Chapter 1

INTRODUCTION
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1.1 INTRODUCTION

Since many years, the word ‘Emotions’ has gained a clear stand as one of the most influential powers to manipulate human way of thinking and behavior, still, the very purpose of emotions in human lives is controversial and questionable. Much of the literature and research support that moods, feelings, emotions, sentiments play a central role in cognitive processes and actions. It has been known from past studies that feelings have strong tendency to influence the opinions that people make. The literature explained below illustrates extensive knowledge which suggests that feelings/emotions operate multiple functions in human affairs.

However, through deep-rooted studies and research, it has been found that emotions carry a massive responsibility in human learning function and helps in getting an intuition of the coming adversities. Emotions, Feelings, Sentiments many times overpower the cognitive thinking process and an individual ends up taking unreasonable and sometimes illogical decisions.

However, human beings are still gifted with emotion regulation skill which is, of course, found rare. But nowadays, it is increasingly becoming important to control or rather manipulate one’s emotions and use different emotional regulation tactics that would not harm personal and professional career of oneself or others.

1.2 HUMAN EMOTIONS

The word emotion has been frequently used in academics and routine life. It is widely used as a synonym for feelings, affect or temperament (Scherer & Martin, 2001). Emotions are perceived as one of the ingredients inherent in human occurrence; for instance, mood, social perspective, personal outlook and behavior traits (Scherer, 2005). All these mechanisms have supremacy to cause transformation in the human physiology and psychology.

Expressing and assessing emotions relates to self as well as others. People vary in terms of the level of which they are conscious of the emotions that they feel and the extent to which they can verbally and nonverbally express these emotions to others. Assessing emotions precisely helps in making wise judgments and taking decisions. The correct conveying of emotion confirms that
people are able to effectively communicate with others to achieve their aims and objectives. However, few people are unwilling or hesitant about expressing their emotions (King & Emmons, 1991). There are two categories of people: First, people with undecided minds who crave to express their emotions, strive to do it, but fall short to reach to others mind (Emmons & Colby, 1995). Whereas, the Second category of people do convey their emotions but then feel guilty after doing it. Both the categories of people are prone to nervousness, depression, psychiatric illness, and lack group support (Emmons & Colby, 1995)(Katz & Campbell, 1994)(King & Emmons, 1990). Broadly speaking, undecided expression of emotions can create an obstruction in building positive social relations in life.

Emotions are personal in characteristic, even though they are formed as a part of societal dealing (Hare, 1986). According to Fineman (1993), people are socially aware of what emotions will be suitable in a particular condition. Individuals generate meaning and significance about their own emotions and the emotions of others’ based on the socially accepted principles of emotions in a specific culture. Lazarus(1991), stated that the type of emotion, its quality and strength reveal how an individual reacts and responds to the situations in an organizational setup.

Emotions are further categorized in two ways:

1.2.1 Categorizing Emotions

There are basically two categories of emotions: Negative Emotions and Positive Emotions. Negative emotions mainly arise when a person confronts a problem. Emotions are released when we encounter varieties of problems that vary from dangers of life-to-death; for example, being bound by our opponent; situation arising the risk to survival such as inadequate food materials and other life supporting resources; the threat to individual’s reputation or status for example being socially debarred or offended (Tooby & Cosmides, 1990). In every case, there is danger or risk that bears a cost if not effectively dealt with, and the associated emotion targets the individual’s attention concerning possible solutions. On contrary, Positive emotions rarely crop up in reaction to a threatening situation. Emotions like pleasure, delight, and love help in resolving a different type of problem such as how to react when a condition has an unclear need. How to pretend when one is not in a position to understand what to do and what not to. In such
circumstances, keeping positive emotions helps in solving the problems. Therefore, instead of being tied to particular action trends, positive emotions will escort you to a wider and more adaptable range of ideas and actions (Fredrickson, 1998).

