

ORIGINAL ARTICLE

Emotional intelligence and teamwork: a new approach to leading organizations

ABSTRACT

Recent research has demonstrated the impact of emotional intelligence on organizational results. In addition, it has become a key requirement for successful management. Based on this, the objective of this research was to determine the extent to which emotional intelligence influences teamwork in an industrial company. For this purpose, a quantitative, descriptive, correlational, non-experimental and cross-sectional approach was used as the research method. The instrument used was a 32-question questionnaire that was administered to 110 employees of an industrial company in Lima. The instrument obtained a reliability level of 0.8574 according to Cronbach's Alpha and the results were statistically confirmed by Spearman's Rho, which shows a positive relationship of 0.613. In addition, it was statistically determined that 70.7% of the employees apply the techniques of emotional intelligence and that 77% have a positive attitude towards teamwork. Considering the result of this research on emotional intelligence and teamwork in an industrial company, it is concluded that there is a moderate positive relationship and that it has an impact on organizational management. Therefore, the present results will provide scientific and reliable bases to promote training in the use of emotional intelligence techniques in order to promote teamwork, improve productivity, obtain the maximum benefit from individual interaction and facilitate the development of collective talent.

Keywords: emotional intelligence; teamwork; leadership.

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Submitted: 07/04/2024 - Accepted: 09/03/2024 - Published: 12/30/2024

INTRODUCTION

This research article deals with emotional intelligence and its impact on teamwork as a new approach to lead organizations (Eden & Leviathan, 1975). This study was conducted with the purpose of identifying some of the competencies that regulate emotional intelligence through three dimensions: empathy, leadership and motivation. The goal was to determine the inherent capabilities of each employee and how they contribute to improving teamwork. In other words, the behavior of employees from a more social point of view, which allows them to adapt their talents to their work and thus increase productivity.

In recent years, continuous research on emotional intelligence and essential skills has shown the direct impact that both have on organizational management, as pointed out by Meyer (cited in Galindo & Losada, 2023). In turn, a study conducted by Capgemini (2019) found that 74% of managers and 58% of employees believe that in the coming years, emotional intelligence will be a key requirement for successfully managing an organization. In addition, 83% of companies will need employees with high competencies based on social management, good interpersonal communication and good human relations.

A complementary study conducted by Deloitte Insights (2019), which included more than 10,000 respondents from 119 countries, found that 84% of respondents believe they need to rethink the work experience to improve organizational productivity. Looking just at respondents in Peru, 86% said they need to change the way they learn to adapt quickly to the new workforce, while 74% believe they need to develop leaders differently. Unfortunately, only 8% of organizations are prepared to make this change.

The study also refers to the impact of the Fourth Industrial Revolution by Schwab (2016), which has created political, social, and economic disruptions that are impacting work and employees themselves. For this reason, and based on the ten global trends proposed by Deloitte Insights (2019), various strategies are proposed to help leaders reinvent themselves through three pillars: the future of the

workforce, the future of the organization, and the future of human resources, considering that millennials and the new Generation Z represent almost 50% of employees in current organizations and that these groups will be the ones to assimilate all the impacts that come with the new management model (Deloitte Insights, 2019).

The Capgemini study (2019) shows that at least 40% of the organizations surveyed have already implemented strategies to strengthen the use of the emotional intelligence tools proposed by Goleman (1996) and that they evaluate the level of emotional intelligence competencies they possess through their recruitment processes. This has allowed them to differentiate and improve themselves from their competitors; on average, they have increased productivity by 20%, achieved a return on investment of 2 to 4 times, and reduced the turnover rate of their employees.

The same surveys also showed that, on average, budget execution to implement these strategies is distributed as follows 42% by executives, 32% by middle management, and only 17% by employees and supervisors. If this is the case in today's organizations, who are the ones who execute the operational tasks, or on average, what percentage of employees execute these tasks, are they not from middle management down?

According to the above survey, the budget allocated to improving the competencies of the operational level is probably 9%. Perhaps this is why you have hired people who are not right for the job, and as a result they have poor relationships with their direct manager and the team, as well as low productivity, which ultimately leads to talent drain and high turnover.

In their research on stress response, Barrio *et al.* (2006) pointed out that management models must deal with the different emotional behaviors of employees, since these events can harm the organization (generating inefficiency and low productivity), as well as the employee (such as unemployment or even greater problems such as stress, which is not an exclusive symptom of those employees subjected to the demands of a suffocating profession or high

responsibility, but affects every manifestation of life).

