in meeting corporate objectives efficiently.

Emotions can be effective tools for motivating workers and engaging in behaviour modification. It can be central to training and development effortsfor worker to acquire excellence in skills, intrapersonal and interpersonal relations via self-awareness, empathy for fellow workers and such social skills that make Fayol's 14 Principles,

especially*esprit de corps* a synergizing factor that weave worker efforts together.

At national level the federal character policy should be made to recognize merit, intelligence and emotional excellence from each quota – the attitude of filling job vacancies with unqualified persons has constituted a drag and denigration of performance and indeed nation building. A policy shift in this direction is crucial to break away from the unproductive past.

Emotional intelligence studies should be inculcated into school curriculum at secondary and higher institutions just as entrepreneurial studies. The study of EI can prepare young adult students to better perceive, organize and manage their emotions properly. This has a lot of implications for eradication of cultism, promoting peace, security and prevention of violent conflicts inour tertiary institutions and communities.

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