

## **REVIEW OF EI RESEARCH**

When psychologists began research on intelligence, they focused on non – emotional aspects such as thinking, cognition, intellect, memory and problem solving (Intelligence Quotient). However, there were researchers who recognised early on that, emotional aspects such as feelings, moods, and non – cognition were equally important (Emotional Quotient). Emotional intelligence studies have been conducted in the arenas of business, civic administration and education, where it has been widely accepted as an indispensable force. The purpose of this section is to review those current studies that have yielded significant findings and have application to this study. The review of literature is being presented under five sections:

1. Emotional Intelligence and Leadership.
2. Emotional Intelligence and Conflict Management.
3. Emotional Intelligence and Job Stress.
4. Emotional Intelligence and Job Performance.
5. Emotional Intelligence and Other Work Place Outcomes.

### **2.1 EMOTIONAL INTELLIGENCE AND LEADERSHIP**

Emotional intelligence is very important in leadership roles, as leaders need everyone to do their jobs as effectively as possible and this requires a high degree of interpersonal effectiveness. Studies show that high emotional quotient differentiates

average from superior performers, which can be critical for leadership positions. A brief account of studies citing the role of emotional intelligence in leadership behaviour is mentioned below:

**Cooper and Sawaf (1997)** cited that 7% of leadership success is attributable to intellect; 93% of success comes from trust, integrity, authenticity, honesty, creativity, presence and resilience.

Leaders with high levels of emotional intelligence positively apply social skills to influence others, create strong relationships with clients and employees, and are effective motivators by controlling their emotions and understanding their weaknesses (**Feldman, 1999; Noyes, 2001; Chastukhina, 2002**).

**Barling, Slater and Kelloway (2000)** examined the relationship between emotional intelligence and transformational leadership. Their research findings showed that emotional intelligence is associated with three aspects of transformational leadership (namely, idealized influence, inspirational motivation, and individualized consideration), and contingent reward. In contrast, active and passive management by expectation, and laissez-faire management were not associated with emotional intelligence.

Due to the social complexity of today's organizations, **Dearborn (2002)** suggests managers with high emotional intelligence may be more capable of getting more output from less people and recognizing the nuances of dynamic situations while creating positive outcomes.

**Elias, Arnold and Hussey (2003)** claim effective leadership is a combination of traditional intelligence (intelligence quotient) and emotional intelligence. They compare intelligence quotient to the raw material of knowledge and emotional quotient to the ability to turn knowledge into action. Those leaders who possess a strong set of interpersonal skills and can distinguish what approach is best to use for any given situation are most likely to be successful in their positions (**Dyer, 2001**). Such skills needed for effective leadership include empathy, heightened awareness, insight, and the ability to give feedback (**Bass, 1985**).

**Mandell and Pherwani (2003)** examined the predictive relationship between emotional intelligence and transformational leadership style, the gender differences within each construct, and interaction effects between gender and emotional intelligence. The study established that emotional intelligence significantly predicts transformational leadership style. A significant difference was also found between the emotional intelligence scores of male and female managers. Gender, however, did not predict a transformational leadership style over and above emotional intelligence. These results indicate that emotional intelligence can be used to identify leaders who demonstrate positive transformational leadership qualities.

**Webb (2004)** examined the extent to which emotional intelligence is related to transformational leadership within mentoring relationships. One hundred and twelve faculty members responsible for mentoring doctoral students were assessed on the various dimensions of emotional intelligence. Transformational leadership ratings for each professor were provided by the doctoral student(s) who were advised by him or

her. The results indicated that emotional intelligence can predict several aspects of transformational leadership, including charisma and inspirational motivation.

**Srivastva and Bharamanaikar (2004)** examined the relationship of emotional intelligence with leadership excellence, success and job satisfaction. The results showed that emotional intelligence significantly correlates with transformational leadership and success. An emotionally intelligent person is more successful in all spheres than a person who possesses less emotional intelligence skills.

**Punia (2005)** conducted a study on 250 executives in the National Capital Region – Delhi, and found that leaders with higher emotional intelligence see changes as opportunities for betterment, and they cherish not stability but ongoing development of individual workers and of the organisation itself.

**Rosete and Ciarrochi (2005)** established a link between emotional intelligence and workplace measures of leadership effectiveness, using an objective measure of performance and a 360° assessment tool. The research results showed that executives higher on emotional intelligence are more likely to achieve organizational outcomes and be considered as effective leaders by their subordinates and direct manager.

