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Exploring the Significance of "Emotional Intelligence (EI)" in Organizations

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ABSTRACT

Today's dynamic, complex and competitive business environment necessitates changing of the rules for *and* of work in order to survive. It is no longer compelling to draw clear boundaries while defining the 'work' itself and the concept of 'work' is becoming more blurred involving both the minds and the hearts of the individuals. Then, this arguably signifies that it is important in organizational context to have an understanding of individual actors by bringing *emotions* to *intelligence* in terms of recognizing the role emotions play. The concept of *Emotional Intelligence,* which combines *emotions* with *intelligence,* emerges in this stage. It is the unique intersection of *heart* and *head*, working together. If valued at work, emotional intelligence promises distinguishing success and has the potential to contribute to effective decision-making and leadership process but not in the absence of suitable skills. This research is a *journey* by itself to explore below the surface appearances and to have an understanding of what is really happening inside organizations. The focus of the exploration is whether emotional intelligence has recognition and a role inside organizations and how it contributes to successful organizations and effective decision-making process. However, the *journey* about emotional intelligence does not end with this study. It is even plausible to suggest that that the whole study is the beginning of an exploratory journey where the intent is not to suggest a full picture about emotional intelligence instead to make the first move to explore whether there is really one. Therefore, the research findings shall be taken as the basis or hypothesis for a broader future research.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

The rules for *and* of work are changing. It is no longer compelling to draw clear boundaries while defining the 'work' itself since the work done at home or the leisure time spent intervene with the actual work in organizations in some point. Further, the concept of 'work' is becoming more blurred involving both the minds and the hearts of the individuals. It is now more complicated to excise people's emotions from the work itself or any other organizational processes. This necessitates then a detailed understanding of individual actors in order to survive in today's dynamic, complex and competitive business environment. If an organization is considered as a 'living organism', then the 'heart' of it is the people constituting it. Organizations exist through people who are involved in the business with their own distinct and complex emotions apart from their cognitive abilities – *intelligences.* Therefore, where there are people, there are emotions either suppressed or visible. One cannot imagine an 'emotionless' individual and in return an 'emotionless' organization. This arguably signifies that it is important in organizational context to bring *emotions* to *intelligence* by recognizing the role emotions play. As Fineman (1993; 2000) suggests, organizations can be characterised as *emotional arenas* since any kind of organizational decision-making process is emotionally laden. This means, in effect, individuals' emotional preferences and emotional states like boredom, fear, love, envy, guilt and happiness that they experience while making sense of events and sorting out their priorities often blur the possibility of making *pure* calculative decisions and choices in organizations. Contrary to that, organizations are presented mostly as rational places where reason and control dominates and emotions are kept

private and *silent* in the sense that human beings should think and act rationally in order to maximize organizational gains (Ansoff, 1965; Mullins, 2002). This research is an attempt to *explore* the importance of emotions at work and therefore may disturb this *silence*. By doing so, it may also inspire the organizations to become aware of their 'hearts'.

In organizational context, being competent at or just relying on one's cognitive abilities while carrying out tasks or giving some decisions might help until a certain point for success however, is not sufficient since the whole balance of the organization depends on how people's diverse emotions inside organization are recognized, understood and managed by not only themselves but also others. The concept of *Emotional Intelligence,* which combines *emotions* with *intelligence,* emerges in this stage. It is the unique intersection of *heart* and *head*, working together. If valued at work, emotional intelligence promises distinguishing success and has the potential to contribute to effective decision-making and leadership process but not in the absence of suitable skills.

In literature, as will be reviewed in Chapter 2, there are numerous academic research and studies about Emotional Intelligence and the value of social and emotional abilities for personal and organizational success as well as the leadership and the decision making process. However, few studies *explore* whether emotional intelligence is really recognized or valued in the organizational setting as advocated by its proponents. Therefore, there are still some gaps to be filled in this underdeveloped arena in terms of questioning the significance of emotional intelligence inside organizations and its recognition. This study is a *journey* by itself to explore below the surface appearances and to have an understanding of what is really happening inside organizations. In relation to that, the core idea of interest can

be suggested as whether emotional intelligence is a *might* or a *myth*. The trigger in taking this *journey* is to add a new insight to this almost new area or value and support the recent literature more by engaging in an exploratory research. Remenyi *et al.* (1998) defines the purpose of an exploratory study with the following terms; "to investigate little understood phenomena, to identify important variables and to generate hypotheses for further research". These are also the general considerations while this study is being conducted. The focus of the exploration is whether emotional intelligence has a role inside organizations and how it contributes to successful organizations and effective decision-making process. Are organizations together with their leaders aware of the emotional intelligence concept and its dispositions? Do they attach value to it? If not, why? Do these organizations have something in common in terms of their own (mis)understandings/interpretations of Emotional Intelligence? These questions will be discussed throughout the *journey* in the light of the evidence collected from the interviews with reference to existing literature. Thus, this research may generate conclusions that may be relevant and useful to managers, leaders and organizations and may shed light on other areas where the term – emotional intelligence applies. This study can provide a word of notice to everyone in terms of creating the awareness for the importance of *emotions* and *emotional intelligence* in organizations. Moreover, this journey may well be regarded as a fruitful and a worth-seeing one since it will inform researchers for a broader and a richer future study and thus will form the basis (hypothesis) for other possible journeys.

Hence, the *journey* about emotional intelligence does not end with this study. It is even plausible to suggest that that the whole study is only the beginning of an

exploratory journey where a different and original discovery is experienced each time one moves along.

1.1 THE STRUCTURE OF THE RESEARCH

Following this introductory chapter, the next chapter will review the literature about emotional intelligence. First, the definition of 'emotion' will be given and how they challenge rationality at work will be discussed. Then, the focus will be on the emotional intelligence itself – how it is defined by three distinct approaches, how it is valued at work and whether it can be developed. Lastly, the criticism about emotional intelligence will be recognized. In Chapter 3, in the first subsection main research objectives of this study will be highlighted. The following subsections will validate the adopted epistemological position and the methodology used to gather appropriate data. Further, how these collected data is analysed and the main limitations encountered will be discussed. Chapter 4 will be based on the analysis of the three interviews conducted with reference to the relevant literature and the discussion of the results in relation to research aims. Finally, in Chapter 5, some concluding remarks will be made by summarizing the *journey* taken and hypothesis will be generated for a broader future research. It is worthy to note that throughout the whole study, 'Emotional Intelligence' will be used interchangeably with its abbreviation – EI.

CHAPTER 2

LITERATURE REVIEW

With the aim to locate the research in the existing literature, this chapter will give a framework of the ideas about Emotional Intelligence (EI). First, in order to understand what Emotional Intelligence really is, the historical roots of the concept of 'emotions' will be reviewed and how it has found a place for itself in the literature will be discussed. Can we still talk of a purely rational organizational actor? It will be answered in terms of how emotions challenge, interfere and at the same time serve rationality. Then, the focus will be on Emotional Intelligence itself - how the concept has emerged and the contemporary interest in the topic. When the literature is reviewed, it has become apparent that there are three basic approaches to EI with different definitions. Each will be reviewed critically referring to their unique set of constructs and basic assumptions. The importance and value of Emotional Intelligence in organizations in the context of leadership and decision-making process will be as well dealt with. Further, it will be discussed whether EI can be learned or not. Finally, the critics will be brought to surface to draw the rough picture of *Emotional Intelligence*.

2.1 EMOTIONS

In terms of academic grounds, substantial advances have been made in exploring the role of emotions in human behaviour at work since William James's paper, 'What is emotion?' published in 1884 – the first paper that conceptualize 'emotions' (Fineman, 1996). Recent researchers have recognized the relevance of emotions for understanding workplace behaviour by producing articles (Deiner, 1999;

Fisher and Ashkanasy, 2000) and books (Lewis and Haviland-Jones, 2000; Lord *et. al.*, 2002). "Emotions" is a broad topic and there are many perspectives and definitions of what emotion is. It is a complex issue and as stressed by Lord and Kanfer (2002):

> *"the experiential component of **emotions** – the experience of pain, anger and joy – is central and manifests itself as an action tendency, a biasing of perceptions, or a feeling state. **Emotions** are generally of short duration and are associated with a specific stimulus; **mood**; in contrast, is more enduring, more diffuse, and less related to specific stimuli. **Emotions** have a stronger linkage with specific behaviours than **moods** do. **Affect** is a more general term and can refer to either mood or emotions."*

According to Frijda (1986),

> ***"Emotional phenomena** are non-instrumental behaviours and non-instrumental futures of behaviour, psychological changes, and evaluative, subject-related experiences, as evoked by external or mental events, and primarily by the significance of such events. An **emotion** is either an occurrence of phenomena of these three kinds or the inner determinant of such phenomena."*

Frijda (1986) further suggests that most general statements regarding emotions are:

> *"**Emotions** are the manifestations of the individual's concern satisfaction system; and: **Emotions** express individual's concerns and the satisfaction state of these concerns. **Emotion** is action readiness change."*

In addition, Deborah Lupton (1998) discusses the several major approaches to emotions, which may be conceptualized along a continuum. Physiological, psychological and psychoevolutionary perspectives see emotions as inherent and universal in all humans whereas structuralist, phenomenologist, post-structuralist and psychodynamic perspectives, yet with different focus, believe in the socio-cultural

construction of emotions (Lupton, 1998; 38). The "interactional" approaches can be located somewhere in between. There are no crystal-clear boundaries between these and in effect, they in one way or another overlap in some points signifying the complexity of the concept. Williams (2001) suggests that although these theories contain important insights, they have their own drawbacks. While some are neglecting the social dimension of emotion, the others are neglecting its "bodilyness". An embodied approach without leaving out the inherent part altogether is needed. With different words, Williams (2001) highlights the most crucial and promising issues within these debates by concluding that the very term emotion is far from settled (Williams, 2001: 132).

> *"Given these differing viewpoints,* ***Emotion*** *is a complex multidimensional, multifaceted, human compound, including irreducible biological and cultural components, which arise or emerge in various socio-relational contexts. As a thinking, moving, feeling 'complex' – rather than a static, unidimensional 'thing',* ***emotion*** *is embodied through and through; the animating principle of sociality and selfhood, conceived in intersubjective, intercorporeal, communicative terms. The importance of the body-image to the ways in which we think and feel, experience and express our emotions, further underlines this embodied viewpoint." (Williams, 2001: 132)*

Emotions, as this suggests, cannot be reduced only to innate biology and unlearnt responses. Instead, they are 'endlessly elaborated, like colours on a painter's palette, across culture, time and place', including management, change and socialization processes (Williams, 2001: 132).

From another perspective, emotion is considered as a moving target in the sense that definitions of emotion are always liable to change due to the shifting state of the interrelationship between discourse, embodiment, memory, personal biography, social processes and thought that constitute and give meaning to emotional states (Lupton, 1998: 167).

Thus, the complexity and the uncertainty that surrounds the term 'emotion' itself makes the whole picture blurred in the sense that the presence of emotions in organizational actors questions and therefore challenges the myth of pure rationality in organizations. The next episode will deal with this idea.

2.2 EMOTIONS AND RATIONALITY

After having a general understanding of what 'emotion' means, its relationship with 'rationality' in work organizations shall be discussed. According to Lord and Kanfer (2002), individual differences in emotional tendencies, in expressing emotions and in regulating them play an integral role in shaping individual's goals, in determining the persistence of effort to reach these goals, in other words their motivation, and in determining individual's relationship with the work life. In effect, each individual has its own emotional state; different from, yet interacting with, the others' senses. Accepting that emotions underpin individual actions and their relations with the others, then what this tells about instrumental rationality itself. Can one still talk of a purely rational organizational actor? If not, how then emotions challenge rationality. According to Fineman (1996),

> *"Rational assumptions on human conduct continue to shape a whole range of organizational/management issues. ... Rationality is thought of as the unique property of human beings to be able to make decisions, which will maximize their gains in relation to specific goals. ... Rationality is* (considered to be) *essentially a thinking, cognitive, process of cool calculation. Impulsive, emotional desiring qualities are antithetical to rationality and cognition, a duality rooted deeply in traditional Western philosophy and science." (Fineman, 1996: 547)*

However, emotionality has gained pace and place in both organizational and socio-psychological research and practice. The challenge of emotions to rationality has studied by researchers in distinct forms. Some writers drew attention to the 'interference' of emotions with rationality. According to Argyris (1990), people may fail to think rationally or to give rational responses when their feeling/emotional states are threatened. In addition, followers of Freudian personality theory argues that organizational actors may act irrationally because their thinking and way of seeing the events is distorted with their unconscious fears, needs and desires. 'Such emotionalized thinking twists reality' comments Fineman (1996) by confusing actors while they are evaluating their options and thus it undermines the health of the organization. Therefore, according to this perspective it is believed that people's emotions should be handled with care inside organizations.

Another approach to the relation between emotions and rationality is that emotions 'serve' rationality. According to Simon (1997), rationality is 'bounded' by many possible alternatives and that it is 'subjective'. Without emotions showing the way, rationality may not be achieved. Emotions, from this perspective, 'guide' and 'support' reason by giving its direction and purpose (Williams, 2001). As Fineman (1996) puts it, 'cognitions will follow their own paths, but emotions stop them getting lost'. Dennett (1981) further suggests that to figure out what is relevant or irrelevant to the current problem and to make judgements for problem solution, emotions are necessary for cognition.

> *"The question is not whether intelligent machines can have any emotions, but whether machines can be intelligent without emotions." (Fineman, 1996: 550)*

The third approach collapses down the emotion/cognition duality arguing that they both interpenetrate. None of them is the 'master' process (Fineman, 2000). What it advocates is that the rational actor cannot exist since every process that is encountered is driven by some emotional phenomena (Fineman, 1996).

Neurological research findings also suggest that feelings/emotions are necessary to make good decisions (Goleman, 1995; George, 2000; Cherniss, 2000). Patients who have had their brain tumours removed have left with damage to the part of the brain that is responsible for emotions. After their memory, intelligence, verbal ability and numerical ability are measured, it has been seen that some of these patients show no insufficiency compared to their before-injury-state, however, due to the consequences of the damage they tend to be emotionally flat (George, 2000). The further analysis and comparison showed that despite their intact intelligence, this lack of feeling/emotion left the patients unable to make decisions and to choose among the options wisely even about a decision as simple as when to make an appointment (Goleman, 1995). As a result, neurological researchers concluded that emotions might constitute an important source for how people think, behave and make decisions.

