

**Emotional Intelligence and Culture:  
an Exploration of the Relationship Between  
Individual Emotional Intelligence  
and Organisational Culture**

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## **Emotional Intelligence and Culture: An Exploration into the Relationship between Individual Emotional Intelligence and Organisational Culture**

### **Introduction**

This paper explores Emotional Intelligence (EI) in the context of organisational culture. Since the publication of Daniel Goleman's book about Emotional Intelligence (1996), there has been an explosion of interest in the subject (Higgs & Dulewicz, 1999). With hundreds of websites and many books which examine the construct or offer self-development tips. The most compelling theme from Goleman's book, was the proposition that higher EI leads to greater 'life' success (Goleman, 1996). Perhaps this is because measures of intelligence have been able to account for only around 20 to 25 percent of variances in success (Bahn, 1986; Higgs & Dulewicz, 1999)

Certainly in the corporate world the construct has been received with enthusiasm, which may seem a little surprising given the rational roots of business (Goffee & Jones, 1998). But in a world where the only certainty is uncertainty and the drive for innovation is relentless, the themes of Emotional Intelligence have clearly struck a chord.

Much of the emphasis in examining EI has focused on individual performance. Yet it is clear that individual success cannot be seen in isolation from the organisation in which they work (Goffee & Jones, 1999; Higgs & Dulewicz, 1999). The research in this paper sets out to explore the relationship between individuals and organisational cultures. Using the Emotional Intelligence Questionnaire: Managerial (EIQ:M) developed by Dulewicz & Higgs (1999), and piloting the Emotional Intelligence Cultural Audit (EI:CA) by the same authors, eight companies provided up to 20 managers to complete both tools. The results are useful in indicating empirically for the first time, a link between Emotional Intelligence of individuals and aspects of the organisational hypothesised to support the development and demonstration of Emotional Intelligence.

### **Emotional Intelligence (EI)**

Over the last decade, in response to the rapidly changing business environment, we see new concepts and metaphors entering our dialogue. Instead of a steadfast commitment to rational thought processes and command and control management

styles, we see the importance of feelings, trust, relationship building, knowledge sharing and cultural awareness taking centre stage (e.g. Fineman, 1993; Goffee & Jones, 1998; Higgs & Dulewicz, 1999). We see this theme emerging in many areas of business thinking. For example in the arena of Knowledge management, Nonaka and Takeuchi (1995), discuss the importance of tapping into the tacit knowledge of the individual to achieve improved performance for the company. They cite many examples, which emphasise the importance of dialogue, team working and sharing of ideas.

The essence of much of the discussion about knowledge management focuses on the organisation's ability to recognise the changing needs of the external world, and what systems and processes are required to appropriately adapt to these changes (Nonaka and Takeuchi, 1995). These themes are echoed by Senge (1993; 1995; 1999) in writing about both organisational learning and Change Management. Senge (1993) states that "dialogue is necessary as a vehicle for understanding cultures and subcultures, and that organizational learning will ultimately depend upon such cultural understanding" (P.40). The theme of his paper is that real organizational learning can only be achieved through shared mental models, which in turn can only be achieved through dialogue.

This increasing emphasis on new ways of constructing work and performance may explain the explosion of interest in the subject of Emotional Intelligence after Goleman published his book 'Emotional Intelligence, Why it Matters more than IQ' in 1996. The book clearly hit a chord in the corporate world, in defining something, which was starting to be viewed as essential to business success. Goleman (1996) proposed that IQ may help a person to access opportunities, but EQ helps them to capitalise on them. He cited many examples of highly intelligent people who achieved limited success when compared to those whom whilst less intelligent in terms of IQ, showed higher levels of emotional intelligence and much greater 'life' success. In the context of this paper, 'life' success refers to success in an organisational or career context, which is the context employed in much of the research from which Goleman drew his evidence.

### **Emotional Intelligence: where has the idea come from?**

As early as the 1920's, concepts were proposed that explain the variation in outcomes not accounted for by traditional IQ measures, (e.g. Thorndike, 1920). Given the growing interest in Taylorism, Behaviourism and the excitement around the relatively new IQ tests during this era, it is perhaps not surprising that the concept of social intelligence did not develop further (Goleman, 1996). It is really over the last forty years that the idea of Emotional Intelligence as a distinct construct has gained momentum. The work of the early experimental psychologist OH Mowrer started to come close to early definition, when he stated in 1960 that:

*“the emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with intelligence. The emotions are, it seems, themselves a higher order of intelligence”* (in Salovey, Beddell, Detweiler & Mayerl 1999)

Gardner & Hatch (1989) explored the idea of multiple intelligence's, that encompassed rational intelligence, but also interpersonal, intra-personal and social intelligences. This model provides a more comprehensive explanation of the many variables that may affect performance, but perhaps because of it's complexity, the theory of multiple intelligences has not attracted the degree of interest that emotional intelligence has achieved in the corporate world.

It was in 1990, that the phrase Emotional Intelligence was first coined by Savoley & Mayer, a phrase which was later popularised by Goleman in his seminal book (1996).

### **Defining Emotional Intelligence**

Emotional Intelligence is a concept which has emerged in the last forty years and has grown in popularity. There is not one universally accepted definition, but a recurring theme, is that EI is the ability of an individual to harness their emotions to respond in the most effective way to their environment.

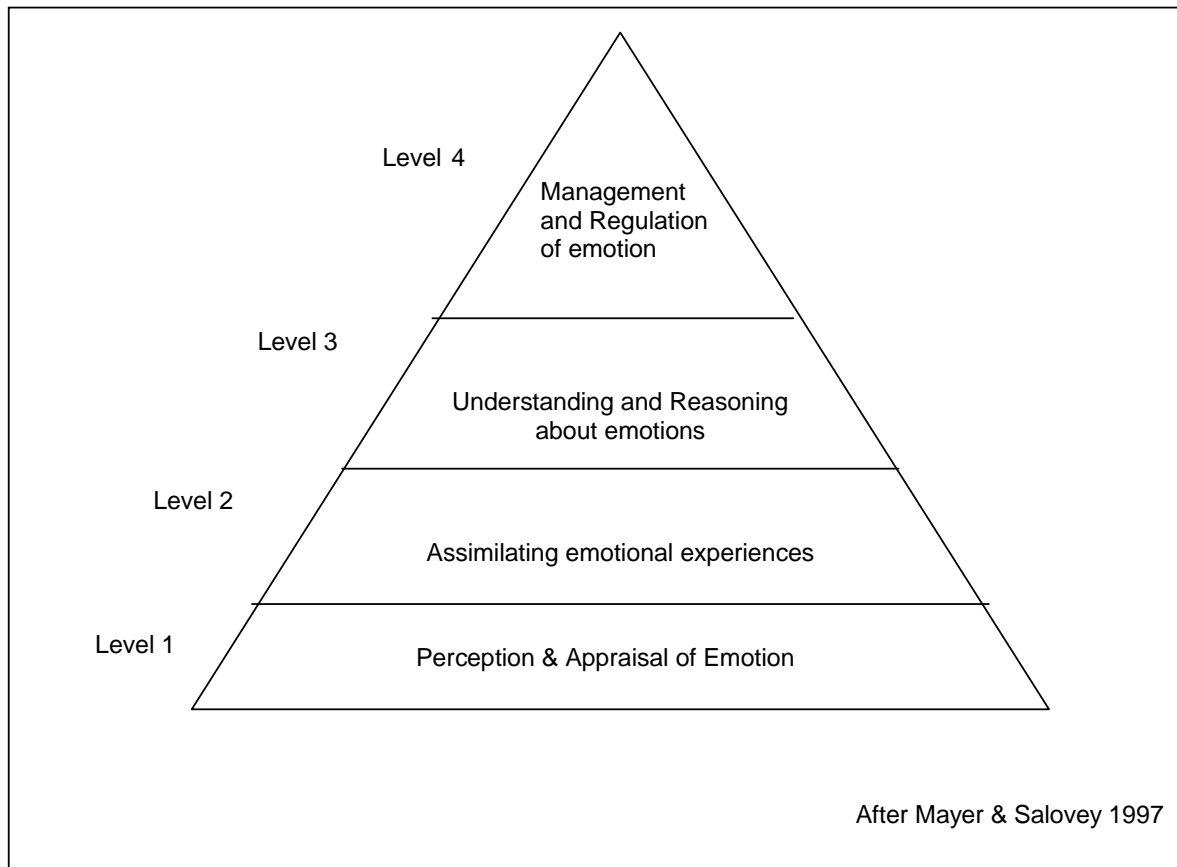
Goleman (1998) refers to Emotional Intelligence as “the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p. 317)

This is echoed by Steiner & Perry (1997), who use the term Emotional Literacy to describe the same construct:

*“the ability to understand your emotions, ability to listen to others and empathize with their emotions, and the ability to express emotions productively” (P.11)*

As these definitions show, the concept of emotional intelligence is a complex one, which involves a range of cognitive and behavioural skills. Many writers have broken these skills down further. For example Salovey & Mayer (1993), define four broad levels of emotional functioning that make up emotional intelligence which are illustrated in Figure 1 below.

