REVIEW OF LITERATURE

2.1 INTRODUCTION

The concept of emotional intelligence has become so popular in the management literature that it has become imperative to understand and leverage it for the sake of enhancing the capacity of effectiveness in organizations. Since majority of the concerns in organization involve people in different roles, emotional intelligence must become a determining factor for their effective management. It has also been found that ultimately it is the emotional and personality that it is need to identify and measure to predict performance at workplace resulting in its effectiveness. In this scenario the personality traits possessed by the people will have a bearing on the extent to which they can actualize their emotional intelligence. The current thesis sets out to examine the relationship between the emotional intelligence with their personality traits. The result suggests that emotional intelligence is significantly related with the personal personality traits of employees and the variables such as self management, self awareness, social awareness and social skills.

Abi Ealias, and Jijo George conducted study on Emotional Intelligence and Job Satisfaction: A Correlational study at work place. A good knowledge about others emotions and an ability to manage them can
help a person to gain success and satisfaction in his work. Though, Intelligence Quotient Emotional intelligence and Job satisfaction are two concepts (IQ) is an important factor which can determine the success of high interest in the modern work environment. The primary aim of this study is to examine the relationship between EQ and job satisfaction. It is the positive emotional state that occurs between emotional intelligence and job satisfaction. There is no significant relationship between Job content, conducive team environment, importance of the satisfaction and Emotional Intelligence of the work, relationships, good leadership and so on employees considered for this study.

**Allport and Odbert’s Psycholexical Study**² Allport and Odbert (1936) conducted a seminal lexical study of the personality-relevant terms in dictionary. They included all the terms that could be used to distinguish the behavior of one human being from that of another. Allport and Odbert thought that organizing these thousands of personality attributes into a satisfactory taxonomy would keep a psychologist at work for a life time. Personality psychology, a taxonomy would permit researchers to study specified domains of personality characteristics, rather than examining separately the thousands of particular attributes that make human beings individual and unique.
Ashforth and Humphrey³ argue that emotions are an integral and inseparable part of organizational life and that more attention should be given to the employees emotional experience. Emotional intelligence has been cited as a crucial contributor to organizational success and many organizational behaviorists have responded to the growing significance of emotional intelligence by attempting to identify factors that influence employees’ performance at work. Thus, managers can help improve employee performance by understanding how emotions influence thoughts and behaviour. As the competition heats up and the pace of change accelerates, we cannot continue doing “business as usual.” We need a new approach that transcends linear thinking and goes across barriers. We need advanced skills that will increase our mental clarity, elicit higher productivity from our staff, magnetize talented people to our organization, and inspire people while experiencing less chaos and confusion. We have to become more conscious of our “feeling-world.” By learning to identify the “emotional baggage” and manage our feeling world reactions, we can view life based on current information instead of being held captive by our past.

Bouchard, T. J. & McGue, M⁴ In this article a number of methodological errors commonly found in research on human individual differences, introduce a broad framework for interpreting findings from contemporary behavioral genetic studies briefly outline the basic quantitative methods used in human behavioral genetic research, review the
major criticisms of behavior genetic designs, with particular emphasis on the twin and adoption methods, describe the major or dominant theoretical scheme in each domain, and review behavioral genetic findings in all five domains. We conclude that there is now strong evidence that virtually all individual psychological differences, when reliably measured, are moderately to substantially heritable.

Brown, F. William et.al this article presents a framework for emotional intelligence, a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. They start by reviewing the debate about the adaptive versus maladaptive qualities of emotion. They then explore the literature on intelligence and especially social intelligence, to examine the place of emotion in traditional intelligence conceptions. A framework for integrating the research on emotion-related skills is then described. Next, they review the components of emotional intelligence. To conclude the review, the role of the emotional intelligence in mental health is discussed and avenues for further investigation are suggested.
Barrick and mount studied five occupational groups. They covered a wide range of jobs where personality may have an effect on performance. It included professionals like engineers, doctors, architects, attorneys, accountants, teachers, ministers, police, managers, foremen to top executives, sales persons and skilled and semi-skilled groups which include clerical, nurses, farmers, flight attendant, medical assistant etc. Mount, barrack and stewart (1998) examined the job performance in jobs involving interpersonal interaction ranging from service oriented to team based jobs.