In sum, though diverse areas, neuropsychology, social psychology and organizational behaviour suggest that emotions are connected to human experience intimately and that organizational cognition is emotionally laden. The essence of the combined criticisms on rationality is that emotions matter a great deal in organizations and in the decision-making process and that; pure rationality may well be suggested to be a problematic concept. Then, the notion of *Emotional Intelligence* emerges in this step and it will be discussed in the following episodes.

2.3 EMOTIONAL INTELLIGENCE

Given the definition of *emotion/emotional* and its place in human conduct, it may well be instructive to identify the *intelligence* itself. However, there is no consensus as to what intelligence means. As Nathan Brody noted (2000):

> *"We know how to measure something called intelligence but we do not know exactly what has been measured." (Cited in Caruso, 2003)*

The definition that makes the most sense for study purposes is as follows: 'intelligence is a set of cognitive abilities which allow us to acquire knowledge, to learn and to solve problems'[1].

When it comes to its measurement, IQ tests that evaluate one's abilities to solve problems and to think rationally and analytically, has dominated the scene for years until Howard Gardner (1984) with his influential book – Frames of Mind, sees the limits of the traditional ways of thinking about intelligence. Gardner (1984; 1999) proposes that there was not just one type of intelligence but rather there are multiple intelligences beyond the standard concept of IQ, whose focus is only on cognitive aspects. Gardner in his multifaceted view of intelligence offers a richer picture to evaluate one's ability and potential and in doing so attract attention to the importance of personal intelligences – intrapersonal intelligence (the capacity to form an accurate model of oneself and to assess one's feelings) and interpersonal intelligence (the ability to understand other people, their motivations and feelings) (Goleman, 1995).

Before Gardner's works, during 1920s, there were also attempts that recognize the significance of *social intelligence* and in effect personal, emotional and social factors, however they failed more or less in the sense that until Gardner (1984), social intelligence continued to be regarded as a "useless" concept (Goleman, 1995: 42).

After Gardner, Dr. Reuven Bar-On in his doctoral dissertation in 1988 first used the term *Emotional Quotient* (EQ) (Goleman, 2002a). Finally, in 1990, Peter Salovey and John Mayer proposed the theory of *Emotional Intelligence* (EI) in their seminal article – a coined term that takes account of the non-cognitive aspects of intelligence and highlights the crucial role that emotions play in addition to cognitive aspects.

'Can *emotions* be *intelligent?'* asks Goleman (1995). In other words, can *intelligence* be brought to *emotions* rather than seeing these terms as an inherent contradiction? Emotional Intelligence combines *emotion* with *intelligence*. It is very important to understand that Emotional Intelligence is not the opposite of intelligence, it is not the triumph of head over heart or the heart over head - it is the unique intersection of both, working together. Emotional intelligence, then, is the ability to use and manage one's emotions to help in solving problems and to live a more effective life. Emotional intelligence without intelligence, or intelligence without emotional intelligence, is only part of a solution[2].

[1] This definition is taken from the website – www.emotionaliq.com.
[2] The evaluation in this paragraph relies on the information taken from www.emotionaliq.com.

When the literature is reviewed, it has become apparent that there are three basic EI approaches with different measures and definitions presented by Reuven Bar-On, Jack Mayer & Peter Salovey and Daniel Goleman. In his commentary to Emmerling and Goleman's paper (2003), David R. Caruso proposes the following table:

Table 2.1 – EMOTIONAL INTELLIGENCE APPROACHES

Term	Current Approach	Related To:	Measurement Approach	Defended By:
Trait Approach (EQ)	Traits related to adaptation and coping (e.g., assertiveness)	Models of personality and dispositional traits	Self-Report	Bar-On
Intelligence Approach	Intellectual abilities using emotional information (e.g., emotional identification)	Models of general, or standard intelligence	Ability-based	Mayer and Salovey
Competency Approach	Acquired skills and competencies underlying effective leadership (e.g., influence)	Leadership and competency models	Self report + Other-report	Goleman

Although these three theorists use a different language to frame their theories and to label their constructs, when critically evaluated, their common desire to understand the abilities and traits to perceive, to understand and to manage emotions in ourselves and in others becomes significant. As Ciarrochi *et al.* (2001) states, the definitions within the Emotional Intelligence field vary, however; they shall be considered as complementary rather than contradictory. The motivations of each of these theories will be discussed within the following three subtitles.

2.3.1 Trait Approach

Trait approach is defended by Bar-On who has first coined the term emotional quotient (EQ) as an analogue to intelligent quotient (IQ) in his dissertation (Emmerling and Goleman, 2003). Bar-On has assessed EI in terms of a psychological well-being and adaptation model. He currently defines it as an 'array of emotional and social knowledge and abilities that influence one's overall ability to effectively cope with environmental demands' (Bar-On, 2000; Goleman, 2002a; Emmerling and Goleman, 2003). In this model, there are five main domains – *intrapersonal skills, interpersonal skills, adaptability, stress management and general mood.* Moreover, the model includes:

> *"(1) the ability to be aware of, to understand, and to express oneself; (2) the ability to be aware of, to understand and relate to others; (3) the ability to deal with strong emotions and control one's impulses; (4) the ability to adapt to change and to solve problems of a personal or social nature." (Goleman, 2002; Emmerling and Goleman, 2003)*

Further, based on his model, Bar-On (2000) has constructed a self-report measure called *EQ-i* that measures the emotionally and socially competent individual behaviour. Although EQ-i measure highly correlates with the other established

measures of personality, it seems to provide a valid and reliable estimation to assess individual's emotional and social traits (e.g. assertiveness, independence, flexibility and empathy) in terms of coping with the daily life (Emmerling and Goleman, 2003). Less is known about its predictive validity in work situations (Cherniss, 2000)[3].

2.3.2 Intelligence Approach

Peter Salovey and John Mayer, while coining the term *Emotional Intelligence* first in 1990 in their seminal article, framed it within a model of intelligence in the sense that their motivation comes from the fact that traditional measures of intelligence failed to recognize the importance of perceiving and managing emotions and emotional information in measuring individual differences. They defined Emotional Intelligence as

> *"the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."*[4]

Given this definition, it may well be argued that Salovey and Mayer base their EI model on a cognitive basis distinguishing mental abilities from personal traits and at the same time integrating cognition and emotion. In doing so, their ability-based model of EI suggests four stages ranging from basic psychological processes to ones that are more complex (Mayer *et al.*, 1999). These stages include[5]:

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[3] Full reliability and validity issues can be accessed from the official website of EI Consortium – www.eiconsortium.org.

[4] This definition is taken from the website – www.emotionaliq.com.

[5] This information can also be accessed from the websites - www.eiconsortium.org and www.emotinaliq.com

(1) *Identifying Emotions* – The ability to recognize one's own and other's feelings and to express one's own emotions,

(2) *Using Emotions to Facilitate and Prioritize Thought* – The ability to generate and feel emotions and then to use them for reasoning and aiding judgment (also called Emotional Facilitation of Thought, or Assimilating Emotions.),

(3) *Understanding Emotions* – The ability to label and distinguish between complex emotions and emotional "chains", to understand how emotions transfer from one stage to another and to formulate certain rule about the order of emotions,

(4) *Managing Emotions* – The ability to manage emotions in oneself and in others so as to promote personal understanding and growth

To measure these four stages of the emotional intelligence ability model of Salovey and Mayer, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™) is used[6]. 'MSCEIT is an ability-based scale that measures how well people perform tasks and solves emotional problems, as opposed to a scale that relies on an individual's subjective assessment of their perceived emotional skills'[7]. For instance, if one wants to measure an individual's ability to perceive emotions in others, a variety of visual images, such as faces, is shown to the individual and according to the response, it is assessed whether the individual is able to identify the emotion/s present in this image.

[6] Full reliability and validity issues can be accessed from the official website – www.emotionaliq.com.
[7] This quotation is taken from the official website – www.eiconsortium.org.

2.3.3 Competency Approach

Competency approach is defended by Daniel Goleman (1998, 2002a, 2002b) who represents Emotional Intelligence in a framework of performance and competence. Goleman proposes that his aim is 'to adapt Mayer and Salovey' model of EI to predict personal effectiveness at work and in leadership' (Emmerling and Goleman, 2003; Goleman, 1998; 2002a). He further defines '*emotional competence*' as 'a learned capability based on *emotional intelligence* that results in outstanding performance at work' (Goleman, 1998). Given this definition, Boyatzis, Goleman and Rhee (1999) offer the following descriptive definition for *Emotional Intelligence*:

> *"Emotional Intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation." (Boyatzis et al., 1999: 2)*

Moreover, Sala (2002) and Goleman (1998) defines *Emotional Intelligence* as 'the capacity for recognizing one's own feelings and those of others, for motivating self and for managing emotions effectively in oneself and in others'.

According to Goleman, one's emotional intelligence determines the potential for learning the specific abilities and skills such as self-awareness, self-regulation, motivation, empathy and social skills; however, one's emotional competence represents how much of that potential is translated into a greater performance at work. Goleman's approach is grounded on the idea that

> *"Simply being high in Emotional Intelligence does not guarantee a person will have learned the emotional competencies that matter for work; it means only that they have an excellent potential to learn them." (Goleman, 1998: 25)*

Focusing on EI as a theory of performance, Table 2.2 presents the latest version of Goleman's EI framework, which reflects the statistical analyses of Richard Boyatzis as well (Goleman, 2002b). In this model, twenty competencies nest in four clusters of general EI abilities – self-awareness, self-management, social-awareness and relationship management. The framework illustrates, for instance, that one cannot demonstrate the competencies of trustworthiness and conscientiousness without mastery of the fundamental ability of Self-Management or the competencies of influence, communication, conflict management and so on without the ability of Relationship Management (Goleman, 2002b).

Table 2.2 – THE EMOTIONAL COMPETENCE FRAMEWORK

	Self Personal Competence	Other Social competence
Recognition	**Self-Awareness** - Emotional self-awareness - Accurate self-assessment - Self-confidence	**Social Awareness** - Empathy - Service orientation - Organizational awareness
Regulation	**Self-Management** - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	**Relationship Management** - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

To assess the twenty competencies organized in four clusters in the EI-based theory of performance, Richard Boyatzis and Daniel Goleman have designed a questionnaire called 'Emotional Competence Inventory 360'; a 360-degree

instrument that is for use only as a development tool, not for hiring or compensation decisions (Sala, 2002). 'Emotional Competence Inventory 2.0' is the latest version and like the previous one is in a multi-rater format[8].

Finally, it might be suggested that the critical distinction between Goleman's model and those of Bar-On and Mayer&Salovey is that Goleman's model is specifically deals with work performance and related competences to predict it and that these competences can be learned; whereas Bar-On develops a model that predicts the emotional well-being/adaptation and Mayer&Salovey seek to establish a new form of intelligence that recognizes the importance of perceiving and managing emotions.

2.4 EMOTIONAL INTELLIGENCE AT WORK

It is a truism to suggest that organizations exist through individual actors. Then, as Chandler (2000) argues, since one cannot talk about emotionless individual, it is impossible in return to talk about emotionless organizations. In that respect, each organization has its own emotional state and it has to be dealt with in one-way or another by not only becoming aware of how organizational actor's feel but also handling their emotions to prevent organizations from falling into a flux. Then, it becomes an important issue how to manage emotions in organizations. Another question emerges – 'how much emotions – to what extent?'. The answer is tricky and dual-sided since too much "emotion" can be sometimes even dangerous for the organizations. Then, can Emotional Intelligence be valuable at work for success in the context of leadership and decision-making process? What is the evidence about the importance of emotional and social factors at work?

[8] Full reliability and validity issues about these measures can be accessed from the official website – www.eiconsortium.org.

In literature, there are numerous academic research and studies about the value of social and emotional abilities for personal success. Some of this research comes from psychology and organizational behaviour and some comes from the neuropsychology field. For instance, 'optimism', 'the ability to manage feelings and handle stress' and 'empathy' have been found to be important for success, respectively, by Schulman (1995), Lusch and Serpkenci (1990), Rosental (1977) and Pilling and Eroglu (1994) (cited in Cherniss, 2000). Moreover, Goleman (1995; 1998; 2002a; 2002b) has indicated how *emotional intelligence* can affect an individual's success in an organization and the organizational success overall. According to Goleman (2002b), the evidence suggests that emotionally intelligent leadership is 'a key to creating a working climate that nurtures employees and encourages them to give their best'. When this enthusiasm is created, in turn, it will pay off in improved overall business performance. He further suggests that evocation of family-like tone of the company culture and sustaining an open communication within the company are part of the EI framework at work. When the sales-people are considered, Goleman (1998) points out that their training to display 'appropriate' emotions that they may or may not feel is important and that their service orientation, teamwork, achievement-drive and influence competencies determine their success. Further studies by McClelland (1998), Litwin and Stringer (1968) and Tagiuri and Litwin (1968), cited in Goleman (2002b), shed light on the role of EI competencies in leadership effectiveness and the link between EI strengths in a leader and the organization's climate. Moreover, George (2000), taking the work of Mayer and Salovey as the basis of her discussion, explores whether emotional intelligence contributes to effective leadership and decision-making process in organizations. There are also many business cases about emotional intelligence and its contribution

to business success[9]. The organizations involved in these cases include US Air Force, L'Oreal, Met Life, Johnson & Johnson and many others. Finally, in the special issue of Harvard Business Review (January 2004), the articles such as "What makes a leader?" and "Leading by Feel" explore the recent consideration about emotional intelligence.

However, it should be kept in mind that advocating the value of EI at work does not mean that cognitive abilities are irrelevant for success. In fact, cognitive and non-cognitive abilities are very much related (Cherniss, 2000). Goleman suggests that cognitive abilities are *threshold* skills – essential requirements to enter into certain fields such as engineering or the executive management of an organization whereas EI competencies show themselves as *distinguishing* factors between average and star performers (Goleman, 1998; 2002a). Looking from a different perspective, Mayer and Salovey raise the following questions: 'Would one hire someone who lacked the technical skills to do the job? Would one hire a person who had great technical skills but surely lacked the skills of emotional intelligence?'[10]. They further advocate that the answers depend upon the nature of the position. Some jobs such as a programmer or a sales representative may require a higher level of emotional intelligence as a critical skill while some jobs do not.

Overall, what all these studies suggest is that emotional intelligence enhances workplace outcomes and has the potential to contribute to effective decision-making and leadership process but does not guarantee success in the absence of suitable skills.

