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CHAPTER – I
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“IT IS VERY IMPORTANT TO UNDERSTAND THAT EMOTIONAL INTELLIGENCE IS NOT THE OPPOSITE OF INTELLIGENCE, IT IS NOT THE TRIUMPH OF HEART AND HEAD - IT IS THE UNIQUE INTERSECTION OF BOTH.”

-- David Caruso

1.1 INTRODUCTION

Emotional Intelligence (EI) today is the vital concept in the domain of psychology and is also expanding its influence to job and workplaces in global corporate environment. With the opening up of the Indian economy through liberalization, privatization, globalization and natural thrust towards information technology modern organisations are highly volatile, dynamic and demand higher productivity. Due to this the tasks of Indian business executives have become more demanding than ever before and the tasks cannot simply be accomplished individually or by working with others in fixed or routine ways. These jobs involve understanding, communicating, empathising with and learning from other members working in the organisations. The focus of the organisations has shifted towards understanding as well as developing the behaviour of the employees so that they can really prove to be generative for the organisation. The challenges get multiplied when the Indian executives have to work in diversified work cultures particularly in international environment. Hence, the emotional intelligence intervention is partly a response to the problems that business executives face today.¹

In the ever changing world of business, there is a need to develop the highest standard of leadership skills to meet the challenges of high 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 develop those skills and abilities that are linked with this aspiration (Orme and Langhorn, 2003). The concept of emotional intelligence is being received as powerful tool to improve the efficiency of the employees and foster a healthy work culture. Emotional intelligence is imperative for the supervisors and managers to ensure the desired performance of the staff. Hence, it is the responsibility of the managers/senior staff to foster the emotional intelligence culture at the workplace and reap better productivity through better relationship management. Most of literature review identified emotional intelligence as a factor which has a potential to contribute more positive attitudes, behaviours and outcomes.

Discussions of EI proliferate and the EI model seems to be emerging as an influential framework in organisational psychology. The internal environment of an organisation includes a social setting that requires continued and substantial interpersonal interaction among the employees and it is here that emotions form a core ingredient. It is therefore assumed that an individual’s ability to accurately perceive his/her emotions, being able to control effectively and regulate such emotions and interact effectively with others, to a large extent, influence the individual’s workplace effectiveness. The same assumption applies to leadership in organisations in which the volatility, spiraling change and diverse organisational environment require leaders to effectively interact with their subordinates and followers. Emotional competencies influence organisational effectiveness in areas such as employee recruitment and retention, development of talent, employee commitment, morale, and health (Bar-On, 1997).

Research has shown that managers with high emotional intelligence obtain results from employees that are beyond expectations, developing and using talent crucial for organisational effectiveness. Effective leaders manage and steer their own feelings, acknowledge subordinates’ feelings about their work situation, and intervene effectively to
enhance morale (Cherniss, 2001). According to Goleman (2001), the higher the position in an organisation, the more EI matters. He emphasises the importance of the link between emotional intelligence strengths in a leader and the organisational climate for EI theory. The modern business environment requires leaders to provide moral leadership and to harness trust in the organisation to ensure organisational success and performance in an increasingly competitive global marketplace (Robbins, 2001).

Emotional intelligence can provide a preliminary indication of leadership potential in present organisations with a means of identifying and selecting organisational leaders. Therefore, emotional intelligence has become more popular as a measure for identifying potentially successful leaders (Cooper and Sawaf, 1997). Emotional intelligence has gained much popularity as an absolute necessity for effective leadership. This is supported by Stein and Book (2000), who argue that leaders with greater emotional intelligence will be more effective leaders. Their contention that effective leaders are socially adept is supported by research findings by Barling, et al. (2000).

George (2000) suggests that emotional intelligence plays an important role in leadership effectiveness in generating employee performance and consequently organisational performance proposes that the ability to understand and manage moods and emotions in oneself and in others theoretically contributes to the effectiveness of leaders in stimulating employee performance.

Additionally, Goleman (1998) believes that emotions, properly managed, can drive trust, loyalty and commitment – and drive many of the greatest productivity gains, innovations, and accomplishments of individuals, teams and organisations goals. As emotions guide reasoning, emotional intelligence in a leader is seen as a fundamental ingredient for success. True leadership cannot be separated from the basic qualities that produce sound personal character. Emotional intelligence factors that are an integral part of
one’s character and are key factors as to why one person thrives, whilst another of equal or greater intellect may be less successful (Salovey and Mayer, 1990). Numerous studies have identified emotional intelligence as a critical element for the success of a leader and as a vital resource for any group (Senior, 1997). Emotional intelligence is sine qua non of leadership (Goleman, 1998).

Goleman (1995) questioned the primacy of intellectual intelligence (IQ) as the key determinant of performance. Indeed, he identified intellectual intelligence as contributing only 20% towards life success and suggested that the remaining 80% of life success may be attributable to emotional aspects of intelligence. There is a growing body of evidence which supports the contention that emotional intelligence is crucial to the performance and success of individuals (Lopes et al., 2006). Much of this research has focused on how it relates to workplace success and performance. There have been recent studies which have shown the positive impact of emotional intelligence on individuals’ leadership ability (Cote et al., 2004), work performance (Fox and Spector, 2000), management ability (Zhou and George, 2003), academic performance (Parker et al., 2005), and in their ability to perform cognitive tasks (Schutte et al., 2001). There is also some evidence that it is important in determining group performance. Jordan et al. (2002) stated that high levels of emotional intelligence make teams perform better in all aspects of management. Goleman (1998a) also claimed that, because emotional intelligence affects almost every aspect of work life, employees who are high in emotional intelligence tend to be “star performers.” The single most important factor for a successful leader in the work place is emotional intelligence. Emotional intelligence attributes are viewed as essential to successful leadership. Recent findings suggest that emotionally intelligent persons are better performers than their counterparts (Van Rooy & Viswesvaran, 2004). Recent emotional intelligence research
(Caruso Mayer, & Salovey, 2002) suggest that emotional intelligence plays an important role in leadership effectiveness.

