

# INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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## THE IMPACT OF EMOTIONALLY INTELLIGENT INDIVIDUALS, WORK TEAMS AND MANAGERS ON ORGANISATIONAL EFFECTIVENESS

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### ABSTRACT

Today with change in business, organization as well as in personal life styles of individual and technological changes, the pace of competition all have lead to the view that emotional intelligence is one of the most indispensable elements not only in creating a profitable business but also in leading a successful life. Emotional intelligence within the workplace and will seek to find literature to support the notion that emotionally intelligent individuals, work teams, managers and leaders contribute to organisational effectiveness.

### KEYWORDS

Technological changes, competition, profitable business, work teams, organisational effectiveness.

### INTRODUCTION

Rapid technological change, an increasingly diverse workforce and global markets also contribute to a growing need for emotional intelligence. Change within business, organisations and within our personal lives has become an inevitable reality and a way of life in recent years. Advancement in technology, the pace of competition, globalisation, and the need to control cost and increase efficiency, coupled with increasing customer expectations, require an organisation to evolve and regenerate in order to survive.

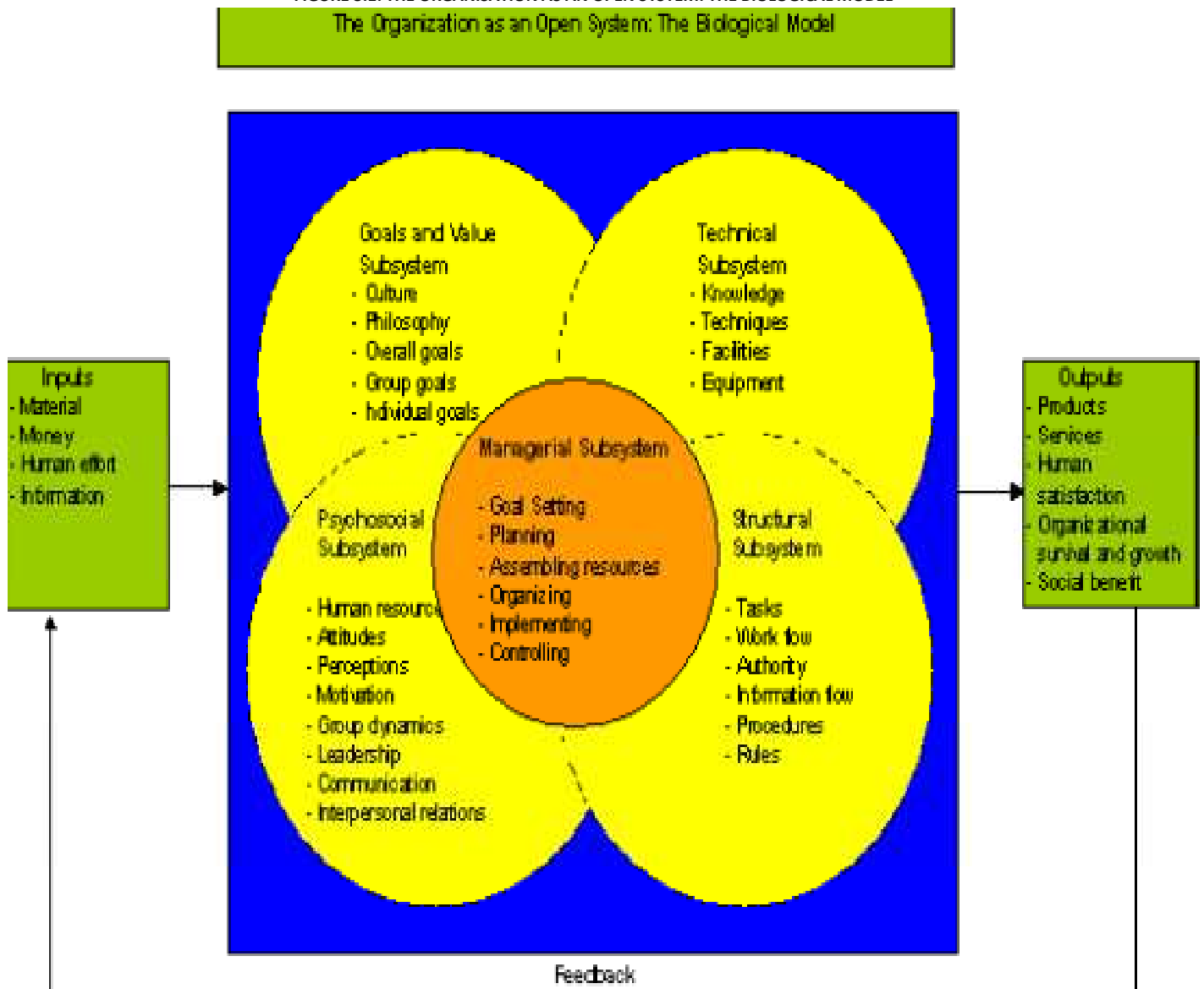
Cooper and Sawaf (1997) are of the view that emotional intelligence is one of the most indispensable elements not only in creating a profitable business but also in leading a successful life. This will explore prior literature that relates to emotional intelligence within the workplace and will seek to find literature to support the notion that emotionally intelligent individuals, work teams, managers and leaders contribute to organisational effectiveness. Factors impacting on an organisation's ability to be effective and those that relate to emotions will be discussed.