**1.2.1.1 Positive Emotions**

Positive emotions are critical to human behavior and acclimatize. They help in visualizing goals and accepting challenges, it broadens the thought process and makes analytic, positive emotions shelter our health by making us flexible, it builds sensitivity with others, sets a base for self-control, and lays the guideline for group behavior, social structure. (Pekrun, Goetz, Titz, & Perry, 2002)

**1.2.1.2 Negative Emotions**

Negative emotions on contrary, are stimulated by casual fear of the unfamiliarity or ignorance of other people’s behavior, and a need to regulate or prevent them so as to avoid any damage caused (Watson & Clark, 1984). Alternatively, positive emotions are energized by an aspiration for unanimity and delightfulness. Positive emotions boost innovation; promote assistance and teamwork, and lowers antagonism against the organization and its employees. A negative influence directs more careful information gathering and hence proper verdict can be taken in difficult and complex circumstances. Unhappy individuals hunt for more information and fact finding and digest influential messages logically. Quite the opposite, people with a positive feeling are inclined to utilize simple heuristics and use shortcuts in decision making or make an evaluation based on stereotypes.

The discussion on emotions, categories of emotions, and their effect on human psychology is never ending. However, before learning more about emotions, one should first understand from where does emotions emerge? How do they origin? The answer to this is: There are two major perspectives on the origin of emotions. First, emotions are the outcome of innate or usual selection. They are progressive adaptations from developing psychology. Second, emotions are socially created and differ within crossways cultural borders. (Prinz, 2004)
1.2.2 Two Approaches of Emotions

1.2.2.1 Developmental Psychology

Psychologists believe that emotions are adaptations. They are psychological reactions that rise to answer different threats faced by our predecessors (Prinz, 2004). The most popular of them are the Big Six, referred in Paul Ekman’s study on cultural identification of emotional representation (Ekman, et.al, 1969). The Big Six emotions are happiness, sadness, fear, surprise, anger, and disgust. They are broadly accepted constituents for primary emotions. They are essential by two means: psychological and physiological. These emotions are inborn and possess no other sub emotions.(Prinz, 2004). Ekman (1999) then prolonged the number of basic emotions and incorporated others viz. amusement, contempt, contentment, embarrassment, excitement, guilt, pride in achievement, relief, satisfaction, sensory pleasure, and shame. Emotions are associated with the changes in body movements, and the brain configuration causing emotion is linked with how these emotions are perceived and it results in physiological reaction (Damasio A. R., 1999).

1.2.2.2 Social Constructionism

Opponents of developmental psychology claim that emotions are results of nurture rather than nature.(Ekman, et.al, 1969). They believe that emotions are formed socially. Prinz(Prinz, 2004) proposed that evolutionary psychology is identical to James Lange theory of the emotions, which suggests that emotions are short-lived insights of spontaneous, bodily reaction resulting from changing behavioral emotions. Critics (constructionist) deny this theory. They disagree stating that emotions are neither short-lived, nor uncontrolled, nor include bodily responses. This opinion is Averill (Averill, 1980) has accurately illustrated this opinion in his study. According to Averill, emotions are interpreted as cognitive evaluation coated in the behavioral element. The evaluation is an opinion about how one’s circumstances affect on his/her interests

When we perform within our emotional structure, our conduct and decision-making process is guided by the culture we belong to. A sometimes supporter of social construction is secure their opinion by stating the illustrations of emotions that are not really linked with bodily changes. Some cases have already been stated. Higher emotions, such as guilt and love have no clear body reactions. Fear and anger have certain facial reactions, while there are no facial expressions of
love or cringe of guilt. It appears as if these emotions can occur without any changes in the body.
And that it last a length of time. One can be in love or can be stressed by guilt for long years.
When one is feeling guilty, one compensates, by apologizing or improving his/her conduct. The
relationship between emotions and the bodily changes is a key to the theory of emotions
represented by William James (James, 1884) and Carl Lange (Lange, 1885). According to them,
an emotion is an insight of standard changes in the body. For example, when we experience fear,
we feel our hearts beating fast, our lungs sniffing, and our muscles stressed.

