

Manager's Emotional Intelligence and Team Effectiveness: A Theoretical Review

Victor Barinua, PhD^{1*}, Chinenye Chika Chimere-Nwoji¹, Harry Opakiriba Ford¹

¹Department of management, Faculty of Management Science, Ignatius Ajuru University of Education, Port Harcourt Rivers State, Nigeria

DOI: [10.36348/sjbms.2022.v07i05.001](https://doi.org/10.36348/sjbms.2022.v07i05.001)

| Received: 12.03.2022 | Accepted: 16.04.2022 | Published: 05.05.2022

*Corresponding author: Victor Barinua

Department of management, Faculty of Management Science, Ignatius Ajuru University of Education, Port Harcourt Rivers State, Nigeria

Abstract

The purpose of the study is to investigate the relationship between Managers Emotional Intelligence and Team Effectiveness. Team effectiveness are measured in two ways, cohesiveness and goal attainment while Managers Emotional Intelligence as has its dimensions as self-management, self-awareness and social-awareness. The methodology here is based on theoretical & conceptual literature review. It regards emotions and the conditions that might contribute to team effectiveness. Findings revealed that there is a strong and positive significant relationship between the study variables. The study then recommends that management should implement strategies that will encourage emotional intelligence and its dimension such as self-awareness, self-management, and social-awareness in order to achieve organizational goals.

Keywords: Managers Emotional Intelligence, Self-management, Self-awareness, Social-awareness, Cohesiveness and Team Effectiveness.

Copyright © 2022 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Background of the Study

Organization expects efficient and effective performance and cooperation of its employees in teams (team effectiveness) to achieve organizational goals. Goleman, (2005), opined that, team effectiveness as important areas in response to the increased use of teams in organizations. Team effectiveness refers to the system of getting people in a company or institution to work together affectively, (Khan, 2014). He went further to explained that, "the idea behind team effectiveness, is that a group of people together can achieve much more than if the individuals of the team working on their own". Teams becomes effective when all members are involved and cooperate with each other, supposing that the members have already developed trust among themselves, identify their team member, and have a feeling of efficacy. Team member feeling on the job cannot be understood until and unless that member's emotion put under control and ultimately influence the behaviour needed for the performance of

the tasks effectively. This is to say, an individual must be aware of self, aware of the environment or the society, and also ready to manage or control self, as this form the dimensions of emotional intelligence. The term emotional intelligence (EI) refers as the abilities to motivate an individual in the face of turbulences, to control impulse; to regulate moods, to empathize and to hope (Goleman, 2005). The emotional intelligence does not only deal with the emotions of employees but it also identifies impact of emotions on the behaviour of the employees. But it is unfortunate that so many organizations in the Nigeria and the world in general have not yet been targeted the term emotional intelligence (EI). But due to globalization, pressures from competitors, work-place dynamism, constant mergers and acquisitions, workers/employees diversity and turnover rate increase, it become dynamic to understand the phenomenon. Scarnati, (2001), observed that employees leaving their present organization because managers emotionless behaviour and work-force diversity. He went further to suggest that for

organization to cope this situation, emotion intelligence is highly required. As EI is important to organization so as it is for personal life. Most workers are sack due to their lack in emotion intelligence (EI), and not because of their lack in technical skills. According to Barsade, (2002), "it important for an employee to understand and manage the emotions of team member or other employees, and not only focusing on understanding the skills and capability need for the task". In implementing EI (such as to identify the feelings and the impact on one's behaviour), the employee can achieve many advantages. Druskat *et al.*, (2001) see EI as a foundation upon team is built and not the only factor that makes an effective team. Managers' emotional intelligence is very important among organizational members its help in promoting a work-place harmony (Freudenthaler *et al.*, 2005). Hence, managers EI skills in regulating emotion, helps in reducing, work stress, dispute and creates a more comfortable work-

place, for effectively working that brings about high productivity. Emotional Intelligence allows organizational to communicate well and make decisions that are best for all the organizations members, (Khan, 2014). Hence, EI enhance successful communication in the organization, which leads to team effectiveness and at the end increase productivity and boom of national economy. In also the lack of it (EI) brings in the decrease in production, lost of job, lower standard of living, increase criminality and the end economy recession. Therefore, the study will be in the interest of all the organizations, to examine the relationship between manager's intelligence and team effectiveness. In order to accomplish the aim of this study, important question need to be formulated by the researcher this includes:

How does manager's emotional intelligence influence team effectiveness?

