

Emotional Intelligence And Organisational Culture: A Systematic Literature Review

Shuet Ching Neong^{1*}, Zaleha Md Isa², Mohd Rizal Bin Haji Abdul Manaf³

¹Penang State Hospital, Jalan Residensi, 10990, Georgetown, Malaysia

²Universiti Kebangsaan Malaysia, Jalan Yaacob Latif, Bandar Tun Razak, 56000 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia

³Universiti Kebangsaan Malaysia, Jalan Yaacob Latif, Bandar Tun Razak, 56000 Kuala Lumpur, Wilayah Persekutuan Kuala Lumpur, Malaysia

*Corresponding Author: Shuet Ching Neong

¹Penang State Hospital, Jalan Residensi, 10990, Georgetown, Malaysia, Email: sconeong@gmail.com

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Abstract

Emotional intelligence (EI) has been hailed as one of the factors influencing job performance, job satisfaction, and burnout. There are three theories; they are the ability model which views EI as a mental capability, the traits model which views EI as a personality trait and a mixed-model approach which evaluates an individual based on personal perceptions. Organisational culture has been shown to be associated with corporate emotional intelligence. The aim of this article is to carry out systematic literature review on emotional intelligence and its association with organisational culture. In this systematic literature review, 93 records from 2005-2022 were identified through Web of Science (WoS) and Scopus on emotional intelligence and organisational culture. A total of 21 records out of 93 records were removed based on the exclusion criteria. Six records were removed due to duplication. Out of the remaining 66 records, 57 were deemed not fitting the research question, with two full text articles unavailable. A total of nine records finally were deemed suitable for analyses. There are six articles on leadership, two articles on knowledge, and one article on decision making. All the articles were analysed and 3 themes have emerged on the topic of organisational culture and emotional intelligence, which are leadership, knowledge dissemination, and decision making. The systematic literature review has shown the link between emotional intelligence and organisational culture. Leadership, knowledge dissemination, and corporate decision-making are dimensions which are associated with organisational culture and it gives impact to the organisational emotional intelligence.

Keywords: Emotional intelligence, organisational culture, leadership, knowledge

INTRODUCTION

Emotional intelligence is described of a “constellation of emotional perceptions” (i.e. trait emotional intelligence) or “a set of skills to process emotionally related information” (Walter, Shenaar-Golan & Routray 2021; Mayer & Salovey 1997; Mayer et al. 2001). In other terms, emotional intelligence indicates the ability of people to make a link between the emotions that they feel and own up with reasonings which enable them to lead their actions, which in turn, use the reasonings to guide these emotions (Walter, Shenaar-Golan & Routray 2021; Mayer et al. 2001). Emotional intelligence contributes to the well-being in an individual (Walter, Shenaar-Golan & Routray 2021; Davidson, Jackson & Kalin 2000). Well-being is conservatively assessed subjectively using its cognitive and affective dimensions. Well-being is denoted by by quantifying absence of negative affect or presence of positive affect (Walter, Shenaar-Golan & Routray 2021; Schimmack 2008).

The term “emotional intelligence” was first coined by a German psychologist, Barbara Leuner in 1966, when she referred to this concept as emotional quotient. Gardner in 1983 then incorporated subsets of emotional intelligence into interpersonal and intrapersonal intelligence. These two personal intelligences are known to make up the meaning of “emotional intelligence” as we understand it today. It is then in 1993 that Jack Mayer and Peter Salovey published the first systematic review on emotional intelligence. It is then in 1995, of which the development of emotional intelligence was further emphasised by Daniel Goleman, and since then the concept of emotional intelligence has undergone much recontouring (Zeidner, Matthews & Roberts 2009).

There were a dearth of literature surrounding emotional intelligence. There are three theories of emotional intelligence as we understand it today. The first theory of emotional intelligence is the performance-grounded ability model, where emotional intelligence is noted as part of intelligence revolving around special ability, and is deemed a mental performance which involves making sense about an individual’s emotions. This concept is concentrated on hot information processing (Gutiérrez-Cobo, Cabello & Fernández-Berrocal 2017; Mayer, Caruso & Salovey 2016). Within the framework, emotional intelligence is assessed by working out emotional issues using performance tests. These tests include correct and incorrect answers. This model is further defined in the instrument “Mayer-Salovey-Caruso Emotional Intelligence Test” (MSCEIT; Mayer, Salovey & Caruso 2002). Similar to the performance-based ability model, the self-report ability model views

emotional intelligence as a blend of emotional skills. However in this scenario, there are self-report dimensions, of which individuals need to gauge their own emotional intelligence in a subjective manner. In this theory, there is not a fixed correct or incorrect response, of which the “Trait Meta-Mood Scale” (TMMS) being a commonly utilised instrument for this model (Gutiérrez-Cobo, Cabello & Fernández-Berrocal 2017; Fernández-Berrocal & Extremera 2008).