Generally, it is opined that the judgment of intelligence of a person was only confined to the marks he scored, the rank he reserved in the class, or the grand total he gained. The characteristics like caring for others, managing others problems, understanding others concerns etc were of less importance. It is often observed that people with bright and impressive track records, are not able to produce equally impressive results at workplace. Not because they lack the technical expertise, but, because they fail in associating themselves with their fellow workers and hence they fail in fostering a healthy relationship with the peers/ subordinates/ superiors. A similar problem is confronted with, when employees with technical background are promoted to managerial / leadership positions. When they face the demand for the behavioural skill set to understand and manage others and other's emotions, they often fail to deliver the desired results the reason being, that these people may be intelligent cognitively but not emotionally. Hence the organisations, unlike earlier times, have now been recognising the significance of emotion management skills.

Some important characteristics of impressive personalities who have achieved success in their life with their emotional competencies are observed below.

Carly Fiorina first woman CEO of Hewlett- Packard and she is a first woman to head a Fortune 50 company. Her adaptability led a transformation of H- P’s culture and structure.

Bill Gates a dropped out of the college, who is always readiness to act on opportunities. He felt the window of opportunity to start a software company which might not open again. So, he has become a leader in IT world.
Ken Chenault early in his career at American Express took a challenging assignment in merchandise services. This department which sold items to consumers via direct mail was troubled and was peripheral to the company’s main car business. Within three years, he had grown sales from 100 million dollar to 700 million dollar. This showed his achievement orientation.

J.K. Rowling, Harry Potter author who has divorced and living on public assistance with her daughter in a tiny apartment in Edinburgh. Her first book in the series was rejected by ten publishers. Her persistence in pursuing goals despite obstacles and set backs led to success in her life.

Ernest Shackleton who is an explorer led a team of men to Antarctica in 1912. Their boat, ‘The Endurance’ was crushed by ice early in the expedition. He managed to bring them back to safety after more than 600 days in the wilderness. He paid close attention to the group’s emotional condition during their trails together. He created intelligent strategies for helping individuals and the group remains busy and optimistic and he inspired them through his leadership.

Gordon Bethune took over as CEO of failing Continental Airlines in early 1990’s. One of his first public acts was to take a group of employees out to the company’s parking lot. They burnt the out dated and constraining employee manual. This symbolic gesture set the stage for his successful transformation of the airline. He initiated and managed a change effectively.

Aaron Feuerstein is one who has acted in empathetic manner when fire destroyed his factory in 1995. He personally paid salaries of 2000 workers for three months while the factory was rebuilt.
Colin Powell the youngest general ever to be named chairman of the Joint Chief of Staff. His legendary administrative skills which he has demonstrated at every stage of his career had showed his organisational awareness.

Jack Welch General Electric CEO spent 50% of his time on people development. He knew the names and roles of over 1000 people at the company, He set an example for developing others competency of emotional intelligence.\textsuperscript{26}

From the above, it is inferred that majority of these personalities have success stories behind them and rose to the enviable level of extraordinary success by making a strategic differences in their approach. Further, it reveals that different kind of competencies required other than intelligence of an individual for their excellence in performance, are emotional competencies. The emotional competencies are most likely to ensure success in one’s life. The lack of emotional intelligence explains why people have utter failures in their personal and professional lives, even though, they possess high intelligence quotient.

1.2 EMOTIONAL INTELLIGENCE CONCEPTUAL DEFINITIONS

Important definitions on this concept are given below:

Cooper (1996)\textsuperscript{27} defines emotional intelligence as an ability to sense, understand and effectively apply the power and acumen of emotions as the source of human energy, information, trust, creativity and influence.

According to Martinez (1997)\textsuperscript{28} emotional intelligence is an array of non-cognitive skills, capabilities and competencies that influence a person’s ability to cope with environmental demands and pressures.

Bar-On (1997)\textsuperscript{29} 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.
J. Mayer and P. Salovey (1997) \(^{30}\) explains emotional intelligence is the ability to perceive, emotions, to access and generate emotions to assist in acquiring emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth.

According to Daniel Goleman (1998) \(^{31}\) emotional intelligence refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Abraham (2000) \(^{32}\) refers emotional intelligence as a set of skills that contribute to self-assessment of exact emotions, as well as to revealing others emotional signals, and using emotions and feelings to motivate individuals to achieve success in their lives.

Bar-On et al. (2000) \(^{33}\) viewed emotional intelligence as a non-cognitive intelligence which is defined as an array of emotional, personal and social abilities and skills that influence an individual’s ability to cope effectively with environmental demands and pressures.

Daniel Goleman (2000) \(^{34}\) redefined emotional intelligence as the ability to manage oneself and one’s relationships effectively.

Caruso et al. (2002) \(^{35}\) defined emotional intelligence as a kind of social intelligence linked with the ability of self-control, his emotions, feelings, and others emotions, distinguishing between them, and using the resulted information in thinking, decision making and behaviour rationalization.

Dalip Singh (2003) \(^{36}\) 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.
According to Palmer & Stough (2005), emotional intelligence refers to abilities to do with emotions including (but not limited to), the ability to perceive, understand, utilise and manage one’s own and others’ emotions.

