

Published in Singh, S. (Ed.) (2002). *High performance organizations:Key Issues and Strategic Alternatives(pp.85-103)*. New Delhi: New Age.

Emotional Intelligence for High Performance

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The paper is prepared for presentation in the National Seminar on Creating and Sustaining High Performing Organizations held at Indian Institute of Management Lucknow on April 15-16, 2000.

Preparation of this paper is supported by Seed Money Research Grant SM-87 titled Development and Standardization of Emotional Intelligence Test of Indian Institute of Management Lucknow.

Abstract

Enhancing the performance of individual and organizational systems is concern of one and all. Performance depends on many factors and can be enhanced through several means. Behavioural Scientists advocate emotional intelligence as one of the routes to high performance. Emotional intelligence as proposed by Peter Solvey and Daniel Goleman consists of five dimensions: Self Awareness, Self Regulation, Ability to Motivate Oneself, Empathy and Social Skill. In this paper, it has been argued that emotional intelligence is not a new construct but it has integrated many already existing constructs into one framework so as to make the study of affective processes involved in individual behaviour and work more comprehensive. It has also been argued that like individuals, organizations also have their own personality and emotional intelligence. Emotional intelligence of organizations also has similar dimensions. Emotionally intelligent organizations are aware of their strength and weaknesses, they are able to quickly adjust to demands of the environment, they persist in their core competence areas, venture into those areas where they feel confident, initial set-backs are taken as feedback. Emotionally competent organizations are sensitive to their customer expectations and successfully transact business with other organizations. Further, it has been demonstrated through empirical studies that various components of emotional intelligence positively impact performance. Emotional intelligence of leaders also influences organizational climate. The one thing common in emotional intelligent individuals and organizations is flexibility or organic nature, which includes seeking feedback and learning to update itself continuously. The paper also argues that emotional intelligence incorporates a bunch of competencies that can be developed through learning efforts.

Emotional Intelligence for High Performance

Shailendra Singh

Enhancing the effectiveness of personal and organization systems has been concern of one and all. Parents want their children to do well in their examinations. Teachers want their students to excel in their lives and their career. School administrators want that their faculty members to excel in their class-rooms and their schools to excel in terms of better exam results, better student placements, better satisfaction of stake holders, i.e., parents, community, local Government, federal Govt. etc. Industrial enterprises want their employees to do their best and excel in the levels of their performance, shareholders want excellent return on their investment, and enterprises also want their customers to be highly satisfied. Similarly, hospital administrators want their doctors to excel in their fields, maximum patient recovery and satisfaction. This list may go on and on. My aim is to emphasize that effectiveness and high performance are dear to all. As a behavioural scientist I am also interested in the dynamics of high performance of individual and organizational systems.

Our initial work on learned helplessness (Singh & Misra, 1985), self-efficacy (Singh,1985), executive stress (Singh, 1990) were also attempts in the same direction, i.e. understanding the dynamics of sub-optimal performance and to suggest measures to remove barriers to high performance (Singh, 1997; Singh & Shukla, 1998). The common themes in the constructs of helplessness, low self-efficacy, and stress are: chronic negative feeling and belief of loss of control. These two components interacting together lead to low or sub-optimal performance, frustration, hostility, and depression. Interventions of empowerment and mentoring programmes have been suggested to remove barriers to high performance and to manage negative feelings of frustration, hostility and depression.

My attraction to emotional intelligence construct is only logical extension of my previous interest. Emotional intelligence construct meaningfully integrates my previous work on learned helplessness, self – efficacy, and executive stress. Emotional intelligence can be a factors in

stress resistance and health and likely to contribute positively to performance. In this paper, following points have been examined:

- What is Emotional Intelligence?
- Which constructs are fore – runners of Emotional Intelligence?
- How does Emotional Intelligence influence individual behaviour and performance?
- How does Emotional Intelligence impact organizational behaviour?
- Are there Emotionally Intelligent Organizations?
- Can we develop Emotional Intelligence?

Let us examine what is Emotional Intelligence?

