International Academic Institute for Science and Technology

International Academic Journal of Accounting and Financial Management
Vol. 1, No. 2, 2014, pp. 32-38.

ISSN 2454-2350

International Academic Journal of Accounting and Financial Management

www.iaiest.com

The effect of social intelligence on teamwork in Hamedan's Ekbatan Hospital

Alireza Shojaeyan

MA student in accounting, Islamic azad university of Kangavar, Kermanshah, Iran

Abstract

The purpose of this paper is to examine the impact of social intelligence on teamwork among Hamedan's Ekbatan Hospital personnels. This study is an applied research and the method is correlational research component and the data collection method was the quantitative one. The population consisted of all employees of Hamedan's Ekbatan Hospital in the year 2013 that equal to 403 so 200 persons selected randomly by using kocran's formula as samples. Measurement tools are the Crowne (2009) and KHaje-Anari (2008) for social intelligence and teamwork respectively. The results of regression analysis show, social intelligence has a significant positive effect on teamwork. Moreover, all aspects of social intelligence e.g. information analysis, social skills and social awareness were able to predict the teamwork. The social awareness, expressed more powerful effect on teamwork in comparison to other aspects of social intelligence**.**

Keywords :Social intelligence, teamwork, information analysis, social skills, social awareness

Introduction

Attributes needed for successful teamwork can be viewed from different perspectives, ranging in nature from "Visible to Invisible". A team member, who is the programmer, must have acceptable technical skills in programming. This skill can be tested for competence, and classified as a "visible skill" (Wysocki et al, 1995). Also, having acceptable generic and team skills is highly desirable but not always easily testable i.e. testing for time management, problem solving or collaboration skills can be challenging? Another skill set, known as 'Social Intelligence' (Salovey & Mayer, 1990) is increasingly being promoted as being necessary for successful teamwork. Social intelligence as one of the new areas in psychology, in the recent decades, owing to its appealing and widespread aspects has attracted the

attention of psychologists, and psychiatrists, as well as other experts in various fields such as organization and management. Social intelligence is an inclusive term that embraces a wide range of skills and personal characteristics and usually refers to those interpersonal and intrapersonal skills that transcend specific areas of the previous knowledge such as intelligence and technical or professional skills (Beheshtifar & Roasaei, 2012). Today a lot of researchers intend to obtain deep insight about the factors effective in maximal use of the staff and managers' capabilities. A review of literature on the issue shows that the focus of diverse studies has been on the cognitive aspect of performance and the effect of social aspects has been generally neglected in the studies conducted on organizational behavior (Brown, 2005). For long, intelligence quota has been regarded as the main index of success in life. According to outcomes of studies done, the percentage of IQ role in an ideal performance has not been reported more than 10% and even sometimes it has been about 4% (Gini, 2005). When the point stands out that one wants to move up the hierarchy. And it is in the higher levels that the essentiality of social intelligence compared to IQ rises. In this regard, Goleman and his colleagues hold that social intelligence is of considerable use in all the organizational classes, but it takes on vital importance when it comes to the managerial hierarchy. Social intelligence as one of the new areas in psychology, in the recent decades, owing to its appealing and widespread aspects has attracted the attention of psychologists, and psychiatrists, as well as other experts in various fields such as organization and management (Shall, 2010).

background

Ayoko & Callan (2009) defined teams as groups composed of autonomous individuals who are wholly identified as team, having a shared liability and are together accountable for accomplishment of tasks identified by the organization. Teams are said to be necessary for organizational effectiveness. To extract maximum performance from team it requires the selection of people with suitable and adequate skills and knowledge who can understand and cater to team needs. Mostly required skills include social intelligence skill set because it accounts for eighty percent of success of an individual (Goleman, 1995). Teamwork is defined by Harris and Harris (1996) as a work group or unit with a common purpose through which members develop mutual relationships for the achievement of goals/tasks". Teamwork implies that individuals work in a cooperative environment in the interests of a common goal by sharing knowledge/skills and being flexible enough to serve multiple roles. The literature consistently highlights that one of the essential elements of a team is its focus toward a common goal and a clear purpose (Fisher, et al, 1997; Johnson & Johnson, 1995, 1999; Parker, 1990). Many organizations rely upon successful teamwork to achieve goals and to meet the needs of clients. It is a synergistic process that relies upon all team members to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to working in a cooperative working environment where goals are achieved through collaboration and social interdependence rather than individualized, competitive goals. Groups are fundamental units of the organization. Groups provide the basis for family living, protection, waging war, government, recreation and work. Group behavior has ranged from total chaos to dramatic success, but it is increasingly evident that groups enjoy their greatest success when they become more productive units called teams. Teams are a growing phenomenon in today's workplace and extremely popular work design in all types of organization (Stevens &Campion, 1994). Many organizations rely upon teamwork to achieve goals and meet the needs of clients when

