CHAPTER -I

INTRODUCTION
1.1 INTRODUCTION

The last four decades of the 20th century witnessed a dramatic change in the nature of work. There was a massive introduction of new technology, particularly the use of computers, into the workplace. This was followed by a huge shift towards globalization, with many organizations undergoing mergers, acquisitions, strategic alliances and privatizations. This entrepreneurial period resulted in increased economic competitiveness in international markets for those countries that embraced it. In the 1990s, a major restructuring of work started to take place. Organizations in countries hit by recession were downsizing in an effort to survive. With the dawn of the 21st century, this trend for restructuring and downsizing continued in many organizations, together with an increase in sub-contracting and outsourcing, in order to compete successfully in the increasingly competitive global market. A steady rise in short-term contracts, as a result, possibly, of the deregulation of long-term contracts and the limited requirements on permanent employment in many countries was witnessed. Other changes included new patterns of working, such as tele-working, self-regulated work and team work, an increased reliance on computerized technology and a move towards a more flexible workforce, both in number of employees and in their skills and functions. In response to these adjustments by industry, the conditions of work and employment also changed significantly. The demand for skilled or multi-skilled workers increased in tandem with the growth of information technology and leaner, flexible manufacturing processes that required workers to multi – task. Supervisory conditions too changed with the introduction of teamwork, evaporation of the middle management, and the trends towards flexible
place of “at – home” work arrangements. Also, the number of hour’s worked-per-week continued to increase for all occupations adding to mounting pressures and challenges. In other words we can say that transformation at workplace has set in, both in terms of nature of work and employees. The present day organisations take for granted that their employees have enough intellectual abilities and technical know-how to do their jobs. They are alongside laying emphasis on personal qualities, such as initiative, empathy, adaptability, persuasiveness, openness to change and willingness to diversify.

In a time when there are no guarantees of job security, and when the very concept of a “job” is rapidly replaced by “portable skills”, these are prime qualities that make and keep an employee employable. Talked about loosely for decades under a variety of names, from “character” and “personality” to “soft skills” and “competence”, there is at last a more precise understanding of these human talents, and a new name for them: Emotional Intelligence (EI), measured in terms of Emotional Quotient (EQ). Emotional intelligence works upon the philosophy that knowledge and skill may help someone get into the position, but it takes an emotional understanding of oneself and those around to emerge triumphant. Emotional intelligence influences the overall ability to cope with the environmental demands and uncertainties. When one understands the circuit of feelings, thoughts and reactions they can blossom into mature individuals. This helps in handling irrational fears, stressful situations, understanding strengths and overcoming weaknesses to cope up with challenges. Then the individuals can transcend self imposed limitations and actualize their potentials. They become adaptable, constructive, creative, productive and effective in their tasks.
One cannot define emotional intelligence completely until one knows from where this concept originated and how it developed. **Thorndike (1920)** was the first one to use the term *Social Intelligence* and defined it as the ability to understand and manage men and women, boys and girls to act wisely in human relation. Emotional intelligence more or less relates to social intelligence. Even before Thorndike, **Spinoza (1984)** talked about the same concept, although he did not use the term emotional intelligence. According to him, both the emotion and intellect together contribute to the ultimate cognitive tool. **McClelland (1973)** offered his view that conventional concept of *Intelligence Quotient* (IQ) simply could not predict how well people would perform in the whole work place. **Mayer and Salovey (1990)** proposed the merging of emotions and intelligence as a cognitive tool under the caption of *Emotional Intelligence*. They found that some persons were better than others at things like identifying their own feelings, identifying the feelings of others and solving problems involving emotional issues. However, it was **Goleman (1995)** who popularised the term *Emotional Intelligence* in his book *Working with Emotional Intelligence*, in the organisational set up.

### 1.2 DEFINING EMOTIONAL INTELLIGENCE (E.I.)

A brief account of definitions proposed by different authors on emotional intelligence is given below:

**Cooper (1996)** defines emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy,
information, trust, creativity and influence. Bar-On (1997) proposed that emotional intelligence reflects one’s ability to deal with daily environment challenges and helps predict one’s success in life, including professional and personal pursuits. Mayer and Salovey (1997) defined emotional intelligence as a set of abilities to perceive accurately, appraise, and express emotions; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Goleman (1998) opined that an emotionally intelligent person is likely to be skilled in two key areas namely – ‘personal competence’ – how one manages the self and ‘social competence’ – how one manages relationships. He explains that emotional intelligence is nothing but the ability to understand ones emotions and those of people around us. It enables us to modify our feelings and influence what happens in the world around us. Emotional intelligence is one’s subconscious ability to create positive outcomes in ones relationships with others and with one, by being in control of how one responds to the world around. Freedman et al. (1998) defined emotional intelligence as the way of recognizing, understanding and choosing how we think, feel and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn, it allows setting priorities, it determines the majority of our daily actions. Singh (2003) defines emotional intelligence as an ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli drawn from the inner self and immediate environment. Mohan (2003) opines that emotional intelligence is a positive combination of a deep insight into one’s emotional and cognitive capacities
and a charming flair of communication, empathy and motivation, leading to personal optimism, inter-personal confluence and organizational excellence.

