CHAPTER- I

INTRODUCTION AND RESEARCH DESIGN
Changes in the global economy and competition over the last decade have resulted in some major shifts in the role of business leadership and organizational managerial personal. Today's business leaders are increasingly under pressure to produce results. The emphasis is more on execution of organisational responsibilities and turning the corporate vision into reality. The business leaders must identify strategic goals, set direction, align people and motivate them towards attaining the desired objectives. For this purpose, the leaders should not only be good communicators but should also possess skills to build and manage multiple relationships. It is here that emotional intelligence ‘skill sets’ come in handy. These skills not only help the leaders to respond appropriately to challenging situations and make the right choices, but also establish strong relationships with others in order to secure their cooperation and support.

In today’s uncertain and ever changing business environment, a leader being a CEO or a person with executive responsibilities cannot handle all the complex issues himself. He must work closely with an alliance of diverse individuals who bring along unique experience, knowledge and expertise. Most of the time the leader does not have direct authority over these people. He can only exert a subtle and indirect form of influence to get things done through them. Without emotional intelligence, a leader will not be able to influence and inspire others effectively through indirect way. Therefore, if one is in a leadership role to develop emotional intelligence competency it is essential to develop such faculties.
For long, it was believed that success in performance depends on one's level of intelligence or intelligence quotient (IQ). Common experience is that a person performs well in academic activities may not normally perform well in other activities like sports, fine arts, painting, drawing etc. It is also observed in some cases that a brilliant student in academic activities miserably fails in his official performance and even below average level compared to his colleague having lesser academic credentials perform better than him.

If one looks at the life history of certain people who built their own empires in the respective fields, it is surprising as to how, they could achieve these splendid performances. Majority of these personalities have success stones behind them and rose to the enviable level of extraordinary success by humble beginnings by making a strategic differences in their approach, even though they did not have very good academic background.

For example, Indra Nooyi, apparently termed as an average student of IIM-Calcutta make her way to success to a coveted and the enviable CEO position of ‘Pepsi Company’ A school dropout, Mr. Bill Gates managed to build such a vast empire, where many others could not succeed as he succeeded in the field of information technology. Mr. M.S. Oberoi started his career as a hotel boy and could rise to the level of building his own empire in the ‘Hotel Industry’ throughout the world. Likewise, Mr. Dhirubhai Ambani, started his business as small vendor in handloom spindles and rose to the level of building a vast business empire in the name and style ‘Reliance’ with diversified activities. It is quite common in these renowned business establishments, where managerial personal are trained to be smart, most
valued and productive and to have strong traits of some extraordinary qualities which are not necessarily the highest intelligence quotient.

From the above, it can be inferred that a different kind of trait is required other than intelligence of an individual for his excellence in performance, which is termed as emotional intelligence (EI). The emotional traits are factors that are most likely to ensure success in one’s life. The lack of emotional intelligence explains why people have utter failures in their personal and professional lives, even though, they possess high intelligence quotient.

In TVS group, it was stated that, positive work culture and management’s understanding of human issues, enabled the organization to set an enviable track record of not having lost a single man-day in the last 60 years due to any reasons of industrial unrest. TVS group is unique in many aspects and its attitude towards the workforce reflected the group’s philosophy that common masters for both the management and employees were the ‘customer and organization itself’. It was further observed that the spirit of co-partnership and adherence to work values, reflected in the expertise and achievements of all departments, which was possible only by the committed employees.3

Sam Mittal, Managing Director of “Digital Equipments (India) Ltd” and who steered India on IT sector, while explaining the ‘turnaround’ of the company said that the company believes in charging and exciting the employees about its mission. Its strategy involves in energizing the employees and the company believes that if people have sense of belonging and ownership, they will definitely bring in success”.4
N. Sankar, Executive Chairman of the ‘SANMAR’ Group endorses “The greatest strength of ‘Sanmar’ is its people. Transcending with ease is the paradox of being a family concern, which is yet a professionally managed group, ‘Sanmar’ attracted some of the best talents available in their executive positions, due to company’s clean image”.^5

M.S. Banga, Former Chairman and Managing Director, Hindustan Lever, noted that, “Dealing with uncertainty is very important as a component of the leadership style or repertoire. The individual has to have greater tolerance to the ambiguity of uncertainty and yet be able to steer the business with success”.^6

Chairman of ‘Malladi Pharma Group’, while explaining the company’s Human Relations (HR) philosophy, elaborates that its strategic planning encompasses courtesy, mutuality of concern, reciprocating affection, good communication and coordination.^7

Dr. Manmohan Singh ‘Prime Minister of India’ emphasized that, “The task of a successful CEO or Manager in a fully competitive market is to motivate his internal team and successfully meet with external competitive pressure through innovation and efficiency”.^8 He further pointed out that “Greater competition is the only driver to bring in efficiency and focus on performance and productivity. The investment decisions in the public sector will have to be more at the board level and the roles of full-time, part-time and nominee directors toward good corporate governance are to be much result oriented. In India even as most of the major businesses are family-owned concerns where succession is from within the family, presently hired
professional managers or CEOs to bring efficiency to meet global competition."\(^9\)

Keshub Mahindra, Chairman, Mahindra and Mahindra Ltd., opines that, "The manager with respect to his team, will have to inculcate a culture where innovation thrives and enough delegation of authorities is done to make the employees feel the freedom to create and innovate".\(^10\)

P.M. Sinha, Former CEO, PepsiCo India, says that, "Value based leadership and a culture that promotes integrity is the most important element, which the CEO has the responsibility to inculcate. The CEO should build passion around the goals of the organization and bond the team through sustaining values".\(^11\)

R.V. Shahi, Secretary, Department of Power, Government of India, viewed that, "The institutionalized arrangement for selection should hold good only up to general managers. Beyond that, leadership positions should be open to everyone with individual compatibility".\(^12\)

Mr. Kofi Annan, Former ‘United Nation Secretary General’ indicated that, "It is my hope that competencies will provide us with shared language for talking, in concrete terms, about high performance and managerial excellence. I believe that a shared view of the standards that we are striving to achieve will assist us in our continuing efforts to prepare the organizations to meet the challenges of the 21st century."\(^13\)

In a journal, “Building the Future”, the Secretary-General has further indicated that the organization’s greatest strength and the key to success is the quality of staff and managers. He has stressed that, to capitalize on this strength, there is a need to create a better organizational
culture and environment that enables staff to contribute to their maximum potential. He explained that, when seeking to create a new culture and build human resources capabilities for the future, it is important to define organizational core competencies in the combination of skills, attributes and behaviours which are essential for all staff as well as the managerial competencies required by all those who manage others. Once organizational competencies have been defined, they can be used as a base on which to build and strengthen other human resources systems such as recruitment, placement, development and performance appraisal.\textsuperscript{14}

The above observations reveal that managerial executives are playing vital role in every organization’s accomplishment of goals and success in the present scenario. Due to present changes in the global economy, through liberalization, privatization and globalization business leaders and managerial personal are increasingly under pressure to produce results, set the goals and objectives etc., Therefore, a study of the perceptions of corporate managerial personnel on sensitive issues like, managerial competency, emotional intelligence, organizational culture and work values are increasingly imperative to understand their core values in these phenomena and more particularly on emotional intelligence.

