CHAPTER 1
INTRODUCTION

1.1 OVERVIEW OF THE STUDY

The work environment, if not carefully managed, has been found to be a source of stress and emotional disharmony (Hulin, 1991). As a fall out of this employees may experience subsequent negative emotional states in response to situational workplace frustrations and other environmental conditions and events (Anderson & Bushman, 2002; Booth & Mann, 2005; Fitness, 2000; Spector & Fox, 2005). Individual differences (e.g. trait anger, negative affectivity, self-control) and previous exposure to aggressive cultures (Greenberg & Barling, 1999) and level of self-esteem (Oates & Forrest, 1985) have been found to be strongly linked to negative behavior. Negative behaviors between co-workers have individual and organizational consequences such as low productivity and high levels of stress. Research also supports the notion that some individuals have a greater propensity to act in aggressive ways. The presence of workplace behaviors that negatively impact on employees and the organization, and which in the extreme can result in incidents of physical assault, violence and aggression, is a threat factor organizations must realize and take precautions to avert. Negative behavior at workplace can be detrimental to organizational effectiveness, and also bring down the overall quality of life of the employees. The workplace has been described as a “battleground for violence” in society (Chenier, 1998) and has been identified as one of the most interpersonally frustrating contexts that people have to deal with (Golem & Hulin, 1991; Gibson & Barsade, 1999; Grandy, Tam & Brauburger, 2002; pp 31-55).

When human beings are brought together to complete tasks, emotions will play a role, assertions to the contrary notwithstanding. “Don’t bring your personal problems to work” is one version of the long standing argument that emotions are inappropriate in the workplace. Business decisions, so the argument goes, should be based on information, logic and calm cool reason, with emotions kept to a minimum. But it is unrealistic to suppose that emotions can be checked at the door when people arrive at work. Some may assume, for a variety of reasons, that emotional neutrality is an ideal, and try to keep feelings out of sight. But the same would be true for people who emote excessively, who tell others how they feel about everything.

The effects of globalization and a more integrated business world and the worldwide financial crisis that shook all economies, has made sure that competition is forever set to rise and intuitions will scramble for resources, profits are harder to catch and the overall function of organizations is a challenge of no small measure. As a result, workplace wellbeing is becoming questionable and the feeling of job satisfaction and job commitment of employees around the world is considered to be highly affected by the poor working conditions, low salaries and conflicts between colleagues (Balogun & Olowodunoye, 2012). Taking into account that the employees performance and productivity can, up to a point, be attributed both to their feelings toward their work and the organization or institution they work in, it is not surprising that more researches are being conducted in the fields of human resource management, organization
culture and occupational psychology. The aim is to study and improve the employees’ feeling of job satisfaction, decrease the levels of occupational stress they experience and thus improve their job commitment and performance (Steger, 2013).

Hasty transformations and increasingly sophisticated customers in India pose various challenges before the banking system such as developing community-oriented banking and transforming a traditional banking culture that typically emphasized operational efficiencies to one that promote team collaboration, innovation, qualitative and effective process. Emotional Intelligence is one of the most important human factors which are responsible for high service quality (Goleman, 1998). Emotional Intelligence has been defined as a person’s self-awareness, self-confidence, self-control, commitment and integrity, and a person’s ability to communicate, influence, initiate change and accept change (Goleman, 1998). People who know their emotions and are good at reading other’s emotions may be more effective in their jobs (Afolabi and Adesina, 2006). In a dynamic industry such as banking, high quality services are always emphasized; as more and more new banks join the fray in India, there is urgent attention by all banks, whether public or private, to enhance service quality because of intense competition. Banks as service providers are required to be adaptive towards the demands and behaviors of the customers. It is basically emotional intelligence that helps managers in responding effectively towards the customer needs. Indian banking sector has to consider and pay attention towards the improvement in service quality due to the intense competition with the foreign banks (Naeem, 2008). This requires training for the employees in quality issues. As service provider, banking sector requires the potential such as interpersonal, intrapersonal and technical a skill that can be easily translated in one term and that is emotional intelligence (Saif, 2008). The learning and practice of these skills help improving the performance of service providers and thus increase customer satisfaction. By using emotional intelligence, organization can have increased knowledge about customers and greater ability for recognizing and regulating the quality of service according to the desires of customers (Khalil, 2008).

