CHAPTER II

REVIEW OF LITERATURE

2.1: INTRODUCTION

In this chapter an effort is made to review the various studies undertaken so far at national and international level. Several studies have been conducted on various issues and dimensions of Emotional Intelligence. Studies indicate that emotionally competent individuals will have the ability to use emotions in an appropriate way and manage relationships better which would help oneself to have a content life and also help the associated organizations to grow.

According to Caruso, Mayer, and Salovey (2002), emotional intelligence was included in the realm of intelligence and was viewed much like spatial or verbal intelligence, except it operated with emotional components. Emotional Intelligence arose from both cognitive and emotion systems, in which the cognitive system carried out abstract reasoning about emotions, while the emotion system enhanced cognitive capacity. Typically, individuals who are high in emotional intelligence had the ability to perceive, understand, and manage emotions and allow emotions to facilitate their thought (Mayer, 2001). In the past fifteen years, much has been written about emotional intelligence and its role in the workplace. The experts in the field of emotional intelligence have offered definitions and models to understand the concept of emotional intelligence.

For the sake of clarity and clear understanding entire review chapter has been classified into following sections
FOREIGN STUDIES

2.2: Emotional Intelligence and other intelligences

2.3: Emotional Intelligence and job satisfaction

2.4: Emotional Intelligence and performance

2.5: Emotional Intelligence and other issues

INDIAN STUDIES

2.6: Indian Studies on Emotional Intelligence

2.2: EMOTIONAL INTELLIGENCE AND OTHER INTELLIGENCES

Ashforth and his associates (1995) opined that emotional intelligence is a set of competencies, which direct and control one's feelings towards work and performance at work. These set of competencies are the ability of the individual to control and manage his or her moods and impulses on the job. Knowing one's emotions and feelings as they occur, and tuning one-self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that are demanded on the job. In a work situation, performance of the employees depends on working with group of people with different ideas, suggestions, and opinions. Effective use of emotional intelligence gives better team harmony (Ashforth et al, 1995).

Mayer et al. (2001) describe emotions as “internal events that bring together many psychological subsystems that include physiological responses, cognitions, and conscious awareness” (p. 237). They also stated that emotions usually come to pass in answer to a person’s altering relationships. With regards to intelligence, Mayer and Salovey (1997, p. 5) referred to Emotional Intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge.” Researchers previously traced components of
emotional intelligence back over a half-century but other subjects such as IQ testing took root and emotional intelligence fell behind in the research curve although is still acknowledged (Goleman, 1995; Thorndike and Stern, 1937; Wescshler, 1952). It is known as one of the hot new intelligences that are emerging into the mainstream (Mayer et al., 2001). Goleman’s book, *Working with Emotional Intelligence*, has been widely published, and in print in twenty-nine different foreign editions; it is also a best-selling business book in many countries (Goleman, 1995). In his book, Goleman suggests that there is an increase in knowledge about emotional intelligence. This means that research can go beyond the scope of personality, IQ, and academic study. Researchers can focus in areas of the psychological mechanisms that allow individuals to do well in their lives including their jobs, families, and as citizens in their communities (Goleman, 1995). There are many criticisms in regards to connecting emotion and intelligence (Roberts, Matthews, and Zeidner, 2001; Wegner, 1990). Such criticisms include that emotional intelligence is an inappropriate and misleading metaphor falsely casting dispositions like interpersonal warmth as ability. Another criticism is that there exist more important abilities connected with emotion. The last criticism has to do with the controversy of connecting emotion, a less controversial area, with intelligence, a controversial area of study (Mayer and Salovey, 1993). Although emotional intelligence may be gaining popularity in research and application, authors such as Roberts et al. (2001) question whether or not emotional intelligence meets the traditional standards for what intelligence represents (Mayer et al., 2001; as reviewed in Fancher, 1985).

