Influence of Emotional Intelligence on Job Performance

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Abstract

The purpose of this paper is to identify the influence of emotional intelligence in organizations today, especially considering the effect it can have on different intelligences related to the generation of knowledge in the organization. The problem we are trying to address with this work should answer the question, Does maximizing employment outcomes is given by the influence of the different intelligences in people of the organization? The conclusion of this essay is that there is a strong relationship between emotional intelligence and job performance, in the more complex the work becomes more necessary emotional intelligence and can't exist independently of both one and the other.

Keywords: Emotional intelligence, multiple intelligences, performance in the organization.

1.0 Introduction

Today organizations are in a constant need to improve and startle their job performance with the only end to achieve high market competition. The rapid developments and changes that occur in society caused by the development of technology and methods of teaching and learning, result in innovation in the workplace toward emotional structures generated from the people in the companies or organizations with the sole aim to achieve an increase in productivity of workers, as mentioned Danvila and Sastre (2010). Emotions of workers can influence the performance of their work.

From this perspective, there is an interest in developing the skills, qualities, skills, attitudes, etc., of each of the members of the company taken into consideration aspects such as creativity, logic, flexibility, understanding, and others where the importance of emotional intelligence is recognized. The effect of emotional intelligence is not limited to the higher yield obtained, but apparently perceived that its influence extends to the satisfaction of the people in their work, and extensively, to a better orientation to change and strengthening commitment with the organization (Carmeli, 2003; Vakola et al, 2004.).

Organizations in developing their practice try to meet the objectives set and the performance of their human capital, not to respond to business skills. Goleman (1999) states that more and more companies for who to encourage these skills is vital to the management philosophy, currently compete not only with products, but with the efficient management of human capital component. All organizations regardless of the business in which they operate are immersed in the progress and changes that occur today. Taking these considerations, the present paper aims to determine the relationship between job performance and emotional intelligence in order to detect if job performance is influenced by the multiple intelligences.

The study of feelings and emotions using the model of emotional intelligence has taken importance in the organizational area. Initially, it considered the existence of some individuals with a superior coefficient of intelligence than others, but because of new concepts on this theory provides answers to this and it is considered that emotional intelligence is a skill which can understand and manage one's own feelings, interpret and address the feelings of others, to feel satisfaction and to be effective in each of the activities that develop while creating unfavorable own productivity and job performance mental habits (Araujo and Leal, 2007).

This paper aims to analyze the influence of emotional intelligence in human resources within the organization, starting from the assumption that the development of emotional intelligence is a key factor in improving the relationships of people in the organizations, and thus, it manifests an increase in work performance as it is expected of them.

2.0. Background: Theory of multiple intelligences.

From the papers presented by Gardner in 2003, the concept of emotional intelligence began to be increasingly present in organizational studies. Gardner includes “personal intelligence” in his seminal work on the theory of multiple intelligences. Specifically, according to this author, personal intelligence was composed of intrapersonal intelligence, based on the knowledge of the internal aspects of a person, and by interpersonal intelligence, based on the core capacity
to notice distinctions among others, in particular contrasting moods, temperaments, motivations and intentions (Gardner, Feldman and Krechevsky, 2001). Ortiz (2007) notes as a starting point for understanding the theory of multiple intelligences the book published in 1983 by Gardner, who had studied for many years the development of the capacities of human knowledge.

Gardner (2009), along with other behavioral scholars conducted extensive research using a variety of sources, through which they made a great contribution to education. Since he is taking the cognitive science, the study of the mind, and neuroscience, the study of the brain, its pluralistic view of mind is considering that most people possesses a great spectrum of intelligences and that each one reveals different ways of knowing.

These intelligences were determined from the study of a variety of cognitive abilities or skills identified in populations of individual's subject: talented individuals, effects of brain injuries, developmental and cultural observations. For the observed skills received the epithet of intelligences should meet the above criteria.

In 1983, Gardner proposed eight intelligences as depicted on the following figure:

![Figure 1: The eight intelligences.](image-url)

1. **Linguistic intelligence**: Used in reading books, writing texts, understanding of words and the use of everyday language. This intelligence is seen in the poets and writers, but also speakers and speakers of the media.

2. **Logical-mathematical intelligence**: Used in mathematical problem solving, in the contrast of a balance or bank account and a multitude of tasks that requires the use of inferential or propositional logic. It is typical of scientists.