[9] More information about these cases for EI can be found either in Appendix A or in www.eiconsortium.org.
[10] These questions are taken from the website – www.emotionaliq.com.

2.5 CAN EMOTIONAL INTELLIGENCE BE LEARNED AND DEVELOPED?

For ages, there has been a long debate about whether individuals are born with certain abilities, or they acquire it through life experiences. Contemporary interest in "emotional intelligence" has also raised the question of whether it is possible to improve one's emotional awareness and understanding. In fact, what scientific studies suggest is both nature and nurture plays a role in shaping one's abilities. Although there is a great degree of skepticism about how much of each, a growing body of research in training and development, psychology, neurology, behavior change and executive education suggests that it is possible to help people of any age to become more emotionally intelligent (Bar-On, 2000; Boyatzis, R.E., 2001; Sala, 2001; Emmerling and Goleman, 2003; Goleman 1995; 1998).

It is hypothesized that the development of EI requires commitment and sustained effort (Emmerling and Goleman, 2003). Taking Competency Approach as the basis, Cherniss and Goleman (1998) emphasize the difference between cognitive and emotional learning and that

> *"cognitive learning involves fitting new data and insights into existing frameworks of association and understanding, extending and enriching one's knowledge. However, emotional learning such as changing one's habits of learning to approach people positively instead of avoiding them, to listen better, or to give feedback skillfully is a more challenging task than simply adding new information to old. What this means for social and emotional learning is that one must first unlearn old habits and then develop new ones." (Cherniss and Goleman, 1998: 1)*

Mayer et al. (1999), given Intelligence Approach as the basis, comment that

> *"Emotional intelligence, as an intelligence, may be hard to change, but through experience we know that people can learn new emotional strategies and learn about*

emotions. The key is that we define and measure emotional intelligence as a set of abilities or skills and skills can be taught!"[11]

It is seen that different approaches have slightly different points of view. However, their essence may well be suggested as such that only if the interest in developing emotional intelligence at work is to be a serious and continuous effort, rather than just being another management fad and only when the EI training is based on sound and empirical methods (Cherniss and Goleman, 1998), will its promises be realized.

2.6 CRITICS

Up to now, the issues confronting the emotional intelligent paradigm are discussed. Although the progress is to be impressive, there is a huge debate and controversy within the field of emotional intelligence. At the same time, the 'emotional intelligence' as a concept itself is subject to many criticisms externally. These critics shall be discussed, as they are apparent in the relevant literature.

If the debate within the field is observed, its focus can be suggested as being the definition of Emotional Intelligence. As previously suggested, there are critical differences between three basic approaches of EI thought. Bar-On's 'socio-emotional traits' model and Goleman's 'competency' model are being criticized for not combining emotion and intelligence, thus considered as being non-ability models. According to these critics, traits such as motivation, assertiveness, social skills and creativity are very important but they does not seem to be appropriate to be part of emotional intelligence. 'They may be related in some way to emotional intelligence, or emotional intelligence may facilitate them, but they are very different constructs and

[11] This comment is taken from www.emotinaliq.com.

should be measured by standard personality tests'[12]. According to Mayer and Salovey[13], academic researchers defined and redefined EI in a number of different ways and since then, it has been interpreted in many distinct ways some of which have little to do specifically with emotion and intelligence. Mayer and Salovey distinguish their model from others and refer to it as an ability model of emotional intelligence since it deals with 'the ability to reason with emotion' and 'the capacity of emotions to enhance thought'. Caruso (2003) further adds that although the term EI should be reserved for intelligence and ability-based models (Mayer and Salovey's model),

> *"it may also make sense to develop both self- and other-report assessments that are based upon the ability model of EI. These new assessments would not measure actual EI, but instead, perceptions of one's own, or others' EI." (Caruso, 2003: 4)*

Yet, it is obvious that there is no consensus in debates within the emotional intelligence field, which needs further scientific research and investigation. EI is almost a new and thus an underdeveloped construct. The challenge is first to determine a common language and terminology to avoid confusions and misusages. Only after this, the tone of the debate within the field will be more healthy and productive.

External criticisms mostly question the whole notion of 'emotional intelligent'. Stephen Fineman (2000) asks how one is to appreciate such a phenomenon and whether there is really such a construct as emotional intelligence. Fineman (2000) focuses on the *commodification* of emotional intelligence, in other words, its transformation into a marketable product.

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[12] Mayer and Salovey's critic – www.emotionaliq.com
[13] This comment can be accessed from www.emotionaliq.com/FAQ.htm

"It's a process that goes beyond the niceties of academic debate and the psychologist's particular rendition(s) of truth. The popularization of emotional intelligence presents emotion in a form that can be contained and 'sold', especially to the corporate world. It does this through a set of rhetorical devices ... Its manifest instrumentality and elitism ('it can produce stars') and its supposedly mutability ('raise your EQ') play on classic anxieties and promises, often with a clear managerialistic agenda." (Fineman, 2000: 102)

Although the interest in emotional intelligence has directed the attention to emotions in organizations and thus has challenged the rationality, it is argued that these gains are neutralized since '*emotional intelligence*' has become a commodifiable construct and an emerging management fad, if not a fashion (Fineman, 2000)[14].

CHAPTER 3

RESEARCH OBJECTIVES and THEORETICAL POSITION

So far, a framework for *emotional intelligence* is constructed by referring to relevant literature. While doing so, first 'emotions' are defined and how they challenge rationality in organizations are discussed, then given the definition of 'emotion' and 'intelligence', the three basic approaches to emotional intelligence (EI) thought are outlined. Moreover, the research about the significance of emotional intelligence at work is investigated and it is discussed whether it can be learned or not. Lastly, the critics about the concept are recognized both internally and externally.

The primary intention of this chapter is to state the main research objectives and to clarify the epistemological position of the research and the method that is used to gather appropriate data. First section is about the main aims of this study. In the second section, the adopted approach will be discussed in terms of why it can be regarded as appropriate and meaningful. The third section will illustrate the method through which the data is collected. Moreover, the fourth section will deal with how the collected data is analysed. Finally, in the last section, the main limitations of the present study will be recognized.

3.1 MAIN RESEARCH OBJECTIVES

What is seen from the literature review is that although some research about emotions at work and emotional intelligence exists since from beginning of the framing of the terms in organizational settings, the value of EI at work has become the interest of researchers recently. In addition, a few studies *explore* whether EI is

[14] More in-dept-critics about 'emotions' and 'emotional intelligence' can be seen from Höpfl and

really applied or valued in the organizational setting as advocated by the proponents of the EI theory. Therefore, there are still some gaps to be filled in this underdeveloped arena.

This study is an attempt to inform a broader and a richer future study by exploring below the surface appearances and what is really happening inside organizations. Remenyi *et al.* (1998) defines the purpose of an exploratory study with the following terms; "to investigate little understood phenomena, to identify important variables and to generate hypotheses for further research". These are also the general considerations while this study is being conducted.

Besides, it is evident that there is no consensus even inside the EI field in terms of its definition; therefore, this study accepts its right for not taking a single approach as the sole basis rather all three approaches are included and relevant while defining EI and exploring its significance.

The main themes of this study are built upon an understanding of emotional intelligence and its significance in organizations. The aim is to not only gain knowledge about the '*what*' and the '*how*' but also explore the '*why*'. The focus of the exploration is whether EI has a role inside organizations and how it contributes to successful organizations and effective decision-making process. In relation to that, the core idea of interest can be suggested as whether emotional intelligence is a *might* or a *myth.* Are organizations together with their leaders aware of the EI concept and its dispositions? Do they attach value to it? If not, why? Do these organizations have something in common in terms of their own understandings/interpretations of EI? These questions will be discussed in Chapter 4 in the light of the evidence collected from the interviews with reference to existing literature. Before that, the next

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Linstead (1997) and Fineman (2000)

section will elucidate the epistemological position that is used in gathering the appropriate data.

3.2 EPISTEMOLOGICAL POSITION

This research is closely related to the interpretive approach toward social knowledge, for the reason that the business and management world is far too complex to be reduced to law-like regulations and generalizations as claimed by the positivist approach. Positivism believes in the possibility that the world can be explained objectively on a scientific basis including the assumption that there is an existing social reality that is detectable and countable (Benson and Hughes, 1983: 5). The interpretive approach instead recognizes that individuals understand their world differently based on their own experiences and they create and share meanings about their lives rather than being passive receivers of external stimuli (Rubin and Rubin, 1995; Silverman, 2000). Since these meanings can not be standardized, seeing meaning in context and to figure out how people view and adapt to what has happened to them and around them become the real emphasis in interpretive approach (Rubin and Rubin, 1995). Moreover, according to interpretive approach, it is argued that it is through 'the condition of inter-subjectivity' that individual actors involved in communication are able to discover and grasp each other's consciousness (what is going on in the other person's mind) and thus they construct their 'life-world' by these various interpretations (Smith, 1998). This means the false image of *pure objectivity* emptied from all subjective bias is in doubt.

Then, it can be argued that there is not one reality out there instead there are many interpretations. For instance, is it meaningful to develop exact mathematical models to measure people's emotions in order to generalize while even people

themselves are not certain about what and how they feel? Human beings are not homogeneous since there are immutable differences between them in terms of their personality, life history and the way they experience the world. Therefore, one cannot measure everything with precision instead time and context is important in examining socially constructed meanings. The same reasoning applies to the business world and thus to 'emotional intelligence' in the sense that business situations are not only complex but also unique therefore, 'generalisability is not of crucial importance' (Saunders *et al.*, 2003). Instead, to grasp the reality behind a business situation and to understand what is really going on inside a company, it is needed to discover the subjective meanings. The world of business can be modelled but in a verbal and descriptive sense (Remenyi et al., 1998). Burrell and Morgan further suggests that 'since organizations have no prior independent existence they are to be understood from the participant's point of view with the aim of understanding how shared versions of reality emerge and maintained' (cited in Johnson and Duberley, 2003: 80). As far as the significance of emotional intelligence in organizations is concerned, then, the 'lived experiences' of individuals can be taken as the source of understanding as suggested by Smith (1998).

For all the above reasons and motives, the interpretive approach is adopted in this study, which appears to be the most appropriate and meaningful one for the chosen research topic and for the research objectives. After all, emotional intelligence by its very nature is open to various subjective interpretations.

3.3 RESEARCH METHOD

As a research strategy in the collection of the data, a qualitative method is adopted which emphasizes *words* and *interpretation* rather than quantification. 'The stress (of this method) is on the understanding of the social world through an examination of the interpretation of that world by its participants' (Bryman, 2001: 264). In accordance with the key goal of interpretive approach that is 'to understand the subjective world of human experience' (Burrell and Morgan, 1979: 253), one should go inside the minds of the individuals being studied and focus on the lived organizational experiences. The emphasis is on how the interviewees frame and understand issues and events. Since qualitative interviews provide an 'undiluted focus' on the individual, they give the opportunity for detailed investigation of people's personal perspectives and for very detailed subject coverage (Ritchie and Lewis, 2003).

The context of this research involves understanding of Emotional Intelligence and its significance in organizations. The need is to not only gain knowledge about the *'what'* and the *'how'* but also explore the *'why'*. Therefore, by its very nature, the research topic necessitates the collection of data through a qualitative interview method which promises flexibility in terms of 'responding to the direction in which interviewees take the interview and perhaps adjusting the emphases in the research because of significant issues that emerge in the course of interviews' (Bryman, 2001). Only through qualitative interviewing, it is possible to delve beneath the surface appearances of organizations.

In this study, the managing director of Philip Morris-SA[15], Turkey – *Turhan Talu*, the general manager of Canon, Turkey[16] – *Sinan Ergin*, and the founder of

[15] To find out more about this company and its business, please visit http://www.philipmorrisinternational.com/pages/tur/Default.asp

Servotel Corporation[17] – *Ömer İsvan* have been interviewed[18]. All the interviews are conducted face-to-face and they are all semi-structured in style. Semi-structured interview is defined by Saunders et al. (2003: 246) such that

> *"In semi-structured interviews, the researcher will have a list of themes and questions to be covered, although these may vary from interview to interview. This means that the researcher may omit some questions in particular interviews, given the specific organizational context. The order of questions may also be varied depending on the flow of the conversation. On the other hand, additional questions may be required to explore the research question and objectives."*

In tune with interpretive approach, the purpose of engaging in face-to-face semi-structured interviews is to view the events and the social world through the eyes of the people being studied and to have a feeling of what is really going on in the real business life by partially at least, involving in their minds. By doing so, there is a further opportunity to change the direction in the course of investigation and to retrieve any point if necessary during the interview (Bryman, 2001). Moreover, since the concern of this study is emotional intelligence, related individual experiences and some concepts like 'emotions' that all are the deeply rooted, complex, intangible and sensitive by their nature, establishing face-to-face personal contact by interviewing instead of using questionnaires is in line with the necessities of the topic and the research objectives. It has been found that managers are also more likely to make interviews rather than complete a questionnaire (Saunders et al., 2003). This explains the high response rate when appointments are requested from them.

Further, the rationale while deciding on which three companies to choose, is based on the company reputation, origin and multi-nationality. The first company

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[16] To find out more about this company and its business, please visit http://www.canon.com.tr or http::://www.canon.com

[17] To find out more about this company and its business, please visit http://www.servotel.net

[18] The full text of the interviews can be seen in Appendix B – C – D.

explored – *Philip Morris-SA Turkey* is a subsidiary of an American company, the second – *Canon Turkey* is a subsidiary of a Japanese one and the third is *Servotel Corporation* a Turkish Company. All of them are multinational companies and well known in their own business. The reason to interview with the senior manager in each company is that they know the big picture of the company better than the middle ranks, they take the biggest responsibility in decision-making process and they are highly experienced and qualified.

According to Remenyi *et al.* (1998), research relies on collecting evidence in as natural and non-controlled a setting as possible; therefore, interviews are conducted in interviewees' own offices. The openings of the interviews are all kept the same. After a brief speech about the purpose of the study and the participant's rights, the three basic definitions of EI are read to the interviewees. Although some basic discussion topics are prepared beforehand to catch the missing points and to prevent the deviation of the discussion from the real topic, the flow of the each interview is left to its own providence given the specific organizational context and manager's characteristics to maintain flexibility and to enhance the interviewee's genuine participation in revealing his own perspective. However, sometimes in different order, the following basic questions that are derived from the relevant literature review are asked to each interviewee to maintain accuracy:

- What do you think about Emotional Intelligence (EI) at the corporate level? Do you attach value to it in your organization? How? and Why?
- Do you have certain rationales for EI? Do you measure it somehow?
- Do you think EI can be learned? If not, why?

