

Studying the Influence of Emotional Intelligence on Career Success

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ABSTRACT

By appearing information age and the promotion of interpersonal relationships and the manifest of strategic organizational, the emotional intelligence hypothesis have had a remarkable growth and became one of the popular organizational major.

Emotional intelligence is a comprehensive expression including extensive collection of skills and personal specifications which is above certain scope of previous knowledge like technical or professional skills. The influence of emotional intelligence on career success of Behnoosh's company employees' has been assessed in current paper.

Emotional intelligence's in this study are: self-awareness, self regulating, motivating oneself, empathy, and social skills. the proposed hypotheses by applying Pearson's correlation and Regressions tests have been assessed and the positive and meaningful influence on emotional intelligence's on career success was approved that self-awareness with the weight of 0.589 had the most effect on manager's career success and then motivating oneself variables (0.533), self regulating, (0.465) social skills (0.371) and empathy (0.274) are respectively in the next rating the features of demographic characteristics has been seen among the level of education variables and work experience with manager's career success have direct relationship.

KEYWORDS: Emotional Intelligence, Career Success, Emotions.

1. INTRODUCTION AND PROBLEM STATEMENT

Finding the factors which make a manager more successful, has been a central research problem of most organizational scientists for decades. Underlying this interest is the observation or assumption regarding the influence of top managers on important issues of strategic vision, positioning, strategic and tactical moves, among others aimed at leading to organizational performance (Finkelstein and Hambrick, 1996; Hambrick and Mason, 1984).

Daniel Goleman states some rules for changing work in his valuable book "Working With Emotional Intelligence". He believes that a new yardstick is being created that is not meant to measure one against the old standards such as general intelligence or training but rather against how well one manage oneself and others.

He continues to explain the rules have little to do with what we were told was important in our school. Academic ability has little to do with the mentioned yardstick. Goleman explains the yardstick takes for granted having enough intellectual ability and knowledge to do their job better.

Daniel Goleman believes that there are some new skills in today's organizations which are necessary for employees' to act successfully. The mentioned skills are the factors which called emotional intelligence. In Multiple Intelligence Theory, Gardner refers to some different types of intelligence however there seven bodily-kinesthetic, musical (that athletes and dancers use), interpersonal (understanding of others), and intrapersonal (insight into yourself). Each of these intelligences isn't dependent of each other relatively (Gardner, 1983).

Now some psychologists focus on last two intelligences of Gardner's Theory, intrapersonal and interpersonal, as emotional intelligence skills to identify your own, as well as others, emotions accurately, clearly express and regulate them in self and others.

People who have high emotional intelligence skills apply their emotions to motivate themselves (motivation), to understand others and themselves (interpersonal awareness) and to help others committed to their organization. People with high levels of emotional intelligence also want to be affective leaders, adapt to changes, learn some new skills (change orientation), and be able to work as members of a team (Schmitz, 2005).

Understanding what makes the most effective managers in their organizations is very important in today's environment. Organizations must identify and develop people who have high management potential to stay viable. The importance of emotional intelligence has only recently become widely salient in the quest to identify high potential managers. The recent realization of the usability of emotional intelligence to identify managers has left a

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gap between research and act. With a limited amount of research into the subject there is a need for a study that evaluates the influence of people's emotional intelligence on their career success.

2. LITERATURE REVIEW

2.1. Emotional Intelligence

Emotions are closely related to people's purpose, goals, plans, and requires (Brown, George-Curran and Smith, 2003), so emotional intelligence can be defined as the ability to be aware of own and others emotions and feelings and to manage the emotions in self and others (Goleman, 1995).

Emotional intelligence is also defined as a subset of "social intelligence" which involves the ability to consider one's own and others' feelings and emotions to guide one's thinking and actions (Salovey and Mayer, 1989). Then they defined it again as "the ability to perceive emotions, to access and generate them so as to assist thoughts, to understand emotions and emotional knowledge, and to regulate them so as to promote emotional and intellectual growth (Mayer and Salovey, 1997).

The most important construct in their definition which we require to explain is "emotions". Van Maanen and Kunda (1989) explain that emotions are "ineffable feelings of the self-referential sort", and are comprehensively defined as "self-referential feelings an actor (employee) experiences or, at least, claims to experience in regard to the performances he or she brings off in the social world" (Van Maanen and Kunda, 1989).