In a work situation workers’ effective use of skill and knowledge in time depends on the effective regulation of emotions at work and his/her readiness to contribute to the best in their target to be achieved. Knowing one's emotions and feelings as they occur, and tuning oneself to the exigencies of situation, requires the emotional competency, emotional maturity and emotional sensitivity that determine the success of adaptability and adjustment with the change scenario. In a work situation, since it involves group of people with different ideas, suggestions, and opinions, effective conglomeration of all these determine the best outcome. Here emotional intelligence can play a significant role in effectiveness at work. Emotional Intelligence is increasingly relevant to organizational development because the EI principles provide a new way to understand and assess people's behaviors, management styles, attitudes, interpersonal skills, and even potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

Emotional intelligence is a set competency, which directs and controls one's feelings towards work and performance. The set of competencies is the ability of the individual to control and manage his or her moods and impulses, which contribute to best of situational outcomes. Understanding one's own moods and impulses and that of others in a situation helps one to respond and behave in accordance with expectations or even to exceed them. High emotional
intelligence can lead to positive work attitudes, which in turn improve the performance management and increases organizational commitment. It is important for organizations to understand the emotional attuning of employees to espoused performance competence, which if well-aligned, can improve their ability to serve better resulting in greater customer satisfaction and thus vindication of work and motivation for the employee. Employee satisfaction also, in its own turn, enhances their commitment and loyalty which further improves their productivity (Corporative Leadership Council, 2013). Organizational Commitment that can be defined as holding conviction to organization’s goals and values, having tendency towards significant efforts leading to achievements of such goals as well as consuming interest to continue with the organization can be one of the most fundamental ways of satisfying the managers concerns. (Clark et al., 2011).

However, quality of the physical workplace environment may also have a strong influence on a company’s ability to recruit and retain talented people. Although convenient workplace conditions are requirements for improving productivity and quality of outcomes, working conditions in many organizations may present lack of safety, health and comfort issues such as improper ergonomics, excessive noise and poor visibility. People working under inconvenient conditions may end up with low performance and face occupational health diseases causing high absenteeism and turnover. This in turn decreases their self confidence level which is considered to be one of the essential traits of Emotional Intelligence. Pech and Slade (2006) argued that the employee disengagement is increasing and it becomes more important to make workplaces a place of positively influence workforce where the Personal and Social competence of the employees’ are strengthened. According to Pech and Slade (2006), the focus is on symptoms of disengagement such as distraction, lack of interest, poor decisions and high absence, rather than the root causes. The working environment is perhaps a key root cause for employees’ engagement or disengagement. Another research indicates that improving the working environment reduces complaints and absenteeism while increasing productivity (Roelofsen, 2002). The interpersonal and the intrapersonal behavior of the employees which play an integral role in their performance of service can thus be described in terms of their varying levels of emotional intelligence.

Developing emotional intelligence in the workplace means acknowledging that emotions are always present, and doing something intelligent with them can give organizations an effective roadmap to success. People vary enormously in the skill with which they use their own emotions and react to the emotions of others—and that can make the difference between a good manager and a bad one. It is not overly egalitarian to suggest that most professionals, managers and executives are fairly smart people (of course there can be glaring exceptions), but there can be a huge difference in how well they handle people. That is, the department manager may be a genius in technical, product or service knowledge, and yet get fail marks in terms of people skills.

Acts of negative behavior in the workplace are an all-too-common occurrence that continues to generate high levels of concern for organizations. Although many studies have focused on workplace aggression, a gap exists in the research focusing on the relationship between workplace behavior and emotional intelligence factors. This study is an attempt to study the relationship between emotional intelligence and workplace behavior in the Indian context in a dynamic service industry such as banking which requires a very high degree of adaptability in
terms of customer stakeholder engagement within and beyond the organization boundaries. This study has direct implications for an understanding of behavior and emotions in the workplace and for developing more sophisticated interventions to reduce the incidence of negativity and to increase organizational commitment.

1.2 EMOTIONAL INTELLIGENCE

The work environment is changing resulting in increasing complexities both in business as well as in human behavior. These changes become challenges for the individuals as well as the organizations to compete and adapt themselves with the same which has created the need for people with high emotional intelligence level. It seems that in the recent years, researchers and experts are becoming more interested in the issue of emotional intelligence (Mayer et al., 2003). Emotional intelligence was established by Salovey and Mayer in 1990’s. From then, the popularity of the notion within industrial and organizational psychology, as an integral psychological factor which determines the success of an occupation is increasing (Palmer et al., 2003; Ciarrochi et al., 2000). The notion has been defined as “being a component and a part of social intelligence which is about being able to monitoring one’s own along with the other’s feelings and emotions, and having the ability to discriminate them and make use of all the information they find in guiding their thinking and actions” by Salovey & Mayer (1990). This scientific definition of emotional intelligence is probably one that has been widely accepted (Zeidner et al., 2004).

