

Emotional Intelligence and its Relation to Job Success

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Abstract

Until three decades ago the importance of Emotional Intelligence, now on referred as EI, was not very well known. Existing as a concept EI was not unanimously defined, not in its merited place in science and not well known in society opinion. The concept of EI for the first time arose in 1990 by Peter Salovey and John Mayer. It evolved later and achieved its peak with the work of Daniel Goldman in 1995, where his book on EI named: "EI, why it Matters" sold millions of copies. Nowadays after many researches done in EI field, EI with its main components has been rightly acknowledged as an engine of a human body toward achieving one's self-satisfaction and success. However this still has not happened in Kosova. This is one of the first articles written in Kosova about EI, the new concept of Intelligence.

The paper will try to give the contribution on the field of bringing EI in its merited place in Kosova society, and so will positively affect the investment of individuals into their EI, being one of the main factors that bring you towards success and overall wellbeing.

Key Words: EI, intelligence, job success, performance, wellbeing

1. Introduction

To know how to properly calculate numbers, to be fluent in speaking, be determined precisely in space, or to know how to manage your emotions is the way that leads you fast and straight to success. The EI and its relation to workplace success is not a field studied for a long time, especially in our country, in Kosova.

Since the beginning of the research in psychology, cognitive intelligence was considered the only determinant of person's wellbeing and his overall success. However, nowadays the numerous studies emphasize highlighting contribution of EI in the field of personal wellbeing and its achievement. Although previously known as a concept, EI for the first time was evaluated and nominated by Peter Salovey and John Mayer in 1990, where they brought the definition as follows: "EI is the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Five years later, in 1995 Daniel Goleman through his attractive book published on EI: "EI Why it matters" managed to popularize and spread the concept of EI to all social levels.

In later researches we notice the attempt of authors on matching the EI with Job Success. In 1998, a Harvard Business Review article entitled "What Makes a Leader", Daniel Goleman, the author of this article has stressed the importance of EI in Leadership Success, and cited several EI Studies that EI is often the distinguishing factor and average between Leaders.

According to Goleman, the foundation of Emotional Competency is Self-Awareness, the Knowledge of one's own abilities and limitations as well as a solid understanding of factors that evoke emotion and situations in one's self and others. An individual who possesses this kind of historical awareness can manage better own emotions and behaviors and understand and relate better to other individuals and systems.

2. Cognitive Intelligence versus EI

We are able to judge, to solve problems of different nature, to focus, gain, and learn?! With the aim of understanding of life and life problem solving, being successful in life, achieving substantial, formal and existential benefits we must possess some skills, with the help of which we achieve our goals.

A summary of these capabilities in most cases is appointed as Intelligence. David Wechsler, who has created a number of Intelligence tests, considers intelligence as an ability of a person to understand the world one lives in and to respond to challenges of it. Therefore you are intelligent if you know what is happening around you and if you are able to respond to your environment challenges. For example: People in business are considered intelligent if they understand financial world and they make money. Students are called intelligent if they understand the subject and if they get above average marks (Petty, 1992).

Similar definition with the above is the concept that defines intelligence as whole needed skills to succeed in a given culture (Vernon, 1979). Intelligence is a concept with cultural boundaries in the sense that the special skills needed to achieve success, differ from culture to culture; Verbal and mathematical skills are important in American culture, where the speed and accuracy in throwing the spear are important in a culture of hunters.

The term Intelligence derives from the Latin verb *intelligere*, meaning comprehend or perceive. It was explained and supplemented in ancient Greece in explaining the general spirit of metaphysics today, which represents an integral part of the science of psychology.

Modern interest in intelligence studying began with development of ability tests, which include tests of achievements, test of proficiency, and tests of intelligence. Test of ability measures knowledge in specific fields, proficiency test predicts the potential of a person for benefiting from the instructions in specific academic and professional fields where test of intelligence is the kind of proficiency test which measures general mental ability. As it is mentioned above, even though studied many times in past, intelligence become a scientific term and it increased in scientific level when its coefficient was determined, and when its measurement started. One of the greatest contributors in the field of intelligence is undoubtedly the French psychologist Alfred Binet who in 1909 discovered the first usable test of intelligence, appointed at that time as Binet Test, today known as The IQ test. (Zangwill, 1987) Then, in 1916, in Stanford University psychologist Lewis Terman reviewed the test of Binet, and he launched a new version of the Binet test, which also introduces the concept of intelligence quotients, used even today, as follows:

$$Q = MA/CA \times 100)$$

Measuring Intelligence has served in various areas such as more frequently in job recruitment, evaluation of students, and the identification of mental disorders. Intelligence measures cognitive abilities of the person, included: measurement of vocabulary skills, engineering, motor, judgment, memory and analytical skills.