teams are successful; they have potential to provide benefits to organization (Weisner & Kichuk, 1998). It is therefore important for organization to strive for maintaining effective teams. Teamwork is defined by Harris and Harris (1996) as "…a work group or unit with a common purpose through which members develop mutual relationships for the achievement of goals/tasks. Teamwork means individuals work in a cooperative environment in the interests of a common goal by sharing knowledge/skills and being flexible enough to serve multiple roles. A team's success is believed to be dependent upon members of the team who work together and contribute to the overall Purpose or goal in hand.

In the western societies, the analytical concept of intelligence in the literature of management is more cognitive and includes processing information. Whereas the integrative eastern approach to intelligence involves different components of human's experience and performance, such as cognition, intuition, and emotion in an (integrated) relationship (Nasel, 2004). Intelligence has been considered as a level of skills and cognition which is readily accessible for solving problem. Intelligence is a set of cognitive abilities that provide possibility of knowledge acquisition and learning, and solving problems. Different types of Intelligence has been mentioned in typology of intelligence, including natural intelligence, spiritual intelligence, cognitive intelligence, artificial intelligence, physical intelligence, cultural intelligence, organizational intelligence, emotional intelligence, business intelligence, moral intelligence, competitive intelligence, and multiple intelligences. Social intelligence and emotional intelligence are often used interchangeably and taken synonymous with each other mistakenly (Shutte et al, 1998). Social intelligence, despite its similarities with other intelligences is more specific than emotional intelligence and has unique specifications and characteristics. Social intelligence can be defined as the ability to control emotions and feelings; therefore it can aid mental activities, decision making and communication. Based on the findings of Goleman, those who have high social intelligence know how to control and channel their own and others' emotions and feelings Social intelligence is one of the first choices in completing the traditional concepts of capability (Goalman, 1998). Social intelligence indicates that to what extent managers possess capabilities like social skills, social information processing, and social awareness. Hereupon, social intelligence contains three components: social skills, social information processing and social awareness.

Social intelligence is important among team members to carry out their roles and tasks in a cooperative and collaborative manner. It helps in reducing conflicts and can create a more comfortable and cooperative work environment. It is certainly worth assessing your teams on their social intelligence levels and if found lacking, there are workshops and seminars that can help your teams redirect their thinking patterns and behavior and change for the better. Team members need to be aware of their feelings as they may allow uncontrolled emotions to affect the dynamics and culture of the team. Effective team members are self-confident, which is reflective of their own social self-awareness, and ability to control their emotions. The skill of regulating emotions during work stress and conflict would help on smoothening the project and enhance working relationships effectively with other members. Team members are not only responsible for their own motivation but also play a key role in motivating the team and colleagues. Empathic team members think from various points of views and they accept the diversity of people. From the above review, it was found that there was much commonality between successful teamwork and social intelligence. This is supported by Yost and Tucker (2000) who promote a strong relationship between successful teamwork and social intelligence and contend that social intelligence competencies are more important than the "Visible skill" such as technical competencies.

There is more to effective teamwork than a keen intellect and grasp of technical knowledge. The difference between success and mediocrity in working relationships, especially in a team environment, can be attributed to a team member's mastery of the softer skills – abilities and approaches grounded in social intelligence (Grossman, 2000; Tucker. et al, 2000). Goleman (1998) demonstrated how teams with higher collective social intelligence outperform teams with lower collective social intelligence. So in this article we seek to explore relationship between social intelligence and teamwork. Conceptual model and research hypothesis presented as:

