CHAPTER 4

DATA ANALYSIS & FINDINGS

4.1 INTRODUCTION

From his comprehensive review of the research, Daniel Goleman concludes that “At best, IQ contributes about 20 percent to factors that determine life success, which leaves 80 percent to other factors” (p.34). He then goes on to show convincing evidence that a majority of the other factors can be associated with “emotional intelligence” or one’s ability to: a) remain in control and optimistic following personal failure and frustration, and b) to understand and empathize with other people and work with them cooperatively. In his influential book: Multiple Intelligences (New York: Basic Books, 1993), Howard Gardner refers to the first ability as “intrapersonal intelligence” and the second as “interpersonal intelligence.” Understanding what makes some individuals successful in an organization is very important in today’s complex business environment. The importance of emotional intelligence has only recently become widely salient in the quest to identify high potential individuals. With a limited amount of research into the subject there is a need for a study that evaluates the effect of EI on career success.
PART 1 OF RESEARCH

4.2 SUCCESS CONSTRUCT

Career success has long been a construct of considerable interest to career scholars (e.g., Parsons, 1909; Hughes, 1958) and practitioners (e.g., Robbins, 2003; Ziglar, 1997), not to mention the multitude of individuals engaged in a career (Hall, 1976, 2002). The career literature is replete with theories (e.g., Krumboltz, 1994), models (e.g., Holland, 1997), and accounts of career intervention programs (e.g., Chartrand & Rose, 1996) aimed at predicting and ultimately facilitating career success. It is also an important outcome in many areas of career scholarship, such as those pertaining to career exploration (Blustein, 1997) and decision making (Hartung & Blustein, 2002).

Imagine a highly ambitious young professional who is in a career-track position and earns a high income. Compared to his/her former fellow graduates this person feels highly successful and is satisfied with his/her job. Will this subjective experience of success and satisfaction ‘pay’ later on and lead to more money or higher status? More generally, how do objective and subjective career success impact each other over time? One framework for categorizing how career success has been operationalized is Everett Hughes’ (1937, 1958) theoretical distinction between the objective and the subjective career.

Specifically, Hughes defined the objective career as directly observable, measurable, and verifiable by an impartial third party, while the subjective career is only experienced directly by the person engaged in her or his career.
Thus, objective career success is defined by verifiable attainments, such as pay, promotions, and occupational status, which have long been considered the hallmarks of career success across a wide range of societies (Nicholson, 2000). Indeed, Arthur and Rousseau (1996) found that more than 75 per cent of the career-related articles published in major interdisciplinary journals between 1980 and 1994 focused on objective perspectives. Subjective career success is defined by an individual’s reactions to his or her unfolding career experiences (Hughes, 1937, 1958). Recognition of the importance of subjective success dates back at least to Thorndike’s (1934) operationalization of career success as job satisfaction, as well as the objective criteria of earnings and job status. The potential deficiencies in objective success measurement may be reduced by future research that conceptualizes and assesses objective success in a manner that is guided by the career concerns and status hierarchies that characterize particular career contexts. Subjective career success is most commonly operationalized as either job or career satisfaction. Judge, Higgins, Thoresen, and Barrick (1999) argue that as individuals who are dissatisfied with many aspects of their jobs are unlikely to consider their careers to be successful, job satisfaction is the most salient aspect of subjective career success. Another more commonly adopted method of dealing with the deficiency of objective criteria is to measure subjective career success, in conjunction with objective attainments.

In summary, several options for improving the measurement of objective and subjective success have been suggested. It has been shown that some people construe their career success in subjective ways that transcend the objective criteria that have dominated the extant literature (Greenhaus, 2003; Hall, 2002). Gattiker and Larwood (1988) argue that subjective career success criteria reflect
personal standards and preferences, such as whether an individual most prefers to have solitude or social stimulation. Self-referent criteria may also pertain to objective criteria, such as a career goal to earn a salary of at least $100k per annum by the age of 30. Instances when people value self-satisfaction from acting in accordance with their personal standards even more highly than material rewards (Bandura, 1997; Hall, 2002) further highlight the importance of considering self-referent subjective success.

The following 18 items have been selected

<table>
<thead>
<tr>
<th>P1Q1</th>
<th>Successful contribution</th>
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<tbody>
<tr>
<td>P1Q2</td>
<td>Consider well rewarded’</td>
</tr>
<tr>
<td>P1Q3</td>
<td>Consider successful career’</td>
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<tr>
<td>P1Q4</td>
<td>Learning curve satisfactory’</td>
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<tr>
<td>P1Q5</td>
<td>Successful creating relationship’</td>
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<tr>
<td>P1Q6</td>
<td>Consider fairly established’</td>
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<tr>
<td>P1Q7</td>
<td>Happy personal growth’</td>
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<tr>
<td>P1Q8</td>
<td>Successful personal &amp; career goals’</td>
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<tr>
<td>P1Q9</td>
<td>Meaning in work’</td>
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<tr>
<td>P1Q10</td>
<td>Successful handling emotions’</td>
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<tr>
<td>P1Q11</td>
<td>Self motivation for goals</td>
</tr>
<tr>
<td>P1Q12</td>
<td>Expectation of success</td>
</tr>
<tr>
<td>P1Q13</td>
<td>Seeking opportunities’</td>
</tr>
<tr>
<td>P1Q14</td>
<td>Happy with goals</td>
</tr>
<tr>
<td>P1Q15</td>
<td>Outperforming goals</td>
</tr>
<tr>
<td>P1Q16</td>
<td>Work life balance</td>
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PART 2 OF RESEARCH

4.3 EMOTIONAL INTELLIGENCE CONSTRUCT

4.3 a) Hay Group EI Test

Hay Group or The Hay Group is a global human resources management consulting firm headquartered in Philadelphia, with offices worldwide. It was founded in 1943 by Edward N. Hay. Hay Group is a global consulting firm that works with leaders to turn strategies into reality. They develop talent, organize people to be more effective, and motivate them to perform at their best. With 85 offices in 47 countries, Hay group works with over 7,000 clients across the world. Their clients are from the public and private sector, across every major industry, and represent diverse business challenges. Their focus is on making change happen and helping organizations realize their potential.