In this sense, the present research article allows us to confirm previous theories of emotional intelligence. In addition, it will be of practical use to reformulate the new leadership approaches (Maxwell, 1999), no longer from the boss or manager's side, but from the employees' side. In this perspective, the following research problem is formulated: How does emotional intelligence influence teamwork? Based on this, it is hypothesized that Emotional Intelligence affects teamwork; thus, it is expected to clarify that it also affects productivity. Therefore, the following options are proposed: reformulate current theories or promote training and use techniques to develop emotional intelligence in organizations.

Emotional Intelligence

In recent years, a key concept has been developed that makes it possible to work on and modulate mental disorders, emotions and reasoning capacity. This is emotional intelligence, which, according to Goleman (cited in Galindo & Losada, 2023), puts intelligence and control of emotions into practice. He also points out that a person's success depends not only on his or her IQ or academic studies, but also on the level of emotional intelligence he or she possesses to be aware of his or her own emotions, to understand the feelings of others, and to develop social skills to face the challenges of life.

For their part, Mayer and Salovey (as cited in Mérida *et al.*, 2022) reinforced the concept of emotional intelligence as the ability to perceive, value, understand, and accurately express emotions in a constructive, empathic, and assertive manner with others, thereby promoting emotional and intellectual growth.

Santos *et al.* (2023), who studied the relationship between emotional intelligence with social competencies and academic performance but focused on people to have a holistic understanding of individuals to know their characteristics and describe their emotional intelligence profiles with social competencies. This study involved 251 students who were assessed using an Emotional Understanding Test, the Emotional Quotient Inventory, the Cog-

nitive Social Intelligence Test, and the Social Skills Assessment Test. The research identified up to six different profiles of skills and levels of self-perceived competencies; profiles characterized by minimal emotional and social skills but high self-perceived competencies to improve their academic performance. This highlights the importance of considering how an individual's skills and how they perceive their competencies come together.

Bartra and Torres (2019) aimed to determine the level of impact of emotional intelligence in employees and its relationship with performance through a descriptive, correlational and explanatory approach, where it was determined that the management of emotional intelligence of employees has a significant impact on performance. To this end, they applied a survey to a sample of 300 employees from different business units of the organization and considered three specific dimensions for variable emotional intelligence: attention, clarity and regulation. The reliability of the instrument used was measured with the Cronbach's Alpha instrument, whose result was 0.872; as for the Spearman correlation coefficient, the result was 0.780. Consequently, they affirmed that the emotional intelligence of their employees has a significant impact on their performance in a technology company located in the metropolitan area of Lima. They also noted the increasing trend of dispersion with a positive sign of $r=0.780$, which confirms that the relationship is direct; that is, when the emotional intelligence score increases, the job performance score also increases. In conclusion, it was observed that for most of the employees, emotional intelligence was categorized in three levels: 2.3% low, 34.3% medium and 63.3% high. In the case of job performance, it was categorized into three levels: 0.7% poor, 41% fair, and 58.3% good.

The work of García-Ancira (2019) aimed to describe emotional intelligence and determine its relationship with academic performance in university students, in order to provide them with the necessary tools to achieve better academic performance through the development of the emotional and psychological part, considering that the success of a person is directly related to his or her IQ. The assumption

was that the more intelligent a person was, the easier it would be for him to achieve good academic performance and excellent professional performance. To this end, various tests have been developed to determine the level of emotional intelligence and to distinguish between the psychological and cognitive responses of students.

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Meanwhile, Gutiérrez (2018) investigated the relationship between emotional intelligence and coping styles under a non-experimental, descriptive, comparative and correlational approach, by administering a general information questionnaire, consisting of the emotional intelligence inventory of Reuven BarOn (1997) and the coping modes questionnaire of Carver, Scheier and Weintraub (1989), to a sample of 333 students from a high school. Thus, it was determined that a positive and significant correlation exists between coping styles and emotional intelligence based on the intrapersonal, interpersonal and adaptability components, stress management and mood states.

Empathy

The term generates controversy according to Dymond (1949, cited in Vivanco, 2024); it is a mental process that allows processing the information necessary to understand others, while Batson *et al.* (1991, cited in Vivanco, 2024), defines empathy as an emotional response to exposure to affective and sensory stimuli that accompanies dealing with others.