Trait emotional intelligence model provides a whole scientific structure which is able to explain a varied set of results of independent empirical works which is in line with individual contrasts in personality and emotion in their life. Trait emotional intelligence can be summarised as a subset of personality trait. It can be interpreted as a non-cognitive component in the measurement of emotional intelligence (Pérez-González, Saklofske & Mavroveli 2020).

The self-report mixed model does not specifically view emotional intelligence as a subset of intelligence, but on the other hand depicts it as a wide conceptualisation which encompass personality factors, interpersonal and intrapersonal abilities, motivations, well-being, and empathy. The particular domain utilizes self-report questionnaire which assess the personal insight of individuals of which the “Bar-On Emotional Quotient Inventory of EQi is a usually used test for this model (Gutiérrez-Cobo, Cabello & Fernández-Berrocal 2017; Mayer, Roberts & Barsade 2008a).

The era of 2020-2021 is the era of COVID-19. This era has proven to be a catastrophic pandemic, which affects the whole world. Due to the COVID-19 pandemic, there is an evidence of work stress among health care workers throughout the world, and very prominent in countries which recorded high cases of COVID-19, of which Malaysia is not an exception (Abbas et al. 2021). This study has shown that there is an association between pandemic and the stress caused by it among health care workers. What is more alarming is that there is no wholesome climate to reduce the stresses that COVID-19 has contributed to. Abbas et al. (2021) continues to show that it really depends on the specific individual’s emotional intelligence ability, and implementation of healthy working environment which would prove effective in minimising the impact of COVID-19 on health care workers by reducing the perceived stress by each individual. The stresses experienced at workplace will lead to burnout, had it been left too long.

Organisational culture is said to have been made up of the significant values, beliefs, and assumptions which were held ordinarily by individuals in an organisation. This is a firm and subconscious construct, where employees are deemed to impart the organisational climate to new staff. Organisational culture plays an important role in how employees view the relationship among each other and their work environment. Theorists have further proposed organisational culture as one of the most critical, if not the most, in imparting new knowledge and implementing new technical innovations (Zeb et al. 2021; Helfrich et al. 2007; Ostroff, Kinicki & Tamkins 2003). Fundamental values, principles, and beliefs which act as a base for an organisation’s operational system are seen to be provided by a constructive organisational culture. Practical and behavioural management components which demonstrate and strengthen those grounds, which then determine an individual’s or a group’s actions, thinking, values, and perceptions are also provided by a supportive organisational culture (Aydogdu & Asikgil 2011; Martins & Coetzee 2007).

The first study of organisational culture was in the subject of management science circa at the end of the twentieth century. This is the period where Japanese working culture dictates the world direction, which then shifts the focus of researchers to study the organisational culture (Mahran 2016). A study conducted in Saudi Arabia, aimed to investigate the effect of organisational climate on staff performance, showed that some fundamental grounds dictate organisational performance and affect power distance, uncertainty avoidance, masculinity, and individualism. As a matter of fact, organisational culture has been proven to be a pivotal factor in measuring optimum performance of an organisation. It is further noted that there is a negative association between the culture and the performance of a staff. Thus from these studies, it is noted that there is an important role in creating quality healthcare, which embodies the six fundamental components of quality, i.e. timeliness, effectiveness, efficacy, patient-centred, safety, and equitable (Mahran 2016; Domnariu, Cernuşcă-miţariu & Boitan 2013).

It is proven in literature that organisations which are more emotionally intelligent are able to enhance the emotionally intelligent behaviours in its employees, and collective ability. Managing organisational culture necessitates deeper relationship management in order to produce positive behaviour from employees (Ugoani 2015). On the other hand, if an organisation exudes negative perception which manipulates its employees’ emotions, this can lead people to reject others’ words and behaviours. Besides authenticity, hope is also a fundamental basis of emotional intelligence for managers to demonstrate during times of organisational culture architecture. It is noted that hope is not instilled blindly, but stands reality tests, so that managers can implement significant actions in order to construct a better future for the organisation and its staff. It is found that hope shields against indifference and depression, and strengthens employees’ ability to persevere under difficulty (Ugoani 2015; Gardner & Stough 2002).

MATERIALS AND METHODS

A systematic approach to the literature search has been applied in order to ensure replicability of the search process. The pre-recording systematic reviews and meta-analysis (PRISMA) approach were applied in the methodology. The search was done on two databases which are SCOPUS and Web of Science (WoS). The search terms were delineated as in Figure 1.