**Alon and Higgins (2005)** opined that with the current rise of globalization, both emotional and cultural intelligence has become important for cross-cultural leaders to excel. Global leaders can make the best use of emotional intelligence and maximize success when they understand and work within diverse foreign environments. This multiple intelligence framework helps to clarify adaptations to implement in leadership development programs of multinational firms.

**Rego, Sousa, Cunha, Correia, and Saur (2007)** examined the relationship between leaders' emotional intelligence and creativity of their teams. A sample of 138 top and middle managers from 66 organizations operating in the European Union was analyzed. Emotional intelligence was assessed by a self-report scale consisting of six dimensions: understanding one's emotions, self-control against criticism, self-encouragement (use of emotions), emotional self-control (regulation of emotions), empathy and emotional contagion, understanding other people's emotions. The results revealed that emotionally intelligent leaders behave in ways that stimulate the creativity of their teams.

**Singh (2007)** investigated the relationship between emotional intelligence and leadership effectiveness among 340 software professionals of a large company in India. Emotional intelligence was found to be positively and significantly related to organizational leadership for both genders. The results revealed no significant differences between male and female software professionals in terms of emotional intelligence and overall leadership effectiveness. The relationship management aspect of emotional intelligence was found to be the most important predictor of leadership. The study laid emphasis on employees to develop their relationship skills in order to become effective leaders.

**Bal Subramanian, Ghatala and Nair (2008)** conducted a study in Apollo Health City, Hyderabad to investigate the relationship of emotional intelligence with organizational leadership as well as the impact of emotional intelligence on leadership effectiveness. The findings suggested that management functions have undermined the importance of individual development, at the cost of technology and

modernization. The study suggested that Apollo Hospital Group, Hyderabad, should specifically concentrate on improving the self-management and social awareness skills of the employees in order to maintain its position as the No 1 health care provider in India.

**Boyatzis and Ratti (2009)** in their study identified competencies that distinguished effective managers and leaders. Performance measures were collected as nominations from superiors and subordinates. Results revealed that emotional, social and cognitive intelligence competencies predict performance. More specifically, in the emotional intelligence competency cluster, effective executives showed more initiative, while effective middle level managers showed more planning than their less effective counterparts. Similarly, in the social intelligence competency cluster, effective executives were more distinguished in networking, self-confidence, persuasiveness and oral communication. These are all addressing assertive and influencing processes. Meanwhile, effective middle level managers distinguished themselves with empathy and group management. These appear to be key competencies in addressing internal processes, whereas effective executives seem to be focused on the external environment. The main implication of the study was that competencies needed for managers to be effective can be identified.

## **2.2 EMOTIONAL INTELLIGENCE AND CONFLICT MANAGEMENT**

Lack of emotional intelligence is one the leading cause of conflict, as the root of all conflict is a lack of sensitivity on the part of one or both parties and sensitivity is directly related to one's emotional intelligence. Managers or leaders who are high on

emotional intelligence will be able to mitigate problems long before they have a larger impact on the company. A brief account of some pertinent studies relating to emotional intelligence and conflict has been reported here:

The study conducted by **Afzalur and Clement (2002)** in seven countries revealed that motivation, one of the dimensions of emotional intelligence, is positively related with effective problem solving style.

**Carmeli (2003)** examined the relationship between emotional intelligence, job satisfaction, organizational commitment and work-family conflict in ninety-eight senior managers. He suggested that emotional intelligence is a competency that drives positive outcomes and behaviors. Carmeli hypothesized that high levels of emotional intelligence would result in positive moods and feelings which would generate high levels of job satisfaction, that emotional intelligence would augment a higher level of organizational commitment as employees would be able to maintain positive affective states, and finally he hypothesized that employees high in emotional intelligence are more able to balance work-family conflict as they recognize and manage feelings of conflict as they occur.

**Jordan and Troth (2004)** examined the utility of emotional intelligence for predicting individual performance, team performance, and conflict resolution styles. 350 respondents working in 108 teams were administered a measure of team members' emotional intelligence. Participants then completed a problem-solving task, individually and as a team member, and afterwards reflected on the conflict resolution tactics used to achieve the team outcome. In line with expectations, emotional

intelligence indicators were positively linked with team performance and were differentially linked to conflict resolution methods.

**Lenaghan, Buda and Eisner (2007)** in their study supported the finding that possession of emotional intelligence will act as a protector variable of one's well-being in the face of work-family conflict. The results revealed that higher emotional intelligence positively influenced well-being. Specifically, those individuals in the study who had high emotional intelligence with low work-family conflict reported the highest well-being while those with low emotional intelligence and high work-family conflict reported the lowest well-being. A total of 205 people participated in this study. This sample was drawn from a large university representing a large variety of jobs including unionized trade workers to executive managers.

