CHAPTER – I

INTRODUCTION

Emotional Intelligence (also known as Emotional Quotient) is one of the hot topics among business leaders and HR professionals lately. Averill (1994) agreed that an emotion may be crucial to survival of the species whether in a social, biological, or psychological context. Emotional Intelligence (EI) has had a huge impact on management since Daniel Goleman (1995) published his popular book on EI for a wider audience. EI has come into its own as one of the most popular psychological concepts of the last decade. EI has been used by some as an umbrella term that comprises elements such as ‘soft skills’, ‘people skills’, and a general ability to cope with life’s demands. In other words ‘Emotional intelligence gives a competitive edge’. It has been argued around the world that one has great intellectual abilities may make a superb fiscal analyst or legal scholar, but a highly developed emotional intelligence will make a candidate for CEO or a brilliant trial lawyer” (Goleman, 1995;1996;1997). Emotional intelligence, and its link to the evolution of the functional use of emotions, has been around since Charles Darwin wrote – in ‘The Expression Of The Emotions In Man And Animals’ (1872/1998) – about the functional purpose of emotions.

To some people the term ‘Emotional Intelligence’ is an oxymoron. As we know intelligence implies rational thinking, supposedly without any emotion. The key to this compelling question touches many areas of research in Psychology and Management, the two fields which rely heavily on the various facets of EI in demystifying some key questions. Moreover, emotional intelligence is related to
positive outcomes such as pro-social behaviours, parental warmth, and positive family relationship and peer relations (Mayer et al., 1999; Rice, 1999).

Additionally, Mayer et al. (2000a) suggested that emotions signal relationships between a person and a friend, a family, the situation, a society, and internally between a person and his or her memory.

Charles Darwin was the first to recognize the value of emotions. He cited that the emotional system energizes behaviour needed to stay alive. Emotions cannot be stopped, they happen instinctually and immediately in response to various situations and people. Darwin believed that emotions ensured survival by energizing required behaviour and also suggested valued information (Salovey et al. 2000). ‘Darwin demonstrated that emotional expression plays a vital role in adaptive behaviour, which remains an important axiom of EI (emotional intelligence) to the present day’ (Bar-On 2001).

Mayer et al. (2000a) believed ‘emotions and reasoning sometimes have been viewed in opposition to one another’. The belief was that emotions were chaotic and dangerous to logical thought, getting in the way of rational decision-making. Researchers (Ekman and Davidson 1994; Mayer et al. 1990; Salovey et al. 2000) provided views on emotion in relation to cognition in the sequence of how emotional intelligence rose from a large body of literature to be a field of research on its own.

DEFINITION OF EMOTIONAL INTELLIGENCE

The first formal mention of emotional intelligence appears to derive from a German article entitled “Emotional Intelligence and Emancipation” published in the journal “Praxis der Kinderpsychologie and Kinderpsychiatire”, by Leuner in 1966. However, the first time that the term “emotional intelligence” appeared in
the English literature was in an unpublished doctoral dissertation by Payne in 1986 (Matthews, et al., 2002).

The concept of emotional intelligence can be traced to the notable research of Thorndike (1920), followed by the respective work of Moss and Hunt (1927), and Gardner (1983), in which they discussed and developed the related concept of social intelligence or multiple intelligence. As early as the 1930s, there have been studies of a possible emotional aspect to intelligence. In 1934, David Wechsler (of two well known intelligence tests) wrote of “non-intellective” aspect of intelligence. Gardner (1983) proposed a conceptualization of interpersonal intelligence—the competence to understand other people, and intrapersonal intelligence—the competence to understand the self and apply it effectively in life. Gardner’s theory's eight currently accepted intelligences (Ref: Educational Psychology, Robert Slavin. 2009) are:

- Spatial
- Linguistic
- Logical-mathematical
- Bodily-kinesthetic
- Musical
- Interpersonal
- Intrapersonal
- Naturalistic
According to Gardner’s Theory of Multiple Intelligences

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<tr>
<th>S. No.</th>
<th>Intelligences</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Linguistic intelligence</td>
<td>Allow individuals to communicate and make sense of the world through language. Typical professions include journalists, novelists and lawyers</td>
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<tr>
<td>2.</td>
<td>Logical-mathematical intelligence</td>
<td>Enables individuals to use and appreciate abstract relations. Typical professions include scientists, accountants and philosophers</td>
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<tr>
<td>3.</td>
<td>Spatial intelligence</td>
<td>Makes it possible for people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Typical professions include architects, sculptors, and mechanics</td>
</tr>
<tr>
<td>4.</td>
<td>Musical intelligence</td>
<td>Allows people to create, communicate, and understand meanings made out of sound. Typical professions include composers, conductors and singers.</td>
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<tr>
<td>5.</td>
<td>Bodily-kinaesthetic intelligence</td>
<td>Allows individuals to use all or part of the body to create products or solve problems. Typical professions include athletes, dancers and doctors.</td>
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<tr>
<td>6.</td>
<td>Intra-personal intelligence</td>
<td>Helps individuals to distinguish among their own feelings, to build accurate mental models of themselves, and to draw on these models to make decisions about their lives. Typical profession include therapists and certain kinds of artists and religious leaders.</td>
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<tr>
<td>7.</td>
<td>Interpersonal intelligence</td>
<td>Enables individuals to recognize and make distinctions about others’ feelings and intentions. Typical professions include teachers, politicians and salespeople</td>
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The term ‘Emotional Intelligence’ was coined and defined by Salovey and Mayer (1990). Despite its recent debut, there are already a number of definitions of EI. These conceptualizations can be divided into two streams: ‘ability models’ in which EI is defined as a set of cognitive abilities in emotional functioning (Mayer and Salovey, 1997) versus ‘mixed trait models’ that incorporate a wide range of personality characteristics and other traits (Bar-On, 2001; Goleman, 1995, 1998; Petrides and Furnham, 2001).
Salovey and Mayer (1990) initially defined emotional intelligence as “the subset of social intelligence that involves the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and action”. They later refined this definition as “the capacity to perceive emotions, to access and generate emotions so as to assist thoughts, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth” (Mayer and Salovey, 1997). This model is referred to in the literature as an ability-based model that is different from other models of emotional intelligence that are referred to as mixed models of emotional intelligence. The ability model of emotional intelligence put forth by Mayer and Salovey (1997) presented emotional intelligence as a cognitive ability. The first branch of the ability model is ‘Identifying Emotions’. This branch includes a number of skills, such as the a) ability to identify feelings, b) ability to accurately expressing emotions, and c) ability to differentiate between real and phony emotional expressions. The second branch, ‘Emotional Facilitation of Thought’ (or Using Emotions), includes the ability to use emotions to redirect attention to important things or events, to generate emotions that support decision making, to use mood swings as a means to consider multiple view points, and nurture different emotions to encourage different approaches to problem solving. The third branch, ‘Understanding Emotions’, is the ability to understand complex emotions and emotional “chains,” how emotions migrate from one stage or phase to another, the ability to recognize the causes/triggers of emotions, and the ability to understand relationships among complexity of emotions. The fourth branch of the ability model is ‘Managing Emotions’. Managing Emotions includes the ability to stay aware of one’s emotions (both pleasant and non pleasant), the ability to determine whether an
emotion is unique or typical, and the ability to solve emotion driven problems without having to suppress negative emotions (Mayer, Caruso, and Salovey, 1999; Roberts, Zeidner, and Matthews, 2001). In 1990 Mayer, Caruso and Salovey also provided the first demonstration of how the construct may be measured (Mayer et al., 1990).

The MSCEIT has a factor structure congruent with the four-part model of Emotional Intelligence and it is both reliable and content valid. The authors argue that the Emotional Intelligence measured this way meets several standard criteria for a new intelligence: It is operationalized as a set of abilities; it is objective in that answers on the test are either right or wrong as determined by consensus or expert scoring; its scores correlate with existing intelligences while also showing unique variance; and scores increase with age (Mayer, Caruso, and Salovey, 1999; Mayer et al., 2002; Mayer and Geher, 1996; Mayer, Salovey, Caruso, and Sitarenios, 2003).

Goleman (1995, 1998) defined emotional intelligence as the ability to be aware of and to handle one’s emotions in varying situations. He concluded that emotional intelligence includes traits as self-awareness, self-regulation, self-motivation, social-awareness, and social-skill.

**Self-Awareness**

(i) *Emotional awareness*: Recognizing one’s emotions and their effects.

(ii) *Accurate self-assessment*: Knowing one’s strengths and limits.

(iii) *Self-confidence*: Sureness about one’s self-worth and capabilities.

**Self-Regulation**

(i) *Self-control*: Managing disruptive emotions and impulses.

(ii) *Trustworthiness*: Maintaining standards of honesty and integrity.

(iii) *Conscientiousness*: Taking responsibility for personal performance
(iv) **Adaptability**: Flexibility in handling change.

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

**Self-Motivation**

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

(ii) **Commitment**: Aligning with the goals of the group or organization.

(iii) **Initiative**: Readiness to act on opportunities.

(iv) **Optimism**: Persistence in pursuing goals despite obstacles and setbacks.

**Social-Awareness**

(i) **Empathy**: Sensing others’ feelings and perspective, and taking an active interest in their concerns.

(ii) **Service orientation**: Anticipating, recognizing, and meeting customers’ needs.

(iii) **Developing others**: Sensing what others need in order to develop, and bolstering their abilities.

(iv) **Leveraging diversity**: Cultivating opportunities through diverse people.

(v) **Political awareness**: Reading a group’s emotional currents and power relationships.

**Social-Skills**

(i) **Influence**: Wielding effective tactics for persuasion.

(ii) **Communication**: Sending clear and convincing messages.

(iii) **Leadership**: Inspiring and guiding groups and people.

(iv) **Change catalyst**: Initiating or managing change.

(v) **Conflict management**: Negotiating and resolving disagreements.

(vi) **Building bonds**: Nurturing instrumental relationships.

(vii) **Collaboration and cooperation**: Working with others toward shared goals.

(viii) **Team capabilities**: Creating group synergy in pursuing collective goals.
The Emotional Competency Inventory (ECI; Boyatzis, Goleman, and Hay Group, 2001; Boyatzis and Sala, 2004) reflects four clusters of competencies that are quite similar to the four components of social and emotional competence that originally guided our work: self-awareness, self-management, social awareness, and relationship management.