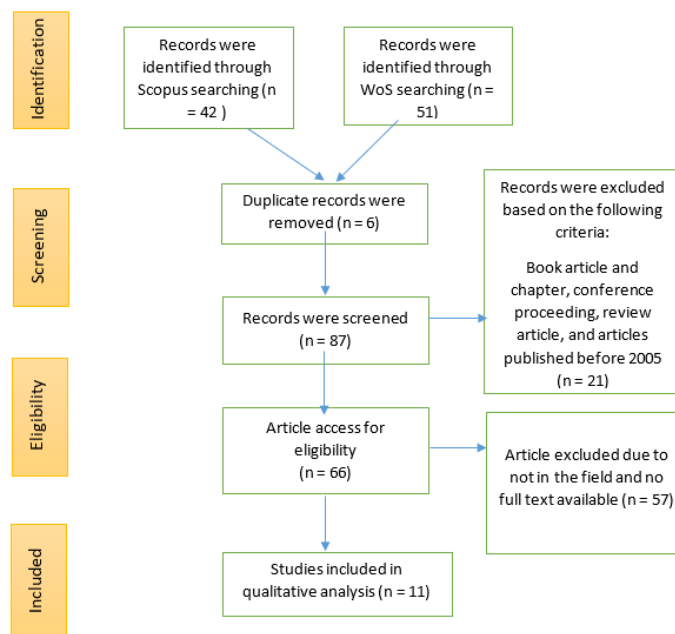


Figure 1. Flow diagram of the proposed searching study (Moher et al. 2009)

IDENTIFICATION

We first conduct the search by process of identification. From this process, we based the search on keyword identification, and the search for similar, linked words, and past studies. When the necessary keywords were taken into account, search strings on Web of Science and Scopus (Table 1) database were created. From this step, we gather a total of 93 papers from both databases.

Table 1 The search strings

Scopus	"TITLE-ABS-KEY (emotion* AND intelligent* AND organisation* AND culture*) AND (LIMIT-TO (PUBYEAR, 2022) OR LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR, 2020) OR LIMIT-TO (PUBYEAR, 2019) OR LIMIT-TO (PUBYEAR, 2018) OR LIMIT-TO (PUBYEAR, 2017) OR LIMIT-TO (PUBYEAR, 2016) OR LIMIT-TO (PUBYEAR, 2015) OR LIMIT-TO (PUBYEAR, 2014) OR LIMIT-TO (PUBYEAR, 2013) OR LIMIT-TO (PUBYEAR, 2012) OR LIMIT-TO (PUBYEAR, 2011) OR LIMIT-TO (PUBYEAR, 2010) OR LIMIT-TO (PUBYEAR, 2008) OR LIMIT-TO (PUBYEAR, 2007) OR LIMIT-TO (PUBYEAR, 2005))"
Web of Science	"Organisation* culture* [Title] AND Emotion* intelligent* [Title] AND (2005-01-01- 06-05-2022 [Filter])"

SCREENING

Duplicated articles were excluded in the initial part of screening. This initial step removed 6 records of the same entry in both databases. The next step screened 87 manuscripts based on inclusion and exclusion standards noted by the researchers. This includes literature which are article in book, book chapter, conference proceeding, review article, and articles published prior to 2005. It is important to note that articles included are those published from the year 2005 to 2022. A total of 21 articles were excluded in this screening step.

ELIGIBILITY

In this eligibility step, a total of 66 articles were deemed suitable. All publications titles and contents were properly reviewed in this phase to make sure that the inclusion criteria were fulfilled and that these articles fit into the present study research objectives. Out of these articles, 57 studies were excluded as 55 do not fit into the study aims and 2 do not have full text. This provided us with 9 articles for final review. This step is depicted in Table 2.

DATA ABSTRACTION AND ANALYSIS

From the three steps delineated above namely identification, screening and eligibility, integrative analysis method was utilised in this research. This research focuses on developing appropriate topics and subtopics of each reviewed article. The first phase of the theme development was the phase involved in data collection. The researchers prudently reviewed 9 articles for information which address the research questions raised from this study. In the second phase, the researchers then analysed the link between emotional intelligence and organizational culture globally and thus formed meaningful subsets. There are a total of three main themes emerging from the literature, they are leadership, knowledge, and decision-making. Here, there is a log maintained to record any ideas, opinions, analysis and puzzles which are pertinent to the data interpretation.

Table 2 The selection criteria

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2005 - present	< 2005
Literature type	Journal (only research articles)	Journal (book chapter, reviews, conference proceeding)
Subject Area	Management, Business, Nursing, Education Educational Research, Information Science Library Science, Arts and Humanities, Computer Science, Decision Sciences, Economics, Accounting	Besides Management, Business, Nursing, Education Educational Research, Information Science Library Science, Arts and Humanities, Computer Science, Decision Sciences, Economics, Accounting

RESULTS AND FINDINGS

It is of utmost importance to see the relationship between emotional intelligence and organisational culture. Organisational culture has been shown in many literature to affect the emotional intelligence in employees. According to the search criteria, 9 articles have been singled out and chosen for analysis. All these articles were categorized based on three main themes. They are leadership (6), knowledge (2), and decision-making (1).