Cronbach LJ, Meehl PE A scientific concept such as emotional intelligence arises in a context of associated scientific terms and their meanings. Cronbach and Meehl (1955) referred to this context as a nomological network – a system of meanings with which most scientists are familiar and that have been established because of their utility. For the term emotional intelligence to be valid, it must fit with such a network of concepts (or provide a rationale for why it does not). We will begin by examining some concepts that are closely related to emotional intelligence, and then consider how EI might fit within the nomological network. A concept that describes the interconnected terms and ideas that scientists use to understand their field of study. Scientists’ ideas are characterized as connecting with one another in logical fashion, and as tied to real-world phenomena, in an integrated, meaningful way.
Cherniss\textsuperscript{8} state that the personality traits on emotional intelligent behavior which is instrumental in enhancing the human capital in this emerging paradigm. In this theoretical construct the dimensions of personality traits are the independent variables and emotional intelligence is the dependent variable. The model proposes to suggest that to develop an emotionally intelligent work force, personality traits to be promoted in business organizations.

Deepa, R. \textsuperscript{9} Emotional intelligence (EI), which is an ability to manage one’s own and others’ emotions appropriately, has caught the attention of researchers in recent times. It has a significant impact on the personal and professional success of individuals. It has been empirically proven that EI impacts the performance and well-being characteristics of individuals and teams and facilitates organizational effectiveness and competitive advantage. This paper consolidates the research activities on EI in four areas namely Conceptualization, measurement, Impact and development and concludes with directions for future research for adapting this concept to Indian Context.

Deborah G. Thompson \textsuperscript{10} states that the theory of Emotional Intelligence (EI), popularized by Daniel Goleman in his book of the same name, includes abilities such as self-awareness, managing emotions, self-motivation, empathy and relationship management. In a presentation given
by Gordon Lawrence in March, 1996, he said about Goleman's description of EI, "he does not see feeling in Jung's sense as a rational process, only as an irrational response." In the book Jung's Function-Attitudes Explained, Thompson writes, "affect can be associated with the Feeling function, but they are not one and the same. Feeling can be completely devoid of affect. The popularization of EI by the media in recent years has led to a variety of definitions and claims to importance.

**Douglas, Caesar et.al** 11 This study investigates whether the relationship between conscientiousness and performance is stronger for individuals who are high on emotional intelligence. The results of hierarchical moderated regression analyses supported the hypothesis by demonstrating that the relationship between conscientiousness and work performance is positive for individuals high (versus low) in emotional intelligence. However, the opposite pattern was found for those low in emotional intelligence; that is, increases in conscientiousness were associated with decreases in performance.

**Dong, Qingwen** 12 This study based on a sample of 292 college students shows that interpersonal communication satisfaction can be predicted by individuals’ emotional intelligence. Emotional intelligence is operationalized based on Goleman’s (1998) conceptualization including
self-awareness, self-regulation, motivation, empathy, and social skills. The study suggests that those individuals, who are aware of themselves and others, and who are able to manage themselves and others, tend to satisfy their communication experience with others. However, the study indicates that self-esteem does not have significant impact on college students’ interpersonal communication satisfaction. This finding raises possibilities for further investigation in the area. Limitations and suggestions for future studies are provided.