A more proactive dimension of EI relates to the management of one’s own and other people’s moods and emotions (George, 2000). Research has found that high EI individuals strive to maintain positive moods and alleviate negative moods (e.g. Mayer, Salovey & Caruso, 1999). EI captures individual differences in the extent to which one is able to successfully manage moods and emotions in these ways. Management of one’s own moods and emotions also relies on knowledge and consideration of the determinants, appropriateness and malleability of moods and emotions (George, 2000). This regulation entails a reflective process, which has been referred to as the meta-regulation of mood (Mayer & Salovey, 1997).

Emotions in the workplace play a large role in how an organization communicates within itself and to the outside world. Events at work have real emotional impact on participants. The consequences of such impact, both behavioral and attitudinal, have substantial significance for individuals, groups, and society. Positive emotions in the workplace help employees obtain favorable outcomes including achievement, job satisfaction, higher social capital and organizational commitment. Negative emotions, such as anger, fear sadness, hostility, and guilt can predictably lead to workplace deviance and can come to influence how the world views the organization. An employee with high emotional intelligence can manage his or her own impulses, communicate with others effectively, manage change well, solve problems, and use humor to build rapport in tense situations. This "clarity" in thinking and "composure" in stressful and chaotic situations is what separates top performers from weak performers in the workplace, which in turn could bring a differential in organizational commitment.

Emotions normally are associated with specific events or occurrences and are intense enough to disrupt thought processes. Emotions and emotion management is a prominent feature of
organizational life. It is crucial to create a publicly observable and desirable emotional display as a part of a job role (Weiss, 2002)

To date, many companies have focused their selection criteria and training programs on hard skills (e.g., technical expertise, industry knowledge, education) and the assessment of personality traits. Topics including competencies like stress management, assertiveness skills, empathy, and political/social acumen were never measured in the selection process or focused on in training and development programs. In reality, these are critical success factors that should not be dismissed, and have a direct impact on the bottom line (Pragya & Sahu, 2012)

For example, the Hay Group states one study of 44 Fortune 500 companies found that salespeople with high EI produced twice the revenue of those with average or below average scores. In another study, technical programmers demonstrating the top 10 percent of emotional intelligence competency were developing software three times faster than those with lower competency (Pragya & Sahu, 2012). Additional research also unearthed the following success stories. A Fortune 500 company in financial services proved that their high EI salespeople produced 18 percent more than the lower EI salespeople. One recent study conducted by a Dallas corporation measured that the productivity difference between their low scoring emotional intelligence employees and their high scoring emotional intelligence employees was 20 times. A Texas-based Fortune 500 Company had utilized personality assessments for candidate selection for years with little results in reducing turnover in their high turnover sales force. After turning to an emotional intelligence-based selection assessment and EI training and development program, they increased retention by 67 percent in the first year, which they calculated added $32 million to their bottom line in reduced turnover costs and increased sales revenues. A large metropolitan hospital reduced their critical care nursing turnover from 65 percent to 15 percent within 18 months of implementing an emotional intelligence screening assessment. A community bank that reduced staff by 30 percent due to the sluggish economy assessed the remaining workforce for their emotional intelligence competencies, placed them in the right role for those competencies, and the bank is now producing more with less people. (Pragya & Sahu, 2002). Finally, through a series of recent studies conducted by ZERO RISK HR, Inc., a correlation was found among low emotional intelligence and theft and shrinkage. One other study in the construction industry yielded results showing workers with low emotional intelligence had a higher likelihood of getting injured while on the job. All of these cases are starting to prove the value of having highly emotionally intelligent employees in the workforce is a key enabler for gaining competitive advantage.