1.1 EMOTIONAL INTELLIGENCE

Important explanations on this concept are given below:

Robert Cooper (1996)\textsuperscript{15} Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence.
Reuven Bar-On (1997)\textsuperscript{16} Emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits.

J. Mayer and P. Salovey (1997)\textsuperscript{17} Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist in acquiring emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

Daniel Goleman (1998)\textsuperscript{18} Emotional intelligence is the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

Wells and Mathew, (1994)\textsuperscript{19} Despite many problematic issues, the concept of emotional intelligence or the knowledge of how emotions function in self and others is getting its popularity day by day. In fact, importance of this construct is being realised by both scientific and professional communities.

Dalip Singh (2003)\textsuperscript{20} Emotional intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions: emotional sensitivity, emotional maturity and emotional competency, which motivate an individual to recognise truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.
Jitendra Mohan (2003)\textsuperscript{21} Emotional intelligence is a positive combination of a deep insight into one’s emotional and cognitive capacities and a charming flair of communication, empathy and motivation, leading to personal optimism, inter-personal confluence and organisational excellence.

Samira Malekar (2005)\textsuperscript{22} Emotional intelligence is a set of factors which involve awareness of self and managing emotions, developing oneself through the power of empathy and motivation and building strong relationship with people.

As society, individual organisation and all the fields which relates to technology and advancement are increasing in modern world but emotionally if people manage all the technology advancement and they manage their life in very effective manner. Emotional intelligence is the field related to mental skill which in many work as decision making, confidence, self-concept, self-control, self-awareness all the self controlling criteria can be fulfilled by intelligence. In modern organisation the degree of effectiveness and productivity of an employee identity determined by his level of emotional intelligence.\textsuperscript{23}

People with emotional quotient (EQ) become mature, cheerful, risk taking, outgoing, and give tremendous capacity for commitment. They do not surrender to overwhelming anxiety, diffidence or depressing in facing challenges which are very tough. They strive hard to achieve their goals and convert adversity into a new opportunity. They nurture great attitudes. Emotional intelligent people stand in sharp contrast with their degree of skill, ability and perform better creditably.
1.2 EMOTIONAL INTELLIGENCE COMPETENCY

Emotional intelligence models seem to be emerging as an influential framework in organizational psychology (Goleman, 2001), the internal environment of an organization includes a social setting that requires continued and substantial interpersonal interaction among the employees and it is here that ‘emotions’ form a core ingredient. It is therefore assumed that an individual’s ability to accurately perceive his / her emotions, being able to effectively control and regulate such emotions and interact effectively with others, will to a large extent, influence the individual’s workplace effectiveness (Bosman 2003). The same assumption applies to managers in organizations in which the volatility, spiraling change and divers organizational environment require leaders to effectively interact with their subordinates and followers. Emotional intelligence competencies influence managerial and organizational effectiveness in areas such as employee recruitment and retention, development of talent, employee commitment, and morale, and mental health (Bar-On, 1997). Research has shown that managers with high emotional intelligence obtain positive results from employees that are beyond expectations by developing and using talent crucial for organizational effectiveness. Effective manager or leader manage and steer their own feelings, acknowledge subordinates’ feelings about their work situation and intervene effectively to enhance morale (Cherniss, 2001). Emotional intelligence in leadership themes such as organizational outcomes, power and politics, and decision-making processes are frequently cited (Mayer & Salovey, 1997, Cooper & Sawaf, 1997). It is theorized that a dynamic combination of emotional intelligence competencies develop cognition and
guides leadership behavior. More specifically, emotionally informed cognition drives decision-making process and regulates leadership behavior of managers in deployment of power and authority. The resulting leadership behavior, guided largely by an individual's emotional intelligence capacity can have either a positive or negative effect on organizational culture and climate, based on ones value perceptions.

Goleman's (1998) first model of emotional intelligence identified five domains or dimensions of emotional intelligence encompassing twenty-five competencies. Three dimensions i.e., self awareness, self regulation and motivation are described as personal competencies related to understanding and managing emotions in one's self. The remaining two dimensions, i.e., empathy and social skills are described as social competencies related to knowing and managing emotions in others.

A statistical analysis by 'Richard Boyatzis' condensed the twenty-five competencies into twenty and five domains into four, i.e., Self awareness, Self management, Social awareness and Relationship management (Boyatzis, Goleman, & Rhee, 2000). While the analysis verified that the competencies nest within each emotional intelligence domain, it also suggested that the distinction between the social awareness cluster and the relationship management cluster may be more theoretical than empirical. This model which is used for the measurement purposes in this study. The resultant model is presented below.
EMOTIONAL INTELLIGENCE COMPETENCY VARIABLES

<table>
<thead>
<tr>
<th>RECOGNITION</th>
<th>Self Personal Competence</th>
<th>Other Social Competence</th>
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<tbody>
<tr>
<td>Self-Awareness</td>
<td>- Emotional self-awareness</td>
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<td>- Accurate self-assessment</td>
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<td></td>
<td>- Self-confidence</td>
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<tr>
<td>Social-Awareness</td>
<td>- Empathy</td>
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<td>- Service orientation</td>
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<td></td>
<td>- Organizational awareness</td>
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<tr>
<th>REGULATION</th>
<th>Self-Management</th>
<th>Relationship Management</th>
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<tr>
<td>Self-control</td>
<td>- Trustworthiness</td>
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<td>- Conscientiousness</td>
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<td>- Adaptability</td>
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<td>- Achievement drive</td>
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<td>- Initiative</td>
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<td></td>
<td>- Developing others</td>
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<td>- Influence</td>
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<td>- Communication</td>
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<td>- Conflict management</td>
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<td>- Leadership</td>
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<td>- Change catalyst</td>
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<td>- Building bonds</td>
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<td></td>
<td>- Teamwork &amp; collaboration</td>
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1.2.1. SELF-AWARENESS CLUSTER

This cluster deals with the understanding of feelings and accurate self-assessment in one's self and comprises three competencies relating to performance at the workplace.

i. Emotional Self-awareness

It reflects the importance of recognizing one's feelings and how they affect one's performance.

ii. Accurate Self-Awareness

At another level, self-awareness is key to realizing one's own strengths and weaknesses. A study among several hundred managers from twelve different organizations, accurate self-assessment was seen as the hallmark of superior performance. Individuals who score high in accurate self-assessment are aware of their abilities and limitations, seek out feedback and learn from their
mistakes and know where they need to improve and when to work with others, who have complementary strengths.

**iii. Self-Confidence**

A high degree of self-confidence among supervisors, managers and executives, distinguishes the best from the average performer.

1.2.2. SELF-MANAGEMENT CLUSTER

This cluster refers to managing internal states, impulses and resources and includes six competencies relating to workplace performance.

**i. Self-Control**

Heading the list is competence in emotional self-control, which manifests largely as the absence of distress and disruptive feelings. Signs of this competence include being unfazed in stressful situations or dealing with a hostile person without lashing out in return.

**ii. Trustworthiness**

Trustworthiness refers to letting others know one’s values and principles, intentions and feelings and acting in ways that are consistent with them. Trustworthy individuals are forthright about their own mistakes and confront others about their lapses. Deficiency in this ability can derail a career.