The EI test used in questionnaire is developed and has been widely used by Hay group across various publications. The test has ten situation based questions revolving around various emotional intelligence competencies mentioned below.
<table>
<thead>
<tr>
<th>P2Q1</th>
<th>Self Control</th>
</tr>
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<tbody>
<tr>
<td>P2Q2</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>P2Q3</td>
<td>Optimism</td>
</tr>
<tr>
<td>P2Q4</td>
<td>Adaptability</td>
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<tr>
<td>P2Q5</td>
<td>Influence</td>
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<tr>
<td>P2Q6</td>
<td>Communication</td>
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<tr>
<td>P2Q7</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>P2Q8</td>
<td>Team Capabilities</td>
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<tr>
<td>P2Q9</td>
<td>Developing Others/Coaching</td>
</tr>
<tr>
<td>P2Q10</td>
<td>Initiative</td>
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</tbody>
</table>

We have used the below emotional intelligence framework for various competencies in the situation based emotional intelligence test.

### 4.3 b) The Emotional Intelligence Competence Framework

This generic competence framework distils findings from: MOSAIC competencies for professional and administrative occupations (U.S. Office of Personnel Management); Spencer and Spencer, Competence at Work; and top performance and leadership competence studies published in Richard H. Rosier (ed.), The Competency Model Handbook, Volumes One and Two (Boston: Linkage, 1994 and 1995). Much of the material that follows comes from Working with Emotional Intelligence by Daniel Goleman (Bantam, 1998).
A) Personal Competence

1. SELF - AWARENESS

*Emotional awareness.* Recognizing one’s emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

*Accurate self-assessment:* Knowing one’s strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self development
- Able to show a sense of humour and perspective about themselves

*Self-confidence.* Sureness about one’s self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have presence.
- Can voice views that are unpopular and go out on a limb for what is right
• Are decisive, able to make sound decisions despite uncertainties and pressures

2. SELF - REGULATION

*Self-control:* Managing disruptive emotions and impulses. People with this competence:
• Manage their impulsive feelings and distressing emotions well
• Stay composed, positive, and unflappable even in trying moments
• Think clearly and stay focused under pressure

*Trustworthiness:* Maintaining standards of honesty and integrity. People with this competence:
• Act ethically and are above reproach
• Build trust through their reliability and authenticity
• Admit their own mistakes and confront unethical actions in others
• Take tough, principled stands even if they are unpopular

*Conscientiousness:* Taking responsibility for personal performance. People with this competence:
• Meet commitments and keep promises
• Hold themselves accountable for meeting their objectives
• Are organized and careful in their work
**Adaptability:** Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

**Innovativeness:** Being comfortable with and open to novel ideas and new information.

People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

3. **SELF – MOTIVATION**

**Achievement drive:** Striving to improve or meet a standard of excellence.

People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

**Commitment:** Aligning with the goals of the group or organization. People with this competence:
• Readily make personal or group sacrifices to meet a larger organizational goal
• Find a sense of purpose in the larger mission
• Use the group's core values in making decisions and clarifying choices
• Actively seek out opportunities to fulfill the group's mission

**Initiative:** Readiness to act on opportunities. People with this competence:
• Are ready to seize opportunities
• Pursue goals beyond what's required or expected of them
• Cut through red tape and bend the rules when necessary to get the job done
• Mobilize others through unusual, enterprising efforts

**Optimism:** Persistence in pursuing goals despite obstacles and setbacks.
People with this competence:
• Persist in seeking goals despite obstacles and setbacks
• Operate from hope of success rather than fear of failure
• See setbacks as due to manageable circumstance rather than a personal flaw

**B) Social Competence**

**4. SOCIAL AWARENESS**

**Empathy:** Sensing others feelings and perspective, and taking an active interest in their concerns. People with this competence:
• Are attentive to emotional cues and listen well
• Show sensitivity and understand others perspectives.
• Help out based on understanding other people’s needs and feelings

**Service orientation.** Anticipating, recognizing, and meeting customer’s needs.
People with this competence:
• Understand customer’s needs and match them to services or products
• Seek ways to increase customer’s satisfaction and loyalty
• Gladly offer appropriate assistance
• Grasp a customer’s perspective, acting as a trusted advisor

**Developing others.** Sensing what others need in order to develop, and bolstering their abilities. People with this competence:
• Acknowledge and reward people’s strengths, accomplishments, and development
• Offer useful feedback and identify people’s needs for development
• Mentor, give timely coaching, and offer assignments that challenge and grow a person’s skills.

**Leveraging diversity.** Cultivating opportunities through diverse people.
People with this competence:
• Respect and relate well to people from varied backgrounds
• Understand diverse worldviews and are sensitive to group differences
• See diversity as opportunity, creating an environment where diverse people can thrive
• Challenge bias and intolerance
**Political awareness:** Reading a group’s emotional currents and power relationships.