Various models of Emotional intelligence are based on the insight that emotion and intelligence (cognition) can complement with each other. All these models perceive emotional intelligence as a construct to recognize the meaning of various emotional patterns, to reason and to solve problems on their basis (Salovey & Mayer, 1990 & Mayer & Salovey, 1997). Goleman (1995) was the first one to introduce the term ‘emotional intelligence’, where he viewed emotional intelligence “as the ability to know and manage one’s own emotions, recognize them in others and to handle relationships. It includes abilities such as being able to motivate oneself and persist in the face of frustration; it controls impulse and delay gratification, to regulate one’s moods and keep distress from swamping the ability to think, to empathize and to hope”. He put forward the ‘Model of Affective Regulation’. Goleman claimed that emotional intelligence is “the master aptitude” which has the capacity to profoundly affect all the other abilities, either by facilitating
Elements of emotional intelligence as given by Goleman are, (a) Self-awareness which means knowing one’s own feelings, being in touch with these feelings and using these feelings to make decisions with confidence (b) Emotional management which means that one should not reflect their own moods but in fact focus on results (what needs to be done) and express these feelings (not passive) (c) Self-motivation indicates delay in gratification and that one should not use impulse in pursuing goals. This will enhance the concentration level and will help achieve the peak performance (d) Empathy is to sense what others are feeling, interacting smoothly in all kind of social situations, ability to handle conflicts along with various emotional aspects, ability to sense the pulse of relationships in groups, confidence to lead organizing groups, talent for setting disputes and making decisions (e) Relationship is the skill to bring about a balance between compassion and caring, persuading others to work towards achieving a common goal, helping others to learn, promoting social harmony, trust building and building rapport with key network. Relationship also involves promoting and exhibiting cooperation with others, effective team working, consensus building, coupled with collaboration (f) Communication involves openly being able to communicate, being a good listener and being able to speak one’s mind (g) Personal style is the ability to manage stress, accepting personal responsibilities with little need for control.

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Figure No 1.1. Goleman’s (2001) Emotional Intelligence Competencies (Stys and Brown, 2004)

Later on, Mayer and Salovey proposed the Cognitive Model of Emotional Intelligence (1997). This model’s primordial focus was on the complexity of emotional reasoning in everyday life.
The basic assumption of this model is that emotions convey knowledge about person’s relationship with the world. For example, the emotion of fear indicates the threat that a person is facing, happiness is an indication of one’s pleasant relationship with others, whereas anger is an indication of injustice. All these emotions can thus be recognized and reasoned with a set of general rules and laws. Mayer and Salovey (1997) believed that in order to understand these general rules and laws, along with gaining an insight about emotional intelligence, it is necessary to understand the cultural framework of a person. Mayer and Salovey’s (1997) model emphasized on the cognitive ability of a person in order to understand emotional intelligence. For this purpose, they had presented a hierarchy of mental abilities. First being, Perception, appraisal and expression of emotion. It is the core capacity of identifying feelings and thoughts through proper and appropriate words in self as well in others, and discriminating between real and unreal emotional expression. Second is Emotional facilitation of thinking. This is the core ability of using emotions in thinking by giving proper attention to useful information using emotions in appropriate judgment and memory concerning feelings. This ability also includes emotional facilitation to be optimistic, using emotion in tasks requiring reasoning as well as creativity. Third is the Understanding and analyzing emotions, employing emotional knowledge. This is the core capacity of understanding the differences between emotions; the consequences of emotions, identifying complex feelings, understanding the transitions of emotions. Lastly the fourth ability is Reflective regulation of emotions to promote emotional intellectual growth. This is one’s ability to stay open to feeling including pleasant and unpleasant, capacity to be in and out of emotion depending on the importance through proper judgment, capacity to “monitor emotions” in terms of how much reasonable and clear they are; and ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey”. According to Mayer and Salovey (1997) the elements of emotional intelligence are: (a) Self-awareness means knowing one’s emotions and recognizing a feeling as it happens (b) Emotional management means managing emotions and handling feelings so that they are appropriate (c) Self-motivation means motivating oneself, delaying gratification and marshal of emotions in search of a goal (d) Empathy is recognizing emotion in others and it is built on self-awareness (e) Relationship is handling relationships, managing emotions in others and social competencies.

The next model was Saarni’s (1997) Emotional Competence Model. Saarni had defined emotional competence in terms of skills consisting of the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life. It includes self-awareness, emotional regulation, working co-operatively and caring about oneself and others. Saarni proposed eight skills that are indicative of an emotionally competent person. First skill is to be aware of one’s own complex emotional state. Second is to be able to discern other’s emotional state. Third, is to be able to state and communicate one’s emotions. Fourth, is to be able to feel with and for others. Fifth, is to be able to understand that no person always shows emotions accurately. Sixth, is to be able to cope with different emotional communications when relating to others. Seventh is the skill of being aware of emotional communications in interpersonal relationships. Lastly the eighth skill is to be aware that one is in charge of one’s feelings and may choose one’s emotional response in a given situation.