### ORGANISATIONAL EFFECTIVENESS

Ivancevich and Matteson (2002:21) postulate that economists, philosophers, engineers, government and managers have for centuries tried to define, measure, analyse, and capture the essence of effectiveness. They further state that it is difficult to determine how and whether managers can influence effectiveness within organisations. Ivancevich and Matteson (2002:21) conclude there is still much confusion about how to manage within organisations so that organisational effectiveness is the final result.

Kreitner and Kinicki (1998: 565), in addressing the question of organizational effectiveness, state that organisational theorists not only drew upon the field of general systems theory that emerged in the 1950s, but suggested a more dynamic model for modern organisations. The proposed model likens organisations to the human body; hence it has been labeled the biological model. The biological model as illustrated in figure 3.1, characterises the organisation as an open system that transforms inputs into various outputs. The outer boundary of the organisation is permeable – people, information, capital, goods and services move back and forth across this boundary. Each of the five organisational subsystems – goals and values, technical, psychological, structural and managerial subsystems is dependent on the other. Feedback about aspects such as sales and customer satisfaction enables the organization to self-adjust and survive despite uncertainty and change. The organization according to Kreitner and Kinicki (1998: 565) in effect - is alive.

FIGURE 3.1: THE ORGANISATION AS AN OPEN SYSTEM: THE BIOLOGICAL MODEL



Source: adapted from Kreitner and Kinicki (1998: 567)

Kreitner and Kinicki (1998: 572) offer four ways to assess organizational effectiveness in order to better understand the complexities associated with this subject. Kreitner and Kinicki (1998: 565) state that these effective criteria, apply equally well to large or small and profit or not-for-profit organisations. A multidimensional approach is required when applying this approach; the following four criteria will be discussed briefly below.

