Personnel's emotional intelligence and professional commitment (Descriptive study)

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ABSTRACT

The attached paper is my two cents worth on emotional intelligence and professional commitment. Emerging interdisciplinary research and studies from education, business, psychology, and behavioral medicine are showing clear and significant contributions of emotional intelligence to human performance, personal health, and resilience. Emotional knowledge, skills, and intelligence hold a major key to improving education and helping students, teachers, faculty, and student development professionals attain higher degrees of achievement, career success, leadership, and personal well-being. The learned ability of emotional intelligence integrates well with the student development model of education and the historical values of the student personnel point of view. There are many important issues and challenges facing education at the public school and higher education levels. While academic achievement and scholastic performance have been the primary thrust of recent reform efforts, other equally important issues have taken center stage in education. Physical safety, healthy emotional development, standards of excellence and equalitarianism, a global economy and world perspective, changing workforce demands and the nature of work, multi-cultural and diversity issues, retention through graduation, and personal/career needs of students and educators are just a few examples.

Introduction

Human resources are, without doubt, the core of the health care industry and an effective health care system depends mainly on their adequacy, quality and their right distribution (Firth et al., 2004). Nursing shortages are proved to be related with adverse incidents and aspects of hospital inefficiency (Sellgren, Kevel and Thomson, 2007). effective management of organizations and human resources is facing enormous challenges. Organizations are downsizing, reengineering themselves to compete in the global market and facing an explosion of available information (Lufthansa, 1998). Max Mesmer (1999), CEO of Robert Half, said in a recent survey of 150 executives from some of the nation's largest companies, that leadership skills were identified as the most important assets of managers. James E. Pirelli (1999), Chairman, President and CEO, Ingersoll-Rand Company, stated America is moving from a manufacturing economy to a value-added, service-oriented economy. And at the heart of service are relationships: interpersonal relationships; intergroup relationships; and interdepartmental relationships. The ascendance of work teams in large organizations puts a new premium on relationship team skills. Among others, this set of skills includes the following competencies: 1. communicating or listening openly and sending convincing messages, 2. managing conflict, which entails negotiating and resolving disagreements, 3. inspiring and guiding individuals and groups as a leader, 4. initiating and

managing change, and 5. collaborating and cooperating with others toward shared goals (Pirelli, 1999, p 437).

Emotional intelligence is a learned ability to identify experience, understand, and express human emotions in healthy and productive ways. Emotional experience and expression are unique to each person. No one else in the world thinks, expresses feelings, chooses behaviors, and acts in the exact same way. An educational model for developing emotional intelligence must address this unique human condition. The educational model of emotional intelligence at Texas A&M University-Kingsville defines emotional intelligence as a confluence of developed abilities to (1) know and value self, (2) build and maintain a variety of strong, productive, and healthy relationships, (3) get along and work well with others in achieving positive results, and (4) effectively deal with the pressures and demands of daily life and work (Nelson and Low, 1998). This definition provides for a practical, easily understood, skills and competencies-based approach to emotional learning and emotional intelligence with a skills and competencies-based approach, emotional intelligence can be organized, integrated, and taught in a sequential, step-by-step, learner-centered process. Through long-term study, research, and experience with personal skills and emotional intelligence, the Emotional Learning System (a systematic emotional skills learning process) was developed. This learning process or system consists of five essential, interrelated, sequential steps (Nelson and Low, 1999, 2003).

The Emotional Skills Assessment Process of Personal Skills Mapping, Exploring and Developing Emotional Intelligence Skills and The Personal Responsibility Map (Nelson and Low, 1976-2003) has confirmed that self assessed emotional intelligence and personal skills are important to academic achievement, mental health, career effectiveness, and resilience. Healthy emotional development and productivity involve the key competencies and skills of emotional intelligence. Learning, developing, and applying these skills improve performance and sense of personal well-being. The competencies and skills of emotional intelligence enable educators to develop a learner-centered skills-based curriculum and personalize the delivery of instruction.