Erker\textsuperscript{13} senior vice president of development at human-resources consultancy Development Dimensions has found personality testing to have an effect on an organization’s bottom line, too. According to Erker, using workplace personality screening measures can reduce turnover rate by up to 50 percent. Not to mention, their implementation can save on time and money associated with recruitment and training of an employee that is later let go due to poor performance or fit.\textsuperscript{14} Attracting new generations Personality testing offers great benefits in attracting Generation Y candidates who are very self-aware and self-involved. According to Career Builder’s The Hiring Site, such tests speak to this generation’s need to grow and develop professionally and personally within the company.\textsuperscript{15}

Several studies suggest that EI plays an important role in job performance. One study looked at the successes and failures of eleven
American presidents – from Franklin Roosevelt to Bill Clinton. They were evaluated on six qualities- communication, organization, political skill, vision, cognitive style, and emotional intelligence. It was found that the key quality that differentiated the successful from the unsuccessful was emotional intelligence (Robbins, Judge, 2009).16

**Gardner**17 Many researchers agree that the key to good decision making is to employ both thinking and feeling in one's decisions (Gardner, 1983). Positive moods and emotions seem to help decision making. People experiencing positive emotions are more likely to use heuristics to make good decisions quickly. Positive emotions also enhance problem-solving skills so that positive people find better solutions to problems (Isen, 2001).18

**Gross JJ**19 Another relevant ability area concerns emotional self-control and emotional self-management. This area came out of clinical findings that, for example, one’s emotionality could become more positive by reframing perceptions of situations (Beck et al 1979),20 as well as from the idea that when at work, individuals often exert considerable emotional self-control (Hochschild 1983).21 A sizeable amount of research on emotional self-management and regulation has emerged in parallel with that on emotional intelligence (Gross 1998, Lazarus 1994), including in the child development domain (Eisenberg 2000).22 Denham and colleagues, for instance, have used behavioral observations of children in order to assess
their frustration tolerance, asking observers, to rate the children’s degree of
distress, crying, and tantrums, among other indices (Denham et al 2003).23

**Grandey**24 Surface acting is hiding one’s inner feelings and
foregoing emotional expressions in response to display rules. On the other
hand, deep acting is trying to modify one's true inner feelings based on
displayed rules (Merighi, Dinis, 2008).25 Surface acting deals with one's
displayed emotions, and deep acting deals with one's felt emotions.
Research shows that surface acting is more stressful to employees than deep
acting because it entails one's true emotions (Grandey, 2003). Being
emotionally intelligent helps acquire deep acting skills and cope with
emotional stress and burnout at work.

**Goleman**26 says that “men and women seem equally able to increase
their emotional intelligence”. In a study by Stein (Murray, 1998), 4,500 men
and 3,200 women were assessed for their EQ. He found that women scored
higher than men on empathy and social responsibility while men out did
women on stress tolerance and self-confidence. He concluded that women
and men are equally intelligent emotionally, but they are strong in different
areas. Another consideration in EQ acquisition has been age. Studies show
that, “maturity remains an advantage; it may be slightly harder to ‘teach
young dogs new tricks,’” says Goleman.
Hochschild, Ashforth and Humphrey\textsuperscript{27} In so far as the management of social behaviour involves the management of emotions (Hochschild, 1983), EI has the potential to be a strong predictor of performance. Linking EI with performance can provide organizations with a valid alternative for selecting and assessing employees. Many organizational researchers have recently called for more focus on the role of emotions at work.

Joni Rose\textsuperscript{28} Employers no longer just look for a set of industry related skills. They look for leadership potential and that includes a high level of emotional intelligence (EI). The competencies that make up EI include self-awareness, social awareness, self management and relationship management. Being aware of emotional triggers and why they trigger is key to practicing emotional intelligence principles. Emotional triggers are events or personality types that cause an intense emotional response. It is crucial to professional development that deal with these triggers head-on. They can cause major career derailment, severe stress and emotional burn out if not taken seriously.

Joshua Freedman, et al.\textsuperscript{29} Critical success factors for work and life are predicted by scores on the Six Seconds Emotional Intelligence Assessment (SEI). In a sample of 665, SEI scores are strongly predictive of effectiveness, relationship quality, health, and quality of life. This suggests
that emotional intelligence is an essential element for professional and personal success. Navigate Emotions that learn from and transform feelings to increase Optimism. Identify multiple options for changing the future. Engage Intrinsic Motivation and to build internal energy and drive. Increase Empathy to respond appropriately to others’ feelings and pursue Noble Goals.