**Figure 1 Levels of Emotional Intelligence**



Talking of EI in terms of Levels suggest that there is a hierarchy of skills that build up the capability to be Emotionally Intelligent. The concept of self-awareness in Mayer & Salovey's model is seen as the baseline from which to develop, with emotional management seen as the pinnacle of EI in action. The care role of Self-awareness resonates with others writing in this field (e.g. Dulewicz & Higgs; 2000; Fletcher, 19--)

Schutte & Malouff (1999) suggest that involves five broad categories

- a) Accurately recognizing and expressing one's own emotions
- b) Regulating one's emotions
- c) Using emotions to make good decisions & motivate oneself
- d) Understanding others' emotions
- e) Being able to influence others' emotions for their benefit and for one's own benefit

(P. 6)

There are a number of themes that are consistently expressed throughout these and other's definitions. For example Martinez (1997) defined EI as "*... an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures*" (P.72).

All these definitions recognise the need for self-awareness, as well as skills in empathy and emotional management, to achieve higher levels of performance, particularly in the face of adversity. However in order to be able to work with Emotional Intelligence as a valid construct, we need more than descriptive definitions and some recurring themes, we need a robust measurement tool (Dulewicz & Higgs, 1999).

### **Measuring Emotional Intelligence**

The field research presented in this paper sets out to establish if a relationship exists between individual EI and organisational EI. However there has been some debate around the feasibility of measuring individual EI ( Goleman, 1996; 1998, Dulewicz & Higgs, 2000). However, Dulewicz & Higgs (1999) presented research demonstrating a valid and reliable method for measuring EI.

Their Emotional Intelligence Questionnaire: Managerial (EIQ:M) is a means of operationalising EI which explores seven separate elements which were found to be good predictors of an individual's overall EI (Dulewicz & Higgs, 1999) These are:

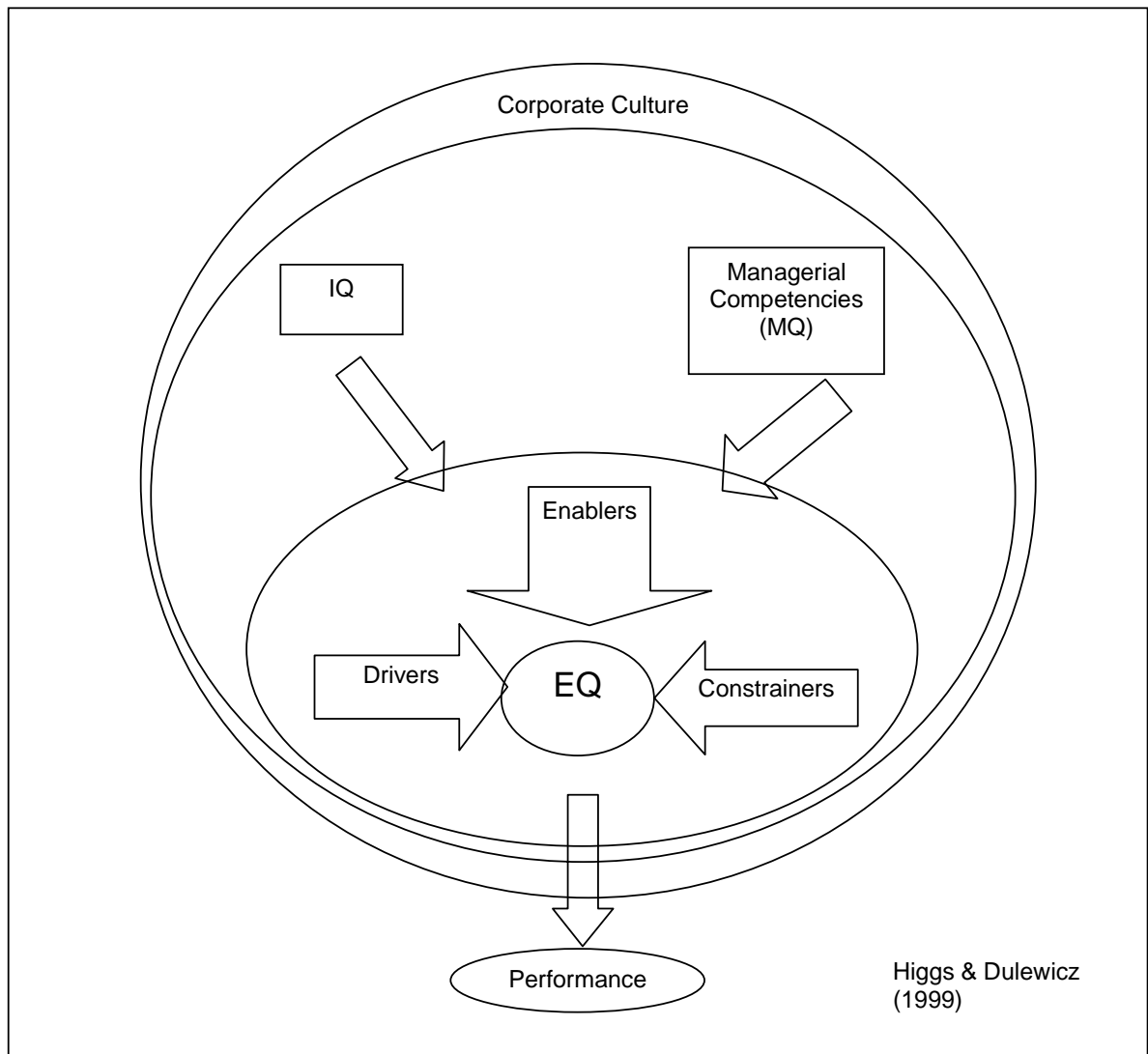
- Self Awareness
- Emotional Resilience
- Motivation
- Interpersonal Sensitivity
- Influence
- Intuitiveness
- Conscientiousness

Further research and development have led to both self-assessed and 360 – degree versions of this instrument (Dulewicz & Higgs, 2000).

In trying to determine the validity of EI as a construct, Dulewicz & Higgs (1998) examined the factors within 16PF and OPQ, which appeared to be measuring similar constructs. Using data from a seven-year follow up study of 100 managers who had attended a general management course, they identified 16 competencies that differentiated the high fliers from the remainder (see Dulewicz & Higgs 1998). This did not tell the whole story, and it was only when further correlation's between cognitive competencies (IQ), and Management Competencies (MQ) were undertaken, that a more compelling case for predicting advancement and therefore 'life' success emerged.

By using regression analysis, Dulewicz & Higgs (1998) found that IQ accounted for 27% of the variance in organisational advancement, EQ a further 36% and MQ for 18%. Taken together these three account for 71% of the variance which contributes to organisational advancement and therefore life success.

Figure 2 represents an expanded model of Emotional Intelligence, developed from this research, which looks at the relationship that IQ & MQ, and EQ have to an individual's performance. The model also looks at three key elements of EQ; Enablers; Drivers and Constrainers. The Enablers relate to the elements of Self-Awareness, Interpersonal Sensitivity and influence. The Drivers relate to Motivation and Intuitiveness and the Constrainers to Conscientiousness and Emotional Resilience.