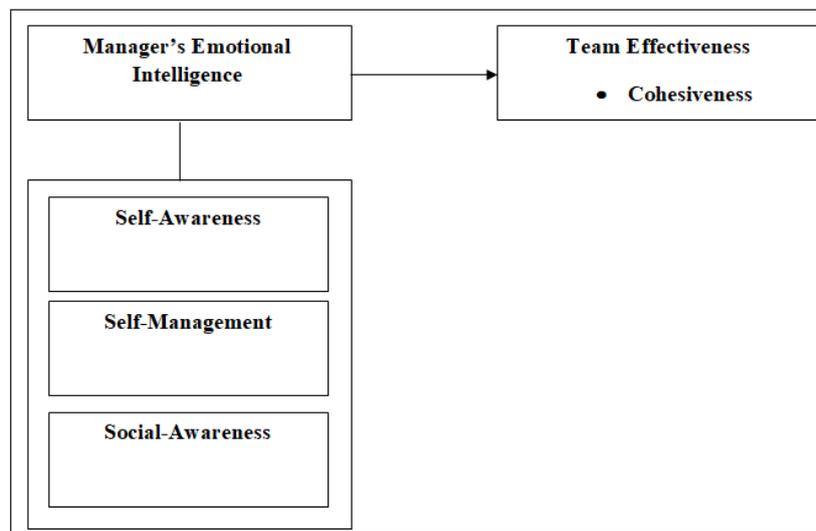


Fig 1.1: Conceptual Framework of Manager's Emotional Intelligence and Team Effectiveness

Source: Researcher Desk, 2021

LITERATURE REVIEW

Baseline Theory

Upper Echelon Theory

The baseline theory for this study is the "upper echelon theory". This theory is therefore fundamentally concerned about the leadership of the organization. According to Nelson (2003) as quoted in Ahiauzu *et al.*, (2016), this theory has implication on leader's emotional intelligence because it deals with leadership (manager) of an organization which is charged with the responsibilities of ensuring effectiveness in the organization. Hence, the outcome of the organization reflects the values and cognitive bases of powerful actors in the organization (Carpenter *et al.*, 2004). They went further to explain that top management team effects such as power, team processes, integration, incentives, and discretion to the model. They also re-conceptualized both strategic choices and firm performance as organizational outcomes. On the other

hand, the strategic managers' perception of their corporate environment influences the strategic choices they make which eventually affect the performance of the organization. Based lying on the original and revised versions of the theory, it can be suggested that top managers' personal characteristics can directly influence the organizational outcomes (Carpenter *et al.*, 2004, in Oppong, 2014).

Concept of Manager's Emotional Intelligence

Emotional intelligence is defined as the parameter of social intelligence that involves the ability to observe one's emotion against and another emotion, in order to distinguish them, and to use the information to guide one's thinking and actions. Emotional intelligence had no common definition, this is because, it has been defined by so many scholars. Ajay, (2007), defined EI as an intangible asset in determining the difference between individual performance and the

performance as a team player. Wong *et al.*, (2020), define emotional intelligence as the natural ability to remember, feel, manage, communicate, describe, identify, learn from, use, recognize, understand & explain the emotions. Furthermore, Druskat *et al.*, (2001) define team emotional intelligence as the distinctive ability of a group to develop a set of norms that manage emotional processes. This distinctive ability gives the individuals emotional sensitivity and potential for learning healthy emotional management skills. Jordan *et al.*, (2004), see this ability as to process information, particularly the assimilation, understanding, perception and management of emotions. EI teams build a set of standards and behavioural styles on how its team members were able to recognize, express, and deal with emotions through interaction, in order for team members influence one another and learn how to manage emotional processes. In additions, emotional intelligence team members can influence intra-team conflict (task conflict and relationship conflict) and team effectiveness (team performance, innovation, and cohesion).