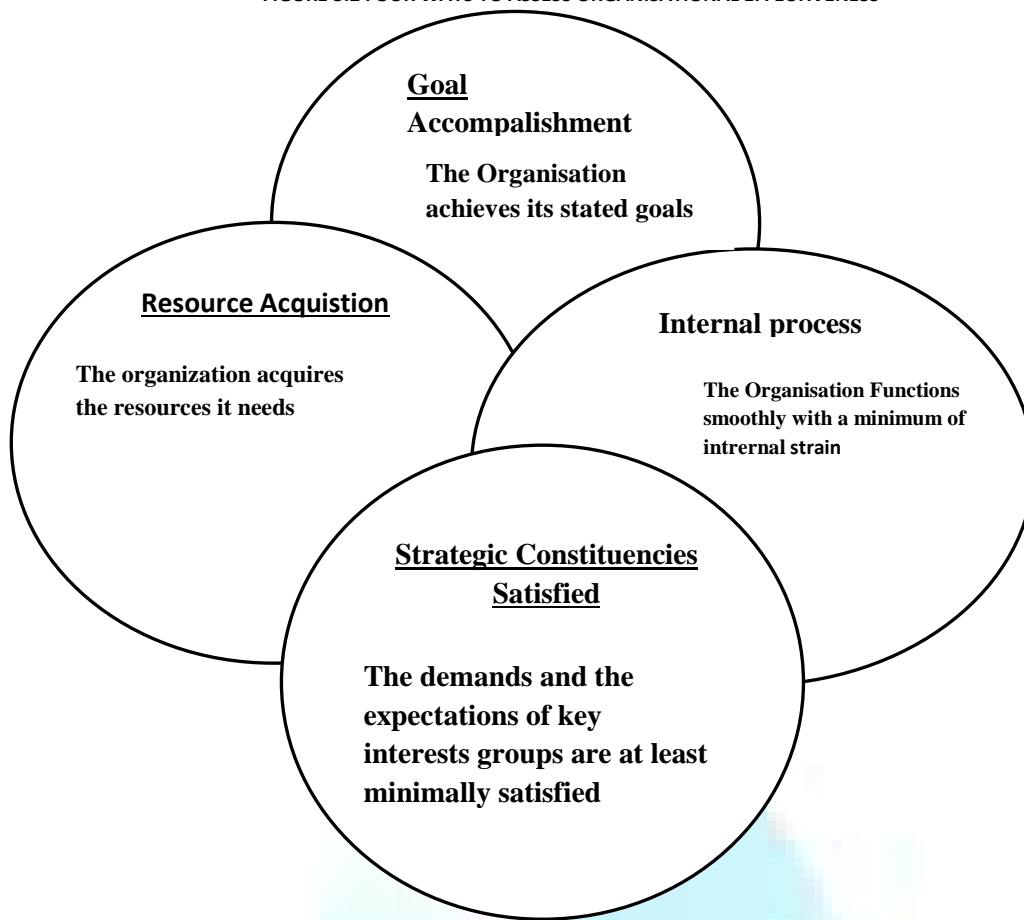
**FOUR WAYS TO ASSESS ORGANISATIONAL EFFECTIVENESS**

- Goal Accomplishment – effectiveness is measured or gauged by how well the organisation meets or exceeds its goals. Goal accomplishment is the most widely used effectiveness criterion for organisations.
- Resource Acquisition – this second criterion relates to inputs rather than to outputs. An organisation is deemed effective in this regard if it acquires necessary factors of production such as raw material, labour, capital and managerial and technical expertise.
- Internal Processes – this third criterion is often referred to as the “healthy systems” approach. An organisation is said to be a healthy system if information flows smoothly and if employee loyalty, commitment, job satisfaction, and trust prevail.
- Strategic Constituencies Satisfaction – organisations both depend on people and affect the lives of people. Consequently, many consider the satisfaction of key interested parties to be an important criterion of organisational effectiveness. Figure 3.2 is a graphic explanation of the four ways in which organisations can reach or achieve organizational effectiveness. Kreitner and Kinicki (1998: 573).

It is important to note that in all four of the above-mentioned criteria used for assessing organisational effectiveness – the human factor remains a critical component of achieving success in each.



FIGURE 3.2 FOUR WAYS TO ASSESS ORGANISATIONAL EFFECTIVENESS



Source: adapted from Kreitner and Kinicki (1998: 573)

Apart from the above four elements that underpin the process of assessing organisational effectiveness, consideration needs to be given to the change management skills and capabilities that exist within an organisation. This aspect of organisational change will be discussed in greater detail later in this chapter. Carnall (1999:160) argues that a clear distinction needs to be made between the concepts of efficiency and effectiveness. According to Carnall (1999:160) efficiency comprises achieving existing objectives with acceptable use of resources. Effectiveness means efficiency plus adaptability; in essence, effective organisations are both efficient and able to modify their goals as circumstances change. Carnall (1999:160) further suggests that change should not only be introduced when things are going wrong. To the contrary, Carnall (1999:160) emphasises the importance of organisations' continually adapting to a changing world even when they are doing well. He further states that handling change effectively helps to sustain and create effectiveness in the future. Change management will be the next area of focus and will be discussed as part of a process towards achieving organisational effectiveness. The extent to which organisations are able to implement and manage change effectively, will determine to what extent such organisations will achieve organizational effectiveness. The following section will focus on change management and how it links to emotional intelligence.

**EMOTIONAL INTELLIGENCE AT WORK  
CHANGE MANAGEMENT**

Cook and Coldicott (2004: 6) assert that recent research has illustrated that the most important qualities of effective change leaders are not the disconnected set of skills or knowledge that they possess; instead these qualities relate to four intellects or types of intelligence. As will be illustrated in figure 3.3, the intellects depict the four points on a compass. These intellects help leaders to navigate the stormy waters of change Cook and Coldicott (2004: 4).