**Figure 2 Expanded Model of Emotional Intelligence**

In the overall model presented by Higgs and Dulewicz (1999) it is proposed that organisational culture has an impact on the relationship between individual competencies and performance. Indeed others working in this field have also alluded to such a relationship (e.g. Goleman, 1998).

*“If we want to be able to fully understand the significance of emotional intelligence we need to recognise that the relationship between it and performance is mediated by corporate culture.”* ( Higgs & Dulewicz (1999) p. 52)

In much of the research and discussion on Emotional Intelligence to date, there is an implied understanding that an individual's performance needs to be placed in the wider context of the organisation.

*“At the individual level, elements of emotional intelligence can be identified, assessed and upgraded... At the organizational level, it means revising the value hierarchy to make emotional intelligence a priority – in the concrete terms of hiring, training and development, performance evaluation and promotions” Goleman (1998) (P. 315)*

Thus the debate on Emotional Intelligence is moving beyond the context of individual performance. However, the Higgs and Dulewicz (1999) assertion gives rise to the question of whether we can find a way of defining or categorising an organisational culture in relation to Emotional Intelligence.

### **Corporate Culture**

In order to further explore the potential linkages between EI and culture it is first necessary to reflect on what is known about organisational culture in general. There is a high level of agreement that this is a complex and difficult area (e.g. Deal & Kennedy, 1999; Goffee & Jones 1996; 1998; Schein, 1985). However in spite of these difficulties it's importance is widely recognised.

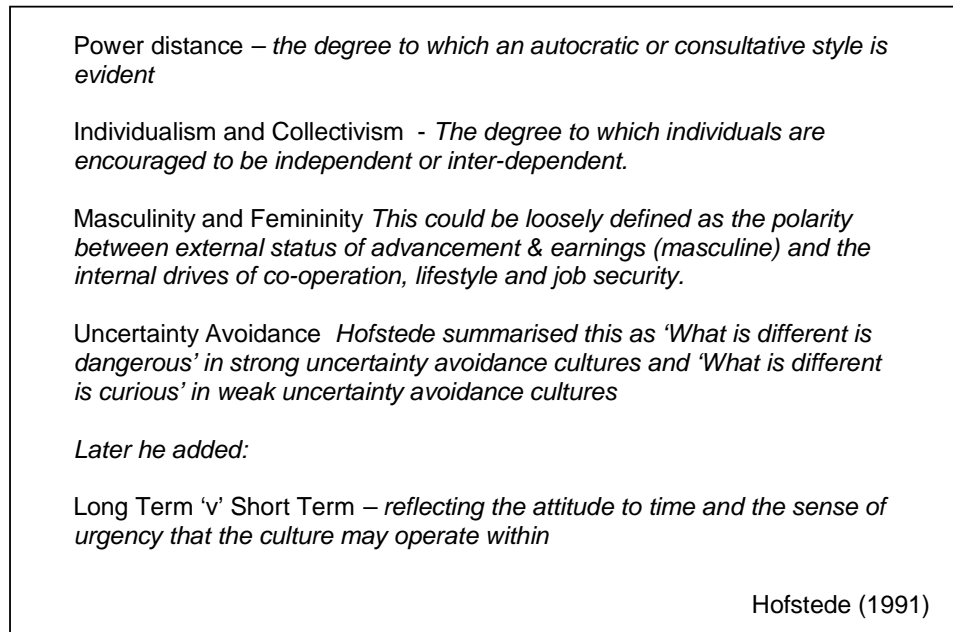
*“The role culture plays in performance seems obvious since all businesses are people businesses ... Not only their hands, but their heads and hearts are engaged in the enterprises mission” (Deal & Kennedy (1999) P. 21)*

Attempts to describe and operationalise corporate culture are diverse and often contradictory. For example Harrison (1972), expanded on by Handy (1985) outlines four cultures; Power, Role, Task and People. Implied within this framework, is an alignment between the People, and to a certain extent the Task, culture to the concepts relating to Emotional Intelligence as these are both concerned with relationships, communication and team working.

Hofstede's seminal work on culture (1999), based on research of IBM employees identified a number of aspects of international culture. Hofstede's view that culture is mental programming, and therefore specific to the context of the individual, was not a new breakthrough, but the dimensions that were identified to explain cultural contexts continue to provide a comprehensive framework within which to interpret international cultures. These are referred to in Figure 3. This data was later used in a cross-organisational study which examined peoples' perceptions of the practices of the organisation. From this an organisational culture model was developed which had six bipolar scales which are listed below.

1. Process orientated 'v' results orientated
2. Employee orientated 'v' Job orientated
3. Parochial 'v' Professional
4. Open systems 'v' Closed systems
5. Loose Control 'v' Tight Control
6. Normative 'v' Pragmatic

**Figure 3 Hofstede's International Cultural Dimensions**



Schien (1985) describes culture in terms of basic assumptions that manifest in observable behaviours as illustrated in Figure 5 below. This could be interpreted rather like an iceberg, where some aspects of culture are observable and tangible, but this is influenced by a range of other intangible factors, which lurk beneath the surface.

What Hofstede, Schein and many other writers such as Trompenaars (1993) and Garrison (1996), encourage us to do is see Culture as a multi-dimensional concept, where inter-dependent components manifest themselves in an infinite variety of forms, to create the unique culture that is experienced and felt within organisations.

From the above it is evident that culture is a diverse subject that can be interpreted in a multitude of ways. What is not disputed is the complex and multi-faceted nature of culture (Garison, 1996; Schein, 1985). It is also clear that culture is the link between the individual's experiences and values and how they are mediated by the expectations

and value systems within their society (e.g. Schein, 1985; Deal & Kennedy, 1999). Culture cannot be viewed in absolute terms, there is no right or wrong culture, merely different manifestations, some of which will closely match our own experiences and some of which will be at odds with our own experience (e.g. Goffee & Jones, 1996; 1998).

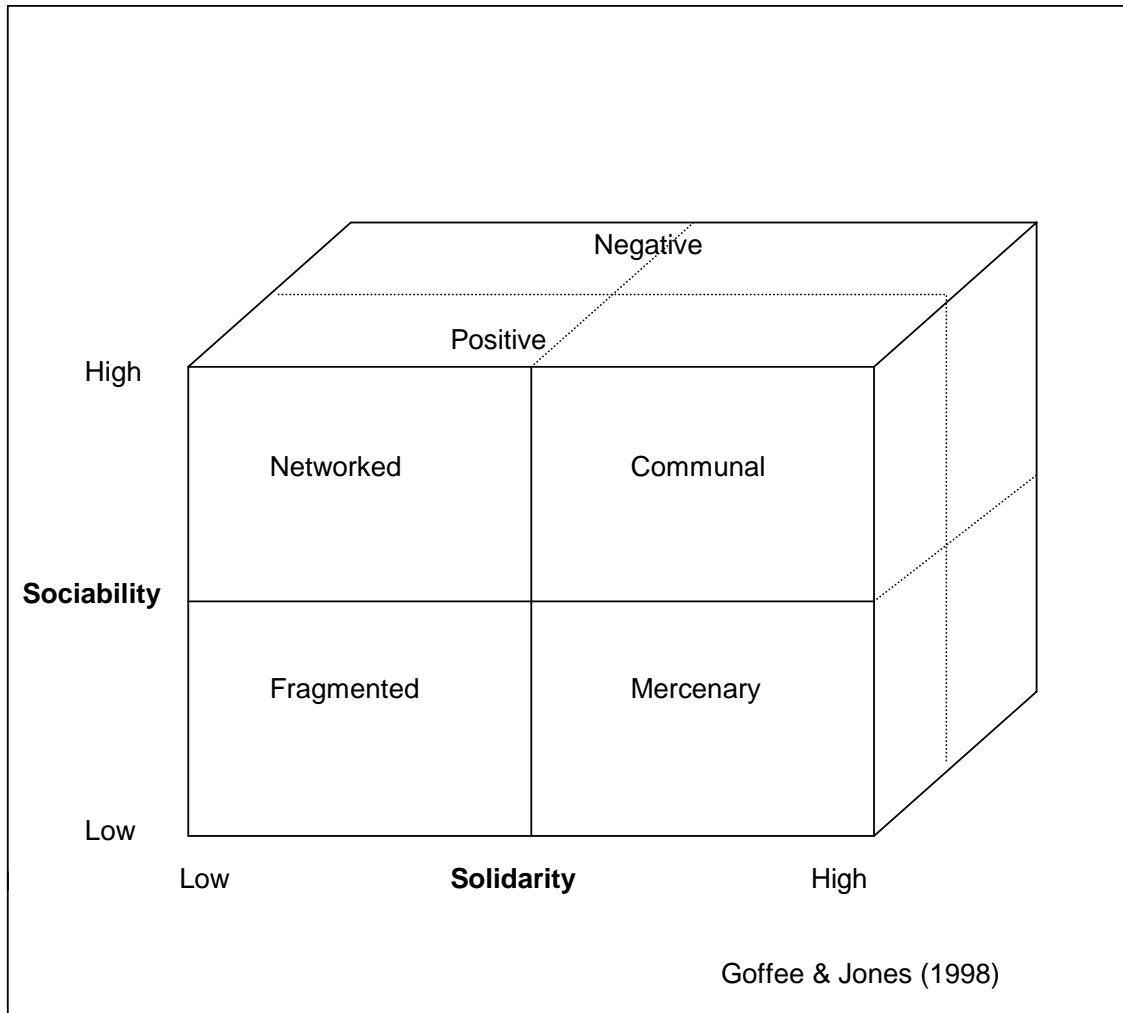
### **Towards a Three Dimensional Model of Culture**

