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THE COMPLEX EMOTION OF COMMITMENT: DO ORGANIZATIONS REALLY UNDERSTAND IT?

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The idea that the emotions are important to learning, and that handling our own and other people's emotions is crucial for success and happiness, goes back a long way in both western and eastern philosophy. Advances in neuroscience and brain imaging techniques, scientists have been able to distinguish between the emotional center of the brain - which gives rise to feelings and emotions - from the neocortex, which is responsible for thinking and reasoning. Today most scientists believe that our emotions are intimately involved in the rational decisions and choices we make, and there is increasing evidence to show that what is known as emotional intelligence has a far greater impact on our ability to learn and our future success than was previously recognized. The impact of poor performance in organizations due to lack of organizational commitment has been found to have engendered for reaching consequences, even to the extent of jeopardizing efforts to allow organizational objectives. The aim of this article is to illustrate how emotional intelligence has an impact, role and related to organizational commitment. Commitment is a vital aspect of the organizational world.

Keywords: *Emotional intelligence, organizational commitment, affective commitment, normative commitment, continuance commitment*

INTRODUCTION

Today world has undergone a great deal of changes not ever seen since the beginning of modern epoch. Rapid environmental changes cause great metamorphosis which remarkably affected organizations. Therefore, the importance of human factor and its exclusive role as a strategic resource, designer and executive of disciplines and organizational orders has found much more importance than before, so in developed organizational thought, human is considered as the most important resource and possessions of organization. Thus, there should be proportional basis by providing readiness, competence and necessary human factors. Bar-On (2000) mentioned that an organization staff with higher rank of emotional intelligence can respond better to environmental demand. Moreover, it can be said that organizational commitment would increase if there is an increase in the levels of emotional intelligence. Therefore, the notions of emotional intelligence and organizational commitment are critical factors in the corporate world which mainly comprises of emotions and sensitivities.

Emotional intelligence and organizational commitment are interrelated concepts, supported by their definitions. The word "emotion" is derived from the Latin word "movere" (to move). Emotion can be assumed to have a persistent tendency to behave (Konrad and Hendl, 2005). Commitment is "the force driving an individual to act towards a certain objective" (Meyer and Herscovitch, 2001). Accordingly, the word "emotion" is derived from similar origin and it is closely related to the concept of commitment. It is

believed that organizational commitment is one of the critical elements in increasing the performance of personnel's and organizations. Organizational commitment is defined by Mowday et al. (1982) as "integrity and harmony of objectives of organization and employee".

The importance of commitment has been emphasized and relevant studies have been conducted on the basis that it enables organizations to achieve their goals. Studies usually examine the relationship between organizational commitment and job satisfaction, leadership, justice, climate, exhaustion and conflict. Studies also include the intrinsic motivation with emotional commitment (Synder and Spreitzer, 1984; Ağca and Ertan, 2008). Emotional intelligence and organizational commitment can be assumed to have an important role in organizations for achieving their goals, enabling effective operation of departments, and increasing individual and organizational achievement. However, there are also studies focused on the variables or on the relationship between various variables.

EMOTIONAL INTELLIGENCE

Intelligence is described as a cognitive skill (Jordan, Ashkanasy, Haretl and Hooper, 2002) and notions on it were changed by the emphasis on social intelligence and non-cognitive aspect of intelligence in the definitions of Wechsler and Thorndike. The foundations of emotional intelligence were laid when Gardner stated between 1983-1999 that intelligence covered eight different skills and included interpersonal (social) and personal (internal) intelligence among these areas. Although the study of Mayer and Salovey on the interaction between emotion and intelligence is a pioneer in the field of emotional intelligence (Bar-on, Brown, Kirkcaldy and Thome, 2000), researches of authors like Goleman, Bar-on, Cooper and Sawaf contributed to the popularity of emotional intelligence. Throughout 1990s, no consensus was reached on the conceptualization of emotional intelligence, and different definitions and measurement tools were developed.

There are two different views suggesting that emotional intelligence is either a skill or a personal quality (Petrides and Furnham, 2000). Therefore, two different models emerged: skill model assuming that emotions are decisive on relations and mixed model including skills like social skill, personal quality and behaviour (Cobb and Mayer, 2000). The model of Mayer and Salovey (1997), which define emotional intelligence as "a proper perception, evaluation and expression of emotions; skill of using feelings in the formation of thought; skill to understand emotion and emotional knowledge and to adjust and control emotions in ensuring emotional and intellectual development", is distinct from others as it is one of the skill models. Models of Bar-on, Goleman and Cooper-Sawaf are referred to as mixed models.