Bar-On (1997) defined emotional intelligence as an array of competencies and skills that influence both an individual’s ability to succeed in life and an individual’s general, psychological well-being. In his words “Emotional intelligence involves abilities, competencies, and skills related to understanding oneself and others, relating to peers and family members, and adapting to changing environmental situations and demands” Bar-On (2000, 2002). This model is known as mixed model. The EQ-i (Bar-On, 1997a) is a self-report test of EI that evolved out of the author’s question, “Why do some people have better psychological well-being than others? And, why are some people able to succeed in life over others?” (Bar-On, 1997b, p. 1). In the EQ-i manual, Bar-On (1997b) broadly defines EI as addressing the emotional, personal, social, and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence. Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. In a way, to measure emotional intelligence is to measure one’s “common sense” and ability to get along in the world. (p. 1). The 133-item, Bar-On (1997) EQ-i was developed to measure five main elements of emotional intelligence: (a) Intrapersonal, (b) Interpersonal, (c) Adaptability, (d) Stress Management, and (e) General Mood.
Singh (2001) appears to conceptualize emotional intelligence in much the same manner as Goleman (1995). Singh defines emotional intelligence as a type of social intelligence that consists of the ability to monitor one's own and others' emotions, to discriminate between these emotions, and use information effectively to guide one's thinking and actions. His definition includes the dimensions of self-awareness, ability to manage moods, motivation, empathy, and social skills such as cooperation and leadership.

EMOTIONAL INTELLIGENCE MODELS

In The Encyclopaedia of Applied Psychology, Spielberger (2004) states there are currently three major conceptual models of emotional intelligence: (1) the Salovey-Mayer model which defines this construct as the ability to perceive, understand, manage, and use emotions to facilitate thinking, measured by an ability based measure; (2) the Goleman model which views the construct as an array of skills and competencies that drive managerial performance, measured by a multi-rater assessment; and (3) the Bar-On model which describes a cross section of interrelated emotional and social competencies, skills and facilitators that impact intelligent behaviour, measured by self-report.

The Ability models regard emotional intelligence as a pure form of mental ability and thus as a pure intelligence. In contrast, mixed models of emotional intelligence combine mental ability with personality characteristics such as optimism and well-being (Mayer, 1999). Currently, the only ability model of emotional intelligence is that proposed by John Mayer and Peter Salovey. Two mixed models of emotional intelligence have been proposed, each within a somewhat different conception. Reuven Bar-On has put forth a model based within the context of personality theory, emphasizing the co-dependence of the ability aspects of emotional intelligence with personality traits and their application to
personal well-being. In contrast, Daniel Goleman proposed a mixed model in terms of performance, integrating an individual's abilities and personality and applying their corresponding effects on performance in the workplace (Goleman, 2001)

**Salovey and Mayer: An Ability Model of Emotional Intelligence**

Peter Salovey and John Mayer first coined the term "emotional intelligence" in 1990 (Salovey and Mayer, 1990) and have since continued to conduct research on the significance of the construct. They propose that individuals differ in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. Then they posit that this ability is seen to manifest itself in certain adaptive behaviours (Mayer, Salovey, and Caruso, 2000). Mayer and Salovey's conception of emotional intelligence is based within a model of intelligence, that is, it strives to define emotional intelligence within the confines of the standard criteria for a new intelligence (Mayer, Salovey, Caruso, and Sitarenios, 2003).

**Measures of Mayer and Salovey’s Model**

Mayer and Salovey began testing the validity of their four-branch model of emotional intelligence with the Multibranch Emotional Intelligence Scale (MEIS). Composed of 12 subscale measures of emotional intelligence, evaluations with the Multibranch Emotional Intelligence Scale indicate that emotional intelligence is a distinct intelligence with 3 separate sub factors: emotional perception, emotional understanding, and emotional management. There were, however, certain limitations to the Multibranch Emotional Intelligence Scale. Not only was it a lengthy test (402 items) but it also failed to provide satisfactory evidence for the integration branch of the Four Branch Model (Mayer, Salovey, and Caruso, 2002). For these and other reasons, Mayer and Salovey decided to design a new ability measure of emotional intelligence. The current measure of Mayer and Salovey’s
model of emotional intelligence, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) was normed on a sample of 5,000 men and women. The MSCEIT is designed for individuals 17 years of age or older and aims to measure the four abilities outlined in Salovey and Mayer's model of emotional intelligence. With less than a third of the items of the original Multibranch Emotional Intelligence Scale, the Mayer-Salovey-Caruso Emotional Intelligence Test is comprised of 141 items.

**Bar-On: A Mixed Model of Emotional Intelligence**

The director of the Institute of Applied Intelligences in Denmark and consultant for a variety of institutions and organizations in Israel, Reuven Bar-On developed one of the first measures of emotional intelligence that used the term "Emotion Quotient". Bar-On's model of emotional intelligence relates to the potential for performance and success, rather than performance or success itself, and is considered process-oriented rather than outcome-oriented (Bar-On, 2002). In his model, Bar-On outlines 5 components of emotional intelligence: intrapersonal, interpersonal, adaptability, stress management, and general mood components.

<table>
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<tr>
<th>Components</th>
<th>Sub-Components</th>
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<tr>
<td>Intrapersonal</td>
<td>Self Regard</td>
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<td></td>
<td>Emotional Self-Awareness</td>
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<td>Assertiveness</td>
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<td>Independence</td>
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<td>Self-Actualization</td>
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<td>Interpersonal</td>
<td>Empathy</td>
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<td>Social Responsibility</td>
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<td>Interpersonal Relationship</td>
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<td>Adaptability</td>
<td>Reality Testing</td>
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<td>Flexibility</td>
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<td>Problem Solving</td>
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<td>Stress Management</td>
<td>Stress Tolerance</td>
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<td>Impulse Control</td>
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<td>General Mood Components</td>
<td>Optimism</td>
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<td>Happiness</td>
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</table>
Measures of Bar-On’s Model

Reuven Bar-On's measure of emotional intelligence, the Bar-On Emotion Quotient Inventory (EQ-i), is a self-report measure of emotional intelligence for individuals sixteen years of age and over. One hundred and thirty three items are used to obtain a Total EQ (Total Emotion Quotient) and to produce five composite scales corresponding to the 5 main components of the Bar-On model: Intrapersonal EQ, Interpersonal EQ, Adaptability EQ, Stress Management EQ, and General Mood EQ. Bar-On has developed several versions of the Emotion Quotient Inventory to be used with various populations and in varying situations. In addition, the original EQ-i is available in several languages, including Spanish, French, Dutch, Danish, Swedish, Norwegian, Finnish, and Hebrew (Bar-On, 2002).

Goleman: A Mixed Model of Emotional Intelligence

Daniel Goleman, a psychologist and science writer who has previously written on brain and behaviour research for the New York Times, discovered the work of Salovey and Mayer in the 1990's. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman's model outlines four main emotional intelligence constructs. The first, self-awareness, is the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions. Self-management, the second construct, involves controlling one's emotions and impulses and adapting to changing circumstances. The third construct, social awareness, includes the ability to sense, understand, and react to other's emotions while comprehending social networks. Finally, relationship management, the fourth construct, entails the ability to inspire, influence, and
develop others while managing conflict (Goleman, 1998). The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other (Boyatzis, Goleman, and Rhee, 1999).

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Self-Personal Competence</th>
<th>Other (Social Competence)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Self-Awareness:</strong></td>
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<td>Emotional Self-awareness,</td>
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<td>Accurate Self-Assessment,</td>
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<td>Self-Confidence</td>
<td><strong>Social Awareness:</strong></td>
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<td>Empathy, Service</td>
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<td>Orientation, Organizational Awareness</td>
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<td>Regulation</td>
<td><strong>Self-Management:</strong></td>
<td><strong>Relationship Management:</strong></td>
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<td>Self-Control,</td>
<td>Developing Others,</td>
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<td>Trustworthiness,</td>
<td>Influence, Communication,</td>
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<td></td>
<td>Conscientiousness,</td>
<td>Conflict Management,</td>
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<td></td>
<td>Adaptability,</td>
<td>Leadership, Change</td>
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<tr>
<td></td>
<td>Achievement Drive,</td>
<td>Catalyst, Building Bonds,</td>
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<td></td>
<td>Initiative</td>
<td>Teamwork and Collaboration</td>
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Goleman's (2001) Emotional Intelligence Competencies

**Measures of Goleman’s Model**

Several measurement tools have been developed based on Goleman’s model of emotional intelligence and it’s corresponding competencies. Included among these are the Emotional Competency Inventory (ECI; Boyatzis, 1994), the Emotional Intelligence Appraisal (EIA; Bradberry, Greaves, Emmerling, et al., 2003), and the Work Profile Questionnaire - Emotional Intelligence Version (WPQei; Performance Assessment Network, 2000).

Emotional Competency Inventory: Daniel Goleman developed the Emotional Competency Inventory (ECI) as a measure of emotional intelligence based on his emotional intelligence competencies as well as an earlier measure of competencies for managers, executives, and leaders (the Self-Assessment Questionnaire) by Richard Boyatzis (1994). The Emotional Competency Inventory is a multi-rater (360 degree) instrument that provides self, manager, direct report,
and peer ratings on a series of behavioural indicators of emotional intelligence. It measures 20 competencies, organized into the four constructs outlined by Goleman's model: self awareness, social awareness, self-management, and social skills. Each respondent is asked to describe themselves or the other person on a scale from 1 (the behaviour is only slightly characteristic of the individual) to 7 (the behaviour is very characteristic of the individual) for each item, and in turn these items are composed into ratings for each of the competencies. Emotional Intelligence Appraisal: The Emotional Intelligence Appraisal measure was developed by Travis Bradberry and Jean Greaves along with members of the Talent Smart Research Team in an effort to create a quick and effective measure of emotional intelligence for use in a variety of settings. Work Profile Questionnaire - Emotional Intelligence Version: The emotional intelligence version of the Work Profile Questionnaire was designed as a self-report measure of seven competencies in the Goleman model of emotional intelligence.

**The Levels of Emotional Awareness Scale (LEAS)**

The Levels of Emotional Awareness Scale is a self-report measure of emotional intelligence intended to assess the extent to which people are aware of emotions in both themselves and others. The measure is based on a hierarchical theory of emotional intelligence, more specifically of emotional awareness, which consists of five sub-levels: physical sensations, action tendencies, single emotions, blends of emotion, and blends of these blends of emotional experience (Lane and Schwartz, 1989).

