

Social and emotional intelligence

[Technology](#), [Artificial Intelligence](#)



Botanists has further stated that many of these competencies should be considered to have a horseshoed point, where their Impact on the effectiveness of a manager plateaus. Bobtails Identifies some higher plan cognitive competencies, Including systems thinking and pattern recognition, as well as emotional and social intelligence as the defining factors to lead to the development of extraordinary managers. The purpose of this article, is to critically evaluate these statements, and with the support of noted academics, provide conceptualizations of the Issues at hand.

In the past, It has been stated that managerial effectiveness Is directly correlated to cognitive ability. The works of such scholars as Meltzer (1973), Infer that capabilities including, but not limited to technical skill, experience and exposure to base line operations as well as memory and deductive reasoning are the corner stone skills off highly effective manager. Richard 1982 publication (The Competent Manager) brought to the forefront the concept of threshold competencies and high performance competencies.

However, the publication of the noted work, IntelligenceΓ? CΓ,-1Γ?; (Coleman, 1 995), which was later added to and popularized by Botanists (2001) criticizes this narrow view on the nutritious to effectiveness, stating that these theories fall to recognize the Importance of internal and external social and emotional awareness. This research Is based heavily on empirical analysis and has provided a scientifically measured basis for its findings.

From this research Botanists (2008) has stated that whilst these less evolved cognitive and technical abilities are important, they are subject to the Γ? effect and that when these skills develop to a certain level, the power they

carry diminishes. This paper will critically analyse the three competency clusters identified most recently by Botwin (2008), and provide reasoning for the underlying notion, that emotional and social awareness and higher plane cognitive abilities are what, with regards to managerial effectiveness, differentiates the ordinary from the extraordinary.

Threshold competencies, as described by Cockerels et al (1995) are a group of related skills and behaviors that have been found empirically to be associated with superior job performance. High performance managerial competencies are a cluster of related behaviors and skills that are able to be used to distinguish high achievers from average performers in terms of work output criteria. (2008) 1. Critical thinking and pattern recognition that when empirically analysed are directly correlated to higher levels of managerial effectiveness.

An antecedent to this concept can be found in the work of Schroeder (1989), which utilizes the 'Formation-Performance' framework to illustrate the point. It states, that the behaviors associated with constructing pre-emptive models, or based on current information to obtain awareness on patterns, trends as well as cause and effect relationships between operations and outcomes, are far more important and less commonly found than the threshold competencies described by Botwin (2008). As described in the work of Rakishness (2005, p. 0) threshold competency refers to the base level of ability that is required to complete a task, such as a native language. Whilst these skills are vital they are considered to be generic skills, which are easily and often transferable, and would apply to the majority of managerial positions rather than organizational specific

management positions (Bartlett & Shoal, 1997). The majority of generic managerial functions can be classified into interpersonal roles, informational roles and decision making roles (Miniature, 1973).

However, the cognitive competencies that are required for each of these categories are largely similar (Bubo & Robot, 1997). Botanists (2008) has illustrated that these generic skills are not enough to ensure superior performance and as such we need to extend our expectation to include specific technical and functional competencies, relatable to organizational and industry specific areas to cater effectively to the rapid changes that are arising in a giggy technologically driven future (Eleven's, Van Deer Steed, & Cohen, 2006).

However, Botanists has also stated that social and emotional intelligence (Hereford EI and S'), a topic first presented by Salvoes and Mayer (1970) , are skills that are necessary for superior performance and are applicable to all management roles, across all industries and organizations (Edelweiss, V. And Highs, M. , 2003). Furthermore it has been said that the further up one finds themselves in the managerial hierarchy the more important EI and SSL become in determining their effectiveness as a leader (Coleman, Botanists, & McKee, 2001).

Emotional intelligence is described as being the to manage oneself and interact with other in mature and constructive ways (Grittier & Snicks, Social Intelligence is described as ability to think and act wisely in social situations (Rigor R. A. , This concept, at its core level is the ability for a manager to be able to understand the power that interpersonal interactions have on the

output of workers and recognize how their personal behavior influences the behavior of others (Rigor & Corner, 2003).

This process can be broken down into three main categories of awareness. The first category, sending, includes how a manager expresses themselves, relays information and direction etc. The second category, receiving and interpreting behaviors and emotions, deals with the level of understanding a manager has when listening incoming information, and whether they are attuned to non verbal communications. Third is the ability of a manager to control these behaviors, in themselves and others (Rigor & Corner, 2003).

The work of Coleman (1995) while expressing these theories in a slightly different context provided tactical validation for the concept through empirical research comparing star in profiling related specifically to EI and SSL competencies rather than cognitive ability (Coleman, 1998). These results provide support to the ideas that Botanists has expressed that state that development of emotional and social intelligence lead to far more effective management practices than solely relying on cognitive ability.

Therefore, it is apparent that managers need to develop personal and social competence through the understanding of emotional intelligence (Albrecht, 2006). Self awareness and self management are personal competencies that include recognizing the impact of own emotions on managerial outcomes, and understanding their own strengths and weaknesses. Additionally, it is imperative that managers are able to maintain of these emotions and understand the effect they have on the behaviors, attitudes, moral and output of subordinates (Accord, 2002).

Similarly, social competence is required to be able to develop skills including but not limited to empathy, awareness, influence and conflict management in order to achieve the same goals as above (Coleman, Botanists, & McKee, 2001). In conclusion, it is clear that there are a multitude of capabilities that need to be understood and developed in order to ensure that managerial effectiveness is maintained.

However, as has been supported by the theories and empirical research of Botanists, higher level cognitive ability, social intelligence and emotional intelligence are the abilities that differentiate average performers from extraordinary performers. As has been shown in this paper, the competency cluster theory provided by Botanists has immense support both in real world situations, and heretical and academic review and that the core components of the theory are drawn from rational observation and are directly applicable to real world management situations.