Since all culture is about the way that we relate to each other, the model that Goffee and Jones (1998), propose is compelling as it explores the social architecture of organisations, in relation to two conceptually distinct types of social relations – those of sociability and solidarity. Sociability for example refers to the networks we develop by choice or those we inherit such as family. These are natural networks where there is a sharing of values, backgrounds, interests, family ties etc. Solidarity describes relationships that exist in the public sphere. These will be based on common tasks, clear goals and shared functions. It would not be so important that people like one and other, as long as they are working effectively towards their chosen goal. Both of these dimensions can be either positive or negative.

Mapping these dimensions onto a low to high range, four cultural forms emerge (Goffee & Jones, 1996; 1998). High sociability and low solidarity is the Networked culture, where as diametrically opposed to this is the Mercenary culture characterised by Low Sociability and High Solidarity. If an organisation is low on both counts, then we find a Fragmented culture and finally, the organisation that is high on both sociability and solidarity is described as a Communal culture. These are illustrated in the Double S cube, shown in Figure 4 below.

Working within this framework, we see relationships as a complex mix of sociability and solidarity, which can also manifest itself positively and negatively. The corporate forms that emerge within this framework, can also be positive or negative.

**Figure 4 Double S Cube of Corporate Forms of Culture**



Goffee and Jones (1998) make the point that there is no absolute correct, or ideal culture; only one appropriate to the business

*“.not a single one of the four cultures .. is good or bad by definition. The cultures are only good or bad inasmuch as they fit with the competitive environment” (Goffee & Jones P. 37)*

However, they do point out that none of the forms on a negative state will be supportive of business performance. The four core cultures that they identify have distinctly different features which are described briefly in figure 5.

**Figure 5: Goffee and Jones Culture Descriptions**

|  |  |
|--|--|
| <p><b>Networked</b></p> <p>Typically these organisations will have a friendly feel. Importance is placed on getting along together. Achieving results are important, but also of equal importance is how these are done, and how people have been treated along the way.</p>                       |  |
| <p><b>Positively Networked</b><br/>                 Empathic and supportive environment<br/>                 High levels of Trust<br/>                 Flexible<br/>                 Informal approach</p>   | <p><b>Negatively Networked</b><br/>                 Hidden Agendas<br/>                 Low Trust levels<br/>                 Politicised communication<br/>                 Risk avoidance</p>  |
| <p><b>Mercenary</b></p> <p>The opposite of the Networked enterprise, in this type of organisation, it is function and purpose of the relationship that is important, rather than the social nuances of interactions.</p>   |  |
| <p><b>Positively Mercenary</b><br/>                 Highly focused on Goals<br/>                 Responsive<br/>                 Conflicts addressed<br/>                 Continuous improvement</p>   | <p><b>Negatively Mercenary</b><br/>                 Poor co-operation<br/>                 Focused on short term gains<br/>                 Conflicts go underground<br/>                 Poor loyalty to organisation</p>   |
| <p><b>Fragmented</b></p> <p>In such organisations it is the individual freedom that is important. Homeworking or outsourcing is heavily relied upon.</p>   |  |
| <p><b>Positively Fragmented</b><br/>                 Resources support individual creativity<br/>                 Freedom to set pace and scope of work<br/>                 Flexibility to organise resources to suit situation<br/>                 High levels of creativity and innovation</p> | <p><b>Negatively Fragmented</b><br/>                 Knowledge held by individuals rather than organisation<br/>                 Poor team communication<br/>                 Creativity is undermined<br/>                 Prima donnas destroy new stars before they develop</p> |
| <p><b>Communal</b></p> <p>With high levels of sociability and solidarity, this is an organisation where relationships are important and teamwork is common</p>   |  |
| <p><b>Positively Communal</b><br/>                 Congruence between goals and behaviours<br/>                 Knowledge sharing<br/>                 Strong team working<br/>                 Loyalty to organisation</p>  | <p><b>Negatively Communal</b><br/>                 Over reliance on strong charismatic leaders<br/>                 Arrogance that no threats from external environment<br/>                 Tolerance of under-performance</p>  |

Source: Goffee & Jones (1998)

Any process which can help an organisation understand what is going on underneath the surface, and may be affecting performance (positively or negatively) can provide powerful insights (Goffee & Jones, 1996). It is tempting to ignore the significance of culture, since as an intangible concept, it can be quite difficult to get to grips with. However, culture will pervade everything we do and we don't do in our organisations. Leaving it to dwell in the organisation's unconscious will mean that it has far more power to drive the direction of the enterprise than may be healthy.

*"Since culture may well be the key in influencing whether a company succeeds or fails, it needs to be high on the list of management priorities. Lack of comfort with the concept is no excuse. If you don't give cultural ways and practices the attention they demand, they will come back to bite you"* (Deal & Kennedy 1999 P. 40)

Both EI and corporate culture are constructs which attempt to explain variation in performance. Whilst some have focused on demonstrating the links between organisation culture and performance (e.g. Burke & Litwin, 19--), others focus on the individual and, in particular their levels of EI, and performance (e.g. Goleman, 1998; Dulewicz & Higgs, 1999;2000). However, it is clear from much of the work in this area that whilst EI will account for some of the variations in performance of individuals, their performance does not occur in isolation from their environment, but is likely to be directly or indirectly influenced by the organisation's culture( Deal & Dennedy, 1999; Senge, 1993; Higgs & Dulewicz, 1999). By placing EI, and its effect on an individuals performance in the context of not only IQ & MQ, but also Corporate Culture, we can develop a contextual model of EI, which can have an impact on performance at both individual and organisational level (Higgs & Dulewicz, 1999). However to further our understanding of the role that corporate culture may have on an individuals level of EI, we would need to explore what if any relationship exists between the two. Indeed Higs & Dulewicz (1999) have developed this as a theoretical framework by looking at how cultures are likely to harness or punish components of Emotional Intelligence. In particular they have related this to the Goffee and Jones (1998) framework. Their hypothesised model is shown in figure 6 below