3. Emotional Intelligence

Is EI thinking, feeling or clever feeling? Or is it something else, more or less than the concepts above?!

It should be noted that EI was not introduced as opponent of cognitive Intelligence. Hence, EI can be considered as one of the measurement tools in a whole group of tools for measuring the abilities and performances of a person. Traditionally, people were employed largely for their muscle power - to do physical things. Increasingly during the second half of the last century they were employed for their brain power - to do mental things. But organizations in the 21st Century require that people bring their whole selves to work rather than just their muscles and/or their brains. Similarly, employees want the fulfillment of involving and developing their whole selves, rather than just their muscles or their brains, at work. (Sparrow and Knight, 2006).

To summarize: EI contributes towards person's performance, and because all of us are concerned somehow about performance of ourselves and others, there is an evident need to focus more of our energy on knowing and using EI.

3.1 EI components

Our EI is made up of a multitude of components, each of which we can possess in varying degrees and each one of which represents a different aspect of the way we handle or use feelings. (Sparrow and Knight, 2006)

EI components classification varies depending on the studying area of theorists. Obviously as an important classification of EI, came the four branch model of EI which describes four areas of capacities or skills that collectively describe many areas of EI (Mayer and Salovey, 1997). More specifically, this model defines EI as involving the abilities to:

1. Perceive emotions - the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a

- basic aspect of EI, as it makes all other processing of emotional information possible.
2. Use emotions – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
 3. Understand emotions – the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
 4. Manage emotions – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.. (Bradberry and Su, 2003)

One of the well-known models of EI components is the model introduced by Goleman in 1998. Goleman in his bestseller "What Makes A Leader" outlines five main EI constructs. According to Goleman there are 5 components of EI:

1. Self-awareness – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. Self-regulation – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. Social skill – managing relationships to move people in the desired direction
4. Empathy – considering other people's feelings especially when making decisions
5. Motivation – being driven to achieve for the sake of achievement.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and can be developed to achieve outstanding performance. Goleman posits that individuals are born with a

general EI that determines their potential for learning emotional competencies (Bar-On and Parker, 2000).

Concepts and components of EI are discussed in different ways, depending to which component the author of theory paid more attention.

3.2 EI discussed before

The term EI was actually coined by two psychologists, Peter Salovey and John D. Mayer, in 1990. I am a little surprised they didn't call it the Salomayer Principle or something similar. I bet if they had known that Daniel Goleman would come along in 1995 and use the term for the title of his best-selling book, they would certainly have used their own names. In any case, they simply called it EI and gave it the following definition: EI: "the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action" (Mersino, 2013).

Of course, EI is not a new thing: human nature is no different now from what it was before Daniel Goleman wrote his first book. "EI" is just a new label for old-fashioned virtues previously ignored by psychologists, educationalists and HR professionals, although recognized by the man or woman in the street: wisdom and maturity (Sparrow and Knight, 2006).

History of EI through years:

- 1920-Edward Thorndike first talked of a "Social intelligence"
- 1940-David Wechsler, the father of IQ, discussed the "Non intellectual aspects"
- 1966-Leunen published a paper on EI and emancipation
- 1974-Claude Steiner published his first article on Emotional Literacy
- 1983-Howard Gardner's first work on Multiple Intelligences was published
- 1986-Wayne Payne used the phrase "EI" in an unpublished thesis
- 1990-Peter Salovey and Jack Mayer announced their EI theory
- 1995-Daniel Goleman published the first of his EI books.

Gardner originally posited seven independent types of intelligence. These include linguistic intelligence, spatial intelligence, logical-mathematical intelligence, musical intelligence, bodily kinesthetic intelligence, intrapersonal intelligence, and interpersonal intelligence. The final two intelligences covered by Gardner concern the individual's

attempts to understand their own, and other peoples, behaviors, motives, and/or emotions. Clearly, both of these constructs are relevant to EI (Mathews et al., 2003).

Triarchic Theory by Robert J. Sternberg (1985); Robert Sternberg goes "beyond IQ" to emphasize different aspects of intellectual functioning. While there are several important domains that he advocates in this extension, the most prominent construct may be practical intelligence (PI). According to Sternberg, PI is especially dependent on acquired tacit knowledge, which is (1) procedural rather than declarative, (2) informal rather than formal, and (3) generally learned without explicit instruction. In short, tacit knowledge is reflected in knowing what to do in a given situation, and getting on and doing it. It occurs without ever necessarily being taught what to do, how to do it, or even being able to articulate why you are doing it (Matthews et.al, 2003).