**The Self-Report Emotional Intelligence Test (SREIT)**

The Self Report Emotional Intelligence Test is a 33 item self-report measure of emotional intelligence developed by Schutte and colleagues (1998). Initially based on early writings on emotional intelligence by Mayer and Salovey,
the Self Report Emotional Intelligence Test has been criticized for not properly mapping onto the Salovey and Mayer model of E.I. and thus measuring a different concept of emotional intelligence. SUEIT (The Swinburne University Emotional Intelligence Test) Palmer and Stough, 2001). The SUEIT is a self-report instrument specifically designed for use in the workplace, which indexes individuals’ perceptions of the way they feel, think and act at work, with emotions, and on the basis of emotional information. The SUEIT was developed from a large factor-analytic study involving the factors from six other emotional intelligence scales. Five factors accounted for 58 percent of the variance and thus provide the framework for the SUEIT; emotional recognition and expression (in oneself), emotions direct cognition, understanding of emotions external, emotional management and emotional control. Items were phrased to give the workplace SUEIT depth of scope, that is, to enable the SUEIT to assess how individuals generally think, feel and act with emotions at work and how they think, feel and act with specific emotions, and in more specific emotion-laden situations at work. The SUEIT comprises 65 items and is measured on a five-point Likert-type scale (1 = never, 5 = always). Respondents are instructed to indicate the extent to which each statement is true of the way they typically think, feel and act at work. The SUEIT has both general norms and executive norms.

EMOTIONAL INTELLIGENCE AT WORK

Emotional intelligence is critical in the workplace as Bradberry and Greaves (2005) point out: “The intensity and variety of emotions that can surface over the course of a day are astounding. People experience an average of 27 emotions each waking hour. The understanding of an organisation’s culture largely rests on how the organisation responds to emotions within it and deals with emotional management” (Hothschild 1983). With nearly 17 waking hours each
day, you have about 456 emotional experiences from the time you get up until the time you go to bed. This means that more than 3,000 emotional reactions guide you through each week and more than 150,000 each year. Of all the emotions you will experience in your lifetime, nearly two million of them will happen during working hours. It’s no wonder that people who manage emotions well are easier to work with and more likely to achieve what they set out to do.”

Weisinger (1998) comments about the value of using our emotional intelligence both in how we conduct ourselves and in how we relate to others. This is all building toward—and we should all be striving for—the emotionally intelligent organization, a company in which the employees create a culture that continuously applies the skills and tools of emotional intelligence.

Organizations would be wise to put emotional intelligence to work. Andreas Renschler, CEO and President of Mercedes-Benz, encourages leaders to bring out the best talents throughout the organization commenting that “emotional intelligence is to an executive as sonar is to a ship, helping to steer clear of problem areas that can’t otherwise be seen” (Ryback, 1998). Ryback also views emotional intelligence in organizations as a strength. He suggests that Emotional intelligence is far from weakness. It derives from our inner strength which, when joined to a sensitive heart, makes for real character. Putting emotional intelligence to work is more than a flight of fantasy for corporate America. It’s the most effective way to get more productive results in today’s extremely competitive marketplace.

According to Dulewicz and Higgs (1998), the core of Goleman’s findings (1995, 1998a, 1998b) is that emotional intelligence makes a difference in terms of individual and organizational success. In practice this implies that if managers and employees develop their emotional intelligence, both parties will benefit. This
view is supported by Langley (2000). He concurs that managers will have a workforce willing to engage with passion, and employees will have managers who are receptive and open to their needs.

Cherniss (2000) outlines four main reasons why the workplace would be a logical setting for evaluating and improving emotional intelligence competencies:

1. Emotional intelligence competencies are critical for success in most jobs.
2. Many adults enter the workforce without the competencies necessary to succeed or excel at their job.
3. Employers already have the established means and motivation for providing emotional intelligence training.

Companies can follow several practices and cultivate emotional intelligence at workplace Peter M. Senge, in his popular book ‘The Fifth Discipline’, points out the value of being cognizant of your colleagues, and of yourself, by describing "team learning." With team learning, the "intelligence of the team exceeds the intelligence of the individuals in the team.” Senge explains the benefit of the team approach: Individuals may work extraordinarily hard, but their efforts do not efficiently translate to team effort. By contrast, when a team becomes more aligned, a commonality of direction emerges, and individuals' energies harmonize. There is less wasted energy. In fact, a resonance or synergy develops, like the "coherent" light of a laser rather than the incoherent and scattered light of a light bulb.

Lynn (2005) says that “Emotional intelligence can make a huge difference in both our personal lives and our work satisfaction and performance. Emotional intelligence is the distinguishing factor that determines if we make lemonade when life hands us lemons or spend our life stuck in bitterness. It is the distinguishing factor that enables us to have wholesome, warm relationships rather than cold and
distant contact. EQ is the distinguishing factor between finding and living our life’s passions or just putting in time and also enables us to work in concert and collaboration with others or to withdraw in dispute.”

CONCEPTUAL ORIGIN OF ORGANISATIONAL COMMITMENT

The concept organisational commitment has grown in popularity in the literature on industrial and organisational psychology (Cohen, 2003). Early studies on organisational commitment viewed the concept as a single dimension, based on an attitudinal perspective, embracing identification, involvement and loyalty (Porter, Steers, Mowday and Boulian, 1974). According to Porter et al (1974) an attitudinal perspective refers to the psychological attachment or affective commitment formed by an employee in relation to his identification and involvement with the respective organisation.

Porter et al (1974) further describes organisational commitment as “an attachment to the organisation, characterised by an intention to remain in it; an identification with the values and goals of the organisation; and a willingness to exert extra effort on its behalf”. Individuals consider the extent to which their own values and goals relate to that of the organisation as part of organisational commitment therefore it is considered to be the linkage between the individual employee and the organisation.

Another perspective on organisational commitment is the “exchanged-based definition” or "side-bet" theory (Becker, 1960; Alluto, Hrebiniax and Alonso, 1973). This theory holds that individuals are committed to the organisation as far as they hold their positions, irrespective of the stressful conditions they experience. However, should they be given alternative benefits, they will be willing to leave the organisation.
Mowday, Porter and Steers (1982) support the “side-bet” theory by describing organisational commitment as a behaviour "relating to the process by which individuals become locked into a certain organisation and how they deal with this problem". This behavioural aspect of organisational commitment is explained through calculative and normative commitments.

The calculative or normative perspective refers to an employee's commitment to continue working for the organisation based on the notion of weighing cost-benefits of leaving an organisation (Hrebiniak and Alutto, 1972). Wiener and Vardi (1980) describe organisational commitment as “behavioural intention or reaction, determined by the individual's perception of the normative pressure”.

Meyer and Allen (1984) initially viewed organisational commitment as two-dimensional namely, affective and continuance. They defined the first dimension, namely affective commitment as “positive feelings of identification with, attachment to and involvement in the work organisation”, and second dimension, namely continuance commitment as “the extent which employees feel committed to their organisation by virtue of the costs that they feel are associated with leaving”. After further research, Allen and Meyer (1990) added a third dimension, namely normative commitment.

Allen and Meyer (1990) define normative commitment as “the employee’s feelings of obligation to remain with the organisation”. Consequently, the concept organisational commitment is described as a tri-dimensional concept, characterised by the affective, continuance and normative dimensions (Meyer and Allen, 1991).

Common to the three dimensions of organisational commitment is the view that organisational commitment is a psychological state that characterises organisational members' relationship with the organisation and has implications for
the decision to continue or discontinue membership in the organisation (Meyer and Allen, 1997).

**DEFINITION OF ORGANISATIONAL COMMITMENT**

Definitions of the concept organisational commitment include the description by O’Reilly (1989), “an individual's psychological bond to the organisation, including a sense of job involvement, loyalty and belief in the values of the organisation”. Organisational commitment from this point of view is characterised by employee’s acceptance of organisational goals and their willingness to exert effort on behalf of the organisation (Miller and Lee, 2001).

Cohen (2003) states that “commitment is a force that binds an individual to a course of action of relevance to one or more targets”. This general description of commitment relates to the definition of organisational commitment by Arnold (2005) namely that it is “the relative strength of an individual’s identification with and involvement in an organisation”.

Miller (2003) also states that organisational commitment is “a state in which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation”. Organisational commitment is therefore, the degree in which an employee is willing to maintain membership due to interest and association with the organisation’s goals and values.

In addition, Morrow (1993) describes organisational commitment as characterised by attitude and behaviour. Miller (2003) describes an attitude as “evaluative statements or judgements - either favourable or unfavourable - concerning a phenomenon”. Organisational commitment is an attitude that reflects the feelings such as attachment, identification and loyalty to the organisation as an object of commitment (Morrow, 1993). Meyer, Allen and Gellantly (1990) also
suggest that organisational commitment as an attitude is “characterised by a favourable positive cognitive and affective components about the organisation”.

The second characteristic that is used to describe the concept organisational commitment is behaviour (Morrow, 1993). Best (1994) maintains that “committed individuals enact specific behaviours due to the belief that it is morally correct rather than personally beneficial”. Reichers (1985) is of the opinion that “organisational commitment as behaviour is visible when organisational members are committed to existing groups within the organisation”. Therefore, organisational commitment is a state of being, in which organisational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organisation (Miller and Lee, 2001).

The adopted definition for this study corresponds with definitions by Meyer and Allen (1991) mentioned above. According to this definition organisational commitment “is a psychological state that characterises the employee’s relationship with the organisation, and has implications for the decision to continue membership in the organisation”.

ORGANISATIONAL COMMITMENT MODEL

Meyer and Allen (1997) use the tri-dimensional model to conceptualise organisational commitment in three dimensions namely, affective, continuance and normative commitments. These dimensions describe the different ways of organisational commitment development and the implications for employees’ behaviour.

Affective commitment dimension

The first dimension of organisational commitment in the model is affective commitment, which represents the individual’s emotional attachment to the organisation. According to Meyer and Allen (1997) affective commitment is “the
employee’s emotional attachment to, identification with, and involvement in the organisation”. Organisational members who are committed to an organisation on an affective basis, continue working for the organisation because they want to. Members who are committed on an affective level stay with the organisation because they view their personal employment relationship as congruent to the goals and values of the organisation (Beck and Wilson, 2000).

Affective commitment is a work related attitude with positive feelings towards the organisation (Morrow, 1993). Sheldon (1971) also maintains that this type of attitude is “an orientation towards the organisation, which links or attaches the identity of the person to the organisation”. Affective commitment is the relative strength of an individual's identification with and involvement in a particular organisation (Mowday et al, 1982).

The strength of affective organisational commitment is influenced by the extent to which the individual's needs and expectations about the organisation are matched by their actual experience (Storey, 1995). Tetrick (1995) also describes affective commitment as “value rationality-based organisational commitment, which refers to the degree of value congruence between an organisational member and an organisation”.