From the above discussion we can conclude that emotional intelligence is a measure of the degree to which a person makes use of his / her reasoning in the process of emotional responses (both positive and negative) in a given situation. Emotional intelligence can lead to a pervasive sense to excel in life irrespective of age, caste, gender, creed or profession. It is found that people who are emotionally adapted, who know and manage their own feelings well and who read and deals effectively with other people’s feelings are at an advantage in any domain of life. People with well developed emotional skills are also more likely to be content and effective in their lives, mastering that habits of mind that foster their own productivity whereas people who cannot marshal some control over their emotional life, fight inner battles that sabotage their ability for focused work and clear thought (Mayer, Salovey, and Caruso 2000). But having a high emotional intelligence doesn’t mean that the person never panics or loses his / her temper. Rather it means that he / she brings own feelings under control and channels them into productive behaviors. The ability to bring out-of-control emotions back into line results in what earlier generations called emotional maturity.

1.3 MODELS OF EMOTIONAL INTELLIGENCE

There are two types of emotional intelligence models available in the existing literature:
(a) Ability Model, which focuses on the mental abilities to define emotional intelligence, and

(b) Mixed Models, which seek to define emotional intelligence as a mixture of abilities and some personality traits and characteristics.

1.3.1 ABILITY MODEL OF EMOTIONAL INTELLIGENCE

This model of emotional intelligence (Mayer and Salovey, 1997), as described in Table 1.1, emphasizes on the cognitive components of emotional intelligence and conceptualizes emotional intelligence in terms of potential for intellectual and emotional intelligence growth (Schutte, Malouff, Hall, Haggerty, Cooper, Golden, and Dorheim, 1998). Four sets of mental abilities ranging from basic to more complex psychological processes were proposed in this model. The first set, ‘Perception, Appraisal and Expression of Emotion’, allows an individual to identify and express emotions in self and others. The second set is ‘Emotional Facilitation of Thinking’. It allows an individual to recognize respective consequences of different emotional responses and to justify an appropriate one. The third set ‘Understanding and Analyzing Emotions’ concerns with the ability to understand, label and acknowledge the emotion and to use emotional knowledge. The fourth set is ‘Reflective Regulation of Emotion’, which deals with the ability to manage and adjust the emotional response to support the situational requirement (Mayer and Salovey, 1997)
TABLE 1.1

ABILITY MODEL OF EMOTIONAL INTELLIGENCE
(Mayer and Salovey, 1997)

<table>
<thead>
<tr>
<th>EMOTIONAL INTELLIGENCE DIMENSIONS</th>
<th>EMOTIONAL ABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception, appraisal and expression of Emotion.</td>
<td>The accuracy with which individuals can identify emotions and emotional content.</td>
</tr>
<tr>
<td>Emotional facilitation of thinking.</td>
<td>Describes emotional events that assist intellectual processing.</td>
</tr>
<tr>
<td>Understanding and analyzing emotions and employing emotional knowledge.</td>
<td>The ability to recognize, label and interpret emotions.</td>
</tr>
<tr>
<td>Reflective regulation of emotions to promote emotional and intellectual growth.</td>
<td>Conscious, reflective regulation of emotions to enhance growth.</td>
</tr>
</tbody>
</table>

1.3.2 MIXED MODEL OF EMOTIONAL INTELLIGENCE

Unlike the ability model, mixed models include non – ability traits (such as, motivation, optimism, interpersonal skill, stress management) in conceptualizing emotional intelligence. The various types of mixed models are explained below:

Bar-On’s (1997) model of emotional intelligence (Table 1.2) is one of the most well known mixed models. This model was fundamentally based on the personality characteristics. Five broad areas of emotional intelligence were proposed in this model:
- **Intra – Personal Skills** such as emotional self-awareness, assertiveness, self-regard, self-actualization;

- **Inter – Personal Skills** such as social responsibilities, empathy;

- **Adaptability** such as problem solving, reality testing, flexibility;

- **Stress Management** such as stress tolerance, impulse control;

- **General Mood** such as happiness and optimism.

However, various authors have criticized this approach (Watson, 1930; Wessman and Ricks, 1966). They remarked that the above mentioned non-abilities had no relation with intelligence.

Researchers, who classify emotional intelligence as an ability, argue that emotional intelligence is best measured by performance tests. Alternatively, those classifying emotional intelligence as a trait, argue that emotional intelligence is best measured through self-report questionnaires. In general the performance based measures of emotional intelligence are comprised of emotion related questions and claim to assess actual emotional abilities and with the processing of emotional information. In comparison, self-report measures of emotional intelligence assess emotion related competencies which are manifested in specific traits and dispositions and therefore these measures index cross-situational consistencies in emotional behaviour.
### TABLE 1.2
BAR-ON’S MODEL OF EMOTIONAL INTELLIGENCE

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>SUB – COMPONENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal</td>
<td>• Self Regard&lt;br&gt;• Emotional Self-Awareness&lt;br&gt;• Assertiveness&lt;br&gt;• Independence&lt;br&gt;• Self-Actualization</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>• Empathy&lt;br&gt;• Social Responsibility</td>
</tr>
<tr>
<td>Adaptability</td>
<td>• Reality Testing&lt;br&gt;• Flexibility&lt;br&gt;• Problem Solving</td>
</tr>
<tr>
<td>Stress Management</td>
<td>• Stress Tolerance&lt;br&gt;• Impulse Control</td>
</tr>
<tr>
<td>General Mood Components</td>
<td>• Optimism&lt;br&gt;• Happiness</td>
</tr>
</tbody>
</table>
The most popular and accepted mixed model of emotional intelligence is the one proposed by Goleman (1995) as shown in Table 1.3. He viewed emotional intelligence as a total of personal and social competencies. Personal Competence determines how we manage ourselves, whereas Social Competence determines how we handle our inter-personal relationships.