Is E.I. Intelligence? There are three criteria including conceptual, correlational, and developmental criteria that must be met before being considered as intelligence (Mayer et al., 2001). The first of the criterion, conceptual criteria, states that rather than the preferred behavior, an
individual’s self-esteem, or non-intellectual attainments that the intelligence must reflect mental performance (Carroll, 1993; Mayer et al., 2001; Mayer and Salovey, 1993). Correlational criteria, the second criterion, describes empirical standards: moreover, that the intelligence should have a set of strongly related abilities that are close to but still different from the mental abilities that have not already been described by other intelligences (Mayer et al., 2001; Carroll, 1993). The last criterion, developmental criteria, is that intelligence develops with age and experience (Mayer et al., 2001; as reviewed in Fancher, 1985). According to Mayer et al. (2001), emotional intelligence meets all of the required criterion that are needed to be considered an intelligence, which helps defend against those who may question it. It also helps assist in providing validation in other research that may include it.

Roberts, Zeidner, and Matthews (2001) have carefully examined the controversial issue of whether emotional intelligence (EI) should be classified as an intelligence and whether EI's constructs meet the same psychometric standards as general intelligence's constructs. Their article casts their efforts into the framework of both historical and modern IQ-testing theory and research. Roberts, Zeidner and Mathews (2001) argue that performance-based measures of emotional intelligence (EI) are more likely than measures based on self-report to assess EI as a construct distinct from personality. A multivariate investigation was conducted with the performance-based, Multi-Factor Emotional Intelligence Scale (MEIS; Mayer, Caruso, and Salovey, 1999). Participants (N = 704) also completed the Trait Self-Description Inventory (TSDI, a measure of the Big Five personality factors; Christal, 1994; Roberts et al. 1997), and the Armed Services Vocational Aptitude Battery (ASVAB, a measure of intelligence). Results were equivocal. Although the MEIS showed convergent validity (correlating moderately with the ASVAB) and divergent validity
(correlating minimally with the TSDI), different scoring protocols (i.e.,
expert and consensus) yielded contradictory findings. Analyses of factor
structure and subscale reliability identified further measurement problems.
Overall, it is questionable whether the MEIS operationalizes EI as a reliable
and valid construct.

Roberts, Zeidner, and Matthews (2001) challenged the adequacy of
the psychometric properties of the principal performance measure of
emotional intelligence (EI). They raised doubt about the existence of
emotion-related abilities that influence behavioral outcomes and social
competence after controlling for general intelligence and personality. Many
of the authors agree with Roberts et al. that demonstrating the discriminate
and predictive validity of a measure of EI in the context of rival predictors
will require more research. They agree with the proponents of EI that
emotion-related abilities do exist and show that such abilities in children
account for unique variance in measures of adaptive behavior and social
competence. However, evidence from developmental and clinical research
suggest that these emotion-related abilities and their influence on socio-
emotional competence stem more from the direct effects of emotions than
from a special form of intelligence (Izard, 2001).

David Wechsler (1940) attempted to integrate EI into his tests and
his conception of a good clinician would be that of an emotionally
intelligent clinician. Current theories and research on IQ also have a role in
EI beyond what Roberts et al. described, including J. L. Horn's (1989)
expanded model. Luria (1966) indicated that neuro-psychological research is
better criteria than the Armed Services Vocational Aptitude Battery, and
should be used in future EI studies. Luria looks forward to more research
being conducted on EI, particularly in future performance-based
assessments.
According to Mayer, Roberts and Barsade (2008), emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought. They discuss the origins of the EI concept, define EI, and describe the scope of the field today. They review three approaches taken to date from both a theoretical and methodological perspective. They find that Specific-Ability and Integrative-Model approaches adequately conceptualize and measure EI. Pivotal in this review are those studies that address the relation between EI measures and meaningful criteria including social outcomes, performance, and psychological and physical well-being.