FIGURE 3.3 THE COMPASS OF THE INTELLECTS

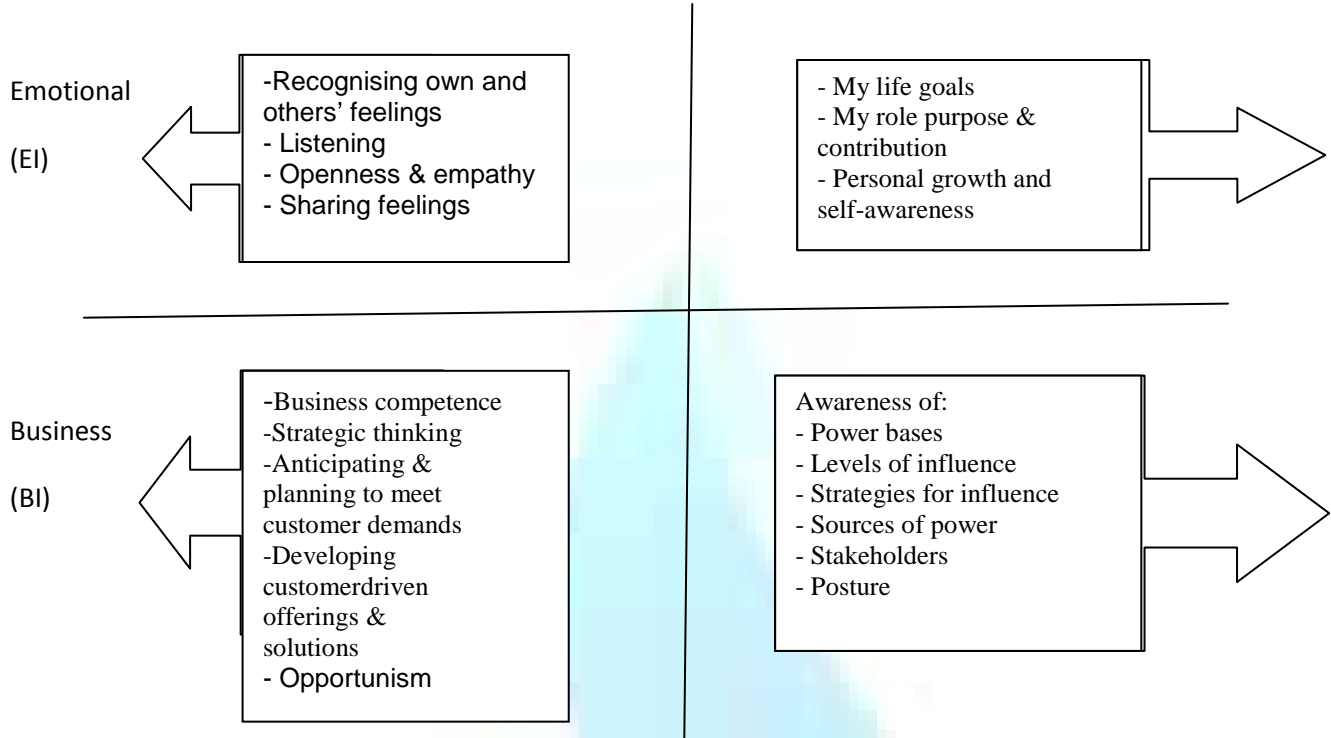


Source: adapted from Cook and Coldicott (2004: 5)

The compass of change illustrates the importance of balance in all four areas of the intellects. Like in the case of the four points on a compass, these four intellects are of equal weight, thus creating the required balance. If the leader misses one or more of them, according to Cook and Coldicott (2004: 5) the

compass becomes unbalanced and unreliable and will result in an unclear pathway. In obtaining a clearer understanding of what is required by leaders within these four areas of the compass, the various components of change leadership intellects will be discussed briefly.

FIGURE 3 .4 CHANGE LEADERSHIP INTELLECTS



Source: adapted from Cook and others (2001: 6).

A brief overview of the four intellects will follow to illustrate how, according to Cooper and others (2001:5), leaders can use these intellects to bring about successful change.

**BUSINESS INTELLECT (BI)**

Leaders with BI are able to anticipate customer demands and translate this knowledge into service offers and operational processes that deliver successfully to customers. BI leaders proactively manage customers’ expectations by ensuring that their businesses are customer friendly. Cooper and Sawaf (2001:198) state that the new model of business intelligence uses a biological model that treats people, markets, ideas, and organisations as unique and alive, and is inherently capable of change, interaction, synergy and growth.

**EMOTIONAL INTELLECT (EI)**

Cook and others (2004: 6) suggest that emotions and feelings play a much bigger role in change than is sometimes recognised in a rationally oriented management world. Behaviours that demonstrate EI include:

- Understanding one’s own and other’s feelings;
- Listening;
- Being open and empathic;
- Sharing feelings;
- Appreciating others.

Cook and others (2004: 6) further comment that EI can have a direct financial impact – emotional intelligence research conducted in the US on General Medical Practitioners (GP’s) revealed that GP’s with the lowest levels of empathy were more likely to have been sued by their patients. Emotional intelligence relates to the quality of relationships between managers, their bosses, colleagues and direct reports. Further research conducted on leaders who took part in a round-the-world yacht race in 2001 showed that the more successful boats tended to have skippers and crew with higher levels of emotional intelligence than those who were unsuccessful in the race.

**SPIRITUAL INTELLECT (SI)**

Leaders with SI display a high degree of self-confidence and self-awareness, which enables them to set clear direction and stick firmly to the course of action. They do not shut out important new pieces of information. Examples of such leaders are Nelson Mandela and author Stephen Covey, who display SI through a clear set of personal values, beliefs and personal vision.

**POLITICAL INTELLECT (PI)**

PI requires leaders to be aware of how to influence others within the organisation. Politics often carries with it negative connotations, such as self seeking aims and manipulation which results in managers often shying away from its existence. A successful example of a leader reputed to have high Political Intellect is Jack Welch, former chairman of General Electric, known for leading his companies through constant change and renewal, skillfully recognising power bases and developing strategies for influence. Cooper and others (2001: 8) feel that the good news about this is that all four of these intellects can be developed at any age. Effective leaders waiting to navigate their organisation on an even keel through change will require high levels of intelligence in all four areas. ng other things, the ability to perceive and understand the emotional impact of change personally and on others. To be effective in helping the organisation manage change, leaders first need to be aware of and manage their own feelings of anxiety and uncertainty (Bunker, 1997). Then leaders need to be aware of the emotional reactions of other organisational members and to act to help people cope with those reactions. At the same time in this process of coping effectively with massive change, other members of the organisation need to be actively involved in monitoring and managing their emotional reactions and those of others.