**Srinivasan and George (2005)** in their research paper investigated the relationship between emotional intelligence and conflict management styles of management students. The subjects for the study were 516 students from business schools in Tamil Nadu, India, who responded to a structured questionnaire. The study found that different problems demand different styles of handling and emotionally intelligent students seem to be capable of applying the different style of conflict management styles as the situation demands.

**Ayoko, Callan and Hartel (2008)** examined the dimensions of conflict and emotions by integrating features of conflict, reactions to conflict, and team emotional intelligence climate. They proposed through their study that teams with less-well-defined emotional intelligence climates were associated with increased task and relationship conflict and increased conflict intensity. In addition, team emotional

intelligence climate, especially conflict management norms, moderated the link between task conflict and destructive reactions to conflict. They stressed upon the fact that team leaders and members need to be aware of their team members' reactions to conflict. More specifically, teams that are experiencing destructive reactions to conflict need training in skills related to empathy, emotion management, and conflict management norms. The application of these skills in the team environment will assist team leaders and members in minimizing conflict and in managing conflict for team effectiveness.

**Godse and Thingujam (2010)** examined the relationship between personality, conflict resolution styles and emotional intelligence among 81 technology professionals in India. The results revealed that emotional intelligence was significantly correlated with the integrating style of conflict resolution (i.e. involving the exchange of information and differences toward a solution favourable to both parties), negatively correlated with the avoiding style (i.e. withdrawal from the situations) and not correlated with the dominating, compromising or obliging style. The results indicate that IT professionals with higher perceived emotional intelligence are likely to adapt better styles of conflict resolution in order to deal effectively with the situations. The study draws our attention to the use of emotional intelligence skills in effectively resolving conflicts in the workplace.

### **2.3 EMOTIONAL INTELLIGENCE AND JOB STRESS**

Stress in the workplace reduces productivity, increases management pressures, and makes people ill in many ways, evidence of which is still increasing. Workplace

stress affects the performance of the brain, including functions of work performance; memory, concentration, and learning. Stress at work also provides a serious risk of litigation for all employers and organisations, carrying significant liabilities for damages, bad publicity and loss of reputation. It is here that emotional intelligence comes to our rescue and guides us to respond appropriately to different stressors. Emotional Intelligence helps to cope up with stressful situations. Stress management, therefore, largely depends upon striking an emotional balance between a potential stress condition and one's reaction to it. Researchers proved this fact in their studies, a brief account of which is given below:

**Cluskey (1994)** carried out a survey on management accountants and examined the relation between stress and job strains. He found main causes of stress to be as follows

- (1) Reporting to more than one boss,*
- (2) Heavy workload under time constraints,*
- (3) Work relations in the organisation, and*
- (4) A perceived lack of career progress.*

He also reported an additional source of stress, a mismatch between personality and the task demands of the job.

**Sehgal (1997)** assessed the effect of role stress on the level of involvement a person has in the job and alienation and the coping mechanism used to deal with stress. It was found that role erosion, resource inadequacy and inter-role distance were

dominating contributors of role stress. Avoidance style of coping was used more frequently than approach styles of coping.

**Chand and Sethi (1997)** conducted a study to examine the organisational factors as predictors of job related strain among 150 junior officers working in various banking institutions in the state of Himachal Pradesh. Role conflict, strenuous working conditions and role overload were found to be the dearest and most significant predictors of job related strain

**Abraham (2000)** deliberated that the social skills component of Emotional Intelligence is related to positive interpersonal relationships and it increases the feeling of job satisfaction and decreases occupational stress. She further stated that these social skills foster networks of social relationships which in turn increase an employee's commitment to the organization.

In their theoretical paper, **Spector and Goh (2001)** examined the role of emotion in occupational stress. They employed a narrow definition of job stress as “any condition or situation that elicits a negative emotional response, such as anger / frustration or anxiety / tension” in an attempt to overcome the broadness of previous definitions and focus on negative emotional responses. The authors suggested that emotions influence how the work environment is perceived, that is, whether a particular condition is appraised as a job stressor or not. They further suggested that these appraising emotions may lead to psychological and physical strains. Psychological strain might result from continual negative emotional experiences and may lead to decreases in job satisfaction and organizational commitment. Physical strains (for example, suppression of immune system, heart disease) may result from

the physiological components of experienced emotions that can adversely affect health. It was concluded that an individual's ability to manage and control their emotions (particularly negative emotions) in the workplace will influence the outcome of stress.