The organisational commitment model of Meyer and Allen (1997) indicates that affective commitment is influenced by factors such as job challenge, role clarity, goal clarity, and goal difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability.

Affective commitment development involves identification and internalisation (Beck and Wilson, 2000). Individuals’ affective attachment to their organisations is firstly based on identification with the desire to establish a rewarding relationship with an organisation. Secondly, through internalisation, this
refers to congruent goals and values held by individuals and the organisation. In general, affective organisational commitment is concerned with the extent to which an individual identifies with the organisation (Allen and Meyer, 1990).

**Continuance commitment dimension**

The second dimension of the tri-dimensional model of organisational commitment is continuance commitment. Meyer and Allen (1997) define continuance commitment as “awareness of the costs associated with leaving the organisation”. It is calculative in nature because of the individual’s perception or weighing of costs and risks associated with leaving the current organisation. Meyer and Allen (1991) further state that “employees whose primary link to the organisation is based on continuance commitment remain because they need to do so”. This indicates the difference between continuance and affective commitment. The latter entails that individuals stay in the organisation because they want to.

Continuance commitment can be regarded as an instrumental attachment to the organisation, where the individual's association with the organisation is based on an assessment of economic benefits gained (Beck and Wilson, 2000). Organisational members develop commitment to an organisation because of the positive extrinsic rewards obtained through the effort-bargain without identifying with the organisation's goals and values.

The strength of continuance commitment, which implies the need to stay, is determined by the perceived costs of leaving the organisation (Meyer and Allen, 1984). Best (1994) indicates that “continuance organisational commitment will therefore be the strongest when availability of alternatives are few and the number of investments are high”. This argument supports the view that when given better alternatives, employees may leave the organisation.
Meyer et al (1990) also maintain that "accrued investments and poor employment alternatives tend to force individuals to maintain their line of action and are responsible for these individuals being committed because they need to". This implies that individuals stay in the organisation, because they are lured by other accumulated investments which they could loose, such as pension plans, seniority or organisation specific skills. The need to stay is "profit" associated with continued participation and termination of service is a "cost" associated with leaving. Tetrick (1995) support the profit notion by describing the concept continuance organisational commitment as “an exchange framework, whereby performance and loyalty are offered in return for material benefits and rewards”. Therefore, in order to retain employees who are continuance committed, the organisation needs to give more attention and recognition to those elements that boost the employee’s morale to be affectively committed.

**Normative commitment dimension**

The last dimension of the organisational commitment model is normative commitment. Meyer and Allen (1997) define normative commitment as “a feeling of obligation to continue employment”. Internalised normative beliefs of duty and obligation make individuals obliged to sustain membership in the organisation (Allen and Meyer, 1990). According to Meyer and Allen (1991) “employees with normative commitment feel that they ought to remain with the organisation”. In terms of the normative dimension, the employees stay because they should do so or it is the proper thing to do.

Wiener and Vardi (1980) describe normative commitment as “the work behaviour of individuals, guided by a sense of duty, obligation and loyalty towards the organisation”. Organisational members are committed to an organisation based on moral reasons (Iverson and Buttigieg, 1999). The normative committed
employee considers it morally right to stay in the organisation, regardless of how much status enhancement or satisfaction the organisation gives him or her over the years.

The strength of normative organisational commitment is influenced by accepted rules about reciprocal obligation between the organisation and its members (Suliman and Iles, 2000). The reciprocal obligation is based on the social exchange theory, which suggests that a person receiving a benefit is under a strong normative obligation or rule to repay the benefit in some way (McDonald and Makin, 2000). This implies that individuals often feel an obligation to repay the organisation for investing in them, for example through training and development.

Meyer and Allen (1991) argue that “this moral obligation arises either through the process of socialisation within the society or the organisation”. In either case it is based on a norm of reciprocity, in other words if the employee receives a benefit, it places him or her, or the organisation under the moral obligation to respond in kindness.

Levels of organisational commitment

There are different levels of organisational commitment which are related to the individual’s development of the individual’s organisational commitment (Reichers, 1985).

Higher level of organisational commitment

A high level of organisational commitment is characterised by a strong acceptance of the organisation’s values and willingness to exert efforts to remain with the organisation (Reichers, 1985). Miller (2003) states that “high organisational commitment means identifying with one’s employing organisation”. The “will to stay” suggests that the behavioural tendencies at this level relate
closely with affective dimension of commitment, where individuals stay because they want to.

**Moderate level of organisational commitment**

The moderate level of organisational commitment is characterised by a reasonable acceptance of organisational goals and values as well as the willingness to exert effort to remain in the organisation (Reichers, 1985). This level can be viewed as a reasonable or average commitment, which implies partial commitment. The willingness to stay is an attribution of a moral commitment associated with the normative dimension of commitment (Meyer and Allen, 1997). The individuals stay in the organisation because they should do so.

**Lower level of organisational commitment**

The low level of organisational commitment is characterised by a lack of neither acceptance of organisational goals and values nor the willingness to exert effort to remain with the organisation (Reichers, 1985). The employee who operates on this level must be disillusioned about the organisation; such an employee may stay because he or she needs to stay as associated with the continuance dimension (Meyer and Allen, 1997). Given an option they will leave the organisation.

**FACTORS AFFECTING ORGANISATIONAL COMMITMENT**

There are a variety of factors that shape organisational commitment. Such factors include the following: job-related factors, employment opportunities, personal characteristics, positive relationships, organisational structure, and management style.

**Job-related factors**

Organisational commitment is an important job-related outcome at the individual level, which may have an impact on other job-related outcomes such as
turnover, absenteeism, job effort, job role and performance or vice versa (Randall, 1990). The job role that is ambiguous may lead to lack of commitment to the organisation and promotional opportunities can also enhance or diminish organisational commitment (Curry, Wakefield, Price and Mueller, 1996).

Other job factors that could have an impact on commitment are the level of responsibility and autonomy. Baron and Greenberg (1990) state that “the higher the level of responsibility and autonomy connected with a given job, the lesser repetitive and more interesting it is, and the higher the level of commitment expressed by the person who fill it”.

Employment opportunities

The existence of employment opportunities can affect organisational commitment (Curry et. al., 1996). Individuals who have a strong perception that they stand a chance of finding another job may become less committed to the organisation as they ponder on such desirable alternatives. Where there is lack of other employment opportunities, there is a tendency of high level of organisational commitment (Vandenberghe, 1996). As a result, membership in the organisation is based on continuance commitment, where employees are continuously calculating the risks of remaining and leaving (Meyer and Allen, 1997).

Personal characteristics

Organisational commitment can also be affected by the employee's personal characteristics such as age, years of service and gender (Meyer and Allen, 1997). Baron and Greenberg (1990) state that "older employees, those with tenure or seniority, and those who are satisfied with their own levels of work performance tend to report higher levels of organisational commitment than others". This implies that older people are seen to be more committed to the organisation than other age groups.
Another personal characteristic that may affect organisational commitment is associated with gender (Meyer and Allen, 1997). However, it is argued that gender differences in commitment are due to different work characteristics and experiences that are linked to gender (Mathieu and Zajac, 1990).

**Work environment**

The working environment is also identified as another factor that affects organisational commitment. One of the common working environmental conditions that may affect organisational commitment positively is partial ownership of a company. Ownership of any kind gives employees a sense of importance and they feel part of the decision-making process (Klein, 1987). This concept of ownership which includes participation in decision-making on new developments and changes in the working practices, creates a sense of belonging (Armstrong, 1995). A study conducted by Subramaniam and Mia (2001) also indicates that managers who participate in budget decision-making tend to have a high level of organisational commitment.

Another factor within the work environment that may affect organisational commitment is work practices in relation to recruitment and selection, performance appraisal, promotions and management style (Meyer and Allen, 1997). Metcalfe and Dick (2001) in their study conclude that “the low level of organisational commitment of constables could be attributed to inappropriate selection and promotion which lead to the perpetuation of managerial style and behaviour that has a negative effect on organisational commitment of subordinates”.

**Positive relationships**

The organisation as a workplace environment is built up of working relationships; one of which is the supervisory relationship. According to Randall (1990) “the supervisory relationship can affect organisational commitment either
positively or negatively”. A positive supervisory relationship depends on how work-related practises such as performance management are being implemented in the organisation (Randall, 1990). When individuals find the supervisory relationship to be fair in its practices, they tend to be more committed to the organisation (Benkhoff, 1997).

Other work relationships, such as teams or groups, which exist in the workplace, can affect organisational commitment. Organisational members can demonstrate commitment when they are able to find value through work relationships (Mathieu and Zajac, 1990). Brooke, Russell and Price (1988) state that “employee commitment and attachment to the organisation can be increased through efforts made to improve the organisations social atmosphere and sense of purpose”. In essence, when work relationships reflect mutual respect to individuals, they are able to commit themselves to the organisation.

Organisational structure

Organisational structure plays an important role in organisational commitment. Bureaucratic structures tend to have a negative effect on organisational commitment. Zeffanne (1994) indicates that "the removal of bureaucratic barriers and the creation of more flexible structure are more likely to contribute to the enhancement of employee commitment both in terms of their loyalty and attachment to the organisation". The management can increase the level of commitment by providing the employees with greater direction and influence (Storey, 1995).

Management style

It is stated by Zeffanne (1994) that "the answer to the question of employee commitment, morale, loyalty and attachment may consist not only in providing motivators, but also to remove de-motivators such as styles of management not
suited to their context and to contemporary employee aspirations”. A management style that encourages employee involvement can help to satisfy employee's desire for empowerment and demand for a commitment to organisational goals.

Gaertner (1999) argues that “more flexible and participatory management styles can strongly and positively enhance organisational commitment”. Organisations need to ensure that their management strategies are aimed at improving employee commitment rather than compliance (William and Anderson, 1991).

EFFECTS OF ORGANISATIONAL COMMITMENT

Organisational commitment can have either a negative or a positive effect on the organisation.

Negative effect of low level organisational commitment

The negative effect implies that the level of organisational commitment is low. Employees with a low level of organisational commitment tend to be unproductive and some become loafers at work (Morrow, 1993).

Lowman (1993) states that organisational commitment can be regarded as a “work dysfunction when it is characterised by under-commitment and over-commitment”. The following are the characteristics of over-commitment and under-commitment according to Lowman (1993):

In certain cases the high rate of staff turnover and absenteeism are associated with the low level of organisational commitment (Morrow, 1993). Cohen (2003) motivates that “lack of organisational commitment or loyalty is cited as an explanation of employee absenteeism, turnover, reduced effort expenditure, theft, job dissatisfaction and unwillingness to relocate”.