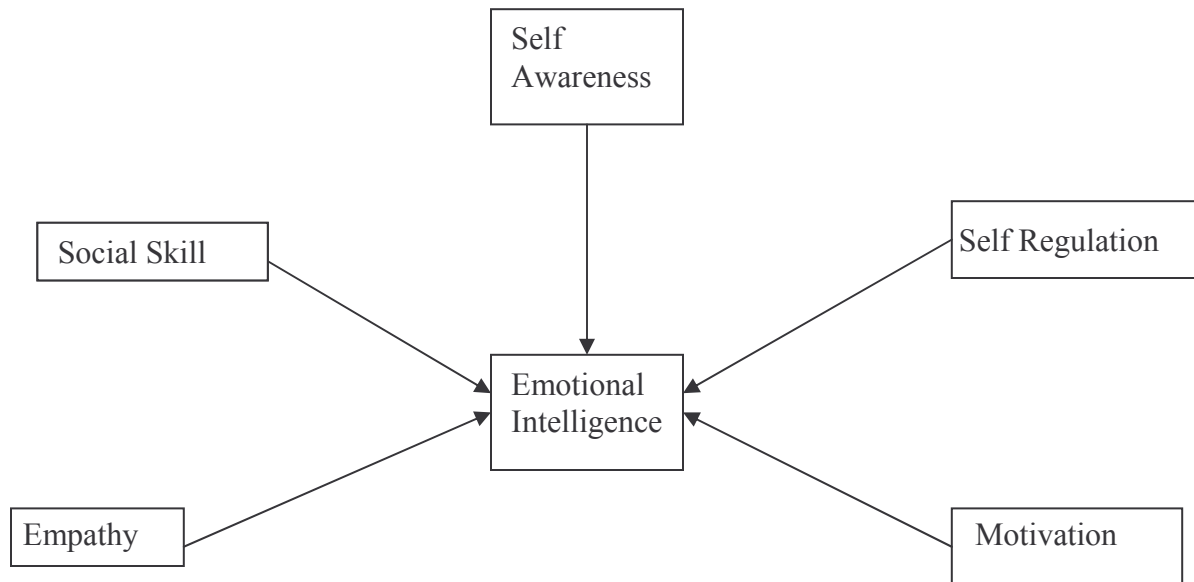
What is Emotional Intelligence?

Traditionally we have been emphasizing cognitive intelligence of academic kind including two components – verbal, mathematical and logical. The whole academic training is geared towards enhancing achievements reflecting only cognitive intelligence and emotional dimension of personality is consciously suppressed. Importance of emotional domain has been recognised only recently.

While describing what is emotional intelligence, Goleman (1998) states that one thing common among all the effective leaders is what is known as emotional intelligence. He emphasized that IQ and technical skills are important but they serve as only entry level requirements for executive positions. Without emotional intelligence a leader can't be a great leader despite having best training in the world and possessing a great quality mind.

Mayers, Dipaolo, and Salovey (1990) were the first to use the term 'emotional intelligence'. They have defined emotional intelligence in terms of being able to monitor and regulate one's own and others' feelings, and to use feelings to guide thought and action. They suggested 5 components of emotional intelligence: (a) Knowing one's emotions, (b) managing emotions, (c) motivating oneself (d) recognizing emotion in others, and (e) handling relationship.

Goleman (1995) has broadly followed the same conceptualization but has rephrased some of the components. Goleman terms these dimensions as : (a) Self – awareness (b) self – regulation, (c) motivation, (d) empathy, and (e) social skills.



(a) Self - Awareness

Understanding and recognizing of one’s emotions, mood, drives, strengths and weakness as well as their effects on other. A person with very high self-awareness is neither overly critical nor unrealistically optimistic. They are just realistic and honest to themselves and others. People high on this component display high self-confidence, realistic self-assessment, and comfortably laugh at their own mistakes.

(b) Self Regulation

This is an ability to control or redirect negative impulses and moods. This ability protects people from becoming passion slaves. Persons high on this characteristics may be thoughtful, reflective, comfortable with ambiguity and change. They are likely to be trustworthy. They will be able to comfort themselves better in face of stress.

(c) Motivation

This includes the tendency to set high goals and find meaning in work, and to persist beyond the call of duty. Even initial setbacks don't deter them pursue their adventure. People high on this dimension have strong need to achieve. They are optimistic and highly committed to their organizations.