The following section will cover specific critical areas that relate to emotions that have a direct impact on how organisations function. The first of these factors to be discussed is work stress, followed by conflict and self-discipline.

**EMOTIONAL FACTORS IMPACTING ORGANISATIONAL EFFECTIVENESS**

**WORK STRESS**

Anderson and Kyprianou (1994: 81) view the impact of stress on individual effectiveness as a serious concern for organisational effectiveness. They point out that cost associated with stress is high and was estimated some years ago to amount to \_30 million for an organisation with over 2000 employees. Anderson and

Kyprianou (1994: 81) are of the view that the diagnosis and reduction of stress can therefore contribute significantly to increased individual and organisational effectiveness.

Factors associated with work stress that place individuals at high risk, listed by Anderson and Kyprianou (1994: 81), are heart disease (which includes cigarette smoking), high blood pressure, high cholesterol and blood sugar levels and excess body weight. Numerous studies, referred to by Anderson and Kyprianou (1994: 81) indicate that social and psychological factors may account for much of the risk and this has prompted research into factors in the work situation that may increase susceptibility to heart disease. Among the factors that have been identified to influence such susceptibility are dissatisfaction at work and occupational stress. Stress, as asserted by Anderson and Kyprianou (1994: 82), in itself is not abnormal – nobody is exempted from it; on the contrary stress may be a spur to doing something positive about a situation. Stress, however, that is irrational, unproductive and persistent may be a symptom of psychological and physiological illness. Anderson and Kyprianou (1994: 83) refer to research that has highlighted the following interactive and environmental sources of work stress:

**ENVIRONMENTAL SOURCES OF STRESS**

- Characteristics of the job itself;
- Role and responsibilities of the person in the organisation;
- Interpersonal relationships at work;
- Career development pressures;
- Climate and structure of the organisation;
- Problems associated with the interface between the organisation and the outside world.

Anderson and Kyprianou (1994: 83) feel that stress tends to be an individual thing, but it has been found to occur in various clusters as clarified in table 1. Other factors that the aforementioned authors indicate are caused by stress are time pressures and deadlines, too many decisions to take, fatigue and physical strains of the work environment and relating to the job, working conditions and work overload.

**TABLE 3.1: CLUSTER SOURCES OF STRESS**

Cluster	Example
Personal Relationship	Relationships with colleagues, impersonal treatment, constant client complaints and poor communication.
Contractual	Shifts, anti-social hours, job insecurity and unfair promotion procedures
Job	Conflicting roles, too much or too little work, lack of control, too much or too little supervision and machine paced work.
Environmental	From overcrowding to noisy conditions, from temperature to smoking

Source: adapted from Anderson and Kyprianou (1994: 84)

**RESPONSIBILITY AS A STRESSOR**

Evidence suggests that there is a need to distinguish between responsibility for people and responsibility for “things.” Anderson and Kyprianou (1994: 84) refer to research that indicated that heart disease was more likely to be associated with stress derived from responsibility for people than for things. This research further pointed out that these candidates tended to smoke heavily and had high blood pressure and high cholesterol levels. Research further indicated that good relationships are central to organisational health. These relationships include relationships with the boss, subordinates and colleagues (Anderson and Kyprianou, 1994:84).

**WHEN WORKPLACE STRESS STIFLES PRODUCTIVITY**

Santa-Barbara and Shain (Drake Business Review, Volume One: 29) suggest that home and family stress have a cumulative effect with work-produced stress, both feeding off and reinforcing each other. They further noted that the impact of workplace factors on employee health is independent of employee lifestyle factors and of home and family stress. These workplace-produced effects occur regardless of employees’ coping skills and lifestyles. Research indicates that early warning signs of stress from any source cause changes in brain chemistry that impair the immune system’s ability to defend against bacterial and viral attacks. Hence, the effect of excessive stress and strain on brain chemistry is experienced usually as depression, anxiety or anger. Santa-Barbara and others (Drake Business Review, Volume One: 29) point out that these are the early warning signs. The immediate impact on the organisation is manifested in poor morale, absenteeism and lower productivity. If these changes in brain chemistry persist, immune system deficiencies will worsen and more serious illnesses will occur.

**MANAGING STRESS**

To be effective, organisational members must recognise when to increase and decrease stress. Key to managing stress constructively, according to Anderson and Kyprianou (1994:85), is first to recognise its energizing or destructive effects. Productive stress can be managed by encouraging employees to build challenges into their work and to assume responsibility and autonomy. Dysfunctional stress can be managed by offering counselling or directing an employee to appropriate health or counselling services. A third way in managing stress is to reduce role overload, role ambiguity and even boredom.