Finally came the Relational Model of Emotional Intelligence by Bar-On (1997). Bar-On defined Emotional Intelligence as a collection of emotional and social knowledge and abilities that influence one’s overall ability to effectively relate with environmental demands. It includes the
ability to be aware of, to understand, to express oneself, to understand and to relate to others, the ability to deal with strong emotions and control one’s impulses, the ability to adapt to change and to solve problems of a personal or a social nature. Major areas of skills as given by Bar-On are (a) Intra-personal skills are associated with emotional self-awareness, assertiveness, self-regard; self-actualization is the realization of potentialities and independence. (b) Interpersonal skills are related to interpersonal relationships, social relationships, social responsibility and empathy (c) Adaptability skills consist of problem solving ability, reality testing and the ability to be flexible (d) Stress-management skills comprised of stress tolerance and impulse control (e) General mood exhibits happiness and optimism.

Apart from these models Petrides and Furnham (2001) proposed a conceptual distinction between two types of Emotional Intelligence, based on the measurement method used to operationalize them. Ability Emotional Intelligence (or cognitive-emotional ability) is concerned with the actual ability to perceive process and utilize affect-laden information. This construct pertains primarily to the cognitive abilities of a person and thus are measured via maximum performance tests. Trait Emotional Intelligence (or emotional self-efficacy) is concerned with a constellation of emotion related self-perceptions and dispositions. This construct pertains primarily to the personality of a person and is measured via self-report questionnaires.

All these models of emotional intelligence have given a detailed description about what emotions are, what intelligence is and then finally what emotional intelligence is. The common thing that almost all these models have emphasized upon is the awareness about one’s own emotions as well as of others. In ensuring maximum growth in the banking sector, banks must be able to leverage on emotional intelligence in improving or sustaining desired customer patronage (Manisha, 2012; Pahuja&Sahi, 2012) by focusing and enhancing the emotional intelligence of its employees as they are the first contact with the customers. The adoption of practices of emotional intelligence by banks can be carried out with confidence, success and ease when research has established ample evidence about the impact of emotional intelligence on workplace behavior and business performance. Unfortunately, the number of researches available on this subject is limited (Shahhosseini et al. 2012), possibly due to the fact that it is relatively new. On the other hand, the concept of Emotional Intelligence has been criticized by Becker (2003). He criticized emotional intelligence on two fronts. The first is the lack of valid and reliable measures in the area. Becker argued that since the construct cannot yet be measured with reasonable accuracy, it is impossible to know whether it is rooted in reality or imagination. The second criticism stems from the fact that emotional intelligence appears to be based on problematic conceptualization, with Becker stipulating that emotional intelligence is nothing more than general intelligence aimed at emotional phenomena. Thus the concept of emotional intelligence is extremely complex, which has been explained by different psychologists having varied perspectives. Emotional intelligence regulates and recognizes one’s emotions as well as others emotions. The employee low on emotional intelligence tends to develop negative behavior and have low organizational commitment. Emotional Intelligence has a direct link with how the person behaves and performs on personal as well as social front.

1.3 WORKPLACE BEHAVIOR
Following the lead of positive psychology, that is, “what is good about life is as genuine as what is bad and therefore deserves equal attention” (C. Peterson, 2006: 4), is the recently emerging field of positive workplace behavior. Just as positive psychology does not claim to have discovered the importance of positivity to people, Positive workplace behavior also recognizes that over the years there have been many positive constructs in organizational research such as positive affectivity (PA), positive reinforcement, procedural justice, job satisfaction and commitment, prosocial and organizational citizenship behaviors, core self-evaluations, and many others. Instead, positive psychology, and now its application to the workplace of the same, simply attempts to give a renewed emphasis (not a revolution or paradigm shift) to the importance of a positive approach.

On the other hand, some researchers have identified that deviant workplace behavior is a very serious problem in manufacture and service firms Organizational Behavior scientists are interested in reducing deviant organizational behavior because it can be a very disruptive and costly problem in terms of both the financial toll it takes in the company and the emotional toll it takes in employees (Greenberg, 2003). Deviance has often been recognized as a reaction to frustrating organizational stressors, such as financial, social, and working conditions (Lawrence, 2007). The increasing tension in corporations that has resulted from economic changes, increasing global competitiveness, and trends toward downsizing and restructuring has led to significant levels of misconduct (Robinson, 2007).