Feeling explanation refers to basic (e.g. joy, love, anger) and social emotions (e.g. shame, guilt, jealousy, envy), as well as to related constructs as affect, sentiments and moods (Ashforth and Humphrey, 1995).

Emotional intelligence include some abilities to perceive, appraise and express emotion accurately and adaptively, understand emotion and emotional knowledge and make apply of the knowledge by accessing or generating feelings to facilitate thought, whilst reflectively regulating emotions (Salovey, Mayer, & Caruso, 2002; Tarasuik, Ciorciari and Stough, 2009).

Emotional intelligence skills have close relationship to motivation and can be explained the gateway to learn all the life and gain to success. A lot of researches show that emotional intelligence skills are essential to each learner (Low & Nelson, 1999).

2.2. The Components of Emotional intelligence

Self-awareness that is identifying their own feelings in every second, and applying the most appropriate decisions, so that they can create confidence and realistic evaluation (Weisinger, 1998).

Self-regulating means that the one observes his feeling and emotions by utilizing them in the best way; and does his job better and instead of fulfilling desires, so he can move toward his aims (Langley, 2000).

Self-motivating means people addressing their values and interests and use them; in order to improve their actions and become stronger against problems (Goleman, 1995).

Self-motivating means that people in trend of reaching their goals use their best interests and values to promote their performance and be able to resist against problems (Goleman, 1995).

Empathy means people are sensible of others feeling. To understand the point of views, expanding their interpersonal relationships, therefore establish a more initiate atmosphere. That is to be caring about others likes and dislikes (Mayer & Salovey, 1993).

Social skills means, individuals get over their feelings interact with others depending on circumstances, instead of argument they could deal with people and negotiate and obtain better results (Goleman, 1998).

2.3. Career Success

Career success is of concern to individuals and also organizations (Judge et al, 1999). Researchers go on to try identify some organizational and individual factors that improve employees' career success (Boudreau, Boswell & Judge, 2001; Judge and Bretz, 1994; Seibert & Kraimer, 2001; Wayne et al, 1999). Also a lot of studies have taken in base of multivariate approaches to identifying the career success predictors (Kirchmeyer, 1998), but no large-scale systematic attempts have been to summarize the existing literature.

By considering "promotion slam" or "job direction" these days, most of employees think that going up the ladder means success. This topic refers to promotion in organization hierarchy and getting raised or personal authority implicitly. Thus all staff see their success in connection with financial positions, pulls and fame. But in profession terms, career success splits into objective and subjective dimensions (Friedman & Greenhaus, 2000; Hall, 2002; Kirchmeyer, 2002).

Jaskolka et al (1985) believe that success is a relatively concept of evaluation and judgment (Jaskolka, Beyer & Trice, 1985). Objective success or internal success is the observable part of the job success and refers to outputs, promotions, positions and ranks (Gattiker & Larwood, 1988).

2.4. The relationship between EI and career success

Emotional intelligence can actually be more influential upon an individual's success in life (personally and professionally) than cognitive intelligence (Stewart, 2008). People with high levels of emotional intelligence abilities are more likely than who have less emotional intelligence to achieve high levels of success in their workplace. Specially, scholars have stated that social skills are necessary for executive level leaders; as individuals ascend the organizational hierarchy; social intelligence becomes an relevant determinant increasingly of who will and will not be successful (Carmeli, 2003).

Emotional intelligence is also an important of personal relationships success, family functioning, and success in the workplace (Salovey, Mayer & Causo, 2002).