**Figur 6 Cultural Components of Emotional Intelligence**

| Culture           | EI Components   |  |  |
|-------------------|---|--|--|
|                   | Likely to be rewarded   | Likely to be 'punished'  | Neutral  |
| <b>Networked</b>  | <ul style="list-style-type: none"> <li>▶ Interpersonal sensitivity</li> <li>▶ Conscientiousness &amp; Integrity</li> <li>▶ Influence</li> <li>▶ Self Awareness</li> </ul>                         | <ul style="list-style-type: none"> <li>▶ Motivation</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Decisiveness</li> <li>▶ Emotional Resilience</li> </ul> |
| <b>Communal</b>   | <ul style="list-style-type: none"> <li>▶ Self Awareness</li> <li>▶ Conscientiousness &amp; Integrity</li> <li>▶ Interpersonal Sensitivity</li> <li>▶ Decisiveness</li> <li>▶ Influence</li> </ul> | <ul style="list-style-type: none"> <li>▶</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Motivation</li> <li>▶ Emotional Resilience</li> </ul>   |
| <b>Mercenary</b>  | <ul style="list-style-type: none"> <li>▶ Motivation</li> <li>▶ Emotional Resilience</li> <li>▶ Decisiveness</li> <li>▶ Influence</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Interpersonal Sensitivity</li> <li>▶ Conscientiousness &amp; Integrity</li> <li>▶ Self Awareness</li> </ul> | <ul style="list-style-type: none"> <li>▶</li> </ul>  |
| <b>Fragmented</b> | <ul style="list-style-type: none"> <li>▶ Decisiveness</li> <li>▶ Motivation</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Conscientiousness &amp; Integrity</li> <li>▶ Interpersonal Sensitivity</li> <li>▶ Self Awareness</li> </ul> | <ul style="list-style-type: none"> <li>▶ Emotional Resilience</li> <li>▶ Influence</li> </ul>    |

**Higgs & Dulewicz (1999)**

From the foregoing brief summary of the literature on both EI and Corporate Culture it is evident that the two constructs are both concerned with exploring variations in both individual and organisational performance. However, research, specifically designed to explore the combination of the two constructs is not evident. Whilst several authors in the field of EI propose an interrelationship between culture and EI the proposition has not been empirically tested to date (Goleman, 1998;Higgs & Dulewicz, 1999).

Therefore the main research question, which the study in the paper sets out to explain, is:

Are perceptions of culture in organisations which are supportive of emotional intelligence associated with higher levels of individual emotional intelligence in those organisations?

**Methodology**

The research project involved primary research using quantitative research methods. Eight companies were approached to find 20 management volunteers within their

respective organisations, to complete two separate questionnaires, the EIQ:M, and the EI:CA, which are described more fully below. One company requested the inclusion of two distinct samples from differing business areas. This has resulted in nine company samples of up to 20 managers, from the eight different companies.

All questionnaires were coded before being distributed to companies, to allow an audit trail for questionnaires, and ensure that data could be checked to minimise errors. All participants were guaranteed anonymity in respect of their individual scores. This has reduced the ability for in-depth demographic analyses, but helped to increase the participation rate within the sample companies

The two instruments used to operationalise EI and organisational culture are now described in more detail.

### **Emotional Intelligence: Managerial (EIQ:M) Questionnaire**

The EIQ:M is a self assessment tool, consisting of 69 items scored on a Likert scale (Remenyi et al, 1998). The tool was originally piloted on 201 managers attending senior management programmes at Henley Management College. It has now been tested on over 800 managers. The reliability coefficients were found to be highly statistically significantly correlated with each other. The scales were also found to be internally reliable. (Dulewicz & Higgs (2000) ) In addition the instrument has been shown to have construct and predictive validity (Dulewicz & Higgs, 2000)

This test is analysed using expert software, which produces the final sten scores. *“In the expert system-generated report, the overall score is derived from the mean of the scores on the seven elements, which in turn are based on comparisons with the test norms and are interpreted in terms of sten scores”* (Dulewicz & Higgs 2000 P. 55)

The individual reports contain descriptors for each of the seven elements along with a score in respect of the respondent. The scores are categorised as High, Average or Low. For each category, developmental steps are highlighted. See Figure 7 below for a description of the elements.

**Figure 7 EIQ: M element Descriptors****Self Awareness**

*The awareness of one's own feelings and the ability to recognise and manage these feelings in a way which one feels that one can control. This factor includes a degree of self-belief in one's ability to manage one's emotions and to control their impact in a work environment*

**Emotional Resilience**

*The ability to perform consistently in a range of situations under pressure and to adapt behaviour appropriately. The ability to balance the needs of the situation and task with the needs and concerns of the individuals involved. The ability to retain focus on a course of action or need for results in the face of personal challenge or criticism*

**Motivation**

*The drive and energy to achieve clear results and make an impact and , to balance short and long term goals with an ability to pursue demanding goals in the face of rejection or questioning.*

**Interpersonal Sensitivity**

*The ability to be aware of, and take account of the needs and perceptions of others in arriving at decisions and proposing solutions to problems and challenges. The ability to build from this awareness and achieve the commitment of others to decisions and action ideas. The willingness to keep one's thought on possible solutions to problems and to actively listen to, and reflect on, the reactions and inputs from others.*

**Influence**

*The ability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to this perspective and provide a rationale for change.*

**Intuitiveness**

*The ability to arrive at clear decisions and drive their implementation when presented with incomplete or ambiguous information using both rational and 'emotional' or intuitive perceptions of key issues and implications.*

**Conscientiousness**

*The ability to display clear commitment to course of action in the face of challenge and to match "words and deeds" in encouraging others to support the chosen direction. The personal commitment to pursuing an ethical solution to a difficult business issue or problem*

**(Dulwicz & Higgs 2000 pp74-76)**

### **Emotional Intelligence: Cultural Audit (EI:CA) Test**

Developed by Higgs & Dulewicz, from extensive literature review on EI, the tool contains 113 items, which are rated using the Likert scale in the same manner as the (EIQ:M) test. The statements in this paper refer to the behaviours that are observable within the organisation.

e.g.: 'In performance appraisal discussions behaviours and results are given equal weight.'

### **Emotional Intelligence: Cultural Audit (EI:CA) Questionnaire**

The EI:CA was developed by Higgs and Dulewicz (2000) from an extensive literature review on EI and organisational culture. It contains 113 items, which are rated using a Likert scale in the same manner as the (EIQ:M) instrument. The statements in the EI:CA refer to the behaviours and processes which are observable within the organisation and represent manifestations of the culture of an organisation (Higgs & Dulewicz, 2000 b; Schein, 1985)

e.g.: 'In performance appraisal discussions behaviours and results are given equal weight.'

The questionnaire was developed to be completed by multiple respondents and to produce seven culture clusters designed to indicate the extent to which cultural manifestations support the individual elements of EI. The questionnaire was at a pilot stage and this project provided an opportunity to obtain data to enable its reliability and factor structure to be explored. The conceptualisation of the seven EI culture elements is summarised in figure 8.

**Figure 8 Emotional Intelligence Culture Element Descriptors**

**Self Awareness**

*The organisation has processes in place which make it aware of how it feels about its business, products, markets and stakeholders at any time. This awareness is based on a clear self- image which is widely shared within the organisation. It is aware of how these feelings impact on its decisions and behaviours. It is aware of how stakeholders and other outsiders perceive the organisation and its actions.*

**Emotional Resilience**

*The organisation has processes in place which enable it to absorb attack and criticism (particularly if it perceived as unfair or unjust). It is able to manage internal communications in a way which ensures that such attacks do not deflect if form its strategy. It recognises potentially damaging shifts in its internal climate and has systems for controlling and managing these.*

**Motivation**

*There are clear, well understood and shared long term goals. Events which appear to threaten or deflect performance are responded to in a way which ensures that the long term strategy remains intact. Actions which are short term are avoided if their benefits will damage achievement of long term aims. Business setbacks are seen as problems to be managed rather than leading to abandoning of long term goals.*

**Interpersonal Sensitivity**

*The organisation has established processes which enable it to understand the feelings, needs and motivations of its stakeholders. It uses this information to underpin its strategies, actions and decisions. Processes are established to manage relationships with all stakeholder groups.*

**Influence**

*Structures are in place to ensure that in interactions with all stakeholder groups the organisation is able to present persuasive arguments which will support the achievement of goals deemed to be aligned with the vision, values and business strategy.*

**Intuitiveness**

*Process which are in place to encourage individuals and teams to make decisions, which are perceived as essential to business performance when faced with incomplete or ambiguous information. The extent to which the organisation values and supports the use of individual experience and intuition, based on this experience, in the decision making process*

**Conscientiousness**

*What the organisation says in public, its advertising, PR and espoused values are consistent with how people experience the organisation. In addition, the organisation's behaviours are perceived to be in line with the prevailing ethical behaviour that society expects.*

**(Higgs & Dulewicz 1999 P. 127, 128)**

## Sample

The sample was drawn from a range of UK organisations (n=8) which encompassed a diverse range of business sectors. Within one organisation there were two distinct and separate business units. As culture is frequently explored at the business unit level (e.g. Goffee & Jones, 1996; 1998) it was decided to include the two units from this organisation. Thus if the unit of analysis is taken as the business unit the study encompasses **nine** organisations. Details of the sample structure are shown in table 1. Questionnaires were sent to 20 employees in each organisation unit. The average response rate for the study was 75 %.

