

## **HUMAN RESOURCE DEVELOPMENT MANAGEMENT THROUGH INTELLIGENCE, TEAM PERFORMANCE AND ORGANIZATION DEVELOPMENT**

**Ma. Dorothee J. Villarruz, MM/MPA**

Assistant Professor, Capiz State University Roxas Main Campus, Capiz, Philippines

E-mail: dothee\_dot@yahoo.com

### **ABSTRACT**

The imperatives of public administration have made governments transform to governance in seeking solutions to problems that beset societies along the concepts of efficiency and excellence over skepticism of inefficient and corrupt public administration.

This descriptive-inferential study determined the levels of emotional intelligence (EI), team performance (TP) of the 161 career employees Capiz, Philippines taken by proportionate random sampling; and their statistical relationships, difference, influence and implications to Organization Development (OD) as basis for Human Resource Development Management (HRDM).

Results revealed that respondents had an average EI and satisfactory TP with no significant relationship between EI and TP. However, civil status and monthly income showed significant differences in the EI levels while income and position on TP. The analysis of relationship between TP and EI showed sex, civil status and income had significant influences on emotional intelligence; and respondents' position on team performance. These results implied for demand-driven enhancement trainings of employees and teams deemed necessary for a holistic HRDM.

Two theories were implied: Emotional Intelligence Hierarchy and Theory of Total Team Performance.

keywords: Human Resource Management, Emotional Intelligence, Team Performance and Organization Development, Capiz, Philippines

### **Introduction**

The role of public administration today cannot isolate itself from the global phenomenon of continuous change and competition. The transformation of government into governance is a challenge for any public servant. Public administration is adopting new things, the concepts of global competitiveness and advantage over skepticism about government performing inefficiently (Villarruz, 2012).

This study was an effort in explaining the implications of emotional intelligence, team performance and organization development on human resource development and management in the local government of Capiz significant to local executives, elected officials, administrator and public managers, career employees and future researchers.

### **Objectives of the Study**

This study determined career employees' levels of Emotional Intelligence (EI), team performance, organizational development; the statistical relationships and differences between the Emotional Intelligence and team performance and their implications in Organization Development as basis of Human Resource Development Management.

### **Theoretical Framework**

The study was conceptualized within a framework anchored on the three theories: Field and Organization Development (OD) Theories of Dr. Kurt Lewin and Emotional Intelligence (EI) Model by Dr. Daniel Goleman.

The EI model introduced by Daniel Goleman focuses on EI as a wide array of competencies and skills that drive leadership performance. He further streamlined the EI model into two large areas: Personal and Social Competence in his book, *Primal Leadership: Realizing the Power of Emotional Intelligence* (2002).

In view of emotional intelligence in the light of teams, Kurt Lewin's field theory posits that behavior is a function of the field that exists at the time the behavior occurs. Lewin's field theory further considers an intrinsic state of tension within group members stimulates or motivates movement toward the achievement of desired common goals (Johnson and Johnson, 1995). Interdependence (of fate and task) also results in the group being a 'dynamic whole'. This means that a change in one member or subgroups impacts upon others (Brown 1988).