**iii. Conscientiousness**

The signs of conscientiousness competence include being careful, self-disciplined and scrupulous in attending to responsibilities.

**iv. Adaptability**

If there is any single competence our present times call for, it is adaptability. Superior performers in management absolutely exhibit this competence.
v. Achievement drive
This is the competence which drives the success of business leaders. In its most general sense, this competence, also known as achievement drive, refers to an optimistic striving to continually improve performance.

vi. Initiative
Those with strong initiative competence act before being forced to do so by external events. This often means taking anticipatory action to avoid problems before they happen or taking advantage of opportunities before they are visible to anyone else.

1.2.3. THE SOCIAL AWARENESS CLUSTER
This cluster refers to reading people and groups accurately, and encompasses three competencies relating to performance at work.

i. Empathy
Its gives people an astute awareness of others’ emotions, concerns and needs. The empathic individual can read emotional currents, picking up on nonverbal cues such as tone of voice or facial expression and strives to solve the problems through positive interaction with others.

ii. Service Orientation
The ability to identify a client’s or customer's often-unstated ‘needs and concerns’ and then match them to products or services is an individual’s service competence. This empathic strategy distinguishes star sales performers from average ones. It also means taking a long-term perspective, sometimes trading off immediate gains in order to preserve customer relationships.
iii. Organizational Awareness

The ability to read currents of emotions and political realities of groups in organisation is a competence vital to behind-the-scenes networking and coalition building that allows individuals to wield influence, irrespective of their professional role.

1.2.4. THE RELATIONSHIP MANAGEMENT CLUSTER

This cluster refers to inducing desirable responses in others and has twelve competencies relating to performance at work.

i. Developing Others

Developing others involve sensing others’ developmental needs and bolstering their abilities, a talent required not just as excellent coaches and mentors, but also as outstanding leaders.

ii. Influence

Influence competence refers to effectively handle and manage emotions of other people and is also persuasive. The most effective people sense others’ reactions and fine-tune their own responses to interact in the best direction.

iii. Communication

Creating an atmosphere of openness with clear lines of communication is a key factor in organizational success. People who exhibit communication competence are effective in the give-and-take of emotional information, deal with difficult issues in a straightforward manner, listen well and welcome sharing information, foster open communication and stay receptive to bad news as well as good.
iv. **Conflict Management**

Effective conflict management and negotiation are important to long-term symbiotic business relationships, such as those between manufacturers and retailers. In a survey of retail buyers in department store chains, effectiveness at win-win negotiating was an accurate barometer of the health of the manufacturer-retailer relationship.

v. **Leadership**

Leadership competencies draw on a range of personal skills to inspire others to work together towards common goals. They are able to articulate and arouse enthusiasm for a shared vision and mission, step forward as needed, guide the performance of others while holding them accountable and lead by example.

vi. **Change Catalyst**

An effective change leader articulates a compelling vision of new organizational goals. A leader’s competence as change catalyst brings greater efforts and better performance from subordinates to bring their work more effective.

vii. **Building Bonds**

Competence in building bonds epitomizes stars in fields like engineering, computer science, biotechnology and other knowledge work fields in which networking is crucial for success. These stars tend to choose people with a particular expertise or resource to be part of their networks.

viii. **Team Work and Collaboration**

This competence has taken on increased importance in the last decade with the trend toward team-based work in many organizations. Team work itself
depends on the collective emotional intelligence of its members. The most productive teams are those that exhibit emotional intelligence competencies at the team level.

1.3 MANAGERIAL CORE COMPETENCY

As the ability to get things done through people is the vital task of the manager, managerial competencies are the skills, attributes and behaviours which are considered essential for staff with managerial or supervisory responsibilities. Managers will need effective managerial and leadership competencies in order to build a new organizational culture and meet future challenges. They help organizations to clarify expectations, define future development needs and do more focused recruitment and development planning. Competencies provide a sound basis for consistent and objective performance standards by creating shared language about what is needed and expected in an organization.\(^{33}\)

Managerial core competency is best seen as something a manager produces from a situation by managing it appropriately and producing the results or meeting the targets in every sphere of the activities of organisation. Managers job is linked with four major dimensions they are, general integrative, planning and control, leading, managing conflict and change. The productivity of any organisation can be increased by the effective management of all the four dimensions and specially by managing the conceptual and human dimensions of management. All managers need to work with and through subordinates to optimise organisational performance.

Business managers have many resources at their disposal and the quality of work is dependent on how well these resources have been
used. The performance of a manager can be measured by the extent to which goals that are important to the group and organisations are met through the productive efforts of subordinates (Herbert, 1976). In other words, effective management is the culmination of synergy of effectiveness of individual managers in the organisation (Sen and Saxena, 1999).

In a study, United States Geological Survey (USGS) has identified a need to implement a behaviorally-based ‘Core-Competency Model for Managers’ (CCMM). This initiative is driven by the need to:

a) Facilitate succession planning.

b) Identify skills, knowledge and competencies of successful USGS managers.

c) Establish ways to measure competencies and close gaps.

d) Comply with presidential mandates.

e) Meet Office of Management and Budget (OMB) audit standards.

f) Prepare staff to meet Senior Executive Service (SES).

g) Align with Department of the Interior’s (DOI’s) move to competency management.

Internally, USGS employees at all levels articulated a desire for blending the agency’s core science mandates and technical competence with effective/efficient management. The issue was brought to the ‘Human Resources Leadership Team’ (HRLT) by managers within the USGS. The HRLT took this charge and began investigation and resolution. The ‘Office of Employee Development’ (OED), in collaboration with its HR partners, began production of the Core Competency Model for Managers on August 26, 2003. Transition Fitness, LLC, an independent Organizational Development and
Human Resource Management consultancy was retained to assist in the process. Subsequently the agency developed a model which is used for the measurement purposes in this study.

**MANAGERIAL CORE COMPETENCY VARIABLES**

<table>
<thead>
<tr>
<th>General Integrative Competency</th>
<th>Planning and Control</th>
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<tbody>
<tr>
<td>• Integrity / Honesty</td>
<td>• Goal setting</td>
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<tr>
<td>• Interpersonal Skill</td>
<td>• Vision and Mission</td>
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<tr>
<td>• Accountability</td>
<td>• Organizing and Control</td>
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<tr>
<td>• Communication</td>
<td>• Delegate Authority</td>
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<tr>
<td>• Positive attitude and role model</td>
<td>• Ability to work under pressure</td>
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<tr>
<th>Leading Competency</th>
<th>Managing Conflict and Changes</th>
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<tr>
<td>• Leadership</td>
<td>• Flexibility</td>
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<tr>
<td>• Team Building</td>
<td>• Resilience</td>
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<tr>
<td>• Creative and innovation</td>
<td>• Conflict Management</td>
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<tr>
<td>• Empowering others</td>
<td>• Problem Solving</td>
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<tr>
<td>• Judgment / Decision making</td>
<td>• Political Savvy</td>
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<td>• Supervision</td>
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<td>• Motivation</td>
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Explanations to the above model are presented below:

1.3.1. GENERAL INTEGRATIVE COMPETENCY

i. **Integrity / Honesty**

It is termed as mutual trust and confidence which initiates action to accomplish scientific goals by guiding, motivating and gaining the confidence of others. It is a culture that fosters high standards of ethics to behave in a fair and ethical manner toward others. It demonstrates a sense of corporate responsibility and commitment to public service and further emphasizes that voluntary commitment to shared values and goals and adapts effective leadership style to different situations.
ii. Interpersonal Skill

It is to establish and maintain constructive and cooperative interpersonal relationships with others to accomplish the organisation’s mission. Considers and responds to the needs, feelings and capabilities of different people in different situations. Effectively communicates, to all levels like managers, peers, customers, partners and employees. Effective listening skills, clarifying information are needed and it facilitates an open exchange of ideas to accommodate different people and situations in work organisations.

iii. Accountability

Accountability is the acknowledgment and assumption of responsibility for actions, products, decisions and policies including the administration, governance, and implementation within the scope of the role or employment position and encompassing the obligation to report, explain and be answerable for resulting consequences.

iv. Communication

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All forms of communication require a sender, a message and an intended recipient. Communication requires that all parties have an area of communicative commonality.

v. Positive attitude and role model

Positive attitude is "a state of mind or a feeling or a disposition and to have a positive attitude about work". Role model generally means any "person who serves as an example, whose behavior is emulated by others"
1.3.2. PLANNING AND CONTROL COMPETENCY

i. Goal setting
Goal-setting suggests that, it's an effective tool for making progress by ensuring that participants in a group with a common goal are clearly aware of what is expected from them, if an objective is to be achieved.

ii. Vision and Mission
A vision statement outlines what the organization wants to be or how it wants the world in which it operates to be. It concentrates on the future. It is a source of inspiration. It provides clear decision-making criteria. A mission statement explains the fundamental purpose of the organization. It defines the customer and the organizations' critical processes. It all so suggest the desired level of performance expected considering the futuristic goals of an organisation.

iii. Organizing and control
Organizing is the process of identifying and grouping the work to be performed by delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives. Managerial control is to make efficient use of all resources of organization for achieving its objectives.

iv. Delegation of authority
Delegation of authority takes place, when a manager assigns a part of his work to others and gives them the authority to perform the assigned tasks. The manager who delegates authority holds his subordinates responsible for proper performance of assigned tasks. Thus, the process of delegation
involves assigning duties, entrusting authority and imposing responsibility on subordinates.

v. Ability to Work Under pressure

Ability to working under pressure involves dealing with circumstances that can be constrained by time, resources, the difficulty of the task, all of these and more. It involves the stress that comes from dealing with a matter that must be taken care of in a timely manner. This pressure can lead to physical or mental distress.

1.3.3. LEADERSHIP COMPETENCY

i. Leadership

Leadership has been described as the "process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task."

ii. Team Building

Team Building refers to a wide range of activities, presented in business organisations, sports teams and nonprofit organizations etc., and is designed for improving team performance. Team building is pursued via a variety of practices and can range from simple bonding exercises to complex simulations including group assessment and group-dynamic games and so on. It generally sets within the theory and practice of organizational development. Teambuilding is an important factor in any environment; its focus is to specialize in bringing out the best in a team to ensure self development, positive communication, leadership skills and the ability to work closely together as a team to attain organizational objectives.
iii. Creativity and Innovation

Creativity refers to the phenomenon whereby something new is created which has some kind of value. What counts as "new" may be in reference to the individual creator or to the society and business organisations or domain within which the novelty occurs.

Innovation is a change in the thought process for doing something or the useful application of new inventions or discoveries. It may refer to an incremental emergence or radical and revolutionary changes in thinking, products, processes or organizations.

iv. Empowering Others

Empowering others means "letting go." It means making a systematic and sustained effort to give others more information, knowledge, support and opportunities to exercise their power for mutual benefit which is very crucial for present day organisations.

v. Judgment / Decision making

Judgment / decision making is an essential skill for career success generally, and for effective leadership particularly. If one can learn to make timely and well-considered decisions, it will lead to spectacular and well deserved success. However, when poor decisions are made, a manager's team risks failure and his time as a leader will, most likely be brutally short.

vi. Supervision

Supervision means the act of watching over the work or tasks of another who may lack full knowledge of the concept at hand. Supervision does not mean control of another but guidance in a work, professional or personal context.
vii. Motivation

Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

1.3.4. MANAGING CONFLICT AND CHANGES

i. Flexibility

This recognizes that we live and work in an increasingly complex and continually changing environment. It is open to change and new ideas while maintaining core goals and values. It adapts behavior and work methods in response to new information, changes or obstacles and adjusts rapidly to new or changing situations. Flexibility means to act with professionalism and integrity under pressure.

ii. Resilience

Resiliency is “the capacity of individuals, organizations and nations to survive and thrive amidst ongoing change, disruption and adversity.” For organizations, resiliency is the ability to anticipate and respond positively to disruptions such as reorganizations, mergers and other departures from the routine. Instead of losing momentum and focus, resilient organizations are prepared to bounce back quickly and stay on track.
iii. Conflict Management
Conflict management refers to the long-term management of intractable conflicts. It is the label for the variety of ways by which people handle grievances i.e., standing up for what they consider to be right and against what they consider to be wrong, but with underlying importance of willingness to contribute positively for organizational growth.

iv. Problem Solving
Problem solving is a mental process and is part of the larger process that includes problem finding and problem shaping. Considered the most complex of all intellectual functions, problem solving has been defined as higher-order cognitive process that requires the modulation and control of more routine or fundamental skills. Problem solving occurs when an organization or an artificial intelligence system needs to move from a given state to a desired goal state.

v. Political Savvy
It is an ability to identify and keep current with the internal and external politics and issues that impact the work of the organization and be sensitive to how people and organizations function. It is to be anticipate the internal and external implications of statements or actions and consider political and organizational reality with strategic and interests in decision-making. Political savvy represents appropriate approaches to each problem situation.

1.4 ACHIEVEMENT OF PROFESSIONAL POTENTIAL GOAL
Corporate executives in general are professionally involved to their work and managerial positions, which is defined as the relative strength of identification with and involvement in the organizations (Lachman and
Aranya, 1986). The level of such involvement is influenced by the scope of skill utilization (professional job scope).

In this respect, to develop appropriate scale for this variable, four relevant dimensions were noticed. They are,

1) Chance to use one’s ability and expertise
2) Chance to learn new things
3) Chance for professional autonomy
4) Extent to which one’s job fully uses one’s training and experience

1.5 ORGANISATIONAL CULTURE

Organizations develop their own style of operations which are based on a cognitive framework consisting of attitudes, values, behavioral norms and expectations shared by organizational members. This then becomes the organizations’ hallmark as perceived by business leaders and the public at large. Thus, a corporate image, good or bad, is the label attached to an organization for its “Culture”. Culture is an intangible force, albeit with far reaching consequences and invariably many persons view culture as implicit while others as explicit.