James Thomas Kunnanatt in business, it is growing into a multimillion dollar training industry. Multinational corporations and the world’s giant industrial groups are realizing that emotions play an equally important role as intelligence in enhancing employee performance. Daniel Goleman, who popularized the concept, argues that the contribution of emotional intelligence to effective performance at work is as much as 66 percent for all jobs and 85 percent for leadership jobs (Goleman, 1995). Management practitioners all over the world, however, are only beginning to understand what EI is, how EI develops in a person, and what tools, techniques, and methods are available to develop emotional intelligence.

Jorfi. h, Jorfi, s., Moghadam. K Emotional intelligence plays an important role in the workplace. Research studies during the past 25 years about factors that contribute to success in workplace have resulted in identifying factors that are related to workplace intelligence. These studies used quantified data on performance from myriad organizations and
industries and have contributed to the knowledge base in EQ. Emotions contain vital information that helps managers impact of Emotional Intelligence on Performance of Employees. He points out that those with the highest EQ measure rise to the top in the organizations and become leaders.

Karen Albertsen, et.al\textsuperscript{32} The aim was to examine whether exposures in the psychosocial work environment predicted symptoms of cognitive stress in a sample of Danish knowledge workers and whether performance-based self-esteem had a main effect, over and above the work environmental factors. Knowledge workers, selected from a national, representative cohort study, were followed up with two data collections, 12 months apart. Author used data on psychosocial work environment factors and cognitive stress symptoms measured with the Copenhagen Psychosocial Questionnaire and a measurement of performance-based self-esteem. Results Measures at baseline of quantitative demands, role conflicts, lack of role clarity, recognition, predictability, influence and social support from management were positively associated with cognitive stress symptoms 12 months later. Performance-based self-esteem was prospectively associated with cognitive stress symptoms and had an independent effect above the psychosocial work environment factors on the level of and changes in cognitive stress symptoms.
Kevin McGuiness, Bauld, Stephen\textsuperscript{33} this article identified some of the critical elements of an Emotional Intelligence (EI) training program, explain their importance and discuss their relationship to other training efforts. When selecting a suitable EI program, look beyond academic merit for a program with a clear connection to the commercial context in which purchasing professionals must operate. EI training lays the foundation for further specialized training in motivational techniques, including coaching and leadership programs. The prospective trainer should be able to explain how the program information will relate to overall organizational strategy and how participants will achieve at a high potential and demonstrate drive, commitment and initiative in the performance of their day-to-day responsibilities.

Krishnaveni, R., & Deepa, R.\textsuperscript{34} Today’s workplace is dynamic in nature and is characterized by time deadlines, cross-cultural teams, work pressures, and work-family conflicts, which in turn result in a highly stressed work force. These factors have a negative impact on the well-being of employees and the effectiveness of an organization. The individual competencies of the workforce are strong determinants of an organization’s success. It is in this context that this paper explains how Emotional Intelligence (EI) can be used as a soft tool, to enhance the competencies of individuals and teams in Indian organizations and help them to gain competitive advantage.
Klages, Baumgarten The Lexical Approach and Discovery of the Big Five one starting place for a shared taxonomy is the natural language of personality description. Beginning with Klages (1926), Baumgarten (1933), and Allport and Odbert (1936), various psychologists have turned to the natural language as a source of attributes for a scientific taxonomy. This work, beginning with the extraction of all personality-relevant terms from the dictionary, has generally been guided by the lexical approach. The lexical hypothesis states that most of the socially relevant and salient personality characteristics have become encoded in the natural language. Thus, the personality vocabulary contained in the dictionaries of a natural language provides an extensive, yet finite, set of attributes that the people speaking that language have found important and useful in their daily interactions (Goldberg, 1981).