Organisational commitment is regarded to be the best predictor of employees’ turnover, than the far more frequently used job satisfaction predictor
Given the fact that employees who operate in a continuance commitment dimension are calculative of their stay, one would deduce that such employees may continuously stay away from work when they feel like, doing so.

**Positive effect of organisational commitment**

Committed organisational members contribute positively to the organisation which is not the case with less committed members. Cohen (2003) states that “organisations whose members have higher levels of commitment show higher performance and productivity and lower levels of absenteeism and tardiness”. This implies that employees with a high level of commitment tend to take greater efforts to perform and invest their resources in the organisation (Saal and Knight, 1987).

Organisational commitment can result in a stable and productive workforce (Morrow, 1993). It enables employees to release their creativity and to contribute towards organisational development initiatives (Walton, 1985). Employees who are highly committed do not leave the organisation because they are satisfied and tend to take challenging work activities (Meyer and Allen, 1997). Committed members are normally achievement and innovative orientated with the ultimate aim of engaging in and improving performance (Morrow, 1993).

Other positive effects of organisational commitment include feelings of affiliation, attachment and citizenship behaviour, which tend to improve organisational efficiency and effectiveness (Williams and Anderson, 1991). Affectively and normatively committed members are more likely to maintain organisational membership and contribute to the success of the organisation than continuance-committed members (Meyer and Allen, 1997).
MANAGING ORGANISATIONAL COMMITMENT

Organisations are continuously faced with the demand and supply challenges of the changing market. In order for the organisation to adapt to the intense competition in the market place and the rapid changes in technology, it requires organisational members have to be internally committed (Miller, 2003). The organisation is then faced with a challenge of managing its employees’ commitment throughout, to ensure sustainability.

O’ Reilly (1989) states that “to understand what commitment is and how it is developed, is by understanding the underlying psychology of commitment so that we can think about how to design systems to develop such an attachment among employees”. It is therefore crucial for the organisation to first understand commitment in order to manage it.

According to Arnold (2005) “organisational commitment can be fostered by giving individuals positive experiences”. A study by Finegan (2000) suggests that affective commitment correlates with an organisation perceived to value humanity, while the value of convention is correlated with continuance commitment.

Goss (1994) is of the opinion that the structural and job design techniques can be used to foster organisational commitment in the following ways:

- Firstly, structural technique involves a flat organisational structure that limits hierarchical order of reporting and encourages one on one contact. It also encourages the coordination of shared goals and communication in the organisation that is both horizontal and vertical, thereby reaching all levels.
Secondly, job design related techniques focus mainly on allowing employees to be involved in the decision-making processes and it emphasises the importance of work teams.

Another important mechanism to manage organisational commitment is through substantial human resource policies and practices that are fair. Meyer and Allen (1997) argue that “one way that organisational fairness is communicated is through the development and enactment of specific policies and procedures that are and are seen to be fair”.

This link implies that the employees’ perceptions of human resources policies and practices lead to the development of a particular dimension of organisational commitment. Human resources policies and practices that are perceived to enhance employees’ self worth tend to lead to affective commitment to the organisation (Meyer and Allen, 1997).

On the other hand, continuance commitment is due to perceived cost of loss in human resources practices; while normative commitment is due to the perceived need to reciprocate (Meyer and Allen, 1997).

Meyer and Allen (1997) suggest that when implementing human resources policies and practices as a strategy to manage organisational commitment, it is important to consider the following:

- Firstly, that interests of the organisation and organisational members do not necessarily coincide.
- Secondly, management must not define and communicate values in such a way that inhibit flexibility, creativity and the ability to adapt to change.
- Thirdly, not too much should be expected from campaigns to increase organisational commitment.
Leaders in the organisation have an important role to play in developing the needed organisational commitment. Tjosvold et al., (1998) maintain that “the three possible ways to enhance organisational commitment are to focus on: the employees’ need for fulfilment; their self-esteem; and social support”. This strategy is not an attempt by leadership to manipulate employees to accept management values and goals. In essence, when organisations trust and treat employees like adults, they develop a sense of belonging, as a result employees respond with total commitment to the organisation (Finegan, 2000).

The traditional way to build organisational commitment or loyalty by offering job security and regular promotions is becoming impractical for many organisations (Arnold, 2005). Another way of managing organisational commitment is through resuscitating the survivors of change due to restructuring (Meyer and Allen, 1997). Organisational change through restructuring often involves significant downsizing and this has a negative impact on the survivor's moral and organisational commitment.

CONCEPTUAL FRAME WORK OF THE STUDY

Emotional intelligence is another aspect of intelligence people to achieve success in all aspects of life, the role of cognitive intelligence. Roots Emotional intelligence can be Search Darwin's early work, where he recalls the excitement for survival and adaptation is the (Bar-On, 2006). Emotional intelligence is merely a series of non- cognitive abilities and a set of Personality traits, but also on the ability of individuals cope and adapt to working life events capacity is closely related to emotional and success in life depends on the person, the person able to think of others and their emotional experiences be able to reason about the arguments that are mutually draws a person or situation, emotional responses adapted to give (Mayer et al, 2000). Emotionally intelligent individuals can be
effective in all organizational levels to develop and play an important role in the quality and to implement effective social interaction with others (George, 2000). Emotional intelligence is essential for career success and 60% all jobs are included in the performance and the single biggest factor for predicting the performance of individual the most powerful force for leadership and success in the workplace and is (Bradbry and Graves, quoting Ganji, 2007). According to Diggins (2004), Emotional Intelligence in individuals greater awareness of interpersonal identification and management emotions influence the thinking and behavior, develop the ability to recognize social mobility in the workplace and understand how to manage it helps improve relationships. Nelson and Low (2003), the confluence of emotional intelligence capabilities and advanced skills in identifying their exact personal strengths and weaknesses, develop healthy relationships continue and effective, fruitful collaboration with others, the effective demands and pressures of everyday life and a healthy nation. According to Baron emotional intelligence collection capabilities non-cognitive competencies and skills that the ability person to succeed in coping with environmental demands and pressures (Hen, quotes and Rahnema Ab dolmaleki, 2009).

On the subject of emotional intelligence and organizational commitment the relationship between these two variables, few studies have been carried however; some research has been done, as is mentioned below. Rezayian and Koshtegar (2008), in this study "Relationship between Emotional Intelligence and Organizational commitment," concluded that is a significant relationship between emotional intelligence and organizational commitment and the management of the relationship between the dimensions of emotional intelligence, the most effective Organizational commitment is over. The research Estevar, et. al., (2008) entitled “The relationship between emotional intelligence, Job satisfaction and
organizational commitment", specifies that the EI, there is a significant relationship between emotional intelligence and organizational commitment. Ghamari (2009) realized that there is a significant relationship between emotional intelligence all three commitments. Carlson and Carlson (1998), the relationship between emotional intelligence and job commitment, Institutional and organizational citizenship behavior will be investigated and finally came to the conclusion that the positive relationship between emotional intelligence. But there is a commitment between emotional intelligence and organizational commitment. Hayashi (2005) the research concluded that the higher emotional intelligence, performance of managers and their organizational commitment will be greater, and Emotional intelligence is a predictor of organizational commitment.

Figure 1. Conceptual Frame Work of the Study
DEFINITION OF TERMS

Emotional Intelligence : The ability to manage oneself and one’s relationships effectively.

Self-Awareness : The ability to read and understand one’s emotions as well as recognize their impact on work performance, relationships and the like.

Self-Regulation : The ability to control or redirect disruptive impulses and methods. The propensity to suspend judgment – to think before acting.

Self-Motivation : A passion to work for reasons that go beyond money or status, a propensity to pursue goals with energy and persistence.

Social-Awareness : Skill at sensing other people’s emotions, understanding their perspective, to read the currents of organizational life, negative politics and taking an active interest in their concerns.

Social-Skills : Proficiency in managing relationships and building networks, it is an ability to find common ground and build rapport.

Organizational Commitment : A strong belief in and acceptance of the organization’s goals and values, a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in an organization.

PROFILE OF NEYVELI LIGNITE CORPORATION LIMITED

Lignite Deposit in Neyveli

Neyveli Lignite Corporation Limited, a “Navratna” Government of India Enterprise, under the administrative control of MOC has a chequered history of achievements in the last 56 years since its inception in 1956. A pioneer among the public sector undertakings in energy sector, NLC operates.
• Three Open cast Lignite Mines of total capacity of 28.5 Million Tonnes per Annum at Neyveli and one open cast lignite Mine of capacity 2.1 Million Tonnes per Annum at Barsingsar, Rajasthan.

• Three Thermal Power Stations with a total installed capacity of 2490 Mega Watt at Neyveli and one Thermal Power Station at Barsingsar, Rajasthan with an installed capacity of 250 Mega Watt

All the Mines of NLC are ISO Certified for Quality Management System, Environmental Management System and Occupational Health & Safety Management System. All the Power stations of NLC are also ISO Certified for Quality Management System and Environmental Management System. NLC’s growth is sustained and its contribution to India’s social and economic development is significant.

THE LIGNITE LEGEND OF TAMIL NADU

A CHRONOLOGY

It is a long history with lots of efforts behind the birth of baby of Coal family, the fossil fuel, "LIGNITE" arrival in the coal starved Southern region of India. The following is the gist of events that took place in the legend of Tamil Nadu before the formation of Neyveli Lignite Corporation as a corporate body.