Goleman argues that EI is sometimes more important that regular intelligence (1995). There are three widely used assessments that measure emotional intelligence and they include the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) (Mayer et al., 2002), the Emotional Quotient Inventory (EQ-I) (Bar-On, 1997a), Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dornheim’s (1998) self-report EI test (SREIT). As stated previously, Schutte et al.’s test, SREIT, is a self-report test as well as Bar-On’s EQ-I assessment. Mayer, Salovey, and Caruso’s (2002) test, the MSCEIT, is considered to be an assessment that measures emotional intelligence as a mental ability. Each of these measures was based on the authors’ own understanding of emotional intelligence. Mayer, Salovey, and Caruso (1993) had a previous test that preceded their MSCEIT assessment, the MEIS. For this assessment the researchers’ understanding of emotional intelligence was that it was the ability to be able to monitor one’s own and other’s feelings and emotions, and be able to use that information to discriminate between the two, so that it may become a guide for one’s own thinking and actions (Mayer et al., 1993). Due to criticisms about whether or not emotional intelligence was an intelligence,
they adapted their definition to fit their revised assessment, the MSCEIT, to state that emotional intelligence is the ability to perceive emotions, understand emotions, to be able to integrate emotion and facilitate thought, and to be able to regulate emotions so that it could promote personal growth (Mayer et al., 2001). Bar-On (1997) believed that emotional intelligence addressed the dimensions of survival, personal, social, and emotions, which was thought to be more important in ordinary life. This is in opposition to the traditional cognitive processes, in which the belief is that to measure emotional intelligence is to measure one’s own common sense. In developing their measure Schutteet al (1998) used Mayer and Salovey’s earlier definition of emotional intelligence which was the ability to monitor one’s own and other’s feelings and emotions, and to use that information as a guide for one’s own thinking and actions. The SREIT is also a considerably shorter test, 33 items, than the MSCEIT, 141 items, and the EQ-I, 133 items (Brackett and Mayer, 2003).

Brackett and Mayer (2003) stated in their research that MSCEIT had both good reliability and content validity, that the EQ-I’s subscales have an acceptably high internal consistency, however they did not report the reliability of the total EQ-I. They also indicated that the SREIT has good internal consistency. This research has shown that emotional intelligence is still fairly new and that there are different ways of defining it, when it comes to the assessments, which may yield different results depending on the test that is given.

**The Emotional Intelligence model:**

Based on the work of Mayer et al. (2001), a model for emotional intelligence was developed that is made up of four tiers of abilities that ranged from basic to complex psychological processes. The four tiers are Perception, Appraisal and Expression of Emotion, Emotional Facilitation of
Thinking, Understanding and Analyzing Emotions, and Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth. The entire four tiers fit inside the pattern of self-other recognition and/or regulation. According to Goleman (1995), the four tiers are shared with all the main variations of the emotional intelligence theory making a wide range for research in the area. These areas include intrapersonal/interpersonal intelligence and social intelligence (Gardner, 1983; Goleman, 1995).

Zhang and Wang (2011) conducted a meta-analysis on the relationship between individual emotional intelligence and workplace performance because there were prior numerous studies that provided empirical evidence showing both positive and negative effects of emotional intelligence on performance. They used 87 independent samples from studies that were written in both English and Chinese between the years of 1990 and 2009 consisting of a total of 12882 participants who all met the inclusion criteria for the meta-analysis. The researchers found a moderately strong correlation (r = 0.28) between individual emotional intelligence and workplace performance. They stated that cultural differences moderated the positive relationship between emotional intelligence and workplace performance mentioning that the Chinese cultural context especially effected the correlation (r = 0.37).

Article by MacCann and Roberts (2008) describe the development and validation of 2 measures of emotional intelligence (EI): the Situational Test of Emotional Understanding (STEU) and the Situational Test of Emotion Management (STEM). Study 1 (N=207 psychology students) examines multiple sources of validity evidence: relationships with EI, vocabulary, personality, and emotion-related criteria. Study 2 (N=149 white-collar volunteers) relates STEU and STEM scores to clinical symptoms, finding relationships to anxiety and stress for both tests, and to depression.
for the STEM. It is concluded that new performance-based approaches to
test development, such as the present ones, might be useful in distinguishing
between test and construct effects. Implications for expanding theory and for
developing EI interventions are discussed.