People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

5. **SOCIAL SKILLS**

**Influence:** Wielding effective tactics for persuasion. People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

**Communication:** Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
• Listen well, seek mutual understanding, and welcome sharing of information fully
• Foster open communication and stay receptive to bad news as well as good

**Leadership.** Inspiring and guiding groups and people. People with this competence:
• Articulate and arouse enthusiasm for a shared vision and mission
• Step forward to lead as needed, regardless of position
• Guide the performance of others while holding them accountable
• Lead by example

**Change catalyst.** Initiating or managing change. People with this competence:
• Recognize the need for change and remove barriers
• Challenge the status quo to acknowledge the need for change
• Champion the change and enlist others in its pursuit
• Model the change expected of others

**Conflict management.** Negotiating and resolving disagreements. People with this competence:
• Handle difficult people and tense situations with diplomacy and tact
• Spot potential conflicts, bring disagreements into the open, and help deescalate
• Encourage debate and open discussion
• Orchestrate win-win solutions
**Building bonds.** Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

**Collaboration and cooperation.** Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

**Team capabilities.** Creating group synergy in pursuing collective goals. People with this competence:

- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment
- Protect the group and its reputation; share credit
4.4 RESPONSE ANALYSIS

The descriptive statistics for the 18 items (Table 1) for the construct on success. The 18 items have been discussed in detail post the descriptive statistics.

<table>
<thead>
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<th></th>
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<th>Skewness</th>
<th>Kurtosis</th>
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</table>
4.5 ITEM ANALYSIS

1. Successful contribution: You consider yourself successful in contributing to the organization

For the above mentioned item in the success construct, 52% of the respondents agreed, 44% somewhat agreed, 3% somewhat disagreed and 1% strongly disagreed. The item score is negatively skewed ( -0.908) and leptokurtic (Kurtosis 1.132).
A majority of respondents (around 52%) strongly agree to the question asked if they consider themselves successful in contributing to their organization. Another 44% also somewhat agree to the question revolving around successful contribution to the organization. This could be on account of two factors.

First case could be of personal perception wherein the employee assesses his or her performance as the best he could have done given the resources and his ability. This particular item is an important part of job construct.

Second, it could be because of a possible gap between organizational expectations from the employee and his understanding of the same. 96% of respondents agreeing in some degree on the question raised clearly suggest the case of positive self belief in understanding the expectations and their abilities in delivering the same.

It also reflects the confidence at respondents’ end while delivering their role; most respondents are satisfied as far as their contribution is concerned.
2. Consider Well Rewarded: You consider yourself well rewarded in the current job:

For the above mentioned item in the success construct, 10% of the respondents strongly agreed, 49% somewhat agreed, 30% somewhat disagreed and 11% strongly disagreed. For item 2, Table 4.1 shows Mean: 2.5917 Standard Deviation: .81816 Skewness Statistic: -.321 Skewness standard error: .157 Kurtosis Stastic: -.384 Kurtosis Standard error: .313
When asked if respondents consider themselves well rewarded, only 10% of the respondents strongly agreed whereas 49% somewhat agreed. This clearly shows that majority of the respondents are not entirely or strongly believe that they are rewarded well for their performance. Also, reward being a subjective area, might result into ‘not so strong agreement’ considering various elements that reward might encompass.

Another factor could be the difference in nature of reward and benchmarks for various industries. Some 41% disagreed (strongly or somewhat) when asked if they consider themselves well rewarded in the organization.

This also reflects that many of the respondents feel they are delivering much more than the reward they are getting for the job. The disagreement could also be on the basis of what their peers are getting for similar profile or role in similar or different industry.

Whether one consider one as ‘well rewarded’ or not is an important item from organization’s perspective as this forms the basis for employee’s future contribution or career plans.
3. **Consider career successful:** You consider yourself successful in your career

![Pie chart showing responses to career success]

For the above mentioned item in the success construct, 23% of the respondents strongly agreed, 59% somewhat agreed, 16% somewhat disagreed and 2% strongly disagreed. For item 3, Table 4.1 shows Mean: 3.0292 Standard Deviation: .68699 Skewness Statistic: -.428 Skewness standard error: .157 Kurtosis Static: .357 Kurtosis Standard error: .313

When asked if the respondents consider themselves successful in career, majority of them responded in affirmative. Some 23% strongly agreed and 59% agreed to somewhat degree clearly implying that most of the respondents perceive themselves as successful in career. There could be many reasons for
the same. Success being a very subjective and perceptive area can vary from person to person depending on the weight age one gives to its various elements. For instance, an individual might give more importance to learning curve whereas somebody else might give more importance to number of promotions or increment in salary while judging himself or herself on success. Hence the factors might differ from individual to individual and therefore the responses.

4. Learning curve satisfactory: You feel learning curve in your current job is satisfactory and to your liking
For the above mentioned item in the success construct, 23% of the respondents strongly agreed, 49% somewhat agreed, 19% somewhat disagreed and 9% strongly disagreed. For item 4, Table 4.1 shows Mean: 2.8625 Standard Deviation: .86895 Skewness Statistic: -.540 Skewness standard error: .157 Kurtosis Static: -.252 Kurtosis Standard error: .313

Majority of respondents responded in affirmative when asked if they were satisfied with their learning curve in the organization. A whopping 72% agreed, either strongly or to somewhat degree. This could indicate two things, firstly, either the learning curve doesn’t not figure very strongly in their list of priorities for that they may have set lower benchmark; secondly, they perceive that they are learning whatever possible learning curve they could climb in an organization set up.