The organizations in which people work affect their thoughts, feelings, and actions in the workplace and away from it. Likewise, people’s thoughts, feelings, and actions affect the organizations in which they work. Workplace behavior is an area of inquiry concerned with both sorts of influence: work organizations on people and people on work organizations. The work environment, when not managed carefully, has been found to be a source of stress and emotional disharmony resulting in subsequent negative emotional states. Aggressive behaviors between co-workers have individual and organizational consequences such as low productivity and high levels of stress (Hulin, 1991). Employees with less grasp over their own emotions or understanding of others may find it very difficult to handle situations, which may affect their performance over time. By the same logic, understanding one’s own moods and impulses and those of others in any situation helps one to respond and behave in accordance with the expectations. This personal and the social competence of employees, which also form part of their role behavior, can be understood in terms of varying levels of emotional intelligence.

Obviously, the feelings people experience at work may have been produced elsewhere (e.g., marital problems at home may spill over and affect how one feels at work) (e.g., Hersey 1932). Such carryover states, although important for understanding behaviors in organizations, are not of concern here; rather, this section focuses on factors in the workplace that influence the feelings experienced there. Also exogenous to the workplace and, thus, not the focus of attention are two factors worthy of mention, for they have been considered in the organizational literature: (a) diurnal and other recurring cycles in feelings over time and (b) dispositional influences on affective states Cycles in feelings (i.e., moods) can arise from rhythms related to lifestyle, to sociocultural factors, and to biological factors (e.g., Watson 2000). Weiss et al. (1999a) have conducted perhaps the only modern study designed to examine mood cycles at work. Based upon affective events theory (Weiss & Cropanzano 1996), they expected and observed in a sample of 24 middle managers that mood cycles at work do exist and that individuals differ in their cycles
of pleasantness and activation at work. Weiss et al. recognized that “the causes and consequences of these differences remain to be explored,” and that more generally, “it is important to emphasize that identifying these cycles is not the same as explaining them” (p. 21)

According to Goleman, emotional intelligence has an impact on the thinking process and behavior of the employees; it is a set competency, which directs and controls one’s feelings towards work and performance (Goleman 1998; Dulewicz& Higgs, 2000). In the workplace, many people come together and express different behaviors. Each of these behaviors has different consequences to the individuals working in the organization and to the whole organization. In the ideal case scenario, these behaviors coincide with the norms of the organization; the organizational norms being a construct consisting of “expected behaviors, languages, principles, and postulations that allow the workplace to perform at a suitable pace” (Appelbaum et al. 2007). But since reality is not always the ideal case, work behavior can also range outside the norms of the organization. Employees either lack the motivation to conform to normative expectations of the social content or become motivated to violate those expectations.

1.4 ORGANIZATIONAL COMMITMENT

Organizational commitment is the complexity involved in a person’s attitude toward and behavior within his or her employing organization. Organizational commitment has been defined as a psychological state that binds an employee to an organization, thereby reducing the incidence of turnover (Allen & Meyer, 1990), and as a mindset that takes different forms and binds an individual to a course of action that is of relevance to a particular target (Meyer &Herscovitch, 2001).

Porter et al (1974, p 604) further describes organizational commitment as “an attachment to the organization, characterized by an intention to remain in it; an identification with the values and goals of the organization; and a willingness to exert extra effort on its behalf”. Individuals consider the extent to which their own values and goals relate to that of the organization as part of organizational commitment; therefore it is considered to be the linkage between the individual employee and the organization.

Many successful organizations are strongly committed to look after their employee needs because they believe that organization that foster employee satisfaction can secure greater employee commitment. (Popoola. et al 2007). Commitment is a belief, which reflects “the strength of a person’s attachment to an organization”. Researchers have suggested that reciprocity is a mechanism underlying commitment and that employees will offer their commitment to the organization in reciprocation for the organization having fulfilled its psychological contract. By fulfilling obligations relating to pay, job security, and career development, employers are creating a need for employees to reciprocate, and this can take the form of altitudinal reciprocity through enhanced commitment and consequently influence employees to stay with the organization.

Organizations value commitment among their employees because it is typically assumed to reduce withdrawal behavior, such as lateness, absenteeism and turnover. Hence, there is no doubt that these values appear to have potentially serious consequences for overall organizational
performance. The study of employee commitment is important because; a Lo (2009) noted that employees with sense of employee commitment are less likely to engage in withdrawal behavior and more willing to accept change. Hence, there is no doubt that these values appear to have potentially serious consequences for a core of committed individuals who are the source of organizational life; (b). Workers who become less committed to an organization, will route their commitment in other directions; thus, it is important to know how to develop the right type and level of employee commitment to ensure that the better employees are retained; (c). Employees who develop a high level of employee commitment tend to be highly satisfied and are fulfilled by their jobs; (d). In the current global economic scenario, organizational change is a continuous process that requires support of all employees in the hierarchical structure.