- Is there a relationship between IQ and EI? If there is, How? and if there is not, Why?
- Do you believe in pure rationality in decision-making process? If not, Why?

As seen above, there is no question about what Emotional Intelligence is. The reason is that beforehand, the three basic definitions of EI are read to the participants since there is no consistency in the field to give only one definition and thus thinking that this may lead to confusion. In addition, when interviewees proceed during the interview process, it has seen that they somehow create and show their own understandings / interpretations of EI as will be further discussed in Section 4.4.

Eventually, each three interview that lasts on average 1 hour is tape-recorded and then transcribed. The purpose of tape-recording is that it helps to concentrate more on questioning and listening. Further, it allows providing accurate and un-biased record and permits repeated examination afterwards. In addition, it is very crucial in using direct quotes, which will be the main basis of the data analysis in Chapter 4. Before that, the next two sections will deal first with the method by which these interviews are analysed and lastly the limitations of the study.

3.4 DATA ANALYSIS METHOD

As discussed previously, in the interpretive approach the emphasis is on the importance of understanding the overall text of a conversation and more broadly the importance of seeing meaning in context (Rubin and Rubin, 1995). Thus, while analysing, at first, each interview text is taken into consideration line by line and is studied in-dept but separately in its own context by highlighting the key features that give some insight about *emotional intelligence* in relation to the relevant literature. There are two reasons in doing so. First, all the respondents have shaped the flow of

the interviews more or less according to their own (mis)understandings of emotional intelligence, so it is evident that they all follow a different path. Second, due to the '*subjectivity*' that surrounds the research topic – emotional intelligence, every one of them shall be considered as a unique incident in its own right. Afterwards, the core ideas that emerged from each interview are linked together given the research objectives and are discussed to suggest some concluding remarks for the study.

During the data analysis, Grounded Theory has been the source of inspiration. According to the founders of the theory – Glaser and Strauss (1967), Grounded Theory is a 'general method of comparative analysis and theory generation from systematically obtained data' from qualitative research. Further, according to Goulding (2002), 'it requires the recognition that enquiry is always context bound and facts should be viewed as both theory laden and value laden, therefore, the focus is on how people behave within an individual and social context'. As a means of illustrating findings and supporting the developed theory, Grounded Theory usually favours interview data and for the interpretation process, line-by-line analysis is considered as one of the appropriate ways. Nonetheless, although this study engages in some elements and processes that this theory suggests and also recognizes its value, overall this does not go beyond taking the theory as the source of motivation rather than applying it fully. Besides, Grounded Theory is a qualitative method for *theory building* which is far beyond the scope of this study as mentioned before.

3.5 LIMITATIONS OF THE STUDY

As far as the interpretive approach is concerned, Remenyi et al. (1998) suggests that the researcher is a part of what is being explored and cannot be separated from the research itself. This brings the problem of 'excessive subjectivity' according to Goulding (2002), however, in this study the possible effects of this are believed to be minimized since the researcher has adopted a self-conscious examination for biases at each stage and has checked both positive and negative incidents during the interpretation.

Further, there are also some limitations concerning the qualitative research method in general in terms of its validity and reliability. The reason for these criticisms is that qualitative research is mostly associated with features such as soft, flexible, subjective, political and speculative (Silverman, 2001). However, Silverman (2001) argues that the value of a research method should be gauged solely in relation to what the study itself is trying to found out and if the purpose of the study is 'exploratory' then qualitative methods may be favoured. Thus, regarding the objectives of this study, it may well be suggested that limitations of the qualitative method are neutralized in some sense.

The concept of emotional intelligence, by itself, is not a tangible one; it is a complex, sensitive and underdeveloped topic. In addition to that, EI shelters three distinct approaches under its definition. This makes the term itself more confusing. When it comes to exploring its significance and recognition in organizations, things appear more or less the same. For instance, although three different definitions of EI are read to the interviewees beforehand, as they proceed during the interview process, they include their own insights into it. From an optimist angle, it can be advocated that these new insights add to the richness of the concept however while

interpreting and analysing the interviews this lead to difficulties in terms of identifying common themes that are apparent in each interview. That is the reason why each interview is separately examined first and then the outcomes are discussed in a separate section.

Overall, despite the limitations listed above and the possible others that may have been overlooked, the primary prospect of this study is to add value to the existing literature about EI by some means.

CHAPTER 4

DATA ANALYSIS and DISCUSSION

Surprisingly enough, despite the strong and growing interest in *emotional intelligence*, very few studies have been published exploring its significance and recognition within organizations. However, for all the notable researches to be more worthy, it may as well be fruitful to investigate what is really happening inside organizations and whether there is a place for emotional intelligence in terms of its understanding and recognition.

To address this issue, the managing director of Philip Morris-SA[19], Turkey – *Turhan Talu*, the general manager of Canon, Turkey[20] – *Sinan Ergin*, and the founder of Servotel Corporation[21] – *Ömer İsvan* have been interviewed[22]. This chapter will be based on the analysis of these interviews with reference to the relevant literature reviewed in Chapter 2, and the discussion of the results in relation to the research aims in Chapter 3. Since a semi-structured interview technique is conducted, all the respondents have shaped the flow of the interviews more or less according to their own (mis)understandings of emotional intelligence. First, in Sections 4.1, 4.2 and 4.3, each interview will be analyzed in-dept but separately to be more accurate since every one of them can be considered as a unique incident in its own right as will be seen. Then, the discussion part that follows (Section 4.4) will focus on the points these cases have in common and will suggest some concluding remarks accordingly.

[19] To find out more about this company and its business, please visit http://www.philipmorrisinternational.com/pages/tur/Default.asp
[20] To find out more about this company and its business, please visit http://www.canon.com.tr or http::/www.canon.com
[21] To find out more about this company and its business, please visit http://www.servotel.net
[22] The full text of the interviews can be seen in Appendix.

4.1 THE INTERVIEW WITH *TURHAN TALU*

When Turhan Talu is asked about the role of emotional intelligence (EI) in Philip Morris-SA Turkey, his first reaction is like the following comment.

> *"In our company, we do not measure or employ EI. In fact, we attach more value to IQ in a sense. We look for seven core competencies while recruiting our employees. In addition to this, we search for three potential ones. We can say that these competencies are much more related with one's cognitive intelligence rather than his emotional intelligence. I believe superior analytical thinking is the most important of all. It is the "core" of the all. For the reason that it is easier to train someone who has that asset. You build on gradually and more strongly if that person is smart."*

If this comment is taken as the sole basis, it will mislead to the conclusion that in Philip Morris-SA, Turkey, only the analytical thinking is important and that business decisions and relations are based on rationality but nothing else. However, when the whole interview is analyzed in dept, a slightly different picture appears.

Turhan Talu further explains what '7+3' competences are.

> *"Problem Solving, Integrity, Interpersonal Understanding, Teamwork and Cooperation, Analytical and Learning ability, Achievement Orientation, Creative Thinking, Customer and Service Orientation. These are seven 'core' competencies and the three potential ones are Coaching and Leading others, Communication and Influence and Vision and Strategy."*

When Goleman's framework of EI – Table 2.2-The Emotional Competence Framework is considered, it is seen that six competencies out of '7+3' are consistent with the ones in the table 2.2. Further, the competencies under the 'Relationship Management' cluster of general EI abilities are all included in the company's model[23].

[23] For details of the attributes under the headings 'Coaching and Leading', 'Influence and Communication' and 'Interpersonal Understanding', see Appendix – 'The interview with Turhan Talu'

However, the 'Self-Awareness' cluster totally and 'Social Awareness' together with 'Self-management' cluster partly do not exist at all in the recruitment process.

Moreover, Bar-On includes 'Interpersonal Understanding' as a part of his trait approach to EI although he has defined it as the ability to be aware of, to understand and relate to others whereas in the company's competency based model the term is treated somewhat differently.

> *"Under the 'Interpersonal Understanding', we see the following attributes: treating everyone with dignity, honesty and respect, inspiring trust, open to personal and business discussions, not using stereotypes."*

Contradictory to his initial comments, Turhan Talu further stresses the importance of influence and communication skills that a leader has to have to be effective at work in addition to cognitive ones with reference to his own experience. His arguments are consistent with Goleman's findings[24].

> *"A person may be very analytical and sharp, but he also has to have 'influence and communication' skills to be a good manager, a persuasive leader. For instance, I was in a product-launch meeting yesterday. There were 400 people and you go on to the stage, in front of them. You present and explain the new product and why it is good for them and as well as for the company. In addition, you say what they should do in order to be successful. You have to take commitment from each 400 people in the very first instance. Therefore, at this stage, ability to influence and communicate is very crucial. People expect from you not to talk about merely cost-profit analysis instead they want to see that you are committed more than they are and you are ready and have the capability to give them the motive, the inspiration and the mood to be committed as well."*

Goleman (1998) suggests that evocation of family-like tone of the company culture and sustaining an open communication within the company are part of the

[24] Details can be obtained from Chapter 2 (2.4).

EI framework at work as discussed in Section 2.4. Turhan Talu supports Goleman's findings such that

> *"If there is no integrity even inside only one department, then it may not be possible to get full performance and efficiency as a whole. You have to create a family-like organization to maintain this integrity inside the whole corporation. ...*
>
> *Another thing we value is open communication and to achieve this we created five different platforms where we communicate with our 1500 employees, share business ideas with them and review where the company is going. We also take their opinions and feedbacks. This is very crucial also to enhance the family-like culture of the company. Maybe you use your EI here without knowing that you do. You do not only talk business with your employees, you also talk about their problems, their families and their emotions. The hard task is to manage all these at the same time. It is not only to delegate and give direction to an employee but also to support him and manage him with all his emotions. This is when the success comes."*

Given his last remarks, Turhan Talu by recognizing the importance of emotions in the work place, if not EI in particular, proposes that successful leadership is not only about cognitive abilities but also managing 'emotions' at work. All in all, it is evident that his discussion about EI merely focuses on the recruitment and the leadership process inside organizations thus has an inward-looking perspective.

4.2 THE INTERVIEW WITH *SİNAN ERGİN*

When Sinan Ergin is asked about the role of emotional intelligence (EI) in Canon Turkey, in the first instance, he emphasizes the significance of social skills for individual work success and for the whole company's efficiency as well.

> *"There is one thing that is 'must' and it is social skills. I give value to that. I do not believe that people who do not have good social skills will be successful at work. Relationship between the departments may not be maintained well if the people there do not have good social skills. For instance, there is a sales team and you select people with high social skills there. Then there is the finance department. You may say*

that ok there is no need to look for social skills here since it is pure mathematics. Then the two departments may not work in harmony together. Technician for example a very good one but he has low communication skills. Then he may have problems with the sales team. This may lead to unhappiness and inefficiency in the whole company. That is why I try to select people with high social skills. If you call this EI, I will as well do. However, we do not somehow measure it. We do not have any special studies or training problems for EI. It is more or less incorporated in our other programs. I have some personal considerations also."

What is remarkable in this comment is that when asked, the notion of EI has directly brought to mind the notion of social skills. This may be conceptualized as a support for the criticism discussed in Section 2.6 that EI has many contradicting definitions and therefore people interpret it differently according their own (mis)understandings. Sinan Ergin further comes up with an interesting criterion, if not a must, to be considered high in EI skills.

"For instance, there are some people who expose positive energy to their surroundings and who can easily communicate with most people. People love them actually. These are people with 'bright light'. They can be recognised easily even in a crowd. For me, these people can also be considered high in EI skills."

Moreover, partially consistent with Goleman's (1998) argument that 'open communication' and 'motivation' are important components of EI framework at work, Sinan Ergin also explains how Canon Turkey gives value to those concepts without mentioning their connection with EI.

"We value open communication inside the company. Even our cleaners should be able to talk with our general manager. To achieve this, we have a 'bonus' system that we award people who have shown over-success or have done something above their job limits. This also motivates people. Secondly, as a part of our 'communication process', our managers gather meetings with employees to increase their motivation, to discuss where they are going and to make their career plans. We take it seriously, even we organise later a training program accordingly."

When elaborated further, it becomes evident that EI is considered as a necessary feature to be an influential and effective leader in terms of managing the mood of the company as well as the mood of the people constituting it. This idea is consistent with what the proponents of EI, who links the concept with successful leadership, suggest[25].

> *"People do not want to work in a company that has a bad mood. They want to work if that organisation has a positive and unproblematic environment. ... That is why EI is important. If you are recruiting a manager of a department than this person should really have a high EI. Even if he has an IQ like Einstein, it will not do any good if he cannot combine it with EI. The manager also has to manage his emotions and the emotions of the people around them. People look for a charisma and a kind of emotional attitude in their leaders. EI is necessary to be like that. To make people follow you and to influence them, you need a high EI. I believe charisma and EI are the two sides of the same coin in a complementary sense.*

When the relation between cognitive abilities and EI is considered, relevant with what Cherniss (2000) advocates, IQ and EI are very much related with each other for success in the sense that emotional intelligence enhances workplace outcomes and has the potential to contribute to effective decision-making and leadership process but does not guarantee success in the absence of suitable skills. Sinan Ergin, in his following comment, goes even deeper and proposes that they are better joined together (– like joining two different forces together) to get the most out of it.

> *"EI and IQ should stand together. For instance, if you trust your EI more than your IQ as a leader, then, you should choose the second person with high IQ. This may give you a new vision and a back up. That is what I am trying to do so. I believe I am more successful with people who are more smart and analytical than I am."*

[25] Further details can be found in Section 2.4 and from the relevant literature cited there.

It may well be argued that EI is being treated as part of leadership skills instead of considering it within a model of intelligence. Although this is contradictory to what Mayer *et al.* (1999) advocates, there is a point of convergence that is while defining the relative importance of EI, the nature of the position is important since some jobs such as a sales representative may require a higher level of emotional intelligence as a critical skill while some jobs do not.

> *"A person may have a high IQ but at the same time a low EI. Then this person may not be that successful if he becomes, for example, a sales person rather than a researcher. You may be a very intelligent person but you may not have appropriate leadership skills. Then, you may become a very good footballer but you may not be suitable to be a team director."*

Moreover, the relevant literature and the research findings about EI suggests that EI can be improved in some sense, yet, it is stated in Section 2.5 that this issue on its own right is open to various debates. What Sinan Ergin believes out of his experience is parallel to the idea that EI cannot be learned.