The foundation for Constructionism theory is a cultural disparity. Emotions visibly differ across
countries. We find emotion diversity in different cultures. For instance, Anger is considered as
an uncontrollable wild basic (Briggs, 1970) In Malaysian culture, there are analogs of anger but
emerges on different appearances. The Malay vernacular has is no precise definition for “anger.”
They use the word “marah,” which is related to gloominess or threatening, rather than anger
(Goddard, 1996).

1.2.2.3 Hybrid Theories

There is an indication for evolutionary psychology and for Constructionism. Both theories carry
good appreciation. However, there is a dilemma for the emotion researcher. How can a person
decide between two fundamentally different approaches? One way out is to escape the
approaches. Possibly both the methods are correct, but they may be relevant to distinctive
emotions. We can segregate emotions and declare that some emotions are evolved and others are
constructed.

This Hybrid theory has been fortified by Griffiths (Griffiths, 1997). He defends saying that
emotions are not inborn or inherent. He described Ekman’s Big Six as influential scheme:
modular, automatic, response patterns, possessing homologs in non-human animals. These can
be learned in evolutionary provisions. Griffiths suggested that the evolutionary theory can be
expanded to the range of emotions like guilt and jealousy, but, he claimed to say that, these are
not components of phylogenetically primeval. Contradictory to evolved emotions, Griffiths
permits a room for emotions that abide cultural characteristics.
The further hybrid theory was argued by Oatley and Johnson-Laird (Oatley & Johnson-Laird, 1987). They started with a division of Ekman’s Big Six (dropping off surprise) and claimed that they were very basic and fundamental. They say each emotion mentioned in this list, can be acknowledged with a different form of informational handing, and developed into our cognitive structure. Other emotions are a cognitive explanation. They are primary emotions in addition to appraisal judgments. The third argument for a hybrid approach is linked to the second. That is, if some emotions are socially constructed and some are evolved, one needs to define which emotions are which. The problem is that evolutionary psychologists and social constructionists repeatedly try to validate the almost similar emotions. For an instant, both theories attempt to justify love and anger. It would be simple to accept a hybrid approach if there is a transparent indication of which emotions are socially created and which is physically created. If the difference is undefined, the objective for accepting a hybrid theory vanishes (Prinz, 2004).

1.1.3 Emotional Knowledge

Despite a prolonged discussion about the origin of human emotions, and their significant effect on individual behavior, we can impart that emotions play a crucial role in one’s life. Though, there are some individuals who lack emotional knowledge. That is, they are ignorant about their own emotions and even though they experience, they cannot trigger the motives of such emotions and feel inept to cope up with them. Emotional knowledge is about being aware of both the sources that arouse emotions and the outcomes that result from these emotions and how they develop and change eventually. Different people have a different level of knowledge and insight of how different circumstances, occasions, people, and other rationale produce emotions. Emotional knowledge has two aspects: time of occurrence and the depth of expression. The first aspect time of occurrence is quantitative nature and it can be computed in a psychology laboratory. The second aspect of the depth of expression is qualitative one and its evaluation is quite difficult. (Bratianu & Orzea, 2009)
1.3 ROLE OF EMOTIONS

Years back when the subject psychology was developed, scholars like Aristotle and Darwin already credited the crucial role of emotions in social dealings (VanKleef, 2009). Emotions reveal the attributes of our lives. Paul Ekman in his book *Emotions Revealed* proposed that Emotions appear in all our affiliations whether it’s the workplace, or companionship, or with family members, or it is with our partners; they have the power to enlighten our lives, as well as being responsible for ruining it. (Ekman P., 2003). We become feeble and do not have much control over what makes us emotional, but this is workable, by making few modifications in what sources our emotions and how do we react when we become emotional.