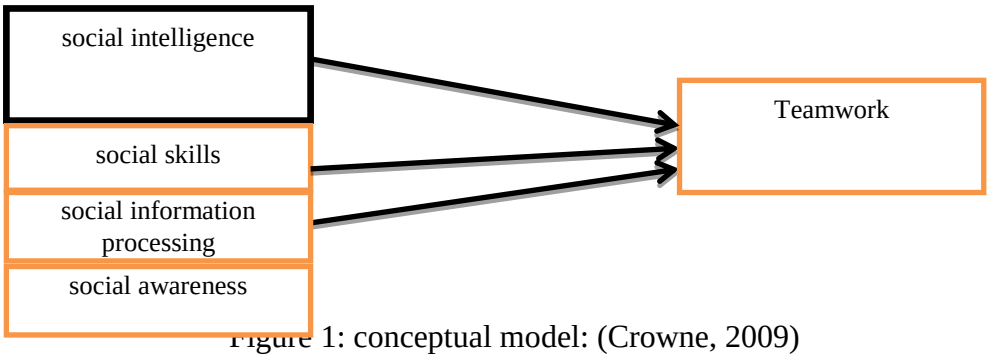


Figure 1: conceptual model: (Crowne, 2009)

Social intelligence has a positive effect on teamwork among Hamedan's Ekbatan Hospital 's personnel
Social skills has a positive effect on teamwork among Hamedan's Ekbatan Hospital 's personnel
Social information processing has a positive effect on teamwork among Hamedan's Ekbatan Hospital 's personnel
Social awareness has a positive effect on teamwork among Hamedan's Ekbatan Hospital 's personnel

Method

The population consisted of all employees of Hamedan's Ekbatan Hospital in the year 2013 that equal to 403 so 200 persons selected randomly by using kocran's formula as samples. This research is applicable in terms of goal and descriptive from solidarity category in terms of methodology and is survey in terms of collecting data. To examine the theoretical bases and literature of research, library method and documentary research (books, articles, and periodicals) have been used. Measurement tools are the (Crowne, 2009) and (khajeanari, 2008) for social intelligence and teamwork respectively. In the end, the general questions of the demographic were added. To determine the validity of questions a confirmatory factor was used and for reliability Cornbrash's alpha coefficient was used that the results the results showed good reliability and validity of research variables. For research hypothesis test, Pearson correlation coefficient and regression modeling was used because the variables are normal.

Results

of 200 selected people 101 person are male and 99 person are feamle. Over 62% of them have an academic educational degree and about 84% of them are more than 35 years old.

Main research hypothesis Test results are shown in Table 1. Significant level is (0.000) and the overall correlation coefficient is (0.589). As regards, the significant level is less than 5% and the correlation coefficient is contrary to zero and a positive number, then safely, 95% of the hypothesis H0 is rejected and H1 is confirmed. In other words, we can say that social intelligence has a positive effect on teamwork among Hamedan's Ekbatan Hospital 's personnel

Table 1: Correlations results

Correlations		
		teamwork
Social intelligence	Correlation Coefficient	0.589
	Sig. (2-tailed)	0.000
	N	200

By using Enter method, significant model was obtained that R= 0.602 and Rsquare = 0.453. It means that predictive variables can explain about 45 percent of Criteria variable. Also according to significant level can be seen that impact of Criteria variable is significant on teamwork. According to column B values can be said that respectively, Social skills variables with B= 0.551, Social information processing variables with B= 0.425 and Social awareness with B= 0.402 have a significant role in predicting teamwork. The results are consistent with findings (Grossman, 2000) and (Tucker. et al, 2000).

Table 2: Regression results

model	B	Beta	t	Sig
Social skills	0.551	0.263	8.21	0.000
Social information processing	0.425	0.201	7.32	0.000
Social awareness	0.402	0.188	6.66	0.000

Conclusion

The present study produced some important results having implications for both theory and practice. The regression result indicated that social intelligence had positive impact on team performance which is in line with the findings of previous researches. A particularly interesting finding of the present study was that high social intelligence work teams performed at a higher level than low social intelligence teams. This study has implications for managers, suggesting that organizations could profit by identification of high and low social intelligence work teams; so that interventions can be focused on the low social intelligence teams where maximum benefits can be realized. Since Social Intelligence proves to be a key contributing factor to successful performance, organizations and managers take steps to become more socially intelligent to play their role in developing a more socially urbanized workforce. This can be done through introducing social learning programs in the organization on regular basis. This Social Intelligence

training will be helpful to individual employees and managers too. Similarly, by acquiring social intelligence skill set, manager may be able to communicate to employees in a better way.