> *"I do not believe from the heart that EI can be learned. It may be improved for one-step further in the sense that everyone gains and learns something. Nevertheless, if you have it already in your character, you will improve much better, much natural; say. A person may become a painter, an artist if trained accordingly; however, never can be like a gifted one - a star. You have to have some talents inside. If not, to spend a lot of time to build them may be a waste of time. This is what my experience says."*

Finally, as discussed in Section 2.4, emotions are connected to human experience intimately and that organizational cognition is emotionally laden. This argument once more rationalized by Sinan Ergin who claims that emotions matter a great deal in organizations. In his following comment, he further attracts attention to

the point that emotions should be balanced and managed to prevent them being harmful to the organization as a whole.

> *"Is there are place for emotions in the business life? Well, there is. When we talk about emotions, we see that they are very crucial. It is impossible not to talk about emotions when we talk about human relationships. We do not work like robots. For instance, if you are connected to a person with your emotions in some sense then you become supportive and do more coaching. However, it should be very well balanced. Emotionality that gives value to 'human' itself is ok, but a harmful or an intense emotionality is not. For instance, you have an employee who is not successful in his job and cannot improve himself. If you treat this situation with your emotions and continue to keep him, you may give damage to the company. If that person is not well suited to those job necessities, you should separate him. I see that problem in many managers. By doing so; they give damage not only to the company itself but also to the person in that situation. So, you should learn how to manage your emotions."*

Overall, it can be suggested that Sinan Ergin recognizes the significance of emotions and EI inside organizations however, this recognition mostly embraces the recruitment and leadership process thus have an inward-looking perspective.

4.3 THE INTERVIEW WITH *ÖMER İSVAN*

Different from the previous two interviews that mostly have an inward looking into the corporate body itself in terms of relating EI with leadership and recruitment process, Ömer İsvan actually looks at EI with a slightly more outward perspective between the company and outside world.

The company size and the type of the business it is in are regarded as the important determinants of how EI is applied in a company. As a manager of a medium-sized, service-oriented firm, Ömer İsvan discusses that emotional intelligence is very significant for their firm success in terms of handling a client and it

is part of their training programs since their product mostly involves human transactions.

> *"There is a direct relationship between emotional intelligence being structured in a firm and the size of the firm. Smaller the organization EI is more apparent into the day-to-day organization, day-to-day activities as well. I also think that not only size but also the type of the business that the firm is in also has something to do with it. For instance, I am in the hotel business, tourism business. We are very human oriented. Our product is human. When you forget about the buildings, everything else is human. Our clients are human. The transactions between the human and the human are part of the product. The product delivery happens through transactions between people. Whereas if you are selling a car you are much more concentrated on producing that in the first while and than you make sure that it goes to the place where it is gone be sold to a client. ... Then somebody buys it from you and drives it away from you. Where I am drawing the distinctions is how much of the human transaction is part of the product itself. In our business, it is almost the whole. Therefore, you have to incorporate emotional intelligence in your transactions. We do use training programs, which actually involve emotional intelligence."*

When it comes to the measurement of EI, parallel with the previous interviews, it is apparent that in Servotel Corporation there are no certain technological measures or programs to have EI being structured inside the company, however, slightly different from what the previous ones suggest, Ömer İsvan emphasizes that they have the awareness of EI and give importance to it. Interestingly though, he further suggests that EI should be measured by itself again. In other words, it is best to measure it 'intuitively'. In the literature, there is no published research or comment about this argument, thus its relevance can be questioned. Yet, if a specific type of business is considered, it may appear as a plausible solution instead of totally ignoring it.

"Do we have certain rationales for this? Actually, not formal, not technology driven, not structured. That is intuitively measured. Best way to measure emotional intelligence is to measure it by emotional intelligence. You cannot measure something like emotional intelligence with an electronic meter or with a technology-driven structure. You can and you have to if you want to measure a thousand people. However, when you are in sort of a close call like in our business (service, tourism business), it is best that you measure it according to how you have thought it, how you deliver that knowledge to your client and then intuitively measure it as to how that is performed. Now what we lack is that very formal methodology in which to establish measurement sticks or programs that will ensure that emotional intelligence is part of the corporate culture. We lack the actual technology to incorporate it in a formal structured way however; we have awareness, the need, and the definition of it and attach importance to it."

Further, Ömer İsvan, by focusing this time more inside the company, discusses how they stimulate the EI awareness of the employees through training programs. What he counts under the EI heading such as to have empathy, self-motivation and self-regulation; to be aware of other's emotions and to be able to read other's emotions, shows that his understanding of EI is partly consistent with what Goleman (1995, 1998, 2002) suggests. Apart from that, Ömer İsvan does not seem to consider EI in an 'ability' or 'intelligence' framework contrary to what is argued by Mayer *et al.* (1999) who base their EI model on a cognitive basis distinguishing mental abilities from personal traits and at the same time integrating cognition and emotion.

"We were quick to create that awareness because of the nature of the business. I think if I was in a production industry it may have come later. ... That is why we created the awareness and people know it and they are encouraged to employ it in their management style so it is like there is a structured part plus the EI as part of their totality. That is all about it. Other than that, there are no programs, measurement sticks or measurement systems. Therefore, we are not to far from just having the awareness and stimulating it through training programs but only as a part of our training programs

it is not like EI training. ... Part of it is this; for example, we have motivational set, governance set and self-governance set. ... We focus on a one to one scenario and teach employees to read, to increase their awareness of the other parties' set of emotions – where they are in their life cycle not only in their chronological life cycle but also in their emotional life cycle and to identify their key motivators at that time. ... Therefore, we want to make sure that our employees have that empathy and awareness about the other persons set of dynamics that influence their behaviour, emotions and excitement. Also they should have self-motivation and self-regulation."

Moreover, the suggested linkage between personality and EI is advocated in the sense that personality and character form the base for the way EI is employed. The argument goes such that to standardize EI like high or low is not very appropriate. In fact, this is a very far-reaching statement and even by its own right, could be a case for a scientific research; however, there is no published research so far. Apart from that, it is also evident in the following comment that EI is conceptualized as *emotional* intelligence, rather than as emotional *intelligence* showing a contradiction with the Intelligence Approach, which considers EI in an intelligence framework.

"I believe that by definition, EI has a personality; it actually comes with the personality attached. If I am employing EI, then it will actually manifest itself through me; my personality, my character, my leadership style and more. It is a very personalized type of thing. I mean there are many things that we can standardize – what I call technology. However, EI is much more soft and fluent and that is why it should be allowed to have a personality, which is quite close to that of the leader or the employee. The way EI is employed in a management sense varies from personality to personality. ... All may have high EI but EI manifest itself in different ways through different personalities. Therefore, I believe EI is very difficult to standardize as if it is high or low between people. Personality, character, leadership style will play a role in the way EI is used."

Similar to the debate in the existing literature about whether individuals are born with certain abilities, or they acquire it through life experiences, Ömer İsvan discusses whether it is possible to improve one's emotional awareness and understanding. In fact, what scientific studies about EI suggest is both nature and nurture plays a role in shaping one's abilities. In this point, Ömer İsvan signifies the importance of 'nature' and 'personality' although he also admits that in terms of creating awareness, life can teach, if not everything.

> *"I think in terms of creating awareness of EI between yesterday and today, you can make a difference but I think there is also a portion, which is natural. For instance, in the case of children, there are children who are extremely involved with their own emotions. They know everything about their own emotions like being happy or not happy, want something or not with absolutely no sensitivity to anything else around them other than those that influence them somehow. ... There are children that show a lot of difference in their manifestation of their life in their early age. It is a personality. Then they learn. ... Life teaches them to be aware that a person that is related to you is not always in the same set of emotions. Sometimes they are this they are that they are blue they are red or yellow. If you have awareness of those then you certainly have a better relationship. You teach that, life teaches you anyway. Therefore, that is an environmental plus a genetic scenario. However, the children are in the purest form, and in the purest form, they display a lot of difference. Some are much more aware, much more in tune with the emotional set around them and some are not. Therefore, that tells me that there is an element of personality that has EI or does not have it. ... I do not think that you can teach everything about EI. Because, there is an element of nature there that will always make a difference."*

Consistent with what Mayer et al. (1999) and Cherniss (2000) suggest, Ömer İsvan also acknowledges that there is a relation between IQ and EI and that it depends on the nature of the position and the business for any of them to be needed more for success inside/of organizations. In addition, similar to what Sinan Ergin has

discussed in Section 4.2, it is recognised in the following quote that it is even better if IQ and EI are combined together.

> *"There may well be a relation between IQ and EI but there is not a correlation some how ... in the sense that one (do not) bring the other. EI is a completely independent line of a person's make-up. Except that, high IQ may help cultivate EI easier and may help it employed and deployed in a better way in other words get better results out of it. I have seen good scenarios of high EI-low IQ, high IQ-low EI. I have seen all the permutations. I am talking out of my experience. ... When or if the two come together, there are better results. In certain corporate environments, high EI is more preferable attribute than high IQ. ... Certain corporate cultures and certain types of businesses on the other hand require a high IQ. There, EI is less important. Therefore, I do not say that one is better or worse. I think we all need high IQ in different sets, in different environments, and in different functions. For EI, we also need it in different points in life. Even we need them sometimes together."*

Focusing on the decision-making process, Ömer İsvan proposes that employing emotions into decisions leads to great results and pure rationality may well be considered as an illusion. This argument is connected to what neuropsychology, social psychology and organizational behaviour suggest in the sense that emotions are connected to human experience intimately and that organizational cognition is emotionally laden as discussed in Section 2.2. However, different from that, the emphasis here is on the relationship between outside world – mostly between the client and the company.

> *"As a consultant, while I am advising somebody in the decision making process, it is very difficult actually to put any emotions into it as far as I am concerned. I may have emotions but I cannot employ my emotions into his business when I am advising. Therefore, I will advice my clients on a pure rationality base but then allow them to take that pure rationale and employ their own emotions into it. Decisions should have emotions. ... You know why because in our business, to create hotels to make them successful, to make them charming and sexy you need a lot of emotion into it. If you allow a pure consultant to do everything according to what they say, everybody would*

have more or less the same hotel. There will be very little differentiation. However, differentiation is what you need. ... As a result, without the emotional elements incorporated into the decision making process, it is very difficult to make a very great "star" hotel. It can only be done by somebody's lots of and lots of emotion. ... I tell my clients "I would rather have your emotions into it because those are going to be effectively imperfections that create the exception." ... Exceptional always have some imperfections ... have something imperfect and personal and that makes it the exceptionally perfect thing. In business decision making, what leads to great not good but great, always have the element of emotion in it. Without it, I think, you cannot have a "great", unless for luck!"

Finally, Ömer İsvan gives two examples of business decision-making process in which emotional intelligence is said to be used. One is from his own experience and the other is about a business plan Simon Woodroffe[26] had put into practice. The details of these examples can be read from the original script of the interview in the Appendix. The core idea is that when applied to the outer transactions like measuring the market demand or entering a new business, EI may lead to positive outcomes and thus to higher returns. Following comment gives some hints about these thoughts.

"The founder of Yo! Sushi - Simon Woodroffe said: "I want it, you know, I feel it". There is no rationale about it and this is pure Emotional Intelligence. Now he is building a Yotel! starting in London. It is going to be a hotel with no windows and with 9 square meter rooms including bathroom. ... Simon Woodroffe tells you that 'I think you will want what I want' and that is not through any technology. It is pure 'wave'. You would never do it otherwise like with a pure rationale. There is nobody who is gone a build this without a tremendous amount of EI. ...

... There is a great influence of using EI in measuring the nature and dynamics of market demand. Research gives you a very cold data. Research techniques do not have EI involved. It is more standardized and it gives you rough data with no emotions involved. ... Unless you can measure intuitively the market demand, you have no way.

[26] http://www.sfb.co.uk/cgi-bin/profile.cgi?s=82 (accessed at 08/08/2004) – The profile and the video of Simon Woodroffe can be seen from here.

That is why I would like to apply EI to the transactions within the outside of the corporation as well as to the inside. I attach a lot of value to apply EI to the outer world - market, client and the product. The rationale is safe but no risk, no reward. Risk is higher when you apply more EI less rationale. Therefore, the return may well be higher."

Overall, it is evident that the awareness of emotional intelligence and the value of it in decision-making process are recognized within Servotel Corporation. The distinguishing feature of this interview is that while applying EI, Ömer İsvan focuses more on the relationship between the corporation and its outside business rather than on recruitment process or leadership.

4.4 DISCUSSION

Thus far, the three interviews are analyzed in-dept to identify what is going on inside organizations and the minds of their leader. The findings from these interviews are used as evidence in this section while suggesting some propositions and concluding remarks. The first concern is emotions and their challenge to rationality in organizations.

Rationality is mostly considered to be essentially a thinking, cognitive process of cool calculation emptied from all impulsive and emotional desiring qualities. However accepting that emotions underpin individual actions and their decision-making process and that each individual has its own emotional state different from, yet interacting with, the others', then can one still talk of a purely rational organizational actor? The answer is 'No.' according to the interview results. It is found out that emotions challenge rationality that the purely rational actor do not exist since every process that is encountered is driven by some emotional phenomena. Then, as Chandler (2000) argues, since one cannot talk about emotionless individual, it is

impossible in return to talk about emotionless organizations, thus organizational cognition is emotionally laden in the sense that emotions matter a great deal in organizations and in the decision-making process as argued by the interviewees. However, another question emerges – 'how much emotions and to what extent?'. The answer is tricky and dual-sided since too much "emotion" is suggested be sometimes even dangerous for the organizations. In that respect, it becomes an important issue to be aware of how organizational actors feel and to handle their emotions inside organizations.

When it comes to Emotional Intelligence itself, the resulting picture is slightly blurred. First, although each interviewee is somehow aware of the EI concept, if not its definition, and attaches value to it in varying degrees, neither of them mentions any of the three approaches to EI. Even in the first interview script, the word – EI is hardly identified. As an expected consequence of these, the companies lack the established measurement sticks and training programs that will ensure that EI is part of their corporate culture. Further, numbers of evidence are identified to be convinced that in some points interviewees contradict not only with the existing literature about EI but also even sometimes with themselves. It is also seen that despite the research questions are kept the same in each interview, a different story appears in the end. For one of them, EI has brought to mind the notion of social skills and the people with 'bright light'; for the other, the size of the company and the type of its business is important while applying EI, which shall be measured intuitively. Moreover, while the two interviewees follow an inward-looking perspective into the corporate body in the context of the recruitment and the leadership process in organizations, the other one looks at the relationship between the company and its outer world in terms of the decision-making process itself. Surprisingly though, all these distinct

understandings/interpretations of EI converge in one point that they do not consider EI within an *intelligence* framework, rather some aspects of it that are partially employed show consistency with Goleman's Trait Approach.