**Slaski and Cartwright (2002)** investigated the relationship between measures of emotional quotient, subjective stress, distress, general health, and morale, quality of working life and management performance of a group of retail managers. Significant correlations in the expected direction were found, indicating that managers who scored higher in emotional quotient suffered less subjective stress, experienced better health and well-being, and demonstrated better management performance.

**Kaur (2003)** identified role erosion, role overload, role isolation and personal inadequacy responsible for occupational role stress in her study of managers working in different branches of Punjab State Cooperative Bank Ltd.

**Aziz (2004)** opined that organizational stress originates in organizational demands that are experienced by the individual. Stress is built up in the concept of role which is conceived as the position a person occupies in a system. The paper investigated the intensity of organizational role stress among women information technology professionals in the Indian private sector. Organizational role stress scale was used on a sample of 264 professionals to explore the level of role stress. Resource inadequacy emerged to be the most potent role stressor, followed by role overload and personal inadequacy. The research found differences in the level of stress between married and unmarried employees on several role stressors. However, level of education did not emerge as a significant differentiator of stressors.

**Duran and Extremera (2004)** in their study including professionals employed in institutions for people with intellectual disabilities, revealed a significant relationship between emotional intelligence and burnout syndrome, and personal accomplishment in particular. The data clearly indicated that emotional intelligence expressed in the ability to recognize, express, and control emotions may have impact on the perceived job stress and the consequences of experienced stress.

**Darolia and Darolia (2005)** studied the role of emotional intelligence in coping with stress and emotional control behaviour. The research clearly established that emotionally intelligent people who are able to understand and recognise their emotions, manage themselves appropriately so that their impulsiveness and aggression is kept under control in stressful situations.

**Chabungban (2005)** proposed that by developing emotional intelligence one can build a bridge between stress and better performance. The effects of stress are costly to both the organisation and the employee if left unattended within a given timeframe. Regular administration of emotional intelligence abilities can help employees at workplace to control impulses and persist in the face of frustration and obstacles, prevent negative emotions from swamping the ability to think, feel motivated and confident and to accurately perceive emotions, to empathise and get along well with others.

**Gohm, Corser and Dalsky (2005)** led an investigation among 158 freshmen to find an association between emotional intelligence (emotion- relevant abilities) and stress (feelings of inability to control life events), considering personality (self-perception of the meta-emotional traits of clarity, intensity, and attention) as a moderating

variable. The results suggested that emotional intelligence is potentially helpful in reducing stress for some individuals, but unnecessary or irrelevant for others. It may be because they have average emotional intelligence, but do not appear to use it, presumably because they lack confidence in their emotional ability.

**Ogińska-Bulik (2005)** explored the relationship between emotional intelligence and perceived stress in the workplace and health-related consequences in human service workers. The results confirmed that employees reporting a higher emotional intelligence level perceived a lower level of occupational stress and suffered less from negative health consequences. The study confirmed that emotional intelligence plays a buffering role (but rather weak) in preventing the workers from negative health outcomes, especially from depression symptoms.

**Singh and Singh (2008)** investigated the relationship as well as the impact of emotional intelligence on to the perception of role stress of medical professionals in their organizational lives. The study was conducted on a sample size of 312 medical professionals consisting of 174 male and 138 female doctors working for privately managed professional hospital organizations. The findings of the study indicated no significant difference in the level of emotional intelligence and perceived role stress between genders, but significantly negative relationships of emotional intelligence with organizational role stress for both the genders and the medical professionals as a whole.

**Shahu and Gole (2008)** drew attention on occupational stress which they said is commonly acknowledged to be a critical issue for managers of private manufacturing companies. Their study examined the relationship between job stress, job satisfaction

and performance among 100 managers of private manufacturing firms. The findings of the study suggest that higher stress levels are related to lower performance whereas higher job satisfaction indicates higher performance.

**Ismail, Suh-Suh, Ajis and Dollah (2009)** conducted a study to examine the effect of emotional intelligence in the relationship between occupational stress and job performance. The outcome of the study clearly stated that relationship between occupational stress and emotional intelligence significantly correlated with job performance. Statistically, the results confirmed that the inclusion of emotional intelligence in the analysis mediated the effect of occupational stress on job performance

**Dasgupta and Kumar (2009)** examined the sources of role stress among doctors and the stress levels among male and female doctors working in Indira Gandhi Medical College and Hospital, Shimla (India). The study revealed that role overload, self-role distance, role isolation, inter-role distance, role stagnation, role expectation conflict, role ambiguity and role inadequacy are the major sources of role stress. It further stated that there is no significant difference between the stress levels among male and female doctors except in cases of – inter-role distance and role inadequacy, which was found more in male doctors.