TABLE 1.3
GOLEMAN’S (1995) MODEL OF EMOTIONAL INTELLIGENCE

<table>
<thead>
<tr>
<th>EMOTIONAL INTELLIGENCE DIMENSION</th>
<th>EMOTIONAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Competencies:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Self-Awareness</td>
<td>Emotional Awareness, Accurate Self-Assessment and Self-Confidence</td>
</tr>
<tr>
<td>2. Self-Regulation</td>
<td>Self-Control, Trustworthiness, Conscientiousness, Adaptability and Innovation</td>
</tr>
<tr>
<td>3. Motivation</td>
<td>Achievement Drive, Commitment, Initiative and Optimism</td>
</tr>
<tr>
<td><strong>Social Competencies:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Empathy</td>
<td>Understanding others, Developing others, Service Orientation, Leveraging Diversity and Political Awareness</td>
</tr>
<tr>
<td>2. Social Skills</td>
<td>Influence, Communication, Conflict Management, Leadership, Change Catalyst, Building Bonds, Collaboration And Cooperation and Team Capabilities</td>
</tr>
</tbody>
</table>
**Personal Competence:** It comprises of three dimension of emotional intelligence such as, self-awareness, self-regulation and motivation. *Self-awareness* is the ability of an individual to observe him/herself and to recognize ‘a feeling as it happens’ (Goleman, 1995). The hallmarks of this ability are self – confidence, self – assessment and openness to positive criticism. *Self – regulation* is the ability to control emotions and to redirect those emotions that can have negative impact. Trustworthiness, integrity, tolerance of ambiguity and attitude to accept change are some characteristics of this ability. *Motivation* is the ability to channelise emotions to achieve a goal through self – control and by moderating impulses as per the requirement of the situation. The people who have this ability are optimistic and committed towards organizational as well as individual goals.

**Social Competence:** It comprises of two dimensions namely, empathy and social skills. *Empathy* is the ability to feel and get concerned for others, take their perspective and treat people according to their emotional reactions. People with this ability are experts in generating and motivating others. *Social skills* are the ability to build rapport and to manage relationships with people. People having this skill are very effective in persuasiveness and team management. ‘Social skill’ is the culmination of all other components of emotional intelligence assuming that people can effectively manage social and work relationships only when they can understand and control their own emotion and can empathize with the feeling of others.

In the later version of the emotional intelligence model, Goleman (2001) proposed four components of emotional intelligence: *Self-Awareness, Self Management, Social Awareness and Relationship Management* (Table 1.4). He collapsed the original
twenty-five competencies into twenty, and the five domains into four. The first component is the ability to know what one feels; the second component involves the ability to regulate the distressing effect of negative emotions and to inhibit emotional impassivity; the third component deals with empathy; and the fourth component involves the skill to handle human relationships effectively.

**TABLE 1.4**

**GOLEMAN'S (2001) EMOTIONAL INTELLIGENCE COMPETENCIES**

<table>
<thead>
<tr>
<th>RECOGNITION</th>
<th>PERSONAL COMPETENCE</th>
<th>SOCIAL COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self – Awareness</strong></td>
<td>Emotional Self-Awareness</td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td>Accurate Self-Assessment</td>
<td>Service Orientation</td>
</tr>
<tr>
<td></td>
<td>Self-Confidence</td>
<td>Organizational Awareness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REGULATION</th>
<th>Relationship – Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self – Management</strong></td>
<td>Developing Others</td>
</tr>
<tr>
<td></td>
<td>Influence</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Conflict Management</td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Change Catalyst</td>
</tr>
<tr>
<td></td>
<td>Building Bonds</td>
</tr>
<tr>
<td></td>
<td>Teamwork and Collaboration</td>
</tr>
</tbody>
</table>
All the above-mentioned models lay emphasis on the ability to recognize and regulate emotions despite certain variations. For instance, emotional intelligence was conceived, ‘within a model of intelligence’ and was ‘cognitive’ in focus in Mayer and Salovey’s (1997) model while Bar-On (1997) explained emotional intelligence on the basis of personality theory. Goleman’s (1995, 2001) model of emotional intelligence, on the other hand, was based on the theory of performance.

1.4 JOB STRESS

In recent years, the pace of work within organizations has increased rapidly. This increase can be attributed to many factors, which include technological advancement, global competitiveness, continually changing economies as well as changes in the organizational structures. Consequently, the demands placed on individuals employed in organizations have also increased. In addition to the technical and economic factors impacting on organizations, employees face a number of other challenges, for example greater workload, increasing job insecurity and lack of role clarity (Johnson, Cooper, Cartwright, Donald, Taylor and Millet, 2005). The increasing demands in the workplace as well as the overall increasing demands in lives of individuals (dual career families, family pressures, advanced technologies, job insecurity) all contribute to increased levels of stress experienced by individuals. According to Cooper, Dewe and O’Driscoll (2001), it is now generally accepted that prolonged or intense stress can have a negative impact on the individual’s mental and physical health (coronary heart diseases, ulcers, anxiety, etc). Also, stress represents an added
cost to the organizations in terms of labour turnover, increased absenteeism and poor work performance.