3. **Musical Intelligence**: It manages to sing a song, compose a sonata, playing a musical instrument, or to appreciate the beauty and structure of a musical composition. Naturally, it is seen in composers and musicians in general.

4. **Spatial intelligence**: it is argued in performing relocations for a city or building, to understand a map, orient, imagine a furniture arrangement in a given space or in predicting the trajectory of a moving object. It is typical of the pilots, explorers or sculptors.

5. **Body-kinesthetic intelligence**: Used in running sports, dancing and generally in those activities where the body control is essential for good performance. Own by dancers, gymnasts or pampering.

6. **Interpersonal Intelligence**: The ability to understand and comprehend the moods of others, motivation or psychological states of others.

7. **Intrapersonal Intelligence**: The ability to access one's feelings, emotions of oneself and use them to guide the behavior and conduct of the same subject. It refers to a cognitive ability to understand the moods of self. It is seed to understand ourselves, our desires, motives and emotions.

8. **Natural Intelligence** is described as the power to perceive relationships between various species or groups of objects and people, and to recognize and establish whether there are distinctions and similarities between them.

Recently, Garder (2003) added 2 new types of intelligence to the original model:

9. **Spiritual Intelligence**: Described as a state of being expressed by spiritual or religious issues, arguing the importance of the human being has the need for a feasibility model itself for proper decision making. The ability to find meaning and direction of our actions. Religious belief is only a part of this intelligence.

10. **Existential Intelligence**: It delves into the supreme interests of men, the meaning of life, love, death and the human condition. It is the ability to position itself with respect to the cosmos and for the existential features of the human condition.

It is very important to consider the interpersonal intelligence mentioned by Gardner. It is called today...
emotional intelligence and this is considered as the basis for the development and implementation of an efficient behavior, which applied to companies, will positively influence on the results of the organization. Work practice is common to see people with a high IQ and not adequately perform their work and who have a lower ratio considerably better do their work or even reach a better position in the company.

Job performance is focused on identifying training needs and employee development based on the analysis of the skills and abilities of the same, assessing the possibility of granting a promotion in the company projected, but the employee is not considered as a comprehensive entity formed by feelings and emotions. Goleman (1998), clearly states this situation in its definition of emotional intelligence, which cites that it is the ability to recognize feelings in him and in others, being skillful to motivate them to work with others, suggests that it is a feeling that affects thoughts, psychological states, biological states and willingness to act. It is important to recognize the capacity of feelings in him and other workers, this being the responsibility of the manager to assess the area of human resources. Nava (2006), a cutting edge concept emphasizes the organization’s focus, defining emotional intelligence as the ability to capture the emotions of a group and lead to a positive outcome. Therefore management as well as being central axis in the organization must find the emotional needs and seek enhancement for better performance and increased productivity.


Countless researchers have considered important to the study of emotional intelligence. Thus, there are numerous definitions of the concept, such as the one of Mayer and Salovey (1997). They consider emotional intelligence a type of social intelligence that involves the ability to monitor and understand the individual’s own emotions and that of others, to discriminate among them and use the information to guide the thinking and actions of one.

It is known that intelligent behavior is determined by an accumulation of experiences in this regard and that intelligence does not occur outside of learning. According to Gardner (2009) the cultural, family and historical forces converge for a subject showing a great talent in his field, i.e. a person is not gifted or talented because of heredity, environment, or be carrying a workout, but a constant and complex between a number of forces that lead to achieve a competitive interaction. After multiple studies on multiple intelligences, it has been found that the new vision of Gardner (1998) on the mind claimed that human cognitive competence is better described as a set of skills, talents or mental skills, which it is called intelligences. All normal individuals possess these skills to some extent. Individuals differ in the level of skills and the nature of their combination. In the organizational area, it has been studied related to job performance, referring to it depends on multiple factors, elements, skills, characteristics and competencies related to knowledge, skills and abilities that are expected to develop a worker to do his job. This has been demonstrated by Davis and Newstrons (2003) who conceptualized the following skills: adaptability, communication, initiative, knowledge, and teamwork, work standards, talent development, job design power and maximize performance.