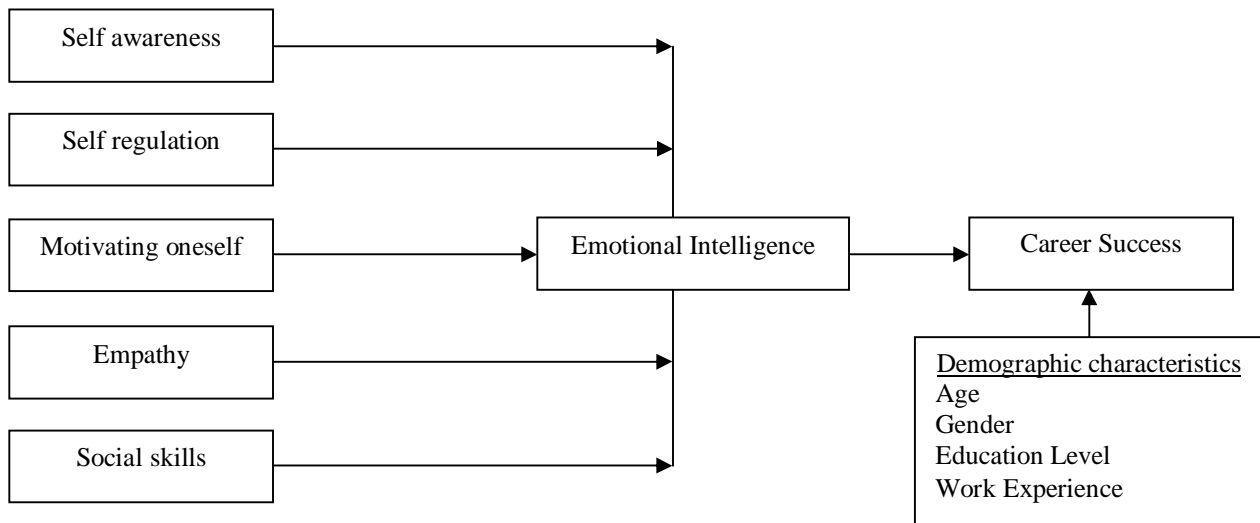
It's found that the emotionally intelligence people have enjoyed more career success, feel less job insecurity, lead more effectively, are more adaptable to stressful events, posses better coping strategies and indicate greater sales success than those who have low emotional intelligence (Yousuf & Ahmad, 2007).

Goleman focuses on the importance of emotional intelligence in general work success of people and achievement in their life. Other researchers since Goleman have claimed that emotional intelligence can predict important occupational and educational variables (Fisher & Ashkanasy, 2000).

The importance of emotional intelligence to individual and career success can be explained by how important relationships have become in evaluating personal and organizational success (Robbins, 2005). Emotionally intelligence people are able to be effective in pursuing the right career that is a career which matches the values, goals, and vision of the individual. Furthermore, it is believed that individuals who have high levels of emotional intelligence will have higher levels of job satisfaction and organizational commitment, that will make both the individuals and organizations more successful (Stewart, 2008).

2.5. Conceptual framework and Hypotheses

The chart below presents the effect of emotional intelligence consist of self-awareness, self-regulation, motivating oneself, Empathy and social skills on career success. The influence of demographic characteristics will be surveyed on career success too. Thus this article contains two major hypothesis and nine sub-divisions.



Conceptual Framework of research

1. There is a positive and meaningful relationship between Emotional Intelligence and career success.
 - 1.1. There is a positive and meaningful relationship between self awareness and career success.
 - 1.2. There is a positive and meaningful relationship between self regulation and career success.
 - 1.3. There is a positive and meaningful relationship between self motivation and career success.
 - 1.4. There is a positive and meaningful relationship between empathy and career success.
 - 1.5. There is a positive and meaningful relationship between self awareness and career success.
2. There is a direct relationship between Demographic characteristics and career success.
 - 2.1. There is direct relationship between managers' age and career success.
 - 2.2. There is a direct relationship between managers' gender with career success.
 - 2.3. There is a direct relationship between managers' education level with career success.
 - 2.4. There is a direct relationship between managers' work experience with career success.

3. RESEARCH METHODOLOGY

The study is in a society involving 174 people from chairmen of middle and high positions at Behnoosh Co-different kinds of soft drinks producers. For gathering data, liberty method and questionnaire were used. The questionnaire was developed in 2 parts: career success with 12 questions and emotional intelligence with 33 ones and were handed out to chairmen.

For assessing questionnaire validity we asked for experts' opinions and to confirm its reliability Cronbach's alpha method has been applied. The reliability results calculated which was above the reasonable threshold (0.7) (Nunnally & Bernstein, 1994).