Generally, people with high emotional quotient are happier, healthier, and more successful in their relationships. These people strike a balance between emotion and reason, are aware of their feelings, show empathy and compassion for others and have high self-esteem. Emotional intelligence can be instrumental in many situations in the workplace and it helps to achieve organisational effectiveness. It helps to attain emotional power and accomplish their goals at all levels like physical, mental, emotional and spiritual capabilities and improve psychological abilities such as memory, clarity of thinking and decision making.

1.3 EMOTIONAL INTELLIGENCE IN THE WORKPLACE

Fineman (1996) argue that good organisations are places where feelings are managed, developed or removed. He states that feelings are seen as irrelevant to work activity but emotions get in the way of effective performance. In 1998, Weisinger suggested the existence of a direct link between emotional intelligence and success at work. The workplace is as a location where experiences, such as pleasure, sadness, jealousy, guilt and love, are displayed, but researchers in work psychology have been slow to incorporate emotions into their analysis.

Emotional intelligence has been studied since the early 1990's, but only in recent years become relevant to the workplace. People who rise to the top of their field aren’t just good at their jobs. In other words, it takes more than IQ (Intelligence Quotient) to be successful at work, it takes emotional intelligence (Goleman, 1995). Not only bosses and corporate leaders need high doses of emotional intelligence, every people-oriented job
demands it too, because employees represent the organisation to the public. Cherniss (2000)\textsuperscript{41} has established that many researchers proposed that the level of emotional intelligence and workplace performance are directly and positively related, and have provided theoretical links to support their view.

There are several studies that have been made regarding the relationship between emotional intelligence and the workplace. Emotions, properly managed, can help individuals to develop trust, loyalty and commitment, with themselves, their teams and their organisation. In 1993, Spencer and Spencer\textsuperscript{42} conducted an analysis at L'Oréal company and found that sales agents who were selected based on their emotional competencies sold considerably more than agents who were selected using standards recruitment techniques. The research showed that on an annual basis, those selected based on emotional competence sold an average of $91,370 more than those in the control group.

In 1998, David McClelland\textsuperscript{43} studied division heads of a global food and beverage company and found that 50\% of division directors hired using standard methods left within two years, mostly because of poor performance. When the company started selecting based on emotional competencies such as initiative, self-confidence, and leadership, only 6\% left in two years. McClelland also found that the division managed by leaders strong in EI competencies outperformed yearly revenue targets by a margin of 15-20 \% higher than divisions with leaders that did not show EI competencies.

In 1998, Daniel Goleman\textsuperscript{44} reviewed studies of nearly 500 organisations worldwide and concluded that the leaders have high levels of emotional intelligence. Goleman stated that it is because they represent the organisation to the public, interact with the highest number of people within and outside the organisation, and set the tone for employee morale. In the same year, Goleman conducted a study which looked at competence models for 181 different job positions from 121 organisations. Management in each organisation was asked
to agree on a profile indicating which factors were needed for an individual to show excellence in a particular job. Goleman found that 67% of the abilities the management outlined as determinants of excellence within a job were related to emotional competencies. A few years later, he hypothesized that the emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work.

Dulewicz and Higgs (2000)\(^{43}\) reported similar findings. They studied one thousand managers, over a seven year period, focusing on their competencies and their progress through the organisation. They found that EI factors contributed 36% to an individual’s advancement through the organisation, while intellectual intelligence contributed by 27%.

Even before research in the area of emotional intelligence had begun, the Ohio State Leadership Studies reported that leaders who were able to establish mutual trust, respect, and certain warmth and rapport with members of their group were more effective (Fleishman and Harris, 1962).\(^{46}\) It plays a vital role for successful performance in the workplace and personally. Thus, emotional intelligence can make a big difference for both individual and organisational effectiveness.

1.4 EMOTIONAL COMPETENCE INVENTORY

No doubt, the term emotional intelligence was brought to light by Daniel Goleman’s book and by his statements regarding the influence of these abilities upon many areas of our lives. In his first book, Goleman stated that emotional intelligence comprises five essential elements: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationship. Goleman presented his second book, proposing a theory of performance in organisations based on a model of emotional intelligence. This model was created and adapted to predict the effectiveness and personal outcomes in the workplace and in organisational fields (Goleman, 1998).\(^{47}\)
Goleman self-reviewed the original model developed by him based on two hundred competency models. He had identified twenty-five social and emotional competencies that most strongly predict superior performance in many occupations. He organised these competencies into the five dimensions i.e., self-awareness, self-regulation, self-motivation, social awareness and social skills. The first three dimensions are described as personal competence and the remaining two dimensions are described as social competence.

Recent research using a measure of emotional intelligence developed by Boyatzis, Goleman & Rees, led to a refined version of the original model, consisting of four dimensions and 19 emotional competencies: self-awareness, self-management, social awareness and social skills. The Emotional Competence Inventory 2.0 (ECI) is based on emotional competencies identified by Dr. Daniel Goleman in Working with Emotional Intelligence (1998), and on competencies from Hay/McBer’s Generic Competency Dictionary 1996 as well as Dr. Richard Boyatzis’s Self-Assessment Questionnaire (SAQ). The ECI is a 360-degree tool designed to assess the emotional and social competencies of individuals in organisations. It consists of four dimensions and 18 emotional competencies: self-awareness, self-management, social awareness and relationship management. Today, this model is commonly applied to management within the public sector and more so in corporate business organisations.