**Defining Job Stress**

Stress is derived from the Latin word *stringere* meaning to draw tight and was used in the 17th century to describe hardships and strain. *Levy and Wegman (1988)* provide the following terms related to stress:

**Stress:** A (perceived) substantial imbalance between demand and response capability under conditions where failure to meet demands has important (perceived) consequences.

**Stressor:** Environmental event, situation, or condition that results in stress.

**Stressful:** Pertaining to an environment that has many stressors.

**Strain:** (or stress reaction) short-term physiologic, psychological or behavioral manifestations of stress.

*Krantz, Grunberg and Baum (1985)* view stressors as a stimulus that makes demands on an organism which has to adapt or adjust to the stimuli. An event or ‘stimuli’ only becomes stressful if the individual interprets it as such. The stimuli are comprised of both positive and negative experiences, with both types of experiences resulting in changes of a biological nature within the individual. Thus not all stress is perceived as negative. *Strumpfer (1983)* distinguishes between ‘good’ and ‘bad’ stress. *Distress* or ‘bad’ stress refers to harmful, unpleasant demands on the
individual. Positive stress which is described as ‘eustress’ is derived from the Greek word ‘eu’ which means good. Eustress denotes a pleasant and facilitating form of stress and can be exemplified in the employee who thrives in a competitive or demanding work environment even if stressful. Both positive and negative stress is necessary for effective functioning and should be accepted as a part of life.

The aforementioned definitions suggest that stress is a psychological state derived from the individual’s perception of the “threat” and his or her ability in dealing with the demands of the situation or environment. The stress-related situation or environment relates to the source of the stress. In his classical work, Lazarus (1966) suggested that the intensity and long term ramifications of stress experienced by the individual is largely influenced by his or her perception of the source of the stressor. The occupational environment may be described as a potential ‘source’ of stress.

Collins (1990) defines occupation as “a person’s job or profession, any activity on which time is spent by a person”. In the light of the previous definition of stress, occupational stress relates to stress experience in one’s place of work, occupation or employment. In organizational context, occupational stress is also known as job stress and / or work stress. These terms are often used interchangeably in organizations, but its meaning refers to the same thing (Abu Al Rub, 2004, Harrison, 1978, Jamal, 1985, Larson, 2004).

Occupational stress, in particular, is the inability to cope with the pressures in a job (Rees, 1997), because of a poor fit between someone’s abilities and his / her work requirements and conditions (Holmlund-Rytkönen and Strandvik, 2005). It is a mental and physical condition which affects an individual’s productivity,
effectiveness, personal health and quality of work (Comish and Swindle, 1994). Occupational stressors are aspects of the work environment that cause strains, poor psychological health or well being of the individual (Beehr, 1995: Kahn and Byosiere, 1992).

In terms of eustress perspective, occupational stress occurs when employees’ knowledge, skills, abilities and attitudes can cope with or match to their work demands and pressures in organizations. In this situation, it may increase the ability of employees to manage their physiological and psychological stresses (Adler et al., 2006, Cartwright and Cooper, 1997, Wetzel et al., 2006, World Health Organization, 2005). Conversely, in a distress perspective, occupational stress presents when employees’ knowledge, skills, abilities and attitudes cannot cope with or do not match to their work demands and pressures in organizations. Consequently, it may decrease the ability of employees to control and manage physiological and psychological stresses, such as disturb their self-regulatory bodies, and cannot meet their duties and responsibilities as a member of an organization and a good citizen of a country (Basowitz et al., 1995, Cartwright and Cooper, 1997).

1.4.1 SOURCES OF JOB STRESS

Among life situations, the workplace stands out as a potentially important source of stress purely because of the amount of time that is spent in this setting (Erkutlu and Chafra, 2006). Over the years, a large number of workplace stressors of varying
degrees of gravity have been identified. According to Murphy (1995), common organizational and individual stressors could be classified into five groups:

1. **Organizational Practices** (performance reward systems, supervisory practices, promotion opportunities);

2. **Job / Task Features** (workload, workplace, autonomy);

3. **Organizational Culture / Climate** (employee value, personal growth, integrity);

4. **Interpersonal Relationships** (supervisors, co-workers, customers); and

5. **Employee Personal Characteristics** (personality traits, family relationships, coping skills).

Lu et al. (2003) grouped job stressors into the following six categories: *physical environment, role stressors, organizational structure and job characteristics, relationships with others, career development, and work-family conflict*, while Cooper et al. (1988) identified six sources of stress at work: *factors intrinsic to the job, management role, relationship with others, career and achievement, organizational structure and climate, and home / work interface*. Antoniou et al. (2006) propose that specific conditions that make jobs stressful can be categorized either as *exogenous pressures* (i.e. unfavorable occupational conditions, excessive workload, lack of collaboration, etc.) or *endogenous pressures* (i.e. individual personality characteristics, etc.). When we add the complexity and turbulence of contemporary business environment and organizational life, altogether, causes of occupational stress can be grouped into two main groups:
(1) **Job Related Stressors**, with three major subgroups – environment specific, organization specific, and job specific stressors; and

(2) **Individual Related Stressors**, which can be either a consequence of individual characteristics or a consequence of individual life circumstances, as Table 1.5 depicts.