## **2.4 EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE**

Among other things / purposes, organizations are places where individuals are “organized” to work. To the extent that the work requires interactions among

individuals, emotions such as excitement, anger and fear are indispensable in facilitating cooperation. Employees who are “intelligent” about their emotions will, therefore, be more efficient and effective in their interactions with the work environment and with their co-workers. This emotional intelligence – performance link has been proposed in a few previous studies which are mentioned as follows:

An analysis of job competencies in 286 behaviours worldwide indicated that 18 of the 21 competencies in their generic model for distinguishing better performers were based on emotional intelligence (**Spencer and Spencer, 1993**).

**Pesuric and Byham (1996)** established that after supervisors in a manufacturing plant received training in emotional competencies, such as how to listen better and help employees resolve problems on their own, lost –time accidents were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by \$250,000.

In a study, data from more than 30 different behaviours from banking, mining, geology, sales and health care industries documented that a number of emotional intelligence competencies, qualities such as, achievement drive, developing others, adaptability, influence and self-confidence distinguished top performers from average ones (**McClelland, 1998**).

Emotional intelligence may contribute to work performance (as reflected in salary, salary increase, and company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Work performance often depends on the support, advice, and other resources provided by others (**Seibert, Kraimer and Liden, 2001**). Emotional intelligence enhances work

performance by enabling people to regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organizational change.

A study on 100 bank employees by Manila University (**cited in Singh, 2001**) showed that intelligence quotient scores were virtually unrelated with job performance whereas emotional quotient score accounted for 27 percent of job performance.

**Bhalla and Nauriyal (2004)** reported in their study that emotional intelligence is a factor that is potentially useful in understanding and predicting individual performance at work. They further reported that emotional intelligence is extremely important in Indians as they have high affiliation need and emotional intelligence can lead to significant gain in productivity.

**Lyons and Schneider (2005)** examined the relationship of ability-based emotional intelligence facets with performance under stress. The authors expected high levels of emotional intelligence would promote challenge appraisals and better performance, whereas low emotional intelligence levels would foster threat appraisals and worse performance. The authors found that certain dimensions of emotional intelligence were related more to challenge and enhanced performance, and that some emotional intelligence dimensions were related to performance after controlling for cognitive ability, demonstrating incremental validity.

**Cumming (2005)** explored the relationship between emotional intelligence and workplace performance with a sample of workers from New Zealand. In addition, she studied the relationship among demographic factors, emotional intelligence and workplace performance. The results of her study suggested that a significant relationship exists between emotional intelligence and workplace performance. In the

case of emotional intelligence and demographic factors, no significant relationships were found between gender and emotional intelligence, age and emotional intelligence, occupational groups and emotional intelligence, neither between education and emotional intelligence.

**Côté and Miners (2006)** examined the relationship between emotional intelligence, cognitive intelligence, and job performance. Subjects were 175 managerial, administrative, and professional full-time employees of a large public university. Results found that cognitive intelligence moderated the association between emotional intelligence and job performance. Emotional intelligence became a stronger predictor of job performance and Organizational Citizenship Behavior directed at the Organization (OCBO) (e.g., defend the organization when other employees criticize it) as cognitive intelligence decreased. Results suggested that using cognitive intelligence tests alone to predict job performance entails risk, because employees with low cognitive intelligence can perform effectively if they have high emotional intelligence.

**Sy, Tram, and O'Hara (2006)** examined the relationships among food service employees' emotional intelligence, their managers' emotional intelligence, employees' job satisfaction, and employees' job performance, as assessed by manager ratings. The results showed that employees' emotional intelligence was positively associated with job performance and satisfaction. In addition, managers' emotional intelligence had a stronger positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. The

findings suggest that managers' emotional intelligence makes an important difference to employees who possess low emotional intelligence.

One of the most extensive studies on performance involved the effectiveness of 1,171 United State Air Force recruiters. These recruiters were divided into high-performing groups (those who met or exceeded 100% of their recruiting goals) and low-performing groups (those who met less than 80% of their recruiting goals). An emotional quotient was administered to the recruiters, and the results indicated the emotional quotient instrument predicted 28% of the variance in the performance between the two groups. The emotional quotient correctly classified 81% of the recruiters in the high- performing and low-performing groups. Furthermore, recruiters with high levels of emotional intelligence had a greater ability to place recruits in positions that closely matched their knowledge and skills (**Bar-On, Handley and Fund, 2006**).