Goleman (1995) perceives that emotional intelligence competencies, such as social skills, social awareness, self management and social management, are job skills that can be learned and has become important construct in the change process. Gardner and Stough (2002) asserted that emotionally intelligent employees are thought to be happier and more committed to their organization, achieve greater success perform better in the workplace (Goleman, 1988), take advantage of and use positive decision making and able to instill a sense of enthusiasms, trust and co-operation in other employees through interpersonal relationships (George, 2000). Besides, research also revealed that people with high levels of emotional intelligence experience more career success (Dulewics and Higgs, 2004), feel less job insecurity lead more effectively (Cooper and Sawaf, 1997) are more adaptable to stressful events and better coping strategies (Bar-on et al, 2000) than those with low emotional intelligence.

Goleman (1998) defines emotional intelligence 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 and his followers believe that higher levels of emotional intelligence can boost individual, team, and organizational effectiveness. According to Goleman (1998), emotional intelligence has four dimensions: self awareness and self-management, social awareness, and relationship management. Together, they

constitute the personal competence side. While both social awareness and relationship management, or social skill, feed the social competence.

Self Awareness: The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions (Goleman, 1998). Self awareness or knowing what one feels is the first step to being able to manage our interactions with others. It is being aware of our emotions, understanding their cause and reflecting on the patterns of behavior which we display as a consequence of that emotion (Garner and Associates 2009; Goleman, 1995).

Self Management: Self management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances (Goleman, 1998). While self-management is more than resisting explosive or problematic behavior, it is putting your momentary needs on hold, to pursue your larger and more important goals (Garner, 2009) i.e. it is the ability to regulate distressing effects like anxiety and anger, and to inhibit emotional impulsivity (Goleman,1995).

Social Awareness: The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks (Goleman, 1998). On the other hand, social awareness which encompasses the competency of empathy is the ability to read nonverbal cues for negative emotions, particularly anger and fear, and to judge the trustworthiness of others. It is about understanding other's feelings, not experiencing them (Garner, 2009).

Relationship Management: Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and develop others while managing conflict (Goleman, 1998). While, relationship management is how the effectiveness of our relationship skills hinges on our ability to attune ourselves to, or influence the emotions of another person. It is the specific skills of influencing and persuading others, managing and improving the performance of others, utilizing and managing the diverse strengths of a team and negotiation as well as conflict handling skills (Garner, 2009).

Organizational Commitment: Organizational commitment is one of the most frequently studied concepts in industrial/ organizational psychology and organizational behavior. Organizational commitment is considered to be an important determinant of organizational effectiveness. It has been shown by the studies that organizational commitment has the potential to predict a variety of organizational outcomes, such as increased job performance, reduced turnover and withdrawal cognitions, lower absenteeism rate, and increased organizational citizenship behavior (Mathieu and Zajac, 1990; Meyer and Allen, 1997; Meyer, Stanley, Herscovitch, and Topolnytsky, 2002; Sinha and Jain, 2004). Moreover, committed employees who are highly motivated to contribute their time and energy to the pursuit of organizational goals are increasingly acknowledged as the primary asset available to an organization (Pfeffer, 1998).

Numerous definitions of organizational commitment have been offered (e.g., Meyer and Allen, 1997; Morrow, 1983; Mowday, Porter, and Steers, 1982; O'Reilly and Chatman, 1986), but the common theme of all the definitions is that organizational commitment is the emotional bond or attachment between the employees and their organization. Among the various definitions of organizational commitment proposed so far, the most commonly used definition of organizational commitment is proposed by Mowday, Steers, and Porter (1979). They defined organizational commitment as, "the relative strength of an individual's identification with and involvement in a particular organization. That can be characterized by three factors: (i) a strong belief in and acceptance of the organization's goals and values, (ii) a willingness to exert considerable effort on behalf of the organization, and (iii) a strong desire to maintain membership in the organization."

Organizational commitment has been conceptualized as a psychological state or mindset that binds individuals to a course of action relevant to one or more targets, and a

willingness to persist in a course of action (Cooper-Hakim and Viswesvaran, 2005). Porter et al. (1974) defined commitment as a strong belief in and acceptance of the organizational goals, willingness to exert considerable effort on behalf of the organization and a desire to maintain organizational membership. As such, commitment is different from motivation in that commitment influences behavior independently of other motives and attitudes, and may lead to persistence to a course of action even if this conflicts with motives (Meyer et al., 2004; Meyer and Herscovitch, 2001). One aspect of commitment consideration is rooted in terms of exchange or reward-cost notions where the emphasis is on the bargaining between the individual and the organization: the more favorable the exchange, the greater the individuals' commitment to the organization (Becker, 1990). Interest in organizational commitment has been stimulated largely by its demonstrated positive relationship to work behaviors such as job satisfaction, high productivity, and low turnover (Cohen, 1993).