<table>
<thead>
<tr>
<th>Year</th>
<th>Chronology of events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1828</td>
<td>Occurrence of “PEAT” a low calorific fuel of coal family near point calimere is reported to the then Madras Government, by the sub-collector of Thanjavur Mr. Nelson</td>
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<tr>
<td>1830</td>
<td>General Cullen discovers lignite deposits at the base of the cliffs on the Sea-shore near Cannanore – Later near Varkala near Quilon and also Vaikom in Kerala</td>
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<tr>
<td>1840</td>
<td>Captain New bold discovers Lignite at the foot of the cliffs of Laterite on the river banks near Beypore.</td>
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<tr>
<td>1870</td>
<td>Peat bogs found in Nilgiris (Peat is considered to be the first stage in the formation of Coal from vegetable matter accumulating in swamps)</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>1877</td>
<td>Mr. W. King of the Geological survey of India takes up a study of artesian wells around Pondicherry. He comes across a carbonaceous strata.</td>
</tr>
<tr>
<td>1884</td>
<td>Mr. Poilay, a French Engineer encounters a Lignite seam in a bore hole at Bahoor, the then French territory. Further exploration along the belt indicates possible Lignite deposits at Udharamanickam, Aranganur and Kanniarcoil, near Cuddalore. Lignite deposits are indicated at Kasargod and the Collector of South Kanara reports kit to the board of Revenue.</td>
</tr>
<tr>
<td>1934</td>
<td>Industries Department of the then government of Madras drills bore holes for tapping artesian water in the neighbourhood of Neyveli. Lignite particles encountered are taken as “black – clay” by unlettered workmen engaged in drilling.</td>
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<tr>
<td>1935</td>
<td>Bore wells sunk in Jambulinga Mudaliyar’s land in Neyveli in the Black particles gushing forth attract the attention of camping Geologists engaged in some other mission in the Neyveli Vridhachalam area.</td>
</tr>
<tr>
<td>1937-38</td>
<td>Samples of the black substance taken from the above form well sent to the Government of Madras for analysis.</td>
</tr>
<tr>
<td>1941</td>
<td>M/s. Binny &amp; Co., Madras put down four of five bore holes at Aziz Nagar, near Neyveli. Two of them show evidence of Lignite deposits; but for want of casing pipes and drilling equipment, further work is given up.</td>
</tr>
<tr>
<td>1943-46</td>
<td>The Geological Survey of India starts drilling operations near Neyveli. Preliminary investigation indicates the existence of Lignite to the extent of about 500 tonnes in that area.</td>
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<tr>
<td>1947</td>
<td>Mr. H.K. Ghose, Geologist and Mining Engineer deputed by the Government of India arrives in Neyveli and starts his operations.</td>
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<tr>
<td>1948</td>
<td>The first bore holes sunk by Mr. Ghose have to be abandoned because of water logging and sand – beds. The third one “September 1951” yields samples of Lignite.</td>
</tr>
<tr>
<td>1949</td>
<td>Mr. Ghose draws experimental open cut plan and calls for tenders to start excavation.</td>
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<tr>
<td>1951</td>
<td>Sinking 175 bore wells in a cluster punctuating the chosen area, Mr. Ghose proves the existence of about 200 Million tonnes of Lignite reserves in the area. State Government’s Industries and Commerce Department also sinks over 150 bore wells South of Vridhachalam. Mr. Paul Eyrich, a Mining Engineer is deputed by the Bureau of Mines, United States of America, to assist the Government of Madras.</td>
</tr>
</tbody>
</table>
under point four programme to determine the Engineering and Economic aspects of Lignite Mining in Neyveli. Upon his recommendation, the US Government sponsors study on the subject under the directions of Mr. V. F. Parry.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1952</td>
<td>The High Power Committee for Lignite Mining recommends the Pilot Quarry Project.</td>
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<td>1953</td>
<td>Pilot Quarry being commissioned by Dr. U. Krishna Rao, Minister for Industries, Madras Government.</td>
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<tr>
<td>1954</td>
<td>Pandit Nehru’s visit to the Pilot Quarry. Government of India’s Committee comprising Mr. C. V. Narasimhan, ICS Mr. A. C. Guha and Mr. A. Lahiri inspect the Pilot Quarry and submit a report to the Government Under the Colombo Plan, Services of the UK firm PDTS (M/s. Powell Duffryn Technical Services Limited) are availed of for a Project report.</td>
</tr>
<tr>
<td>1955</td>
<td>Neyveli Lignite project’s affairs, hitherto managed by the State Government, get passed on to the Central Government with full financial responsibility. Mr. T. M. S. Mani, ICS, Secretary, Department of Industries, Labour and Co-operation, takes over as the Chief Executive of the project.</td>
</tr>
<tr>
<td>1956</td>
<td>Formation of NLC as Corporate body. NLC is born as a Government sponsored commercial concern.</td>
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</tbody>
</table>

Lignite is the younger offspring of the coal family. It is a fossil fuel belonging to the Miocene age (25 million years). Popularly known as Brown Coal, lignite is tan brown in colour, light to handle and brittle in nature. This fuel is born from vegetable matter having undergone bio-chemical decay to the stage of peat (rotten wood) and then metamorphosed to lignite under the pressure of the soil above through floods, movements of the earth’s crust and dehydration when the pressure of the lignite, particularly the horizontal thrust is further increased, lignite is made more dense, less volumetric and becomes coal as such. The lignite mined at Neyveli varies in colour from brown to dark brown and has a non-bonded granular structure. Microscopic studies of these sections prepared from bulk
samples of lignite indicate that the fuel is composed of a wide variety of plant ingredients, mainly of coniferous nature.

**Quality of Lignite**

Lignite contains 65-70% of carbon, 20-25% of oxygen, about 5% of hydrogen and small amounts of nitrogen and sulphur. The average calorific value of lignite is 2400 K.cal/Kg. It cannot be compared favourably with the high calorific value of pure coal. Yet lignite has an advantage of being free burning (non-coking), of having low ash and of giving rapid and complete combustion. Since the volatile matter is usually high, lignite burns readily. Air dried lignite is quite suitable for direct burning. For high capacity boilers lignite can be burnt in the pulverized form.

**Some of the unique characteristic features of the Neyveli Lignite Mine are**

Ocurrent of Ground water Aquifer below lignite bed: Huge reservoir of ground water occurs below the entire lignite bed, exerting an upward pressure of 6 to 8 kg/cm2. Unless this water pressure is reduced before mining, it will burst the lignite seam and flood the Mines. The problem is solved by selective bore wells formation and pumping to depressurise the water pressure to the safe mining condition. The water is being used for the TPS water requirement. The water level is continuously monitored through observation wells for proper ground water management.

In addition NLC deploys conventional mining equipments, viz. dozers, shovels, dumpers, back hoes, pipe layers, Motor Graders, Cranes, etc. as supporting auxiliary equipment.

**Storm Water Management**

Neyveli mines are located in predominantly monsoonic and cyclonic area where the average rainfall in a year is about 1200 mm and the wind velocity goes
up to 160 km per hour. Heavy rain floods the open pit bottoms, and these difficulties are met by evacuating the flood water through a float pump mounted on floating pontoons. Intermediate booster stations pump out the storm water to the surface level.

To meet the fuel needs of the 250 MW Independent Power Project put up at Neyveli and additional requirements of NLC's Thermal Power Stations, NLC has developed a new mine, Mine-IA, with a capacity of 3 million tonnes of lignite per annum. The tiny mine, with a reserve of 120 million tonnes, is spread over an area of 11.6 sq.kms. The excavation of overburden commenced on 30th July 2001 and the lignite production commenced on 30th March 2003. The Mine-IA project is one of the mega projects of NLC that has been completed without cost and time over run.

**MINES**

In February 1978, the Government of India sanctioned the Second Lignite Mine of capacity 4.7 MT of lignite per annum, and in February 1983, Government of India sanctioned the expansion of Second Mine capacity from 4.7 Million Tonnes to 10.5 Million Tonnes. Further capacity expansion to 15 MT/A was sanctioned by Government of India in October 2004 and is presently under implementation. Unlike Mine-I, Mine-II had to face problems in the excavation of sticky clayey soil during the initial stage. The method of mining and equipment used are similar to that of Mine-I.

This Mine is located 5 kms south of Mine-I, spread over an area of 26 sq.kms. with 390 million tonnes reserves. The initial mine cut was started in April 1981. The lignite seam was first exposed in September 1984, and regular lignite mining commenced from March 1985. The overburden thickness varies from 50-100 m and the lignite thickness varies from 8 to 22 m. The average overburden to...
lignite ratio is 5m³ to a tonne. The lignite production in this mine is meeting the fuel requirements of Thermal Power Station-II. The method of mining and equipment used are similar to that of Mine-I.

The seam is the same as of Mine-I and is contiguous to it. The lignite seam in Mine-II was first exposed in September 1984 and the excavation of lignite commenced in March, 1985. The Last overburden system (surface bench system) under the expansion scheme was commissioned on 15.12.1991. The lignite excavated from Mine-II meets the fuel requirements of Thermal Power Station-II.

<table>
<thead>
<tr>
<th>Selected Mining Area</th>
<th>41.22 Sq.KM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lignite Reserve</td>
<td>624 M.T</td>
</tr>
<tr>
<td>Thickness Of Overburden</td>
<td>45 to 103 Metres</td>
</tr>
<tr>
<td>Thickness Of Lignite</td>
<td>8 to 22 Metres</td>
</tr>
<tr>
<td>Project Sanctioned</td>
<td>22.02.1978</td>
</tr>
<tr>
<td>Cost Of The Project</td>
<td>Rs. 278 Crores</td>
</tr>
<tr>
<td>Project Inaugurated</td>
<td>July 1979</td>
</tr>
<tr>
<td>Initial Mine Cut Completed</td>
<td>16.06.1985</td>
</tr>
<tr>
<td>Lignite First Exposed On</td>
<td>30.09.1984</td>
</tr>
<tr>
<td>FIRST EXPANSION FROM 4.7 MTA to 10.5 MTA</td>
<td></td>
</tr>
<tr>
<td>Project Sanctioned For 10.5 M.T Stage</td>
<td>February 1983</td>
</tr>
<tr>
<td>Revised Cost Of Expansion</td>
<td>Rs.1065.40 Crores: (Feb.'91)</td>
</tr>
<tr>
<td>Project sanctioned for 15.0 M.T Stage</td>
<td>October 2004</td>
</tr>
</tbody>
</table>

**Source:** NLC

**MINE I**

Demarcated over an area of 26.69 sq.kms. with a reserve of 365 million tones. Mine-I is situated on the northern part of the field adjacent to the Neyveli Township. This mine has a production capacity of 10.5 million tones of lignite per
annum and feeds lignite to the 600 MW capacities of First Thermal Power Station and 420MW Thermal Power Station I Expansion.

The lignite seam was first exposed in August 1961 and regular mining of lignite commenced in May 1962. German Excavation technology in opencast mining, using Bucket Wheel Excavators, Conveyors and Spreaders is used in this Mine for the first time in India. While overburden thickness varies from 50-95 meters, lignite thickness varies from 10 to 23 meters. The overburden to lignite ratio in this mine is 5.5 to 5 c. metre, to one time (about 11 times of overburden is to be removed for mining one tonne of lignite).