This study research did not consider the impact of team's internal structure like social intelligence of leader and similarities/dissimilarities of the teams. It is suggested that these aspects may be considered for future research. It is not possible to determine from the social intelligence alone whether the team's high performance is attributable to only this factor, or some other factors like the training they received, or the team members' increased familiarity gained over duration of task in the team. In future, these factors affecting the team's performance may also be explored. Further cause and effect relationship is also needed to compare the performance of teams before and after providing the training on social intelligence so that a clear picture may be found.

References

Ayoko, O. B., & Callan, V., J. (2009). Teams' reactions to conflict and teams' task and social outcomes: The moderating role of transformational and emotional leadership.

Beheshtifar, M, Roasaei, F. (2012). Role of Social Intelligence in Organizational Leadership, European Journal of Social SciencesVol.28 No.2, pp. 200-206

Brown, B. (2005). Emotional Intelligence: Implication for Human Resource Development, Otago Management Graduate Review, Vol.3, No.4, PP.21-36

Crowne, K. A. (2009). The relationships among social intelligence, emotional intelligence and cultural intelligence. Organization Management Journal, 6(3), 148–163. doi:10.1057/omj.2009.20

Fisher, S.G., Hunter, T.A. & Macrosson, W.D.K. (1997). Team or group? Managers' perceptions of the differences. Journal of Managerial Psychology, 12 (4), 232-242

Gini, G.(2005). Adaptation of the Italian Version of the Troms Social Intelligence Scale to the adolescent population, Journal of Adolescence, 29, PP307-312.

Goleman, D. (1995). Emotional intelligence. New York: Bantam Books

Grossman, R.J. (2000). Emotions at Work. Health Forum Journal,(Sept/Oct), 18-22.

Harris, P.R., & Harris, K.G. (1996). Managing effectively through teams. Team Performance Management: An International Journal, 2 (3), 23-36.

Johnson, D.W., & Johnson, R.T. (1995). Social interdependence - Cooperative learning in education. In B. Bunker & J.Z. Rubin (Eds.), Conflict, cooperation, and justice. (pp. 205-251). San Francisco: Jossey-Bass Publishers

khajeanari, zahra. (2008). Correspond scrutiny culture and teamwork quality in software development teams yazd (Master's Thesis). University of tehran.

Nasel, D. D. (2004). Spiritual Orientation in Relation to Spiritual Intelligence: A consideration of traditional Christianity and New Age/individualistic spirituality. Thesis submitted for the degree of Ph. D in The University of South Australia, Division of Education, Arts and Social Sciences, School of Psychology

Parker, G.M. (1990). Team players and teamwork. San Francisco, CA: Jossey-Bass. Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9 (3), 185-211

Salovey, P., & Mayer, J.D. (1990). Emotional intelligence. Imagination, Cognition and Personality, 9 (3), 185-211

Shall, H. Z.(2010).Defining Social Intelligence Driving Customer Insight Through Social Media Data, Forrester Research, Inc. Reproduction Prohibited, pp.1-14

Shutte, N.S., Malouff, J. M., Hall, L. E., Haggerty, D.J., Cooper, J.T., Golden, C.J.,& Dornheim, L. (1998).Development and

Tucker, M.L., Sojka, J.Z., Barone, F.J. & McCarthy, A.M. (2000). Training tomorrow's leaders: Enhancing the emotional intelligence of business graduates. Journal of Education for Business, 75 (6), 331-337.

validation of a measure of emotional intelligence. personality and Individual Differences, 25, 167- 177.

Weisner, W.H., & kichuk, s.L (1998) Work teams: Selecting member for optimal performance. Canadian Psychology, 39, 23-32

Wysocki, R.K., Beck, R., & Crane, D.B. (1995). Effective project management. How to plan, manage, and deliver projects on time and within budget. New York: John Wiley & Sons, Inc

Yost, C.A., & Tucker, M.L. (2000). Are effective teams more emotionally intelligent? Confirming the importance of effective communication in teams. Delta Pi Epsilon Journal, 42 (2), 101-109.