The clusters of self-awareness and self-management fell under the personal competence category which included the capabilities that “determine how we manage ourselves” Social competence category that was described as the capabilities that “determine how we manage relationships”. It included the clusters of social awareness and relationship management (Goleman, Boyatzis, & McKee, 2002). A blend of interpersonal intelligence and intrapersonal intelligence was used in defining emotional intelligence and the four clusters.
In the book, working with Emotional Intelligence (1998), Daniel Goleman set out a framework of emotional intelligence based on emotional competencies that have been identified in internal research at hundreds of corporations and organisations as distinguishing outstanding performers. The author distinguishes emotional intelligence from emotional competence by defining emotional competence as “a learned capability based on emotional intelligence that results in outstanding performance at work”. According to Goleman, our emotional intelligence determines our potential for learning the practical skills that underlie the emotional competence clusters; our emotional competence shows how much of that potential we have realised by learning and mastering skills and translating intelligence into on-the-job capabilities. For example, to be adept in emotional competence like customer service or conflict management requires an underlying ability in emotional intelligence fundamentals, specifically, social awareness and relationship management. Simply being high in emotional intelligence does not guarantee a person will have learned the emotional competencies that matter for work. It means only they have excellent potential to learn them. Goleman argued that emotional intelligence underlies emotional competence and that emotional competence is a required antecedent to performance. Emotional intelligence enhances employee potential for learning, and emotional competence translates that potential into task-mastering capabilities.
The ECI 2.0 model is used in the present study for the measurement of emotional intelligence of business executives and it is given below.

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<td>SELF-AWARENESS</td>
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<td>Self-Confidence</td>
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1.4.1 SELF-AWARENESS CLUSTER

Self-Awareness is the first component of emotional intelligence. It means “having a deep understanding of one’s emotions, strengths, weaknesses, needs, and drives”. People who have a high level of self-awareness are very honest with themselves and others. They avoid the extremes of being overly critical and unrealistically hopeful. Furthermore, these people know how their feelings affect them, others and their job performance.

i. Emotional Self-Awareness

People who have high in emotional self-awareness are attuned to their inner signals, recognising how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.
ii. Accurate Self-Assessment

People with high self-awareness typically know their limitations and strengths, and exhibit a sense of humor about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strength.

iii. Self-Confidence

Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident person can welcome a difficult assignment. Such people often have a sense of presence, a self-assurance that lets them stand out in a group.

1.4.2 SELF-MANAGEMENT

It refers to managing one’s internal states, impulses and resources. The self-management cluster contains six competencies relating to workplace environment.

i. Emotional Self-Control

Person, with emotional self-control, find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the person who stays calm and clear-headed under high stress or during a crisis or who remains unflappable even when confronted by a trying situation.

ii. Transparency

People, who are transparent, live their values. Transparency – an authentic openness to others about one's feelings, beliefs, and actions – allows integrity. Such people openly admit mistakes or faults, and confront unethical behaviour in others rather than turn a blind eye.
iii. Adaptability

People, who are adaptable, can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organisational life. Such people can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.

iv. Achievement Orientation

A person, with strength in achievement, has high personal standards that drive them to constantly seek performance improvements both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning and teaching ways to do better.

v. Initiative

Person who have a sense of efficacy that they have what it takes to control their own destiny excel in initiative. They seize opportunities or create them rather than simply waiting. Such a person does not hesitate to cut through red tape, or even bend the rules, when necessary to create better possibilities for the future.

vi. Optimism

A person, who is optimistic, can roll with the punches, seeing an opportunity rather than a threat in a setback. Such people see others positively, expecting the best of them. And their "glass half-full" outlook leads them to expect that changes in the future will be for the better.

1.4.3 SOCIAL AWARENESS

It refers to how people handle relationships and awareness of other’s feelings, needs, and concerns and it includes three competencies.
i. Empathy

Person, with empathy, are able to attune to a wide range of emotional signals, letting them the sense felt, but unspoken, emotions in a person or group. Such person listens attentively and can grasp the other person's perspective. Empathy makes a person able to get along well with people of diverse backgrounds or from other cultures.

ii. Organisational Awareness

A leader, with a keen social awareness, can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organisation, as well as the guiding values and unspoken rules that operate among people there.

iii. Service Orientation

Person high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such person monitors customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

1.4.4 RELATIONSHIP MANAGEMENT

It concerns the skill or adeptness at inducing desirable responses in others. It contains six competencies. They are

i. Developing Others

People, who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths and weaknesses. Such people can give timely and constructive feedback and are natural mentors or coaches.
ii. Inspirational Leadership

Person who inspires both create resonance and move people with a compelling vision or shared mission. Such people embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making the work exciting.

iii. Change Catalyst

Person, who can catalyze change, are able to recognise the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.

iv. Influence

Indicators of a personal power of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Person adept in influence are persuasive and engaging when they address a group.

v. Conflict Management

Leaders, who manage conflicts, are best able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.

vi. Teamwork and Collaboration

People who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.
1.5 IMPACT OF EMOTIONAL INTELLIGENCE OF BUSINESS EXECUTIVES AT WORK

The impact of emotional intelligence of business executives at work is analysed in the present study. The three important variables namely work attitudes, work behaviour and work outcomes of the executives are considered to study the influence of emotional intelligence of business executives at work.