Lennart Sjöberg Elisabeth Engberg EI was measured by performance and self-report tasks. Data were also obtained on basic values, some standard personality dimensions such as those specified in the five-factor model, social adjustment and several scales of impression management. Criteria were loneliness, work-family life balance and Internet addiction and also measures of emotional and value deviance. Participants were college students in a business education program who participated anonymously in the extensive test session, which took about six hours to complete. It was found that EI measures - both self-report and performance –
inter correlated as expected and that EI was strongly related as expected to criteria. People high in EI reported less loneliness, less Internet addiction and better work studies – leisure/family balance. Impression management was more strongly related to self-report data than to performance. Self-report data were to a large extent accounted for by measures of personality according to the five-factor model, but performance measures were not.

**Locke** the wide diversity of those interested in emotional intelligence was matched by the wide diversity in the conceptions of EI they employed. Some researchers defined emotional intelligence as an ability to reason about emotion, others equated the concept with a list of traits such as achievement motivation, flexibility, happiness, and self-regard. Still others found the ad-hoc-seeming addition of such traits to be troubling and wondered whether a theoretically sound conceptualization of emotional intelligence could be identified.

**Lorenzo, Fariselli, et.al.** As in many fields, healthcare is a complex and stressful environment where interpersonal interactions are of paramount importance. This study finds that in a sample of 68 professional midwives and obstetricians in a large urban hospital, emotional intelligence is strongly predictive of performance, stress is slightly predictive and emotional intelligence is predictive of stress management. The study elaborates on the
first finding to identify the differences of effect in seniority (for the most senior employees the effects are strongest) to which specific emotional intelligence competencies are most significant in this context.

**Lynn** Another important finding from these studies is about star employees. Star employees possess more EQ than other employees. Interestingly, EQ mattered twice as much as technical and analytic skill for them. Different jobs call for different types of EQ. For example, success in sales requires the empathic ability to identify the mood of the customer and the interpersonal skill to decide when to pitch a product and when to keep quiet. Thus EQ affects just about everything at work. “Even when you work in a solitary setting, how well you work has a lot to do with how well you discipline and motivate yourself”. Studies of gender differences in acquiring EQ have found interesting results.

**M. N. R. Manohar and A. V. Sathyanarayana Rao** There are no quick fix solutions to human problems. A child learns to turnover, sit up, crawl than walk and run. No step can be skipped. There are times to teach and times not to teach and not everything is taught formally. So is the case of learning by doctors. Not everything about patient’s emotions management may be taught. Some they happen to learn while practicing. Self Development in doctors was studied with respect to their ability to trigger inner fire, art of leadership, power of discipline, commitment to social
service, proactive nature, core competency, empathy stay calm, think win win, communication under stress, and goal orientation. The scores of the respondents were rated on likert's 3 point scales as never, sometimes and mostly to varied set of questions. Similarly self awareness levels in doctors were identified by attributes such low in patience; overestimate themselves, envious of others, selfish, frank, and humorous nature. They were measured on likert's 3 point scale as low, moderate and high based on their responses. Self Management aspects in doctors were identified by their abilities to be detail oriented, summary oriented, helpful nature, lack of time to many tasks, perfectionists’ nature and hours of work.

Mayer and Salovy found that EQ increases with age with a peak occurring in the forties. EQ in the workplace can mean many things. Here, the students’ workplace intelligence is one of the considerations. Teaching EQ-related skills to students will improve their quality of life both at present and in the future. On the other hand, schools are also workplaces for teachers. Success in teaching students depends on the skill and sensitivity of the teacher who delivers it in the classroom and supports it and reinforces it. However, these skills have much to do with the EQ of the teachers which, in turn, is influenced by the climate of the school, which is influenced by the EQ of the principal. Similar levels of interaction relating to EQ can be identified in other organizations also.
Expressing organizationally desired emotions during interpersonal interactions at work can be tiresome and counter-productive for employees. The true challenge arises when employees have to project one emotion while simultaneously feeling another (Robbins, Judge, 2009). This disparity is called emotional dissonance. Accumulated feelings of frustration, anger, and resentment lead to exhaustion and burnout (Murray, 2009). Felt emotions are an individual’s actual emotions. In contrast, displayed emotions are those that the organization requires workers to show and considers appropriate in a given job. Effective managers have learned to be serious when giving an employee a negative performance evaluation and to hide their anger when they’ve been passed over for promotion (Robbins, Judge, 2009). Therefore, at work people have to get used to constant acting. This acting can be acquired on either surface or deep level.