These theories and more, informed us that EI is studied earlier and it is not an untouched field. EI is an integral part of ours; Its coefficient varies from person to person. It exists and has existed since human existence. What was recently discovered 20 years ago, is how remarkable EI is and its importance in the life of the individual and his welfare.

3.3 Emotional Stability and EI

Emotional stability is part of EI and one of its main components. Achieving emotional balance is not easy and often seems inaccessible, depending from the occurrences, and from what we experience. It is not that if a person is strong or weak that shows the emotional stability, often the intensity of an occurrence leads us to emotional explosion. In fact, managing different situations, the ability to manage emotions leads us to Emotional Stability and to EI, as we can see from the below definition of EI:

"EI is a capacity and an ability to face problems, to understand oneself and to understand the others around, as well as oneself and others in interaction."

Not crying or not laughing in the name of emotional stability, does not lead you to being a strong person, even if you can gain a label of being strong it doesn't mean it will lead you to happiness, which is the point where everybody aims to get. Not always the person that is emotionally strong is positive or happy and not everything needs to be tolerated in the name of stability. It is always dangerous to speculate with our emotions. We cry when we lose our dear ones, even though dying is a natural process

and we all know that we cannot change it. But again we cry. Here the face of emotion comes up which prevails above other psychological activities such as thinking and knowledge.

Emotions always disappear if we direct our attention on feelings of emotion. If we concentrate on thinking why we are happy or sad, then those emotions' intensity decreases, they can even disappear.

Emotions are very important in person's life. They make our lives more colorful, more beautiful and more human. They appear in each field of person's activity. They encourage a person to fight for things one loves and against things one hates (Juniku, 1994).

3.4 EI Changeable or fixed

There are two opposing theories about dynamism of EI. First theory declares that EI is fixed, according to which a person is born with certain intelligence quotient, and this coefficient as such stays forever. While another approach brings up the theory that EI is variable and therefore it can be increased or decreased.

The good news about EI is that no matter where you are now, most experts agree that you can improve your level of EI. In fact, experts agree that you can continue to improve your level over the course of your life. I know this to be true because I have done it. Over the last five years I have gone from "village idiot" to being aware of and managing emotions. Maybe "emotional genius" is in reach for me! Here is more good news. Improvements in your EI will help your career.

No matter what your emotional starting point is, if you improve your level of EI, you will do a better job of managing projects (Mersino, 2013).

EI is changeable. It evolves, as all other psychosocial processes. Our activities, interests and our daily work do affect increasing respectively decreasing of EI. Any problem we might have if we continue to accept this problem, without any attempt to change, to improve the situation then it means our problem will lie within us, it would be reinforced and become an inseparable part of our character.

But if we take steps to change the dark parts of our character, which always seems difficult and sometimes seems unreachable, we can always do it. If we cannot eliminate the unwanted parts of our character, as undesirable habits, weakness, for sure we can make them softer or/and we can modify them. Same happens with EI. If a person understands today his demands, ambitions to a certain extent and at the same time he reserves the

time on finding the adequate methods for solving the issues, he will be in a situation where his EI will function better, because his behavior and action have preceded this. And this is good news.

It is good to know that the biological, physiological and genetic factors are not the only determinants of the IE, which also were not the only determinants of other psychological processes. A child may be born with a lower coefficient of either Cognitive Intelligence or EI than other children, but at a certain age they can reconcile, this may seem hard to realize, but it is very evident and possible.

3.5 Measuring IE, methods and measurement tools

EI can be measured, and it has started being measured with surveys. In Kosovo, for the time being, there is not any standardization of EI test, which shows that there are not any tools, thus as a result of that we don't have any exact research results. In some other parts of the world, mainly in USA, EI tests are very much used, where in some institutions the results from the EI tests are crucial on hiring the employee for work.

