



Online Journal

ISSN : 2347 - 9671

## A STUDY OF EMOTIONAL INTELLIGENCE AND WORK RELATED VARIABLES AMONG BUSINESS EXECUTIVES

Dr. K. Buvaneswari\*

\*Associate Professor, Department of Commerce, Thassim Beevi Abdul Kader College for Women, Kilakarai, Ramanathapuram Dist- 623517, Email:r.buvs@yahoo.com, MobileNo:9486819655.

### ABSTRACT

In this study an attempt has been made to find out the relationship between emotional intelligence and work related variables of business executives in Chennai organizations. The sample consists of 255 business executives from manufacturing and service sector located at Chennai. Emotional Competence Inventory 2.0 developed by Daniel Goleman and Boyatzis (2002) was used to assess the emotional intelligence of business executives and demographical information sheet was used to collect information about work related variables of business executives. Mean, one way anova and t test were used to test the research questions in the study. The results revealed that (i) work related variables such as total experience, experience in the present post, the number of promotions, number of organization changed in the total work life, part of a business strategy team, types of organizations, managerial level and functional area were significantly related with emotional intelligence (ii) training programs and operating as a head of the consultative team were not significantly related with emotional intelligence. A suggestion for the improvement of emotional intelligence was offered.

**KEY WORDS:** Emotional Intelligence, Work Related Variables, Business Executives.



## 1. INTRODUCTION

Emotional Intelligence (EI) today is the vital concept in the domain of psychology and is also expanding its influence to job and workplaces in a global corporate environment. With the opening up of the Indian economy through liberalization, privatization, globalization and natural thrust towards information technology modern organizations are highly volatile, dynamic and demand higher productivity. Due to this the tasks of Indian business executives have become more demanding than ever before and the tasks cannot simply be accomplished individually or by working with others in fixed or routine ways. The emotional intelligence intervention is partly a response to the problems that business executives face today. Hence, at present, organizations are looking at emotional intelligence as the main and fundamental competency that is required in order for organizations to exist and grow in the present-day environments.

## 2. EMOTIONAL INTELLIGENCE MODELS

Among all the theories about emotional intelligence, those proposed by Mayer and Salovey, Bar-On and Goleman have generated the most interest in terms of research and application. Each theoretical paradigm conceptualizes emotional intelligence from one of two perspectives: ability or mixed model. The model best known in the literature is the ability model of Mayer and Salovey (1997) and the two mixed models of Bar-On (2006) and Goleman (1995). Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental

ability with personality characteristics such as optimism and well-being (Goleman, 2001).

### Ability Model

Mayer, Salovey, & Caruso (2003) proposed that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. They then posit that this ability is seen to manifest itself in certain adaptive behaviours. They defined emotional intelligence as the “abilities to perceive, appraise and express emotion; to access and or generate feelings when they facilitate thought; to understand emotion and emotional knowledge and to regulate emotions to promote emotional and intellectual growth.” The definition formulates four different categories of abilities or skills which Mayer and Salovey refer to as four branches of emotional intelligence. Mayer and Salovey’s ability model of emotional intelligence comprises four conceptually related abilities arranged hierarchically from the more basic psychologically complex, including

- ⊗ The ability to perceive emotions;
- ⊗ The ability to utilize emotion to facilitate reasoning;
- ⊗ The capacity to understand the meaning of emotions and the information they convey; and
- ⊗ The ability to effectively regulate and manage emotion.

### Bar-On Model

Reuven Bar-On developed one of the first measures of emotional intelligence that used the term Emotion Quotient.” Bar-On (2004) has defined emotional and social intelligence

as “a cross – section of inter-related emotional and social competencies that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands and pressures”. It is asserted that the focus of emotional intelligence is on the personal, emotional and social competencies and not on the cognitive dimensions of intelligence. In his model, Bar-On outlines 5 Meta factors or five components of emotional intelligence: intrapersonal (self-awareness & self expression) interpersonal (social awareness and interaction) adaptability (change management), stress management (emotional management and control), and general mood (self-motivation).

### **Goleman’s Model**

The model of emotional intelligence proposed by Goleman involves cognitive ability and personality factors. It focuses on the domain of work performance based on social and emotional competencies, which represent the degree to which an individual has mastered specific skills and abilities which build on emotional intelligence and allow them greater effectiveness in the workplace (Goleman, 2002). Daniel Goleman (2000) defined emotional intelligence as the ability to manage oneself and one’s relationships effectively.