Expectations, thoughts, views and personality of a founder in the early years of the organizations give birth to a culture, which later was influenced by the managers and leaders with vision. Members of the organization also bring with them their dominant values which they cherish into the ‘firm’ and thus influence culture. Due to external adaptation and internal integration, members of an organization exchange ideas, values, aspirations and assumptions and discover ways to cope with the issues in
hand and adjust to the organisational demands. This too gives rise to a culture unique to itself.41

1.6 ORGANISATIONAL CULTURE MODEL

The growing in interest the concept of corporate culture in late 1970’s and 1980’s led to the development of different self-report questionnaires to measure it. Most of the early studies relied almost extensively on qualitative methods (Glick, 1985).42 However, the culture studies took curious turn particularly in the 1980’s as authors included studies that pursued a more conventional agenda of comparisons and generalizations, exemplified by a series of articles that have used either quantitative methods exclusively or some combination of quantitative and qualitative methods (see for example, Cook and Rousseau, 1988,43 Chatman, 1991,44 O’Reilly, C.A., Chatman, J. and Cadwell,D. 1991,45 Gordon and DiTomaso,1992,46 Denison and Mishra, 1995,47 and Hofstede, 1998,).48 These scholars argued that culture measurement is crucial to understanding the relationship between factors of interest, making valid comparisons and investigations between and across firm cultures.

Following cue from these researches, the present study used a quantitative approach to examine the link between organizational culture and emotional intelligence and other dimensions using Denison Organizational Culture Survey (DOCS),49 and its dimensions are presented below.
ORGANISATIONAL CULTURE VARIABLES

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Adaptability</th>
<th>Consistency</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Empowerment</td>
<td>• Creating Change</td>
<td>• Core Values</td>
<td>• Strategic Direction and Intent</td>
</tr>
<tr>
<td>• Team Orientation</td>
<td>• Customer Focus</td>
<td>• Agreement</td>
<td>• Goals and Objectives</td>
</tr>
<tr>
<td>• Capability Development</td>
<td>• Organisational Learning</td>
<td>• Coordination and Integration</td>
<td>• Vision</td>
</tr>
</tbody>
</table>

1.6.1. INVOLVEMENT

Effective organizations empower and engage their people, build their organization around teams and develop human capability at all levels. Organizational members are highly committed to their work and feel a strong sense of engagement and ownership. People at all levels feel that they have input into decisions that will affect their work. They also feel that their work is directly connected to the goals of the organization. This allows high 'involvement' organizations to rely on informal, voluntary, and implicit control systems, rather than formal, explicit, bureaucratic control systems. This trait is measured with three dimensions as presented below.

i. Empowerment

Individuals have the authority, initiative and ability to manage their own work. This creates a sense of engagement, ownership and responsibility to the organization.
**ii. Team Orientation**

Team orientation is to work cooperatively toward common goals for which all employees should feel mutually accountable. An organization relies on team effort to get its work done.

**iii. Capability Development**

Business organizations have to continually invest in the development of employees' skills in order to stay competitive and meet on-going business needs.

1.6.2. CONSISTENCY

Organizations are most effective when they are consistent and well integrated. Behavior must be rooted in a set of core values and people must be skilled at putting these values into action by reaching agreement while incorporating diverse points of view. Consistent organizations develop a mindset that supports an internal system of governance based on consensual support. These implicit control systems can be a more effective means of achieving coordination and integration than external-control systems that rely on explicit rules and regulations. These organizations have highly committed employees, a distinct method of doing business, a tendency to promote from within and a clear set of "do's" and "don'ts." This type of consistency is a powerful source of stability and internal integration. In the model, this trait is measured with three dimensions as presented below.

**i. Core Values**

Members of the organization share a set of values which create a sense of identity and a clear set of expectations.
ii. Agreement

Members of the organization are able to reach agreement on critical issues. This includes both the underlying level of agreement and the ability to reconcile diverse points of view, when they occur.

iii. Coordination and Integration

The different functions and units of the organization are linked to work together well to achieve common goals. Organizational boundaries do not interfere with getting work done.

1.6.3. ADAPTABILITY

Strong sense of purpose and direction must be complemented by a high degree of flexibility and responsiveness to the business environment. Organizations with a strong sense of purpose and direction can often be the ones that are the least adaptive and the most difficult to change. Adaptable organizations translate the demands of the organizational environment into action. They take risks, learn from their mistakes and are good at creating change. They continuously improve the organization's ability to provide value for its customers by creating a system that translates the signals from the environment into internal systems that ensure the organization's survival and growth. This trait is measured with three dimensions. They are,

i. Creating Change

The organization creates adaptive ways to meet changing needs. It is able to read the business environment, react quickly to current trends and anticipate future changes.
ii. Customer Focus
The organization understands and reacts to its customers and anticipates their future needs. It reflects the degree to which the organization is driven by a concern to satisfy its customers.

iii. Organizational Learning
The organization takes risks, learns from its mistakes and constantly integrates this knowledge to improve the organizational system.

1.6.4 MISSION
Successful organizations have a clear sense of purpose and direction, which allows them to define organizational goals and strategies and to express a compelling vision of the organization's future. Business executives play a critical role in defining mission but, a mission can only succeed, if it is well understood from top to bottom. A clear mission provides purpose and meaning by defining a compelling social role and a set of externally defined goals for the organization. A sense of mission also allows an organization to shape current behavior by envisioning a desired future state. Being able to internalize and identify with an organization's mission contributes to both short and long-term commitment to the organization. Like all of the traits, mission is measured by three indexes. They are,

i. Strategic Direction and Intent
Clear strategic intentions convey the organization's purpose and make it clear how everyone can contribute and "make their mark" on the industry.

ii. Goals and Objectives
A clear set of goals and objectives can be linked to the mission, vision, strategy and provide everyone with a clear direction in their work.
iii. Vision

Effective organizations hold a shared view of a desired future state. It embodies core values and captures the hearts and minds of the organization’s people, while providing guidance and direction.

1.7 WORK VALUES

Existence, relatedness and growth needs, an individual assigns in his work life are taken as work values. It is measured in terms of the relative importance and the extent of realization of these values, in one’s work life and is adopted in this study based on Alderfer’s experiments on work values.33

1.8 WORK VALUES MODEL

Milton Rokeach (1973) has defined value as being “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence.”50

Value perceptions of individuals always affect all types of human decisions and act as a powerful causative agent... shaping the events encountered in one’s life and in fact it is a contributory factor which affects the others also. Study of its different dimensions is a multifaceted construct and specific value studies are now conducted to find out its influence on business organizations, its members etc.

In 1980, Prasad and Singh51 studied the value perceptions of Indian managers and found out that, the predominant managerial values in order were (1) Economic, (2) Theoretical, (3) Political, (4) Social, (5) Aesthetic and (6) Religious. Siddhartha and Ganguli (1980)52 found that managers having pragmatic views were easier to change by training, persuasion and
leadership appeal, while managers having moralistic values have humanistic orientation. Hence, it is evident that values and value system in the work life of employees play a vital role in shaping their attitude towards work, work ethic, organization etc.\textsuperscript{53}

A few scales are available for measuring work values. Blood (1969)\textsuperscript{54} has developed a scale of work values based on protestant work ethic. Clayton Alderfer’s\textsuperscript{55} modified need hierarchy design collapses Maslow’s\textsuperscript{56} five hierarchical levels into three, i.e. Existence, Relatedness and Growth (ERG). They are,

\textit{Physiological and safety needs: Existence needs}

Needs required to preserve human life. They include all of what Maslow termed as physiological needs relating to material safety.