1.5.1 WORK ATTITUDES

An attitude is a persistent tendency to feel and behave in a particular way towards some object (Joseph Reitz 1977). It is more or less a stable tendency to feel, think, perceive and act in a certain manner towards an object or a situation. It is a tendency to act in a certain way, either favourably or unfavourably concerning the objects, people or events (Nirmal Singh 2001). It refers predisposition to respond. Like personality, attitude are a complex cognitive process that has three basic characteristics, they persist unless changed in some way; they range along a continuum; and they are directed toward an object about a person has feelings, or affect and beliefs. Attitudes also have three components: emotional, informational and behavioural. The emotional component involves the person’s feelings or affect –positive, neutral, or negative about an object. The informational component of an attitude consists of the beliefs and information the individual has about the object. The behavioural component of an attitude consists of a person’s tendencies to behave in a particular way toward an object. The behavioural component can be directly observed. The other two components namely emotional and informational can only be observed (Fred Luthans 2008). How we behave at work often depends on how we feel about being there. Therefore, making sense of how people behave depends on understanding their work attitudes. An attitude refers to our opinions, beliefs, and feelings about aspects of our environment. We have attitudes toward the food we eat, people we meet, courses we take,
and things we do (Mason Carpenter, Talyabauer & Bervin Erdogan 2010). The important work related attitudes are job satisfaction, organizational commitment, career commitment and job involvement. To study the work attitudes of the executives the above mentioned variables are considered in the present study.

1.5.1.1 Organizational Commitment

The success of any organization, in general (and service organizations and residential centers in particular) not only depends on the organisation taking advantages of its human resources but also mainly on its staff organizational commitment (Beukhof et al., 1998). Meyer and Allen (1997) argue that organizational commitment consists of individual’s psychological status which specifies the individual's relation with organisation that leads to making decision about staying with the organisation. Organisational commitment scale developed by Mayer and Allen (1999) was used to measure the organisational commitment of executives. It contains three dimensions such as affective commitment, continuance commitment and normative commitment. The first two dimensions are considered in the present study.

1.5.1.2 Career Commitment

Career commitment is now widely recognized as multidimensional work attitudes (Carson and Bedeian, 1994). The career commitment is defined as the level of designating the functional standards to be performed (Jones, 2000). Wallas et al define the career commitment same as Allen and Mayer's for organisational commitment. They consider three normative, sentimental and continuum dimensions to the career commitment and define the career commitment as feeling personality with some career, needing to continue serving in some career and having a high sense of duty against it (Osinsky & Mueller, 2004). To measure career commitment of executives, career commitment scale developed by Blau (1993) was used in the study.
1.5.1.3 Job Involvement

Job involvement is the degree to which a person identifies with a job, actively participate in it, and considers the performance important to self-worth. (Robbins and Judge, 2007).\(^6\)\(^1\) It refers to one's attachment to a job. Research has demonstrated that job involvement has been related to job characteristics such as task autonomy, task significance, task identity, skill variety and feedback and supervisory behaviours such as leader consideration, participative decision making and amount of communication (Brown, 1996).\(^6\)\(^2\) Ten items scale developed by Kanungo (1982) was adopted in the study to measure job involvement of executives.

1.5.1.4 Job Satisfaction

Locke E. A (1976)\(^6\)\(^3\) defines job satisfaction as involving cognitive, affective and evaluative reactions or attitudes and states it is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Hassan Jorfi and Saeid Jorfi, (2011)\(^6\)\(^4\) refers job satisfaction is an employee's affective reaction to his job in terms of how much it satisfies his desired outcome. Five dimensions have been identified to represent the most important characteristics of a job. These are the work itself, pay, promotional opportunities, supervision and coworkers. Job satisfaction measure developed by Tsui et al. (1992) was used in the study.

1.5.2 WORK BEHAVIOUR

Human behaviour, being the most complex phenomenon, is most difficult to assess in quantifiable terms. Behaviour constitutes a set of responses to external and internal stimuli, some relationship between a given stimuli and its predictable response can be established. There are two factors that have a direct bearing on behaviour. One is the person himself with regard to some characteristics that he is born with or acquires because of his family value influences. Second is the environment to which the person is exposed and the environmental
forces that are constantly impacting his personality and behaviour. Behaviour is the action or reaction of something under specified circumstances. Simply it means the way a person behaves at work. Work behaviour refers pattern of actions and interactions of the members of an organisation that directly or indirectly influence organisational effectiveness (Nirmal Singh 2001). Employee attitudes are important to management because of their influence on behaviour. Employees demonstrate a wide variety of positive and negative behaviours at work. One of the important positive behaviour is organisational citizenship behaviour. Under work behaviour, altruistic behaviour is considered in the present research.

1.5.2.1 Altruism or Helping Behaviour

Altruism refers to acts which help a specific person. The one of the dimension of Organisational Citizenship Behaviour is altruism which referred to useful and beneficial characteristics, such as friendly, empathy among coworkers that helps to the workers who have problems. However, some experts, for examples Podsakoff classify the dimension of conscientiousness and altruism in one category and call them “helping behaviour” (Organ, 1998). Helping behaviour in the organisation aimed at benefiting a coworker is known as altruism and is rooted in empathy. This variable was drawn from multi-dimensional scale of organisational citizenship behaviour developed by Podsakoff and Mackenzie (1989). It was modified and validated by Podsakoff et al (1990). It was measured by using three items.

1.5.3 WORK OUTCOMES

Work outcomes refer a phenomenon that follows and is caused by some previous phenomenon. It is the effects from an action. Work attitudes lead outcomes in an organization. Positive and negative work outcomes are possible in the workplace. The outcomes of job satisfaction are job performance, turnover and absenteeism. Organizational commitment attitude have some what strong relationship with organizational outcomes such
as performance, absenteeism, withdrawal intention and turnover. A diverse of prior and outcomes of organisational commitment such as diminishing turnover, lowering absenteeism, increasing organizational citizenship behaviour and job performance have been identified. (Mathieu & Zajac, 1990, Angle & Perry, 1981). Job performance and withdrawal intentions from organisation variables are studied under work outcomes in the present study.

