

Motivational Tools within Organizational Management

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Abstrat: - This communication is about the theme of organizational development. This is one of the most important and relevant dimensions of the organizational success. Having motivational tools that act as the trigger for the environment improvement should be one of the concerns of leaders. The aim is to discuss about the importance of emotional development of the associates and its relations with the organizational environment. The methodology was based in a personal reflexion about a decade of professional experience of organizational management and human resources as well in the literature revision about the issue. The major conclusions that we would like to highlight are: (1) organizational management implies managing people as a resource (in the view more economicist and technics) and consider people as individuals (human beings) with their values, beliefs, identities, attitudes and behaviors'. (2) having a tool which identifies the level of emotional development is fundamental in order to contribute for a good organizational environment; (3) can control in a positive manner the emotions is one of the competencies to developed having in mind achieve the satisfaction of all players (associates), as a way to contribute for a good organizational performance.

Key-Words: - Motivational Tools; Organizational Development; Emotional Development, Coaching.

1. Introduction

Nowadays, organizations that are distinguished by their excellence have as a competitive advantage and not imitable, their human resources. Human resources are in general considered one of the determinant factors of competitiveness of the organizations [1]. According Chiavenato [2] people are the driving of the organizations and are capable to give them the indispensable talent for their constant renewal and competitiveness in a world full of challenge and changes. It's also in the knowledge of the associates, in their qualifications and competencies (development of human abilities) that lies the productivity and success of the organizations, not only in the tools, equipment and the capital that organizations has [3].

The possibility to identify which are the development level of different emotional competencies, is important in order to elaborate intervention planning's. According Goleman [4] people who are emotionally intelligent shows to be excellent in human relations, they reveal a strong leadership abilities and a good performance at work. The more organization has in their staff people with aware of that emotional development is possible, once that "emotional intelligence is flexible" [5], the most will be better able to maximize their performance and achieve good results. The more timely and target were the intervention near to the people, the greater are the possibility of success and consequently for the organization they belong.

Managing the performance, which includes emotionality and rationality, is one of the paradigms of the actual management. Figueiredo [6], answering to the question: how to assure the competitiveness of the organizations in the age of knowledge, write that one of the steps is assuming the impact that emotions has in the organizational performance and recognize, assess and control our emotions and the emotions of the others in order to achieved positive results.

There are people with a high level of QI (intelligent coefficient) that are not always success and others which QI is more moderate are having amazing results. According Goleman [4], these differences frequently lies in the emotional abilities. Also suggest that people who are emotionally intelligent are excellent in human relations, they reveal a strong leadership abilities and a good performance at work.. One of the important competencies is to

know how to control positively the emotions. Control positively the emotions is having more responsibility, is having more ability of concentration in the tasks, is to be more cautious, is to be less impulsive, is having more self control [4].

To know better how to control emotions, will be important identify them as well to know which are the dimensions of emotional intelligence. People with high QE (Emotional Intelligence), has success regarding is results, even they don't know which are the competences that take part of emotional intelligence. Identify them people can enhance more their performance. The unaware about the exercise of emotional intelligence, frequently, is the cause of poor performance while their knowledge will help to achieve the excellence of results [5]. Today, the same authors say that, to be succeeding and feel realized, people must learn to maximize these competencies, once they are a mixture of reason and emotion reaching higher results.

2. The process of emotional development

Goleman [7] write about the dimensions of emotional competencies which are: self awareness, emotion management, self motivation, recognize emotions and relationship management.

Self awareness is the capacity of knowledge the emotions of their own, to be able to identify the emotion that arise [4] For instance, emotions like: anger, fear, contempt, sadness or disgust that the body expresses through signs such as sweating, flushing, muscle tension, among others. When such emotions go out control and not given them the right orientation, appear irrational behaviors which in most of the cases we regret and generating situations of malaise. In such situation we cannot say that we are emotionally intelligent. To manage emotions implies to know how to deal with, or better saying, to know plan, organize, leading and control the situation.

Self motivation is to take direction, is to go in the way of positive emotions, is moving in the direction that you are responsible for what happens to us.

Recognize emotions is to understand and tune up with the emotions that the others are feeling, is to be empathic. Goleman [4] refers that empathic people

are more sensitive to subtle social signs realizing which are the others needs and wish.

Finally, the management of relationships is the "ability to adopt appropriate behaviors and responsible for finding personal, familiar and professional solutions, as well in the social level, targeted to reach a personal wellness and social life" [8].

Taking as starting point the model of Goleman [7] in a previous study on emotional development in adults [9], we developed the scheme of Fig. 1, which seeks to adapt this model to the organizational context, which result from two main ideas.



Fig. 1 – Process of emotional development [9]

The first is the idea of interdependence among the five dimensions of emotional intelligence competencies. This idea of interdependence, although implicitly suggested in the literature, is not, in our view, clearly spelled out, so we consider the best interest your explanation.

Second idea emerges from the consideration of the concept of: assimilation / accommodation (accommodation that is progressive development) suggested by Piaget [10] and Bronfenbrenner [11] which is related to the initial level of self-awareness; continuous improvement (Kaizen), the concept of progressive balance suggested by some theorists of

human development, such as Piaget [10], Bronfenbrenner [11] and Erikson [12], it is possible to develop optimal and this includes the management of emotions; and the concept of proximal processes (relational) of Bronfenbrenner [11] and the concept of intelligence Gardner [13] which defines as the ability to solve problems or to create products / solutions that are valued in cultural contexts, concepts those that show the importance of the last two levels of Emotional Development (DE) are the recognition of emotions and the management of relationships (social emotional skills).