A high emotional intelligence (EI) team is motivated to deal with emotional problems. While, low emotional intelligence team, receive little support from among members. Goleman, (1998), postulated four dimensions, which as follows; Self-Awareness, Self-Management, Social-Awareness, and Relationship-management. But for the purpose of this study, we will discuss the first three in the model. These as follows;

Self-Awareness

Self-awareness can be referred to, as the ability to read and understand your emotions as well as recognize their impact on others, (Goleman, 2002). Hence, self-awareness is a basic understanding on how an individual feels and why that individual felt that way. Self-awareness allows individuals to addresses significant problem first and set aside the insignificant once, (George, 2000). Hence, priority must be show to the pressing problem, while the inconsequential once can be side aside. When an individual maintain a high level of self-awareness in organizational interactions, minor organizational dispute are easily swept aside by emotionally intelligent leaders so that project issues can take precedence. Thus, the more organizational members are aware of their feelings, makes that easier to manage and dictate how they might respond to one another. This implies that, self-awareness can be best described as one focusing attention on self and processing private and or public information. Lanser, (2000), placed emphasize on the significance of self-awareness in guiding and perfecting job performance, including interactions with colleagues and in the establishment of positive and productive leadership and organizational work skills. Self-awareness indeed supports a diversified behaviour that occurs in our everyday life.

Self-Management

Self-management also known as self-control or regulation. It is ability to control or redirect disruptive impulses and moods, (Luca, et al, 2001). The term self-management refers to the strategies, techniques, and capability, an individual applied in achievement of objectives through decision making, self-development, focusing on the job, proper planning, goal setting, scheduling, task tracking, self-evaluation and self-intervention. Self-management refers to the ability to control an individual's emotions, the thoughts patterns, and the behaviours effectively in different situations. This situation includes; managing stress, delaying gratification, motivating oneself, and setting and working toward personal and organizational goals An employee with strong self-management attitudes arrive to workplace prepared, pay attention, allow others to speak without interruption, follow directions and work independently with focus. Self-management may also refer to workplace decision-making employees agreed on choices, without any superior influencing their decision. However, the goal of self-management is to be able to recognize these feeling as a hijack and bring the brain back to mental clarity and concentration to the task at hand. It is important to learn strategies to allow your brain to do this before responding to the negative emotions.

Social-Awareness

Social-awareness can be defined or seen as the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Empathy refers to the cognitive and emotional processes that bind people together in various kinds of relationships that permit sharing experiences as well as understanding of others, (Eslinger, 2007). Social awareness of emotion stipulates that individuals understand social expectations of their actions, and exercise discretion in the manifestation of emotions. The social expectations of the organization are prescribed in the nature of interactional norms and roles. The groups in which we interact define individual members' roles in which these norms are inclusive, and we tend to employ coping mechanisms that regulate the display of emotional behaviour in order to fit the social role expected of us. Socio-awareness as the ability to regulate or redirect disruptive impulses and moods and as the propensity to suspend judgment to think before acting (Goleman, 2001). Social awareness is the ability to use awareness of one's emotions to stay flexible and direct their behaviour positively (Freudenthaler *et al.*, 2005).

Concept of Team Effectiveness

Team effectiveness refers to the system of getting people in a company or institution to work together affectively. The idea behind team effectiveness is that a group of committed people working together can achieve much more than the just a team or an individual working on their own. Accordingly, firstly

the organizations will become aware of the existence or absence of the concept of team effectiveness. Secondly, the degree of importance which employees attach to team effectiveness will also be revealed. Therefore, the organizations will know whether or not its employees are provided with the required amount of inspiration in teams (Sy, 2006). Whether they are appreciated to work in teams or there is individualistic style prevailing in the organizations. In short it depicts exactly about behaving differently in different situations while working in teams. This will be very beneficial to management as they may utilize the findings of the study and basically be able to prove about controlling emotions intelligently in order to increase cooperation and reduce conflicts while working in teams and surely employees will be willing to work in teams to achieve synergy (Jordan *et al.*, 2009).