Barckett and Salovey (2006) examined the measurement instrument
developed from the ability model of EI (Mayer and Salovey, 1997), the
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer,
Salovey and Caruso, 2002). The four subtests, scoring methods,
psychometric properties, reliability, and factor structure of the MSCEIT are
discussed, with a special focus on the discriminant, convergent, predictive,
and incremental validity of the test. The authors review associations
between MSCEIT scores and important outcomes such as academic
performance, cognitive processes, psychological well-being, depression,
anxiety, pro-social and maladaptive behavior, and leadership and
organizational behavior. Findings regarding the low correlations between
MSCEIT scores and self-report measures of EI also are presented. In the
conclusion Barckett and Salovey provide potential directions for future
research on emotional intelligence.

2.3: EMOTIONAL INTELLIGENCE AND JOB SATISFACTION

Emotional intelligence was closely related to job satisfaction and job
success (Goleman, 1998). It was defined as relating and understanding
others, while adapting and coping with surroundings in order to become
more successful in dealing with environmental demands (Bar On, 1997).
Emotional intelligence helped to predict job success because it reflected how
one applies emotional knowledge to an immediate situation (Bar On).
Goleman (1995) expressed the argument that IQ was not the only critical
factor that determined individual success; instead he believed that peoples’
emotional intelligence played a large role in success in life and on the job.

Kafetsios and Zampetakis (2008) studied job satisfaction and emotional intelligence and predicted that manager’s trait emotional intelligence would not be directly related to group job satisfaction. More specifically, they hypothesized that manager’s trait emotional intelligence would correlate positively with group’s evaluative judgment of the manager’s trait emotional intelligence, and that group’s evaluative judgment of manager’s trait emotional intelligence would correlate positively with group job satisfaction. The researchers conducted this study on the island of Crete, Greece bringing culture into the equation. Participants included managers and team members from hospitals, prefectures, public water companies, universities, and higher education. The researchers found that the manager’s trait emotional intelligence was not directly related to group job satisfaction and that the manager’s trait emotional intelligence was positively correlated with group evaluative judgments of manager’s. Lastly, they found that the group’s evaluative judgment of the manager’s trait emotional intelligence was positively correlated with group job satisfaction (Kafetsios and Zampetakis, 2008).

According to Sener, Demirel and Sarlak (2009), people with high emotional and social capacity, people who can take them under control, understand and manage emotions of others expertly are more advantageous both in their private and professional lives. Under this scope, in order to investigate the effect of the emotional intelligence of nurses and midwives, who are an important manpower in the health system, to their job satisfaction, an investigation has been conducted in Fethiye State Hospital with 80 individuals. Of the workers investigated, 36.3 percent were in 21-30 years age group, 62.5 percent were 2 years-college graduated, 98.8 percent were clinical nurses, 36.3 percent worked since 6-10 years. It was found that total emotional intelligence of the workers was low (X=22.54, SS=5.14),
and average job satisfaction levels were middle level (X=15.62, SS=3.27). A positive association was found between the emotional intelligence and job satisfaction. As a conclusion, the relationships between the demographic variables and emotional intelligence and job satisfaction were evaluated in the study.

To show the relationship between job success and satisfaction with emotional intelligence, Goleman (1998) relied upon others’ research to support this notion. Goleman’s emotional intelligence theory of performance had direct applicability to the domain of work and in predicting excellence in all jobs from sales to leadership (Goleman, 1998). Goleman believed that increased understanding of emotional intelligence allowed individuals to flourish in their lives, as citizens in their communities, and on their jobs. To support this statement, the latter in particular, Goleman proposed a theory of performance that was built on the basic emotional intelligence model by Mayer and Salovey (1993) and adapted this original model to predict peoples’ personal effectiveness at work and in leadership. To do this, Goleman made the case for the importance of emotional intelligence in the workplace and set forth guidelines for effective individual development. The framework of emotional intelligence that translated into the job success, as postulated by Goleman, were the skills of self-awareness, self-management, social awareness, and relationship management. This model was based on emotional intelligence competences that were identified in internal research at corporations and organizations as distinguishing outstanding performers (Goleman, 1998).