**TABLE 1.5**  
**SOURCES OF OCCUPATIONAL STRESS**

**A) JOB RELATED STRESSORS**

<table>
<thead>
<tr>
<th>ENVIRONMENT SPECIFIC</th>
<th>ORGANIZATION SPECIFIC</th>
<th>JOB SPECIFIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Conditions</td>
<td>Changes within organization</td>
<td>Poor fit between Abilities and Skills needed to perform Job Effectively</td>
</tr>
<tr>
<td>Increased Levels of Competition</td>
<td>Reorganizations</td>
<td>Work Overload</td>
</tr>
<tr>
<td>Market Changes</td>
<td>Detaxering</td>
<td>Workplace</td>
</tr>
<tr>
<td>Technological Development</td>
<td>Layoffs</td>
<td>Pressure to Work longer hours</td>
</tr>
<tr>
<td>Changes in Production and Products</td>
<td>Organizational Structure</td>
<td>Job Characteristics</td>
</tr>
<tr>
<td>New forms of Organization and Product Development</td>
<td>Organizational Culture / Climate</td>
<td>Conflicting Job Demands</td>
</tr>
<tr>
<td>Drive for Greater Cost-effectiveness</td>
<td>Mergers, Acquisitions and Similar</td>
<td>Unclear Job Expectations</td>
</tr>
<tr>
<td>Networks</td>
<td>Changes of Company Ownership</td>
<td>Pressures of Responsibility</td>
</tr>
<tr>
<td>Multinationals</td>
<td>Workforce Diversity</td>
<td>Time Pressures</td>
</tr>
<tr>
<td>General Public Concern for the Environment, etc.</td>
<td>Reward Systems</td>
<td>Lack of Resources to Perform Job</td>
</tr>
<tr>
<td></td>
<td>Promotion Policies</td>
<td>Lack of Information</td>
</tr>
<tr>
<td></td>
<td>Job Security</td>
<td>Lack of Collaboration</td>
</tr>
<tr>
<td></td>
<td>Leadership Style</td>
<td>Relations with Subordinates,</td>
</tr>
<tr>
<td></td>
<td>More Training Needed, etc</td>
<td>Co-workers and Superiors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working Conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Danger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Over or under Promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insufficient Training, etc</td>
</tr>
</tbody>
</table>
B) INDIVIDUAL RELATED STRESSORS

<table>
<thead>
<tr>
<th>INDIVIDUAL CHARACTERISTICS</th>
<th>INDIVIDUAL LIFE CIRCUMSTANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personality Traits</td>
<td>• Work/life Conflict</td>
</tr>
<tr>
<td>• Demographic Characteristics</td>
<td>• Family Problems</td>
</tr>
<tr>
<td>• Coping Skills, etc.</td>
<td>• Personal Problems</td>
</tr>
<tr>
<td></td>
<td>• Social Problems</td>
</tr>
<tr>
<td></td>
<td>• Financial Difficulties, etc</td>
</tr>
</tbody>
</table>

Compiled using: Cooper and Marshall (1976); Burke (1988) in Lu et al. (2003); Chusmir and Franks (1988); Jamal (1990) in Montgomery et al. (1996); McHugh (1993); Dua (1994); Fulcheri et al. (1995); Murphy (1995); Blake et al. (1996); Montgomery et al. (1996); Rees (1997); Schabracq and Cooper (2000); Antoniou et al. (2006)

1.4.2 CONSEQUENCES OF JOB STRESS

Stress produces a range of undesirable, expensive, and debilitating consequences (Ross, 2005), which affect both individuals and organizations. In organizational setting, stress is nowadays becoming a major contributor to health and performance problems of individuals, and unwanted occurrences and costs for organizations.

Matteson and Ivancevich (1982) state that there is an alarming increase in employees seeking compensation claims regarding damages suffered as a result of work stress, reinforcing that occupational stress is of growing concern to organizations around the world.

Consequences of job stress can be grouped into those on individuals and those on organizations. On the Individual Level, there are three main subgroups:

1) Unwanted Feelings and Behaviors – such as job dissatisfaction, lower motivation, low employee morale, less organizational commitment, lowered overall quality of work life, absenteeism, turnover, intention to leave the job, lower productivity,
decreased quantity and quality of work, inability to make sound decisions, more theft, sabotage and work stoppage, occupational burnout, alienation, and increased smoking and alcohol intake.

2) **Physiological Diseases (Poor Physical Health)** – such as increased blood pressure and pulse rate, cardiovascular diseases, high cholesterol, high blood sugar, insomnia, headaches, infections, skin problems, suppressed immune system, injuries, and fatigue.

3) **Psychological Diseases (Poor Emotional [Mental] health)** – psychological distress, depression, anxiousness, passiveness / aggressiveness, boredom, loss of self-confidence and self-esteem, loss of concentration, feelings of futility, impulsiveness and disregarding of social norms and values, dissatisfaction with job and life, losing of contact with reality, and emotional fatigue.