Table 3: List of research articles based on the proposed research methodology

Authors	Title	Year	Source title	Remarks
Majeed, N; Jamshed, S	“Nursing Turnover Intentions: The Role of Leader Emotional Intelligence and Team Culture”	2021	“Journal of Nursing Management”	Leadership
Pan, Tp; Trakulmututa, J; Youravong, N	“Self-Perception of Leadership Style of Dentists: Heads of Dental Departments in Community Hospitals, Southern Thailand”	2020	“International Dental Journal”	Leadership
Naik, Yn; Bisht, M	“Effectiveness Drivers for Indian Information Technology Managers: An Empirical Study”	2016	“International Journal of Indian Culture and Business Management”	Knowledge
Leigh J.A; Wild J; Hynes C; Wells; Kurien A; Rutherford J; Rosen L; Ashcroft T; Hartley V.	“Transforming Community Services Through the Use of a Multidimensional Model of Clinical Leadership”	2015	“Journal of Clinical Nursing”	Leadership
Schlatter N.; Mcdowall A.	“Evidence-Based EI Coaching: A Case Study in the Mining Industry”	2014	“Coaching”	Knowledge
Leggat S.G.; Balding C.	“Achieving Organisational Competence for Clinical Leadership: The Role of High Performance Work Systems”	2013	“Journal of Health, Organisation and Management”	Leadership
Kotzé M.; Venter I.	“Emotional Intelligence as a Predictor of Leadership Effectiveness in the Work Place: An Empirical Study”	2010	“International Journal of The Humanities”	Leadership
Stewart L.S.P.	“Pressure to Lead: What Can We Learn from the Theory?”	2007	“British Journal of Occupational Therapy”	Leadership
Wallace E.; Rijamampianina R.	“Strategic Decision Making With Corporate Emotional Intelligence”	2005	“Problems and Perspectives in Management”	Decision-making

LEADERSHIP

Majeed & Jamshed (2021) conducted a study whereby survey questionnaire was used to assess the hypothesis of the research. The hypotheses were that the character of leader emotional intelligence and team culture were strong predictors of low turnover in an organisation. It is postulated that there is an inverse correlation between leader emotional intelligence and turnover rate. Leader emotional intelligence is positively associated with team culture. Thirdly, team culture affects the turnover of employees in the organisation. Results showed that leader emotional intelligence has a pivotal positive association with turnover intentions ($\beta=0.152$, $p < 0.01$). Therefore, the first hypothesis is reinforced. Analysis also showed that leader emotional intelligence has a pivotal effect on team culture ($\beta=0.137$, $p < 0.05$). Team culture effects on the turnover intention of the staff ($\beta=0.667$, $p < 0.05$). This result showed that the hypothesis on team culture having a strong influence on turnover intention of employees is supported as well. Then, the study tested the mediation of team culture on the correlation between leader emotional intelligence and turnover intention. The result suggested the verification of proposed intervening role of team culture.

According to Pan, Trakulmututa & Youravong (2020), the heads of departments in a fraternity is paramount in ensuring that the organisation leans towards positive reinforcement. The heads of departments set the direction of the organisational culture. Thus, they must be competent and have the capability to lead the organisation towards achieving policy goals. This study is an analytical cross-sectional study involving 136 health facilities in the Southern Thailand, investigating leadership quality, organisational climate, and emotional intelligence. Comparing the leadership styles across the dentists, the mean of transformational leadership of the subjects was high. The leadership questionnaires were divided into nine components which signified leadership qualities. The individualized consideration subset scored higher than other components. The item “I talk about my most important values and beliefs” was the one item in the transformational leadership style to be at a moderate level. In transformational leadership, the MBEA component scored at a higher level compared to CR component. All subsets of the passive-avoidance behaviour were scored low. In the linear regression analysis, it was noted that emotional intelligence, professional posts, and organisational culture, were predictors of transformational leadership.

In a study by Leigh et al. (2015), a multi-dimensional model of clinical leadership was applied to a community healthcare leadership programme. Participants were among the healthcare leaders in multidisciplinary teams across the UK, which

made up of nurses, physiotherapists, occupational therapists, speech and language therapists and healthcare senior managers. From the semi-structured interviews conducted, it was noted that 3 themes emerged. These are organisational leadership, the importance of multi-professional action learning/ reflective groups and personal leadership development. For personal leadership development, partakers indicated a key area which have influenced the leadership development, and this is emotional intelligence, in particular the development of personal integrity (NHS Leadership Academy 2013). Participants used the aspects of emotional intelligence to obtain deeper personal self-awareness with regards to their impact of their behaviours on others. The second theme was organisational leadership. The learning activities and assessment strategies were applied in the organisation in a learning culture, as a legitimate area of education and this approach accelerated the students' leadership development (Senge 2006). The participants were able to show how they became more politically competent and how they are capable of fulfilling policy goals in their particular community, utilizing a questioning approach and by gathering a comprehension of the reasons the community services were transforming. The organisational leadership quality shifted the emphasis from the participants as leaders to appreciating the trust's visions, goals, and strategic directions, and helped them to gauge the changes that were being proposed (Cameron & Green 2012). Third theme which emerged was the importance of multi-professional action reflective/ learning groups. Partakers reported the importance of multi-professional action learning/reflective groups where students were instructed on work-based learning actions, with the action learning kits utilised to indicate the programmes. The participants felt very valued to be included in the team of multidiscipline and professional backgrounds. This has provided the participants with an opportunity of teamworking.