(d) Empathy

This refers to sensitivity to the needs of person and environment and ability to respond the people according to their emotional needs. People with high empathy will be good listeners, counselor and coach. They will be able to understand customers perspective better and will be comfortable in working with diversity issues.

(e) Social Skill

This includes ability to manage relationship and to establish networks. People high on this dimension are comfortable in cultivating friendship with purpose of changing their behavior in desired direction be it negotiating a deal or generating consensus on a controversial issue.

Goleman (1998 b) further pointed out the nature of emotional intelligence.

- (1) **Independent:** Each dimension of emotional intelligence makes a unique contribution to job performance / behaviour.
- (2) **Interdependent:** Each dimension is related with each other with many strong interactions.
- (3) **Hierarchical:** The emotional intelligence capacities serve building block to each other. For example self-awareness is pre-condition for self-regulation and empathy. Similarly

self-awareness and self-regulation influence motivation. Lastly first four contribute to social skills.

- (4) **Emotional Intelligence is necessary but not sufficient condition:** Having emotional intelligence capacities don't guarantee demonstration of associated competencies on the job. Job performance may be dependent on organizational climate, incentive to perform and many other factors.
- (5) **Generic:** The general list is applicable to all the jobs. However, different job may require different set of emotional competencies.

Fore-runners of Emotional Intelligence

Gardener (1983) has proposed the concept of multiple intelligence. This model included 7 key varieties (a) verbal, (b) mathematical, (c) spatial capacities (seen in artists and architects, (d) kinesthetic abilities (seen in sports), (e) musical abilities, and two personal abilities, namely, (f) interpersonal and (g) intra-personal abilities. Gardener (1993) has further elaborated on the personal intelligence.

“Interpersonal intelligence is the ability to understand others people: what motivates them, how they work, how to work cooperatively with them. Successful sales people, politicians, teachers, clinicians and religious leaders are likely to be individuals with high degree of interpersonal intelligence. ..Intra-personal intelligence is a correlative ability, turned inward. It is a capacity to form an accurate veridical model of oneself and to be able to use that model to operate effectively in life.”

Argyris (1962) explored the concept of interpersonal competence and related the same with organizational effectiveness. The objective of the study was to help an organization to increase its administrative competence. The administrative competence of an organization subsumes two separate components: They are intellectual, rational and technical competence and interpersonal competence. The former deals with things and ideas and the later with people.

In explaining the arts of interpersonal competence he explicitly talked about descriptive non-evaluative feedback, awareness, acceptance of self and others, empathy and trust in relationship.

Seligman's construct of learned helplessness (1975) and more recently learned optimism (1991) are related with emotional intelligence. The central thesis of learned helplessness theory is – that lack of perceived control leads to learned helplessness – a syndrome of cognitive, motivational, and emotional deficit produced by learning that events are not under personal control. Learned optimism is obverse of learned helplessness. Where individuals believe that there is hope to do better next time, hence do not quit in face temporary setbacks.

Four Constructs : Locus of control (Rotter, 1966), self – efficacy (Bandura, 1977) hardiness (Kobasa, 1979) and sense of coherence (Antonovsky, 1979) have been studied in connection with stress and found to be negatively related with stress. These four constructs also incorporate sense of control as a core construct. Sense of control over the environment generates belief in the person that he can do something in the situation of crisis, hence optimism.

Cattell's (1946) 16 Primary Personality factors have factors like Affected by feeling – Vs Emotionally stable, Expedient Vs conscientious; Trusting Vs suspicious; Self assured Vs apprehensive, Relaxed Vs tense. These are included in emotional intelligence construct also.

The Big Five personality factors model (Nornan, 1963) has attracted maximum attention of researchers and claimed to be valid measure of personality. This also includes factors similar to emotional intelligence. Briefly the big five factors are :

Extroversion: Sociable, talkative, assertive.

Agreeableness: Good-natured, cooperative and trusting.

Conscientiousness: Responsible, dependable, persistent and achievement, oriented.

Emotional Stability: Calm, enthusiastic, secure (Positive) nervous, insecure, and depressed (negative).

Openness to Experience: Imaginative, artistically sensitive, and intellectual.