The Emotional Intelligence Program is a university-wide effort organized through the Required foundations class taught in five undergraduate colleges. The program is designed to actively engage the student in both academic and self-directed experiential goal-oriented activities. An interdisciplinary team of faculty and administrators, graduate students, and student program coordinators work with instructors to provide class lessons and structured activities early in the semester. The lessons and group activities are organized from the Emotional Skills Assessment Process.

The transitions through education – from school to college to career – are challenging, Exciting, and often difficult for students. These transitions are critical to the successful completion of K-16 education and career development. The Emotional Intelligence Program is designed to provide the positive and practical model of human emotional behavior that students can learn and apply to stay healthy, increase productivity, and improve personal, academic, and career performance. The Emotional Intelligence Program addresses, to some degree, each of the critical elements of the student development model with a specific focus on applied institutional research. Institutional research is used to strengthen program development and delivery for teaching, learning, and accountability. Emotional intelligence is a combination of competencies. These skills contribute to a person's ability to manage and monitor his or her own emotions, to correctly gauge the emotional state of others and to influence opinions (Caudron, 1999; Goleman, 1998). Goleman describes a model of five dimensions. Each area has its own set of behavioral attributes as follows.

1. Self-awareness is the ability to recognize a feeling as it happens, to accurately perform self-assessments and have self-confidence. It is the keystone of emotional intelligence (Goleman, 1995).
2. Self-management or self-regulation is the ability to keep disruptive emotions and impulses in check (self-control), maintain standards of honesty and integrity (trustworthiness), take responsibility for one's performance (conscientiousness), handle change (adaptability), and be comfortable with novel ideas and approaches (innovation).
3. Motivation is the emotional tendency guiding or facilitating the attainment of goals. It consists of achievement drive (meeting a standard of excellence), commitment (alignment of goals with the group or organization), initiative (acting on opportunities), and optimism (persistence reaching goals despite setbacks).
4. Empathy is the understanding of others by being aware of their needs, perspectives, feelings, concerns, sensing the developmental needs of others.

5. Social skills are fundamental to emotional intelligence. They include the ability to induce desirable responses in others by using effective diplomacy to persuade (influence); listen openly and send convincing messages (communicate); inspire and guide groups and individuals (leadership); nurture instrumental relationships (building bonds); work with others toward a shared goal (collaboration, cooperation); and create group synergy in pursuing collective goals.

These five characteristics will be shown to apply to a leader's ability to make effective decisions. Next, the qualities of a leader are defined. As organizations have become less bureaucratic to meet increasing competitive pressures, control mechanisms in organizations have become more informal. That is, managers have relied less on formal rules and more on building committed workforce to attain organizational objectives. There are some obvious advantages to this strategy in that the benefits of organizationally committed employees include acceptance of organizational goals, reduced turnover and absenteeism, and potentially better job performance. Recent thinking about employee commitment has shifted from an emphasis on commitment to organizations, to an emphasis on commitment in organizations. Recent research studies show that professional commitment is important in relation to service quality (Malhotra and Mukherjee, 2003). More importantly, the results show that of the three components of organizational commitment: affective commitment; normative commitment; and continuance commitment, only affective commitment has a significant relationship with service quality. Affective commitment refers to the emotional attachment of the employee towards his/her organization, and reflects the willingness of employee's to accept and support organizational goals. Thus, employees who identify with the organization and support organizational goals generally perform well. Unlike tangible products, quality is ephemeral in the services environment. It can disappear in a moment during a negative interaction between customer and service providers. For this reason, the service encounter has been the object of considerable theory and research. Investigators have examined customer service employee communication (Price et al., 1995; Solomon et al., 1985), the stress associated with service delivery (Singh, 1993; Varca, 1999), and the behavioral events underlying service experiences (Bitner et al., 1990, 1994). Inspire of this emerging picture, some areas remain unclear - a key one being the characteristics of service providers that ensure effective service encounters (as cited in Malhotra and Mukherjee, 2004). One of the few things personality psychologists agree on is that human beings construct a personal theory of reality based on life experiences as a means of coping with life (Epstein in Malhotra and Mukherjee (2004). Epstein suggests that people incorrectly assume their behavior is driven by reason. In contrast, he believes that much of human behavior is directed automatically by an experiential system, determined in part by emotional variables. Epstein in Malhotra and Mukherjee (2004) describes the logic behind constructive thinking as follows: If emotions and, to a large extent, behavior, are determined automatically by the functioning of the experiential conceptual system then the effectiveness with which the experiential system operates should play an important role in determining a person's success in everyday living. This raises an in retesting question. Is it possible that one could obtain admeasure of the overall effectiveness of the experiential system in a manner analogous to the use of intelligence tests to measure the effectiveness of the