In the study by Leggat & Balding (2013), a total of 28 clinicians were selected for focus group discussions on the importance of educational initiatives planned to improve leadership in providing a culture of quality and safety in an organisation. This study has identified several organisational factors which will impact on an organisation. The participants generally pointed out that there was a need for formal recognition of the role of clinical leaders which will enable clearer role definition and role accountability. The participants further noted that current organisational processes were barriers to this effort. It was also mentioned that the engagement of clinical leaders were paramount in strategic planning of the goals of an organisation but was rarely evident in the organisational process. There was also the issue of role security and sustainability. Participants explained that it would be a waste of time if the organisation had a vision, but unable to sustain the clinical leaders' role with their finances and budget. The next organisational factor which came up in the analysis was selective recruitment, where clinical leaders who were appointed to their roles, mentioned that it was an achievement, thus the Human Resource Executive need to be aware that only the best candidates were selected to fill the roles of the clinical leaders. Teamwork in an organisation is deemed as important theme which emerged in the discussion. There was a need for teamwork among the leaders and employees in the organisation. It is further delineated that the organisation first have to inculcate teamwork in the organisation culture before the leaders could apply it in their executive work. Transformational leadership is noted as key in an organisation and is viewed as an inspirational motivation, idealised influence and an individualised consideration which are pertinent in clinical leaders and middle – level managers. Training and development were also a key theme in developing an organisational and system support. Clinical leaders agreed that in the past, training and development had mostly depended on the clinical leaders' own efforts and this was part of their continuous professional development. However, in this age of new power, the organisation should take up the role of arranging for training and development to ensure a culture of quality and safety in an organisation. In terms of individual factors, emotional intelligence, self-awareness, resilience, and understanding of the multi-disciplinary approach to good care were deemed important in ensuring a good organisational culture could be cultivated.

Kotzé & Venter (2010) conducted a cross-sectional study in South Africa public institution involving 114 leaders, each accompanied by four co-workers (subordinates). Leadership effectiveness with its four components were examined in terms of the degree to which emotional intelligence was able to predict it. It was noted that only the emotional quotient composite scale was the predictor of leadership. Adaptability emotional quotient recorded a prediction of 10% of leadership effectiveness (environmental orientation), 11% of leadership effectiveness (vision formulation and sharing), 9% of leadership effectiveness (preparing the organisation for implementing the vision) and 8% of leadership effectiveness (implementing the vision). A total of 9% of total leadership effectiveness (total LBI score) was recorded for by Adaptability EQ. Four sub-components of emotional intelligence which are problem solving, stress tolerance, self-awareness, and empathy significantly predicted the particular phase “preparing the organisation for implementing the vision” of effective leader behaviour. Problem solving predicted both “environmental orientation” and “vision formulation and sharing”. Three emotional intelligence components predicted “implementing the vision,” and these are problem solving, stress tolerance, and reality testing. The same variables of emotional intelligence dimensions predicted the “total leadership behaviour inventory score.”

In an article by Stewart (2007), multiple leadership theories have been laid out. These include the trait theory and motivational theories. Within trait theory, there was the subset of the charismatic leader, the born leader, and need of a modern leader. Within motivational theories, there are Maslow's theory of motivation and transactional leadership. What is more popular among the academicians is the concept of transformational leadership. There are seven factors which have been depicted in transformational leadership. It is noted that the transformational leaders in National Health Service (NHS) UK have toiled to cushion the furious changes in the NHS healthcare system (Brazier 2005). Transformational leadership has been acclaimed as the new dimension in the way to affect the necessary change in a complex environment. Through

their action of empowerment of their staff, they could change the employees to be critical thinkers within that organisation (Swansburg & Swansburg 1999). Emotional intelligence among health care workers might be assumed to be high, as these health care workers deal with patients, and co-workers on a daily basis. However, it has been noted that nurses often were found to suppress their emotions in order to project an identity of a staff nurse who prioritise patient care. It has been suggested by Rozell et al. (2001) to include emotional intelligence in core curriculum of health care professionals. As previous studies delineated, it is important for a health care worker to gain trajectory in emotional intelligence as this personal skill will help leaders forge an improved relationship with their staff and patients.

KNOWLEDGE

Naik & Bisht (2016) conducted a study where a questionnaire was utilised to assess 29 managers on effectiveness attributes which were indicated by literature review (Figure 3). The questionnaire was administered to four different groups of employees. These are the managers, reporting officers, colleagues to the managers, and subordinates of the managers.

In a simpler term, effectiveness is the stage where aims are achieved and the expense to which issues emerged are resolved. It is often noted that performance and effectiveness are often interchangeably used. Therefore, effectiveness of an organisation means its outcomes, and productivity refers to the allocated inputs in achieving these outcomes. Areas of competency are thus considered in this study. A specific selection criterion has been formulated to identify the most relevant studies.