Thus it can be safely concluded that emotional intelligence is not a totally new concept. This construct has beautifully integrated several concepts already applied in self and interpersonal domains. The label 'emotional intelligence' or 'emotional competence' has intuitive appeal among common masses and management practitioners, hence has attracted the attention of much bigger segment of population. But there is no denying fact that integrating so many scattered constructs in single unified framework has enhanced the practical utility of the emotional intelligence or interpersonal competence.

Emotional Intelligence and Individual Behaviour /Performance

Let us discuss how does emotional intelligence influence individual behaviour? Since emotional intelligence in its present form is a new concept, not many studies are available showing direct linkage between emotional intelligence and behaviour. We shall examine the relationships through linkage between components of emotional intelligence and performance. Here we shall focus on abilities such as being able to motivate oneself and persistence in face of failure, to control impulses and delay gratification, monitor one's mood and to soothe oneself in face of distress experience, to empathize, and to hope.

The Marshmallow Test

Mishel and colleagues(Shoda, Mischel, & Peake,1990) initiated an experiment, popularly known as Marshmallow Test on four year olds to examine the strength of ability to restrain the emotions and so delay immediate gratification of needs. The experimenter told the children, 'if you will wait until he returns, you can have two marshmallows. If you can't wait, until then, you can have only one – but you can have it right now'. These children were tracked later when they were passing high school. Those who had waited were more socially competent: personally

effective, assertive, better in frustration tolerance. They were able to handle challenging situations and persisted on them in face difficulties. They were self reliant, trust worthy, dependable. They still preferred to work for long term goals and delayed gratification.

The students who could not resist the temptation of immediate gratification were relatively less decisive, lacked initiative, easily upset by frustration resentful for not getting their due, prone to jealousy and envy and were still not able to control their impulses. From this study Mischel concluded 'goal directed, self imposed delay of gratification' is perhaps at the core of emotional self-regulation.

It gives ample evidence that persons with high degree of impulse control can do well in life. It is a matter of satisfaction that Asian in general and Indian in particular seem to be quite high on this dimension of emotional intelligence, as they are able to persist for long term goals and postpone their need gratification. Many managers and administrators have risen to the heights of excellence from very modest beginning supports this point.

Seligman (1991) conceptualizes optimism in terms of how people explain causes of their success and failure to themselves. Optimists see a failure caused by something that can be changed, i.e., within internal control and unstable, so that they can succeed next time. Pessimists attribute causes of failure to lasting factors (i.e. internal and stable, i.e. ability), so they are hopeless to do any better in future. These differing attributions have strong impact on how people react to life. Seligman's study on University Freshman showed that optimism score was better predictor of academic grade of Freshman year than their SAT scores or high school grades.

Henry, Martinke, and Pierce (1993) studied relationship between attribution and performance in a computer science course. Students were requested to complete a questionnaire that asked them to make casual attributions for their performance in the course and to interpret these causes along internal – external, stable – unstable and global vs specific dimensions. Students with an optimistic attribution style, performed better in the course than did those with pessimistic attribution style.

Relationship between Sales Productivity and Optimism has been extensively studied in different industries. The results clearly indicate that optimists outdo their pessimists counter-parts in almost all the industries(www.foresightonline.com,2000)

Relationship between Optimism and Sales Productivity

Industry	Performance
Insurance	<ul style="list-style-type: none"> ● Optimistic Sales agents outsell the pessimists by 37% ● Extremely optimistic agents outsell the extreme pessimists by 88% ● Pessimistic agents are twice as likely to quit as optimists ● Extreme pessimists are three times more likely to quit than extreme optimists
Real Estate	<ul style="list-style-type: none"> ● Optimistic Sales agents outsell the pessimists by 33%
Automotive	<ul style="list-style-type: none"> ● Optimistic Sales agents outsell the pessimists by 20% ● Optimistic managers outsell the pessimists by 27%
Telecommunication	<ul style="list-style-type: none"> ● Optimistic salespeople outsell the pessimists by 29% ● Extremely optimistic salespeople outsell the extreme pessimists by 39%
Office Products	<ul style="list-style-type: none"> ● Optimistic Salespeople outsell the pessimists by 19%
Banking	<ul style="list-style-type: none"> ● Top performing salespeople are 25% more optimistic than below average performers
Customer Service	<ul style="list-style-type: none"> ● Top performing representative are 50% more optimistic than below average performers