From the perspective of competence, Goleman (1998) identified four components of emotional intelligence: self-awareness, self-management, social awareness, and relationship management.

According to Goleman, self-awareness, is the ability to read one’s own emotions and recognize their impact while using gut feelings to guide decisions. The second construct, self-management, involves controlling one’s emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other’s emotions while comprehending social networks. The fourth construct, relationship management, entails the ability to inspire, influence and develop others while managing conflict. Goleman includes a set of emotional competencies within each construct of emotional intelligence.

From the perspective of competence, Goleman developed a measure called Emotional Competence Inventory (ECI) based on emotional competencies identified by Goleman (1998) in *Working with Emotional Intelligence* and on competencies from Hay/McBer’s *Generic Competency Dictionary* (1996) as well as Richard Boyatzis’s *Self-Assessment Questionnaire* (SAQ). The ECI is a 360-degree tool designed to assess the emotional competencies of individuals and organizations. It consists of four dimensions and 18 emotional competencies: self-awareness, self-management, social awareness and relationship management.

The ECI 2.0 model is used in the present study for the measurement of emotional intelligence of business executives and it is given below.

EMOTIONAL COMPETENCE FRAMEWORK		
	SELF COMPETENCE	SOCIAL COMPETENCE
	<b>SELF-AWARENESS</b>	<b>SOCIAL AWARENESS</b>
	Emotional Self – Awareness	Empathy
	Accurate Self- Assessment	Organisational Orientation
RECOGNITION	Self- Confidence	Service Orientation
	<b>SELF- MANAGEMENT</b>	<b>RELATIONSHIP MANAGEMENT</b>
	Emotional Self-Control	Developing Others
	Transparency	Inspirational Leadership
	Adaptability	Change Catalyst
	Achievement Orientation	Influence
REGULATION	Initiative	Conflict Management
	Optimism	Teamwork and Collaboration

The clusters of self-awareness and self-management fell under the personal competence category which included the capabilities that “determine how we manage ourselves”. Social competence category that was described as the capabilities that “determine how we manage relationships”. It included the clusters of social awareness and relationship management (Goleman, Boyatzis, & McKee, 2002). A blend of interpersonal intelligence and intrapersonal intelligence was used in defining emotional intelligence and the four clusters.

### 3. OBJECTIVES OF THE STUDY

The primary goal of the proposed study is to study the relationship between emotional intelligence and work related variables and to identify significant work related factors that may influence the emotional intelligence of business executives in Chennai organizations. To achieve the objective, the researcher has developed the following research questions to answer.

1. To what extent do work related variables influence emotional intelligence of executives at work?
2. What work related variables have the most influence on the emotional intelligence of their organization?

### 4. SAMPLING DESIGN

The convenient sampling method was adopted to collect data from junior, middle and senior management categories of Government, public sector and private sector of both Indian and Multinational organizations located in Chennai. The data were collected from 255 business executives from different functional area such as production, administration, finance, computer and marketing of manufacturing and service sector located at Chennai.

### 5. METHODOLOGY

To measure the above objectives, the data have been collected from the primary and secondary sources. The research tool employed for collection of primary data is questionnaire. A demographic questionnaire was administered and incorporated the following items such as age, monthly income, employment status, educational qualifications and number of years of experience and job related variables such as number of promotions, training, number of organization changed, part of a business strategy team, operating as a head of consultative team, type of organization, functional area and managerial level are also gathered. Emotional Competence

Inventory 2.0 developed by Goleman and Boyatzis (2002) was used to determine the emotional intelligence of business executives of organizations. It contains four dimensions of emotional intelligence i.e., self awareness, self management, social awareness and relationship management. It is measured in 64 statements which are presented on Likert Five point scale. A one way anova (F-test) and t-test are used to trace out the significant differences between emotional intelligence and work related variables among business executives.

## 6. RESULTS

The work related variables have impacted an emotional intelligence of business executives. A one way analysis of variance and t test were applied to find out the differences in the levels of emotional intelligence among the executives on the basis of work related variables. Mean is also used.

### a) Total Experience and Emotional Intelligence

ANOVA results have shown significant differences between the mean emotional intelligence scores of the executives belonging to different experience groups with a 'p' value of 0.000. It is clear that the mean emotional intelligence was consistently going up from the group with the lowest experience to the group with up to 30 years of experience then it tends to decline as that of age.