Leadership

Leadership, understood as a management style, is responsible for articulating efforts and mobilizing resources, giving assertive and forceful responses to achieve objectives (Antonakis *et al.*, 2004). Therefore, this concept emphasizes the manager's ability to positively influence employees through the appropriate use of emotional intelligence, innovation, and flexibility. That is, knowing how to listen, understand and motivate (Medina, *et al.*, 2022).

Motivation

Motivation is understood as a set of forces that act internally on a person and cause him/her to behave in a specific and goal-directed way (Atkinson, 1964). Therefore, it can be understood that within the work environment, motivation involves a combination of internal and individual processes with some other external aspect of the context that causes a particular individual to act in a positive or negative way (Hellriegel and Slocum, 2004). In this sense, Herzberg *et al.* (1959) described that motivation is divided into two factors: one motivational, which is related to the physical environment that surrounds the person, i.e. supervision, leadership, work team, relationships with colleagues, working conditions and safety, and another factor, known as hygiene, which is related to the levels of satisfaction, stimuli and recognition that the worker can receive as part of his personal self-fulfillment.

Teamwork

With the studies of Fajre (2018), the concept was analyzed and the difference that exists between working in a team and working with a work team was marked. Although these two concepts go hand in hand, they have different meanings. The said author considered that the work team implies the human group with its skills and abilities, and working in a team is related to the achievement of objectives.

For their part, Gómez and Acosta (2003) considered that teamwork is a special form of organization that seeks to bring out talent and collective energy. This requires a management that respects the needs of its employees and encourages the exploration and self-develop-

ment of each employee based on his or her own experience.

Within the background of teamwork, the studies conducted by Ayoví-Caicedo (2019) were reviewed, who analyzed the concept of teamwork beyond the cohesion, union and transformation that it can cause in organizations, rather from its impact on productivity and competitiveness to achieve the objectives. He also distinguished that all teams are groups, but not all groups are teams, and this is achieved by maximizing individual interaction to develop collective talent. This involves managing people intelligently to develop skills, increase productivity, reduce conflict, improve the work environment, and work in harmony to improve quality and customer satisfaction.

For their part, Matos *et al.* (2018) had the objective of studying teamwork to promote the participation of social actors in schools, in order to improve the quality of education and jointly solve the problems that affect them, based on the critical-reflective paradigm of Grundy (cited in López, 2010), from which the method of participatory action research is approached. Although the initial result of the study showed as a problem the lack of active participation, it is based on the methodology of participation and action that each of the four stages proposed by Astorga and Van Der Bijl (1994) were systematized, whose objective was to have a theoretical and practical training where the participating actors are the protagonists of their own learning. Thus, the expressions of the participating actors were supported or confronted with the theorists, carrying out a process of triangulation and analysis, thus giving a scientific character to the study. In this way, the participation of 75% of the actors was achieved.

For their part, Collado and Fachelli (2018) studied a teaching innovation experience to develop a transversal competence of teamwork. For this purpose, they applied a method revolving around three fundamental axes, namely team research, the creation of group workspaces, and self-evaluation in the development of competences through the creation of an individual diary. The results obtained were the applicability of the personal diary as a tool for

self-evaluation through reflection on the individual and collective journey of what it is to work in a team, as well as the role of accompaniment and guidance of the leader.

Meanwhile, Pérez and Azzollini (2013) reviewed the literature to determine the change in leadership styles and focus their attention on those actions performed by the manager to achieve the objectives and that, at the same time, can generate job satisfaction among its employees to inspire confidence and exercise a transformational leadership style, regulating the behavior of its employees in order to improve the behavior of the work group. In this research, an exploratory search was conducted in several internet databases to select, describe and analyze research papers on job satisfaction published between 2000 and 2010.

Productivity

The term productivity is related to performance; that is, it has two systematic components: one refers to the amount of tangible and intangible resources needed to produce, and the other component is the time available to carry it out (Carro and Gonzales, 2015). Finally, it evaluates the quantity of parts produced divided by the quantity of resources used (Robbins & Coulter, 2010).

