

Developing Emotionally an Intelligent Organization: Effective Implementation and Measurement Process

Natalie Chastukhina

Antora Consulting Group

Email: nchastukhina@antoraconsulting.com

Introduction

It is imminent to the nature of any organizational system to recognize a critical role of a human factor. Organizations consist of humans and therefore, each of them needs to be treated as “a macro human being” with human features: intelligence, emotions, discipline, consideration, ability to control itself and influence others. Emotional intelligence (EQ) is an important concept that determines both organizational and personal success. Recent studies have indicated a significant relationship between a degree of emotional intelligence of organizations and their level of success. “Organizational success” can be referred to as a combination of profitability, reputation and the level of prestige among its stakeholders. “Emotional Intelligence” at a macro-level can be defined as “organizational ability to intelligently handle matters with empathy.” In order to develop an emotionally intelligent organization, various steps and techniques can be undertaken. It is critical to match knowledge sources, techniques, and tools in order to implement an EQ program effectively.

Research Questions

This paper attempts to address two research questions:

1. What are the existing tools/techniques for EQ measurement?
2. What is the optimal process of implementing an organization-wide EQ program? How can EQ program be implemented effectively?

Tools and Techniques for EQ Measurement

Currently there are four measures of emotional intelligence: 1) emotional competence inventory; 2) BarOn Emotional Quotient Inventory - EQ-i™; 3) Mayer-Salovey-Caruso Emotional Intelligence Test™ (MSCEIT); and 4) Work Profile Questionnaire - EI Version.

Emotional Competence Inventory

Emotional competence inventory was developed by Richard Boyatzis and Daniel Goleman to assess the competencies in the model of Daniel Goleman's book *Working With Emotional Intelligence* (1).

The emotional competence inventory (ECI) measures twenty competencies organized into four clusters: self-awareness, self-management, social awareness, and social skill.

Self-awareness refers to knowing one's internal states, preferences, resources, and intuitions. It contains three competencies: emotional awareness, accurate self-assessment, and self-confidence.

Self-management refers to managing ones' internal states, impulses, and resources. It contains six competencies: self-control, trustworthiness, conscientiousness, adaptability, achievement orientation, and initiative.

Social awareness refers to how people handle relationships and awareness of others' feelings, needs, and concerns. This cluster contains three competencies: empathy, organizational awareness, and service orientation.

Social skills cluster concerns with the skill or adeptness at inducing desirable responses in others. It contains six competencies: developing others, leadership, influence, communication, change catalyst, conflict management, building bonds, and teamwork and collaboration (2).

The ECI 360 offers a way to assess the strengths and limits of individuals, giving them precise, focused information on exactly which competencies they will want to improve on in order to meet their career goals. The ECI 360 is an assessment tool that covers the full spectrum of the emotional competencies that matter most for star performance. The instrument is designed for use only as a development tool, not for hiring or compensation decisions.

BarOn Emotional Quotient Inventory

BarOn Emotional Quotient Inventory was designed to measure a number of constructs related to emotional intelligence. This inventory consists of one hundred and thirty-three items and takes

approximately thirty minutes to complete. It gives an overall EQ score as well as scores for the following five composite scales and fifteen subscales. These areas of emotional intelligence are measured with the aid of 4 validity indices and a correction factor (3).

The intrapersonal scales measure self-regard, assertiveness, emotional self-awareness, independence, and self-actualization. Interpersonal scales measure empathy, social responsibility, and interpersonal relationship. Adaptability scales include reality testing, flexibility, and problem solving. Stress management scales deal with stress tolerance and impulse control. Finally, general mood scales measure a degree of optimism and happiness.

Work-Profile Questionnaire – EI version (WPQei)

The WPQei is an eighty-four item instrument designed to measure the personal qualities and competencies that employees need to develop to manage emotion at work - that is, those identified by researchers such as Mayer and Salovey, Goleman and Ostell et al. (4). The WPQei is based on a conceptual model of emotional intelligence that has seven components: innovation, self-awareness, intuition, emotions, motivation, empathy, and social skills.

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™)

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™) is designed to measure the four branches of the emotional intelligence ability model of Mayer and Salovey. The first branch - perceiving emotions - is the ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli. The second branch - facilitating thought - is the ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes. The third branch - understanding emotions - involves the ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings). The fourth branch - managing emotions - is the ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth (5).