One of the other perception here could be putting learning curve not so high in priority list by most of respondents. Generally, position and compensation figures high in the list of parameters pertaining to occupational success and hence limited focus on ‘learning curve’ while considering occupational success parameters and assessment.
5. **Successful creating relationship**: You consider yourself successful in creating relationships at work— with your peers and boss

For the above mentioned item in the success construct, 47% of the respondents strongly agreed, 46% somewhat agreed, 6% somewhat disagreed and 1% strongly disagreed. For item 5, Table 4.1 shows Mean: 3.3875

93% of the respondents agreed strongly or to somewhat degree when asked if they consider themselves successful in creating relationships at workplace.
Given the dissonance that exists in organizations today, this is a very significant finding.

Majority of HR managers today cite relationship building as one of the key agendas in their organization, this proves otherwise from the employee’s perspective. Most of the employees who responded in the survey already consider themselves successful in creating relationships at workplace.

**6. Consider fairly established:** You consider yourself as fairly established in your domain

For the above mentioned item in the success construct, 59% of the respondents strongly agreed, 26% somewhat agreed, 13% somewhat disagreed
and 2% strongly disagreed. For item 6, Table 4.1 shows Mean: 3.0917

When asked if the respondent consider himself or herself fairly established in his or her domain, most of the respondents, 85% replied in affirmative. Considering the focus on upgrading skills in organizations these days, this is surprising from organization’s perspective as most consider themselves fairly established in their respective domains.

7. Happy personal growth: You are happy with your personal growth in your current job
For the above mentioned item in the success construct, 15% of the respondents strongly agreed, 45% somewhat agreed, 29% somewhat disagreed and 11% strongly disagreed. For item 7, Table 4.1 shows Mean: 2.6417 Standard Deviation: .86586 Skewness Statistic: -.249 Skewness standard error: .157 Kurtosis Static: -.557 Kurtosis Standard error: .313

60% of the respondents answered in affirmative either strongly or to a somewhat degree when asked if they were happy with their personal growth in their respective organization. Personal growth in an organizational context could mean several things and can be interpreted in various ways. Since the question was left open for interpretation, there is a very high possibility that each of the respondents could have given weight age to parameters they consider as important when analyzing personal growth in organizational context.

Personal growth in psychological context covers a wider field than self-development or self-help: personal growth also includes developing other people. This may take place through roles such as those of a teacher or mentor, either through a personal competency (such as the skill of certain managers in developing the potential of employees) or a professional service (such as providing training, assessment or coaching). Beyond improving oneself and developing others, personal growth is a field of practice and research.
8. **Successful personal & career goals:** You are happy with your personal and career goals in your current job

![Pie chart](chart.png)

For the above mentioned item in the success construct, 18% of the respondents strongly agreed, 51% somewhat agreed, 26% somewhat disagreed and 5% strongly disagreed. For item 8, Table 4.1 shows Mean: 2.8083 Standard Deviation: .78475 Skewness Statistic: -.329 Skewness standard error: .157 Kurtosis Stastic: -.206 Kurtosis Standard error: .313

56% of the respondents were happy with their personal goals and career goals in their respective organization. This clearly indicates that majority of
respondents believe that their personal and career goals in organizational or workplace context are very much in place.

9. Meaning in Work: You think you are able to find meaning in your work.

For the above mentioned item in the success construct, 26% of the respondents strongly agreed, 50% somewhat agreed, 22% somewhat disagreed and 2% strongly disagreed. For item 9, Table 4.1 shows Mean: 3.0042 Standard Deviation: .75156 Skewness Statistic: -.305 Skewness standard error: .157 Kurtosis Stastic: -.409 Kurtosis Standard error: .313

Finding meaning in work figures at a higher level in Maslow’s hierarchy of needs model. Again, this is a very subjective question and is open to a wide
range of interpretations depending on the individual. 76% of the respondents replied in affirmative when asked if they were able to find meaning in their work.

Though it can be debated if one is able to find meaning in his or her work, then dissatisfaction with other parameters would not greatly drive an individual’s decision to leave or continue in his or her current workplace.

10. **Successful handling emotions**: You are able to handle emotions successfully at workplace
For the above mentioned item in the success construct, 34% of the respondents strongly agreed, 54% somewhat agreed, 12% somewhat disagreed and none of the respondents strongly disagreed. For item 10, Table 4.1 shows Mean: 3.2125  Standard Deviation: .65380  Skewness Statistic: -.339 Skewness standard error: .157 Kurtosis Statistic: -.317 Kurtosis Standard error: .313

88% of the respondents replied in affirmative when asked if they consider themselves as successful in handling emotions at workplace. 54% agreed to somewhat degree whereas 34% agreed strongly. Since the response to this question can be influenced by the last experience on the same, there could be some ambivalence while responding.

Organizations are emotional places. Organizations and businesses may use emotions to motivate employees to perform, and events in organizations create emotions and can affect an employee’s sense of satisfaction or outrage.

Handling emotions at workplace has a subjective element attached to it, since an individual might feel that he or she has handled emotions well given a situation whereas his her peers might feel otherwise.
11. **Self motivation for goals:** You are able to motivate yourself in achieving your goals

For the above mentioned item in the success construct, 42% of the respondents strongly agreed, 51% somewhat agreed, 7% somewhat disagreed and none of the respondents strongly disagreed. For item 11, Table 4.1 shows Mean: 3.3458  Standard Deviation: .62143  Skewness Statistic: -.504  Skewness standard error: .157  Kurtosis Stastic: -.074  Kurtosis Standard error: .313

One of the very important factors when talking about success is self motivation. When asked if the respondent is able to motivate himself or herself towards his or her goals, 93% responded in affirmative. This shows that most
of the respondents believe they are able to motivate themselves when it comes to achieving their goals. Again, goals here could be the ones they deem important and not necessarily those set by the organization.