\textit{Social needs: Relatedness needs}

They refer to all socially intended needs i.e., how people relate themselves to their surrounding social environment. These include the need for meaningful social and interpersonal relationship.

\textit{Esteem and self actualization needs: Growth needs}

They reflect the individuals’ desire to be self confident, productive and creative. It is the desire to engage in tasks that require full utilization of abilities and to develop additional capabilities and skills.

This ERG model of Alderfer is born out of reality that all the needs are prescribed by the values and values in turn operated as a boundary for the needs.
It is felt that the influence of value perceptions has considerable moderating effect on the emotional intelligence and managerial core competency of business executives. Therefore, in order to measure the work values realization of corporate executives, Alderfer’s ERG model has been adopted for the present study.

The value dimensions considered are:

1. Job security
2. Economic and monetary comforts

3. Affiliation with colleagues (social relationship, interaction or mutual help)
4. Social recognition (respect and admiration)
5. Authority (power to control others)
6. Competition with colleagues (in taking up challenging tasks)
7. Autonomy (freedom or sense of independence in work assignments)

8. Creativity (imaginative approach in doing things)
9. Competence (setting my own goals of achievement)
10. Ability utilization (willingness to use best of knowledge and skill)
11. Achievement in life through work (fulfillment of ambitions)
12. ‘Work’ as meaningful activity (Enrichment of innerself).
In recent years, there is an increasing interest in the concept of emotional intelligence, given the complexity of modern life. It is imperative that, to understand our emotions better, an empirical study is needed, so that effectiveness at workplace is significantly enhanced. The interpersonal relations in the workplace are an important soft skill performance which determines managerial effectiveness. At personal level too, it affects our relationship with parents, spouse and children to improve the quality of our life and lead a more fulfilled life without dissipating our energies on trivialities. Emotions shape our actions and decisions in a significant manner. In a same way, when considering effective managerial leaders, most of the comments may come as, ‘performs well under pressure’, ‘sets very high standards for himself/herself and the team’, ‘makes the most of his or her ability always giving 100%’ and ‘a good team player’ etc., In simple terms these are all characteristics of emotional intelligence.

Generally, people with high EQ are happier, healthier and more successful in their relationships. These people strike a balance between emotion and reason, are aware of their own feelings, show empathy and compassion for others and have high self-esteem. Emotional intelligence can be instrumental in many situations in the workplace and can help achieve organizational effectiveness. On the basis of advanced research for the requirements of a CEO’s office, psychologists concluded that fast-changing global corporate environment needs more than just brains to run the business. Hence, it is imperative that high EQ level of managerial personal are essential for making the right decisions and solving problems. Some of the immediate benefits of high EQ are that, it can lead to increased productivity, enhanced
leadership skills, improved responsiveness and greater creativity. It can also create an enthusiastic work environment, reduce stress levels and resolve emotional issues, improve the well-being of employees and improve relationships all around. EQ can enable employees to resolve past issues and tackle both external as well as internal conflicts, help them attain emotional power and accomplish their goals at all levels like physical, mental, emotional and spiritual capabilities and improve psychological abilities such as memory, clarity of thinking and decision-making. 57

Increasingly, more companies are realizing that encouraging ‘emotional intelligence skills’ is a vital component of their management philosophy. An organization does not compete with products alone. How well it uses its people is more important for its survival. Managerial personal with emotional competencies in organizations contribute effectively from the bottom line in their work organizations. Hence, EQ can be a valuable tool for HR practitioners and managers who need to bring about changes in their own organizations. It is being increasingly recognized that EQ can be effectively applied to the unique requirements of any organizations and the principles of EQ can help employees become better team players, show greater creativity in their work and increase overall productivity through the powerful techniques of integrating and applying emotional intelligence at the workplace, there by become successful in business leadership. For example, learning how to successfully overcome obstacles and blocks, resolve conflicts and deal with any issue that may come in the way of accomplishing managerial objectives are one of strategic importance for modern executives. 58
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Hence, there has been increasing interest among management experts in the concept of emotional intelligence and empirical assessment of its causes in a variety of organizational settings. Most numerous have been the studies on the emotional intelligence perceptions of such samples like workers, nurses, teachers, adolescents and on leadership behavior of IAS officers etc., which appeared in the last decade.

But the commitment of managers (generally called business executives) in respect of multiple competencies like emotional intelligence are essential for the survival and effectiveness of large work organizations, because, the fundamental responsibility of management is to maintain the organization in a state of health necessary to carry on its work. Effective management thus presupposes a proprietary concern, a sense of responsibility for and dedication in sustaining the well-being of the organization. In the absence of ‘ownership’ as a motive for such concern, modern organizations have, of necessity, turned to the deliberate creations and protection of committed elites with all humanistic virtues.$^{59}$

Though, few scholars have concerned themselves with describing or outlining the totality of the process by which emotional competent managers are moulded, insights can be gained from the empirically oriented studies of emotional commitment which seek to identify its correlates in different organizational settings.

Often management scientists have been concerned with the effect of the work environment on employee attitudes and subsequent behavioural outcomes. One direction of this concern has been the relationship between organizations and its professionally qualified or experienced
employees in executive positions. This relationship has been typically characterized as conflicting on the assumption that ‘emotional intelligence, managerial core competency and ‘values’ are inherently compatible, reinforced by perceived satisfaction in organizational work settings.\textsuperscript{60}

Several studies have also obtained results suggesting that, based on peer, subordinate and supervisor ratings on emotional competency inventory, they showed that high-performance managers were rated significantly higher than average performing managers in emotional intelligence.

Further Gill (2002) stated that planning, organizing and controlling skills were needed by managers while emotional intelligence and behavior skills were needed by leaders.\textsuperscript{61} Flexibility was another important prerequisite of high performing individuals, teams and organizations. It also played an important role in managerial competencies such as decision making, conflict resolution and negotiation. Emotionally intelligent leaders showed great flexibility themselves and encouraged others.\textsuperscript{62}

Collaborating with the above mentioned observations, it is felt that the emotional phenomenon towards organization should be viewed from the angle of individual’s perceptions. It is quite possible that, if a person’s individual emotional intelligence skills are utilized by the present employing organization, with reference to many work related factors like organizational culture, work environment and job scope, to match his professional ambitions and personnel policies in general, the individual is inclined to psychologically attach himself to the organization, thus positively committed towards organizational objectives also. Thus, individuals in the organization have two
conflicting perceptions which influence their work performance viz., emotional intelligence and managerial core competency. If these two core variables possibility imbibe in their minds, they will show a positive state of reverence to the organization by wholeheartedly working for its growth as well as towards his work professional advancement.

1.9 NEED FOR THE STUDY

The study on the perceptions of executives in business is attempted on the sensitive issues like emotional intelligence and managerial core competency, their work value perceptions and the influence of work related variables like organisational culture, achievement of professional potential goal and gap in work values to enable the managements to frame proper personnel policies, so that they have a perfect team of managerial personnel in executive positions, discharging their functions with optimum efficiency. The present study is an attempt in this direction.