Then, can Emotional Intelligence be valuable at work for success in the context of leadership and decision-making process? The evidence from the interviews suggests *emotional intelligence* affects an individual's success in an organization and the organizational success overall. If the evocation of family-like tone of the company culture and sustaining an open communication within the company are considered as a part of the EI framework at work, then it is argued that emotionally intelligent leadership is a key to create such a working climate that nurtures employees and encourages them to give their best as also put forward by Goleman (1995; 1998; 2002a; 2002b). In the light of the above arguments, a linkage appears between EI strengths in a leader and the organization's climate. As far as business decision-making process in organizations is concerned, from either an inward or an outward perspective, there is a consensus about the effectiveness and the influence of EI when applied to recruitment decisions or transactions like measuring the market demand or entering a new business. However, it is further advocated that the value of EI at work does not mean that cognitive abilities are irrelevant for success instead cognitive and non-cognitive abilities are very much related and should be joined together. These findings are totally consistent with the existing literature discussed in Section 2.4. Moreover, depending upon the nature of the position such as a programmer or a sales representative, some jobs may require a higher level of emotional intelligence as a critical skill while others do not. Overall, there is consensus about the fact that emotional intelligence enhances workplace outcomes and has the potential to contribute to effective decision-making and

leadership process however does not guarantee success in the absence of suitable skills.

Although a growing body of research in literature suggests that it is possible to help people of any age to become more emotionally intelligent (Bar-On, 2000; Boyatzis, R.E., 2001; Sala, 2001; Emmerling and Goleman, 2003; Goleman 1995; 1998), the findings from the study suggest that EI cannot be learned. In terms of creating awareness, one can learn if not everything, however; there is an element of 'nature' and 'personality' that play a role to be a real *'gifted one' – 'a star'*. It is further proposed that EI manifests itself in different ways in different personalities so it is difficult to standardize as if it is high or low. This questions the idea that EI can be measured precisely.

Thus far, some hypotheses are proposed for a broader and a richer future study according to the evidence derived from the interviews. Yet, it is obvious that the significance and value of EI in organizations recognized through their leaders does not go beyond solely being an awareness of the concept in general and its effectiveness when applied. In all cases, except the first one, the interviewees attach a great value to something called EI somehow in their organizations but they do not know exactly to what this value is given – in other words, what EI really means. Therefore, each interview in this study draws its own picture according to its own (mis)understanding/interpretation of EI. Besides how one can expect a common understanding of EI even there is no clear consensus in debates within the emotional intelligence field itself. EI is almost a new and thus an underdeveloped construct, which needs further scientific research and investigation. Therefore, the challenge is first to determine a common language and terminology to avoid confusions and

misusages. Only after this, the tone of the debate within the field will be more healthy and productive for the business world in terms of the recognition of EI.

CHAPTER 5

CONCLUSION

At the beginning of this journey about *emotional intelligence*, the expectation was that EI would be found out to be significant in organizations in the sense that it would be incorporated into the training programs, recruitment and decision-making processes or the culture of organizations in a more visible way. However, when explored it is found out that the picture for EI is quite blurred contrary to what is being suggested by its proponents. As argued previously, this study is the beginning of an exploratory *journey* so the findings shall be taken as the basis or hypothesises for a broader and a richer future research. Therefore, the intent was not to suggest a full picture about emotional intelligence instead to make the first move to explore whether there is really one. Accordingly, this chapter will include the summary of the research findings that were discussed in the previous chapter. It will also recognize the limitations of the study itself to draw a more balanced analysis.

The main themes of this study have been built upon an understanding of emotional intelligence and its significance and recognition in organizations. The aim was to gain knowledge about the '*what*' and the '*how*' and to explore the '*why*'. The focus of the exploration was whether EI has a role inside organizations and how it contributes to successful organizations and effective decision-making process. Are organizations together with their leaders aware of the EI concept and its dispositions? Do they attach value to it? If not, why? Do these organizations have something in common in terms of their own understandings/interpretations of EI? These questions were discussed in Chapter 4 in the light of the evidence collected from the interviews

with reference to existing literature in Chapter 2 by adopting an interpretive approach and in return a qualitative method.

The first concern was emotions and their challenge to rationality in organizations. Rationality is mostly considered essentially as a cognitive process of cool calculation emptied from all impulsive and emotional desiring qualities. However, according to the interview results, it has been found out that emotions challenge rationality in the sense that the *purely* rational actor does not exist since every process that is encountered is driven by some emotional phenomena. Then, consistent with what Chandler (2000) argues, it can be proposed that organizational cognition is emotionally laden in the sense that emotions matter a great deal in organizations and in the decision-making process. Fineman (1993; 2000) further supports this view by characterising organizations as *emotional arenas*. In that respect, it becomes an important issue to be aware of how organizational actors feel and to handle their emotions inside organizations.

As far as Emotional Intelligence itself is concerned, the resulting picture is slightly vague. First, although each interviewee was somehow aware of the EI concept, if not its definition, and attached value to it to some extent, neither of them mentions any of the three approaches to EI. Moreover, the companies lack the measurement sticks and training programs that will ensure that EI is part of their corporate culture. It was also seen that despite the research questions were kept the same in each interview, a different story has appeared in the end. Surprisingly though, all these distinct understandings/interpretations of EI have converged in one point that they did not consider EI within an *intelligence* framework, rather some aspects of it that are partially employed showed consistency with Goleman's Trait Approach discussed in Section 2.3. The evidence from the interviews have further

suggested that *emotional intelligence* enhances an individual's success in an organization and the organizational success overall and has the potential to contribute to effective decision-making and leadership process. However, it was further advocated that cognitive abilities are also relevant for success and thus cognitive and non-cognitive abilities are very much related and better joined together. Additionally, the idea that EI can be learned fully was questioned by the interviewees. It was proposed that there is an element of 'nature' and 'personality' that play a role to be a real *'gifted one'* although in terms of creating awareness one can learn about EI, if not everything.

It is obvious from the above hypothesises that the significance and value of EI in organizations does not go beyond solely being an awareness of the concept in general. A great value has said to be attached to something called EI somehow but it is not clear exactly to what this value is given – in other words, what EI really means. Therefore, a unique picture about EI was emerged in each interview out of different (mis)understandings/interpretations.

Overall, the main focus of this research was on issues related to improving the efficiency and the effectiveness of the business and management processes. This study can provide a word of notice to managers and leaders in terms of creating the awareness for the importance of *emotions* and *emotional intelligence* in organizations. This journey will also add something new and of value to the body of knowledge by inspiring the researchers and academicians to engage in a richer future study. Therefore, this *journey* is believed to be a fruitful and thus a worth-taking one.

Besides, some limitations of this study shall also be recognized in order to inform future researchers. The main limitation can be suggested such that the analysis and

the discussion that follows is based only on the interviews from three companies in Turkey, and it relies mostly on the information taken from the top executives of these companies. Therefore, the findings may not be widely generalised although they are quite indicative in themselves. It may also be proposed that a large scale, cross-cultural study shall be conducted so as to be able to compare data from a large number of interviews in more companies and from different countries. Moreover, with respect to the theoretical position, either postmodernist approach might be applied in the future instead of an interpretive one or quantitative and qualitative methods might be combined to gather richer data. All these suggestions might allow constructing a clearer picture, if not finished, for *Emotional Intelligence* in organizations.

APPENDICES

Appendix A

The Business Cases for Emotional Intelligence

Prepared for the
Consortium for Research on Emotional Intelligence in Organizations
(**www.eiconsortium.org**)

by
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The following 19 points build a case for how emotional intelligence contributes to the bottom line in any work organization. Based on data from a variety of sources, it can be a valuable tool for HR practitioners and managers who need to make the case in their own organizations. The Consortium also invites submissions of other research for the Business Case. All submissions will be reviewed to determine their suitability. If you have research findings that you think might help build the business case, submit them to Rob Emmerling at Emerling@eden.rutgers.edu.

1. The US Air Force used the EQ-I to select recruiters (the Air Force's front-line HR personnel) and found that the most successful recruiters scored significantly higher in the emotional intelligence competencies of Assertiveness, Empathy, Happiness, and Emotional Self Awareness. The Air Force also found that by using emotional intelligence to select recruiters, they increased their ability to predict successful recruiters by nearly three-fold. The immediate gain was a saving of $3 million annually. These gains resulted in the Government Accounting Office submitting a report to Congress, which led to a request that the Secretary of Defense order all branches of the armed forces to adopt this procedure in recruitment and selection. (The GAO report is titled, "Military Recruiting: The Department of Defense Could Improve Its Recruiter Selection and Incentive Systems," and it was submitted to Congress January 30, 1998. Richard Handley and Reuven Bar-On provided this information.)

2. Experienced partners in a multinational consulting firm were assessed on the EI competencies plus three others. Partners who scored above the median on 9 or more of the 20 competencies delivered $1.2 million more profit from their accounts than did other partners -- a 139 percent incremental gain (Boyatzis, 1999).

3. An analysis of more than 300 top-level executives from fifteen global companies showed that six emotional competencies distinguished stars from the average: Influence, Team Leadership, Organizational Awareness, self-confidence, Achievement Drive, and Leadership (Spencer, L. M., Jr., 1997).

4. In jobs of medium complexity (sales clerks, mechanics), a top performer is 12 times more productive than those at the bottom and 85 percent more productive than an average performer. In the most complex jobs (insurance salespeople, account managers), a top performer is 127 percent more productive than an average performer (Hunter, Schmidt, & Judiesch, 1990). Competency research in over 200 companies and organizations worldwide suggests that about one-third of this difference is due to technical skill and cognitive ability while two-thirds is due to emotional competence (Goleman, 1998). (In top leadership positions, over four-fifths of the difference is due to emotional competence.)

5. At L'Oreal, sales agents selected on the basis of certain emotional competencies significantly outsold salespeople selected using the company's old selection procedure. On an annual basis, salespeople selected on the basis of emotional competence sold $91,370 more than other salespeople did, for a net revenue increase of $2,558,360. Salespeople selected on the basis of emotional competence also had 63% less turnover during the first year than those selected in the typical way (Spencer & Spencer, 1993; Spencer, McClelland, & Kelner, 1997).

6. In a national insurance company, insurance sales agents who were weak in emotional competencies such as self-confidence, initiative, and empathy sold policies with an average premium of $54,000. Those who were very strong in at least 5 of 8 key emotional competencies sold policies worth $114,000 (Hay/McBer Research and Innovation Group, 1997).

7. In a large beverage firm, using standard methods to hire division presidents, 50% left within two years, mostly because of poor performance. When they started selecting based on emotional competencies such as initiative, self-confidence, and leadership, only 6% left in two years. Furthermore, the executives selected based on emotional competence were far more likely to perform in the top third based on salary bonuses for performance of the divisions they led: 87% were in the top third. In addition, division leaders with these competencies outperformed their targets by 15 to 20 percent. Those who lacked them under-performed by almost 20% (McClelland, 1999).

8. Research by the Center for Creative Leadership has found that the primary causes of derailment in executives involve deficits in emotional competence. The three primary ones are difficulty in handling change, not being able to work well in a team, and poor interpersonal relations.

9. After supervisors in a manufacturing plant received training in emotional competencies such as how to listen better and help employees resolve problems on their own, lost-time accidents were reduced by 50 percent, formal grievances were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by $250,000 (Pesuric & Byham, 1996). In another

manufacturing plant where supervisors received similar training, production increased 17 percent. There was no such increase in production for a group of matched supervisors who were not trained (Porras & Anderson, 1981).

10. One of the foundations of emotional competence -- accurate self-assessment -- was associated with superior performance among several hundred managers from 12 different organizations (Boyatzis, 1982).

11. Another emotional competence, the ability to handle stress, was linked to success as a store manager in a retail chain. The most successful store managers were those best able to handle stress. Success was based on net profits, sales per square foot, sales per employee, and per dollar inventory investment (Lusch & Serpkeuci, 1990).

12. Optimism is another emotional competence that leads to increased productivity. New salesmen at Met Life who scored high on a test of "learned optimism" sold 37 percent more life insurance in their first two years than pessimists (Seligman, 1990).

13. A study of 130 executives found that how well people handled their own emotions determined how much people around them preferred to deal with them (Walter V. Clarke Associates, 1997).

14. For sales reps at a computer company, those hired based on their emotional competence were 90% more likely to finish their training than those hired on other criteria (Hay/McBer Research and Innovation Group, 1997).

15. At a national furniture retailer, sales people hired based on emotional competence had half the dropout rate during their first year (Hay/McBer Research and Innovation Group, 1997).

16. For 515 senior executives analyzed by the search firm Egon Zehnder International, those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ. In other words, emotional intelligence was a better predictor of success than either relevant previous experience or high IQ. More specifically, the executive was high in emotional intelligence in 74 percent of the successes and only in 24 percent of the failures. The study included executives in Latin America, Germany, and Japan, and the results were almost identical in all three cultures.

17. The following description of a "star" performer reveals how several emotional competencies (noted in italics) were critical in his success: Michael Iem worked at Tandem Computers. Shortly after joining the company as a junior staff analyst, he became aware of the market trend away from mainframe computers to networks that linked workstations and personal computers (*Service Orientation*). Iem realized that unless Tandem responded to the trend, its products would become obsolete (*Initiative and Innovation*). He had to convince Tandem's managers that their old emphasis on mainframes was no longer appropriate (*Influence*) and then develop a system using new technology (*Leadership,*

Change Catalyst). He spent four years showing off his new system to customers and company sales personnel before the new network applications were fully accepted (*Self-confidence, Self-Control, Achievement Drive*) (from Richman, L. S., "How to get ahead in America," *Fortune*, May 16, 1994, pp. 46-54).

18. Financial advisors at American Express whose managers completed the Emotional Competence training program were compared to an equal number whose managers had not. During the year following training, the advisors of trained managers grew their businesses by 18.1% compared to 16.2% for those whose managers were untrained.