The opinion that our behavior is inspired by others’ emotional representation is very old (Frijda, 1986). However, no organized research work was carried out. Later on, the primal work by Klinnert et.al (1983) on emotional expression in parent–child interactions and personal relationships by Clark & Taraban (1991) instigated further study in the field and recently there has been a rise in research on the social consequences of emotions in other spheres, like conflict, negotiation, and leadership. Observers can learn about other’s sentiments, moods, and outlooks by looking on to their emotional exhibition (Keltner & Haidt, 1999). Such assumption may consecutively impact the observer’s conduct.

1.3.1 Role of Emotions in Learning

Learning and reaching the top have become very crucial for today’s survival. This means that they should be one of the causes of emotion, as by definition; emotions are the result of actions and condition. Education plays a special role in building human self-management. Therefore, teachers’ and students’ positive emotion collectively is fundamental to achieving educational targets. Academic learning and success can hence be supposed to generate a multiplicity of emotions, including both negative and positive emotions, work-related and self-allied and social emotions. There is strong proof that inspiration linking to positive emotions has been deteriorating during the school days. The examples supporting this evidence are falling an
average of students level, reducing academic abilities, interest in academic subject matters, and intrinsic motivation (Pekrun & Fend, 1991) (Gottfried et. al., 2001) to which extent do students, nevertheless, experience positive emotions?

1.3.2 Role of Emotions in leadership

Emotions/feelings have an imperative role in leadership. George and Bettenhausen (1990) and George (1995) examined that a leaders’ optimistic attitude induces leadership effectiveness in the organization. But negative emotions, on contrary, promote efficient and vigilant information processing (Sinclair, 1988) (Sinclair & Mark, 1992) and can be beneficial to leaders when they are in dilemma involving high risk. There are situations where a leader’s unusual moods and emotions shackle the decision making, impacting the organization working. Managers, who encounter anger emotions often, might struggle in cultivating good relationships with their co-workers, resulting in distrust (Jones & George, 1998). Likewise, a leader who enforces positive emotions at the workplace may fall short in detecting the underperformers. In the study on leadership, the emphasis is made on the leaders’ responsibility to create ‘emotional arousal states’ in others. Most of the methods, behaviors with emotional inference, like offering assistance, building confidence, demonstrating moral veracity, imparting safety environment, nurturing teamwork, promoting intellectual actions, promoting organizational learning, and performing counseling are advocated (Leithwoodet al, 1999). The leaders implying these characteristics are valued by all leadership styles and are considered as “charismatic leaders”. These proficiencies facilitate friendly, sympathetic, trust conduct with associates; hence a leader is expected to be very empathic, active listener and should acquire other interpersonal expertise. The stress is mostly on the emotions that the leader incite in others in the course of fabricating dynamic behavior amongst employees

1.3.3 Role of Emotions in Advertisements

Emotional advertisements possess a considerable influence on consumer’s approach and purchase behavior. (Patti, 2000). Advertisers and marketers firmly believe that advertising should and must provoke some emotions in the minds of viewers to be successful (Mehta &
Scott, 2006). Emotional or “feeling” advertisements have gained a significant interest in consumer behavior studies over last ten years. A research on consumers has revealed that emotions in advertisements have a crucial role in the decision-making process. To manage their emotions (which is provoked through advertisements), individuals may end up by consuming or purchasing the products/services (Kemp, Bui, & Chapa, 2012). Till date, emotions in advertisements and their influence on purchase behavior have been analyzed through different perspectives. Though, research has been restricted to the manner by which people use consumption to manage their emotions (O’Neill & Lambert, 2001)(Janssens & DePelsmacker, 2005)

1.4 EMOTIONS AND WORK PLACE

Different professions demand different types and levels of emotional competence. For example, to achieve sales targets, one needs to be more empathic to figure out the mood of the consumer and should possess the great interpersonal skill to realize when to go for a product offering and when to remain silent. Apart from sales, success in painting or sports or any other career calls for more self-discipline behavior and motivation. Goleman in his book wrote, “Even when you work in a solitary setting, how well you work has a lot to do with how well you discipline and motivate yourself” (Goleman D., 1998) (Murray, 1998). Thus, emotional competence influences about everything you do at work.