1.10 SCOPE OF THE STUDY

In the present state of growing corporate entities in India, with import of new work cultures due to the entry and presence of foreign corporate giants, it is believed that the study of perceptions of corporate executives in different managerial responsibilities on emotional intelligence competency will enhance the knowledge and understanding of organizational measures.
In this respect a comprehensive analysis of executives’ work related outcomes like personal characteristics, organizational culture, achievement of professional potential goal together with their personal attributes like work values perceptions are considered to understand their implications on emotional intelligence and managerial core competency phenomena for the present study.

1.11 STATEMENT OF THE PROBLEM

The study is intended to examine the perceptions of corporate executives in emotional intelligence and managerial core competency, so that practical approach to the study of this topic will further enlighten the theoretical and empirical aspects of managing the management personnel on these issues. Besides, this study aims to analyse, on the basis of available data, a study on the perceptions of corporate executives on emotional phenomena in selected organizations. Further, the possibility of identifying the causes of organizational culture, achievement of professional potential goal and gap in work value perceptions of corporate executives is also attempted. Under this context, this research study entitled “Emotional Intelligence and Managerial Core Competency Perceptions of Business Executives” was undertaken.

1.12 OBJECTIVES OF THE STUDY

The main purpose of this research is to examine emotional intelligence and managerial core competency perceptions of business executives in the light of their behavioural and work related determinants acting on them. The major objectives of the study are as follows.
1. To find out the impact of demographic variables of executives on emotional intelligence and managerial core competency.

2. To examine and analyze the influence of emotional intelligence on managerial core competency perceptions of corporate executives, with reference to their work settings.

3. To identify and examine the impact of emotional intelligence on managerial core competency levels of business executives.

4. To analyse the relationship of emotional intelligence, managerial core competency, organisational culture, achievement expectation of professional potential goal in the organisations they serve and their work value perceptions on emotional intelligence and managerial core competency of executives.

5. To suggest measures to develop a positive state of behavioural and attitudinal outcomes of managerial personnel with respect to their work organizations.

1.13 HYPOTHESES

1. \( H_0 \): There is no relationship between the emotional intelligence and managerial core competency, achievement of professional potential goal, organizational culture and gap in work values.

\( H_1 \): There is significant relationship between the emotional intelligence and managerial core competency, achievement of professional potential goal, organizational culture and gap in work values.
2. $H_0$: There is no relationship between the managerial core competency and emotional intelligence, achievement of professional potential goal, organizational culture and gap in work values.

$H_1$: There is significant relationship between the managerial core competency and emotional intelligence, achievement of professional potential goal, organizational culture and gap in work values.

3. $H_0$: There is no relationship between the achievement of professional potential goal and emotional intelligence, managerial core competency, organizational culture and gap in work values.

$H_1$: There is significant relationship between the achievements of professional potential goal and emotional intelligence, managerial core competency, organizational culture and gap in work values.

4. $H_0$: There is no relationship between the organisational culture and emotional intelligence, managerial core competency, achievement on professional potential goal and gap in work values

$H_1$: There is significant relationship between the organisational culture and emotional intelligence, managerial core competency, achievement on professional potential goal and gap in work values
5. $H_0$: There is no relationship between the gap in work values and emotional intelligence, managerial core competency, achievement of professional potential goal and organizational culture.

$H_1$: There is significant relationship between the gap in work values and emotional intelligence, managerial core competency, achievement of professional potential goal and organizational culture.

1.14 DELIMITATIONS OF THE STUDY

The study focuses only on the executives' general perceptions of emotional intelligence and managerial core competency orientation and not on specific organizations. Non executives or employees working in non managerial positions are not included. They represented a wide spectrum of organizations located mainly in Chennai and some in different parts of Tamil Nadu, Bangalore and Mumbai. The unit of study is confined to ‘Business executives’ working in corporate organizations in India.

1.15 METHOD OF RESEARCH

Survey method through structured questionnaire was adopted for this study.

1.15.1 Sampling Frame and Data Collection Procedure

Primary data needed for the study were collected through questionnaires issued to 500 corporate executives, who constitute the sample for the study. They represented a wide spectrum of Government and Public sector; and Private sector both Indian and Multinational organizations located
mainly in Chennai and some in different parts of Tamil Nadu, Bangalore and Mumbai. Sample consists of executives belonging to different functional areas like production, sales, finance, secretarial, human resources, computer specialization etc. and are at different managerial levels like junior, middle and senior management categories.

Convenience sampling was adopted considering the availability and approachability of executives for the purpose of data collection efforts.

A total of 500 questionnaires were issued through personal contacts, after obtaining official permission from organisations and through the assistance obtained from many executives working in various organizations. Completed questionnaires received were 408, which represent 82% of response rate but only 316 questionnaires were used, remaining 92 questionnaires were discarded because of incomplete answers or partially filled defective responses, as they are not useful for statistical purposes.

1.15.2 Data Collection Period

Questionnaire for sample survey of executives were distributed during from January to March 2009 and data collection work was extended up to November 2009. Hence, it took approximately eleven months for distribution of questionnaires and collection of data from the respondents.

1.16 RESEARCH INSTRUMENT

The research instrument used for this study is questionnaire. The questionnaire was designed to measure the variables of Emotional Intelligence, Managerial Core Competency, Achievement of Professional Potential Goal, Organisational Culture and Work Values of Business Executives. The questionnaire consists of four sections examining the
relationship with four variables on emotional intelligence of sample executives.

1.17 QUESTIONNAIRE DESIGN AND MEASUREMENT

The questionnaire used for data collection is a structured one and has four sections.

Section-A

It contains five point scale representing three major variables considered for the study, covered in 106 statements. They are

1. **Emotional intelligence scale:** It contains four dimensions of emotional intelligence i.e., self-awareness, social awareness, self-management and relationship management, measured in fifty eight statements which are presented in Likert type five point scale (statement items 1 – 58). They are:

<table>
<thead>
<tr>
<th>Sub Dimensions</th>
<th>Statement Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-Awareness</td>
<td>1 to 13</td>
</tr>
<tr>
<td>2. Self-Management</td>
<td>14 to 27</td>
</tr>
<tr>
<td>3. Social Awareness</td>
<td>28 to 39</td>
</tr>
<tr>
<td>4. Relationship Management</td>
<td>40 to 58</td>
</tr>
</tbody>
</table>

2. **Managerial core competency scale:** It covers four dimensions of managerial core competency i.e., general integrative competency, planning and control competency, leading competency and managing conflict and change catalyst competency, measured in forty four statements presented in Likert type five point scale. (statement items 59 – 102). They are:
3. **Achievement of professional potential goal scale:** It covers four dimensions, i.e., chance to use one’s ability, possibility of learning new things, professional autonomy and job’s scope to utilize one’s experience and training, measured in four statements (statements 103-106).