As one can infer from the definitions of the four branches, MSCEIT™ is an ability-based scale that measures how well people perform tasks and solve emotional problems, as opposed to a scale that relies on an individual's subjective assessment of their perceived emotional skills. MSCEIT™ was developed from an intelligence-testing tradition formed by the emerging scientific understanding of emotions and their function and from the first published ability measure specifically intended to assess emotional intelligence, namely Multifactor Emotional Intelligence Scale (MEIS).

Responses to MSCEIT™ represent actual abilities at solving emotional problems; this means that scores are relatively unaffected by self-concept, response set, emotional state, and other confounds. The theory of emotional intelligence is based on several key ideas, and, through empirical study and research the Four-Branch Model of emotional intelligence was established.

MSCEIT™ provides fifteen main scores: Total EQ score, two area scores, four branch scores, and eight task scores. In addition to these fifteen scores, there are three supplemental scores (6).

In addition, it is worth mentioning that the test is self-reported and there are one hundred and forty-one items in the questionnaire. The test should be administered to the individuals of the age seventeen and older. The administration time is between thirty and forty-five minutes.

The Choice of EQ Assessment Model

An external consultant should choose EQ assessment tools after a careful diagnosis of organizational needs for EQ development. It is critical that an organization chooses the assessment model that fits best to the organizational needs. It is also important to consider the level of competence of the assessment model administration team within a particular organizational setting. In addition, management should feel comfortable with a particular model with regards to time and resources involved into the assessment process.

The optimal process of implementing an organization-wide EQ program

An EQ training program should be implemented with the help of external OD consultant or consulting team in order to eliminate bias and avoid a possible conflict of interests. Therefore, it is important that the change agent is competent in the area, has sufficient amount of positive references and an impressive list of past clients.

There is no standard approach towards implementing an EQ program in a given organizational setting. However, there are universal guidelines that one should always follow to ensure effectiveness of the EQ program implementation. These are general OD principles that have to be considered.

First, the present level of organizational EQ should be determined with the help of measurement tools. Once the tool has been chosen and the level of organizational EQ has been measured, a program needs to be implemented depending on the organizational EQ level. For an organization with lower EQ level, more preparatory steps need to be taken than for an organization with higher EQ level.

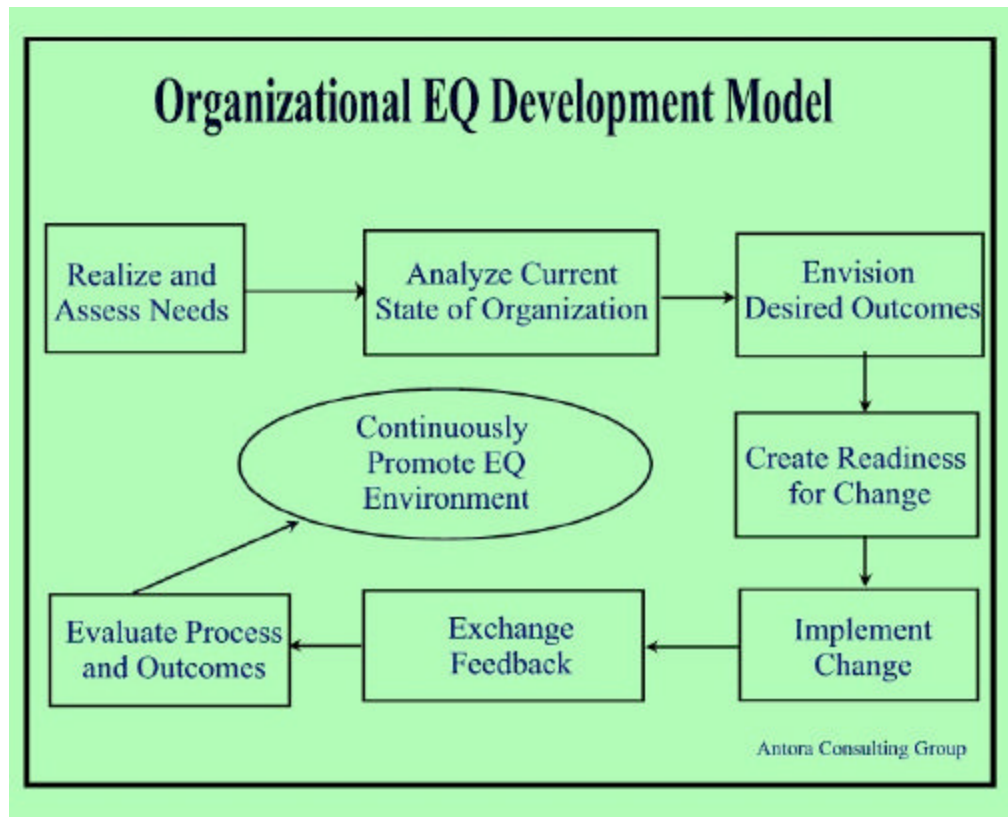
Before a change agent implements the EQ training program, he or she needs to determine who the relevant client is. It will help the agent cut through the red tape in the organization and ensure that the change will take place.