12. **Expectation of success:** You operate from an expectation of success rather than a fear of failure

For the above mentioned item in the success construct, 51% of the respondents agreed, 39% somewhat agreed, 8% somewhat disagreed and 2% strongly disagreed. For item 12, Table 4.1 shows Mean: 3.3917 Standard Deviation: .71207 Skewness Statistic: -.1.014 Skewness standard error: .157 Kurtosis Stastic: .714 Kurtosis Standard error: .313
In professional space most people operate from an expectation of success or fear of failure. When asked the same question, 90% of respondents agreed that they operate from an expectation of success rather than a fear of failure. Here, the respondent might actually want to believe that her or she is operating from an expectation of success rather than fear of failure whereas in real scenario if might be otherwise.

13. Seeking opportunities: You actively seek out opportunities to further the overall goals of the organization and enlist others to help you
For the above mentioned item in the success construct, 32% of the respondents agreed, 56% somewhat agreed, 10% somewhat disagreed and 2% strongly disagreed. For item 13, Table 4.1 shows Mean: 3.1875 Standard Deviation: .67397 Skewness Statistic: -.574 Skewness standard error: .157 Kurtosis Statistic: .560 Kurtosis Standard error: .313

Another important aspect of success is initiative. When asked if the respondent actively seek out opportunities to further the overall goals of the organization and enlist others to help his or her, 88% of the respondents responded in affirmative either strongly or to a somewhat degree. This is an interesting finding since majority of the organizations cite ‘lack of initiative’ in their employees as one of the concern areas.

Having personal initiative means that workers are self-starting, pro-active, and persistent in pursuing their goals. Personal initiative was expected to have direct effects on well-being as well as moderate the effects of relevant work characteristics such as job demands and control. Personal initiative is a work behaviour defined as self-starting and proactive that overcomes barriers to achieve a goal. It is argued that future workplaces will require people to show more PI than before. Most people who constantly seek new opportunities are proactive employees. Proactive behaviour involves acting in advance of a future situation, rather than just reacting. It means taking control and making things happen rather than just adjusting to a situation or waiting for something to happen. Proactive employees generally do not need to be asked to act, nor do they require detailed instructions.
14. Happy with goals: You are happy with the challenging goals you set for yourself and take calculated risks to reach them.

For the above mentioned item in the success construct, 40% of the respondents agreed, 51% somewhat agreed, 9% somewhat disagreed and none of the respondents strongly disagreed. For item 14, Table 4.1 shows Mean: 3.3000 Standard Deviation: .64814 Skewness Statistic: -.478 Skewness standard error: .157 Kurtosis Stastic: -.246 Kurtosis Standard error: .313
When asked if the respondent is happy with the challenging goals he or she sets for himself or herself and takes calculated risk to achieve them, 91% agreed, either strongly or to a somewhat degree. Most of the respondents believed that they are setting challenging goals and are doing their best in achieving those goals.

15. **Outperforming goals**: You pursue goals beyond what's required or expected of me in my current job
For the above mentioned item in the success construct, 35% of the respondents strongly agreed, 55% somewhat agreed, 10% somewhat disagreed and none of the respondents strongly disagreed. For item 15, Table 4.1 shows Mean: 3.2500 Standard Deviation: .63707 Skewness Statistic: -.367 Skewness standard error: .157 Kurtosis Statistic: -.194 Kurtosis Standard error: .313

Work on the goal-setting theory suggests that it can serve as an effective tool for making progress by ensuring that participants have a clear awareness of what they must do to achieve or help achieve an objective. On a personal level, the process of setting goals allows people to specify and then work towards their own objectives — most commonly financial or career-based goals. Goal-setting comprises a major component of personal development. Performance is a function of both ability and motivation. Setting a high performance goal is effective only when people already have the ability to perform a particular task effectively. Individuals with clear goals appear more able to direct attention and effort toward goal-relevant activities and away from goal-irrelevant activities, demonstrating a greater capacity for self-regulation.

90% of the respondents agreed when asked if they pursue goals beyond what's required or expected of them in their current job. This is an interesting finding since most organizations express ‘lack of going extra mile’ from their employees as one of the concern area. This could be due to difference in goals which employees feel as more important vis-à-vis those the organization believes are more important. Another reason could be organization might
perceive that employee has not going beyond what’s required where as the employee perceive otherwise.

16. **Work life balance:** You are able to strike a balance between professional goals and personal goals

For the above mentioned item in the success construct, 26% of the respondents strongly agreed, 56% somewhat agreed, 15% somewhat disagreed and 3% strongly disagreed. For item 16, Table 4.1 shows Mean: 3.0375
82% of the respondents responded in affirmative when asked if they were able to balance their work and personal life. Given the rising work load in most organizations, this is a significant finding. This might also be due to self-image, where in an individual deems it important to perceive that he or she is doing his or her best in all fronts of life.

17. Happy with performance: You are happy with your performance at work

For the above mentioned item in the success construct, 37% of the respondents strongly agreed, 50% somewhat agreed, 12% somewhat disagreed and 1% strongly disagreed. For item 17, Table 4.1 shows Mean: 3.2250

When asked if the respondent is happy with his or her performance at work, 87% of respondents replied in affirmative with nearly 37% of respondents agreeing strongly and 50% of respondents agreeing to somewhat degree. This is purely an individual’s assessment of his or her own performance and does not necessarily take into account organization’s perspective or assessment when it comes to performance evaluation.