In Human Resource Development, the study of emotion is concentrated on the aspects of job satisfaction, training effect, and employee stress. Earlier, emotions were overlooked in the study of Organizational Behavior (Arvey, Renz, & Watson, 1998)(Putnam & Mumby, 1993). However, researchs focusing on the role of emotions in the workplaces have stated that organizations are “emotional places” (Armstrong, 2000), “incubators of emotions” (Muchinsky, 2000) or “emotional arenas” (Fineman, 2000) and it created mistrust and disturbances (French, 2001). The exploration of emotions at workplaces is a fresh research topic in organizational behavior. But what was undiscovered were the particular types of emotions that employees experience at the workplace; the correlation between the workplace, job type, position handled and the emotions underwent; the association of emotions to a person’s inspiration, social interaction, cognitive and professional work, and the emerging stress and burn-out.
Emotions affect organizational behavior in various ways. There can be direct as well as indirect effect. For instance, the change in individual behavior caused by different emotions is a direct impact and the emotions that affect the job performance, individual working are indirect effects of emotions. Frightening reactions of others can deepen, whereas peaceful, comforting behaviors of people lessen, the intensity of the emotional reaction. Therefore, the emotions of managers are of supreme importance. Totterdell and Holman (2003) tried to establish a correlation between the team members’ temperament and the leader-to-follower relation.

Previous researches on role conflict, including emotional roles, demonstrated raise in work pressure and a reducing job contentment and trust in the company (Cox, 1978). Several physiological studies on emotional reaction signify that emotions at a job may negatively affect the physiological health of an individual—for instance, weakening of immune system and disorders like arteriosclerosis, which may impact the organization functioning.

Alike any other things dispersed in the company, emotions have a propensity to multiply their effects: positive emotions provide power to collect resources from many areas, while negative emotions in one sphere will frequently work to protect the resources within (Turner, 2010). The positive effects or favorable effects of promoting the articulation of emotions at job are: It facilitates Self-Perception; provides motivating feedback; helps in enhancing intellectual as well as emotional abilities; it develops and sustains good relationships in the organization, last but not the least it leaves an optimistic impact on enthusiasm, faithfulness, affiliation and commitment towards the organizations. However, according to Huy (2011), many leaders still think that emotional detachment and concentrating on organizational tasks are the excellent means to deal with the emotional state of affairs. And thus, they prevent discussion on emotions at the workplace and understanding their reasons.

The probable negative effects of incapability to display emotions (especially unlikeable ones, which generate stress, trauma, anxiety etc) can be perceived by stressful work environment; the mutilation of the workers’ psychological abilities; the infringement of their social and emotional capability; the disappointment due instant feedback; the deteriorating of job innovativeness etc.
Although, every organization endeavors to reduce employees negative perception such as physical/oral assault at the job place, antagonism, fear, negative mindset towards the management, opposition to change, disruption, increasing mistrust, losing self-confidence, pessimistic about subordinates, rising employee disputes, deteriorating employment skills, problems of labor union may lead to aggression and violent behavior in the organization. As far as the relationship between the emotions felt at workplace, and their impact on human behaviors are related, Van Katwyk et al. (2000) have discovered remarkable relationship between negative emotions suffered inside the organization and a sequence of causes aroused such as emerging stress, increased work load, probable clashes, organizational constraints. Judge et al. (2006) have studied an association between antagonisms, organizational approach and digress in the outlook in the role of emotions, like the one given by the theory of emotional actions and discovered that interpersonal fairness and aggression are major projecting aspects of unusual behavior within the organization.

1.5 EMOTIONAL COMPETENCE

Daniel Goleman (Goleman D., 1995) defined emotional competence as “a learned capability based on emotional intelligence that results in outstanding performance at work”. In organizations, the importance of Emotional Competence (EC) is increasing considerably in terms of its development and development of employees. EC facilitates proper understanding and measuring people's behavior. It assists in better management styles, forming attitudes and improving interpersonal skills. In general, emotional quotient has a key role in all facets of an organization: beginning from human resources planning, to job profiling, to recruitment interviewing and selection, from management development to customer relations and customer service, etc.