After the relevant client is determined, the ground rules must be established. The change agent should have a formal discussion with the relevant client(s) about implementation steps: both should set mutual expectations and talk about the use of information provided during the EQ assessment stage.

This paper discusses the optimal process for developing emotional intelligence in organizations designed by Antora Consulting Group (7).

The following flowchart (Flowchart 1) summarizes the stages of an EQ development program,

which are further discussed in more detail.



Flowchart 1

Phase 1: Realize and Assess Needs

During the first phase, the following questions should be addressed:

Why is the change necessary? While deciding whether to implement the organizational EQ program, it is necessary to determine why the change is necessary. What are the forces pushing for dissatisfaction with status quo? Is it important for an organization to reach higher level of EQ and why is it important?

Explore other alternatives. The implementation of EQ development program required substantial financial resources and organizationwide support. During this step, the cost of the EQ development program and its time frame should be determined. Before committing to this type of change program, the change agent(s) should ensure that this is the most optimal solution for the current organizational situation.

Weigh pros and cons. Determine all the advantages and disadvantages for implementation of EQ development program. Make the decision based on the significance of the factors.

Phase 2: Analyze Current State of Organization

Strengths and limits should be detected both at the organizational and individual level. When detecting the present state of the organization involves, the following decision factors should be considered at a macro-level:

- 1) Quality of customer service/satisfaction ratings
- 2) Employee turnover and exit procedure
- 3) Employee satisfaction
- 4) Career development opportunities
- 5) Fair compensation system
- 6) Supervisor/subordinate relationships
- 7) Working environment/organizational climate/culture
- 8) Safety issues
- 9) Leadership
- 10) Quality of employee work-life

After determining the decision factors, weak/problem areas should be detected and ranked.

Force-field analysis can be one of the effective tools to help determine strengths and problem areas.

Example:

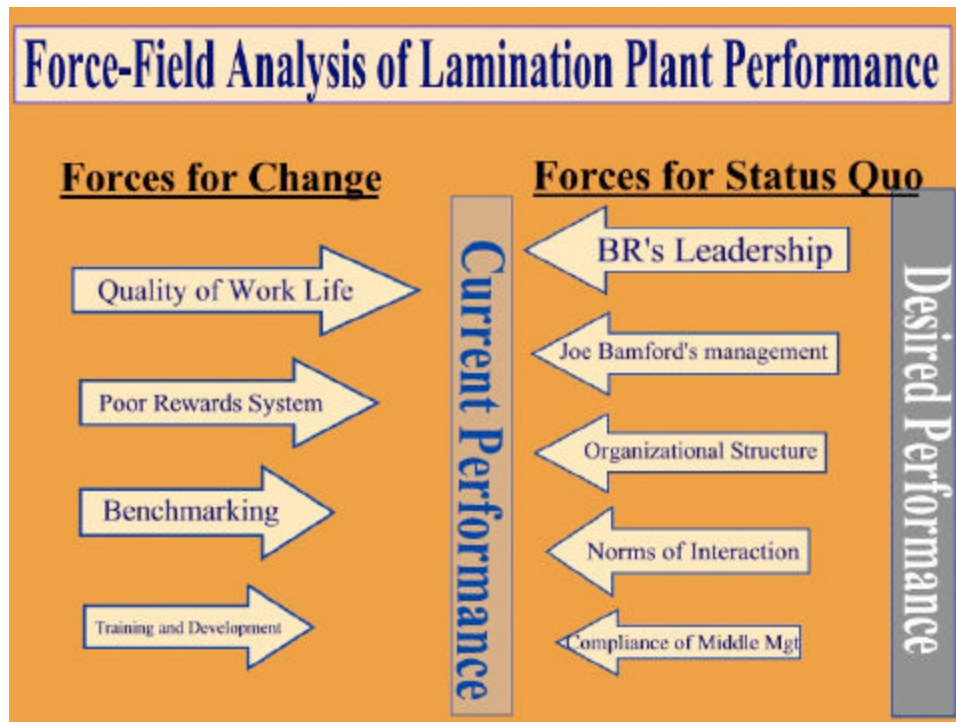


Chart 2

Chart 2 presents a force-field analysis of a lamination plant performance.