Considering different authors such as Salovey and Mayer (1990), Goleman (1995, 1996, 2000), Bittel and Newstrons (1999), Gil Adi (2000), Chiavenato (2002) and Robbins (2004), it can be practiced a detailed, systematic and critical variables, indicators and sub-indicators of intelligences. In order to get an overview of the problem, also serving as support to confront and analyze the results, establish findings, analysis and the respective recommendations which form a set of contributions to scholars in the educational managerial area.

By 1990, Salovey and Mayer mentioned the term emotional intelligence without imagining the future fame that would have this expression and the importance of knowledge in groups today. Few people in the cultural, academic or corporate environments ignore this concept or its significance mainly through the work of Goleman.

In 1997, the American Society for Training and Development conducted a survey on the most common practices of major companies and showed that four of the five visited companies not only try to encourage learning and the development of emotional intelligence among employees, but also have taken into account when assessing the performance of these and its hiring policy. Reuven Bar-On (1997) presents a model which basically describes emotional intelligence as a set of personal, emotional and social skills which determine the ability to succeed in facing the demands and details of the environment. See table 1.

<table>
<thead>
<tr>
<th>Table 1. Model of Bar-On (1997, p. 15).</th>
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<tr>
<td><strong>EQ-iSCALES</strong></td>
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<tr>
<td><strong>Intrapersonal:</strong></td>
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<tr>
<td>Self-regard</td>
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<tr>
<td>Emotional self-awareness</td>
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<tr>
<td>Assertiveness</td>
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<tr>
<td>Independence</td>
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<td>Self-actualization</td>
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<tr>
<td><strong>The EI competencies and skills assessed by each scale</strong></td>
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<tr>
<td>Self-awareness and self-expression:</td>
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<tr>
<td>To accurately perceive, understand and accept oneself</td>
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<td>To be aware of and understand one’s emotions</td>
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<tr>
<td>To be self-reliant and free of emotional dependency on others</td>
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<tr>
<td>To strive to achieve personal goals and actualize one’s potential</td>
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</tbody>
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This author joined the 15 key capabilities into 5 main groups:

1. The intrapersonal skills, including being aware of oneself, understanding emotions and be able to assert their own ideas and feelings.

2. Interpersonal skills are being confined to be aware and understand the feelings of others, and care about people in general and be able to establish close ties emotionally.

3. Adaptive capacity is defined as the ability to corroborate feelings, pondering the matter, to change one's feelings and thoughts and solve problems themselves.

4. The stress management strategies, determined as the ability to cope with stress and to control him under emotionally charged situations.

5. And motivational factors related to mood, such as optimism, the ability to enjoy one and others to feel and express joy.

Marina (1993) also refers to emotional intelligence and mentions: that the main feature of human intelligence is the invention and promulgation of purposes. The creator selects its own information in accordance with the intended purpose, directs the view of reality and its own specific targets. It is the mode of action that solves new problems and allowing adjustment of reality. In the workplace this intelligence can develop creative ideas and solve problems from a different viewpoint than usual. Intelligences can be found distributed in different ways between people and especially among workers who are part of the organization, as already mentioned. For Gardner (2009), all minds are equally important, which means that the success of any lesson lies in the use of various activities that unfold and strengthen the workforce.

In today's workplace and not just looked to hire a worker training or experience, but a critical part is how to relate to others. Interpersonal relationships of the members of an organization are today the basis the success of a company. Here the importance of diverse and abundant studies today, whose basic objective is to discover the level of importance and influence of this intelligence in productivity and development of modern organizations. It is important to note that these intelligences can be developed and grown in the organizations, and it is a management task, to identify these qualities among their workers. Emotional intelligence can be increased with the passage of time, experience and maturity that the person will acquire throughout life will serve to review and direct their emotions to produce and occur in similar situations and to confront them from another point of view.

4.0. Conclusions

The theory of multiple intelligences helps to better understand human intelligence, supplying elements for learning the person, and this being a new beginning in the way of understanding the human being. Human intelligence and working life cannot exist in an independent manner. Within the framework of labor relations, human intelligence develops the means to use the potential of the person as a job benefit.

There are no adequate methodological supports for a deeper emotional intelligence and job performance analysis. There are few empirical studies devoted to such research, which leaves open the possibility for studies that recognize the existence of a relationship between emotional intelligence and job performance. Rather, emotional intelligence can be considered complementary, and the importance of the concept is because knowledge and emotions are interrelated, and explain the different levels of success in various spheres of life, including, undoubtedly, in the field labor.

References


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