The term cohesiveness could be understood as the degree to which members of a group are attached to one another and have the desire to remain a part of the group. Group cohesiveness remained one of the most interesting and elusive construct for researchers in group dynamics maybe because of the accepted belief that cohesiveness would contribute to satisfaction of affiliation needs of the members. Spector, (2000), postulate that, a high level of group cohesiveness has important implications for group behaviour. In buttressing Spector, (2000), Nelson *et al.*, (2003), states that, enables a group to exercise effective control over its members in relation to its behavioural norms and standards. Furthermore, George *et al.*, (2000), opined that groups high in cohesiveness are very appealing to their members and groups low in cohesiveness is not very appealing to their members. This is to say that, employees in cohesive groups value their membership and strive to maintain positive relationships with other group members.

The Relationship between Managers' Emotional Intelligence and Team Effectiveness

Emotionally intelligent teams that are aware of and regulate emotions can improve members' interpersonal understanding, relationships, and effective interaction. Positive emotional responses have a beneficial effect on the affective tone of the team and thus enhance helping behaviour.

Muhammad, (2014), studies The Impact of Emotional Intelligence upon the Team Effectiveness. Correlation is 43%, mean value of emotional intelligence is 87.91 and mean value of team effectiveness is 35.38. Regression value was 19% which is quite significant. So our result shows that our hypothesis H1 is accepted. The study then reveals that there is positive relationship between emotional intelligence and team effectiveness. He then recommends amongst others that, the organizational management should create the framework within which the team functions effectively.

Preethi *et al.*, (2015), studied Emotional Intelligence – Its Importance and Relationship with Individual Performance, Team-Effectiveness, Leadership and Marketing Effectiveness. The study reveals that, emotional intelligence plays a crucial and significant role in guiding and enhancing one's behaviour and activity both within oneself and in workplace effectively and efficiently. Emotional intelligence is found to be positively correlated with all the factors and acts as an important determinant in analyzing, modifying and channelizing one's behavior towards self- and organizational growth. Although, for the cause their work they encounter difficulty in testing emotional intelligence as there is no clear evidence on whether it originates from one's personality trait or through learning and experience.

Carmeli, (2009), the relationship between emotional intelligence and psychological well being (self-acceptance, life satisfaction, somatic complaints and self-esteem). Data were collected from employees through two different structured surveys administered at two points in time. The outcome reveals that emotional intelligence and psychological well being are positively correlated and played an influential role in determining the latter, however cross-cultural differences is not taken into consideration.

Offermann (2004), studied emotional intelligence for staff performance and organization productivity and to develop a more effective human resource strategy to deal with organizational change. "Basic purpose of conducting research was that organizations are continuously changing due to internal or external factors and pressures so how organizations could cope with these factors in order to achieve competitive advantage". As there is uncertainty so there is anxiety prevailing in employees and this could be removed by emotional intelligence and proper human resource strategy (Jordan *et al.*, 2004). One limitation of this study was that even with extensive training provided to employees, they will suffer due to organization environment because it is organization environment which determines whether individual will practice training or not.

CONCLUSION

The study reveals that there is a significant relationship existing between emotional intelligence and team effectiveness. It regards emotions and the conditions that might contribute to team effectiveness. The strength of the relationship depends on who is doing the performance assessment and what factor of emotional intelligence (EI) is being increased. It also clear that there are complexity association with the relationship between team performance and team leader emotional intelligence than meets the eyes. Perhaps emotional intelligence is not the panacea to performance or effectiveness that managers hope on completely. It is then recommended that, management

should implement strategies that will encourage emotional intelligence and its dimension such as self-awareness, self-management, and social-awareness in order to achieve organizational goals.