Then, without prejudice to the interdependence of the five dimensions (first idea), it seems advantageous, particularly in terms of practical intervention, define a "way" to go in the process of DE.

Thus, we suggest the idea of the dimensions meet arranged in levels, where the processes of change (DE) occur successively: the awareness of our emotions (self-awareness), control of emotions (emotion management), the motivation to act (self motivation), in order to improve the recognition of emotions and relationship management. As follows from the idea of interdependence is not absolutely necessary that a level is developed 100% to move to the next (as advocated in Kaizen concept), because these levels are interdependent and reinforce each other.

People seek to optimize their well-being in different planes of his life. That existence is part of the experience of emotions. The human combines rationality and emotionality, that are both ontological qualities. It's not possible to live without emotions, in their positive and negative nature, but we can try to live better with them. For this reason it is important to develop the skills of IE as a way to better manage our behavior and our relationships in order to achieve well-being liked by everyone.

As a measurement of emotional development, capable of use in the organizational environment, we point QDE_A (Questionnaire Emotional Development in Adult) (see Neves [9]), which studies the emotional skills mentioned above (Fig. 1).

3. Coaching

The demands of the balance between rationality and emotionality of the new management culture put professionals under constant pressure and renewed daily challenges, given the need to develop as person. Coaching process while benefiting from the contribution of various social sciences and human behavior, is an important contribution to personal and professional performance, allowing to optimize all the wealth of experiences, skills, expertise and talent that he has and help find creative solutions to situations at work and in personal life.

3.1 Process of coaching

Coaching's aim is the transformational development to the desired state of well-being. It is achieved by the balance, the congruence, between corporeality, language and emotionality.

Corporeality relates to body language, gesture, posture, being a sign, a mirror, of the emotional state of individuals. Language is the set of symbols and signs that enables human communication, being both product and factor of culture and identity of individuals. The emotionality reflects the state of mind of individuals and that have an inscription and body language. It appears, therefore, that these three dimensions are closely interrelated with each other, which should have the consistency and reconstruction between them. These three dimensions are important elements of social interaction, and through them to communicate with others and also become aware of our own identity.

The coaching process includes two strategies, active listening and putting powerful questions. Active listening allows the coach to decode the contents of these three dimensions, given its congruence and harmony expressive and argumentative. This process of active listening, in our view, would be more precisely called "*Listening 300%*" where: 100% is related to effective communication, 100% alleging involvement with the emotionality of the coachee (the act of putting coachee's shoes and feel the stone that bothers you ...) and 100% dedicated to monitoring and maintaining the condition of the egoless coach [14].

The essence of coaching lies in making questions, and its excellence is the ability to put powerful questions [15]. A powerful question is not at all raised by the coach but by the coachee in his speech, leaving the coach's role to transform ideas and

statements on questions timely and induce reflection. These are issues that trigger the process of awareness, acceptance or change.

Active listening and asking powerful questions to facilitate detection of paradigms (i.e., beliefs, deep convictions), which can be both inhibitory and inducing action. As in the first case, necessary to its removal as a condition for change, and in the second case, helping the coachee to see and use these positive beliefs as a lever for change.

3.2 The attitude of coach and self-coach

The attitude of coach (in relation to others) corresponds to a process in which the individual will enjoy and make use of coaching strategies mentioned (active listening and powerful questions), which should ideally be internalized in professional practices.

The individual does not judge, question, does not point paths according to their strict view without considering the contribution of associate; draws no conclusions alone. In summary, in organizations, leaders must take this attitude of coach adapting his intervention at the level of development of associates, ie, with reference to the situational model of leadership [16].

The attitude of self-coach is one in which the individual becomes aware of their responsibilities, vulnerabilities and beliefs, mobilizing them, effectively, in achieving their goals and well-being.

The individual must be able to interpret the signs of his body and verbal language in order to manage their emotions more effectively (eg regarding the corporeality, become aware of your body tension and seek to relax by checking the modification of its emotional state and how this is reflected in their attitudes and behaviors; regarding the use of language, there is a significant difference between saying: "everything went bad" and say: "today things did not go well, but tomorrow we will solve the situation ", ie in the first case we have a negative and passive attitude while in the second case we have a positive and proactive attitude).

It's important that individuals be free of beliefs that block themselves in order to give space for beliefs that are potential for the development and well-being. For this, it should be self questioning

(questions like: what is useful to me to think or act a certain way? What is that in the future I wish it was different and what actions to take on view of this future perspective?).

4. Conclusion

It is the knowledge of associates in their qualification and skills (human capacity development), that lies the productivity and success of organizations, not just in tools, equipments and capital that organizations provide.

Among other areas of competence, the development of emotional competencies of associates, is apparently unknown and care, is essential for improving the quality of personal relationships and consequently the entire organizational dynamics since, we cannot forget, organizations are systems of human activity.

The organizational management implies consider people as individuals (human beings) with their values, beliefs, identities, attitudes and behaviors'. This requires consider motivational aspects of associates which in turn is one of the elements that compose the organizational development.

Having a tool which identifies the level of emotional development (as the QDE_A, for instance) is fundamental in order to contribute for a good organizational environment.

Can control in a positive manner the emotions is one of the competencies to developed having in mind to achieve the satisfaction of all players (associates), as a way to contribute for a good organizational performance.

Coaching is a process that allows you to make choices / options, to enhance / redesign projects, both personal and organizational and achieve well-being, improved quality of life and promote the desired development. So the coaching emerges as an important motivational tool for employees and consequently for organizations seeking excellence.

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