First, the forces pushing for change to improve the current organizational performance are determined and ranked according to their importance. The longest arrow indicates the most significant force for change, in our example – quality of work life.

Second, the forces preserving status quo that keep the organization from attaining the desired level of performance are determined and ranked according to their strengths. In our example, the leadership style of the vice-president of organization – BR – is the strongest force for status quo.

Third, after choosing and ranking both types of forces, the change agent along with the relevant client should decide, which forces are easier to influence to reach the desired level of organizational performance (8).

At the micro-level, two challenges confront those who wish to assess the social and emotional competence of individuals. First, people usually are less aware of skill weaknesses in the social and emotional domains (9). They may realize, for example, that the interpersonal aspects of leading a work

group are difficult and frustrating. But they may not be able to pinpoint the emotional skills they need in order to improve their functioning in this area. Second, these competencies are manifested primarily in social interaction. Therefore, the best approach usually involves ratings by those who interact with the person.

To assess employees' EQ level, one of the four EQ measures should be used, chosen on the basis of organizational fit. Usually, it is recommended that the upper and middle management, as well as the lower-level supervisors be tested for their EQ skills level. After the assessment process, it is also important to analyze how well individual characteristics and skills fit the level of position they have in the organization.

Phase 3: Envision Desired Outcomes

During this step it is critical to realize what outcomes are desired from the program and how they will improve the organization. It is also vital have a competent and trusted change agent who will design the EQ program and lead the implementation of the change process.

Benchmarking can be used as a measure of what an organization would like to be in the future.

Clear goals need to be set both at the individual and organizational level. At the individual level, a goal for a customer service specialist may be getting better control over his or her emotions and becoming more empathic towards customer needs, specifically use active listening technique when communicating with customers. At the organizational level, a goal can be improving public image of the company by providing excellent customer service.

Goals should be broken into manageable steps. Simple goals are easier to reach than complex ones. When people reach a goal, their self-efficacy increases, which leads to the setting of new, more challenging goals (10).

Expectations need to be adjusted with regards to the results of the EQ program. People who are confident that they can succeed in a training program will tend to be more motivated and, not surprisingly, more successful (11). Unfortunately, in the case of social and emotional learning, many people are skeptical that emotional intelligence can be improved. And people who find social and emotional problems challenging will be particularly dubious about their ability to improve. To maximize motivation, learners need to believe not only that greater emotional competence will lead to valued outcomes, but also that it can be improved. Furthermore, they need to have a realistic expectation of what the training process will involve (12).

Phase 4: Create Readiness for Change

The participating parties must be presented with evidence to become dissatisfied with status quo, which in turn will motivate all organization levels to change

During the motivation training, the change agent should present the underlying issue, the goals and the expected outcomes of the EQ development program to all the key employees, and ensure that they understand its importance to the organization. This will help attain cooperation of the individuals participating in the change process.

Positive relationships between the instructor and trainees need to be fostered. Several studies have suggested that trainers who are empathic, warm, and genuine – which are, of course, attributes of emotional intelligence – develop more positive relationships with participants in behavior change programs, and they are more likely to be successful (13). Trainers who use a directive-confrontational style only succeed in making participants more resistant (14).

Trainees will have more positive attitudes towards the change process if they know that they have a choice as to whether to participate in it or not. If the trainees are forced to participate in an EQ program, tension among the latter and the upper management will become an obstacle on the way to the change.

During this phase, the OD consultant should lay out ground rules of the relationship with the relevant client. A reasonable time frame needed to implement the change program should also be established.

Employees need to realize that an emotionally intelligent organization starts with emotionally intelligent employees. Therefore, in order to improve an organization, self-improvement should be emphasized.

Phase 5: Implement Change

After individual EQ assessment, the trainees should reflect on the results of their testing: analyze their strengths and areas for improvement, and the way to improve their EQ skills. The individuals must realize that these skills can be learned and developed. In order for the employees to be motivated to improve on their EQ skills level, rewards should be tied to their progress, which can be done both on the individual and group level. It is critical for the trainees to realize that the organizational EQ level is based on the level of EQ of each individual employee and that each employee, by improving his/her EQ skills, contributes to the organizational success – its image and profitability. In addition, employees should also be always encouraged to use and practice their skills as often as possible. Theory should be effectively tied up to practice; therefore EQ environment should be continuously promoted throughout the organization.