On the *Organizational Level*, consequences of job stress can be grouped into two major subgroups:

1) **Organizational Symptoms** – such as discontent and poor morale among the workforce, performance / productivity losses, low quality products and services, poorer relationships with clients, suppliers, partners and regulatory authorities, losing customers, bad publicity, damage to the corporate image and reputation, missed opportunities, disruption to production, high accident and mistakes rates, high labour turnover, loss of valuable staff, increased sick-leave, permanent vacancies, premature retirement, diminished cooperation, poor internal communications, more internal conflicts, and dysfunctional workplace climate.
2) **Organizational Costs** – such as costs of reduced performance / productivity (lack of added value to product and / or service), high replacement costs in connection with labour turnover (increase in recruitment, training and retraining costs), increased sick pay, increased health-care costs and disability payments, higher grievance and litigation/compensation costs, and costs of equipment damage.

As evident from the above, consequences of occupational stress both on individual and organizational level are a real cost to organizations. Because of its significant economic implications, stress is not only a huge burden (Ben-Bakr et al., 1995), but one of the fastest growing concerns to contemporary organizations, especially given the high levels of competition and environmental turbulence, which do not allow organizations to bear costs such as those caused by stress (McHugh, 1993).

### 1.5 EMOTIONAL INTELLIGENCE AND JOB STRESS

Emotional intelligence is increasingly relevant to organizational development and developing people, because the emotional quotient principles provide a new way to understand and assess people’s behaviors, management styles, attitudes, interpersonal skills, and potential. Emotional intelligence provides a buffering effect in perceiving the work environment to be less stressful. Individuals with high level of emotional intelligence, pronounced by the ability to recognize and express emotions as well as to manage and control them show the ability to better cope with stress and suffer less from adverse health outcomes. It is consistent with the data reported by Pau et al. (2004) indicating that individuals with high emotional intelligence level are more likely to adopt reflection and appraisal, social, organizational and time – management
skills whereas low emotional intelligence subjects are more likely to be engaged in health – damaging behaviors. **Gardner and Stough (2002)** in their elaborated study on emotions and stress stated that emotions influence how the work environment is perceived, that is, whether a particular condition is appraised as a job stressor or not. It is emphasized by **Spector and Goh (2001)** that an emotional reaction follows a perceived stressor. **Gardner and Stough (2002)** extended this theory by suggesting that a person who is able to effectively manage and control emotions in the workplace will also perceive the stressor but will have a more appropriate emotional reaction to the situation than someone who is less able to manage and control emotions at work.

So it can be concluded that the ability to effectively deal with emotions and emotional information in the workplace assists employees in managing occupational stress and maintaining psychological well-being.

### 1.6 EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE

Job performance is often defined as the ability of individuals to accomplish their respective work goals, meet their expectations, achieve benchmarks or attain their organizational goals (**Bohlander et al., 2001, Campbell, 1990, Eysenck, 1998**). Emotional intelligence may contribute to job performance (as reflected in salary, salary increase, creativity, better supervisory abilities, leadership, integrity, company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Job performance often depends on the support, advice, and other resources provided by others (**Seibert, Kramen and Liden, 2001**). Emotional intelligence plays a significant role in the kind of work an employee
produces, and the relationship he or she enjoys in the organization. Emotional intelligence competencies enable people to regulate their emotions so as to cope effectively with stress, perform well under pressure and adjust to organizational change. Nell and Villiers (2004) also proposed through their study that self management and self confidence of employees leads to their enhanced performance at the workplace.

Executives, in particular, need high emotional quotient, not only to perform better or to make their employees more productive but also because they represent the organization to the public, interact with the highest number of people within and outside the organization and set the tone for employee morale. The success of an individual working within an organization is a function of emotional intelligence. Much of this success depends on the abilities of individuals to motivate them and to accomplish tasks by forming teams from a loose network of fellow workers with specific talents and expertise. However, emphasizing emotional quotient does not mean de-emphasizing intelligence quotient. The latter is not less relevant for success in job performance or life than the former. The fact remains that emotional quotient comes to the aid of intelligence quotient. When emotions are guided constructively and acknowledged, they enhance intellectual performance. Today’s fast changing, more open and fluid style of work puts a premium on the combination of intellect and emotional quotient especially when it comes to trusting and teaming with others to solve problems and seize opportunities.

Another reality that makes emotional intelligence even more crucial for better performance is that as organizations shrink through waves of downsizing, those
people who remain are more accountable and more visible. Where earlier a middle level employee could easily hide hot temper or shyness, now competencies such as managing ones emotions, handling encounters well, teamwork, and leadership, show and count more than ever.

1.7 IMPORTANCE OF EMOTIONAL INTELLIGENCE TRAINING AT WORKPLACE

Emotional intelligence is becoming crucial today in the context of individuals role based behavior within group and organizational contexts. As organizations are becoming flatter in structure, flexibility is the key issue. The span of control being larger for a team leader, the relationship governing team members and the leader are becoming more challenging. From control based hierarchical relationships, there is a transition towards facilitation based empowering relationships. In addition, task structure and the reward systems are becoming highly group-oriented, requiring more accommodating and emotionally intelligent behavior to be adopted to achieve both personal and organizational goals. The discussion presented below, therefore, attempts to address the issues related to the role of emotional intelligence in role based, group and organizational effectiveness.