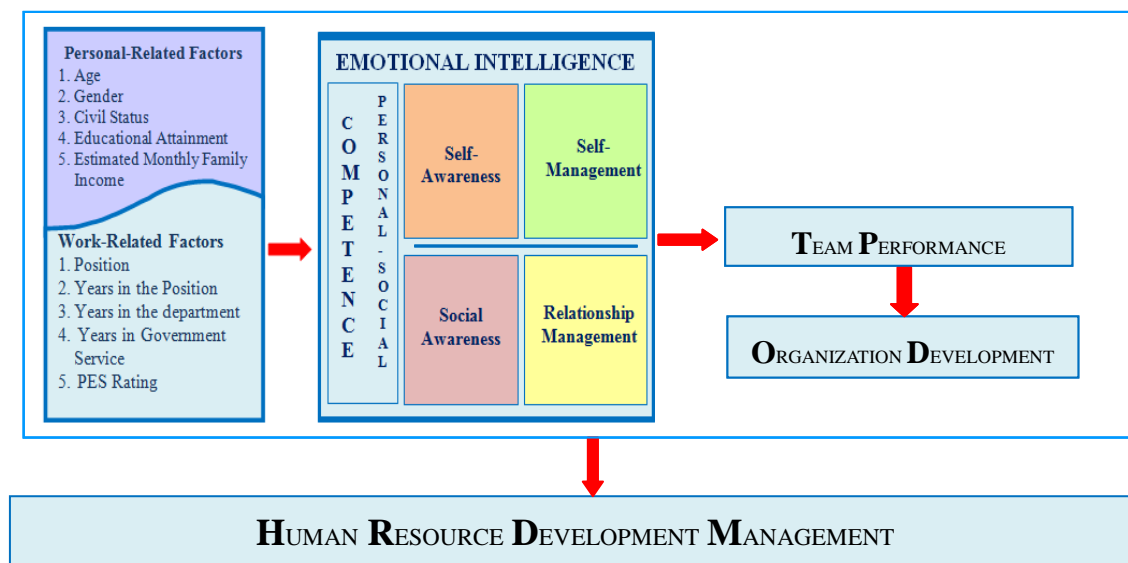
According to Lewin's Change Theory (MacNamara, 2012), Organization Development (OD) is a planned, organization-wide effort to increase an organization's effectiveness and viability. Lewin referred OD as a response to change, a complex strategy intended to change the beliefs, attitudes, values, and structure of organization in order to they can better adapt to new technologies and challenges at the rate of change. Lewin believed that OD is neither "anything done to better an organization" nor is it "the training function of the organization"; it is a particular kind of change process designed to bring about

a particular kind of end result (McNamara, 2012 retrieved from: <http://managementhelp.org/organizationdevelopment/od-defined.htm>).

## Conceptual Framework

This exploratory study on EI and Team Performance (TP) and OD as influenced by respondents' personal-related factors: age, gender, civil status, estimated monthly family income and educational attainment; and work-related factors: respondents' position, number of years in the position, number of years in the department, number of years in the government service and Performance and Evaluation System as the independent variables; EI was the moderator variable with the results of the relationships and differences of the three variables perceived to generate a synergy of OD in public administration towards a holistic Human Resource Development Management.

See Figure 1.



**Figure 1.** *The Conceptual Framework Schematic Diagram*

## Methodology

This study used inferential, descriptive and quantitative methods of research. A researcher-made, validated and subjected to reliability test survey questionnaire was used to gather information on the personal and work-related factors and emotional intelligence related information of the respondents. Organization Development was based on the inferential data based on the results and analysis of the study. The emotional intelligence

survey questionnaire was adopted from the book of Dr. Mark Davis entitled, “Test Your EQ: Find out how Emotionally Intelligent you really are?”

There were the 161 respondents taken through random sampling taken from the population of 303 Capiz Provincial Government Career employees whose departments were based at the Capiz Provincial Capitol, Roxas City, Philippines.

## **Results and Discussion**

Results showed that respondents had an average emotional intelligence. Score results for personal competence showed scores equivalent to average competence both in the areas of self-awareness and self-management; in social competence, respondents had scores in the area of relationship management: using others’ emotions, resulting to a verbal interpretation of room for improvement.

Team performance rating of all offices was satisfactory. The difference in the ratings between satisfactory to excellence implied strategic actions necessary towards public administration efficiency.

There was a insignificant analysis of relationship between the employees’ emotional intelligence (EI) and their team performance (TP) given that results showed that Pearson chi-square of 1.984,  $df=2$ , significant at  $p\text{-value}=0.371$ , greater than the 0.05 alpha , therefore not significant.

The difference in the EI of the career employees based on their personal and work-related factors revealed that of the selected variables, in the analysis of  $t$ , only civil status (married and single) and monthly income of respondents showed significant differences towards the level of EI among the 161 respondents,  $t_{\text{civil status}}(6.243)=0.000$ ;  $p>0.05$ ;  $t_{\text{monthly income}}(3.738)=0.006$ ;  $p>0.05$ ; and none of the work-related variables showed difference in the respondents’ EI.

Assessment of difference in the team performance of the employees, only income and position of the respondents showed significant difference. Further, only gender, civil status and income proved significant influence on the employees’ EI while only the position of the respondents had significant influence on TP.