18. **Successful at work**: You would rate yourself as a successful person at work
For the above mentioned item in the success construct, 37% of the respondents agreed, 55% somewhat agreed, 7% somewhat disagreed and 1% strongly disagreed. For item 18, Table 4.1 shows Mean: 3.2750 Standard Deviation: .63985 Skewness Statistic: -.607 Skewness standard error: .157 Kurtosis Statistic: .743 Kurtosis Standard error: .313

When asked if the respondents consider themselves successful at work, a whooping 92% responded in affirmative. Again, the definition or parameters of rating one as successful at work was not given. This was for the individual to rate themselves depending on their own definition of success. Success is a very subjective term and hence this question would have a wide range of possible interpretations.
A consolidated response analysis of the success construct items have been shown in Table 2

Table 2

<table>
<thead>
<tr>
<th>Successful at work</th>
<th>Happy with performance</th>
<th>Work life balance</th>
<th>Outperforming goals</th>
<th>Happy with goals</th>
<th>Seeking opportunities'</th>
<th>Expectation of success</th>
<th>Self motivation for goals</th>
<th>Successful handling emotions'</th>
<th>meaning in work'</th>
<th>Successful personal &amp; career goals'</th>
<th>happy personal growth'</th>
<th>consider fairly established'</th>
<th>successful creating relationship'</th>
<th>learning curve satisfactory'</th>
<th>consider successful..career'</th>
<th>consider well rewarded'</th>
<th>Successful contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>80.0%</td>
<td>100.0%</td>
<td>120.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Out of a sample size of 240, 19.2% of the respondents were found to be in low emotional intelligence category, 28.8% respondents were found to be in medium emotional intelligence category and 52.1% respondents were found to be in high emotional intelligence category.

- Low EQ Category: 19.2%
- Medium EQ Category: 28.8%
- High EQ Category: 52.1%
This shows a majority of respondents were of high emotional intelligence. However, if medium emotional intelligence category and low emotional intelligence category are considered as ‘not high’ emotional intelligence category then results can be interpreted differently. The results show evenly distributed respondents

### 4.7 REGRESSION ANALYSIS

<table>
<thead>
<tr>
<th>SN</th>
<th>PREDICTED VARIABLES</th>
<th>Predictors</th>
<th>Predictors</th>
<th>Unstd. Coeff.</th>
<th>Std. Coeff</th>
<th>t</th>
<th>Sig of t</th>
<th>R²</th>
<th>F</th>
<th>Sig. of F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(Constant)</td>
<td>(Constant)</td>
<td>3.367</td>
<td>0.059</td>
<td>56.894</td>
<td>0</td>
<td>0.027</td>
<td>6.491</td>
<td>p&lt;.01</td>
</tr>
<tr>
<td>1</td>
<td>Successful</td>
<td></td>
<td>3. Optimism</td>
<td>0.163</td>
<td>0.01</td>
<td>0.004</td>
<td>1.63</td>
<td>2.548</td>
<td>0.011</td>
<td></td>
</tr>
<tr>
<td></td>
<td>contribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>consider well</td>
<td>(Constant)</td>
<td>9. Developing Others/Coaching</td>
<td>0.14</td>
<td>-0.012</td>
<td>0.005</td>
<td>-0.14</td>
<td>-2.181</td>
<td>0.03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rewarded’</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>learning curve</td>
<td>(Constant)</td>
<td>8. Team Capabilities</td>
<td>.170**</td>
<td>0.026</td>
<td>0.01</td>
<td>0.168</td>
<td>2.649</td>
<td>0.009</td>
<td></td>
</tr>
<tr>
<td></td>
<td>satisfactory’</td>
<td></td>
<td>10. Initiative</td>
<td>-.121</td>
<td>-0.014</td>
<td>0.006</td>
<td>-0.14</td>
<td>-2.322</td>
<td>0.021</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Adaptability</td>
<td>.125</td>
<td>0.011</td>
<td>0.006</td>
<td>0.131</td>
<td>2.051</td>
<td>0.041</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>successful creating</td>
<td>(Constant)</td>
<td></td>
<td>3.569</td>
<td>0.176</td>
<td>20.253</td>
<td>0</td>
<td>0.072</td>
<td>6.074</td>
<td>p&lt;.05</td>
</tr>
<tr>
<td></td>
<td>relationship’</td>
<td></td>
<td>3. Optimism</td>
<td>.184**</td>
<td>0.012</td>
<td>0.004</td>
<td>0.186</td>
<td>2.947</td>
<td>0.004</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Self Control</td>
<td>-.114</td>
<td>-0.021</td>
<td>0.009</td>
<td>-0.147</td>
<td>-2.321</td>
<td>0.021</td>
<td></td>
</tr>
</tbody>
</table>

*p<.05  **p<.01  ***p<.001*
### Table 4

Regression Relationship

\[ Y_1 = 3.367 + 0.092 X_3 \]

\[ Y_2 = 2.727 - 0.012X_9 \]

\[ Y_4 = 2.774 + 0.026 X_8 - 0.014 X_{10} + 0.011 X_4 \]

\[ Y_5 = 3.569 + 0.012 X_3 - 0.021 X_1 + 0.01 X_5 \]

\[ Y_{10} = 3.112 + 0.008X_3 \]

\[ Y_{12} = 3.272 + 0.01 X_4 \]

\[ Y_{16} = 3.009 + 0.017 X_8 \]
### Predicted Variables (Success)