METHODS

It is important to take into account that this article aims to analyze emotional intelligence considering as a basis three dimensions, which are: empathy, leadership and motivation cited by Goleman (1996), and how these relate to teamwork cited by Rousseau *et al.* (2006). The methodological approach of this research had a quantitative focus according to Hernández *et al.* (2010), since in this study statistical methods will be used to determine the reliability of the instrument and tests to validate the correlation of the variables. In this way, evidence will be available to allow the formulation of conclusions; for this purpose, all statistical information will be processed through Minitab software.

The scope of the research is descriptive and correlational, since the characteristics and properties of the study variables will be

specified to then try to explain the relationship between them (Hernández *et al.* 2010). In addition, it is non-experimental, since no variable was manipulated, and cross-sectional, since the instrument was applied during the year 2022.

It has been considered that the unit of analysis and object of study will be the collaborators of the different structural, active and available levels of the industrial company Corporación Lon S.A.C. Therefore, the instrument to be used will be a questionnaire designed exclusively for this research and will be applied to the collaborators of the company. This questionnaire consists of 32 questions, divided into 8 questions related to teamwork and 8 for each dimension of emotional intelligence (empathy, leadership and motivation). These questions are designed to be answered on a Likert scale from 1: strongly disagree to 5: strongly agree.

Considering that the population of the company Corporación Lon S.A.C. for the year 2022 is 110 employees, that is, a small group of personnel, the sample size is not calculated, since the instrument is applied to all employees, so it is considered a census (Hernández *et al.*, 2010). In addition, a demographic database of the study population was prepared, where it was determined that 48 workers are female and 62 are male. 52 are under 30 years old, 51 are between 31 and 50 years old, and 7 are over 50 years old; in terms of positions, 4 are managers, 8 are supervisors, 22 are middle managers, and 76 are technicians and operators.

RESULTS

In order to measure the reliability of the instrument used, Cronbach's Alpha was used, which resulted in 0.8574, as shown in Table 1, therefore the instrument is considered acceptable (Hernández *et al.* 2010). This result is very similar to the applicability of the instru-

ment used by Bartra and Torres (2019), when they determined the level of impact of employees' emotional intelligence on performance, obtaining a Cronbach's Alpha of 0.872.

Table 1
Reliability Statistics

Cronbach's Alpha	No. of Items
0.8574	2

Note. Prepared by author, 2024.

According to the information obtained in the surveys conducted on emotional intelligence, it was observed that employees have an average predisposition of 67.3% for empathy, 74.6% for leadership and 68.3% for motivation, which means that 70.7% are familiar with emotional intelligence. However, 29.3% are not familiar with the concept.

Regarding teamwork, 77% show a predisposition to teamwork, while 33% are not adapted to this way of working, as can be seen in Table 2.

To evaluate the relationship between emotional intelligence and teamwork, Spearman's Rho was used, with a significance level of $\alpha = 0.05$, obtaining as a result a correlation coefficient of 0.613, which corresponds to a moderately positive relationship (Martínez *et al.*, 2009). In other words, in the observed sample, the values of emotional intelligence and teamwork have a linear correlation, which means that when the values of one variable increase or decrease, the values of the other variable also increase or decrease and vice versa, as shown in Table 3, the correlation is significant at the 0.00 level (two-tailed).

Teamwork was also evaluated in terms of the three dimensions related to emotional intelligence, with a correlation coefficient of 0.362 for the empathy dimension, 0.593 for leadership and 0.301 for motivation, as shown in Table

Table 2
Survey Results

	Empathy	Leadership	Motivation	IE	Teamwork
Average answer (out of 40 points)	27	31	27	28.28	30.8
% Knowledge of the variable	67.3%	76.4%	68.3%	70.7%	77.0%
% Ignorance of the variable	32.7%	23.6%	31.7%	29.3%	23.0%

Note. Prepared by author, 2024.

4, the correlation is significant at the 0.00 level (two-tailed).

Finally, based on the research objective and the evidence provided by the observed data sample, the relationship between emotional intelligence and teamwork is confirmed.