Similarly, self-efficacy – the belief that one has capability to deal with any challenge in life as they come up influences performance. Developing any kind of competency enhances person’s sense of self-efficacy in that particular area. Persons with higher sense of self-efficacy will have more confidence in succeeding on the tasks. So in difficult situations, people with low self-efficacy may reduce their effort or quit the task altogether while those with high self efficacy will

try harder to master the challenge (Gist & Mitchell, 1992). Persons with high self-efficacy deal with negative feedback through enhanced effort and motivation, whereas persons with low self-efficacy likely to reduce their effort and involvement in face negative feedback. (Bandura & Corvone,1986).

Barrick and Mount (1991) investigated the relation of the 'Big Five' personality dimensions (Extraversion, Emotional Stability, Agreeableness, Conscientiousness, and Openness to experience) to three job performance criteria (job proficiency, training proficiency, and personal data) for five occupational group : professionals, police, managers, sales, skilled and semi-skilled. Results showed that one dimension of personality, conscientiousness, showed consistent positive relationship with all performance criteria for all occupational groups. Conscientiousness is part of self regulation dimension of emotional intelligence. For rest of the personality dimensions, estimated true score of correlations varied across occupational type. Extraversion was valid predictor for two occupation requiring social interaction, managers and sales (across criterion type). Similarly, openness to experience and extraversion were valid predictors of training proficiency. Similarly, other meta-analytic study (Tett elal, 1991) showed positive association between performance and four dimensions of Big Five : Extraversion, openness, agreeableness, conscientiousness. The fifth factor neuroticism was negatively related with performance. Dimensions of Big Five Factor are quite similar to emotional intelligence incorporating intrapersonal and interpersonal skills, hence broadly supportive of emotional intelligence- performance relationship.

Role of empathy is too obvious to be brushed aside. (As a saying goes 'Ja ke pair na fate bevai, so kya janne peer parai' The bearer knows where shoe pinches). It means one has to be sensitive to understand the pains of other. In order to grasp what has not been said from what has been said requires empathy. Listening and effective communication builds on foundation of empathy. Establishing any kind of meaningful relationship requires empathy. Trust builds on empathy. Leaders need to be empathic to be in touch with their subordinates. Counseling, teamwork and project work can not progress smoothly if partners don't have empathy.

Empathy also help developing better customer orientation. People with high empathy will be able to take the perspective of customers easily and will be able to serve the customers

better. People with high empathy will be comfortable in working with people of diverse culture. Persons with high empathy will also be able to serve as better coaches and mentor and help companies retain talents.

Ridway and Sharpley (1990) examined the role of empathy was in counseling performance and a positive relationship was reported between affective empathy and counseling effectiveness . Similarly another study(Cui & Awa,1992) of intercultural effectiveness –which integrated 5 dimensions including: language and interpersonal skills and cultural empathy was found to be positively related with performance.

Social skill is top most block of emotional intelligence structure. If the foundation is sound only then the structure and top floor will be strong. If a person understands himself and others and regulates his emotions and behaviour for attaining long term goals, shows exemplary motivation, understands needs and aspirations of his people shows empathy, only then he will be able to influence his people in the desired direction. A leader needs social skill most. In order to be successful, leader understands his strength and limitation, feels secure, confident, controls his impulses, communicates his vision, demonstrates motivation, shows empathy, leads from the front. A leader who can not communicate with his people, who does not show empathy, who does not know his strengths and limitations or is insecure, he is doomed to fail.

Emotional Intelligence and Organizational Behaviour

In organization behaviour model emotional intelligence may be treated as personal level independent variable, job satisfaction, job involvement, organizational, employee turnover, job performance, in term of goal accomplishment i.e. customer service, patient recovery and satisfaction, sales made, units completed etc can be treated as outcome or dependent variables. Organizational rule regulations organization eliminate, organization design, technology can be treated organization level independent variables. On the basis of theory of emotional intelligence, we are making certain proposition.

Before presenting propositions, some empirical studies on emotional intelligence and other variables in OB model has been examined.