**CONFLICT WITHIN THE WORKPLACE**

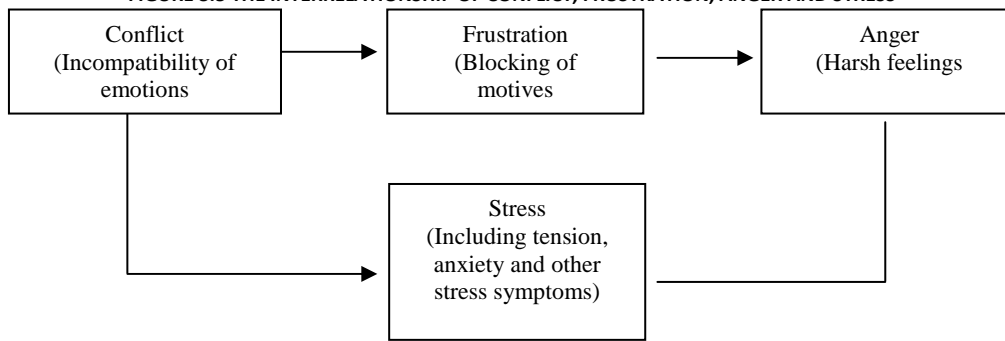
Anderson and Kyprianou (1994:122) describe conflict as the presence of incompatible goals, thoughts or emotions within or between individuals or groups that lead to confrontation. Conflict may therefore be the result of incongruent or incompatible relationships between people. The traditional perspective of conflict is negative – this implies that the presence of conflict is an indication that something is wrong and should therefore be eliminated. The contemporary perspective describes conflict as neither inherently good nor bad but as inevitable. Evidence suggests that conflict can improve the quality of decision making in organisations. Thus the crucial issue is not conflict itself but how it is managed.

Conflict can therefore be defined as functional or dysfunctional in terms of the effect that it has on the organisation. Anderson and Kyprianou (1994: 122) warn that dysfunctional conflict can have serious consequences for the organisation’s ability to achieve its goals; however functional conflict may enhance organisational innovation, creativity management and adaptation.

**CONFLICT MANAGEMENT**

According to Du Brin (2000: 210) almost any job that includes contact with people inevitably leads to conflict, such as dealing with an angry customer or coworker. Supervisors responsible for managing people would have greater need of such skills. Du Brin (2000:211) points out that conflict does not happen in isolation but that it is interrelated with three other emotions. Du Brin (2000:211) proposes that, in order to understand and better manage conflict, an individual would need to understand the relationship between conflict frustration, anger and stress. Figure 3.5 summarises these relationships and points out the flow from one emotion to the next.

FIGURE 3.5 THE INTERRELATIONSHIP OF CONFLICT, FRUSTRATION, ANGER AND STRESS



Source: adapted from Du Brin (2000:211)

### CONFLICT MANAGEMENT TECHNIQUES

Techniques that can be used to deal with conflict between two or more individuals range from the use of force by a manager or a trade union to a problem-solving approach. Anderson and Kyprianou (1994: 129) propose the following ways of handling conflict, namely:

- Force – demand acceptance of a certain situation; Conflict
- Withdrawal – withdraw or avoid the person with whom the conflict exists. The conflict may be reduced but the original cause remains;
- Smoothing – manager or subordinate attempts to provide an image of cooperation;
- Compromise – neither party gets all it wants, but an agreement is reached;
- Conciliation, mediation and arbitration – outside, neutral parties enter the situation to assist in resolving the conflict;
- Problem solving – characterised by an open and trusting exchange of views. By engaging in joint decision – making process, the sting may be taken out of the relationship conflicts.

Cook and others (2004:160) argue that everyone could benefit from a better understanding of conflict resolution techniques, particularly service employees, who work in environments where they need to manage angry or complaining customers, either inside or outside the organisation. They offer the following tips to manage conflict.

- Know yourself – understand how you typically respond to conflict. Practise being more flexible by putting yourself in the other person's shoes;
- Listen – listen carefully to words and feelings;
- Summarise – reflect on what someone said or felt will build greater respect and shared understanding;
- Avoid tunnel vision – be clear on your case but do not become too fixated on your point of view;
- Negotiate – be prepared to negotiate to reach an acceptable agreement;
- Consider the effects on people - review the implications on major decisions on other people: it is easy to lose other people's involvement and commitment as you drive ahead;
- Communicate - communicate regularly and build relationships, even (and especially) when damage has been caused.

Anger relates to conflict and stress in the workplace and requires to be dealt with proactively in order to reduce its impact on organisations.

#### MANAGING ANGER

Du Brin, A. J (2000; 230) states that the ability to manage your anger, and the anger of others is an important interpersonal skill now considered to be part of emotional intelligence. He further states that a person who cannot manage anger well cannot take good advantage of his or her intellectual intelligence. The focal point of managing anger effectively is developing the ability to manage personal anger and anger within others effectively. Du Brin offers some basic guidelines in managing your personal anger.