Organizations, like Banks, are considered to be one of the more stressed-out sectors in the World (Ebiringa, 2011). Sekran (1981) in his study on Indian bank employees came with the findings that designing the job with greater decentralization, more autonomy, power and control, rewarding employees differently on performance basis enhances commitment and good quality of work life.

The literature defines commitment as an employee’s level of attachment to some aspect of work. Various authors have been instrumental in identifying types of employee commitment as critical constructs in understanding the attitudes and behaviors of employees in an organization. Meyer et.al. (2001) identify more than 25 employee commitment concepts and measures. The definition of employee commitment is based on an intrinsic exchange between the organization and employee as well as on emotional attachment between the employee and the organization. Bennett (2000) performed an exploratory study of employees at a retail bank undergoing structural and cultural change. He found that change can detach an employee from the organization and large scale change can reduce an employee’s commitment to the company. If an organization focuses on the structural aspects of change alone by planning the technical aspects of the change and does not guide and support its personnel then there will be a lack of commitment on the part of the employees.

Numerous definitions of organizational commitment have been offered (e.g., Meyer & Allen, 1997; Morrow, 1983; Mowday, Porter, & Steers, 1982; O’Reilly & Chatman, 1986), but the common theme of all the definitions is that organizational commitment is the emotional bond or attachment between the employees and their organization. Among the various definitions of organizational commitment proposed so far, the most commonly used definition of organizational commitment is proposed by Mowday, Steers, and Porter (1979). They defined organizational commitment as, “the relative strength of an individual’s identification with and involvement in a particular organization. That can be characterized by three factors: (i) a strong belief in and acceptance of the organization’s goals and values, (ii) a willingness to exert considerable effort on behalf of the organization, and (iii) a strong desire to maintain membership in the organization.”

Several studies have established a positive relationship between EI and organizational commitment. For instance, Humphreys, Brunsen, and Davis (2005) conducted a study on direct health care workers and observed a positive correlation between EI and organizational commitment. In another research, conducted on public sector employees, Adeyemo (2007) found that EI is positively and significantly associated with organizational commitment and job
satisfaction. Additionally, Jordan, Ashkanasy, and Hartel (2002) contend that individuals with high levels of EI use that capability to maintain their affective commitment to the organization.

1.5 WORKING CONDITIONS

Nowadays the relationship between employees and employers may be seen upside down. Since there the number of job opportunities available for employees has been increasing in a growing worldwide economy, not just employees but also employers need to readjust themselves in order to cope up with the dynamics of business life. Therefore, HR executives need to consider new strategies for recruiting and retaining best fit talents for their organizations. Higher salaries and compensation benefits may seem the most likely way to attract employees. However, quality of the physical workplace environment may also have a strong influence on a company’s ability to recruit and retain talented people. Some factors in workplace environment may be considered keys affecting employee’s engagement, productivity, morale, comfort level etc. both positively and negatively. Although convenient workplace conditions are requirements for improving productivity and quality of outcomes, working conditions in many organizations may present lack of safety, health and comfort issues such as improper lightening and ventilation, excessive noise and emergency excess. People working under inconvenient conditions may end up with low performance and face occupational health diseases causing high absenteeism and turnover. Conditions relating to the working environment and the non-pay aspects of an employee’s terms and conditions of employment. This includes areas such as the organization of work and work activities; training, skills and employability; health, safety and well-being; and working time and work-life balance. There are many organizations in which employees encounter with working conditions problems related to environmental and physical factors. Pech and Slade (2006) argued that the employee disengagement is increasing and it becomes more important to make workplaces that positively influence workforce. According to Pech and Slade the focus is on symptoms of disengagement such as distraction, lack of interest, poor decisions and high absence, rather than the root causes. The working environment is perhaps a key root causing employee’s engagement or disengagement. Another research indicates that improving the working environment reduces complaints and absenteeism while increasing productivity (Roelofsen, 2002). Wells (2000) states that workplace satisfaction has been associated with job satisfaction. In recent years, employees comfort on the job, determined by workplace conditions and environment has been recognized as an important factor for measuring their productivity. This is particularly true for those employees who spend most of the day operating a computer terminal. As more and more computers are being installed in workplaces, an increasing number of businesses have been adopting ergonomic designs for offices and plant installations. Ergonomics, also called biomechanics, has become popular because of demand of workers for more human comfort.