Leslie and Velson, (1996) conducted a study to identify characteristics which differentiated successful managers from derailed managers. The characteristics that distinguished were mostly components of emotional intelligence : self control, conscientiousness, trustworthiness, social skills, and building bonds and leveraging diversity.

Trust – an essential component of emotional intelligence have been studied in relations to health (Williams,1989). The findings suggest that chronic mistrust and accompanying feeling of hostility may damage the human heart and can lead to a fatal heart attack. The core strategy to prevent stress, Williams suggests is to build more trust in life and work. Trust has also been found contribute positively to group effectiveness, enabling members to openly express feelings and differences and reduces the tendency of sabotage and defensiveness.

Rousseau (1991) examined the relationship between organizational culture and community fund raising success. Security oriented normative beliefs were negatively related to both fund raising success and to staff attitudes. He found team oriented norms were positively related to staff attitude. Results also suggested that effective performance was associated with employee empowerment. Therefore, it can be said that climate of team-work and empowerment, components of emotional intelligence contribute positively to performance.

Organizational Climate and Leadership

Recently Goleman (2000) examined the relationship between dimensions of climate and six leadership styles. The leadership styles included in the study were coercive, authoritative, affiliative, democratic, pace-setting and coaching. The six climate dimensions included in the study were: flexibility, responsibility, standards, rewards, clarity and commitment. Overall climate score was also derived. On the basis of his analysis, he concluded authoritative leadership style had most positive impact on the climate, but three other styles affiliative, democratic, and coaching followed closely. He concluded that no style should be relied on exclusively and all had at-least short-term uses. In order to link leadership styles with emotional

intelligence, the researcher had further examined what went actually within the label of each leadership style. Emotional Intelligence base of each style is given below:

Leadership Style	Emotional Intelligence Base
1. Coercive	Desire to Achieve, Initiative and Self Control
2. Authoritative	Self Confidence, Empathy, Change Catalyst
3. Affiliative	Empathy, Building Relationship, Communication
4. Democratic	Collaboration, Team Leadership, Communication
5. Pace-Setting	Conscientiousness, Dive to achieve, Initiative
6. Coaching	Developing others, Empathy, and Self-awareness

The two dimensions of the leadership: coercive and pace-setting had negative relationship with overall climate.

We have identified some evidence as to how emotional intelligence is related with personality and climate. Since this construct is still evolving more studies are needed to firm up contribution of emotional intelligence. However, on the basis of available trend, following propositions can be made:

Persons with high Emotional Intelligence will be:

- more satisfied with work and life than their counter-parts with low emotional intelligence;
- persist longer, work harder than their counterpart with low emotional intelligence;
- able to adapt to change more quickly;
- demonstrate better organisational citizenship behaviour;
- better suited to jobs primarily requiring inter-personal competence;

- better team-players;
- less vulnerable in face of stress experience;
- contribute to organizational climate more positively; and
- able to work with diverse nature of work force.

Are there Emotionally Intelligent Organizations?

Brown and Gray (1995) emphasized two characteristics instilling enthusiasm and commitment in creating a winning company. They further asserted that these two characteristics can be earned but not forced. Emotional intelligence comes into play in winning enthusiasm of people and commitment. In order to harness human capital of organizations into performance, it requires well placed social capital i.e., configuring interaction of people who possess knowledge and expertise. If the people in organization do not get along well, cannot work in team, if they lack initiative or any other emotional skills, organization's emotional intelligence will be considered low.

On the contrary, the organizations that are able to use their people's knowledge and expertise by instilling enthusiasm and commitment can be considered high on emotional intelligence. How the organization values its human resources goes a long way in creating emotional intelligent organization. A glimpse of what emotionally intelligent organization means, can be seen from results of basic human resource management practices, shared by outstanding companies (Fitz-Enz, 1997).