There are as many definitions of EI as there are EI measurement tools, and different test designers favor different schools of thought (Sparrow and Knight, 2006). If EI is to be taken seriously as a complement to more familiar 'measures' of Intelligence such as IQ, it has to be measured. Basically there are two ways to do this: self-report measures and performance measures. You can ask people to rate themselves, using various kinds of interviews or questionnaires to elicit their self reports. Or you can give them things to do, and see how well they do them. As they are easier and cheaper to devise and deliver, there have been many more attempts to devise self-report measures than performance ones. One of the first and still most widely-used is the Emotional Quotient Inventory, EQ-I, of Israeli psychologist Reuven Bar-On. The EQ-I divides EI into five components, each assessed by a different sub-scale. Drawing on Howard Gardner's terminology, Bar-On calls these intrapersonal intelligence (which contains self-awareness, self-esteem and assertiveness); interpersonal intelligence (empathy, social responsibility and social awareness); adaptability (problem-solving, reality testing and flexibility); stress management (stress tolerance and impulse control); and general mood (happiness and optimism). Respondents indicate the extent to which they agree or disagree with a range of statements designed to tap these qualities,

and the replies are statistically aggregated into scores and sub-scores in the normal psychometric ways (Claxton, 2005).

- Multifactor EI Scale (MEIS)
- An ability-based test in which test-takers perform tasks designed to assess their ability to perceive, identify, understand, and utilize emotions.
- Seligman Attribution Style Questionnaire (SASQ)
- Originally designed as a screening test for the life insurance company Metropolitan Life, the SASQ measures optimism and pessimism.
- Emotional Competence Inventory (ECI)

Thus, it needs to be demonstrated that tests of EI measure something new, i.e., that EI is distinct from existing dimensions of individual differences. Similarly, a theoretical account of EI must differentiate the biological and cognitive processes supporting emotional competence from those processes that are known to underpin existing personality, emotional, and intelligence dimensions. Finally, claims concerning the importance of EI in applied domains also hinge on a demonstration that is distinct from concepts, procedures, and techniques that are more fully understood (Mathews et al., 2003).

4. EI in Workplace

Organizations, work units in general and particularly corporate is a business activity that is focused around the achievement of business aims and business objectives. A business aim is the goal a business wants to achieve. A primary aim for all business organizations is to add value and in the private sector this involves making a profit. More strategic aims include expansion, market leadership and brand building. A business objective is a detailed picture of a step you plan to take in order to achieve a stated aim (Businesses case studies, n.n).

On achievement of Corporate aim, precede the activities of the Organization that are exercised by employees and leaders, who need to achieve the results which lead them to the final goal. Work in Organization is intended to be more effective and efficient, and that obviously is achieved with good performance of employees. Employees are a key factor in the growth of success.

During the selection of candidates for the job we know well that the organization intends to employ individuals with professional qualities and personal values.

Good worker? This concept is not very relative, since the boundaries of good worker even though not in solid form, are already predetermined. Basically there are some pillars where employer is switched on during employee selection, which consist of: Professionalism, knowledge about the action field, readiness to offer as much from one self, high responsibility, raised awareness.

Organizational Chart is an instrument where the position of each worker in the organization is clearly determined. Who is where in the Organizational Chart? What do we mean by 'employee with good ability'? How we define employee qualities?

If we want to be put in a leading position, we need to have professional experience, to have managerial skills, good knowledge about the field of work, ability to put the knowledge in practice. Till here everything is clear and transparent. The non-transparent part that we aim to explore is which factors push you up to possess and apply the abilities above.

Until 20 years ago, it was thought that the factor that determines the success was set in the Cognitive Intelligence. Nowadays we know that Cognitive Intelligence play certain role in this matter. But definitely it is not just the Cognitive Intelligence that determines the ability of e person. It was recently realized that EI contributes in this sphere too. Without underestimating the role of cognitive intelligence, we need to stress that recently was found out that a manager becomes manager thanks to his EI more than to other coefficients.

EI, knowing oneself, others, and self and others in interaction, has an important role in being successful, obviously people with high coefficient of EI are more likely to become leaders, to face and to arise from stressful situation easily, which leads them to achieving more success in work and life.

4.1. Leaders, their approach and EI

Brilliance alone will not propel a scientist to the top unless he/she also has the ability to influence and persuade others, and the inner discipline to strive for challenging goals. A lazy or reticent genius may have all the answers in his head, but they amount to little if no one knows or cares!" (Goleman, 2005).

How leader looks like? How the work and personnel need to be managed? There are different types of managers, flexible, rigid, soft and hard. But the successful one is the one who knows to properly manage the work as well as personnel. The best way of managing is when the priorities are determined, when the time is rationalized and when the work is done with high effectiveness and efficiency. Employees are doing a good job when they are encouraged to do the job well, as above explained. A manager is expected to know the field of operation, he needs to know his abilities at work, abilities and capacities of employees, how to approach the employees, and all of this components lead you to a good manager, as a result of which you get a job well done.