Specific ability approaches to EI focus on a particular skill or skills that can be considered fundamental to emotional intelligence. In this section, we outline some of these abilities, beginning with accuracy in emotional perception. The study of perceptual accuracy grew out of an extensive body of research in non-verbal perception. Non-verbal perception includes social information such as power and intimacy relationships, along with the accurate recognition of emotional expression. Models of emotional accuracy emerged from that area as specialized approaches. For example, one model aimed to study a person’s accuracy at perceiving emotion in child...
and adult faces, voices, and postures (Nowicki & Duke 1994). A number of reviews and key papers provide excellent descriptions of research in non-verbal sensitivity more generally (e.g., Buck 1984, Hall & Bernieri 2001, Rosenthal et al 1979).

**Oliver P. John and Sanjay Srivastava** Personality has been conceptualized from a variety of theoretical perspectives and at various levels of abstraction or breadth. Each of these levels has made unique contributions to understand individual differences in behavior and experience. Researchers, as well as practitioners in the field of personality assessment were faced with a bewildering array of personality scales from which to choose, with little guidance and no overall rationale at hand.

**Peter Taylor** Emotional intelligence is the ability to perceive one's emotions and to effectively manage one's behavior in emotionally charged situations. It is also the ability to factor in the emotions of others as one interacts with them. In this article the author has provided tips and techniques for applying emotional intelligence to various scenarios. All of these techniques have application in negotiations and individual development and also essential in leadership coaching. People respond much better to those who treat them with honesty, respect and civility.
Dr. P. R. Pawar states that Emotional intelligence represent a set of attributes for monitoring self and others feelings and help the individual leaders to improve their performance. The natural tendency of human beings is to react emotionally in any given situation at the spur of the moment which is known as emotional hijacking, rather than acting rationally. Managing negative emotions, frustration and depression in self and maintaining healthy relationship with colleagues play a vital role in adopting a positive attitude towards work. However, the rational part of brain eventually modulates the emotional responses and this phenomenon of modulating responses is the essence of the concept of emotional intelligence.

Emotional intelligence has the potential to serve the new generation of leaders, managers, entrepreneurs and all those who need to function effectively in teams, create new kind of awareness in them and take active steps to modulate their communication, behaviour and attitudes for achieving common goals and mission. The study of emotional intelligence is crucial in the emerging world by avoiding conflicts and achieving harmony, personal and organizational excellence. This research paper examines the effects of emotional intelligence on the leadership. The research study has shown that higher emotional intelligence score have significant effect on the inspirational side of leadership performance at work.
Priti Suman Mishra and A K Das Mohapatra\textsuperscript{53} in their study states that emotional processes can work faster than the mind, it takes a power stronger than the mind to bend perception, override emotional circuitry, and provide us with intuitive feeling instead. It takes the power of the heart. The senior and middle level managers’ behavior and treatment of their people determine turnover and retention. They interact daily with individuals who have distinct needs, wants, and expectations. They significantly influence the attitudes, performance, and satisfaction of employees within their department and of other departments. The stress of trying to lead and satisfy so many people’s changing needs and expectations can be overwhelming, to say nothing of the demands from upper management. Being both firm and caring at the same time causes many to feel inadequate for the role. Most of the turnover is reportedly due to an inadequate relationship between the employees and their direct supervisor. Enhancing EI skills enables managers to regulate their emotions and motivate themselves more effectively. This paper examines how emotional intelligence skills are associated with job performance on a sample of executives working in both private and public sector companies. Formal performance appraisals were used to assess employees’ performance. The extent to which demographic characteristics of workers are related to emotional intelligence is also an area of study.

Emotional intelligence has been found to be a predictor of work performance. This study has demonstrated through empirical analysis the relationship between emotional intelligence and work performance. So,
hiring individuals with higher levels of emotional intelligence is associated with financial gains.