rational system? If so, what is it that would have to be measured? The answer is that one would have to sample a person's typical automatic thinking. Although constructive thinking ability encompasses both constructive and destructive patterns, the constructive components of behavioral and emotional coping have received the most attention. Individuals who exhibit good emotional coping ability have the capacity to cope with distressing events in a way that does not produce undue stress. These people do not take things personally and are not overly sensitive to disapproval or rejection. They avoid thinking in a manner that would produce negative emotions. Good emotional coppers do not overreact to problems in the present, nor do they concern themselves with those of past or future misfortunes. They experience less stress in living than others (Epstein in Amphora and Mukherjee (2004).

A common characteristic of high performing companies is the ability to develop very strong commitment by its employees and management, towards the organization. Herman Simon, based on an in-depth study of successful medium sized companies, concluded in the April 1992 edition of the Harvard Business Review, that "Closeness to the customer, integration of technology and marketing and employee identification with the company" constitute the principal factors of corporate competitiveness. A key determinant of company's performance, therefore, is the level of emotional intelligence and professional commitment shown by its employees at all level. There are many questions the business community will be facing with as more organization realized the potential opportunity to "cash in" on the emotion revolution. Indeed, choosing to ignore such an integral aspect of human behavior may prove costly in a number of ways. As Goleman in Rosete and Ciarrochi (2005) pointed out, "there is, inevitably, a cost to the bottom line from low level of emotional intelligence on the job. When it is rampant, company can crash and bum" (Goleman, 1995, p. 148). Here is such an example: Imagine the consequences for a working group when someone is unable to keep from exploding in anger or has no sensitivity about what the people around him is feeling...When emotionally upset; people cannot remember, attend, learn or make decisions clearly.(Goleman, 1995, p. 149) Individuals who are unable to reason from their emotional experiences and translate this into effective behavioral responses may become a liability in terms of risky decision making, damaged working relationships, or poor performance. Research findings from 3000 recent studies carried out in the United States, Europe and Asia revealed that commitment has a significant impact on work performance (Carmeli, 2003). Turnover, discipline, absenteeism, resistance to stress, self-esteem and openness to change are all positively affected. This last finding, openness to change, is particularly important. It allows us to better understand the phenomenon of adapting to, or resisting change. As employees identify more with their organizations, the more flexible will they be; the less will they resist change, and, the more adaptable will they be to changing environments. Researchers and practicing managers alike have long sought a greater understanding of the various factors that enhance employee commitment to the organization. This is appropriate as human capital may be the most critical strategic component and the most direct route to enhance firm effectiveness (Stewart, 1997). In addition, employee commitment could possibly be the only sustainable competitive advantage for many organizations.

Term of professional commitment is taken from psychology and is most common from organization loyalty but direction of its study is same as H (Herr 2005), definition for professional commitment is differ from rate of doing job by person to doing some special responsibilities in work environment and importance of job in personal life (Somech & Bogler 2002).Professional commitment is one of most important determinant and is a subject that get consideration of many managers and persons is training environments (Kannan & Pillai 2008).Professional commitment theory shows that more investment on things so rejection of it to be difficult. Then, if we encourage a person in entering one job more, this person has more responsibility to his job (Tayler 1988). Professional persons, see themselves as a person who has a full time job which need best work, because they be line that this job is valuable (Favelq & Fuzessery 1974).Professional commitment define as a person view to his work (Fjorlof & Lee 1994) and professional commitment is related to person skills. In fact this contain faith to aims and norms and believes, so they must have more work to show this (Elius 2006).Professional commitment is to some extant allocation to job standards (Jones 2000).