Social skills include understanding each emotion of an individual and the emotions of others. Multiple studies as delineated above have shown that emotional intelligence and stress at work differ considerably across different levels of managers. The older managers tend to score better on emotional intelligence compared to their juniors. Relationship of emotional competencies with its applicability to organisational emotional intelligence has been shown by Giorgi (2013). Harwiki (2013) has investigated the role of leadership, knowledge accumulation, and emotional intelligence on the organisational climate, organisational citizenship behavior, organisational commitment, and staff performance on exceptionally excellent companies. This study has highlighted the pivotal role of management and organisation in determining the employees' career pathways, training and development for staff, adequacy of time to pursue continuous professional development and provision of constructive feedback to employees for career development (Augustin & Mohanty 2012).

Exploratory factor analysis is utilised in this study by Naik and Bisht (2016) which identifies a few latent dimensions and the fundamental factor structure of a set of domains. It builds on an underlying dimension, in which the variable is not measured directly, but estimate factors that influence responses to the variables. In this study, 19 variables across 6 factors have been identified to emerge from the exploratory factor analysis. These six factors are business competence, project competence, domain competence, emotional competence, value competence, and technology competence.

Linear regression is utilised to assess the extent to which there exists a linear correlation between a dependent variable and its independent variables. Collinearity is said to exist when the two variables are correlated at 1.0 or -1.0. In practice, we can say that collinearity exists when there is a high correlation between two variables (0.95). The two most common methods utilised to impart multicollinearity are tolerance and the variance inflation factor (VIF). Various levels of VIF have been published but most commonly, a VIF of 10 is considered the maximum level. All other things are equal, a higher level of tolerance is desirable among researchers as low levels of tolerance is correlated with adverse results of multiple regression analysis. The empirical findings from the study delineated ten skills which impact on the overall managerial effectiveness. In other words, these skills are the critical success factors for the overall effectiveness of Indian managers in Information Technology Units. These critical success factors include opportunity spotting, impact and influence, stretch mindset, achieving balance (in intra and inter behaviours), project leadership, coping with stress, cognitive skills, orientation towards people, technical skills and lastly ability to network.

According to Schlatter & Mcdowall (2014), a study was undertaken in the UK where coaching was done in the year 2009 and continued on to the time when the article was produced. The participants were all employees of a mine, working underground and on the surface of the mine. The participants held managerial positions in area of work. It is noted that it was usual for the managers to hold the positions without any formal teaching and development. Individuals were then selected for coaching process, and these individuals were requested to submit a self-report and 360 emotional intelligence assessment. Coachee then arranged to meet up the managers to gain clarification of their self-reports and to discuss issues brought up. Both coachee and managers reflect on their input and tracked back to see if there were areas of improvement. Coachee then would share the final report with the coaches and they will come to terms with any development/areas for improvement. These coachee will then start on the coaching process.

During the coaching process, the individuals (coachee) share personal experiences besides work-related events and this has contributed in deep rapport in the process of sharing, which increased the effectiveness of the coaching process. It was noted that there were changes of behaviours among the participants, with increased stress tolerance, self-awareness, impulse control, and decreased assertiveness. Prior to coaching, most participants exhibit low stress tolerance, low self-awareness, impulsive nature, and were scored highly on assertiveness. With these changes, it impacted on the organisation, i.e. the mining industry where a more conducive environment can be cultivated for the well-being of the employees.

DECISION-MAKING

It is noted that strategic leaders make an organisation emotionally intelligent (Wallace & Rijamampianina 2005; Nel 2003). Thus, it is delineated that organisational emotional intelligence begins in the boardroom. However, there is no value to the organisation until this construct is evident in daily decision making (Wallace & Rijamampianina 2005). Strategic decisions will begin to set off a cascade of operational decisions at all levels in an organisation. It is said that the organisation's strategic choices reflects the organisation's decision making model is pertinent to any organisation's success, and that every strategy begins with a decision (Wallace & Rijamampianina 2005).

Individuals who exhibit exceptional decision-making capability is indeed rare in an organisation. The potential of those who are capable of decision-making makes these individuals an asset to the organisation. This provides a competitive advantage as these potentials are irreplaceable in an organisation. In the same principle, organisational flexibility and ability to adapt in the face of ambiguity are dimensions of competitive advantage. Innovation in an organisation depends on its employees able to learn faster than their competitions do (Rijamampianina & Maxwell 2002).