### Conclusion, Recommendations and Implications

The results of the study implied satisfactory team performance across all departments establishing a large gap for Capiz government managers and administrators to exert efforts towards efficient performance. Results found that organization development is imperative to include but not exclusive to: administrative reforms in public administration, training enhancement and efforts towards governance.

The study further implied that the total team performance is a cumulative effort of the different teams. Teams operate in the context of a larger social system and are not alone by themselves. They exist and operate in a larger organization, often alongside with other teams. They often draw upon the resources outside the team and vice versa.

This study establishes a paradigm of team performance that comes along with the concept of synergy wherein the total performance of an organization is more than the sum total of all its teams. Thus, a theory of Total Team Performance (TTP) is forwarded theorizing that the sum total of the performances of the various cells or departments can be measured and presented mathematically as:

$$TTP = \sum (TP_1 + TP_2 + TP_3 + \dots + TP_n) + 1,$$

where

**TP** is the Total Team Performance of an organization;

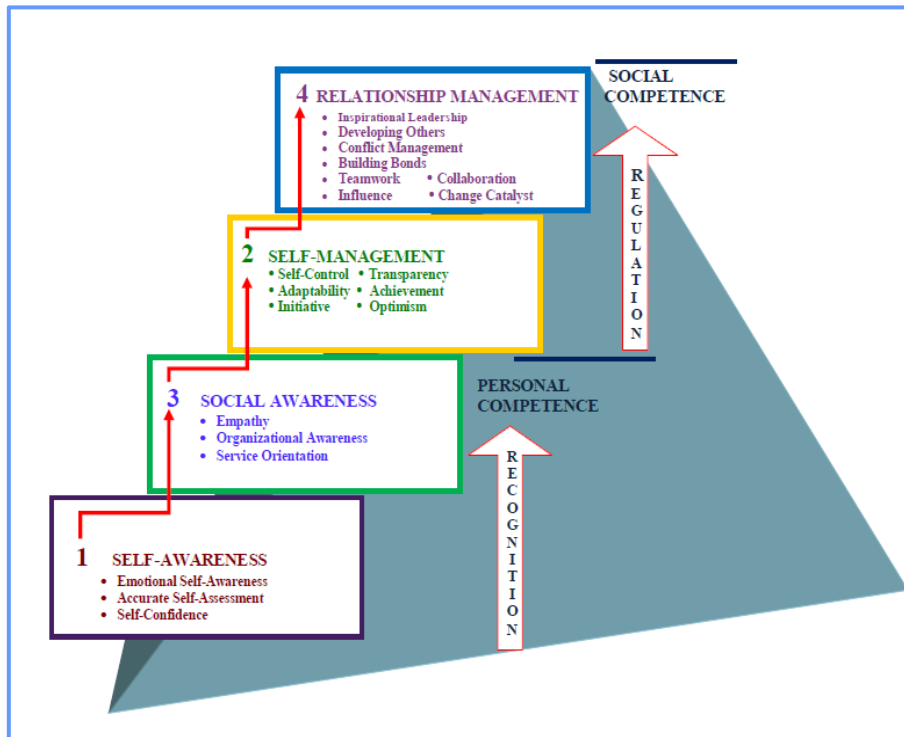
**TP<sub>1</sub>, TP<sub>2</sub>, TP<sub>3</sub>, TP<sub>n</sub>** are the team performance ratings of the different cells; and

**1** is constant, representing the synergy concept of team performance.

The study also posits the relevance of seeing EI in a hierarchy. Based on the Goleman EI Model and Theory, it is unless employees are able to meet the two major competencies: personal and social, then they are able to become self-actualizers that will lead them towards higher levels of Emotional Intelligence.

In Figure 2, this study describes this phenomenon as the Hierarchy of Emotional Intelligence. Thereby this study posits the Emotional Intelligence Hierarchy Model and Theory whereby individuals are required to meet recognition in self-awareness and social awareness and move towards the regulation of self, prior to the actualization of a relationship management. EI tests among respondents implied that those with high EI levels were said to have high scores in both personal and social competencies. Those who have low social

competency but high personal competency tend to either have low Emotional Intelligence and the most is an average EI. Therefore, it is theorized that Emotional Intelligence or EI levels are increased upon the achievement of the 19 EI competencies in the 2 competencies in a hierarchy.



**Figure 2.** The Emotional Intelligence Hierarchy Theory and Model

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