<table>
<thead>
<tr>
<th>Predicted Variables (Success)</th>
<th>Predictors (EQ Competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1= Successful contribution</td>
<td>X1=Self Control</td>
</tr>
<tr>
<td>Y2=Consider well rewarded</td>
<td>X3=Optimism</td>
</tr>
<tr>
<td>Y4 =Learning curve satisfactory</td>
<td>X4=Adaptability</td>
</tr>
<tr>
<td>Y5= Successful creating relationship</td>
<td>X5=Influence</td>
</tr>
<tr>
<td>Y10=Successful handling emotions</td>
<td>X8=Team Capabilities</td>
</tr>
<tr>
<td>Y12 =Expectation of success</td>
<td>X9=Developing others/Coaching</td>
</tr>
<tr>
<td>Y16 = Work life balance</td>
<td>X10=Initiative</td>
</tr>
</tbody>
</table>

### 4.8 ANALYSIS OF REGRESSION EQUATIONS & INTERPRETATION

1. Successful Contribution (Y1): The first item of success, Successful contribution (Y1), is predicted by one EQ competency namely, Optimism (X3), (the R2=.027; F=6.491, p<.01). The regression relationship is given by the equation is $Y_1 = 3.367 + 0.092X_3$. Thus, the attitude of having successfully contributed to an organization is influenced by optimism, an important emotional intelligence competency.

2. Consider well rewarded (Y2): To consider ones efforts as being well rewarded is an important constituent of job satisfaction. The EQ competency that was found contributing to this particular aspect is ‘Developing others/Coaching’ (X9), (R2=0.02; F=4.755, p<.05). The
regression relationship is given by the equation is \( Y_2' = 2.727 - 0.012X_9 \). The analysis shows that developing and coaching employees builds a perception of not being well rewarded for one’s efforts. It could be an important element to consider in career management and training programs of companies.

3. Learning curve (Y4): Three EQ competencies viz. Adaptability (X4), Team Capabilities (X8), and Initiative (X10) contribute to the attitude of satisfaction from learning (R\(^2\)=.063; F=5.254, p<.01). The regression relationship for the variable is depicted by the equation: \( Y_4' = 2.774 + 0.026X_8 - 0.014X_{10} + 0.011X_4 \). Of the three EQ competencies, Adaptability (X4) and Team Capabilities (X8) contribute positively to the job satisfaction variable of ‘learning’. However, the analysis shows that the EQ competency of ‘Initiative’ is a negative contributor to the variable.

4. Successful relationships (Y5): Three EQ competencies contribute towards the attitude of having successful relationships at work, viz. Optimism(X3), Influence (X5), and Self Control (X1), (R\(^2\)=.072; F=6.074, p<.05). The regression equation depicting the relationship is: \( Y_5' = 3.569 + 0.012X_3 - 0.021X_1 + 0.01X_5 \). As evident, being optimistic and being influential are positive contributors to creating successful relationships. However, the analysis indicates a negative impact of self control on this variable.

5. Successful handling of emotions (Y10): The job success attitude of handling emotions well is influenced significantly by the EQ competency of being an
optimist (R2=.016; F=3.943 p<.05). The regression is equation is: $Y_{10} = 3.112 + .008X_3$

6. Expectation of success (Y12): The job attitude of success expectation has for its contributor the EQ competency ‘Adaptability’ (X4), (R2=.021; F=5.199, p<.05), and the regression relationship is depicted by the equation: $Y_{12} = 3.272 + .01X_4$. Thus, being adaptive contributes positively to success expectation.

7. Work-life balance (Y16): The attitude that one is balancing work-life well is by the EQ competency of Team capabilities (R2=.016; F=3.945, p<.05) given by the regression equation $Y_{16} = 3.009 + .017X_8$. Being able to work well in teams helps employees develop a positive attitude of being able to manage the work-life balance well.

In the end, let’s discuss the seven EQ competencies which are found to be the predictors of success.

4.9 SUMMARY: THE SEVEN EMOTIONAL INTELLIGENCE COMPETENCIES – PREDICTOR OF SUCCESS

1. Self Control:

Self-control is a capacity that develops over the first years of life and has profound effects upon the child’s behavioural repertoire (Kochanska, Coy, &
The capacity to control expression of emotion, particularly negative emotions, develops over the first years of life and has particular importance for the unfolding of appropriate and adaptive social behaviour (Eisenberg et al., 1996; Eisenberg, Murphy, Maszk, Smith, & Karbon, 1995; Thompson, 1994). Like other areas of self-control, understanding the development of control of emotions necessitates examination of both intrinsic and extrinsic factors (Calkins, 1994). Over the past 10 years there has been an increased recognition of the importance of self-control of emotion in the developmental literature (e.g., Fox, 1994). Defining self-control of emotion first necessitates agreement on the nature of emotion. Most contemporary definitions of emotion agree that it is a psychological state of specific duration that involves expressive behaviour for communication.

2. **OPTIMISM**

Optimism is one of the competencies central to “Choose Yourself.” By employing a habit of optimism, people recognize that they have a choice, which is an essential part of taking ownership of their behaviour. The concepts of optimism and pessimism concern people’s expectations for the future. These concepts have ties to centuries of folk wisdom and also to a class of psychological theories of motivation, called expectancy-value theories. Expectancy-value models begin with the idea that behaviour is aimed at attaining desired goals (Carver & Scheier, 1998). Behavioural responses are important, but behaviour is not the only response when people confront adversity. People also experience emotions in such situations. Because optimists expect good outcomes, they are likely to experience a more positive mix of feelings. Because pessimists expect bad outcomes, they should experience more negative
feelings—anxiety, sadness, and despair. A good deal of research has found evidence of such emotional differences (see Scheier et al., 2001) optimism takes a broader view of the potential causal forces assumed to be at work.