Emotional competence is marked as a “working self”; that is, a mode of “being in the world” with distinct abilities that control emotions. An individual should be aware of his emotions and the means to regulate his emotions in social settings. There are two reasons which emphasize that a person should be very active and careful about himself and his display of emotions. First, emotion management in society or publicly is filled with doubts and vagueness i.e., it is impossible and impractical to find a suitable and generalized emotion coping approach for every
circumstance (Weigert, 1991); (Erickson, 1997) and Second, managing emotion has individual in consistency i.e. an individual may react genuinely in some situations, but his emotions may vary one’s in other situations (King & Emmons , 1990) (Erickson, 1997). The literature by Lazarus (Lazarus S. , Emotion and Adaotation, 1991), emphasize that emotional control is characterized as a person’s ability to manage one’s subjective experience of emotion and the ability to manage one’s expression of emotion in communicative aspect. Huy (Huy, 1999) and Saarni (1999) suggest that a person’s ability to experience, manage and direct emotions within social condition should have a sense of suitability and purpose. According to Saarni, emotional competence encompasses of various skills, that are experienced through a lifetime and are crucial for effective interpersonal communication and dealings (Saarni, 1999) (Miller and Sarah, 2006).

Emotional Competence is cognitive and developmental. It is realistic and logical on the basis that work performance can be enhanced when workers’ emotional competence will be sharpened. Carson et. al. (2002)). Saarni (1999) described EC as the expression of self-efficiency in emotion-demanding social dealings and has constructed a model of EC that identifies the skills and elements bestowing an adult emotional reaction that sustains a person’s social objectives.

Saarni (Saarni, 1999) identified eight skills that form EC: (1) awareness of one’s emotional state; (2) ability to discern others’ emotions; (3) ability to describe emotions; (4) capacity to empathize with other’s emotional experiences; (5) ability to realize the difference between inner emotional states and outward expression; (6) capacity for adaptive coping with aversive emotions; (7) awareness of the role of emotions in the structure of relationships; and (8) the capacity for emotional self-efficacy. EC is an ability which helps in dealing with one’s emotions, which is believed to be a crucial factor for conciliation in social interactions. She elucidated how people learn to adjust and manage their emotion to their social surroundings, for examples: family, friends, relatives and that the person is perceived as preserving his/ her individualism but simultaneously competent of managing different emotionally difficult circumstances in harmony within the regulations of social settings. As per Spencer et. al. (1997), there are six emotional competencies: influencing capabilities, group leadership, organizational awareness, self-confidence, achievement drive, and leadership. Many investigations have been performed to identify the effect of EC of salespeople on their customer interface. Tsai (2001) pointed out that
salespeople’s positive emotional expressions would increase customer readiness to revisit the store and spread positive feedback to others. Research by Sutton and Rafaeli(1988) uncovered a surprising opinion revealing that negative unfriendly relationship amongst employees’ exhibited positive emotions and increased store sales. Some studies reveal those store managers who were able to manage stress through EC, were the most successful ones. Moreover, laughter assists as a stress reliever and also develops social relations (Lusch & Serpkeuci, 1990); and (Keltner & Bonanno, 1997).

There is a correlation between salespersons’ characteristics and consumers’ emotions on purchase behavior that involves customer/salesperson interface. Lee (2004) established various factors concerning emotional constructs and its impact on the correlation requires further attention. The further literature review exposed that the sales employees recruited on the basis of their EC were able to finish their work by 90% than those employed by other measures and had reduced the dropout rate by a half in their first year. Self-confidence, instigation, empathy and positive attitude are emotional skills that result in improved efficiency (Seligman, 1990)(Goleman D., 1998)