### b) Experience in the Present Post and Emotional Intelligence

Emotional intelligence is higher among executives who have above 6 years of experience in the present post but it is low among the executives who have the

experience from 2 to 5 years in the present post. The results of F test make sure that the experience in the present post significantly influences their opinion on emotional intelligence.

Overall there is a high level of emotional intelligence found among executives in early stage and with somewhat less emotional intelligence during the middle and later stage of their positions. But, very long years of stagnation in organizations might have created a sense of disillusionment and will have withdrawal symptoms, suggesting lack of interest in his organizational responsibilities. This may be the reason for a relatively low level of emotional intelligence of executives in this category.

The present study also seems to confirm the view of Belal A. Kaifi, Selaiman and A. Noori, (2010). The findings of their study revealed that there was a statistically significant difference between the means of those with one to five years of management experience and with 6 or more years of experience. Hari Shankar Pande (2010) indicated that working experience has a significant predictive effect on emotional intelligence. Priti Suman Mishra and A K Das Mohapatra (2010) found that work experience has a significant effect on emotional intelligence and experienced executives scored significantly higher on emotional intelligence scale compared to less experienced executives. As the findings of this research proved that emotional intelligence improves with experience, the researcher would agree with Daniel Goleman author of Working with Emotional Intelligence that claims the growth of emotional intelligence increases with maturity (Goleman, 1998). Salopek (1998) who expressed the view that emotional

intelligence tend to increase as one matures and gain experience. The results of the present study seem to agree with the above findings.

### **c) Number of Promotions and Emotional Intelligence**

The mean score reveals that as the executives with 6 to 9 promotions have higher levels of emotional intelligence. Comparatively the executives with 0-2 promotion exhibit lower level of emotional intelligence. It seems that number of promotions in total work life significantly influence the opinion of the executives on emotional intelligence. This is due to the fact that executives who have attained more promotions in their work life tend to be a more emotional intelligence, because the elevation of job increases the intelligence and knowledge in furtherance of career. Hence, the executives show significant differences in their idea towards emotional intelligence.

Sanjay Kumar Singh (2008) empirically found a significant positive relationship of a number of promotions with the emotional intelligence of professionals in both social work and software professions. Meera Shankar and Omer Bin Sayeed (2006) observed that overall emotional intelligence has a significant correlation with a number of promotions attained.

### **d) Number of Organistaion Changed in Work Life and Emotional Intelligence**

The ANOVA results reveal a significant difference in the mean emotional intelligence of the executives with respect to the number of companies they had worked and the 'p' value found to be 0.000. Further, it is noticed from the mean score, the

executives who have changed organizations more than four are found to show lower level of emotional intelligence in comparison with executives who have changed organizations from 0 to 3 times. While the executives, who have not changed their organization registered higher level of emotional intelligence. The reason for low emotional intelligence among the executives who have changed their organisation more times is that they are not stable, wavering in their attitudes, behaviour and they have less career and organisational commitment. Further, their action does not direct towards one goal. Hence, the executives tend to show significant differences in their opinion towards emotional intelligence.

### **e) Training Programme and Emotional Intelligence**

It is interesting to note that executives who have completed professional or management development training programme, relatively higher on emotional intelligence but, it is comparatively low among the executives who have not completed any professional or management development training programmes. t-test proves that, when it is analysed on the basis of training programme, the level of emotional intelligence is not found to be significantly different among the business executives.

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 by 50 percent, formal grievances were reduced from an average of 15 per year to 3 per year, and the plant exceeded productivity goals by \$250,000 (Pesuric & Byham, 1996).Slaski and Cartwright (2003)study

showed emotional intelligence training significantly improved mental health and stress management, but did not affect productivity. Meanwhile, the qualitative study of productivity showed emotional intelligence training was affective on worker productivity. The present study is in consonance with the results of earlier research findings.

#### **f) Part of a Business Strategies Team and Emotional Intelligence**

T-test results confirm that executive's opinion on part of a business strategy team influence emotional intelligence as significant difference exists between as a part of a business strategy team and emotional intelligence. The emotional intelligence phenomenon is slightly higher among executives who are a part of the business strategy team as compared to those who are not a part of a business strategy team. The executives those who are part of the business strategy team have more exposure and experience than their counterparts. Hence, the business executives have shown significant differences in their notion towards emotional intelligence.

#### **g) Operating as a Head of any Consultative Team and Emotional Intelligence**

It is observed from the mean score that executives who are operating as a head of consultative team have shown the higher amount of emotional intelligence, but the executives who are not as a head of the consultative team slightly show lower emotional intelligence. t-test results indicate that no significant differences are found between emotional intelligence and executives operate as a head of consultative team. Hence, the executive's opinion to operate as a head of the consultative team do not influence emotional intelligence.