2.4: EMOTIONAL INTELLIGENCE AND PERFORMANCE

"The Relation Between Emotional Intelligence and Job Performance: A Meta-Analysis," which has been published online by the Journal of Organizational Behavior builds upon years of existing studies in the area of
emotional intelligence, which is a measure of someone's ability to understand the emotions of themselves and others. The resulting analysis indicates that high emotional intelligence does have a relationship to strong job performance - in short, emotionally intelligent people proved to be better workers.

According to Goleman (1998), the framework of emotional intelligence that translated into job satisfaction and on the job success were the skills of self-awareness, self-management, social awareness, and relationship management. This model was based on emotional intelligence competences that were identified in internal research at corporations and organizations as distinguishing outstanding performers from average performers. The self-awareness cluster included the competencies of emotional self-awareness, self-assessment, and self-confidence. People with accurate self-awareness were aware of their abilities and limitations, sought feedback, and learned from their mistakes. They knew where they needed to improve and when to work with others who complemented their strengths. Accurate self-awareness was found in virtually every outstanding employee (Goleman, 1998). The positive impact of self-confidence was shown among supervisors, managers, and executives and distinguished the best from the average performers. Among 112 entry-level accountants, those with the highest sense of self-confidence were rated by their supervisors 10 months later as having superior performance (Goleman).

Puente-Díaz (2012) examined the effect of achievement goals and achievement emotions on sport satisfaction, performance and effort among competitive athletes. Participants were 200 athletes. Structural equation modeling was used to test the indirect effect of mastery-approach goals on satisfaction with sport experience and performance, the direct effect of mastery-approach goals on enjoyment and effort, the direct effect of performance-approach and performance-avoidance goals on performance,
and the direct effect of mastery-avoidance goals on effort. Results showed a positive direct effect of mastery-approach goals on enjoyment and an indirect effect, through enjoyment, on satisfaction, performance, and effort.

Talarico Metro, Patel, Carney and, Wetmore (2008) wanted to test the hypothesis that emotional intelligence, as measured by the Bar-On Emotional Quotient Inventory (EQ-I) 125 (Multi Health Systems, Toronto, Ontario, Canada) personal inventory, would correlate with resident performance. Participants confidentially completed the Bar-On EQ-I 125 surveys. Results of the individual EQ-I 125 and daily evaluations by the faculty of the residency program were compiled and analyzed had no positive correlation between any facet of emotional intelligence and resident performance. There was statistically significant negative correlation (-0.40; P < 0.05) between assertiveness and the "American Board of Anesthesiology essential attributes" component of the resident evaluation. They concluded that emotional intelligence, as measured by the Bar-On EQ-I personal inventory, does not strongly correlate to resident performance as defined at the University of Pittsburgh.

Emotional intelligence is an increasingly popular consulting tool. According to popular opinion and work-place testimonials, emotional intelligence increases performance and productivity; however, there has been a general lack of independent, systematic analysis substantiating that claim. The authors investigated whether emotional intelligence would account for increases in individual cognitive-based performance over and above the level attributable to traditional general intelligence. The authors measured emotional intelligence with the Multifactor Emotional Intelligence Scale (MEIS) (Mayer, Salovey, and Caruso, 1997). As measured by the MEIS, overall emotional intelligence is a composite of the 3 distinct emotional reasoning abilities: perceiving, understanding, and regulating emotions (Mayer and Salovey, 1997). Although further psychometric
analysis of the MEIS is warranted, the authors found that overall emotional intelligence, emotional perception, and emotional regulation uniquely explained individual cognitive-based performance over and beyond the level attributable to general intelligence (Lam and Kirby, 2002).

Lindebaum and Cassell (2012) also studied emotional intelligence and performance in a construction management environment in the United Kingdom. They referred to emotional intelligence as being of limited utility when it comes to performance reasoning that there are enduring, but still changing, characteristics of the industry that project managers have to be able to making sense of in the process of doing their job.