1.7.1 EMOTIONAL INTELLIGENCE AND ROLE-BASED EFFECTIVENESS

People working at all levels of organizations require emotional intelligence to excel at their performance. Bhattacharya and Sengupta (2007) have laid down the
importance of emotional intelligence for certain professionals at the workplace, the instances of which are given as below:

**TOP EXECUTIVES**

Top executives, who are at the helm of the strategic decision – making responsibilities, must rely on the people belonging to the lower levels of hierarchy to operationalise their decisions. Sometimes, they need to take and / or implement decisions for drastic change, which may lead to organizational restructuring, corporate business ventures and operational chance in international context and so on. They, therefore, have to inspire the followers through their transformational leadership style to achieve organizational goals. The constant pressure of outperforming their own selves, often leads to anxiety, fear, stress and even guilt and depression. As discussed earlier, emotional intelligence makes an individual not only aware of the emotional disturbance but also helps him / her to handle them positively and constructively. Furthermore, it helps the executives to demonstrate empathy and compassion with the help of their social skills, making them more acceptable to the followers.

**MIDDLE LEVEL MANAGERS AND SUPERVISORS**

Middle level managers and supervisors are the line managers, who have direct contact with the people at the operational level. Their interaction pattern, leadership style and communication skills need to be tailored to satisfy individual employees’ motivational needs. The effectiveness of their behavior is directly related to the
employee’s level of satisfaction, motivation and retention. Therefore, they need to balance the management’s expectations and those of the lower level employees. They also need to constantly create a harmony between concerns for tasks and people are required to play the dual roles, both as nurturing leaders, as well as task-oriented managers. This definitely demands high emotional intelligence which not only helps the managers to remain cool and calm in trying situations with their subordinates and bosses, but also facilitates to regulate their own emotions as and when required.

TEAM LEADERS

Team leaders are held accountable for creating a positive work environment where all the team members work towards achieving the team goals, which ultimately lead to achieving organizations goals. In the process, the negative fall – out effects of task – obsessive behaviors, power relationships and sometimes, non – availability of sufficient resources are required to be minimised. Failure to do so will result in frustration, anxiety, suspicion, and resentment and / or dissent among the team members. Emotional intelligence helps team leaders to maintain a positive and stable attitude and optimism in trying situations. Moreover, by improving their own internal motivation and persistence, they motivate their teams to high levels of sustained performance and achievement.

SALES PROFESSIONALS

Sales people, working with the external stakeholders (such as distributors, sales agencies and customers ) have to often work in difficult situations, given pricing and
quality of the products, quantity and delivery schedule of the order, and sometimes face customer dissatisfaction about the products and services. These situations can lead to anxiety, fear frustration, anger and depression. This eventually may make them end up with high amounts of pessimism; when sales decline, sales people are de-motivated, and customers are dissatisfied. Enhancing emotional intelligence skills allows the sales person to have more control over their own emotions and, thus, the adverse situation they may be in. They can stay mentally focused and remain optimistic despite intense pressures and adversities. Optimism leads to persistence, which often leads to more sales. Being able to empathize with the customer allows for faster, more effective problem-solving through timely initiation of concrete action and better communication. Developing strong positive relationships with customers in trying situations ensures relatively higher sales and better cooperation, even if any problem arises.

SELF – MANAGED TEAMS

In today’s business world with the fast changing technology and innovative organizational structures, self – managed teams are the backbones of an organization. They are constantly under pressure to work smoothly when deadlines are tight, resources are scarce and when team structures are impermanent, tentative and flexible in nature. Often, the team members feel frustrated, annoyed and angry when one or some team members fail to perform up to the mark, affecting the team performance. They feel agitated when they are required to meet the deadline despite a heavy resource crunch and may also feel uncomfortable with the new team members.
Emotional intelligence can help in dealing with the emotional turmoil of the team members and help in promoting team cohesion and trust.

**CUSTOMER CARE EXECUTIVES**

Customer care executives are people who have to deal with the customers (potential, satisfied and dissatisfied) and have the responsibility to protect the organization’s reputation in public. They, while dealing with dissatisfied customers, often have to absorb verbal abuse, insult and even personal allegations. It can de-generate into tensions, nervousness, anger and depression. If the representative cannot control his / her own emotions, the resultant interaction with a discontented customer may upset both the customer and the customer care executives and it may even cause the organization to lose that customer. Emotional intelligence helps the customer care executives to manage their reactions in tense situations, manage angry customers, maintain a calm, polite and sincere attitude and conversation with customers, and also empathize with the upset customer, leading to better effective problem – solving and protecting the relationships of the company with the customer.

**RESEARCH AND DEVELOPMENT STAFF**

Research and development staff is constantly under pressure to develop better and cheaper innovative products as compared to the competitor’s products. The high demand for performance often causes them to be anxious and stressed-out. The long working hours hamper their personal lives, affect relationships, lessen communication skills and above all, isolate them with in a shell where they experience little value in
others’ and their own feelings. Emotional intelligence helps in such cases to maintain the interpersonal relationships and remain connected socially and emotionally with others, and also preserve the sense of self-worth and confidence in their own ability to deliver.

TECHNICAL STAFF

Technical staff mostly works with machines for long hours to complete projects within deadlines. These situations may lead to anxiety, frustration and high stress and sometimes agitation with little concern for human relationships. Communication is hampered, reducing their feeling levels and pushing them into an isolated existence. Use of emotional intelligence can prevent eruption of such situations by helping them to be in touch with their own emotions and empathy for others.