19. The most successful debt collectors in a large collection agency had an average goal attainment of 163 percent over a three-month period. They were compared with a group of collectors who achieved an average of only 80 percent over the same time period. The most successful collectors scored significantly higher in the emotional intelligence competencies of self-actualization, independence, and optimism. (Self-actualization refers to a well-developed, inner knowledge of one's own goals and a sense of pride in one's work.) (Bachman et al., 2000).

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Appendix B

Interview with Turhan Talu

In our company, we do not measure or employ EI. In fact, we attach more value to IQ in a sense. We look for seven core competencies in our employees while recruiting them. In addition to this, we search for three potential ones. We can say that these competencies are much more related with one's cognitive intelligence rather than his emotional intelligence. I believe superior analytical thinking is the most important of all. It is the "core" of the all. For the reason that it is easier to train someone who has that asset. You build on gradually and more strongly if that person is smart.

Problem Solving, Integrity, Interpersonal Understanding, Teamwork and Cooperation, Analytical and Learning ability, Achievement Orientation, Creative Thinking, Customer and Service Orientation. These are seven core competencies and the three potential ones are Coaching and Leading others, Communication and Influence and Vision and Strategy. We try to measure those and we do not recruit a person who does not have the mixture of them. Our interview technique is "Competency Based" and professional staff works on this. At the end, a manager profile comes up for each applicant. If this profile overlaps with our ideal profile, then we recruit. This is more or less the same for each department.

We look for these 7+3 competencies. It is ok but not enough since they should also be used effectively in the later stages and be reflected to the work. To have power over them in one way or another will affect the salary, performance appraisal and career planning of the employees in a positive way.

For instance, under the heading "Coaching and Leading", we see following attributes: selecting talented people, building talented teams, creating commitment and building a learning organization. *Under the "Interpersonal Understanding", we see: treating everyone with dignity, honesty and respect, inspiring trust, open to*

personal and business discussions, not using stereotypes. This may be said to be part of EI.

Another point I want to stress is that a person may be very analytical and sharp, but he also has to have 'influence and communication' skills to be a good manager, a persuasive leader. For instance, I was in a product-launch meeting yesterday. There were 400 people and you go on to the stage, in front of them. You present and explain the new product and why it is good for them and as well as for the company. In addition, you say what they should do in order to be successful. You have to take commitment from each 400 people in the very first instance. Therefore, at this stage, ability to influence and communicate is very crucial. People expect from you not to talk about merely cost-profit analysis instead they want to see that you are committed more than they are and you are ready and have the capability to give them the motive, the inspiration and the mood to be committed as well.

We can talk about "Motivation" also under the heading of "Coaching and Leading". This heading implies the following: to assess strength and development areas in people, to provide timely, precise straightforward feedback, to accept mistakes, to recognise reward and performance and to create ongoing on the job learning opportunities. These all bring the motivation as a result. I do not believe that only a good salary is sufficient to keep people motivated.

If there is no integrity even inside only one department, then it may not be possible to get full performance and efficiency as a whole. You have to create a family-like organization to maintain this integrity inside the whole corporation. I call here as "Philip Morris Turkish Republic". I can say confidently that our integrity and commitment is very high. People are working here since they believe they can achieve their maximum. Sky is the limit! We have many training possibilities both in Turkey and abroad. We always quest for the best. Everyone here has a right to propose a project that is a potential success.

Another thing we value is open communication and to achieve this we created five different platforms where we communicate with our 1500 employees, share business ideas with them and review where the company is going. We also take their

opinions and feedbacks. This is very crucial also to enhance the family-like culture of the company. Maybe you use your EI here without knowing that you do. You do not only talk business with your employees, you also talk about their problems, their families and their emotions. The hard task is to manage all these at the same time. It is not only to delegate and give direction to an employee but also to support him and manage him with all his emotions. This is when the success comes.

Five Platforms we said. These are employee communication meetings, a corner inside the company intranet called 'Point of View' where everyone including me shares its opinions about anything, 'Lunch with TT', quarterly reviews with middle managers and my quarterly business reviews which is a live performance in one of our factories and can be watched through internet. The first model is "employee communication". Every month we create a platform to discuss the problems with employees. Second is a corner in our internet site also. It is inside the intranet called "Point of View". Everyone can share his opinions and also can read mine about everything like economics, competitors, our company ... Apart from that in every two weeks, I eat lunch with 12 people from the 1500 people in the whole company including the other cities and factories according to the "first-come, first served" rule. It is named as "Lunch with TT". Employees write their names for this before, they come to Istanbul and stay here for one night, and we have a lunch. They introduce themselves to me and we chat during the lunch. The third platform is with middle managers. These are quarterly reviews. It is not inside the company. We go for 2-day, say like vacation, in a hotel. We discuss our company objectives, our performance and the business there. In addition, I have my quarterly business reviews. I go to any of our factories and share with them our business, where we are now and where we are going. This is a live performance and can be watched through internet in all the other factories and headquarters. *The main idea is that: people should know the whole picture and understand their role in that picture!*

We also have employee surveys to understand how they see the management and its performance. We later present their results back to them and discuss.

Employee turnover is very low. It is only 1 percent. The healthy rate is 6 percent in fact but people are happy here. We invest them a lot so we also do not want to loose them.

We have a "Medical Health Program". It includes the whole family. Now many MNC is applying this but we were the first 16 years ago. It is a very important social service, I believe.

People should know the big picture and their place inside it. Know where you are, what do you want, what organization wants from you! Use resources continuously to build organizational capability! This is our philosophy.

*The sentences in *'italics'* have been analyzed inside the body of the research text in Chapter 5.

Appendix C

Interview with Sinan Ergin

Well, although the qualifications you are looking from an employee may depend on to for which department you are recruiting, *there is one thing that is 'must' and it is social skills. I give value to that. I do not believe that people who do not have good social skills will be successful. Relationship between the departments may not be maintained well if the people there do not have good social skills. For instance, there is a sales team you select people with high social skills there. Then there is the finance department. You may say that ok there is no need to look for social skills here since it is pure mathematics. Then the two departments may not work in harmony together. Technician for example a very good one but he has low communication skills. Then he may have problems with the sales team. This may lead to unhappiness and inefficiency in the whole company. That is why I try to select people with high social skills. If you call this EI, I will as well do. However, we do not somehow measure it. We do not have any special studies or training problems for EI. It is more or less incorporated in our other programs. I have some personal considerations also. That's all.* However if it is possible, I would like to learn. In fact, we have some training for motivation and teamwork. They may be considered under the EI heading. We form project groups about the business processes or the problems that affect the company itself. By this way, people from different departments can come together and find out solutions. While forming these groups, we try to choose people who do not get along well with each other usually. At the end, we saw that they become friends. In order to maintain this, we also plan group holidays and vacations.

We value open communication inside the company. Even our cleaners should be able to talk with our general manager. To achieve this, we also have a 'bonus' system that we award people who have shown over-success or have done something above their job limits. This also motivates people. Secondly, as a part of our 'communication process', our managers gather meetings with employees to

increase their motivation, to discuss where they are going and to make their career plans. We take it seriously, even we organise a training program accordingly. Of course, this may change a little bit according also to the person's performance. For instance, yesterday, we decided that 3 people from the logistic department might become the future possible managers. Now they are going to participate in training about English, logistic and management. The one that is the most successful in these training will be the manager. Apart from that, we pointed out 25 possible people. We are giving special training to them. They are also the possible manager candidates. Each department chose the possible ones and then we discussed the results together. What we try to do is to choose the potentials however maybe after the trainings; less people may be successful to deserve to be a manager candidate. The feedback from the training is also very important. The five points here also included in the trainings in fact, but they do not visible inside the company. 4 months ago, we started another training process inside the company. All the employees including the general manager and even the technician have given communication training. Our aim is to repeat it in every year.

For instance, there are some people who expose positive energy to their surroundings and who can easily communicate with most people. People love them actually. These are people with 'bright light'. They can be recognised easily even in a crowd. For me, these people can be considered high in EI skills.

People do not want to work in a company that has a low mood. They want to work if that organisation has a positive and unproblematic environment. If you cannot create the teamwork spirit, then you cannot make people run for the same goal and target. *That is why EI is important* while recruiting. Then, if you recruit people with high communication skills and with more self-control, the problem may well be solved by itself easily. *If you are recruiting a manager of a department than this person should really have a high EI. Even if he has an IQ like Einstein, it will not do any good if he cannot combine it with EI. The manager also has to manage his emotions and the emotions of the people around them. People look for a charisma and a kind of emotional attitude in their leaders. EI is necessary to be like that.* Atatürk is a profound example for that with his cloths, attitude and his speech. A perfect leader!

To make people follow you and to influence them, you need a high EI. I believe charisma and EI are the two sides of the same coin in a complementary sense.

A person may have a high IQ but he may also have low EI. Then this person may not be that successful if he becomes, for example, a sales person rather than a researcher. You may be a very intelligent person but you may not have leadership skills. Then, you may become a very good footballer but you may not be suitable to be a technical director. EI and IQ should be stand together. For instance, if you trust your EI more than your IQ as a leader, then, you should choose the second person with high IQ. This may give you a new vision and a back up. People who believe in their senses take actions according to their voices inside them instead of the hardfacts. This may sometimes lead you to wrong direction. Therefore, joining EI and IQ together is a good thing. Leaders should have high EQ and they should work with second man with high IQ. *That is what I am trying to do so. I believe I am more successful with people who are more smart and analytical than I am.*

And also, *I do not believe from the heart that EI can be learned. It can be improved for one-step further in the sense that everyone gains and learns something. Nevertheless, if you have it already in your character you will improve much better, much natural; let's say! You may also be a painter, an artist if you are trained accordingly. However, you cannot be a gifted one - a star. You have to have some talents inside. If not, to spend a lot of time to build them may be waste of time.*

Is there are place for emotion in the business life? Well, there is. We should separate EI and emotionality from each other first. *When we talk about emotions, we see that they are very crucial. It is impossible not to talk about emotions when we talk about human relationships. We do not work like robots. If you are connected to a person with your emotions in some sense then you become supportive and do more coaching.* A leader should love humans in the end since this will affect his/her behaviours towards them in a positive way. Therefore, an emotional side is needed in a leader. *However, it should be very well balanced. Emotionality that gives value to 'human' itself is ok, a harmful or an intense emotionality is not. For instance, you have an employee who is not successful in his job and cannot improve himself. If you treat this situation with your emotions and continue to keep him, you may give*

damage to the company. If that person is not well suited to those job necessities, you should separate him. I see that problem in many managers. By doing so; they give damage not only to the company itself but also to the person in that situation. The person will stay in his positions for years and think that he is doing his job well in fact he is not. However, the manager should direct him to the place or the job he is suitable for. You should not let your emotions interfere with the necessities of the job. *You should learn how to manage your emotions.* Management should be based on human-love.

There should be more published information about EI. Managers should be informed about that. Seminars could be a way to do that. However, these attempts should be permanent not a temporary fashion. Sometimes you know something; however, you cannot put it in practice. This interview left some question marks in my mind about EI. I will talk with the Human resource managers to search for this concept and will want them to give importance to it.

Our company culture? I do not think that the Japanese culture has this notion - EI. It may be found in American culture and companies more likely. I may well say that there is emotionality than EI in Japanese culture. Human-love and forgiving ... There is almost no firing. They believe that everyone is good at what he is doing and all the system is formed accordingly on this belief. The word Canon is coming from "Kwanon". This is the God of Mercy in Buddhism. Canon means "trust" and "reputation" in English. This meaning finds itself in the image of trust and good reputation that Canon gave to its employees, clients and business partners. Wherever they go in worldwide, there is a strong company behind them. Second, Canon wants its employees to trust their company, to feel themselves as a part of the company and to make them retire from here. Canon invests in them accordingly. Thirdly, Canon does not like showing off. They do not prefer Board of Members in the first line to drive Mercedes for instance. Lastly, Canon is environment friendly. It is opposed to the military works. Inside the ARGE, a product that will serve to the military in any case will not be developed. They are against the war. For instance, TV and satellite lenses ... If you want to purchase them, you have to make a commitment for not to use it for military purposes. We give sponsorship to

associations dealing with clean and safe environment. We spend a lot on that. Our every product is recyclable.

*The sentences in *'italics'* have been analyzed inside the body of the research text in Chapter 5.

Appendix D

Interview with Ömer İsvan

I am actually looking at EI with a little bit more outward perspective between corporate and the outside world instead of only inward looking into the corporate body itself because, EI has a place to play in the outside world as well. The way the corporation transacts with its outside world and the people whoever they may be. So even your shareholders and even your stakeholders the way you manage them because you do not only manage downwards you manage horizontally and vertically, you manage many things while you manage an organization so you have to utilize that.

There is a direct relationship between emotional intelligence being structured in a firm and the size of the firm. There is no way getting about it. Many human resource management issues can be structured in a big organization. Emotional intelligence slightly less so, other than elements of it like at the time of recruitment, at the time of counselling, at the time of annual review sessions but not on day to day basis. *Whereas, smaller the organization it is more apparent into the day-to-day organization, day-to-day activities as well.* In the larger organizations, EI is only used in certain benchmarks or points in life - very specific points in life and it is kind of by definition.

I also *think that not only size but also the type of the business that the firm is in also has something to do with it.* In the sense that a firm that has lot to do with human elements in its business transactions versus machine transactions within business or people transactions within business will show lot of variance. *For instance, I am in the hotel business, tourism business. We are very human oriented. Our product is human. When you forget about the buildings, everything else is human. Our clients are human. The transactions between the human and the human are part of the product. The product delivery happens through transactions between people. Whereas if you are selling a car you are much more concentrated on producing that in the first while and than you make sure that it goes to the place where it is gone be*

sold to a client. In addition, there is a slight interaction at the time of the sale and a minor interaction after sales but the whole emphasis is on producing it and making sure that it has the right image so you have a kind of mass communications. Then somebody buys it from you and drives it away from you. Whereas, if you are a masseur or if you were a psychiatrist, the product itself is the transaction between two people. It is the product and that is what you are paid for. In our business, as well it is like that. Therefore, when there is a lot of human element involved in both product side and the production side quite though it is human, but *where I am drawing the distinctions is how much of the human transaction is part of the product itself. Therefore, we do use training programs, which actually involve emotional intelligence.* They are not just for governance, not just for corporate management, human resource development or human resource motivation but also they are for handling your client. Because, handling a client is a transaction that requires a lot of awareness. If you are a waiter your technology is to bring the food there and say at the right time like 'what would you like to drink' and at the right time change the ashtray - those are technologies. Then there is also a transaction going on between the two people there *therefore you have to incorporate emotional intelligence in your transactions* with that party as well. Therefore, we use Emotional Intelligence as a part of our training program.