**Shanker and Sayeed (2006)** conducted a research on 139 managers working in various organizations in Western India. The purpose of the study was to establish a relation between emotionally intelligent managers and managers' professional development. The managerial scores on various dimensions of emotional intelligence were correlated with professional development indicators of managers, conceptualized in terms of number of promotions attained and the rated job success. The assumption that the emotionally intelligent managers would tend to attain greater professional development than those who are less emotionally intelligent was tentatively supported in the findings.

**Quoidbach and Hansenne (2009)** investigated the relationship between emotional intelligence, performance, and cohesiveness in 23 nursing teams in Belgium. Nursing team performance was measured at four different levels: job satisfaction, chief nursing executives' rating, turnover rate, and health care quality. The results did not support the generalization that all components of emotional intelligence relate to all measures of performance; however, the data clearly supported a relationship between emotional regulations as an important aspect of team performance (i.e., health care quality). Emotional regulation was also positively correlated with group cohesiveness. These results suggest that emotional regulation may provide an interesting new way of enhancing nursing teams' cohesion and patient /client outcomes. The study suggested that including training on emotional regulation skills during team-building seminars might be more effective than focusing only on exercises to create long-term cohesiveness.

**Khokhar and Kush (2009)** in their study explained the performance of executives on different levels of emotional intelligence and provided a link between emotional intelligence and effective work performance. 20 Male executives (out of 200) within the age range of 40 to 55 yrs from BHEL (Haridwar) and THDC (Rishikesh) of Uttarakhand State (India) were selected. T-tests for independent groups were used to measure the mean difference between groups. The findings of the study revealed that executives having higher emotional intelligence showed better quality of work performance as compared to their counterparts.

**Ramo, Saris and Boyatzis (2009)** assessed the relationship between emotional intelligence, personality, and job performance, as determined by superior and peer nominations. The participants were 223 employees of three medium-sized Spanish

organizations that were involved in a competency management project based on emotional and social competencies. The results revealed that both emotional and social competencies and personality traits are valuable predictors of job performance. In addition, competencies seem to be more powerful predictors of performance than global personality traits.

## **2.5 EMOTIONAL INTELLIGENCE AND OTHER WORK PLACE OUTCOMES**

Emotional intelligence has been found to be a significant moderator in various other workplace outcomes like *job commitment, team building, positive work culture, etc.* A brief account of such studies is mentioned below:

**Cooper (1997)** analysed that profitability is also linked to the way employees feel about their job, colleagues and company. He found that having happier employees is that emotional intelligence, not intelligence quotient, or raw brain power alone, underpins many of the best decisions, most dynamic organisations and most satisfying career span.

**Cherniss and Goleman (1998)** estimated that by not following training guidelines established to increase emotional intelligence in the workplace, industry in the United States is losing between US \$ 5.6 and US \$ 16.8 billion a year. They found that the impact of training employees in emotional and social competencies with programs which followed their guidelines was higher than for other programs, and by not implementing these programs companies were receiving less of an impact and consequently losing money.

A study on top 10 Indian companies documented that enhancement of emotional intelligence of the member's generated more positive work culture in the behaviours. **(Singh, 2001).**

A paper by **Nikolaou and Tsaousis (2002)** explored the relationship between emotional intelligence, physical and psychological health. These authors had hypothesized that high level of emotional intelligence would relate to better psychological and physical health, and that emotional intelligence would correlate negatively with frequency of smoking and drinking and positively with improved quality of life. Both the hypotheses in their paper were supported and high level of emotional intelligence were associated with better health and improved quality of life.

**Sjöberg and Littorin (2003)** in their study investigated salespersons in a telecommunications company for their perceived risk, emotional intelligence and a number of additional dimensions of work motivation, personality and performance. They concluded that emotional intelligence was related as expected to other variables, most notably to life / work balance (positively), to positive affective tone (positively), and to materialistic values and money obsession (negatively).

**Center for Creative Leadership (2003)** reports that higher levels of emotional intelligence are associated with better performance in following areas: participative management, putting people at ease, self-awareness, balance between personal life and work, straightforwardness and composure, building and mending relations, decisiveness, confronting problem employees, change management, etc.

**Sinha and Jain (2004)** conducted a study on emotional intelligence and its influence on relevant outcomes. They reported that the dimensions of emotional intelligence

were meaningfully related with the job satisfaction, personal effectiveness, organisational commitment, reputation effectiveness, general health, trust, turnover intention, organisational effectiveness and organisational affectivity.

**Kakkar (2004)** in his study highlighted that more skilled an organisation's management team at creating a work environment where employees experience positive emotions, more successful the organisation will be. He opined that emphasis on perception and emotional understanding in an organisation will improve the working of the organisation.