Worldwide research from global leading organizations validates that emotional competencies, in reality, affect the bottom line employees (Spencer et.al. (1997); (Boyatzis, 1999). (Koman&Wolff, 2008). An individual’s emotional competencies determine his managerial leadership style (Joseph, 2003). Learning emotional competencies i.e. how to be a good listener and how one should solve problems at his/her own has to fetch (Walter V Clarke Associates (1996). The US Air Force found that the most triumphant employees achieved radically higher at emotional intelligence competencies of assertiveness, empathy, happiness, and emotional Self-Perception (Cherniss, 1999). Luskin et al. (2005) have measured the effect of EC/forgiveness training on sales and quality of life. The emotional honesty, self-confidence, and emotional resilience can promote superior performance, if positive feedback is delivered in an informative manner, and can mitigate the adverse effects of negative feedback. Salespeople manage their emotions in an attempt to develop a new and better self, which in turn can manage emotions (Abraham, R, 2004); and (Schweingruber & Berns, 2005)
There are varieties of emotional competencies that different people inherent. Each competency weighs significantly. The competencies like emotional consciousness, accurate self-evaluation, and self-assurance are seen as a road map guiding to make required modification on the job, coping with uncontrolled emotion, encouraging oneself, and evaluating others’ emotions, and thus improving the social dexterity to lead and inspire. Other competencies like Self-control, resilience, and integrity can be associated with work performance. Self-control deals with the efficient managing of distracting and demoralizing emotions and safeguarding oneself from negative emotions. Resilience is a foundation of self-control. It controls the fuming reactions that occur when employees are faced with the downbeats of corporate culture which leads to holding back their individual needs for organizational objectives (Abraham, 2004).

The question arises that how do emotionally self-controlled and resilient employees confronted with increasing job anxiety perform so well and earn huge salaries and upgradation? The Equity theory (Mowdy, 1991) upholds that it is the equality that motivates and encourages them. Workers calculate the relationship between the rewards that the organization offers and the hard work they put into their job. Under-reward creates a displeasing emotional reaction, which calls for some radical steps to lessen the discrepancy. These steps may involve weakening job inputs, mentally re-enacting efforts to balance the work effort and rewards, restricting extra unpaid services which include helping newly recruited employees, commencing new tasks, or can extend up to termination from the organization (Janssen, 2001) all of which can terribly affect performances. The bottom line of the matter is that under rewards are emotional in character and they raise emotional retort that forces to adjust the behavior/nature. In such situation, having emotional resilience or emotional flexibility can strengthen the capacity to manage with under reward strain. Emotionally resilient employees are adaptable to leave problems aside rather than finding faults in others. These employees shift their interest to more optimistic and encouraging activities for survival. They believe in a collaborative discussion with their superiors, solving queries with the management relating the under rewards payment issues.

Emotional competence has some similarities to emotional homeostasis which reveals “reference goals pertaining to ideal frequencies, intensities, or duration of experiential, expressive, or physiological channels of emotional responses” (Bonanno, 2001, p. 256). These reference goals
operate as individual values that lead emotional behavior and demonstrate honesty and kindness (Bonanno, 2001, p. 257). Hence, emotional competence can be identified as a skill to build “ideal emotional selves” that direct self-control (Bonanno, 2001, p. 258). Emotional competence furthermore is closely related with Mumby and Putnam’s (1992) implication of a feminist attempt to emotions in organizations, that claim that people do not practice set of laws to express their feelings but try to manage them by displaying ambiguous emotional dexterity: “Under norms of bounded emotionality, individuals choose appropriate organizational actions based on a system of tolerance and ambiguity rather than a system of reducing ambiguity through satisfying” (Mumby & Putnam, 1992, pp. 474-475)

Performance perks rewarded to top level managers were largely connected with their greater level of EC and not the average or lower scale (McClelland, 1999). Managers with good self-control and emotional awareness displayed motivational leadership qualities in their group, and these motivated groups earned more profits. The organizations improved their results in terms of Quantitative such as improved sales performance and reduced absenteeism, and Qualitative terms, such as self-perception and 360-degree behavior ratings. Moreover, deficiency in EC involves a feeling of aggression, antagonism, and stress which leads to disorders like cardiovascular and hypertension.