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Equipment</th>
<th>Capacity</th>
<th>Mine – I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bucket Wheel Excavator (BWE) Bridge Type</td>
<td>1400 L</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>BWE (Normal Type)</td>
<td>1400 L</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>BWE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a</td>
<td>With deep cut facility</td>
<td>700 L</td>
<td>2</td>
</tr>
<tr>
<td>3b</td>
<td>With deep cut facility</td>
<td>700 L</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>BWE</td>
<td>500 L</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>BWE</td>
<td>350 L</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Bucket Chain Excavator</td>
<td>500 L</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Mobile Transfer Conveyor</td>
<td>11,000 tph</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Spreader</td>
<td>20,000 tph</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Spreader</td>
<td>11,000 tph</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Spreader</td>
<td>8,000 tph</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Spreader</td>
<td>4,700 tph</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Tripper Car</td>
<td>20,000 tph</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Tripper Car</td>
<td>11,000 tph</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>Tripper Car</td>
<td>8,000 tph</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Stacker (Rail Mounted)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Reclaimer</td>
<td>2,700 tph</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: NLC
### Conveyors in Mine - II

<table>
<thead>
<tr>
<th>Width</th>
<th>Type of Belt</th>
<th>Length in KM</th>
<th>No. Of drive heads &amp; total capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800 mm</td>
<td>Steel Cord</td>
<td>4.86</td>
<td>4 Nos. (11x350 KW)</td>
</tr>
<tr>
<td>2000 mm</td>
<td>Steel Cord</td>
<td>20.41</td>
<td>29 Nos. (52x 630KW)</td>
</tr>
<tr>
<td>2400 mm</td>
<td>Steel Cord</td>
<td>20.56</td>
<td>14 Nos. (53x1250KW)</td>
</tr>
</tbody>
</table>

**Source:** NLC

The epitome of Indo-Soviet Collaboration, the 600MW Neyveli Thermal Power Station-1 was commissioned with one Unit of 50 MW in May 1962. Presently this Power Station consists of six units of 50 MW each and three units of 100 MW each. The last unit of this Power Station was synchronized in February 1970. The entire Power Station was constructed with aid of erstwhile Soviet Union.

Some of the special features of this power station at that time are:

- First Lignite Power Station in south East Asia.
- First pit head Power Station in India.
- First Power Station in India with Soviet Collaboration.
- First largest Thermal Power Station in South India.

The Power generated from this Thermal Station is fed to the Grid of Tamil Nadu Transmission Corporation Limited (TANTRANSCO), (A Sub-sidiary of Tamil Nadu Electricity Board (TNEB)), the sole beneficiary.

For all the Units, Life Extension Programme (LEP) was carried out between 1992 and 1999 thereby extending the life of the Units by another 15 years.

This Thermal Power Station-1 achieved over 70% Plant Load Factor (PLF) for most of the years during its life. Maximum PLF achieved is 83.49% during the year 2003-04 and maximum station Gross Generation achieved is 4400 mu during
the year 2003-2004. All the twelve boilers were continuously in service for record of 36 days from 27.03.2010 to 01.05.2010.

The meritorious productivity award instituted by Department of Power was won by Thermal Power Station-1 for many years.


From 01.01.2007, Intra state ABT (Availability Based Tariff) system was introduced in Thermal Power Station -1.

All the nine units have now registered more than 2.5 lakh hours of operation and Units (1),(2),(3) and (4) have registered 3.0 lakh hours of operation. Gross Power Generation during the year 2010-2011 is 3879 mu.

Unit 1 has completed 49 years of Operation since inception. Among all nine units, unit 1 has made the following performance achievements.

• 347 Days of continuous service
• Highest yearly PLF of 92.95% during 2000-01

Units 1,2,7 & 9 had undergone RLA study for further continuing their safe operation. RLA study is also planned to be carried out for the remaining Units as well.

THERMAL POWER STATION-I

The 600 MW Neyveli Thermal Power Station-I in which the first unit was synchronized in May'62 and the last unit in September'70 consists of six units of 50 MW each and three units of 100 MW each. The Power generated from Thermal Power Station-I after meeting NLC's requirements is fed into Tamil Nadu Electricity Board which is the sole beneficiary. Due to the aging of the equipments / high pressure parts, Life extension programme has been approved by GOI in
March 1992 and was successfully completed in March ’99 thus extending the life by 15 years. In view of the high grid demand in this region, this power station is being operated after conducting RLA study. GOI has sanctioned a 2x500 MW Power Project NNTPS in June 2011 as replacement for existing TPS-I. The Board of Directors of NLC accorded approval to keep the plant in service till the commissioning of the NNTPS.

THERMAL POWER STATION-II

The 1470 MW Second Thermal Power Station consists of 7 units of 210 MW each. In February 1978, Government of India sanctioned the Second Thermal Power Station of 630 MW capacity (3 X 210 MW) and in Feb.’83, Government of India sanctioned the Second Thermal Power Station Expansion from 630 MW to 1470 MW with addition of 4 units of 210 MW each. The first 210 MW unit was synchronised in March 1986 and the last unit (Unit-VII) was synchronized in June ’93. The power generated from Second Thermal Power Station after meeting the needs of Second Mine is shared by the Southern States viz., Tamil Nadu, Kerala, Karnataka, Andhra Pradesh and Union Territory of Pondicherry.

THERMAL POWER STATION – I EXPANSION

Thermal Power Station-I has been expanded using the lignite available from Mine-I Expansion. The scheme was sanctioned by Government of India in February 1996. The Unit-I was synchronised in October 2002 and Unit-II in July 2003. The power generated from this Thermal Power Station after meeting the internal requirements is shared by the Southern States viz., Tamil Nadu, Kerala, Karnataka, and Union Territory of Pondicherry.

BARSINGSAR THERMAL POWER STATION

Government of India sanctioned the Barsingsar Thermal Power Station 250 MW (2 X 125 MW) in October 2004. Both the units were commissioned in
December 2011 and January 2012. The power generated from this thermal power station after meeting internal requirements is shared by the DISCOMS of the state of Rajasthan.

EMPLOYEE DEVELOPMENT

The Company gives high priority towards training of executives, supervisors, and workers. Apart from utilising the training facilities available in the Employee Development Centre of the Company (EDC), the employees are also deputed to other training centres within India. Training facilities provided by the equipment manufacturers within the country/abroad are also utilised.

Quality Circle activities are co-ordinated in Employee Development Centre which has given many benefits to the organisation. Case Study presentation of Neyveli Quality Circles brought good name by demonstrating their contribution outside Neyveli in many conferences.

Employee Development Centre is in the job of fulfilling the training needs of all categories of employees and developing the skills, knowledge, and attitude. Training adding value to is the mantra for development and indeed the growth of the individual and the organization to which he belongs. The enrichment of the individual is achieved through the objectives:

- To excel in this competitive world continual improvement of the training practices using the skills and technology.
- To effectively utilize the In-house competency of human potential
- To achieve human excellence through effective training practices.
- To maintain, review and update ISO 9001-2008 Quality Management System standard requirements.

At EDC Training Programmes are conducted under various categories: In-house Training Programmes are planned systematically. All
training programmes will start with prayer and end with a stress relieving yoga / meditation in most of the programmes as a work-life balancing art.

Corporate Social Responsibility (CSR) programmes aimed at reaching the rural public particularly the students and womenfolk will be exposed to topics like energy conservation, domestic safety, health, hygiene and cleanliness, examination skills, road safety, skill development etc., special programmes for students belonging to Project Affected People (PAP) villages will be done by engaging the services of voluntary organisation.

Training at Site through which large number of employees can be motivated at the work place itself to perform better. team building, motivation, QC concepts, official language Hindi, energy conservation etc., are some of the programmes planned under the category.

OBT-Under Out Bound Training the following programmes are conducted in this year

- Visioning the future: Beyond the boundary
- Managerial effectiveness at Barsingsar Project and NTPL, Tuticorin
- Leadership Development Programme

Deputation Training

NLC employees are deputed to various reputed Training Institutes to update their knowledge and skills in various areas so as to apply the same at NLC. Employees are deputed for the programmes sponsored by Department of Personnel and Training of Government of India at various State Government run institutes like Anna Institute of Management, Chennai, Administrative Training Institute, Mysore, Dr. MCR Institute of AP, Hyderabad, Institute of Public Enterprise, Hyderabad etc.,
Industry - Institute Interface

In line with the Industry - Institute Interface, Engineering Students belonging to Diploma/Degree are permitted to do their In Plant Training (IPT) and Project work (PW) in the period between December to July every year. Student community is benefitted by way of synergizing the theoretical knowledge learned at class rooms with the practical applications at the plants so as to enrich their creative brains.

Training Ambience

- Fully equipped A/C and non-A/C halls with state-of-the-art facilities creating an ambience for effective training.
- Mini-Auditorium of 100 seats capacity to cater micro meetings. Buffet System in Dining to choose their liking and avoid wastage.
- Auditorium of 300 seats capacity to host Corporate Events.

WELFARE

The company as a model employer lays great stress on the welfare of its employees and peripheral villages. Some of the salient features are:

Welfare of Employees

- Township with over 21000 houses
- Subsidised transport
- Medicare with more than 350 bed hospital supported by peripheral dispensaries
- Industrial Canteens
- Family welfare
- Special Incentive Schemes for small family norm
- Education – Schools and college in Neyveli Campus
- Recreation facilities like clubs, gyms
Sports with all infrastructural facilities
Post retirement medical assistance
A creche for children
Health care programme for school children.

Social Welfare - Peripheral Development
Drinking water to surrounding villages
Irrigation water to 20,000 acres in nearby villages
Facilities for mentally handicapped children, destitute women and aged people through “SNEHA”
A Centre for making Jaipure type artificial limb for handicapped
Free Medical Camps for surrounding villages, Sterilizations
A school for the speech and hearing impaired named as “SHRAVANEE”

TECHNICAL FEATURES

<table>
<thead>
<tr>
<th>Steam Generator</th>
<th>Single Pass, Tower Type, Natural Circulation Reheat, Balanced Draft. Steam Capacity 690 T/Hr @ 158 Kg/Cm$^2$ and 545 Deg.C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turbine</td>
<td>Tandem Compound With Multi Cylinder Condensing Type.</td>
</tr>
<tr>
<td>Generator</td>
<td>Hydrogen cooled with static excitation directly coupled to steam turbine.</td>
</tr>
<tr>
<td>Controls &amp; Instruments</td>
<td>Micro Processor based DDCMIS.</td>
</tr>
<tr>
<td>Cooling Tower</td>
<td>Natural draft RCC height – 114.5M.</td>
</tr>
<tr>
<td>Chimney</td>
<td>DI flue 220 M height</td>
</tr>
</tbody>
</table>

Source: NLC
SALIENT FEATURES

<table>
<thead>
<tr>
<th>Feature</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity</td>
<td>2X210 MW</td>
</tr>
<tr>
<td>Date of Govt. Approval</td>
<td>12.02.1996</td>
</tr>
<tr>
<td>Lignite Requirement</td>
<td>2.94 Million Tonnes per annum</td>
</tr>
<tr>
<td>Lignite Source</td>
<td>MINE – I Expansion (4 MT / Annum)</td>
</tr>
<tr>
<td>Land Area</td>
<td>40 Hectares</td>
</tr>
<tr>
<td>Water Requirements</td>
<td>2560 M$^3$/Hr</td>
</tr>
<tr>
<td>Evacuation of Power</td>
<td>Through 400 KV Lines</td>
</tr>
<tr>
<td>Project Cost</td>
<td>1520.99 Crore</td>
</tr>
</tbody>
</table>

Source: NLC

A tremendous Achievement by TPS-1 Expansion Unit

- The Station Plant Load Factor (PLF) for the Year 2008-2009 is 84.96% which is the highest for any Lignite Fired Power Station.
- The operating PLF for the year 2008-2009 is 96.69%.
- 100% Fly Ash conveyed to Silo for the Month of March 2005 by Dense Phase Conveying Technology and Slurry Disposed to Ash Pond was NIL.