REFERENCE

- Ajay, G., & Akhilesh, K. B. (2007). Interplay among innovativeness, cognitive intelligence, emotional intelligence and social capital of work teams, *Team performance management*, 13, 7/8, pp. 206-226.
- Ahiauzu, A. I., & Asawo, P. S. (2016). *Advanced social research method*. Port-Harcourt, CIMRAT Publication.
- Barsade, S. (2002). The ripple effect: Emotional contagion and its influence on group behaviour. *Administrative Science Quarterly*, 47, 644-675.
- Carmeli, A., Yitzhak-Halevy, M., & Weisberg, J. (2009). The relationship between emotional intelligence and psychological well being, *Journal of managerial psychology*, 24(1), 66-78.
- Carpenter, M. A., Geletkanycz, M. A., & Sanders, G. W. (2004). Upper echelons research revisited: Antecedents, elements, and consequences of top management team composition. *Journal of Management*, 30(6), 749–778.
- Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 79(3), 80–91.
- Freudenthaler, H. H., & Neubauer, A. C. (2005). Emotional intelligence: The convergent and discriminant validities of intra-and interpersonal emotional abilities. *Personality and Individual Differences*, 39, 569–579.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human Relations*, 53(8), 1027–1055.
- George, J. M., & Jones, G. R. (2000). *Essentials of managing organizational behavior*. New Jersey: Prentice Hall.
- Goleman, D. (2005). *Emotional intelligence*. (10th eds.). New York: Bantam Books.
- Goleman, D. (1998). Working with Emotional Intelligence.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal Leadership: Realizing the Importance of Emotional Intelligence*, Harvard Business School Press.
- Goleman, D. (2001). Emotional intelligence: Issues in paradigm building. In C. Cherniss and D. Goleman (Ed's.), *The emotionally intelligence workplace*. San Francisco: Jossey-Bass.
- Jordan, P. J., & Lawrence, S. A. (2009). Emotional intelligence in teams: Development and initial validation of the short version of the workgroup emotional intelligence profile (WEIP-S). *In journal of Management and Organization*. Retrieved February 02, 2020 from <http://findarticles.com/p/articles/mi>
- Jordan, P. J., & Troth, A. C. (2004). Managing emotions during team problem solving: Emotional intelligence and conflict resolution. *In Human Performance*, 17(2), 195-218. Retrieved February 02, 2020, from <http://www.emeraldinsight.com>
- Khan, M. S. (2014). The impact of emotional intelligence upon the team effectiveness. *Journal of Research on Humanities and Social Science*, 4(22), 1-7.
- Lanser, E. G. (2000). Why you should care about your emotional intelligence. *Healthcare Executive*, 6-11.
- Luca, J., & Tarricone, P. (2001). Does emotional intelligence affect successful teamwork? In Meeting at the crossroads. Proceedings of the 18th Annual Conference.
- Nelson, D. L., & Quick, J. C. (2003). Organizational behavior: *Foundations, realities and challenges*. (4th eds.). Ohio: Thompson.
- Offermann, L.R., Bailey, J. R., Vasilopoulos, S., Nicholas, L., Seal, C., & Sass, M. (2004). The relative contribution of emotional competence and cognitive ability to individual and team performance. *Human Performance*, 17(2), 219-243.
- Opong, S. (2014). Upper echelons theory revisited: The need for a change from causal description to casual explanation. *Journal of Management*, 19(2), 169-183.
- Preethi, B., Tech, M., & Gomathi, S. (2015). Emotional Intelligence – Its Importance and Relationship with Individual Performance, Team-Effectiveness, Leadership and Marketing Effectiveness. *Mediterranean Journal of Social Sciences*, 6(1), 120-128.
- Sy, T., Tram, S., & O'Hara, L. A. (2006). Relation of employee and manager emotional intelligence to job satisfaction and performance. *In Journal of Vocational Behavior*, 68, 461-473. Retrieved February 01, 2020, from <http://www.emeraldinsight.com>.
- Spector, P. E. (2000). Industrial and organizational psychology: *Research and practice*. (2nd eds.). New York: John Wiley.
- Wong, C., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *Leadership Quarterly*, 13(3), 243-274.
- Scarnati, J. T. (2001). On becoming a team player. Team performance management: *An International Journal*, 7(1/2), 5-10.