1.5.3.1 Job Performance

Job performance is defined as the aggregated value of the discrete behavioural episodes to the organisation that an individual performs over a standard interval of time (Motowidlo, Borman and Schmidt, 1997). Job performance is divided into two dimensions: task performance and contextual performance (Borman and Motowidlo, 1997). Task performance refers to behaviours that are directly linked with completion of the job and consists of execution of technical processes and maintenance and servicing of technical requirements. Contextual performance, on the other hand, refers to interpersonal behaviours or actions that benefit the organization. It includes activities such as helping and cooperating with others, following organisational rules and procedures, and volunteering to carry out task activities. Job performance was measured based on a five item scale developed by Pearce and Porter (1986) in the present study.

1.5.3.2 Withdrawal Intentions from Organisation

Withdrawal of employees is a process (Dulewicz & Higgs, 2000, and Mobley, 1992) which comprises constructs of withdrawal intentions (thinking of quitting, intention to search and to quit) as well as constructs of withdrawal behaviours (actually quitting, absence). Intentions to quit are considered to encompass the decision making process that may lead to turnover (Crossley, Grauer, Lin, & Stanton, 2002), or the transitional link between cognition and behavioural action (Mobley, Griffeth, Hand, & Meglino, 1979). The intention to quit is a subjective measure consisting of the estimated
probability that one will leave the organisation at some future time (Vandenburg & Nelson, 1999). It was measured through the scale developed by Mobley et al in 1978 and it contains three statements.

1.6 NEED FOR THE STUDY

The present study attempts to study the opinion of executives in business on emotional intelligence, work attitudes, work behaviour, and work outcomes and the relationship between emotional intelligence and these work related variables in order to enable the management to frame proper personnel policies. Hence, they have perfect team of personnel in executive positions, discharging their functions with optimum efficiency and it helps the executives at their organisation to develop and explore the concept of emotional intelligence to ensure high level of performance resulting in increased achievement of organisational and individual goals.

1.7 SCOPE OF THE STUDY

In the present state of growing corporate entities in India with import of new work culture due to the entry and pressure of foreign corporate giants, it is believed that the study on impact of emotional intelligence of business executives at work will enhance the knowledge and understanding of organisational measures. In this respect, a comprehensive analysis of executives’ opinion on work attitudes, work behaviour, and work outcomes and emotional intelligence are considered to understand their implications on organisational goals. Further, the present study is designed to cover the relationship between emotional intelligence and work attitudes, work behaviour and work outcomes.
1.8 STATEMENT OF THE PROBLEM

Business today is challenging and demanding due to which executives are expected to produce better results. If they are not able to produce better results, they have no place in an organisation. Due to these pressures, it is important to explore their managerial skills particularly emotional intelligence of executives in order to identify their capabilities as they are the main organ of the organisation in producing better results. Research has shown that managers with high emotional intelligence get better results from employees, which results in employee performance beyond expectations. When emotional intelligence is present, there is increase in employee cooperation, motivation, performance, productivity and profits. Numerous studies suggest that it has an effect in the workplace.

Hence, this study aims to analyse the opinion of executives on emotional intelligence, work attitudes, work behaviour, and work outcomes. An attempt has been made to study the impact of emotional intelligence of business executives at work.

1.9 OBJECTIVES OF THE STUDY

The main objectives of the study are

1. To find out the impact of demographic variables on emotional intelligence, work attitudes, work behaviour and work outcomes.
2. To examine the relationship between emotional intelligence and work attitudes, work behaviour and work outcomes.
3. To study the impact of emotional intelligence of business executives on work attitudes, work behaviour and work outcomes.
4. To identify the factors contributing for organisational performance.
5. To suggest measures to develop an emotionally intelligent workforce in an organisation.
1.10 HYPOTHESES

The following important hypotheses are formulated for the present study to analyse the inter relationship between core variables.

1. $H_0$: There is no relationship between emotional intelligence and work attitudes, work behaviour and work outcomes.

$H_1$: There is significant relationship between emotional intelligence and work attitudes, work behaviour and work outcomes.

2. $H_0$: There is no relationship between work attitudes and work outcomes, work behaviour and emotional intelligence.

$H_1$: There is significant relationship between work attitudes and work outcomes, work behaviour and emotional intelligence.

3. $H_0$: There is no relationship between work behaviour and work outcomes, emotional intelligence and work attitudes.

$H_1$: There is significant relationship between work behaviour and work outcomes, emotional intelligence and work attitudes.

4. $H_0$: There is no relationship between work outcomes and work behaviour, work attitudes and emotional intelligence.

$H_1$: There is significant relationship between work outcomes and work behaviour, work attitudes and emotional intelligence.

5. $H_0$: There is no significant variation between the responses of the executives belonging to different clusters regarding variables.

$H_1$: There is significant variation between the responses of the executives belonging to different clusters regarding variables.

1.11 PERIOD OF THE STUDY

The questionnaires were distributed during from June to August 2011. The data collection work was done till May 2012. Thus, one year period was taken for distribution and collection of questionnaire from the sample executives.
1.12 DELIMITATIONS OF THE STUDY

The study has been delimited to executives opinion on emotional intelligence, work attitudes, work behaviour and work outcomes of organisations located in Chennai and in different parts of Tamil Nadu and Bangalore. Employees working in non managerial position have not been included in the study. The business executives, working in corporate organisations of India are only taken as sample for study and it does not focus on individual organisations.

1.13 METHODOLOGY

The quality of data is inextricably tied to the method and technique adopted for generating data. Considering these in mind, survey method has been selected for the study. This study is based on both primary and secondary data. To collect primary data well structured questionnaire has been used. The questionnaires are an efficient data collection mechanism provided the researcher knows exactly what is required and how to measure the variable of interest.

The questionnaire was designed in such a way to measure the variables of emotional intelligence, work attitudes, work behaviour and work outcomes of business executives. Further, it examines the impact of emotional intelligence of business executives at work. The secondary data has been collected from the books, newspaper, related journals, magazines and internet.