#### **h) Types of Organization and Emotional Intelligence**

The executives in Indian private firms have lower levels of emotional intelligence, while executives in MNC have a moderate level of emotional intelligence and executives working in Government/Public sector slightly have a higher level of emotional intelligence. The F test indicates that there is a significant difference among the executives of different types of organizations of emotional intelligence. Public sector executives face multi pronged works, but private sector executives face only limited tasks. Therefore, public sector executives seem to have higher emotional intelligence than the private sector executives. Hence, the executives show significant differences in their opinion towards emotional intelligence.

This finding also has been reported in study by Sambasivam. E. (2010). It explored the public sector executives tend to possess a high level of emotional intelligence as compared to private sector and MNC executives.

#### **i) Managerial Levels and Emotional Intelligence**

Mean scores show that the junior level managers have lower levels of emotional intelligence and the middle level managers have registered a higher amount of emotional intelligence as they reach senior level management, the emotional intelligence starts declining. Their opinion on emotional intelligence differs significantly as per ANOVA results. Lower emotional intelligence among senior management seems to be the outcome of low work pressure since they delegate the work to their subordinates and also their level of intelligence reach saturation point. Hence,

they have shown significant differences in their opinion towards emotional intelligence.

This finding concurs with the following studies. Jayan, C (2006) study showed that the high managerial performers had significantly more emotional competence and its four clusters than the relatively lower managerial performers. The result of a study by Cavallo Brienza (2002) showed that the highest performing managers have significantly more emotional competence than other managers. Research indicates that emotional intelligence is a significant predictor of the success of leaders in a variety of organizations. In a study of over 2,000 supervisors, middle managers, and executives, all but two of the sixteen abilities that distinguished star performers from average performers were emotional competencies (Goleman, 1998). Spencer, Jr L. M., Spencer (1993) analyzed more than 300 top-level executives from fifteen global companies which showed that emotional competencies distinguished stars from the average. Van Der Zee (2004) found out that top managers scored higher than a reference group on eleven out of fifteen emotional intelligence dimensions. Watkin (2000) research portrays an emotional intelligence as the single most important factor for superior performance at every level from entry-level jobs to top executive positions.

### **J) Functional Area and Emotional Intelligence**

The mean score exhibits that the level of emotional intelligence is high among finance and administration executives and it is moderate among HRD and other executives like legal and secretarial. Production, sales, marketing and computer software have lower levels of emotional intelligence as

compared to other executives. F test shows that functional executives' opinion towards emotional intelligence differs significantly.

This study connotes that the administrative executives are dealing with human beings and finance executives are dealing with economic matters so, they are very sharp and they exhibited a high level of emotional intelligence. Production and computer software executives demonstrated low emotional intelligence, since they are dealing with machine due to which their brain work is less. Therefore, the executives have shown significant differences in their opinion towards emotional intelligence.

The present finding also shows the trend of research conducted by Susan Tee Suan Chin, Anantharaman, R.N. and David Yoon Kin Tong (2011) and the result showed that employees from the administration department have the highest level of emotional intelligence in comparison with those from the maintenance department. Employees from the administration department deal with human resource issues and have to be very good in their interpersonal skills (Mignonac and Herrbach2004).

### **7. SUGGESTIONS**

The following suggestions are offered based on the findings of the study.

- ✓ The organisation draws up an effective plan and develops programme to promote emotional intelligence through continuous education and training for junior level executives within a company to enhance emotional intelligence and it will have a positive effect on their performance. Such programmes should also take into account the



experience, level of management, number of organisation changed, promotion and so on.

- ✓ The organization should adopt an ongoing effort to build skill in EI throughout the organization through the EI assessment and EI skill building workshop at the individual and group level.
- ✓ The organization should make the employees satisfied in all ways in order to avoid moving from one organization to another. The management should make all possible effort to retain the employees in an organization.
- ✓ The organization should give promotion only to the employees working in an organization instead of selecting an employee from external sources.
- ✓ Private sector organisation should conduct more training programme to build emotional intelligence skills of the executives rather than any other organisation.

## 8. CONCLUSION

The researcher upon having a detailed discussion on the possible areas associated with the present study has found that the work related variables such as total experience, experience in the present post, the number of promotions, number of organization changed in the total work life, part of a business strategy team, managerial level, functional area and types of

organizations were found significantly related with emotional intelligence. The training programme and operating as a head of consultative team were not significantly related with emotional intelligence. On the basis of findings it is necessary to design policies for greater level of emotional intelligence in an organization. As a result, this research proposes that work related variables have impact on the emotional intelligence of business executives.