**Table 1 Company Profiles**

| <u>Company Reference</u> | <u>Industry</u>                | <u>Turnover* (Millions)</u> | <u>No of Employees</u> | <u>Sample Population Base</u>                     | <u>Number in Sample</u> |
|--------------------------|--------------------------------|-----------------------------|------------------------|---|-------------------------|
| <u>1</u>                 | <u>Telecomunications</u>       | <u>£494.0</u>               | <u>2,000</u>           | <u>Middle Management from District office</u>     | <u>7</u>                |
| <u>2</u>                 | <u>Airline</u>                 | <u>£8,900.0</u>             | <u>35,000</u>          | <u>Corporate Senior Management</u>                | <u>16</u>               |
| <u>3</u>                 | <u>NHS Trust</u>               | <u>£18.8</u>                | <u>826</u>             | <u>Management &amp; Practitioners</u>             | <u>15</u>               |
| <u>4</u>                 | <u>Banking</u>                 | <u>£4,600.0</u>             | <u>55,730</u>          | <u>Corporate Senior Management</u>                | <u>17</u>               |
| <u>5</u>                 | <u>IT Consulting</u>           | <u>£138.0</u>               | <u>490*</u>            | <u>Senior Management &amp; Senior Consultants</u> | <u>18</u>               |
| <u>6</u>                 | <u>Financial Services</u>      | <u>£6,887.0</u>             | <u>18885</u>           | <u>Customer Services Management Team</u>          | <u>17</u>               |
| <u>7</u>                 | <u>Education Accreditation</u> | <u>£65.0</u>                | <u>700</u>             | <u>Corporate Senior &amp; Middle</u>              | <u>18</u>               |
| <u>8</u>                 | <u>Electronics</u>             | <u>£487.0</u>               | <u>3193</u>            | <u>Corporate Senior Management</u>                | <u>18</u>               |
| <u>9</u>                 | <u>Airline</u>                 | <u>£8,900.0</u>             | <u>35,00</u>           | <u>International Senior Managers</u>              | <u>21</u>               |

The average age of sample respondents was ---years (range 25 years to 55 years). The overall sample (n=147) comprised ---percent males and---- females.

The actual sample from each company was relatively small, around 17 respondents. The number of employees in the sample companies ranged from 490 to a maximum of over 55,000. Given the nature of this research project it is impractical to achieve representative samples from each company. This research focuses on the management population, and within this, only sampled a very small ratio of that population. Not only therefore could the results differ from respondents from the non-management population, but also from different samples within the management

population. The random samples therefore, can only be indicators of the possible culture within the organisation rather than a rigorous and representative sample (Moses & Kalton, 1972; Hair *et al*, 1998). Given the project is exploratory in nature (Wright & Fowler, 1984) and examining the potential link between individual perceptions and organisational behaviour, the results can provide an important contribution to the development of a cultural audit tool measuring elements organisational impact on Emotional Intelligence.

## **Validity**

There are a variety of different validity checks relating to different stages in the development of a construct or measurement tool. These are:

### *Content Validity*

To what extent is the test measuring what it purports to measure? The EIQ:M, has already been tested and proved to have good content validity (Dulewicz & Higgs, 1999)

The EI:CA tool is undergoing a validation process. It has been developed after a rigorous literature review looking at all aspects of emotional intelligence and organisational culture (Higgs & Dulewicz, 2000). It also draws on the validation process for EIQ:M (Dulewicz & Higgs, 2000).

### *Construct Validity*

Can we ascertain how well the tests accurately measure the construct of emotional intelligence?

The work of Dulewicz & Higgs (2000) in relation to the development of EIQ:M concludes *“Overall the results taken together produce strong evidence that the construct measured by EIQ:M equates to well-established measures of personality characteristics”* (P. 32

The development of the EI:CA is informed by these developments, using the same elements as the EIQ:M construct to define cultural aspects of emotional intelligence. In order to more accurately prove Construct Validity, the EI:CA will be subject to further validation tests.

### *Face Validity*

The reaction to the tests by the respondents can give an indication of the validity of the test at an extraneous level.

Dulewicz & Higgs (1999) have reported on the face validity to the EIQ:M test. During this research project, the EIQ:M was well received. Similarly, the companies involved in the current research have reacted positively to the feedback.

The culture instrument and associated feedback has not had any adverse comments from the company contacts. The authors have been invited back to four companies to discuss the findings in more detail and to explore how the feedback can be linked into ongoing organisational development.

### **Method of Analysis**

The exploration of the EI:CA questionnaires was carried out using reliability analyses and factor analysis on the total responses.

The unit of analysis for exploration of the core research question was the company sample. Although 147 responses were received, this only represents 9 company samples. This puts a constraint on the statistical analysis that can be used. (Hair et al, 1998; Wright and Fowler, 1986).

SPSS was used for all analyses. The EI:CA results were standardised in order to compare them with the sten scores of the EIQ:M data (Norusis, 1994).

A two-tailed 't' test was undertaken, to establish the relationships between the population means. A two-tailed test is used when the hypothesis is non-directional, i.e. you are not trying to predict the scores going in one direction. (Wright & Fowler 1986). For the purposes of this research we were looking at the sampling distributions between the individual and the organisational scores, to see what relationship exists. Achieving levels of 0.05 or less, would be deemed significant. (Hair et al, 1998; Norusis, 1994).

Additional exploratory analysis was undertaken, using a relatively crude measure of company size (determined by turnover and staff size) to identify whether or not size could have been a confounding variable (Wright and Fowler, 1986). An independent sample test was undertaken using Turnover, and staff numbers as the variables. The

sample was split at the mean for each variable as it was not large enough to carry out a three way split.

Given the size of the sample it was not possible to undertake any correlational or multivariate analyses. However, this will need to be done in future research.

**Results**

The research undertaken involved eight different companies, and nine company samples (see above) the details of which are found in Table 2 above.

Table 2 below, reports the results of the two tailed ‘t’ test on the company samples. A ‘Z’ score was used for the culture results, to standardise the scores. The individual scores are already standardised, so the average for the group is used.

**Table 2 Paired Samples ‘t’ Test**

| Paired Samples Test |  | Paired Differences |                | t               | df    | 95% Confidence Interval of the Difference |       | Sig. (2-tailed) |   |
|---------------------|--|--------------------|----------------|-----------------|-------|---|-------|-----------------|---|
|                     |  | Mean               | Std. Deviation | Std. Error Mean |       | Lower                                     | Upper |                 |   |
| Pair 1              | El Total - Zscore:<br>Cutlure Total                                    | 5.73               | 0.93           | 0.31            | 5.02  | 6.45                                      | 18.57 | 8               | 0 |
| Pair 2              | Self Aware Sten Score - Zscore: Awareness Culture Score                | 5.85               | 1.17           | 0.39            | 4.95  | 6.75                                      | 14.94 | 8               | 0 |
| Pair 3              | Resilience Sten Score - Zscore: Resilience Culture Score               | 5.28               | 1.02           | 0.34            | 4.5   | 6.06                                      | 15.59 | 8               | 0 |
| Pair 4              | Motivation Sten Score - Zscore: Motivation Culture Score               | 5.77               | 1.02           | 0.34            | 4.98  | 6.55                                      | 16.95 | 8               | 0 |
| Pair 5              | Sensitivity Sten Score - Zscore: Sensitivity Culture Score             | 6.09               | 0.93           | 0.31            | 5.38  | 6.81                                      | 19.65 | 8               | 0 |
| Pair 6              | Influence Sten Score - Zscore: Influence Culture Score                 | 5.88               | 1.13           | 0.38            | 5.01  | 6.75                                      | 15.54 | 8               | 0 |
| Pair 7              | Intuitiveness Culture Score - Zscore: Intuitiveness Culture Score      | 45.27              | 8.37           | 2.79            | 38.83 | 51.7                                      | 16.23 | 8               | 0 |
| Pair 8              | Conscientiousness Sten Score - Zscore: Conscientiousness Culture Score | 5.72               | 0.92           | 0.31            | 5.01  | 6.43                                      | 18.63 | 8               | 0 |

Number = 9

Achieving a 0.000 score on the two-tailed test is highly significant. These results indicate that for this sample there is a relationship between the individual's self-assessed emotional intelligence profile and of the elements of culture in their organisation which are proposed as being supportive of individual emotional intelligence. If, as these results indicate, there is a relationship between organisational culture (as operationalised by EI:CA) and individual EI, then it raises a question as to whether or not the results differ according to the number of employees or the size of turnover of the company. Given the small sample this relationship could only be explored using independent Sample 't' Tests , using Turnover and Staff numbers as the variables. The results in terms of EI:CA are shown in Tables 3 and 4 below.