1.14 SAMPLING DESIGN

The present study is descriptive cum exploratory in nature. This study is descriptive as it describes the emotional intelligence of the business executives working across various sectors in the Indian corporate scenario. It also seeks to explore and measure the impact of emotional intelligence of business executives at work.
Indian Economy is denominated by three major sectors namely Agriculture, Manufacturing and Service sectors. The sample was chosen from the manufacturing and the service sector. The service sector contributed in a major way to the GDP as compared to the manufacturing sector. The labour force composition in service sector was more in comparison to manufacturing industry. Therefore, taking into the consideration the crucial and vast role of service sector in contributing towards nation's growth and employment generation, this sector was further bifurcated into banking, information technology, retail, insurance and telecom. The manufacturing sector in the study comprised of pharmaceutical, automobiles, steel, electronics and power industries.

The executives at different managerial levels like junior, middle and senior management categories belonging to different functional areas like production, sale, finance, human resource, computer specialisation of manufacturing and service sector were identified as the final sample of the study. The sample have been collected from government, public sector and private sector of both Indian and Multinational organisations located in Chennai and in different parts of Tamil Nadu and Bangalore. A good response was obtained from manufacturing sector as compared to service sector.

In this study, convenient sampling was adopted considering the availability and approachability of executives for the purpose of data collection efforts. The most common form of non-probability sampling is convenience sampling where the sample is chosen primarily on the basis of their availability and willingness to respond.

After obtaining necessary permission from concerned authorities of organisations a total of 500 questionnaires were distributed through personal contacts and mailed to respondents. The 312 questionnaire were received but only 257 questionnaires were complete in all aspects and they are used for the study. The questionnaires which were incomplete or
partially filled are not used for statistical purposes. Therefore, they were discarded in the study.

1.15 RESEARCH INSTRUMENT

The structured questionnaire was used for collecting primary data in the present study. It has three sections.

Section – A

It contains statement on emotional intelligence on 5 point scale.

1. Emotional Intelligence Scale

Emotional competence Inventory2.0 was used to determine the emotional intelligence of business executives of organisation.

It contains four dimensions of emotional intelligence i.e, self-awareness, self-management, social awareness and relationship management. It is measured in 64 statements which are presented in Likert Five point scale (Statements 1-64). They are

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub Dimensions</th>
<th>Statement Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self – Self-Awareness</td>
<td>1-11</td>
</tr>
<tr>
<td>2</td>
<td>Self – Self-Management</td>
<td>12-33</td>
</tr>
<tr>
<td>3</td>
<td>Social Social Awareness</td>
<td>34-43</td>
</tr>
<tr>
<td>4</td>
<td>Relati Relationship Management</td>
<td>44-64</td>
</tr>
</tbody>
</table>

Section – B

It contains three variables namely work attitudes, work behaviour and work outcomes.

1. Work Attitudes

To assess the work attitudes of executives, four variables namely Organisational Commitment, Career Commitment, Job Involvement and Job Satisfaction are considered.

1.1 Organisational Commitment
Organisational commitment of executives was measured in fifteen statements and it is presented in Likert type seven point scale (Statements 38-53). They are

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Sub Dimensions</th>
<th>Statement Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Affective Organisational Commitment</td>
<td>38-45</td>
</tr>
<tr>
<td>2</td>
<td>Continuance Organisational Commitment</td>
<td>46-53</td>
</tr>
</tbody>
</table>

1.2 Career Commitment

Career commitment scale of Blau (1993) contains 10 statements which are presented in Likert type five point scale (Statements 1-10).

1.3 Job Involvement

It is assessed based on 10 items scale developed by Kanungo (1982) on seven point scale (Statements 23-32).

1.4 Job Satisfaction

Job satisfaction measure of Tsui et al. (1992) contains six statements and it is presented in Likert five point scale (Statements 17-22).

2. Work Behaviour

The variable altruism is measured using three items developed by Podsakoff and Mackenzie (1989) and it is presented in Likert type five point scale (Statements 14-16).

3. Work Outcomes

The work outcomes are measured through two variables namely job performance and withdrawal intentions from organization.

3.1 Job Performance

Job performance is measured based on a five item scale developed by Pearce and Porter (1986) and it contains five statements in Likert Seven point scale (Statements 33-37).
3.2 Withdrawal Intentions from Organisation

It was measured through the scale developed by Mobley et al in 1978. It is measured in three statements which is presented in Likert five point scale. (Statements 11-13).

Section C

It contains biographical profile of executives. It was compiled to obtain information on gender, educational level, language, management level, year of service with present organisation, previous experience and so on. It also elicits job related information, their opinion and comments on personnel policies of organisation and on work environment.

1.16 SCORING PATTERN

Section – A

It consists of emotional intelligence variables in five point Likert type scale starting from strongly disagree to strongly agree covered in sixty four statements. The weights assigned to calculate the global score on each variable are as follows.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Particulars</th>
<th>Score Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree with the statement</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statement</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree Nor Disagree with the statement</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Agree with the statement</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree with the statement</td>
<td>5</td>
</tr>
</tbody>
</table>

Section – B

It includes career commitment, withdrawal intentions from the organisation, altruistic behaviour and job satisfaction variables starting from strongly disagree to strongly agree. The following weights are assigned to calculate global score on each variable.
<table>
<thead>
<tr>
<th>S. No</th>
<th>Particulars</th>
<th>Score points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree with the statement</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statement</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Neither Agree Nor Disagree with the statement</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Agree with the statement</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree with the statement</td>
<td>5</td>
</tr>
</tbody>
</table>

Job involvement, Job performance and Organisational commitment variables are measured in Likert seven point scale starting from strongly disagree to strongly agree. The weights assigned to calculate the global score on each variable are given below.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Particulars</th>
<th>Score Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree with the statement</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statement</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Slightly Disagree with the statement</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Neither Agree Nor Disagree with the statement</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Slightly Agree with the statement</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Agree with the statement</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Strongly Agree with the statement</td>
<td>7</td>
</tr>
</tbody>
</table>

The statement 1, 5, 7, 8, 10, 41, 43, 45, 46 and 49 are negatively worded to test the accuracy responding of questionnaire by executives. Therefore, the scoring was reversed to measure the correct score for the above mentioned negative statements.