Conclusions

Emotional Intelligence, or EI, is defined as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well, in ourselves and in our relationships" (Goleman, as cited in Bagshaw, 2000).People with high levels of emotional intelligence have the capacity to see the world from another person's perspective. They communicate authentically and assertively;(empathy); are able to accept others and use their talents for the good of the organization, not just themselves (social awareness) and are able to size up and respond sensitively and positively to a wide range of difficult situations involving Others (social responsibility and adaptability). They are also effective problem solvers because they proactively seek solutions and are open to new and very different ways of doing things (change agents). People lacking in these skills may display antisocial attitudes, be inflexible, fail to recognize and take advantage of new opportunities and may demonstrate signs of unpredictable and negative behavior (Stein & Book, 2000; Bagshaw, 2000). When people in the workplace do not act with emotional intelligence the costs to both the organization and the individual can be significant. Low morale, bitter conflict, and stress all limit business effectiveness. Turnover and sickness can increase, interpersonal relationships deteriorate, motivation warns and performance can drop (Heraty and Morley, 1998). Emotional intelligence can contribute in a positive, business enhancing way, improving team working, customer service and managing diversity (Bagshaw, 2000). If properly managed emotions can drive trust, loyalty and commitment and guide many of the greatest productivity gains, innovations and accomplishments of individuals, teams and organizations (Cooper, 1997).Martinez (1997), Gibbs (1995) and Johnson and Cleaner (2000) all consider emotional intelligence to be a significant predictor of work success arguing that in most cases people who fail in their job fail because of inadequate interpersonal skills rather than a technical inability; that they had poor communication skills or because they didn't fit in with the culture. Some of the fatal flaws include classic emotional failings, such as poor working relations, being authoritarian or too ambitious and having conflict with upper management.

The study of emotions has played a major role in organization studies. Researchers have described the benefits of

possessing a high emotional intelligence. Such individuals are found to be healthier and more successful than their less emotionally intelligent peers (Cooper, 1997). Emotionally intelligent individuals are found to have strong personal relationships (Cooper,1997), monitor and evaluate others' feelings (Salovey & Mayer, 1990),empathize with others (Kelley, 1998), and excel in interpersonal skills(Goleman, 1998b).From the previous research, it has been proven there is a positive relationship between emotional intelligence and organizational commitment. Therefore, it is important to conduct this study as it will help the researcher to examine the contribution of emotional intelligence towards professional commitment among employees in by determining the level of emotional intelligence possessed by them in relation to organizational commitment. Once we have an accurate assessment of the emotional intelligence level and their relationship with organizational commitment, then only we can educate and create the awareness on the importance of emotional intelligence in developing human capital among them. Emotionally intelligent individuals stand out. Their ability to empathize, persevere, control impulses, communicate clearly, make thoughtful decisions, solve problems, and work with others earns those friends and success. They tend to lead happier lives, with more satisfying relationships. As Goleman(1998a) reiterated that emotional intelligence-based competencies are learned abilities, so, it is hoped that emotional intelligence being a new measurement of success could result in developing the potential of individuals in a holistic and integrated manner and producing individuals who are not only intellectually but emotionally balanced in accomplishing their tasks as an employee especially in the process of making decision and to provide a unique contribution to the organization. The completion of the research should therefore enable the researcher to identify the emotional intelligence skills that need to be developed through training needs analysis to indicate skills that are the most significantly related to commitment. Thus, when specific skills are identified as being critical to the determination of success, programs can then be designed to help develop high affective commitment in an organization and diminish continuance commitment.

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