Farh, Seo, Tesluk and Robert (2012) studied the role of ability-based emotional intelligence (EI) and its sub dimensions in the workplace by examining the mechanisms and context-based boundary conditions of the EI-performance relationship. Using a trait activation framework, they theorize that employees with higher overall EI and emotional perception ability exhibit higher teamwork effectiveness (and subsequent job performance) when working in job contexts characterized by high managerial work demands because such contexts contain salient emotion-based cues that activate employees' emotional capabilities. A sample of 212 professionals from various organizations and industries indicated support for the salutary effect of EI, above and beyond the influence of personality, cognitive ability, emotional labor job demands, job complexity, and demographic control variables. Theoretical and practical implications of the potential value of EI for workplace outcomes under contexts involving managerial complexity are discussed.

According to Reis et al (2007), when assessed with performance measures, Emotional Intelligence (EI) correlates positively with the quality of social relationships. However, the bases of such correlations are not
understood in terms of cognitive and neural information processing mechanisms. They investigated whether a performance measure of EI is related to reasoning about social situations (specifically social exchange reasoning) using versions of the Wason Card Selection Task. In an FMRI study (N=16), higher EI predicted hemodynamic responses during social reasoning in the left frontal polar and left anterior temporal brain regions, even when controlling for responses on a very closely matched task (precautionary reasoning). In a larger behavioral study (N=48), higher EI predicted faster social exchange reasoning, after controlling for precautionary reasoning. The results are the first to directly suggest that EI is mediated in part by mechanisms supporting social reasoning and validate a new approach to investigating EI in terms of more basic information processing mechanisms.

The relation between emotional intelligence, assessed with a performance measure, and positive workplace outcomes was examined by Lopez, Grewal, Kadis, Gall and Salovey (2006), in 44 analysts and clerical employees from the finance department of a Fortune 400 insurance company. Emotionally intelligent individuals received greater merit increases and held higher company rank than their counterparts. They also received better peer and/or supervisor ratings of interpersonal facilitation and stress tolerance than their counterparts. With few exceptions, these associations remained statistically significant after controlling for other predictors, one at a time, including age, gender, education, verbal ability, the Big Five personality traits, and trait affect.

Lam and Kirby (2002) studied whether emotional intelligence including perceiving, understanding, and regulating emotions contributed to individual cognitive-based performance over and above the level that is attributed to general intelligence, and if the relationship is positive. They used the Multifactor Emotional Intelligence Scale (MEIS) in an academic
setting with 304 undergraduate students. They found their hypothesis to hold true in that there were positive correlations for emotional intelligence overall and its three areas (perception, understanding, and regulation) in relation to individual cognitive-based performance. However, the construct of understanding did not contribute to individual cognitive-based performance over and above the level attributable to general intelligence.

Researchers focusing on emotional intelligence and it’s possibly relationship with personality, gender, age, experience, and performance conducted a study on undergraduate students in Canada (Day and Carroll, 2003). The participants completed measures of the previously stated constructs. They were then put into work groups where they had to complete a cognitive decision-making task that had to do with laying off employees who worked for a fictitious organization. Half of the groups completed the questionnaires before the task and the other half completed the questionnaire afterwards. The researchers designed it so that the participants used Mayer, Salovey, and Caruso’s MSCEIT (Mayer et al., 2001). The researchers found that the correlation between the MSCEIT, or emotional intelligence, and personality as well as citizenship behaviors was not significant. However, they did find correlations between emotional intelligence and age (negatively correlated) and experience. They also found that women scored significantly higher on the emotional intelligence scale than the men.

Britt et al (2010) examined three studies for relationship between engagement in different types of tasks, performance on those tasks, and reactions to performance outcomes. The three studies included voting in the 2004 presidential election, test performance in an undergraduate course, and completion of personal projects during the course of the semester. Engagement in voting predicted voting in the presidential election and magnified positive feelings of voting for the winning candidate. Test engagement predicted performance on the test, and magnified positive
feelings of not showing a discrepancy between expected and actual test performance. Engagement in personal projects interacted with task complexity to predict project completion, with engagement being related to goal completion for tasks high in complexity. Project engagement also magnified the positive effects of a high probability of completing the project. The results provide support for task engagement as a predictor of performance and as a facilitator of positive feelings following success.