**Table 3: Independent Sample Test Based on Company Turnover At Cut Point of £1 billion**

|   |                             | F    | Sig. | t    | df   | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval Lower |
|---|-----------------------------|------|------|------|------|-----------------|-----------------|-----------------------|-------------------------------|
| Zscore: Awareness Culture Score         | Equal variances assumed     | 3.61 | 0.10 | 0.83 | 7.00 | 0.43            | 0.57            | 0.68                  | -1.05                         |
|   | Equal variances not assumed |      |      | 0.91 | 5.80 | 0.40            | 0.57            | 0.63                  | -0.98                         |
| Zscore: Resilience Culture Score        | Equal variances assumed     | 1.40 | 0.28 | 0.89 | 7.00 | 0.40            | 0.61            | 0.68                  | -1.00                         |
|   | Equal variances not assumed |      |      | 0.94 | 6.81 | 0.38            | 0.61            | 0.65                  | -0.93                         |
| Zscore: Motivation Culture Score        | Equal variances assumed     | 7.38 | 0.03 | 1.08 | 7.00 | 0.32            | 0.72            | 0.66                  | -0.85                         |
|   | Equal variances not assumed |      |      | 1.15 | 6.44 | 0.29            | 0.72            | 0.62                  | -0.78                         |
| Zscore: Sensitivity Culture Score       | Equal variances assumed     | 0.33 | 0.58 | 0.70 | 7.00 | 0.51            | 0.49            | 0.69                  | -1.15                         |
|   | Equal variances not assumed |      |      | 0.74 | 6.86 | 0.49            | 0.49            | 0.66                  | -1.08                         |
| Zscore: Influence Culture Score         | Equal variances assumed     | 1.06 | 0.34 | 0.78 | 7.00 | 0.46            | 0.54            | 0.69                  | -1.09                         |
|   | Equal variances not assumed |      |      | 0.82 | 6.92 | 0.44            | 0.54            | 0.66                  | -1.02                         |
| Zscore: Intuitiveness Culture Score     | Equal variances assumed     | 1.18 | 0.31 | 0.49 | 7.00 | 0.64            | 0.34            | 0.71                  | -1.33                         |
|   | Equal variances not assumed |      |      | 0.52 | 6.22 | 0.62            | 0.34            | 0.66                  | -1.25                         |
| Zscore: Conscientiousness Culture Score | Equal variances assumed     | 1.83 | 0.22 | 0.85 | 7.00 | 0.42            | 0.58            | 0.68                  | -1.04                         |
|   | Equal variances not assumed |      |      | 0.90 | 6.44 | 0.40            | 0.58            | 0.64                  | -0.96                         |

**Table 4: Independent Sample Test Based on Number of Staff numbers with a cut at 3000**

|   |                             | F    | Sig. | t    | df   | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|---|-----------------------------|------|------|------|------|-----------------|-----------------|-----------------------|---|-------|
|   |                             |      |      |      |      |                 |                 |                       | Lower                                     | Upper |
| Zscore: Awareness Culture Score         | Equal variances assumed     | 0.40 | 0.55 | 2.13 | 7.00 | 0.07            | 1.19            | 0.56                  | -0.13                                     | 2.51  |
|   | Equal variances not assumed |      |      | 2.04 | 5.14 | 0.10            | 1.19            | 0.58                  | -0.30                                     | 2.68  |
| Zscore: Resilience Culture Score        | Equal variances assumed     | 0.70 | 0.43 | 1.51 | 7.00 | 0.18            | 0.94            | 0.62                  | -0.53                                     | 2.41  |
|   | Equal variances not assumed |      |      | 1.41 | 4.57 | 0.22            | 0.94            | 0.66                  | -0.82                                     | 2.70  |
| Zscore: Motivation Culture Score        | Equal variances assumed     | 1.73 | 0.23 | 1.79 | 7.00 | 0.12            | 1.06            | 0.59                  | -0.34                                     | 2.47  |
|   | Equal variances not assumed |      |      | 1.66 | 4.25 | 0.17            | 1.06            | 0.64                  | -0.68                                     | 2.80  |
| Zscore: Sensitivity Culture Score       | Equal variances assumed     | 0.28 | 0.61 | 1.22 | 7.00 | 0.26            | 0.80            | 0.65                  | -0.74                                     | 2.34  |
|   | Equal variances not assumed |      |      | 1.15 | 4.56 | 0.31            | 0.80            | 0.69                  | -1.04                                     | 2.63  |
| Zscore: Influence Culture Score         | Equal variances assumed     | 0.57 | 0.47 | 1.57 | 7.00 | 0.16            | 0.97            | 0.62                  | -0.49                                     | 2.43  |
|   | Equal variances not assumed |      |      | 1.50 | 5.16 | 0.19            | 0.97            | 0.64                  | -0.67                                     | 2.61  |
| Zscore: Intuitiveness Culture Score     | Equal variances assumed     | 2.37 | 0.17 | 0.74 | 7.00 | 0.48            | 0.51            | 0.69                  | -1.12                                     | 2.15  |
|   | Equal variances not assumed |      |      | 0.68 | 3.79 | 0.54            | 0.51            | 0.76                  | -1.64                                     | 2.66  |
| Zscore: Conscientiousness Culture Score | Equal variances assumed     | 0.86 | 0.38 | 1.73 | 7.00 | 0.13            | 1.04            | 0.60                  | -0.38                                     | 2.46  |
|   | Equal variances not assumed |      |      | 1.62 | 4.63 | 0.17            | 1.04            | 0.64                  | -0.65                                     | 2.72  |

Number 9

In general the results presented indicate that the culture scores (as operationalised by EI:CA) are independent of levels of company turnover and number of employees (with one exception all significance levels are greater than 0.05). However, one significant result is encountered in terms of the Emotional Resilience scale where a significance level of 0.03 is encountered in relation to levels of turnover. Examination of the items which comprise this scale could indicate that the financial base of the organisation could lead to a more 'resilient' culture. However, it may well be hypothesised that

financial turnover grows with time and the result could be confounded by the age of the organisation. Overall the sample size is such that this analysis only allows for questions to be raised for exploration in future research. No statistically significant differences based on company size were encountered in relation to individual Emotional Intelligence. This finding is in line with earlier analyses on demographic data reported by Dulewicz and Higgs (2000).

The aggregate (mean) EI:CA profiles for each organisation are shown in Table 5 below  
The EI:CA results were ranked into three categories. Low, Mid and High Range.