## 9. SUGGESTIONS FOR FUTURE RESEARCH

The present investigation has contributed to contemporary areas of organisational behaviour and is valued for academicians, researchers and management practitioners. By keeping several aspects of research in mind, the researcher has also given some suggestions for future research. This study has been widely investigated in Chennai only, so it is suggested to study with another sample and cities to determine research to probe whether the result is applicable to different parts of the country. In addition, a study exploring a series of experimental studies to determine which EQ competencies increase or decrease with training and how they influence performance in the workplace may be done. There is also need to carry out research regarding intrinsic and extrinsic factors which have impact on the executives' behaviour and emotional intelligence of the executives.

**Table 1. Total Experience and Emotional Intelligence**

Total Experience	Mean Value	F Value	P Value	Level of Significance
<b>1 to 10 years</b>	74.58	7.395	.000**	<b>Significant</b>
<b>11 to 20 years</b>	75.42			
<b>21 to 30 years</b>	76.22			
<b>Above 30 years</b>	<b>74.17</b>			

**Table 2. Experience in the Present Post and Emotional Intelligence**

Experience in the Present Post (in years)	Mean Value	F Value	P Value	Level of Significance
<b>Upto 2</b>	75.37	8.078	.000**	<b>Significant</b>
<b>2 to 5</b>	74.26			
<b>Above 6</b>	<b>75.96</b>			

**Table 3. Number of Promotions and Emotional Intelligence**

No. of Promotions in Total Work life	Mean Value	F Value	P Value	Level of Significance
<b>0 to 2</b>	74.36	5.568	.000**	<b>Significant</b>
<b>3 to 5</b>	74.90			
<b>6 to 9</b>	<b>76.81</b>			

**Table 4. Number of Organistaions Changed in Worklife and Emotional Intelligence**

Number of Organizations Changed in Work Life	Mean Value	F Value	P Value	Level of Significance
<b>None</b>	75.30	13.186	.000**	<b>Significant</b>
<b>1 to 3</b>	75.21			
<b>Above 4</b>	<b>73.65</b>			

**Table 5. Training Programme and Emotional Intelligence**

Training Programme	Mean Value	t Value	P Value	Level of Significance
<b>Yes</b>	75.087	.147	.883	<b>Not Significant</b>
<b>No</b>	<b>75.00</b>			

**Table 6. Part of a Business Strategies Team and Emotional Intelligence**

Part of Business Strategies Team	Mean Value	t Value	P Value	Level of Significance
<b>Yes</b>	75.95	2.614	.009**	<b>Significant</b>
<b>No</b>	<b>74.44</b>			

**Table 7. Operating as a Head of any Consultative Team and Emotional Intelligence**

Operate as a Head of Consultative Team	Mean Value	t Value	P Value	Level of Significance
Yes	75.27	.278	.781	<b>Not Significant</b>
No	<b>75.02</b>			

**Table 8. Types of Organization and Emotional Intelligence**

Types of Organisation	Mean Value	F Value	P Value	Level of Significance
Private Sector (India)	74.64	5.336	.000**	<b>Significant</b>
Private Sector (Multinational)	75.52			
Govt. / Public Sector	<b>75.93</b>			

**Table 9. Managerial Levels and Emotional Intelligence**

Managerial Levels	Mean Value	F Value	P Value	Level of Significance
Junior Management	73.94	6.233	.000**	<b>Significant</b>
Middle Management	75.55			
Senior Management	<b>75.05</b>			

**Table 10. Functional Area and Emotional Intelligence**

Functional Area	Mean Value	F Value	P Value	Level of Significance
Production	74.70	4.130	.000**	<b>Significant</b>
Finance	77.20			
Administration	76.96			
Sales & Marketing	74.79			
Computer Software	73.94			
Personnel HRD	75.90			
Any Others	<b>75.05</b>			

\*\* Highly Significant at 1% Level. \* Significant at 5% level.