Thus the importance of emotional intelligence as an important predictor of human behavior at work has been established manifold by theory and this has tremendous significance for gaining insight into major organizational issues like employee productivity, work/life-balance, team performance, career-success, stress management, motivation, talent retention, leadership, conflict resolution, customer satisfaction, organizational commitment and so on. As the ability to set up successful relational networks and task-employee configurations fall among the vital tasks a manager has to perform, emotional intelligence can help in creating both individual and group norms for engaged behaviors in the workplace. If, on the other hand, managers do not balance
their intelligence quotient skills with emotional intelligence like understanding and empathy, employees might feel insecure and unappreciated. At times, they can even feel underestimated, criticized and disrespected. These negative feelings can result in seething dissatisfaction leading to absenteeism, passivity, lack of productivity and attrition. As development and retention of human capital is of vital importance for every organization, EI can help shape a positively attuned workforce of employees who can excel in their jobs in a competitive environment.

1.6 RATIONALE OF THE STUDY

The utility of emotional intelligence has been found manifold insightful into personal productivity, work / life-balance, team performance, career-success, stress management, motivation, talent retention, leadership, conflict resolution, customer satisfaction and so on. Further development of EI skills/ability can benefit a wide range of employees within an organization, namely bank professionals, business executives, team leaders, sales professionals, technical professionals, customer service representatives, etc.

As the ability to get things done through people is the vital task of the managers, emotional quotient is an important factor. If managers do not balance their intelligence quotient skills with emotional intelligence like understanding and empathy, employees might feel insecure and unappreciated. At times they can even feel underestimated, criticized and disrespected. These negative feelings can result in seething dissatisfaction leading to absenteeism, passivity, lack of productivity and attrition. As an employee with desired potential is scarce these days, only those who are adept in retaining employees can excel in their jobs and competitive environment.

The research in this field becomes all the more desired in case of Bank Employees as they go through the emotional turmoil besides the pressures of the competitive environment where they are often confronted with situations and problems which cannot be resolved by intelligence alone, for which emotions are equally required. Also they are responsible for achieving results by relying more on people. Their ability to lead quickly and flexibly system-wide organizational change, while energizing and inspiring their followers cannot be discounted for. Enhancing emotional intelligence skills of banking employees will help them to control/regulate their emotions and allowing them to manage their own emotional turmoil effectively, motivate themselves more effectively, and demonstrate empathy and compassion for their employees. Also this will help management devise programs to cultivate a high degree of emotional intelligence for effective management and development of human resources and achieving managerial excellence.

Since emotional intelligence is expected to play a major role in moderating behavioral issues and related outcomes so it will be desirable to study emotional intelligence among bank employees working in different banks.

1.7 SCOPE OF THE STUDY
In an era of shifting paradigms, businesses should be able to develop their human resources as a source of competitive advantage (Schuler, Dowling & De Cieri, 1993). In order to develop and enhance workforce capabilities and to successfully compete in the 21st Century, organizations have to embark on future oriented human resources strategies. It could be argued that the individual competencies of the workforce in any organization would determine its overall success. This success, among other things, may be attributed to the socio-behavioral characteristics and adjustments these individuals have to make in their job-role and position-power to gain common ground in any organizational setting.

In view of the specific objectives of the study and hypothesis developed, the methodology for carrying out this study shall include the research questions, research design, sample selection, sources of the data and the research technique. The main theme in view of the objectives of present research is to investigate the impact of emotional intelligence on workplace behavior of the employees with a comparison in public and private sector banks. The area of present study is 3 different public sector banks (SBI, PNB & Canara bank) and 3 private sector banks (Yes bank, ICICI bank, Axis bank) included in the sample of this research study.

The bank organizations have been chosen on the criteria of their similarities in their network, size, assets, loans, employee Demographic & career variables and financing by banks. In carrying out the present study both primary and secondary sources of data collection has been used, standard Emotional Intelligence Test (Goleman, 1995), Workplace Behavior Questionnaire (Bennett and Robinson, 2000) and Working conditions questionnaire (Hughes, 2007) has been used. The questionnaire has been pre-tested to detect loophole, if any, so as to make them more purposeful and practical. An appropriate statistical test has been used to analyze data collected for testing the hypothesis for comparative study of the impact of EI on workplace behavior among bank employees. The present study is exploratory in nature.

The current chapter presented an overlook of the study and attempted to introduce the study. In the next chapter an attempt has been made to review the relevant literature.