**Rahim, Hussain, Saddam** has investigated the effect of demographic factors like Age, Education, Job tenure, Gender and Marital Status on the level of Emotional Intelligence which leads to organizational performance among male and female employees. Research has shown that the female segment is more emotionally intelligent than their male employees in bank sector and there is inverse relationship between the age of the male and female employees and EI. With increase in education level, EI has also improvement in its level. Satisfaction level of employees is also a good determinant of their performance.

**Rajendran, Diana et.al** The concept of Emotional Intelligence (EI) has recently attracted a great amount of interest from HR practitioners and academics alike. Whilst the majority of research in this area has been conducted in Western countries, recent studies have begun to assess the general ability and validity of the EI concept in cross-cultural settings. The purpose of this paper was to assess the reliability of the Workplace version of the Swinburne University Emotional Intelligence Test in an Indian population. The Workplace SUEIT demonstrated adequate reliability in the sample of 110 participants in India, although the mean scores for the sub-scales were significantly lower than in the Australian normative population. The results are discussed in the context that EI tests need to undergo cross-
cultural examination to assess their validity and cultural relevance. Researchers using Indian workplace samples are needed to evaluate the predictive validity of tests of EI in the Indian context.

Salovey and Mayer offer this updated definition of emotional intelligence. The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth. They believe this definition combines the ideas that emotion makes thinking more intelligent, and that one thinks intelligently about emotions. Salovey and Mayer admit that we are at the beginning of the learning curve about emotional intelligence, the coming years should bring exciting research that contributes to our understanding of the concept. It brings new insights into personality types and possible links between emotional intelligence and the Feeling function.

Singh, Kavita the concept of emotional intelligence has become so popular in the management literature that it has become imperative to understand and leverage it for the sake of enhancing the capacity of human capital in organizations. As the pace of change is increasing and world of work is making ever greater demands on a person’s cognitive, emotional and physical resources, this particular set of abilities are becoming increasingly
important. Since majority of the concerns in organization involve people in different roles, emotional intelligence must become a determining factor for their effective management. It has also been found that ultimately it is the emotional and personal competencies that we need to identify and measure if we want to be able to predict performance at workplace resulting in its effectiveness, thereby enhancing the worth of the human capital. In this scenario the competencies possessed by the people will have a bearing on the extent to which they can actualize their emotional intelligence. The result suggests that emotional intelligence is significantly related with the personal competencies of employees and the variables of personal competency namely, people success, system success and self success have a predictive relationship with emotional intelligence.

**Storm, Paula, and Susann DeVries**[^58] Myers-Briggs Type Indicator

Also identifies 16 main personality types based on four personality factors. This test is widely used in personality assessment in workplace settings, measuring preferred ways of thinking and behaving. More than 2 million MBTI assessments are given annually in the United States by Fortune 500 companies, smaller businesses, universities and nonprofit organizations.

**Schmelling, Sarah Dr. L. Alan Witt**[^59] director of the Ph.D. program in industrial and organizational psychology at the University of Houston, believes that the greater understanding an individual has of his or her coworkers, bosses, etc., the more effective he or she will be on the job

[^58]: Myers-Briggs Type Indicator
[^59]: Schmelling, Sarah Dr. L. Alan Witt
“HR often says ‘treat everyone the same.’ That’s bad advice – you have to treat people according to the way they need to be treated.” Witt goes on to explain that one should also be cognizant of how his or her personality is perceived: “You’re not a good employee unless your boss thinks you are. You’re not a good manager unless your subordinates think you are. It’s not what you think about yourself, it’s what other people think.

**Suzy Fox, Paul E. Spector** 60 Emotional intelligence was conceptualized as competencies that may enable people to use emotions advantageously to achieve desired outcomes. Measures of three components of emotional intelligence (empathy, self-regulation of mood, and self-presentation) as well as affective traits (positive and negative affectivity) and practical intelligence were related to a major facet of work success, job interview performance. Results partially supported the proposed model for the unique contributions of emotional intelligence and trait affect to interview success.