## REFERENCES

1. Bar-On, R. (2004). *The Bar-On Emotional Quotient Inventory (EQ-i): Rationale, Description, and Summary of Psychometric Properties*. In Glenn Geher (Ed.), *Measuring Emotional Intelligence: Common Ground and Controversy*, Hauppauge, NY: Nova Science Publishers, pp. 111-142.
2. Bar-On, R. (2006). "The Bar-On model of emotional-social intelligence (ESI)", *Psicothema*, 18, 13-25.
3. Belal A., Kaifi and Selaiman A., Noori (2010). "Organizational Management: A Study on Middle Managers, Gender, and Emotional Intelligence Levels", *Journal of Business Studies Quarterly*, Vol. 1, No. 3, pp. 13-23.
4. Cavallo, K., and Brienza, D. (2002). *Emotional Competence and Leadership Excellence*, Johnson & Johnson, New Brunswick, NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University.

- 5 Goleman, D.(1995). *Emotional Intelligence: Why It Can Matter More than IQ*, New York: Bantam Books.
- 6 Goleman, D.(1998). *Working with Emotional Intelligence*, New York: Bantam Books.
- 7 Goleman,D.(2000).*Emotional Intelligence: Issues in Paradigm Building*. In D. Goleman,& C.Cherniss (Eds.),*The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups, and Organizations*, San Francisco, CA: Jossey-Bass.
- 8 Goleman,D.(2001).*An EI-Based Theory of Performance*.In C.Cherniss & D.Golem (Eds).*The Emotionally Intelligent Workplace: How to Select for, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations*, San Francisco:Jossey-Bass.
- 9 Goleman, D.(2002). *Primal leadership*. Boston, MA: Harvard Business School Publishing.
- 10 Goleman, D.,Boyatzis, R.,and McKee, A.(2002).*Primal Leadership: Realizing the Power of Emotional Intelligence*, Boston: Harvard Business School Press.
- 11 Hay/McBer.(1996).*Generic competency dictionary*. Boston: Hay. McBerHealth, Halifax, Nova Scotia.
- 12 Hari Shankar Pandey(2010).*"Evaluating Characteristics & Emotional Intelligence among Workers in Organizations in the State of Rajasthan"*, *International Research Journal*, Vol.1,Iss.10, pp.3-6.
- 13 Jeyan.C.(2006). *Do High Managerial Performers have High Emotional Competencies?"*, *Journal of the Indian Academy of Applied Psychology*, Vol. 32, No.3, pp.179-184.
- 14 Mayer, J.D., and Salovey, P (1997).*"What Is Emotional Intelligence?"* In Salovey, P. and Sluyter, D.(Eds). *Emotional Development, Emotional Literacy, and Emotional Intelligence*,New York: York: Basic Books.
- 15 Meera Shanker and Omer Bin Sayeed (2006).*"Assessing Emotionally Intelligent Managers:Development of an Inventory and Relationship with Mangers Professional Development"*, *The Indian Journal of Industrial Relations*, Vol. 42, No. 2, pp.227-251.
- 16 Mignonac,K.,Herrbach,O.(2004).*"LinkingWork Events, Affective States, and Attitudes:An Empirical Study of Managers' Emotions"*,*Journal of Business and Psychology*, Vol.19,No.2, pp.221-240.
- 17 Pesuric, A.,and Byham, W.(1996).*"The New Look in Behavior Modeling"*, *Training and Development*, July, pp.25-33.
- 18 Priti Suman Mishra and Mohapatra A. K Das, (2010) *"Relevance of Emotional Intelligence for Effective Job Performance: An Empirical Study"*, *Vikalpa*, Vol. 35, No. 1, pp. 53-61.
- 19Salopek, J.(1998).*"Train Your Brain"*,*Training and Development*, 52, pp.26-33.
- 20 Sambasivam,E.(2010).*Emotional Intelligence and Managerial Core Competency Perceptions of Business Executives*, *Doctoral Thesis*, Alagappa University, Karaikudi,p.130.
- 21 Sanjay Kumar Singh,(2008). *"Biographical Information as Correlates of Emotional Intelligence ; A Study in Social Work and Software Professions"*, *Indian Journal of Industrial Relations*, Vol. 43, No.3, January, pp. 385- 401.
- 22 Slaski.M, and Cartwright,S.(2003). *"Emotional Intelligence Training and its Implications for Stress, Health and Performance"*, *Stress Health*,19(1), pp.233-239.
- 23 Spencer, Jr L. M., and Spencer, S.M.(1993). *Competence at Work. Models for Superior Performance*, New York: John Wiley & Sons.
- 24 Van Der Zee, K.,and Wabeke, R. (2004).*"Is trait-emotional intelligence simply or more than just a trait?"*, *European Journal of Personality*, 18, 243-263.