Optimism has proven to be quite useful as predictor of behaviour and emotional experiences in a wide variety of settings (Bandura, 1997; Scheier et al., 2001; Peterson & Bossio, 2001; Snyder, 2002). Optimism has proven to be very useful in predicting behaviour, emotional responses, coping tendencies, and adequacy of adjustment to difficult life circumstances. In a study done by six seconds organization in a multinational corporation, emotional intelligence scores were compared to scores in the company’s performance management system. Emotional intelligence proved to significantly predict job success, and in particular the competency of Optimism was most highly predictive. This suggests that EQ, and particularly Optimism, are important assets for career success.

3. ADAPTABILITY

J.T. Bonner once observed that ‘successive lifecycles allow the accumulated information of millions of years to be used at a moment’s notice’ (Bonner 1974: 156-157). What is adaptability in terms of a personal and organizational skill? It is an intentional way of being in order to embrace change. It is a state of readiness to be able to perform, the lens that permits or facilitates achievement or accomplishment. Adaptability is a personal quality that is important in handling ambiguity, dealing with uncertainty and stress, and in working outside traditional temporal and geographic boundaries (Pearlman & Barney, 2000). Today’s organizations are characterized by changing, dynamic environments in which the need for adaptive workers has become increasingly important (Edwards &
Morrison, 1994; Hollenbeck, LePine, & Ilgen, 1996; Ilgen & Pulakos, 1999; Smith, Ford, & Kozlowski, 1997). Workers need to be increasingly adaptable, versatile, and tolerant of uncertainty to operate effectively in these changing and varied environments. Accordingly, one aspect of adaptive performance that has been discussed by several authors involves the effectiveness with which employees solve the atypical, ill-defined, and complex problems that confront today’s work situations and organizations (e.g., Holyoak, 1991; Hatano & Inagaki, 1986). Adaptability has been proposed by Hall (2002) a career meta-competency, which along with personal identity forms the core of a protean career.

4. INFLUENCE

Power and influence are critical factors we encounter everyday in life. It can take place in a family setting, a corporate setting, a political setting, or a setting amongst friends. The ability to use influence in ones favour can leave a lasting impression, it can help in building a strong business or social network and even help in obtaining the ideal job. John Maxwell (1997) describes four levels of influence in his book ‘Becoming a person of influence’:

In today's faster-moving, more responsive organizations, positive influencing skills are essential, since managers now often have to rely more on their personal competence and credibility than on their hierarchical position and authority. Specific aspects of positive influencing skills include: a) planning - setting and agreeing clear objectives, and determining the best way to achieve them b) preparing - questioning, probing, listening, addressing all the ‘what if’ questions, knowing where you want to be, looking at possible outcomes, and tackling the
obstacles c) communicating - selling and presenting persuasively, describing benefits, and handling objections. Depending on the circumstances, this is as much about not denying the negatives as it is about emphasizing the positives. It is also about knowing when to use exaggeration or understatement d) interpersonal skills - remaining assertive while creating rapport and maintaining good working relationships.

5. **TEAM CAPABILITIES**

A team is a more specialized kind of group. Team members also have a common objective or purpose, but focus on performance and collective improvement. Great teams, like great leaders, are made, not born. Effective teams don’t succeed by happenstance. They all have certain things in common in addition to their focus on performance and collective improvement. In general, members are clear on the team objective. They are capable and committed to meeting the objective. They work in a trusting, collaborative way to achieve the objective. Those two concepts, trust and commitment, are the glue that holds teams together. In today’s high-involvement, high-participation work environment, the roles of many employees, supervisors, and managers are changing.

6. **DEVELOPING OTHERS/COACHING**

Unlike conventional training, developing others or coaching & mentoring concentrate on the person, not the subject; they draw out rather than put in; they develop rather than impose; they reflect rather than direct; they are continuous—not one-time—events. In brief, they are a form of change facilitation. Coaching
and mentoring can be used whenever performance or motivation levels must be increased.

There are many applications, each to be looked at from as many points of view as possible. Recurring opportunities relate to developing careers, solving problems, overcoming conflicts, and re-motivating staff.

7. **INITIATIVE**

Initiative or Personal initiative (PI) is work behaviour characterized by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in the pursuit of a goal (see Frese, Kring, Soose, & Zempel, 1996; Frese, Fay, Hilburger, Leng, & Tag, 1997).

Initiative is paramount to keeping you energized and working as productively, effectively and efficiently as possible. It keeps work fresh, challenging you and moving things forward. It compels you to “kick it up a notch” by looking for new ways to do more tasks better and faster. It is argued that tomorrow’s jobs will require a higher degree of PI than today’s because of global competition, the faster rate of innovation, new production concepts, and changes in the job concept (see, also, Ilgen & Pulakos, 1999). Initiative in high-level jobs is difficult to define, because high-level managers are often required to show initiative as an external task; in this case, PI seems to be part of the job description. Initiative can be shown in dealing with subtasks and in doing subtasks that are not obvious to the job.
4.10 RESULTS

Regression analysis shows that seven key emotional competencies are predictor of seven variables of success. These seven EQ competencies are (using the EQ competency framework)

1. Self Control (Self Regulation)
2. Optimism (Self-Motivation)
3. Adaptability (Self Regulation)
4. Influence (Social Skills)
5. Team Capabilities (Social Skills)
6. Developing others/Coaching (Social Awareness)
7. Initiative (Self Motivation)

It will be necessary to extend this research to a larger sample population; however, the finding is important given the diverse representation of organizations, age groups, educational qualifications and gender. The identified emotional competencies can be further examined and researched upon as a potential area of research.