Do we have certain rationales for this? Actually, not formal, not technology driven, not structured. That is intuitively measured. Best way to measure emotional intelligence is to measure it by emotional intelligence. You cannot measure something like emotional intelligence with an electronic meter or with a technology-driven structure. You can and you have to if you want to measure a thousand people but when you are in sort of a close cal like in our business, it is best that you measure it according to how you have thought it, how you deliver that know-how to that person and then intuitively measure it as to how that performed. In our cases, I said it is much easier in the sense that if the product is successful it means that the transaction between two human being is successful. In addition, for that transaction to be successful, there have to be great element of EI employed in that transaction. We see very often that in a service industry, the server delivers the technology perfectly and there is dissatisfaction in the transaction. Why is there dissatisfaction? Technologically everything is right. The stake was good, it was on time (the ashtray

was clean and the drink was cold). However, the person was not happy. He does not come back. He thought he had bad service. Why? In fact, everything was delivered, but that is not a delivery business, the business is also a relationship business. Therefore, when a relationship does not work, when you do not employ elements of EI into it, without knowing the waiter has been unsuccessful although everything is done right. Therefore, that is why you can easily measure because of the success there. *Now what we lack is that very formal methodology in which to establish measurement sticks or programs that will ensure that emotional intelligence is part of the corporate culture. We lack that however; we have awareness, the need, and the definition of it and attach importance to it. What we lack is actual technology to in corporate it in a formal structured way.* Therefore, everybody all the management discipline handle it in a slightly different way.

All we can do is scientifically I do not know enough, what we have done is to create the awareness that this is something that you need to focus on, understand and understand the importance of it. *We were quick to create that awareness because of the nature of the business. I think if I was in a production industry it may have come later. Because we are in a human-to-human industry, it comes faster because you are much more aware of any human development or any management issues that refer to human. That is why we created the awareness and people know it and they are encouraged to employ it in their management style so it is like there is a structured part plus the EI as part of their totality. But that is all about it. Other than that, there are no programs, measurement sticks or measurement systems.* I am not aware of any systems we have not yet come there. *So we are not to far from just having the awareness and stimulating it and through training programs only as a part of our training programs it is not like an EI training. Part of it is this* all those items as if motivation is in our set of management training. *Motivational set, governance set, self-governance set,* monitoring set constitute the large part of the training programs. But then, what we try to teach is what are the measurable and very structured elements of managing, motivating, etc. there is also a huge emotional set EI set which need to be employed, deployed during transaction with your employees on a ongoing basis. There what is actually transpires to is that you do not have a set of 126 employees in the sense that when it comes to empathy, when it comes to motivational elements there is a gap that needs to be filled on 126 individual rather

than a set of 126. There are programs that apply to a set of 126 but then there are programs that only apply to each individual one by one. So *we focus on a one to one scenario to read, to increase our employees awareness of the other parties' set of emotions – where they are in their life cycle not only in their chronological life cycle but also in their emotional life cycle and to identify their key motivators at that time.* Because motivation and time has a relationship as far as I am concerned. Motivation is not something that I can motivate you within half and hour it will be great. Maybe I can now. Ten days from now the same half an hour would fail because you may be in a different place on your emotional continuum. *So that is why we are creating the awareness to read and to make sure that you have that empathy and awareness about the other person's set of dynamics that influence their behaviour, emotions and excitement. Also they should have self-motivation, self-regulation.* You may be wrong but what we are trying to do is to stimulate people to read it and stimulate them to get. As part of the corporate culture then you are managers actually who do that. So in the corporate culture you treat 126 individuals as individuals.

Moreover, *I believe that by definition, EI has a personality; EI actually comes with the personality attached.* Now if I have to manage my staff and if I employ elements of EI *into it, it will actually manifests itself through me, my personality, my character, my leadership style and all that kind of thing you know. It is a very personalized type of thing.* That is the way I see it. I do not mind that the leaders' personalities, characters are part of the transactional scenario within a corporate governance set. *I mean there is many things that we can standardize* like you shall do this on every Monday, you shall always call our employees and do that and do these to make sure that you create employee satisfaction programs, you create loyalty programs and things like that. Those can be standardized. Moreover, these are *what I call technology. However, EI is much more soft and fluent and that is why it should be allowed to have a personality, which is quite close to that of the leader or the employee. The way EI is employed in a management sense varies from personality to personality.* I am not saying that this means you have high EI, this one has low EI and this one has medium. *All may have high EI but EI manifest itself in different ways through different personalities.* I do not mind that in a corporate scenario. Hers manifest it this way and she has very high EI. This one has a very high EI but it manifests itself in a completely blue manner. *Therefore, I believe it is*

very difficult to standardize as if it is high or low between people. Personality, character, leadership style will play a role in the way EI is used.

I think in terms of creating awareness of EI between yesterday and today, you can make a difference but I think there is also a portion, which is natural. For instance, in the case of children, there are children who are extremely involved with their own emotions -no problem with that. They know everything about their own emotions like being happy or not happy, want something or not with absolutely no sensitivity to anything else around them other than those that influence them somehow. Contrary, there are children saying that "Hey, are you alright?". *There are children that show a lot of difference in their manifestation of their life in their early age. It is a personality Then they learn,* they say if you going to be transacting in your social environment you have better be aware of other people's emotions. *Life teaches them to be aware that a person that is related to you is not always in the same set of emotions. Sometimes they are this they are that they are blue they are red or yellow. If you have awareness of those then you certainly have a better relationship. You teach that, life teaches you anyway. That is an environmental plus a genetic scenario. However, the children are in the purest form, and in the purest form they display a lot of difference. Some are much more aware, much more in tune with the emotional set around them and some are not. Therefore, that tells me that there is an element of personality that has EI or does not have it. I do not think that you can teach everything about EI. Because, there is an element of nature that will always make a difference.*

There may well be a relation between IQ and EI but there is not a correlation some how. Actually not, that is my experience but of course super high IQ person can have high EI but I do not think that there is a correlation between EI and IQ *in the sense that one brings the other. EI is a completely independent line of a person's make-up. Except that, high IQ may help cultivate EI easier and may help it employed and deployed in a better way in other words get better results out of it. High IQ may help develop EI but that is it. I have seen good scenarios of high EI-low IQ, high IQ-low EI. I have seen all the permutations.* I am talking out of my experience; I am not a scientist but so for I have not seen any. The only thing that I have seen is *when or if the two come together, there are better results. In certain corporate environments,*

high EI is more preferable attribute than high IQ. No better or worse, we can say whether it is useful or not. *Certain corporate cultures and certain types of businesses on the other hand require a high IQ. There, EI is less important. However, I do not say that one is better or worse. I think we all need high IQ in different sets, in different environments, and in different function. For EI, we also need it in different points in life. Even we need them sometimes together.*

In the decision-making process, *as a consultant, while I am advising somebody in the decision making process, it is very difficult actually to put any emotions into it as far as I am concerned. I may have emotions but I cannot employ my emotions into his business when I am advising. So, I will advice my clients on a pure rationality base but then allow them to take that pure rationale and employ their own emotions into it. Decisions should have emotions.* In creating hotels which is our main business is to create hotels from the scratch and to make key decisions as to why opening a hotel in Kazakhstan or tomorrow in Paris etc., we position as an advisory position. There, I only tell my clients this:

"I am going to advise you on a format: this hotel should be like this, like that, market demands this, this is what the locality needs, and this is what the main parameters are in the local market, this is what the general trends are today in the market and research indicates that and accumulated know-how dictates that. So this is your hotel".

Then, I will ask them to employ their maniac behaviour into it. What I mean by maniac behaviour is - I am exaggerating it – a powerful emotional outburst like "I hate" or "I love". The pure rational says this hotel has to be white square to make it simple and the guy just says "I hate square". Great! Now that's what when I said I cannot define hate and love into a product that I am defining as a technology, I am giving you the technology and with this technology, I want you to employ your emotions. *You know why because in our business, to create hotels to make them successful, to make them charming and sexy you need a lot of emotion into it. If you allow a pure hotel professional, a pure consultant to do everything according to what they say, everybody would have more or less the same hotel. There will be very little differentiation. In addition, differentiation is what you need* in marketing and it is needed in terms of creating a better price structure and more appeal and more public relations and more talk-about-you etc. Therefore, we are after differentiation. Rather

than trying to make changes to differentiate this hotel like "lets put something into it now that we will define the square white, what shall we do, shall we put black dots into it", instead of this I would rather have someone saying "I hate this I always dream a elliptical hotel". Then I take this and try to take that and incorporate it into old correct parameters and try to make it elliptical so that person's emotions, dreams, creasy ideas are incorporated. Without that, it is very difficult to differentiate. *Without the emotional elements incorporated into the decision making process, it is very difficult to make a very great "star" hotel. It can only be done by somebody's lots of and lots of emotion.* For instance, the typical Turkish attitude as if they treat me as a guru whatever I said is law. I say "hold on, I am telling you something that is feasible but I need a little bit of you into it so that I can give a personality into it if not it will be mine emotional set. The imperfections according to technology will come and you have to bear with it through my emotions but *I would rather have your emotions into it because those are going to be effectively imperfections that create the exception." People too, when you look at exceptional human beauties, if you study them you will see that they have a significant imperfection somewhere. Exceptional always have some imperfections. It would not certainly be what you would draw at a perfect stage or a perfect body. It will always have something imperfect and personal and that makes you the exceptionally perfect thing. In business decision making, what leads to great not good but great, always have the element of emotion in it. Without it, I think, you cannot have a "great" unless for luck!*

Another example is that, *the founder of Yo! Sushi - Simon Woodroffe,* he is a crazy man. He said "you know it was the funniest time in my life I knew about it, I wanted this product, I like sushi, I thought people were waiting too long, it was too much effort etc. I wanted to make it simple and therefore this idea came. Now at that moment I needed some money to build the restaurant. So I went to bank and talked to the banker about the project and the nature of it." I asked how they treated to you. He replied "well imagine a guy coming to you and saying I want a machine that turns around and you put roll fish on it and people are going to pay for it." If he tried to make that into a business plan, nobody would believe you or read it. So only, the energy that comes with the emotion around it that actually creates the product at that time. You cannot easily rationalize why you put sushi into a conveyer belt like mass production – some may ask "doesn't it make noise, what about the service".

However, *Simon Woodroffe said: "I want it you know, I feel it". There is no rationale about it and this is pure Emotional Intelligence. Now he is building a Yotel! starting in London. It is going to be a hotel with no windows and with 9 square meter rooms including bathroom.* He thinks that that is roughly about the size of the space that is allocated to you without the toilet in a first class seat in airplanes. So he says "You pay this thousand dollars flying to Los Angeles to get a good seat on a first class. I am going to give you better than that. I am gone charge you 50 pounds so who needs the window?". In building hotels the biggest problem is the windows because you look at the building how many rooms can I put, even if the building is so big, you can only put as many as rooms related to windows. The owner of Yo! Sushi says who needs it, he says in the airplane you even close the window. I will give you the total luxury, beautiful bed, high-tech environment like touch screen, the best of everything. If you put this on a business plan and on an analysis, I think it would fail. Of course the business may fail too, we don't know yet. *However, there is nobody who is gone a build this without a tremendous amount of EI. Simon Woodroffe tells you that 'I think you will want what I want' and that is not through any technology. It is pure wave. You would never do it otherwise like with a pure rationale.*

I will give you another example but this is a hypothetical one. Say every woman has a period once a month equal to twelve times a year. Everybody is trying to sell pads and tampons. I wonder what else I can do since for 12 years there is no innovation. It is only better this better that. I thought of a mechanical devise that you use instead. You do not have to change it or throw and it is cleaner etc. It is an adventure, a business idea. Of course, before I go ahead, I will do a market research to see how accepted it will be. It measures the readiness to buy, measure the maturity of women in general in looking for something new etc. and I will drive a result from that. The danger is using this result as bible because I see this situation repeatedly. For instance, we were building a new resort to sell. It was in the forest and each house was quite excluded on its own. I presume I was designing it on the first instance with as much privacy as I can. So you cannot see the other houses from your house. It was a full privacy. And we did some research of how well the place would be accepted and people looked at it the results showed that this would be a fun type of place like a second home. Research results said only people would go there for holidays, for weekends. Everybody would want it but want it as a weekend

home. What the research tells me is that design the homes as a weekend home and quite compact. In addition, if it is going to be second home it should not be too expensive. We started to design. My emotions said these people once they see the place in real, they will want to live here. The rationale says no. What I did was I designed 70 percent as a full time living type totally against the research. Only 30 percent were designed for weekend home. We launched the product, sales began and everybody was buying the small one. Nobody is touching the 70 percent part. Everybody was buying the rationale. We had sold almost 30 percent. Then we started to built. So people started to come in the weekends to see how their construction is going and within six months, everybody dropped their small house and wanted the bigger one. They say I want to live here. As a result, we can say that rationale does not give you a total perspective of life and very rarely treat time dynamics and a learning curve. People have a learning curve too and this may be fast. In our cases, it was very fast. I build an entire product on EI rather than a rationale. Rationale dictated me to build all small. But I did the reverse. So here, *there is a great influence of using EI in measuring the nature and dynamics of demand. Research gives you a very cold data.* Research techniques do not have EI involved. It is very hard to involve EI into research questionnaire. It is more standardized and it gives you rough data with no emotions involved. Supposedly, putting the emotion there with an answer to a question what did that question do to you, what kind of an emotional place it put you in, from what seat you are answering. From one person to another the same question actually gives a different emotional standing and therefore, the answers driven by that emotion and it could be either way. *Unless you can measure intuitively the market demand, you have no way. That is why I would like to apply EI to transactions within the outside of the corporation as well as to the inside. I attach a lot of value to apply EI to the outer world - market, client and the product. The rationale will take us to a boring platform of life. It is safe but no risk; no reward. Risk is higher when you apply more EI less rationale. Therefore, the return may well be higher.*

Overall, we need to ensure systematically that EI is a part of our business life. We should fight very solidly against corporations or corporate cultures that ignore EI.

*The sentences in *'italics'* have been analyzed inside the body of the research text in Chapter 5.

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