According to Strickland (2000) star performers can be differentiated from average ones by emotional intelligence. For jobs of all kinds, emotional intelligence is twice as important as a person's intelligence quotient and technical skills combined. Excellent performance by top-level managers adds directly to a company's "hard" results, such as increased profitability, lower costs, and improved customer retention. Those with high emotional intelligence enhance "softer" results by contributing to increased morale and motivation, greater cooperation, and lower turnover. Strickland (2000) discusses the five components of emotional intelligence, its role in facilitating organizational change, and ways to increase an organization's emotional intelligence.

2.5: EMOTIONAL INTELLIGENCE AND OTHER ISSUES

The purpose of the study by McCallin and Bramford (2007) is to discuss how emotional intelligence affects interdisciplinary team effectiveness. Some findings from a larger study on interdisciplinary team working are discussed. Teams are often evaluated for complementary skill mix and expertise that are integrated for specialist service delivery. Interactional skills and emotional intelligence also affect team behavior and performance. An effective team needs both emotional intelligence and expertise, including technical, clinical, social and interactional skills, so that teamwork becomes greater or lesser than the whole, depending on how well
individuals work together. Team diversity, individuality and personality differences, and inter professional safety are analyzed to raise awareness for nurse managers of the complexity of interdisciplinary working relationships. If nursing input into interdisciplinary work is to be maximized, nurse managers might consider the role of emotional intelligence in influencing team effectiveness, the quality of client care, staff retention and job satisfaction.

Tauer and Harackiewicz (2004) examined the effects of competition and cooperation on intrinsic motivation and performance in 4 studies. Across 3 behavioral studies that involved shooting a basketball, no differences were observed between competition and cooperation on task enjoyment or performance. However, the combination of competition and cooperation (intergroup competition) consistently led to higher levels of intrinsic motivation, and in 2 of the 3 studies, performance. In a questionnaire study, the authors replicated the positive effects of intergroup competition on enjoyment and examined process measures that might account for these effects. These findings suggest that competition and cooperation both have positive aspects and that structuring recreational activities to include both can facilitate high levels of both intrinsic motivation and performance.

The study undertaken by Lisa, Gardner and Con.Stough, (2002) applied emotional intelligence test to predict transformational, transactional and laissez-faire leadership styles through multifactor leadership questionnaire among 110 senior level managers. The results indicate that emotional intelligence correlated highly with components of transformational leadership. William. Leban and Carol.Zulauf, (2004) studied project management and role of leadership. The study addressed 24 project managers and their associated projects in six organizations from varied industries. The results of the study found that a project manager's
transformational leadership style has a positive impact on actual project performance, which also indicate that emotional intelligence ability has an impact on the project manager's transformational leadership style and subsequent on actual project performance. F. William Brown et al, (2006) studied to examine the relationships between emotional intelligence, leadership, and desirable outcomes in organizations. Sample of 2,411 manufacturing workers, engineers, and professional staff were included in the study. However, in this study no support was found for relationships between emotional intelligence and desirable outcomes or a significant relationship between emotional intelligence and transformational leadership.

Jamali, (2008) studied emotional intelligence in the Lebanese context, and investigated emotional intelligence competency scores that is (Self-awareness, Self-regulation, Self-motivation, Social awareness and Social skills) in a sample of 225 Lebanese employees and managers. A questionnaire-based measure was developed to capture the basic competencies on a self-report basis. The findings suggest differences in emotional intelligence scores across different emotional intelligence competencies for males and females, with males scoring higher on self-regulation and self-motivation, and females scoring higher on self-awareness, empathy and social skills, and that emotional intelligence levels increase significantly with managerial position.