Everyone needs to be involved in the change process – from the upper-level executives to the lower-level employees. The realization of self-worth that employees get from being involved into the decision-making process will ensure that the EQ program is implemented effectively and is accepted at all the organizational levels.

The change agent should maximize self-direction of the trainees and the organization in general. In order for the organization to become a self-sustaining unit and be able to cope with further challenges, this step needs to be emphasized by the instructor.

Phase 6: Exchange Feedback

Feedback is a critical phase of any organizational process. During the EQ development program, the change agent should exchange feedback with the relevant client. It is important to provide feedback with care in order to ensure cooperation of the relevant client, which in turn lays the basis for organizationwide support.

Employees need to know how they perform. When they are left in the dark about their performance, they will not know whether they need to improve it or not. In addition, effective feedback gives employees a feeling of certainty, self-worth, and increases their motivation.

Phase 7: Evaluate Process and Outcomes

After the EQ development program is implemented, it is critical to evaluate change. The evaluation should be conducted on a continuous basis. Research suggests that many training programs do not fulfill their promise (15). Only through evaluation can poor programs be improved and effective ones retained. By evaluation, we mean a process that focuses on continuous improvement rather than just a "pass-fail" test in which individuals associated with a program win or lose credibility. When an evaluation suggests that a program falls short in achieving its goals, it should not be used to punish an individual or group. Rather, it should be used as a guide for improving the training that is offered. Evaluation should be linked to learning and the continual pursuit of quality.

Phase 8: Continuously Promote Emotionally Intelligent Environment

To ensure positive results of the change program, it is imminent to support ongoing EQ development throughout the organization. Employees should also be encouraged to use and practice the newly learned skills as often and in as many situations as possible. Once trainees have received information and learned what needs to be done in order to increase their EQ level, they need to have opportunity to transfer theoretical knowledge into practice. The more chances they have to practice what they have learned, the better they will become at applying their knowledge. Many companies make a mistake of having only one or two seminars for their employees expecting them to be able to transfer theoretical knowledge into practice. However, this transition can be very challenging; therefore, favorable conditions need to be provided to facilitate it. It is critical that managers and supervisors motivate their subordinates to practice their newly learned skills in as many situations as possible.

The climate of the work environment is particularly important for transfer of social and emotional learning to the job. One study found that participants in a human relations training program who returned to a supportive climate performed better on objective performance measures and were promoted more often than those in an unsupportive climate. Furthermore, these effects were not observed until eighteen months after training, highlighting the importance of a supportive environment for the development of social and emotional competencies over time (16).

In order to facilitate transfer and maintenance process, situational constraints need to be removed. For example, higher-level employees who resist change may have to be retrained or even terminated from the job.

More active, concrete, experiential methods, such as role-plays, group discussions, and simulations, usually work better than lecturing or assigned reading for social and emotional learning. In order to reprogram neural circuits connecting the amygdala and neocortex, people need to actually engage in the desired pattern of thought, feeling, and action. A lecture is fine for increasing understanding of

emotional intelligence, but experiential methods usually are necessary for real behavior change. A study of managerial and sales training programs offered in a large corporation demonstrated the superiority of experiential methods for social and emotional learning. The programs that used experiential methods produced twice as much improvement in performance, as rated by supervisors and peers, as did the other programs. Furthermore, the return on investment for the experiential programs was seven times greater (17).

Even though experiential interventions seem to be especially productive for social and emotional learning, insight also can play a useful role (18). Insight serves as a natural link between situations, thoughts and feelings. It enhances self-awareness, the cornerstone of emotional intelligence and often paves the way for meaningful behavior change.

In order to prevent relapse, the change agent needs to warn trainees about possible slips and challenges in implementation of the EQ program.

Conclusion

Implementation of emotional intelligence program in any organization is a challenging and complex process. In order for it to succeed, the relevant client should understand all of the challenges and benefits of the program and commit the efforts and resources to it. He or she has to realize that the EQ program is an organizationwide process and that employees at all the levels should participate in it and make positive contributions toward the change.

The relevant client along with the rest of the organizational members should realize that no organization becomes emotionally intelligent overnight; it is a long process that consists of multiple phases and requires time and effort commitment.

Finally, consistency is the key to success in any endeavor. Organizational members – from

maintenance personnel to the CEO – should always keep in mind that emotional intelligence should penetrate the company at all levels and all times; and that every organizational activity should motivate employees to use the principles of emotional intelligence they have learned during the training phase and encourage them to continuously their EQ skills.

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