Thermal power station - II has been a major source of power to all southern states of India. The 1470Mw capacity power station consists of 7 units of 210MW each. The power station was constructed in two stages in 630MW and 840MW. The first 210MW unit was synchronized in March 1986 and the last unit in June 1993.

This power station has seen a series of technological innovations such as:

- Largest lignite fired thermal power station in Asia,
- First and tallest tower type boiler in the country (92.7m height),
- First software based burner management system
- First hydrogen/hydrogen cooled generator of this size.
First boiler to be cleaned by hydro fluoric acid.

Steel structures used for powerhouse building

124 metres natural drought cooling towers

220 metres tall chimney for wide dispersal of gases

Distributed digital control system (DDC) and data acquisition system (DAS) for control instrumentation.

The power generated from Second Thermal Power Station after meeting the needs of Second Mine is shared by the Southern States viz., Tamil Nadu, Kerala, Karnataka, Andhra Pradesh and Union Territory of Pondicherry.

The number of employees in various categories behind the success of the company are

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executives</td>
<td>4,050</td>
</tr>
<tr>
<td>Non-executives (Regular)</td>
<td>8,315</td>
</tr>
<tr>
<td>Labour</td>
<td>5,228</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17,593</strong></td>
</tr>
</tbody>
</table>

Source: NLC

INDUSTRIAL RELATIONS

NLC continues to maintain cordial industrial relations. The Joint Council of Unions and Associations of Engineers and Officers are functioning in NLC effectively. The Management has a regular system of discussions on common matter which helps to maintain good industrial relations and to create mutual trust and belief among the employees.

NLC - CSR

NLC has been practicing CSR in its best form for around 6 decades, well integrated with its day to day business and focused on people and the planet.

NLC’s operations are Technology and Projects Driven with extensive land requirements. NLC is aware of the three dimensions of the CSR which are specific
and conspicuous as natural corollary to its large scale Mining and Power Station Projects, namely:-

1) The production and supply of electricity at low cost with minimum impact on the environment. 2) The Peripheral/Community Development by regular extra-business contributions to the society. The thrust areas identified and documented in NLC's CSR Policy also reflect this.

PRODUCTION PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Overburden</td>
<td>Lakhs Cubic Metre</td>
<td>1535.00</td>
<td>1651.47</td>
<td>1581.00</td>
<td>1633.45</td>
<td>1526.00</td>
</tr>
<tr>
<td>Lignite</td>
<td>Lakhs Tonne</td>
<td>239.50</td>
<td>245.90</td>
<td>241.40</td>
<td>231.44</td>
<td>217.50</td>
</tr>
<tr>
<td>Power Generation</td>
<td>Million unit (MU)</td>
<td>18576.00</td>
<td>18789.44</td>
<td>18758.00</td>
<td>17881.80</td>
<td>16600.00</td>
</tr>
</tbody>
</table>

Source: NLC Website

STATEMENT OF THE PROBLEM

Organizational commitment incorporates three distinct constructs: affective, continuance, and normative commitment. Continuance commitment is distinct as the extent to which employees feel committed to their organizations by virtue of the costs that they associated with leaving (Meyer and Allen, 1984). Affective commitment is positive feelings of identification with, attachment to, and involvement in the work organization (Meyer and Allen, 1984). Normative commitment refers to commitment based on a sense of obligation to the organization (Allen and Meyer, 1996, p. 253). Employees with strong affective commitment remain because they want to; employees with strong continuance commitment remain because they need to; employees with strong normative commitment remain because they must.
commitment remain because they feel ought to do so (Allen and Meyer, 1990). In this study, the researcher has intended to study the relationship between emotional intelligence and organizational commitment.

Emotionally intelligent individuals are optimistic, a trait that enables them to focus on the resolution, rather than the reasoning (who is at fault). The work in any given organization imposes difficulties that may result in feelings of frustration. Emotionally intelligent individuals would know not to hold the organization responsible for every feeling of frustration (Abraham, 1999), as they are adopt at placing themselves in positive affective states, and able to experience negative affective states that have insignificant destructive consequences (Salovey and Mayer, 1989-1990). This is especially true for senior managers who have to reconcile the feelings of frustration of conflicting interest groups within and outside the organization. This can be done effectively only when they are able to place themselves in a positive state of mind. In addition, emotionally intelligent individuals would know how to avoid dysfunctional emotions and use them in adaptive ways to alleviate feelings of frustration. Furthermore, on the fundamental level, people are motivated not only by the rational exchange approach (Vroom, 1964), but also by the extent to which they are connected emotionally to their work and by the extent to which its contents provide them with such experiences as joy, excitement, surprise and frustration (Ashforth and Humphrey, 1995). Thus, the study is aimed to know the relationship between emotional intelligence and the organizational commitment among the executives in the public sector power generating organization, Neyveli Lignite Corporation Ltd., Neyveli, Tamil Nadu.

**NEED FOR THE PRESENT STUDY**

The most important and significant factor in achieving the goals in an organization are human power and undoubtedly, the enhancement and success of
each organization depend on its human power. Today, those organizations are
successful that have powerful and commitment personnel. The existence of loyal
human power and adjusted with organization goals and values which are beyond
the duties of employees, not only enhances the performance level, but also
heighten the validity of the organization and, therefore; provide the development of
situation. On this basis, it can be declared that, among the numerous factors
affecting individual's performance and commitment, emotional intelligence and job
satisfaction have a better and more significant role in increasing individual
commitment in organizations (Gholami et al., 2013).

Various studies have shown that emotional intelligence is positively related
to organizational commitment (Lordanoglou, 2008; Guleryaz et al., 2008; Ghomri,
2009). Findings of research by koshtegar and Rezayian (2008) showed that
emotional intelligence has a significant relationship with organizational
commitment. The dimensions of emotional intelligence (emotional self-awareness,
self-management, social awareness and relationship management) as well as
managing relationships showed the greatest impact on organizational commitment.

Most adults spend the majority of their waking hours at work Substantial
research attention has been focused on understanding the impact of workplace
conflict on team process and outcomes.

Hence, there have been assertions that emotional intelligence (Goleman,
1995) is one of the important constructs in understanding organization
commitment (Meyer, 2002; Meyer and Allen, 1988), however there has not been
much empirical work testing the interplay between them, particularly in the power
generating public sector organization. Therefore, this study intended to examine
the relationship between demographic factors, emotional intelligence and
organizational commitment among executives in the public sector power
generating organization. Further this study is to assess the basic knowledge of Emotional Intelligence and its application for smooth functioning of the organisation. And also the study is to offer sensible suggestions for empirical research in this area, which emphasis on the emotions, organisational commitment.

SCOPE OF THE STUDY

This research is proposed to examine the domains of emotional intelligence namely, Self-awareness, Self-regulation, Self-motivation, Social-awareness, Social-skill and the relationship with Organizational Commitment. Furthermore this research is to study the usefulness of the construct, Emotional Intelligence in organisational settings. And this contributes to a growing body of literature that relates to the concept of Emotional Intelligence and its value to the individual and organisation. This study in general is consistent with the research on Emotional Intelligence and reveals a specific link between Emotional Intelligence and employee work outcomes. There is a general observation that executives in this organization are less control in their emotions in the work environment, which is perceived by the researcher during the pilot study. Hence, the executives working in this organization are selected as respondents. The present study has been conducted in Neyveli Lignite Corporation Limited, which is a public sector power generating organization, situated in Neyveli, Tamil Nadu, India.

OBJECTIVES OF THE STUDY

1. To explore the demographic factors of the executives and identify relationship with Emotional intelligence and Organizational commitment in the study organization.

2. To examine the level of emotional intelligence among the executives in Neyveli Lignite Corporation Limited.
3. To know the degree of organizational commitment among the executives in the study organization.

4. To find out the relationship between the dimensions of emotional intelligence and organizational commitment among the executives.

5. To assess the level of influence of Emotional Intelligence on Organizational Commitment.

**HYPOTHESES OF THE STUDY**

1. Emotional Intelligence does not differ significantly among the demographic factors of the executives.

2. Organisational Commitment does not differ significantly among the executives demographic factors.

3. There is no positive relationship between emotional intelligence and organizational commitment of executives.

4. Emotional Intelligence does not influence the executives’ organizational commitment.

**LIMITATIONS OF THE STUDY**

1. The study is limited to participants from the NLC executives alone. It does not cover other categories of employees.

2. The data collected was self-report of the participants, which measures may limit accuracy of responses. Some of the executives were busy in their work, they have been skewed at the time of survey.

3. The ability of individuals to respond at their own convenience, over a flexible time frame allowed.

4. This study does not cover in-depth the forms of organizational commitment. Also, this study curtails the outcome variable.
CHAPTERIZATION

The thesis has been organized into five chapters as explained below:

Ø The First chapter introduces the study. It starts with an Introduction, Concept of Emotional Intelligence, Concept of Organizational Commitment, Profile of the study organization, Conceptual frame work of the study, Definition of Key words, Statement of the problem, Need for the present study, Scope of the study, Objectives of the study, Hypotheses and Limitations are presented in detailed manner.

Ø The Second chapter reviews the related literatures.

Ø The Third chapter deals with the research design of the study. It has been presented in the order of Methodology, Study area, Sampling procedure, Tool of data collection, Description of interview schedule, Pilot study, Reliability and Validity, Method of data collection and Statistical tools applied.

Ø The Fourth chapter brings out the Results and Discussion.

Ø The Fifth chapter presents Summary of the findings, Suggestions, and Scope for further research and Conclusion.

Ø The Bibliography and the Questionnaire used to collect the primary data are appended at the end of the thesis.