**Table 5: Aggregate Scores for the Companies**

| <b>Company/Element</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> |
|------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Awareness              | L        | M        | M        | M        | M        | H        | M        | H        | M        |
| Resilience             | L        | M        | H        | M        | M        | H        | H        | H        | M        |
| Motivation             | L        | M        | H        | H        | L        | H        | L        | H        | M        |
| Sensitivity            | L        | M        | H        | H        | M        | H        | M        | H        | M        |
| Influence              | L        | M        | H        | M        | M        | H        | L        | H        | M        |
| Intuitiveness          | L        | M        | H        | M        | M        | H        | M        | M        | M        |
| Conscientiousness      | L        | M        | H        | M        | M        | H        | M        | H        | M        |
| <b>Total</b>           | <b>L</b> | <b>M</b> | <b>H</b> | <b>M</b> | <b>M</b> | <b>H</b> | <b>M</b> | <b>H</b> | <b>M</b> |

H = High, M = Mid, L = Low

These are drawn from the minimum, maximum, mean and standard deviation scores for the sample which is presented in Table 6 below

**Table6: Descriptive Statistics for Organisational Culture Samples**

|                                 | Minimum | Maximum | Mean   | Std. Deviation |
|---------------------------------|---------|---------|--------|----------------|
| Culture Total                   | 209.20  | 523.60  | 359.55 | 69.30          |
| Awareness Culture Score         | 21.00   | 68.00   | 42.48  | 10.41          |
| Resilience Culture Score        | 22.00   | 68.00   | 44.42  | 11.26          |
| Motivation Culture Score        | 43.00   | 87.00   | 68.99  | 11.04          |
| Sensitivity Culture Score       | 29.00   | 84.00   | 54.12  | 11.09          |
| Influence Culture Score         | 21.00   | 51.00   | 35.60  | 7.21           |
| Intuitiveness Culture Score     | 17.00   | 64.00   | 46.47  | 11.45          |
| Conscientiousness Culture Score | 27.00   | 72.00   | 46.62  | 9.83           |

The reliability of the EI:CA was explored using Cronbach alphas. The results are shown in table 7

**Table 7: EI Culture Questionnaire: Reliability Data**

| <u>Scale</u>      | <u>Number of Items</u> | <u>Cronbach Alpha</u> |
|-------------------|------------------------|-----------------------|
| Overall EI        | 113                    | 0.97                  |
| Self - Awareness  | 15                     | 0.81                  |
| Resilience        | 25                     | 0.89                  |
| Motivation        | 21                     | 0.83                  |
| Sensitivity       | 18                     | 0.75                  |
| Influence         | 12                     | 0.75                  |
| Intuitiveness     | 16                     | 0.84                  |
| Conscientiousness | 16                     | 0.85                  |

From this it is evident that, whilst the overall scale demonstrates an extremely high alpha (0.97) the individual element scales are all well within the acceptable range (Hair *et al*, 1998). Exploratory factor analysis of the data on the EI:CA did not provide a compelling or explicable model which aligned with the seven elements. However, given the tentative nature of exploratory factor analysis (Norusis, 1994; Hair *et al* 1998) it was decided that reliance on Hypothetically Induced Contracts (HIC's) would suffice for exploratory research (Saville, 199-; Dulewicz & Higgs, 2000). Clearly further research is needed with larger samples to both explore the factor structure of the instrument and undertake confirmatory factor analysis.

## **Discussion & Conclusions**

One of the reasons that Emotional Intelligence is so compelling as a construct, is that it provides some insights which help to explain the difference between outstanding and average levels of managerial performance (Goleman, 1998; Higgs & Dulewicz, 1999).

Emotional Intelligence has been shown to be an important variable in accounting for variance in both advancement and performance in an organisational context (Dulewicz & Higgs, 2000). Thus the significance of harnessing this capacity within an organisation could be a crucial differentiating factor in the struggle to achieve sustainable competitive advantage.

The indication from the results of the exploratory study reported above suggest possibilities of a link between the individual EI and "organisation EI." However it is important to emphasise the limitations of the sample size and the need for further

research. Furthermore in studies using the methods of analysis employed (and indeed in larger correlational studies) the issue of causality is left unanswered (Hair *et al*, 1998; Wright & Fowler, 1986). Significant unanswered questions are therefore:

Is it the case that more 'emotionally intelligent organisations' will attract and develop 'emotionally intelligent individuals'? or is it the case that higher EI in individuals, increases the awareness of emotional intelligence in the organisation?

### **Organisational Culture**

Drawing on the relationship found between individual and "organisational" EI, it could be argued that an organisation that has a critical mass of high EI individuals, is likely to have a culture which is supportive of EI. Also, the style of leadership will be critical to the organisations position in relation to EI. Not all leaders have high EI, and therefore some may potentially punish EI within the organisation, as it may be viewed as "superfluous to requirements". ( e.g. Higgs & Dulewicz, 1999).

All organisations will have a unique culture, which in itself can be a source of competitive advantage because it cannot easily be copied by the competition. Goffee & Jones (1996, 1998) offer a useful framework through which to interpret organisation culture using the double 'S' cube mentioned above. Whilst it is tempting to make judgements about good and bad cultures, it is important to view each cultural form in the context of the competitive environment of that organisation and the function of the individual business units and whether it is a positive or negative cultural form.

Attempting to diagnose an organisations culture has to be done with some caution. Culture is a complex construct which, as was discussed above, lacks a universal model from which to analyse it. The same of course, is true of Emotional Intelligence ( Dulewicz & Higgs 2001; Woodruffe, 2001). Each of the companies that participated in this research have different cultural forms which not only reflects the different organisations, but also the different industries with the sample.

In Table 2, above we see that Higgs & Dulewicz (1999) have mapped out the propositions relating to the Goffee and Jones model and their relationship to EI. McGuire (2001) reported with the organisations in this sample which , on a qualitative basis using interviews and focus groups, mapped their cultures using the Goffee and Jones (1998) model. The results of this study are summarised in table 8. The results from this exploratory study compared with McGuire's (2001) data provide some support for these, cultural types, although a definitive picture does not emerge. For example

the two mercenary cultures, were 'Low' and 'Medium' respectively. We might expect to see Mercenary organisations score on the low side, so we could assume that the low score of one of the companies is expected, or that the other Mercenary company's Mid score suggests more attention is paid to parts of the culture that would support EI. The Fragmented organisation would be expected to score Low, given the isolated conditions in which many of the people work, but the scores for this sample were in the Mid range. The networked organisation came out lower than may have been anticipated, scoring on the mid rather than the high range.

**Table 8 Culture Fit**

| Company | Bexxx              | Goffee and Jones Cultural Type | Positive and Negative |
|---------|--------------------|--------------------------------|-----------------------|
| 1       | Telecoms           | Mercenary                      | Negative              |
| 2       | Air Transport      | Command                        | Positive              |
| 3       | Not for profit     | Command                        | Positive              |
| 4       | Financial Services | Mercenary                      | Negative              |
| 5       | Prof. Services     |                                | Positive              |
| 6       | Financial Services | Command                        | Positive              |
| 7       | Not for profit     | Networked                      | Negative              |
| 8       | Hi Tech            | Command                        | Positive              |
| 9       | Air Transport      | Command                        | Positive              |

(Adapted from McGuire, 2001)

The higher scores were all from the Communal organisations (with the exception of one which scored in the Mid range). From this we can draw some tentative conclusions broadly in line with the propositions of Higgs & Dulewicz (1999), albeit on limited evidence.

### **Conclusion**

This paper has explored the relationship that may exist between individual Emotional Intelligence and organisational components of Emotional Intelligence. Working from the basic proposition by Goleman (1996) and Dulewicz & Higgs (1998) that EI plays a crucial role in determining higher performance and individual success in an organisational context, the study has attempted to explore the impact of organisational culture on levels of individual EI. From the results it is possible to conclude that higher levels of individual Emotional Intelligence are associated with higher levels of an organisations cultural propensity to support EI (as operationalised through the EI:CA).

Drawing on other work carried out by McGuire (2001) with the same sample of organisations using the Goffee and Jones framework, there is some support for the cultural linkages proposed by Higgs and Dulewicz (1999). The study was designed to explore the relationship between organisational culture and aggregate levels of individual Emotional Intelligence within an organisation. The results have indicated the possibilities of such a relationship. The limitations of the study have been made clear throughout this paper. However, these preliminary findings would suggest that further research using a larger sample and one which is drawn from a broader range of business sectors, would be valuable.

Whilst the EI:CA was very much a pilot instrument this study has demonstrated acceptable levels of reliability for each of the seven EI:CA scales and the overall EI:CA score. Whilst the overall structure of the elements seems to work in practice the sample was not large enough to enable a confirmatory factor analysis to be completed (Hair et al, 1998; Norvsi, 1994). Further research with larger samples would enable this to be carried out.

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