Strategic decision making is delineated as these five themes laid out in order for an organisation to achieve economic benefits and business success. These are: i. "building a world-class brand name"; ii. "changing the rules"; iii. "reacting quickly to change"; iv. "leading in high technology"; and v. "downsizing and acquiring effectively" (Rappaport 1998). Strategic decision making include making choices which affect the organisation in terms of affecting the long-term success of a company, mimicking the political window of the Bolman and Deal four frames i.e. allocation of resources and making trade-offs when ambiguity is encountered in situations of insufficient information (Nutt 2001; Rappaport 1998). Making a decision, according to Bernstein (1998) is the initial step to any risk management in an organisation. The concept of good decision making rests in the construct that a decision is made rationally and logically, accompanied by perfect judgement. An executive with good decision making rests in its mental and decision model which determine the manner in which issues are identified, correctly diagnosed, and resolved, correlating cause and effect. There are many mental models out there but all which reflect the 1950's context of industrial organisation. In an organisation with strong culture, it is noted that managers reinforce these mental models with their staff, competitors and clients (Wallace & Rijamampianina 2005). A lack of emotional intelligence is said to cause failures in this process of decision making in an organisation. Although some organisations may have self-aware people in the workplace, research has shown that senior managers do not always give emotional intelligence the credit it deserves when looking for successors. This is where the current theory comes in, which seeks out a new method of working with teams and reducing hierarchy (Clark 2003). The management will have to include various stakeholders in a multidisciplinary team to deal with complex problems, in which many cases involve the customers in the decision-making process. Therefore, managing the diversified connections in the organisation becomes part of the manager's skill set, and emotional intelligence plays a pivotal part in ensuring that decision making is done to meet the policy goals, and when the culture of learning organisation is cultivated, the existing organisational structure will support new decisions (Foster & Kaplan 2001).

DISCUSSION

Pan, Trakulmututa & Youravong (2020) shows that most of the Head of Departments, or leaders, exhibit transactional leadership. In terms of transformational leadership, it is noted that understanding differences among staff is positively correlated to a construct of emotional intelligence, i.e. empathy. In this study, it is reported that the leaders possess the necessary quality to exhibit exceptional leadership developmental skills. Effective communication skills, i.e. speaking of visions, beliefs, faiths and good values are deemed pertinent in motivating and inspiring colleagues to push for higher potentials, which will lead to personnel retention, engagement within the organisation, productivity, profitability, and networking (Taichman et al. 2012). Pan, Trakulmututa & Yourayong also showed that the leaders rated highly in management-by-exception-active (MBEA), indicating the propensity to monitor for mistakes. This could be due to the fear of liability as exhibited in other studies especially fear of making mistakes in provision of dental care to patients (Maramaldi et al. 2016; Ramoni et al. 2014; Ramoni et al. 2012).

The Head of Departments exhibit a high score in knowing when to reward employees when certain threshold of job performance has been achieved. This reward system of measuring performance of staff in the organisation depends on the performance management system. However, there were problems in the system with regards to measuring and evaluating the civil servants' performance which showed that the system is unclear and unjust, depending on the evaluator's morals and skills (OCSC 2017). Leader assimilation has been utilized to enhance this behavior. This is an approved initial leadership development implementation which was presented to aid new heads to adapt, learn, and build networks with their new teammates. This is a method and an opportunity for heads to build effective communication, set mutual expectations, and aid in building networks with one another with the vision of creating a high-performing team.

Studies have also gone to show that emotional intelligence is related to transformational leadership (Pan, Trakulmututa & Yourayong 2020; Wang, Chontawan & Nantsupawat 2011) This was also proven to be true in the study by Harms and Crede (2010) who showed that leaders with high emotional intelligence exhibit stronger transformational leadership qualities. This capability is essential for transformational leaders where the critical dimensions of emotional intelligence could mould a more effective and stronger leader, which are able to deliver feedback to staff, be able to drive changes in an organisation, with the creativity of thinking outside the box (Goleman & Boyatzis 2019).

The current findings showed that overall insight of the organisational culture among the dentists was high, which indicate that these health facilities had good working atmosphere. It is noted that the perception of culture in organisations will

affect transformational leadership, having both positive and negative effects (Tafvelin, Isaksson, & Westerberg 2018) on the organisation. The perception of organisational culture in bureaucratic organisations has its positive impact on transformational leadership (Westerberg 2018; Sun, Chen & Zhang 2017; Walter & Bruch 2010; Demir 2008). It is further delineated that organisations with collaborative cultures, less bureaucratic, and formalization are positively correlated with transformational leadership qualities, whereas larger organisational size and centralization are negatively correlated with transformational leadership behaviour (Westerberg 2018; Sun, Chen & Zhang 2017; Walter & Bruch 2010; Demir 2008). In the study by Leggat & Balding (2013), there was an accordance that clinical leadership for safety and quality of an organisation refers to healthcare clinicians, who are placed in the position to plan, implement, and assess differences in practice in order to achieve an organisation's policy goals and system outputs for better patient care. Literature review further revealed that leadership was the dimension belonging to a group or network of communicating individuals and not the belonging of an individual; "expertise was distributed across many"; and "the boundaries of leadership changes among the networking individuals" (Bolden 2011).

While there were individual leadership traits associated with clinical leadership, it was shown that leadership qualities are not an individual property, but a property belonging to the interacting organisation linked to high-performing work systems (Leggat & Balding 2013). Zacharatos et al. (2005) identified exceptional quality work, consisting of right amount of workload, employee control and role clarity, as key factors in determining if an organisation is highly performing. Edmonstone (2008) delineated that there is no possibility of an organisation achieving the high performance work system without its leaders being appreciated for their work and efforts. This further highlights the need of role security and sustainability in an organisation. Given the positive correlation between perceived quality of care and good human resource management, selective recruitment of clinician leaders is an essential requirement of highly performing organisation. Teamwork and decentralisation have been identified as essential in determining that an organisation provides good quality of care to its patients (Chang et al. 2019).