Above explanation about the abilities that a leader has to possess, are components that EI promotes. Good or bad approach? In fact, the needed approach at work is not either good or bad approach, it is a real approach, which corresponds with actual situation, with abilities and capacities of employees; it needs to be a fair approach. Emotions need to be managed while we are making professional decisions, and being objective while we are making decisions. If the approach corresponds with reality it brings real effective results. EI helps us in above mentioned determinations, as it contributes directly in personal wellbeing. By achieving inner stabilization each of us can create the social stabilization which leads to stabilization of world. It can sound as a dream, as unreal, but it is, at least in theory, true.

4.2. Non-Manager Employees, abilities and EI

There are many employees that are working based on the delegated works, they are taking good money and loving what they do, we cannot even assume in these cases that they have problem with EI. They are fully satisfied with what they give and take.

On the other hand there are unsatisfied workers with their job and money they get from work. They don't bring the good work results for company neither for them self, even though they do not make any attempt to advance in their position, deep inside they feel that something is missing, most of them in fact do have a problem with EI. This category of unsatisfied workers mostly doesn't know their position at work, they lack knowledge the capacities, possibilities and abilities. That's why they often are faced with different kind of problems at work; where mostly decrease of the work performance occurs, warnings are received, as well as relationship with staff members is bad.

4.3. EI and Performance

EI has a direct influence in person performance in general and particularly in work performance.

The quality of job depends first of all how much the employee is aware of his capacity, his abilities, possibilities about finding the ways for doing a job well, on good presentation, that's why we can say that EI has a huge influence on performance.

Performance mainly increases in two ways, the first way is when the worker attempts to increase and increases his own EI, which is considered a natural way of increasing the performance. Second way of increasing the work performance is by being managed by the managers with high EI, which is indirect way of performance increase. Setting artificial performance is not effective since there is not enough consistency present.

4.4. Process of Adaptation in Organization

It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change. In the struggle for survival, the fittest win out at the expense of their rivals because they succeed in adapting themselves best to their environment (Darvin, 1859).

Table 1: Personality adoptions and drivers

1a	Brilliant sceptic ("paranoid")	BS BP
1b	Responsible workaholic ("obsessive compulsive")	BP BS (TH PL)
2	Enthusiastic overreactor ("hysteric/histrionic")	PL TH / HU
3	Creative day-dreamer ("schiozd")	BS TH / PL
4a	Playful resisters ("passive aggressive")	TH / BS
4b	Charming manipulator ("antisocial")	BS (PL)

Note: BP: Be Perfect; BS: Be Strong; HU: Hurry Up; PL: Please others; TH: Try Hard.

Source: Sparrow and Knight, 2006

You need to be cautious about putting people firmly in one personality adaptation box. Sometimes people may have aspects of more than one adaptation. And sometimes they have very different adaptations in different ego states. For example, Tim has a Responsible Workaholic

adaptation in his Parent ego state and a Playful Resistor adaptation in his Child ego state (Sparrow and Knight, 2006).

In workplace you survive, you act and you benefit, depending on the request, and it is important that in all processes adaptation plays a very big role. A crucial importance in Adaptation has EI and its development.

In today's workplaces, the existing norms and rules are evolving, and adaptation needs to be a two-way street. Requiring newcomers to make all the adjusting keeps the organization from using and benefiting from the different methods and ideas that new entrants might bring. As one employee said, "They hired me for my differences; then once I got here they started chopping off my corners" (Gardenswartz, Chersbosque and Rowe, 2010).

If we know what we are working, we know our capacities, our benefits; we know that we can be faced with stressful situations, strange ones, different personalities of employees, weird requests by managers. In all these above mentioned situations and more, if we are ready not to lose a good part of our character such as good mood and welfare, we are emotionally intelligent, as a result of this we are happy and successful employees.

5. Conclusion

Until today there are many countries that have recently conducted various researches in the field of EI, which led towards finding out the important characteristics of EI. There were components of EI analyzed, where each time the impact of EI in everyday life is shown out.

Nowadays the dilemma, either the EI has impact or not in personal and professional life has waned. Researches all over the world have shown that EI does affect the personal and professional life of the individual. Moreover it has the impact in individual's overall wellbeing.

Despite conducted researches in the field of EI in many countries, in Kosova, the field of EI, especially its relation with job performance is not enough studied, analyzed and researched.

This paper has been initiated for abovementioned reasons and more, where it aims at researching the field of EI, its importance in individual's life, particularly the impact of EI in individual's performance at work.

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