David Rosete and Joseph Ciarrochi, (2005) studied to investigate the relationship between emotional intelligence, personality, cognitive intelligence and leadership effectiveness. Senior executives (n=41) completed an ability measure of emotional intelligence Mayer and Salovey-Caruso Emotional Intelligence Test (MSCEIT), a measure of personality 16 Personality Traits, 5th edition (16PF5) and a measure of cognitive ability through Wechsler Abbreviated Scale of Intelligence (WASI). Leadership effectiveness was assessed using an objective measure of performance and a
360° assessment involving each leader's subordinates and direct manager (n=149). Correlation and regression analyses revealed that higher emotional intelligence was associated with higher leadership effectiveness, and that emotional intelligence explained variance not explained by either personality or intelligent quotient.

2.6: INDIAN STUDIES ON EMOTIONAL INTELLIGENCE

The researcher could not find many studies in Indian context on emotional intelligence exclusively on business professional groups. A thorough search on the web, journals did not yield many studies in this regard. Whatever the researcher could gather the information on emotional intelligence of business professional groups has been summarized below.

Faye, Kaira, Swamy, Shukla, Subramanyam and Kamath (2011) studied the emotional intelligence and empathy in medical postgraduates. According to them the important domains of emotional intelligence (EI) are self-awareness and control of emotions, motivating oneself, and empathy. These are necessary to handle any relationship. This study aims to (i) assess emotional intelligence focusing specifically on empathy; (ii) to study the level of anger; and (iii) correlating level of anger with (a) EI and (b) empathy in medical postgraduates. On Emotional Quotient Self-Assessment checklist, more than 70 percent had poor emotional intelligence. Married males in the study were more confident and empathizing. Those with some major problem at home were more aware of their own emotions and other's feelings. Residents who had voluntarily chosen their speciality post-graduation training course (e.g. medicine, surgery, and others), those who had less work load; those who had time for recreational activities, and exercise had scored high on EI. Good control of emotions in self was associated with good relationship with superiors and colleagues. Score on Clinical anger was moderate to severe in 10.6 percent of the subjects. EI and
clinical anger correlated negatively.

AnjuPuri (2011) in her doctoral thesis entitled “Emotional Intelligence of Business Executives in the Indian corporate Sector” has attempted to find the level of EI of supervisors of Services and Manufacturing sectors in Delhi and National Capital region, Haryana and Punjab. She had mentioned in the findings that the EI of the Business Executives in these sectors are found to be high.

Kumaraguru and Panchanathan (2012) indicated that all organizations in the countries hit by recession were downsizing as an effort to survive. With dawn of 21st century, the trend for restructuring and downsizing continued in many organizations together with an increase in subcontracting and outsourcing. In order to compete successfully in the increasingly competitive global market, a steady rise in short term contracts, as a result possibly of the deregulation of long term contracts and the limited requirements on permanent employment in many countries witnessed. Other changes included new pattern of working, such as tele-working, self-regulated work and team work and increased reliance on computerized technology and a move towards a more flexible workforce, both in number of employees and their skill functions. Supervisory conditions too changed with introduction of team work, evaporation of middle management and the trends towards flexible place of “at -home” work arrangements. The present day organization takes for granted that their employees have enough intellectual abilities and technical know-how, how to do their jobs. In a time when there no job guarantees and when the very concept of a “job” is rapidly replaced by “Portable Skills”, for this the trait like Emotional Intelligence is important for the success of professional and personal life.

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

Shahu and Gole (2008) drew attention on organizational stress which they said commonly acknowledged, to be a critical issue for managers of manufacturing companies. Their study examined the relationship between job stress and job satisfaction and performance among 100 Managers. Their findings of the study suggest that higher stress level are related to lower performance, whereas higher job satisfaction indicates higher performance.

A study was undertaken by Kulkarni, Janakiram and Kumar (2009) to understand the performance level of managers and supervisors at an automobile retailer in the city of Belgaum, the study focused on understanding the emotional intelligence of the managers and supervisors and its link to their performance level on the job. The findings of the study indicate that emotional intelligence has an impact on the performance level of the managers and supervisors.

The studies quoted above clearly indicate that there are very few studies exclusively done on Business professional groups in India. Though some studies highlighted the importance of emotional intelligence at work place, still the findings are inconclusive. Present study is an attempt to study emotional intelligence of various Business professional groups where the studies were not conducted much.