DISCUSSION

Through this study, the relationship between emotional intelligence and teamwork is corroborated and according to Santos *et al.* (2023), who conducted a study to determine the importance of emotional intelligence and its relationship with social competencies, considering a more holistic understanding of individuals to improve performance, with this study, we can corroborate that within the social competencies we can include leadership and motivation model, plus, the compression between members of the team through empathy. The same is true with the study of Bartra and Torres (2019), where he corroborates the impact of the emotional intelligence of the collaborators with the performance with a Spearman correlation coefficient of 0.780, that is, talking about performance is related to productivity. Therefore, our findings as a result of studying teamwork are aimed at improving productivity, which is closely related

to performance. For his part, García-Ancira (2019) supports the need to provide the necessary tools to achieve better performance through the development of the emotional and psychological part. Then, the “improvement of performance” is complemented by promoting the development of leadership and motivational models. While Gutiérrez (2018) in his research confirms the relationship between emotional intelligence and styles to deal with problems based on the development of intrapersonal, interpersonal, adaptability relationships, with stress management and moods. Therefore, here we see the contribution of Gutiérrez on the side of emotional intelligence, which we link precisely to the three dimensions of the study: empathy, leadership and motivation. However, the complement of this research is to go on the side of collective work to develop emotional control techniques and promote collective contribution.

Regarding teamwork, with the study of Ayoví-Caicedo (2019), where he confirms its importance for the impact on productivity and competitiveness to achieve organizational goals through intelligent management to develop skills, reduce conflicts, improve the work environment and work in harmony. Therefore, this study is complemented on the side of

Table 3
Correlations

		Emotional Intelligence	Teamwork
Spearman's Rho	Emotional intelligence	Correlation coefficient	0.613
		Sig. (two-tailed)	.000
		N	110
	Teamwork	Correlation coefficient	0.613
		Sig. (two-tailed)	.000
		N	110

Note. Prepared by author, 2024.

Table 4
Correlations

		Empathy	Leadership	Motivation	
Spearman's Rho	Teamwork	Correlation coefficient	0.362	0.593	0.301
		Sig. (two-tailed)	.000	.000	.001
		N	110	110	110

Note. Prepared by author, 2024.

leaders and the applicability of emotional intelligence techniques. While Matos *et al.* (2018), complements well the study of teamwork by encouraging the active participation of the leader, where employees are protagonists of their own individual and collective learning. In fact, the combination of study variables. For their part, Collado and Fachelli (2018), by promoting the development of a transversal competence for teamwork, also promote the participation of the leader through three fundamental axes that allow to know the work team and based on this, prepare the appropriate spaces to finally propose a group self-evaluation. Perez and Azzollini (2013) consolidate the influence of the leadership style to focus attention on teamwork, improve job satisfaction and inspire trust among employees to regulate individual behavior and the general behavior of the work group.

In general, it was observed that emotional intelligence and teamwork can have an impact on different organizations, companies and institutions, beyond the organizational levels.

CONCLUSIONS

1. According to the results obtained, it can be concluded that there is a moderate positive relationship between emotional intelligence and teamwork as perceived by the employees of the industrial company Corporación Lon S.A.C. in Lima, Peru. This is supported by the responses obtained through the instrument used, where it is highlighted that almost 70.7% of the employees use emotional intelligence techniques and that 77% have a positive attitude towards teamwork.
2. In this sense, the results of this research provide a scientific and reliable basis for the importance of using emotional intelligence techniques to promote teamwork by getting the most out of individual interaction and promoting the development of collective talent. That is, to promote the training and use of emotional intelligence techniques that allow organizations to improve their productivity. In addition, this study aims

to bring improvements in organizational management, complementing the current leadership models and that it is necessary to adapt techniques and tools that help us to be more efficient and productive; on the side of the organizations and on the side of the employees, to reduce the high turnover rate and retain our best talents. In addition, to mitigate the increase of occupational diseases such as stress and fibromyalgia (Lazarus and Folkman, 1986). Therefore, given the findings of this research, a broader study will be conducted with the purpose of studying other related variables or categories, such as leadership styles and neuro-talent (Benziger, 2007). Why? Leadership models: which in recent years have had innovations in the style of managing people, with the label of updating the "model", but from the perspective of the boss or leader and when will we approach a leadership management model that identifies the characteristics from the other side of the team? That is, learning to recognize the characteristics that each employee possesses. Therefore, may this research allow us to expand other studies until we identify the personality traits and innate abilities that each employee possesses. We will probably need techniques and tools from psychology or sociology (Gross, 1999), but it will be worthwhile strengthening our management and leadership models that are applicable to any organizational environment.

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Conflict of Interests

The author declares that there is no conflict of interest.

Author Contribution

Luis Leonidas Salas Biondi (lead author): project administration, investigation, methodology, validation, software, supervision, writing (original draft, review, and editing).