**Brenda and Christopher (2004)** proposed that organizational learning is more effective if enacted by emotionally intelligent employees within clear operating boundaries such as those offered by participation in decision-making. The authors stressed that emotional intelligence, organizational learning and participation in decision-making can be operationalized to improve an organization's capacity to manage change and improve performance outcomes.

**Malekar (2005)** prepared a matrix of managing human capital from the perspective of emotional intelligence. Her research highlighted that very often organisational systems fail to recognise the softer facets of people and slot people into assignments for which they are inherently incapable. Such situations result in conflict and behaviour that is at times uncondonable and bitter. Job design with an eye on emotional intelligence content of a role is as important as the definition of role, the competencies it requires, and the clean execution of tasks.

**Sharma (2005)** conducted a study on understanding the relationship between emotional intelligence and organizational commitment of the executives working in manufacturing and service sectors with at least 10 years of service. The findings state the fact that the employees who are emotionally intelligent are able to find themselves more concerned with the organization as their emotions get pacified with the working environment, which makes them more committed. Emotional intelligent employees show their concern for the organizations by discharging their duties with responsibility and keep their spirits high even in the critical times.

**Gabel, Dolan and Cerdin (2005)** put forward their views on global team managers who handle business in various complex environments which may require them to use emotional intelligence to understand, accept, or adapt to the norms of a foreign culture. The authors had hypothesized that emotional intelligence is a strong predictor of cross-cultural success for international assignment managers. The results indicated that cross-cultural adjustment plays an important role in the significant relationship between some dimensions of emotional intelligence and subsequent success of internationally assigned managers. The study proposed that emotional intelligence assessments should be added to the traditional selection criteria for international assignment managers to better predict managerial success.

**Kulshetra and Sen (2006)** investigated the subjective well being in relation to emotional intelligence and locus of control among executives. They conducted a study on 150 executives of different job strata of Hero Honda Motor Ltd. The results of the study revealed that emotional intelligence and locus of control have significant correlation with subjective well being. Subjects with high emotional intelligence and

internal locus of control scored significantly high on positive affect and scored significantly low on negative affect.

**Lopes, Grewal, Kadis, Gall and Salovey (2006)** examined the relation between emotional intelligence and workplace outcomes of 44 analysts and clerical employees from the finance department of a Fortune 400 insurance company. Results revealed that high emotionally intelligent employees received greater merit increases and held higher company rank than their counterparts. These employees also received better peer and / or supervisor ratings of interpersonal facilitation and stress tolerance.

**Jennings and Palmer (2007)** examined front line sales managers and sales representatives of a pharmaceutical company in Australia through a six-month learning and development program on emotional intelligence designed to enhance their sales performance. The emotional intelligence and sales revenue of participants were measured before and after the program and compared to that of a control group. The emotional intelligence of the participants measured was found to improve by a mean of 18% while the control group decreased by 4%. In addition, the total sales revenue of the participants was found to increase by an average of 12% in comparison with the control group. The implication of this study was that emotional intelligence development training can result in improvements in sales revenue.

**Kumar (2007)** examined the impact of emotional intelligence on organizational learning. The results depicted emotional intelligence as being positively and significantly related with organizational learning. The findings have implications for management of people towards creating and maintaining organizational learning.

**Chiva and Alegre (2008)** examined the relationship between emotional intelligence and job satisfaction. Data was collected from blue-collar employees working for ceramic tile manufacturers in Spain. The results suggested that emotionally intelligent individuals are more likely to experience high levels of job satisfaction. The results also indicated that Organizational Learning Capability (OLC), defined as a set of stimulating factors that facilitate organizational learning (e.g., experimentation, risk taking, interaction with the external environment, dialogue and participative decision making) played a significant role in determining the effects of emotional intelligence on job satisfaction. The most important implication was that job satisfaction was affected by the correlation between individual emotional intelligence and certain working conditions.

**Kafetsios and Zampetakis (2008)** tested for links between emotional intelligence, affect at work and job satisfaction. The results demonstrated that emotional intelligence is an important predictor of work affectivity and job satisfaction. The results also indicated that positive and negative affect at work substantially mediate the relationship between emotional intelligence and job satisfaction with positive affect exerting a stronger influence. Among the four emotional intelligence dimensions, use of emotion and emotional regulation were significant predictors of affect at work whereas perceiving others' emotions was uniquely associated with job satisfaction.