Knowledge has been noted to be an important factor in determining an organisational climate. Knowledge management has been cited as one of the most important aspects of an organisation (Lo et al. 2017). Knowledge dissemination has been found to be positively related to the organisational effectiveness, and will enable an organisational culture of effectiveness (Rowley 2000). The execution of knowledge dissemination plays a pivotal part in improving organisational effectiveness. It is also noted that organisational culture moderates the link with knowledge management (Cooper 2016). In any organisation, it has been noted that employees in an organisation will experience safety and will foster trust among each other in order for knowledge to be disseminated between co-workers with a practice of relationship-management skills, empathy, and self management (Knight et al. 2015). It is thus based on this emotional intelligence inculcated in individuals can have a significant indirect positive effect on employees' knowledge-processing behaviour. Rechberg (2019) further mentioned that an individual with a high emotional intelligence is more likely to actively gain knowledge. Self-awareness of own emotions and the capability to differentiate among the different emotions enable an employee to process knowledge (Rechberg 2019). Self-management, development of social awareness, empathy, and relationship management will thus allow employees to foster good communication skills, take part in effective teamwork, build interpersonal relationships, and facilitate knowledge sharing among each other. Emotional intelligence also aids in corporate commitment, which will prevent loss of knowledge. An employee with a high emotional intelligence is committed to his/her work (Ahmad et al. 2017). This will lead to decreased turnover rate and foster better communication and teamworking in an organisation, leading to a conducive culture for the employees. These employees are less probable in leaving their jobs (Rechberg 2019). Goleman et al. (2013) explained that in the domains of emotional intelligence, emotional self-management skills are able to allow employees to remain emotionally devoted to the organisation, where resentments and negative feelings to circumstances are removed from the picture. Low emotional intelligence will lead to defensiveness, suspicion, and inculcate negative feelings and thoughts on job security. This leads to negative coping and defensive decision-making (Rechberg 2019).

Cuéllar-Molina et al. (2019) have found that more emotionally intelligent managers made better use of certain high-performing human resource practices, and this is especially evident in assessment, training, internal promotion and participation. This is relevant as the findings support the notion that managers' perceptions with regards to the utility of adoption of high performing organisational practices could be influenced not only by logic, but also by the manager's emotional intelligence (Cuéllar-Molina, García-Cabrera & Cruz Déniz-Déniz 2019). It is also possible that managers, despite having high emotional intelligence domains scores in wishing to adopt high-performing human resource decision making, also takes into consideration of staff talents when deciding a certain issue. The competent manager might not make a decision based on every practice of the whole package, but only those criteria which are cues of high-performance organisation. Thus, management has to grasp how their world-view determines their decision-making ability. They have to inculcate awareness of behavioural drivers and influences, using this awareness to seek strategic indicator in the organisation. The Chief Executive Officer (CEO) must comprehend the meaning of adaptation to the company as a complex adaptive system in a field of work. It is noted that decision makers diagnose and solve problems based on their mental model. This model will determine their ability to deal with ambiguity and the method of consensus achievement. Thus, the CEO has to note the sources of unconscious adaptations to ensure that employees will discuss problems in an organisation and not be caught in a blaming culture. The managers need to learn from their own mistakes, and not learn laboriously and costly from environmental feedback. Mental models become hidden agendas as these are obscured to many managers, and become a defence behind walls of attitudes and beliefs. In order to ensure organisational agility, a

competent CEO will be aware of the presence of mental models, manage conflict, incorporate out-of-the-box thinking, evaluate and take action on past mistakes, and limit the impact of wrong pattern diagnosis. CEOs must be able to promote organisational emotional intelligence with the same efforts put into gaining financial profit for the company (Wallace & Rijamampianina 2005).

CONCLUSION

In conclusion, the systematic literature review has shown the link between emotional intelligence and organisational culture. It is noted that to produce effective employees, working in a high-performance organisation, emotional intelligence is a prerequisite. Competency and knowledge go hand-in-hand when preparing the employees for a conducive learning organisational culture, and that emotional intelligence aid in the process of knowledge acquisition and dissemination. Knowledge on emotional intelligence is also paramount to produce employees who are competent and will be able to create a conducive environment for all staff. Leadership qualities such as transformational leadership has also been shown to impact the organisation and this is directly linked to emotional intelligence. It is pertinent in an organisation that leadership qualities are inculcated in all their managers, and employees, to ensure that the organisation operations run smoothly. Finally, decision-making in an organisation determines the direction of the organisation, and good decision-making leads to achieving policy goals. The ability to make decisions rests on the manager's emotional intelligence. Thus, the three main themes which emerge from this systematic literature review are leadership, knowledge, and decision-making in determining organisational culture, and their link with emotional intelligence.

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