**Tett, Jackson and Rothstein** 61 covered a wide range of samples from different studies. It included civilian, military, professional, managerial, non-managerial, recruits, incumbent while peters et al.(2006) studied professional teams like manufacturing, pilots, customer-service, etc. and students team indulging in various forms of projects.
Timothy Tumer\textsuperscript{62} This study examined the relationships among employees’ emotional intelligence, their manager’s emotional intelligence, employees’ job satisfaction, and performance for 187 food service employees from nine different locations of the same restaurant franchise. They predicted and found that employees’ emotional intelligence was positively associated with job satisfaction and performance. In addition, manager’s emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. These findings remain significant after controlling for personality factors. A similar pattern was found for job performance, however, the effect did not meet traditional standards of significance.

William L Weis, David W Arnesen \textsuperscript{63} Interest in emotional intelligence (EQ) has grown exponentially over the past decade. Growing along with that popularity is a demand for management training programs and graduate business courses that help clients and students enhance their EQ awareness and behaviours. So far the response to that demand has been limited, for the most part, to educating participants on the theory of EQ, offering assessment instruments, and suggesting action plans. This paper reviews the current state of EQ training and offers an outline for changing EQ attributes based on a course developed for graduate business students.
Motivation helps the individuals to define new and improved methods of completing a certain task or performing a job. It also creates loyalty among the individuals, towards their cause. In addition to this, the element of empathy further contributes towards the development of emotional intelligence in an individual. It allows the individual to consider the feelings of the individuals who are expected to be affected by his or her decisions. Emotional Intelligence helps the individuals to realize the fact that their decisions are going to affect others in a positive or a negative manner and therefore they should consider the consequences of their decisions. Finally, social skills allow the individuals to come close to their peers and subordinates and understand their emotional needs.

Researchers had varied criterion for performance like teamwork, training proficiency, overall job performance, productivity, system viability, professional growth etc. to establish the relationship between personality and performance.

All the prominent meta-analytic studies have been considered, no individual researches has been included for this purpose. Using meta-analyses, advancements have been made in understanding which personality traits are relevant for specific criteria across different jobs. It has enabled researchers to take a speculative approach to understand the relation between different personality traits and work performance.

The relationship between different variables in table Shows the Relationship between Five Factor Model and Job Performance.
## Five Factor Model and Job Performance

<table>
<thead>
<tr>
<th>S. NO</th>
<th>Author(s)</th>
<th>Performance criteria</th>
<th>Personality Traits</th>
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<td></td>
<td>Conscientiousness</td>
<td>Extraversion</td>
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<tr>
<td>1</td>
<td>Anderson &amp; Viswesvaran (1998)</td>
<td>Overall job performance</td>
<td>+</td>
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<tr>
<td>2</td>
<td>Barrack &amp; Mount (1991)</td>
<td>Overall job performance</td>
<td>+</td>
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<td></td>
<td>Training performance</td>
<td>+</td>
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<td>3</td>
<td>Barrick et al. (2001)</td>
<td>Overall performance</td>
<td>+</td>
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<td>Teamwork</td>
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<td>4</td>
<td>Hogan &amp; Holland (2003)</td>
<td>Overall performance</td>
<td>+</td>
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<tr>
<td></td>
<td></td>
<td>Getting Ahead</td>
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<td>5</td>
<td>Hough (1992)</td>
<td>Overall performance</td>
<td>+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Job proficiency</td>
<td>+</td>
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<td></td>
<td></td>
<td>Sales effectiveness</td>
<td>+</td>
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<td></td>
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<td>Teamwork</td>
<td>+</td>
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<td>Technical proficiency</td>
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<td>6</td>
<td>Hurtz and Donovan (2000)</td>
<td>Overall performance</td>
<td>+</td>
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<td>Interpersonal facilitation</td>
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<td>Mount et al. (1998)</td>
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<td>Interactions with others</td>
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<td>Peters et al. (2006)</td>
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<td>Training performance</td>
<td>+</td>
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<td>10</td>
<td>Tett et al. (1991)</td>
<td>Overall performance</td>
<td>+</td>
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