ADMINISTRATIVE STAFF

The administrative staff acts as the support system with regard to implementing organizational policies, within the bounds of rules and regulations, for ensuring performance of various functions. Constant pressure from all quarters of the organizations that they meet their requirements at the earliest (even while remaining within the rules and policy framework) make them often feel overwhelmed, confused and irritated. Procrastination and willful indifference may become the convenient stance in such situations; errors and mistakes increase, and feelings like as if they have no control may also lead to depressive state where complaining and
absenteeism increase. Health, attitude and morale suffer. Enhanced emotional intelligence skills enable such people to handle gracefully multiple demands, interruptions and meet tight deadlines. Processes, databases and projects run more smoothly, details do not fall through the cracks and professional staff is free to focus on their work.

Keeping in view the above situations, it may be a good idea to expose the office staff to suitable training interventions with inputs which should include both cognitive and behavioral knowledge to enhance their awareness and abilities through increased use of emotional intelligence. Like intelligence, emotional intelligence is not innate. It can be developed in the right environment from the beginning and like intelligence it accompanies human from cradle to grave since emotions are inseparable from humans (Jenson, 1998). **Sjolund and Gustafsson (2001)** conducted a study in Sweden and illustrated that emotionally and socially intelligent behaviour could be enhanced in individuals. The researchers compared the emotional quotient scores of 29 managers at a construction company before and after they participated in a workshop designed to increase managerial skills. As part of the workshop curriculum, they were taught techniques to strengthen emotional quotient competencies and skills thought to be important for their work as managers. Not only did their total emotional quotient score increased from a mean of 97 to 107 \( (p\text{-level} < 0.01) \), but 9 out of the 15 emotional quotient subscales increased the most.
1.8 EMOTIONAL INTELLIGENCE TRAINING IN THE INDIAN CORPORATE SECTOR

With the opening up of the Indian economy through liberalization, privatization, globalization and natural thrust towards information technology the tasks of Indian business executives has become more demanding. The challenges get multiplied when Indian executives have to work in diversified work cultures.

The emotional intelligence intervention is partly a response to the problems that business executives face today. There is a need to develop the highest standard of leadership skills, the challenges of high team turnover, ever increasing demands of customers for high quality goods and services, rapidly changing business environment, economic demands or escalating costs. The companies need people who have both technical knowledge and social and emotional abilities which will enable them to delight the customers. Emotional intelligence can contribute to developing those skills and abilities that are linked with this aspiration (Orme and Langhorn, 2003).

Cherniss (2000) outlines four main reasons why the workplace is 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.

4. Most adults spend the majority of their waking hours at work.

A strong interest in the professional applications of emotional intelligence is apparent in the way organizations have embraced emotional intelligence ideas. The American Society for Training and Development, for example, has published a volume describing guidelines for helping people in organizations cultivate emotional intelligence competencies which distinguish outstanding performers from average ones (Cherniss and Adler, 2000).

However it has been observed that most of the companies in India focus their training programs on hard skills (e.g., technical expertise, industry knowledge, education) and the assessment of personality (Punia, 2005). Topics including competencies like stress management, assertiveness skills, empathy, and political / social acumen lack focus in training and development programs. Whereas in reality, these are critical success factors that should not be dismissed as these have a direct impact on the bottom line.

1.9 RATIONALE OF THE STUDY

The utility of emotional intelligence has been found manifold penetrating into personal productivity, work / life-balance, career-success, team performance, stress-management, motivation, leadership, talent retention, conflict resolution, customer
satisfaction and so on. Further development of emotional intelligence skills can benefit a broad range of people within an organization, namely business executives, team leaders, sales professionals, technical professionals, customer service representatives, etc.

As the ability to get things done through people is the vital task of the managers, emotional quotient is an important factor. If managers do not balance their intelligence quotient skills with emotional intelligence like understanding and empathy, employees might feel insecure and unappreciated. At times they can even feel underestimated, criticized and disrespected. These negative feelings can result in seething dissatisfaction leading to absenteeism, passivity, lack of productivity and attrition. As an employee with desired potential is scarce these days, only those who are adept in retaining employees can excel in their jobs.

The research in this field becomes all the more desired in case of Business Executives as they go through the emotional turmoil besides the pressures of the competitive environment where they are often confronted with situations and problems which cannot be resolved by intelligence alone, for which emotions are equally required. Also they are responsible for achieving results by relying more on people. Their ability to lead quickly and flexibly system-wide organizational change, while inspiring and energizing their followers cannot be discounted for. Enhancing emotional intelligence skills of business executives will help them to regulate their emotions and motivate themselves more effectively, allowing them to manage their own emotional turmoil effectively and demonstrate compassion and empathy for their employees. Also this will help management devise programs to cultivate a high
degree of emotional intelligence for effective management and development of human resources and achieving managerial excellence.

Since emotional intelligence is expected to play a major role in moderating behavioral issues and related outcomes so it will be desirable to study emotional intelligence among business executives working in different sectors. We all know that behavior outcomes and emotions are related but how far performance suffers and stress levels rise because of the lack of emotional skills is a question that still bothers our mind. There is a little evidence to support the claim that emotional intelligence predicts better performance and moderates executive’s job stress especially in the Indian setup.

Hence, the following title was proposed.

1.10 STATEMENT OF THE PROBLEM

“EMOTIONAL INTELLIGENCE OF BUSINESS EXECUTIVES IN THE INDIAN CORPORATE SECTOR”
1.11 BIBLIOGRAPHY


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