4. DISCUSSION OF FINDINGS

Regarding the study of the relationship between emotional intelligence and its components with career success, Pearson test was applied. Results are shown here:

Table 1: Pearson result for hypotheses

Hypotheses	R	sig	Result
Emotional intelligence and career success	0.476	0.000	accepted
Self awareness and career success	0.456	0.001	accepted
Self regulation and career success	0.554	0.000	accepted
Motivation oneself and career success	0.342	0.000	accepted
Empathy and career success	0.338	0.003	accepted
Social skills and career success	0.586	0.000	accepted

Table 1 has shown there are positive and meaningful correlations between career success and emotional intelligence, self awareness, self regulation, motivation oneself, empathy and social skills.

The data was tested using the linear regression analysis to look at the influences of emotional intelligence to the career success of the respondent. The results are shown in tables below.

Table 2: Regression Result for Hypothesis 1

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.367	.555		.661	.041
Emotional Intelligence	.609	.092	.604	6.601	.000

a. Dependent Variable: Career Success

Table 2 indicates the positive and meaningful influence of emotional intelligence on Behnoosh Company managers' career success.

Table 3: Regression Result for Secondary Hypotheses

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.367	.555		14.661	.011
Self-awareness	.589	.092	.604	6.601	.000
Self-regulating	.465	.065	.512	4.735	.000
Motivation Oneself	.533	.087	.565	5.019	.000
Empathy	.274	.083	.284	3.766	.003
Social Skills	.371	.079	.413	4.346	.000

a. Variable: Career Success

Table 3 shows the outcome of regression analysis for career success as dependent variable. It's clarified the self-awareness (0.589) has definitely influence the development of career success and then "motivation oneself" (0.533), "self regulation" (0.465), social skills" (0.371) and "empathy" (0.274) were put in other steps in the direct order.

It means emotional intelligence and its all aspects have positive and meaningful impact on managers career success. For surveying the relationship between demographic variables and career success, one way variance analysis test has been used:

Table 4: Variance analysis test

Independent Variable	Dependent Variable	P-Value	Standard Error	Results
Age	Career Success	0.922	0.05	Hypothesis H ₀ accepted
Gender	Career Success	0.446	0.05	Hypothesis H ₀ accepted
Education Level	Career Success	0.002	0.05	Hypothesis H ₀ rejected
job experience	Career Success	0.033	0.05	Hypothesis H ₀ rejected

By paying attention to the above-table there is a direct correlation between the level of education and job experience with career success. There is any correlation between age and gender with career success.

5. Conclusion and suggestions

The current study with object of the influence of emotional intelligence on career success was carried out in 167 Behnoosh Co managers. The findings of using Pearson test account for positive and meaningful correlation between emotional intelligence and its dimensions with career success. Afterward by using regression test, the positive and meaningful effect of emotional intelligence and its indices made certain which self-awareness part was prominent. It indicates that the managers are capable to be more successful by perceiving their feelings and emotions and utilizing them in decision-makings. Evaluating the direct correlation between education level and job experience with career success has been proved.

By considering findings and positive correlation between emotional intelligence and career success, for organizational endurance and employing managers with the most effecting and career success we recommend that the people should be hired as managers that distinguish between their intentions and feelings and pursue their dignified goals. Therefore the managers are able to avoid sudden excitement such as rage, joy or fear in their decision-making process.

By accepting first secondary hypothesis, we could come to conduction that the managers who are able to tell apart their feelings and emotions are more successful in relating to others and obtain significant success.

The second secondary hypothesis ha also been accepted. So that we can suggest that the managers can develop their functions and accomplish greater career success by reconciling their goals in direction of organization perspective and increasing their effective commitment.

The positive influence of motivating oneself means that the managers who are able to inspire and urge their employees to make more efforts and oppose against disappointing thoughts, would be ones who have favorable relations with their subordinates and have realize the success mystery in their job.

The direct correlation between empathy and career success refers to managers who can understand their subordinates’ feelings, are able to distinguish their group point of views and create a consistent and great relationship with them. Thus fundamental transitions will be created in employees’ actions and the whole organization on its track toward the ultimate goals.

Finally, the relationship between social skills and career success has also been approved too. This dimension, require to have skills regarding on the spot reactions toward others. Controlling one’s temper, comforting others and increasing team work strength and transparent relationships.

Social skills are the sort of factors which has the most influence on bureaucratic and job interactions. Employees, who have the above-mentional criteria, also have the appropriate implements for achieving career success and the improvement of relationships with others in an efficient and effective way.

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