Organizational commitment refers to an employee's belief in the organization's goals and values, desire to remain a member of the organization and loyalty to the organization (Mowday et al., 1982). With the increasing speed and scale of change in organizations, managers are constantly seeking ways to generate employees' commitment, which translates to competitive advantage and improved work attitudes such as job satisfaction, performance, absenteeism, and turnover intentions (Lok and Crawford, 2001). Organizational commitment is "the relative strength of an individual's identification with and involvement in a particular organization" (Mowday, et al., 1979). Thus, it is an important variable that has an influence on employees' attitudes and affects their degree of loyalty to their organizations.

Organizational commitment refers to an individual's performance and loyalty to an organization. The more loyalty an employee has to an organization, the more willing he or she wants to exhibit high organizational commitment (Angle and Perry, 1981). Organizational commitment, therefore, is a kind of attitude response at work (Koch and Steers, 1978). It also includes a sense of belonging to the organization, a connection and citizenship behaviors, which promote operational efficiency. Such qualities also effect the organization through the employee's contribution of resources, innovation, and adaptation to the environment (Williams and Anderson, 1991). Organizational commitment is the degree to which employees believe and accept the organization's goals and values, input highly strenuous value commitment and effort commitment to the organization, and hope to become or remain a member of that organization (Robbins, 1998). In terms of the organization, organizational commitment can predict the effective prescription of employee and organizational performance (Steers, 1977). Simultaneously, management also expects to seek methods of retaining employees and promoting operational performance through knowledge of organizational commitment.

Meyer and Allen (1997) claimed that commitment is best when it is based upon a belief in the value of the initiative and employees wanting to see it succeed. The concept of organizational commitment emerged from studies exploring employees-organization linkages. According to Mowday and spencer (1981), committed employees would be beneficial due to the potential for increased performance, reduced turnover and absenteeism. Whereas, Meyer and Allen (1991) provide empirical support that organizational commitment is a multidimensional concept that provides a comprehensive insight into the link between employees and work related behavior. Meyer and Allen (1991) indicated that that are three components conceptualization of organizational commitment; affective, continuance and normative. Meyer and Allen (1991) believe that employees can experience all three forms of commitment to varying degrees.

Affective Commitment: Affective commitment is defined as a positive sense of identification with or involving in organization (Saroughi and Ahmad, 1996). Meyer and Allen (1991) stated that such characteristics as personal, structural, occupational and experimental ones are preliminary conditions of affective commitment. Those employees who have strong affective commitment will remain in organization because they desire

their conditions. The affective component refers to the employee's emotional attachment to, identification with, and involvement in, the organization. Much of the research undertaken in the area of organizational commitment focused on affective commitment (Brunetto and Farr-Wharton, 2003). Affective commitment may be impacted primarily by positive work experiences and perceived organizational support. It is may be a measure of the relative strength of an individual's involvement with an organization (Mowday et al., 1979). It is characterized by a strong belief in and acceptance of an organization's goals and values; a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization (Mathieu and Zajac, 1990). Affective commitment shows the extent to which the individual identifies with the organization (identification, involvement, and emotional attachment). According to Meyer and Allen (1991), affective commitment "refers to the employee's emotional attachment to, identification with, and involvement in the organization" (employees stay with a firm because they want to).

Normative Commitment: Normative Commitment is defined as "Commitment on the basis of a sense of duties toward organization", which emphasizes commitment of person to organization and its management (Starvan, 1998). Those who have strong normative commitment will remain in organization because they feel ethical responsibility for doing works. The normative component refers to the employee's feeling of obligation to remain with the organization. Normative involvement has received less research attention. Normative commitment may be based on social pressure and obligation to an organization. Feelings of obligation toward an organization may be influenced by an individual's familial and cultural socialization which occur prior to and following entry into the organization (Allen and Meyer, 1996; Schappe and Doran, 1997). Normative commitment described the extent to which an employee believes he/she should be committed to an organization and may be influenced by social norms. Normative commitment "reflects a feeling of obligation to continue employment" (employees stay with a firm because they ought to). Normative commitment is characterized by the following: Organization members have high loyalty to the company and are proud to be a member of the company; they are concerned about the future development and vision of the company; members draw fully on their capacities; the company has great meaning to employees' personal task achievement and career development; members' individual values are very close to company values; the company is an ideal work environment; employees feel satisfied working in the company; members have a deep feeling about the company; employees are willing to offer extra efforts and are responsible for exerting their utmost to their work (Porter et al., 1974).