#### MANAGING YOUR OWN ANGER

Expressing your anger before it reaches a high intensity;

- Anger can be an energising force – instead of letting it be destructive, individuals need to channel their anger into exceptional performance;
- When an individual is about to express anger, he or she should slow down. (The old technique of counting to 10 is still effective). Slowing down, as suggested by Du Brin (2000;230), gives an individual the opportunity to express his/her anger in a way that does not damage relationships with others.

#### MANAGING ANGER IN OTHER PEOPLE

Dealing constructively with the anger of others can be as challenging as dealing with personal anger. A good starting point for dealing with another person's intense anger is to let the other person simmer down (Du Brin, 2000:231).

According to Carey Cherniss (April 15, 2000), emotional intelligence has as much to do with knowing when and how to express emotions as it has to do with controlling it. Hence, emotional intelligence requires that we learn to acknowledge and understand feelings in others and ourselves.

#### JOB CONFLICT

Job conflict is almost inevitable because so many different factors breed conflict. Du Brin (2000, 232) identifies eight major reasons for, or sources of, job conflict.

- Competition for limited resources;
- Building of stone walls;
- Differences in goals and objectives;
- The generation gap and personality clashes;
- Gender differences;
- Competing work and family demands;
- Employee abuse and sexual harassment.

Du Brin (2000,201) suggests that managers can play an active role in preventing and reducing stress and conflict by providing emotional support to employees and by empowering them. Several studies have found that social support may reduce both stress and strain (Du Brin, 2000, 201).

The above section focused on factors impacting on organisational effectiveness.

The next section will explore and examine techniques pertaining to emotional intelligence that could positively impact on organisations towards becoming effective. The first steps in this process will be to explore various components of emotional effectiveness.

### COMPONENTS OF EMOTIONAL INTELLIGENCE

Supportive behaviour that helps employees feel more effective includes the following (Du Brin, 2000, 201):

- Keep communication channels open. Managers can help ward off major stressors by encouraging group members to talk about real or imagined problems.
- Provide the right kind of backup. Different workers may require different kinds of help, such as a day off to recover from stress, or additional training.
- Act as a catalyst. Helping the employee solve the problem improves the employee's effectiveness more than solving the problem for the employee.
- Hold back on disseminating stressful information. Although being open with group members is usually beneficial, burdening the already stressed employee with additional stressful information may be overwhelming.

**SELF-DISCIPLINE**

Self-discipline is defined by Cook and others (2001: 192) as an ability to allow an individual to display emotions that are relevant and helpful at the time and also to deal appropriately and positively with those emotions that would not be helpful to share at a given point in time. Self-discipline means an individual can control anger as well as manage frustration and impulses effectively. Impulse control according to the afore-mentioned author is about looking before leaping, that is – “knowing what information inside to listen to and knowing to think first rather than responding automatically”. The inability to manage impulses often is linked with an inability to manage anger (Cook and others, 2001: 193). Anger, like other emotions is neither good nor bad – how an individual responds to it determines the effect. When anger is manifested in ranting and ravings, which create fear and paralysis, it is not helpful to any group of people who are trying to engineer change as they will be fearful of making decisions and will be prone to hiding things, which should not be hidden, for fear of further retribution Cherniss & Goleman (2001:6) further highlight the fact that emotional intelligence influences organisational effectiveness in a number of areas;

- Employee recruitment and retention,
- Development of talent;
- Teamwork;
- Employee commitment, morale and health;
- Innovation, productivity, efficiency;
- Sales, quality of service, customer loyalty and client outcomes.

Cooper & Sawaf (1997:XXI) propose a four-cornerstone model of EI that moves emotional intelligence out of the realm of psychological analysis and philosophical theories, and into the realm of direct knowing, exploration and application. The Four Cornerstone Model consists of:

- **Emotional Literacy** refers to being real and true to self by building personal power and includes aspects such as self-awareness, inner guidance, respect, responsibility and connection.
- **Emotional Fitness** refers to aspects that include strengthening authenticity, credibility, resilience, expanding the individual's circle of trust and capacity for listening, managing conflict and making the most of constructive discontent.
- **Emotional Depth** explores ways to align life and work with unique potential and purpose, and to back this with integrity, commitment, and accountability, which increases the individual's influence without authority.
- **Emotional Alchemy** seek to extend the individual's creative instincts and capacity to flow with problems and pressures and to compete for the future by building capacity to sense more readily – and access – the widest range of hidden solutions and untapped opportunities.

Goleman (200: 46) postulates that leaders cannot effectively manage emotions in anyone else without first handling their own. Not surprisingly, self-management is also important for competitive reasons. In the current ambiguous environment, where companies continually merge and break apart and technology transforms work at a dizzying pace, leaders who have mastered their emotions are better able to roll with the challenges and help the organisation to adjust. Self-management also enables transparency, which is not only a leadership virtue but also an organisational strength. Transparency is an authentic openness to others about one's feelings, beliefs and actions.