**Brundin, Patzelt and Shepherd (2008)** analyzed how and why emotional displays of managers influence the willingness of employees to act entrepreneurially. Using data from 31 entrepreneurially oriented firms, the findings revealed that managers'

displays of confidence and satisfaction about entrepreneurial projects enhance employees' willingness to act entrepreneurially, whereas displays of frustration, worry, and bewilderment, respectively, diminish it. The findings are in line with the emotional intelligence framework that maintains that emotionally intelligent managers are able to use emotions in order to enhance cognitive processes among employees. In other words, managers' display of emotion may put employees in good or bad moods. By being aware of the consequences of displaying positive or negative emotions, and by being able to be more flexible and alter their displays, managers can impact employees' work performance.

**Salami (2008)** investigated the relationships of demographic factors (age, marital status, gender, job tenure, and educational level), emotional intelligence, work-role salience, achievement motivation and job satisfaction to organizational commitment of industrial workers. Participants were 320 employees (170 males, 150 females) randomly selected from 5 service and 5 manufacturing organizations in Oyo State, Nigeria. The results showed that emotional intelligence, work-role salience, achievement motivation, job satisfaction and all demographic factors except gender significantly predicted organizational commitment of the workers.

**Stein, Papadogiannis, Yip and Sitarenios (2009)** examined the emotional intelligence scores of executives in relation to various organizational outcomes such as net profit, growth management, and employee management and retention. The results showed that executives who possessed higher levels of empathy, self-regard, reality testing and problem solving were more likely to yield high profit-earning

companies and were also perceived as being easy with respect to managing growth, managing others, training and retaining employees.

**Momeni (2009)** examined the relation between the emotional intelligence of managers and the organizational climate that they create. Thirty managers from manufacturing car companies in Iran were randomly selected as a sample. Employees completed a modified version of the Organizational Climate Inventory which measured five dimensions that affect climate in the workplace: credibility, respect, fairness, pride, and camaraderie. Results revealed that the higher a manager's emotional intelligence, the better the climate in the workplace. Among the emotional intelligence dimensions, social awareness and self-awareness have the greatest influence on organizational climate. The study proposed that organizations should focus on hiring managers with high emotional and social competence and also provide emotional intelligence training and development opportunities to managers to enable them create a positive organizational climate.

**Deshpande (2009)** investigated the impact of emotional intelligence, ethical behavior of peers, and ethical behavior of managers on the ethical behavior of 180 not-for-profit hospital employees in the U.S. The results revealed that emotional intelligence, ethical behavior of peers and of managers had a significant positive impact on ethical behavior of employees. Employees with emotional intelligence skills like empathy and self-management are more likely to make ethical decisions. These are skills that can be tested for during the hiring process, maintained via training and development programs, and reinforced during performance appraisals. Overall, the study implied

that emotional intelligence could create a better learning, working, and caring environment.

**Wong, Wong and Peng (2010)** empirically investigated the potential effect of school leaders' (i.e., senior teachers) emotional intelligence, on teachers' job satisfaction in Hong Kong. The results showed that school teachers believe that middle-level leaders' emotional intelligence is important for their success, and a large sample of teachers surveyed also indicated that emotional intelligence is positively related to job satisfaction. The study indicates that the teaching profession requires both teachers and school leaders to have high levels of emotional intelligence. Practically, this implies that in selecting, training and developing teachers and school leaders, emotional intelligence should be one of the important concerns and that it may be worthwhile for educational researchers to spend more efforts in designing training programs to improve the emotional intelligence of teachers and school leaders.

Various studies quoted in the literature review have tried to determine the impact of using and managing emotions in the workplace and the difference between employees in dealing with emotions and the impact this may have on other variables within the work environment such as team work, leadership and managerial effectiveness, sales performance, occupational stress, organizational commitment, job satisfaction. However, relatively little research has been conducted in examining the role of emotional intelligence in moderating these relationships and suggesting emotional intelligence training programs especially in the Indian organizational setup.

## **2.6 OBJECTIVES OF THE STUDY**

Consequently, following objectives were framed after a comprehensive insight into the diverse and extensive literature, and taking leads from the various studies conducted hitherto, for the verification of the present investigation:

- 1) To measure the Emotional Intelligence of the Business Executives.*
- 2) To identify the weak components of Emotional Intelligence of Business Executives for the purpose of identifying their Training Needs.*
- 3) To ascertain the relationship between Emotional Intelligence of Business Executives and Job Stress.*
- 4) To relate the Emotional Intelligence of Business Executives with their respective Overall Performance.*
- 5) To broadly assess whether the existing Training and Development Programmes aim at strengthening Emotional Intelligence components of Business Executives.*

## 2.7 **BIBLIOGRAPHY**

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