Average mean score is calculated on the basis of dividing the total score on each variable by the number of statements represented in each variable.

**1.17 VALIDATION OF THE TOOL**

While evaluating or formulating a specific instrument, reliability and validity are two of the most important aspects to be considered. Reliability and validity are the statistical criteria used to assess whether the research provides a good measure. Reliability refers to the dependability of a measurement instrument, that is the extent to which the instrument yields
the same results on repeated trails (Babbie and Mouton, 2001). Reliability is concerned with the consistency of the particular instrument, while validity is concerned with systematic or consistent error. There are three fundamental methods that are accepted for assessing the reliability of a measurement scale, test – retest, internal consistency and alternative forms. The foremost ways to estimate the validity of the measurement are content validity, concurrent validity and construct validity. (Booth, 1995).

The researcher tested the validity of the tool with the executives belonging to different organisations in Chennai and to academicians in the field of commerce and management from the angles of “Clarity in comprehension and consistency of ideas”. To ascertain the content validity of the tool the comments and opinion received from executives and academicians were incorporated and the content validity of the test has been well established. Prior to the collection of final data for the study the questionnaires were pre-tested for their easy understandability, accuracy and verifiability. To gather all the information needed, pilot survey was carried out on 55 business executives from banking, IT, manufacturing and retail sector from Chennai to check its construct validity.

The Cronbach’s alpha reliability coefficient test of reliability was employed to test the reliability of the instrument. The Cronbach’s alpha reliability coefficient is described as an arithmetical coefficient of reliability (Babbie and Mouton 2001). The Cronbach’s Alpha coefficient test is performed and the results are as follows:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Scale</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Emotional Intelligence Competence Scale</td>
<td>.770</td>
</tr>
<tr>
<td>2</td>
<td>Work Attitudes</td>
<td>.818</td>
</tr>
<tr>
<td>3</td>
<td>Work Behaviour</td>
<td>.665</td>
</tr>
<tr>
<td>4</td>
<td>Work Outcomes</td>
<td>.693</td>
</tr>
</tbody>
</table>

The above reliability co-efficient are found to be satisfactory. Therefore, the final version of the questionnaire was prepared and it is used for the study.
1.18 FRAME WORK OF ANALYSIS

A Statistical Package for Social Sciences (SPSS) 18 version is used to analyze the data. The collected data are analysed by using the following statistical tools. Mean and standard deviation are calculated for overall analysis. One way ANOVA (F-test) and t-test are used to trace out the significant differences and association of attributes among executives on emotional intelligence, demographic and job related variables. It is also used to identify the significant differences among work attitudes, work behaviour, work outcomes, demographic and job related variables.

Multiple correlation has been adopted to identify the inter correlation among the emotional intelligence, work attitudes, work behaviour and work outcomes of business executives of organisation. Multiple stepwise regression has been applied to find out the impact of emotional intelligence on work attitudes, work behaviour and work outcomes.

Factor analysis is applied to trace out factors which could contribute for organisational performance. The cluster analysis has been used to group the executives based on their opinion towards emotional intelligence, work attitudes, work behaviour and work outcomes. Discriminate analysis has been applied to find out the important discriminating variables among the executives of different groups.

1.19 LIMITATIONS OF THE STUDY

The followings are the limitations of the present study.

1) The main objective of the study is to examine the relationship between emotional intelligence and work attitudes, work behaviour and work outcomes. Hence, this study does not focus on individual organisation.

2) The findings concerning implications for the general population of executives as whole in India should be interpreted with caution since the sample size is 257.
1.20 CHAPTER SCHEME

This study is presented in six chapters. The first chapter deals with introduction and research design. The introduction part includes the concept of emotional intelligence, work attitudes, work behaviour, work outcomes, statement of the problem, scope of the study, objectives of the study, hypothesis, methodology, sampling frame, research tool, period, frame work of analysis and limitations of the study.

The second chapter covers the history of emotional intelligence, models of emotional intelligence, concept of study variables namely organizational commitment, career commitment, job satisfaction, job involvement, altruism, job performance and withdrawal intentions from the organisation.

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

An analysis of demographic profile of executives and an analysis of relationship of emotional intelligence with demographic and other job related variables have been presented in the fourth chapter. It also includes analysis of opinion of executives on work attitudes, work behaviour, work outcomes with the influence of demographic and other job related variables.

The fifth chapter gives an outline about the factors influencing emotional intelligence, work attitudes, work behaviour and work outcomes. The relationship between emotional intelligence and work attitudes, work behaviour and work outcomes are also dealt in this chapter.

The final chapter contains summary, findings, implications of the study, suggestions for further research and conclusion.

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26. www.datserconsulting.com


48. Ibid.
59. Jones, J. (2000). *The Impact of Hospital Mergers on Organizational Culture, Organizational Commitment, Professional Commitment, Job Satisfaction and Intent to Turnover on Registratioral Nurses on Medical, Surgical Hospital Units; State University of New York.