In cosmetics company L’Oreal, during the recruitment interview for new sales employees, candidates were asked to create several positive and negative situations, and then to settle them. The responses then were evaluated based on their level of emotional competencies, and the candidates achieving the highest score were selected. The new recruits selected on higher emotional competency were expected to make a total of $2,558,360 more revenue annually than other employees who were hired by company’s old recruitment pattern of selection on the basis of better logical reasoning and sound technical know-how (Spencer & Spencer, 1993).

From the above results and many others cases, the picture is clear to understand why more than $1 billion a year is expended countrywide on EC education and that is why training is imparted from the very initial stage i.e. courses for developing EC have been included in the curriculum of MBA program. Developing EC will consistently result in an amplifying objective and subjective organizational performance. According to Goldman and Cherniss (2001, p.48) increased EC
contributes between 19 and 48 percent of financial value in non-sales jobs and results in 48 to 120 percent increased output in sales jobs.

Successful leaders are charismatic, competent, gifted with unselfishness, are strong-minded, visionary, possess logical reasoning, motivating, and are committed to the progress of their cohorts (Bass, 1990); (Bennis, 1989); (Megerian & Sosik, 1996). Each of these traits has a hint of certain emotional competencies that Self-Perception confer willpower and foresightedness. The correlation between Self-Perception and aim of life is that a self-aware leader has a strong determination in life, which consecutively inspires employees to surpass their potential ability. Good mood is contagious in nature; it encourages positive influence on subordinates and stirs new ideas and actions. Whereas, empathy serves as an individuation as the leader is aware of the worker’s personal desire for growth.

1.6 EMOTIONAL INTELLIGENCE

The word ‘intelligence’ is largely connected with thinking ability (cognitive) that discriminates an individual from another. A person scoring low on the scale of cognitive intelligence (also known as an intelligent quotient) is considered to be a low achiever, dull, lethargic and dim-witted. However, apart from cognitive intelligence, psychologists have unearthed many more areas of intelligence, which include: fluid intelligence, crystallized intelligence, social intelligence, emotional intelligence, spiritual intelligence, financial intelligence etc. which are all indicators of adjustment. (Animasahun, R., 2003)(Salovey & Mayer, 1990)(Goleman D, 1996)(Zohar & Marshall, 2000)

Emotional intelligence is the ability to use emotions thoughtfully (Mayer & Salovey, 1997) (Mayer, Caruso, & Salovey, 2000). Emotional intelligence endures a significant influence on self-advancement of the leader as well as his management skills. Activities that encourage emotional intelligence bring positive vibes that can be perceived and measured by increased work efficiency. It helps in creating a positive attitude and developing emotional loyalty amongst employees. After a length of time, this fortifies company’s ethnicity and enlarges its flexibility in the long term which augments higher competitive gain in the market. Sympathetic interaction among the managers and subordinates creates a trustful environment in the organization that channelizes teamwork. Synergy encourages employees’ creative talent, which is necessary for
generating novel outcomes and developing unique responses to the growing problems of the organization and society. (Lazovic, 2012)

Goleman et al. (2002, p. 39) affirmed that employees working under the emotionally intelligent managers furnish cooperation from one other. Their involvement is apparent in sharing ideas, disclosing information, and accepting additional tasks and working jointly within groups. A leader with high emotional intelligence will be capable to build up and motivate emotionally intelligent groups/teams. Goleman et al. (2002, p. 199) illustrated that group of emotionally intelligent individuals resemble the similar features as individuals, as EI qualities are unified and accumulated in a team. Goleman et al. (2002, p. 210) signified three advantages in building an emotionally intelligent organization. First, a friendly conversation and sincere feedback will generate new, strong relationship between subordinates. Second, new progression will engender new traditions: when employees observe the behavioral change in top level managers, they are prone to express their wants and desires and show high respect towards their colleagues, as they try to duplicate the conduct from their superiors. And lastly, if a manager is someone whom people honor and respect, all human resources, particularly those at lower positions, are keener to take risks.