Continuance Commitment: Continuance commitment "refers to an awareness of the costs associated with leaving the organization". Employees with strong continuance commitment will remain in organization because they need organization. The continuance component refers to commitment based on the costs that the employee associates with leaving the organization. Continuance commitment may be affected primarily by perceptions of external considerations or ‘‘side bets’’ such as retirement benefits and pension plans. It is akin to calculative commitment, built on ‘‘side bet’’ theory (Mathieu and Zajac, 1990). Committed employees are more likely to remain with the organization, work toward the attainment of organizational goals, exert high levels of effort on behalf of the organization, and show acceptance of the organization's major goals and values (Mowday et al., 1982; Porter and Lawler, 1968). Continuance commitment describes an individual's need to continue working for the organization based on the perceived costs associated with leaving (Allen and Meyer, 1990; Meyer and Allen, 1997).

Carmeli, 2003; Vakola et al, (2004) claimed that most of the research, emotional intelligence is associated with job satisfaction, high ability to solve the problem and pressure, changing orientation that are more preferable and strongly organizational commitment. Zeidner et al. (2004) proposed that individual who has more sense of emotions are more successful to communicate their ideas, goals and objectives towards persuade people. According to Goleman, 1998 emotional intelligence is consisting of social skill that needs by teamwork and organizational leader that have emotional intelligence can influence the relationship in workplace. Therefore, it can give an impact to the relationship between emotional intelligence and organizational commitment (Mayer and Salovey, 1997). Cherniss (2001) claimed that emotional intelligence would affect the individual skills to success when having some work pressure and it reveals the attitude in job pressure. Goleman (1995) defined emotional intelligence as ability to be aware of emotions of ourselves and others to manage the emotions. Emotional intelligence can affect to personality rather than cognitive intelligence. Bar–On (1997) found that there is a positive relationship between emotional intelligence and organizational commitment.

According to Robinson and Rousseau (1994), job insecurity can lead to reduced commitment and high turnover intentions which might threaten organizational stability. Accordingly, individuals who have high levels of emotional intelligence will be able to ameliorate the essence of job insecurity on their affective commitment and that emotional intelligence have a moderating influence. This is because employees need first to be aware of the emotions they are experiencing as a result of their perceptions of job insecurity. Employees high in the perception factor of emotional intelligence can therefore be expected to be able to assess the emotions they are feeling to confirm if their perceptions are correct or not. Further, employees high in the self management component of emotional intelligence should be able to prioritize the information that is most important to their feelings of insecurity and then to adopt multiple perspectives to determine if their feelings are accurate and reasonable (Mayer and Salovey, 1997).

As for the understanding component of emotional intelligence, emotionally intelligent employees are likely to foresee possible complex emotions that will emerge from this situation, including whether they have mixed feelings of loyalty and betrayal and how anxiety about their insecurity may lead to feelings of frustration and anger. Employees with high ability to manage their emotions will be more likely than their low ability counterparts to control their initial emotional reaction to perceptions of job insecurity. This is especially true if they consider these reactions to be unproductive. In this case, management of felt emotion may result in employees increasing their affective commitment to the organization by generating enthusiasm for their work (Mayer and Salovey, 1997). Alternatively, employees high in their ability to manage emotions may decide that it is in their personal interest to suppress their feelings of insecurity and merely to increase their normative commitment to the organization for the duration of their employment. Irrespective of which path is adopted, the central issue is the employee's ability to exert emotional control. Thus, emotional intelligence will moderate the effect of perceptions of job insecurity on affective commitment. Compared with high emotional intelligence employees, low emotional intelligence employees will manifest lower affective commitment in response to job insecurity.

Nowadays, retaining talented and knowledgeable employees are a key concern for most of the organizations. Therefore, it is assumed that selecting employees who have high emotional intelligence may have a positive impact on the extent to which an organization succeeds in retaining its most critical asset i.e., its workforce. The research has also shown that emotionally intelligent employees develop emotional attachment to their organizations and are more committed to their organization (Carmeli, 2003).

SUMMARY

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DO ORGANIZATIONS REALLY UNDERSTAND IT?

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The most important factor in achieving the goals of any organization is to improve the emotional intelligence of the employees which will support to have a better organizational climate and culture ultimately leading to the success of both the individual and the organization. Emotional intelligence is meaningfully related to personnel's emotional commitment, continued commitment and normative commitment. People with high emotional intelligence experience more career success and organizational commitment. These people tend to have attitudes consistent with commitment to expand. It is recommended that the hiring and promotion of employees to discuss emotional intelligence and using it to promote affective and normative commitment and organizational effectiveness and performance, resulting be taken into consideration administrators.

Keywords: *Emotional intelligence, organizational commitment, affective commitment, normative commitment, continuance commitment*

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