**Section-B**

4. **Organisational culture:** It contains four major dimensions i.e., involvement, consistency, adaptability and mission measured in twenty-four statements which are presented in Likert type three point scale (statement items 1 – 24). They are:

<table>
<thead>
<tr>
<th>Sub Dimensions</th>
<th>Statement Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>1 to 6</td>
</tr>
<tr>
<td>Consistency</td>
<td>7 to 12</td>
</tr>
<tr>
<td>Adaptability</td>
<td>13 to 18</td>
</tr>
<tr>
<td>Mission</td>
<td>19 to 24</td>
</tr>
</tbody>
</table>

**Section-C**

It contains work value scale representing Alderfer’s Existence, Relatedness and Growth model. A total of 12 variables were considered to cover the three dimensions of work value scale. They are
i) Job security and economic & monetary comforts : for existence

ii) Affiliation with colleagues, social recognition, authority competition with colleagues and autonomy : for relatedness

iii) Creativity, competence, ability utilization achievement in life thro’ work and work as meaningful activity : for growth

It has been designed to identify the degree of importance and the extent of fulfillment of these values to executives. Hence, the work value construct was presented in two separate three point scales, to represent the degree of importance and the extent of fulfillment of these values and evaluate the gap in their realization of values.

The above dimensions are discussed in twelve statements presented in Likert type 3 point scale. (Questionnaire Section C – statement items 1–12).

Section-D

It deals with the identification of personal data of business executives to understand the demographic characteristics of respondents. It elicits various job related information also from the business executives, their opinion and commentaries on general work environment and personnel policies in their work organizations.

1.18 SCORING PATTERN

Section-A

It consists of three major variables (i.e.) emotional intelligence, managerial core competency and achievement of professional potential goal – in five point Likert type scale starting from strongly disagree to strongly agree.
– covered in 106 statements. Following weights are assigned to calculate the global score on each variable.

<table>
<thead>
<tr>
<th>Score Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree with the statement</td>
<td>1</td>
</tr>
<tr>
<td>Disagreed with the statement</td>
<td>2</td>
</tr>
<tr>
<td>Undecided with the statement</td>
<td>3</td>
</tr>
<tr>
<td>Agree with the statement</td>
<td>4</td>
</tr>
<tr>
<td>Strongly agree with the statement</td>
<td>5</td>
</tr>
</tbody>
</table>

Statements 7, 8, 51, 52, 58, 78, 84, 96, 100 and 106 are negatively worded to test the accuracy and conscious responding of questionnaire by executives. Therefore, the scoring was reversed to measure the correct score for the above mentioned negative statements. Average mean score is calculated on the basis of dividing the total score on each variable, by the number of statements represented in each variable.

**Section-B**

It represents ‘Organizational Culture’ variables considered for the study, covered in 25 statements in 3 point Likert type scale, starting from not at all to fully agree. Following weights are assigned to calculate the global score on each variable.

<table>
<thead>
<tr>
<th>Score Points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
</tr>
<tr>
<td>To some extent</td>
<td>2</td>
</tr>
<tr>
<td>Fully agree</td>
<td>3</td>
</tr>
</tbody>
</table>

Statements 10, 12, 14, 16, 21, 24 and 25 are negatively worded to test the accuracy and conscious responding of questionnaire by executives. Therefore, the scoring was reversed to measure the correct score for the above mentioned negative statements. Average mean score is calculated on
the basis of dividing the total score on each variable, by the number of statements represented in each variable.

Section-C

This contains gap in work values scale measured in twelve dimensions. Two separate three point scales were designed to analyses the importance of work values and the extent of fulfillment of these values of executives. Respective scoring pattern for work value scale is

i) To measure the importance of work values of executives

<table>
<thead>
<tr>
<th>Score Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Least important</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderately important</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Highly important</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

ii) To measure the extent to which these values are fulfilled in executives’ work life.

<table>
<thead>
<tr>
<th>Score Points</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum extent</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some extent</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Great extent</td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

1.19 PRETESTING AND PILOT STUDY

The present study was conducted through a structured questionnaire. To understand the communicability of the questionnaire and content validity, as would be perceived clearly by the corporate executives, Preliminary survey was conducted. A draft questionnaire was given to executives belonging to different organizations in Chennai and to academicians in the field of commerce, psychology and management, to obtain their views on the design and dimensions considered for the study. On
the basis of the comments received from academicians and executives, revisions were made to make the language more communicable. It also resulted in deletion and addition of some dimensions. The structure was also improved.

Then the questionnaire was administered for pilot study to 52 executives, belonging to different organizations in Chennai city. The data obtained is verified for the reliability of the questionnaire by computing Cronbach’s $^{63}$ Alpha co-efficient.

The results are as follows:

1) Emotional Intelligence Scale = .891
2) Managerial Core Competency Scale = .898
3) Achievement of professional potential goal Scale = .636
4) Organizational Culture Scale = .830
5) Gap in Work Values Scale = .864

The above reliability co-efficient are considered satisfactory. The final version of the questionnaire was then prepared and used for the study.

1.20 FRAMEWORK OF DATA ANALYSIS

The data collected through the questionnaires were analysed by using the following statistical tools.

1. Mean scores, percentages, and standard deviations were calculated for overall analyses.

2. ONEWAY ANOVA (F-Test) and (T-Test) were used to identify the significant differences and association of attributes among executives on emotional intelligence, managerial core competencies and other dimensions of business executives.
3. T-test analysis was used to identify the significant differences among emotional intelligence, managerial core competencies and other dimensions of business executives.

4. Stepwise regression has used to identify the factors influencing emotional intelligence and managerial core competency.

5. Multiple correlation was used to identify the inter correlation among the basic variables.

6. Cluster analysis was used to examine the respondents’ opinions about the emotional intelligence and other dimensions.

7. Discriminant, post hoc test and factor analysis were used to further examine whether certain basic variables could differentiate between emotional intelligence and other variables.

1.21 LIMITATIONS OF THE STUDY

The present study has the following limitations.

1) The main objective of the study is to examine the general perceptions of the executives on emotional intelligence and managerial core competency. Hence, this study does not focus on individual organizations.

2) There are many variables that influence emotional intelligence, managerial core competency and organizational culture, but the study is confined to selected variables only.

3) Social and religious settings of executives have not been considered for this study.

4) Though the study of value system is complex in nature, an attempt is made in this study to examine the influence of selected work related
values only on the emotional intelligence and managerial competency phenomena.

1.22 CHAPTER ARRANGEMENT

This study is presented in six chapters.

The First Chapter deals with introduction and research design. It introduces the subject matter and describes the need for the study, statement of the problem, scope of the study, objectives, hypotheses, method of research, sampling frame, questionnaire design, data analysis and limitations of the study.

A detailed and exhaustive review of related literature, synthesizing the earlier researches, identification of research gap and selection of topic for the present study are dealt in the Second Chapter.

Analyses of perceptions of executives on emotional intelligence have been dealt in the Third Chapter.

The Fourth Chapter deals with the analysis of perceptions of executives on managerial core competency.

The factors influencing emotional intelligence and managerial core competency were analysed and their implications were discussed in Fifth Chapter.

Major findings of the study were presented in a comprehensive manner in the Sixth Chapter. This chapter concludes with the implications of the study and suggestions for future research.

4 “Digital Display” – A report on Digital Equipments (India) Ltd , E Square, July, 1995
5 “Human Resources – A Profile” – in ‘Matnx’, A Publication of Sanmar Group, January 1994
9 Ibid , pp 1-10
14 Ibid

52


23. Ibid.


37. Ibid.,

58. Ibid.