(Goleman, 2002: 46) Goleman (2002:46) asserts that ultimately, the most meaningful act of responsibility that leaders can do is to control their own state of mind.

The following section will examine teamwork and its relationship to emotional intelligence.

**TEAM WORK AND HOW IT RELATES TO EMOTIONAL INTELLIGENCE**

Orme, G (2001: 128) refers to research recently conducted by a doctoral student, Cheryl Rice, on relationships between individual team members' emotional intelligence and team performance. This research revealed that the role of emotional intelligence is a complex one. One of her key findings was that regulating emotions (managing emotions in oneself and in others) is of greater importance in team environments than is the ability to identify and understand emotions.

Studies on emotional intelligence in teams by Baron (1990) as quoted by Orme (2001:129) found that one of the keys to emotional intelligence for teams involves the ability to differentiate between validation and invalidation.

Validation refers to the ability to acknowledge, accept, understand and nurture people and their feelings and involves accepting someone's individuality. As Orme (2001:129) put it, “When the chips are down, very often all we need is to feel validated.” Invalidation refers to acting in a way that rejects, ignores, mocks, teases, judges or diminishes someone, or someone's feelings. Invalidation goes beyond mere rejection, by implying not only that our feelings are disapproved of, but also that we are fundamentally abnormal.

Invalidation is one of the most counterproductive ways to try to manage emotions. Orme, (2001: 129) suggests that it kills confidence, creativity and individuality. Each person's feelings are real. Whether or not we like or understand someone's feelings, it is rejecting reality, it is fighting nature and may be called “soul murder” according to Orme (2001: 130).

In teams, particular forms of invalidation take place and include the following:

- Keeping people in the dark about their performance;
- Personal attacks;
- Sarcasm;
- Angry tones.

Such behaviour, in the opinion of Orme (2001:130), usually elicits one or more of the following reactions:

- Defensiveness;
- Tension;
- Antagonism;
- People making excuses or avoiding responsibility;
- People ignoring the leader; and
- People leaving the organisation.

Covey (1989:48), in the context of teams, postulates that dependent people need others to get what they want. However, independent people can get what they want through their own efforts. Covey (1989:49) elaborates that independent people are able to combine their own efforts and those of others to achieve their greatest success. Independent people therefore, who do not have the maturity to think and act interdependently, may be good individual producers, but they will not be good leaders or team players.

Covey (1989:49) maintains that interdependence is necessary to succeed in marriage, family and organisations. Life by nature is highly interdependent – to achieve maximum effectiveness through independence is like trying to play tennis with golf clubs – the tool is not suitable for the reality. Individuals who realise their interdependence, are enabled to share themselves deeply and meaningfully with others, and expose themselves to the vast resources and potential of other human beings. Hence, interdependence is a choice that only independent individuals can make. Dependent people cannot choose to become interdependent as they do not have the characters firstly to do it, and secondly do not own enough of themselves (Covey, 1989: 49)

Druskat and Wolff (2001) in the March issue of the Harvard Business Review reinforced the basic message of effectiveness in organisations in the following quote. “In an era of teamwork, it's essential to figure out what makes teams work. Our research shows that, just like individuals, the most effective teams are emotionally intelligent ones - and that any team can attain emotional intelligence.”

They further state that experts suggest that most decisions are made emotionally and later rationalised as the correct choice. Leveraging the power of emotional intelligence creates a smart competitive advantage toward effective teamwork and achieving business results.

Goleman (1995) suggests a need to “redefine what it means to be smart”, He further emphasizes that “The rules for work are changing. We are being judged by a new yardstick; not just by how smart we are, or by our training and expertise, but also how well we handle ourselves and each other.”

It is important to note that most businesses, at least to some extent, are limited in terms of people and resources. It is essential to leverage people and resources using the best methods available. Emotional Intelligence is a powerful catalyst for employee innovation, creativity and productivity, which contributes to and enhances competitive advantage. Leveraging emotional intelligence at all levels of the organisation is a smart business investment (Goleman, 1995). Human Performance Strategies combine traditional cognitive intelligence (IQ) with emotional (non-cognitive), Intelligence (EI) to help leaders perform at their best and inspire the best from their people. Combining and leveraging these distinct competencies forms the foundation to leadership effectiveness and achieving fullest potential.

### SUMMARY

This was introduced with an explanation of what is implied by the term organisational effectiveness. The organisation was described as an open system, likened to a living organism as described in the biological model. A discussion on change management which focused on four leadership intellects, namely emotional intelligence, spiritual intelligence, business intelligence and political Intelligence was introduced. This chapter was concluded with a discussion on the impact that emotionally intelligent individuals, work teams and leaders have on organisational effectiveness.

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