1. A balance between the human and financials side of company agenda
2. Organizational commitment to a basic strategy
3. Initiative to stimulate improvements in performance

4. Open communication and trust building
5. Building Relationship inside and outside that offer competitive advantage
6. Collaboration and support of sharing resources
7. Innovation, risk taking and learning together
8. Passion for competition and continuous improvement

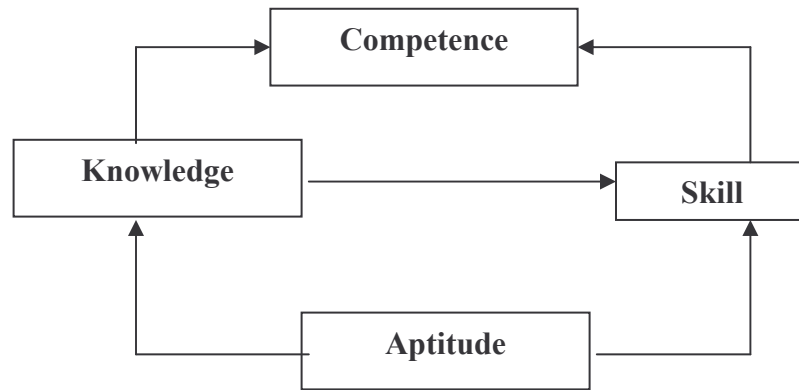
It is not surprising to observe that organizations have profile of emotional intelligence similar to that of individuals. Since organizations are also living entities they have their own personalities generated through a web of interactions of people other environmental factors. Knowledge of its own strengths and weaknesses, ability to regulate and change according to environmental demand, ability to foresee changes in the environment, ability to impact the environment through its initiative, risk taking and innovation, ability to collaborate and having open communication, trust building etc., are quite similar to what we find in the profile of individual emotional intelligence. The whole description of emotionally intelligent person or organization systems involves the concept of flexibility or organic nature at its core.

The organizations that consider the human resource as the ultimate resource and try to nurture the same in such a way that maximum synergy can be produced in human efforts, generate high performance. Such organizations will definitely able to raise commitment and enthusiasm of people employed with them. Good organizational processes also generate confidence in the persons. If commitment and confidence have been acquired, path to develop competence becomes smooth.

Can it be Learnt?

Unlike IQ, emotional intelligence is not static. It can be learned and developed although the process of its development is quite difficult. Sustained effort in direction of learning and change will definitely bring the change. Here is a frame-work of competence (McKnight, 1991):

Fig. 1. Competence Framework



(Adopted from McKnight, 1991)

This framework suggests that competence is a function of training, education, and skills which person develops over time. It also depends on some innate qualities of the person, which can be developed. Innate quality helps person to acquire knowledge and skills faster. Some amount of knowledge is must for a person to become emotionally intelligent. Knowledge also directly influences skills. Thus, competence is composite of knowledge, skill and aptitude. In order to develop emotional competence, learning programmes must consider to incorporate knowledge as well as practice inputs. Only practice inputs under able guidance help persons developing skills.

In order to develop emotional intelligence, first one has to unlearn old dysfunctional habits through creative destruction and acquire new set of behaviour. Lewin's (1951) famous model of behaviour change: de-freezing – developing and experimenting with new behaviour and re-freezing the newly found behaviour and experimenting with new behaviour with highest proficiency levels can be followed. T-Group or learning group methodology can be employed for acquiring emotional intelligence. Apart from T-Group methodology, instrumentation, behaviour modeling and coaching and mentoring may also be useful for developing emotional intelligence and inter-personal skills. Elaboration of each technique is beyond the scope of this paper. We can simply illustrate the process through which learning can be integrated:

Figure 2 about here

The process demonstrated here suggests that person's competence as per job requirement may be assessed. If there is clear-cut need for certain competencies to be developed, person may be given feedback. Persons can be motivated to learn and person's readiness to develop competencies can be assessed. Once person is ready, goals can be set for learning. The management may communicate its expectations clearly. The person then actually works for learning. Old habits die-hard, the learner may lose patience, this is where role of HRD Professionals, counsellors becomes critical. The person developing his own competence needs support, HRD Professionals need to extend all the help and support, and provide feedback about the progress of learning. They need to recognize and reward the newly acquired competence. This will go a long way in strengthening the newly acquired competencies and finally make the assessment of change in the profile of emotional competence.

Limitations

Here a very rosy picture have been painted that everything will be good and individuals and organisations will live happily ever after if they develop emotional intelligence. Here, it is emphasized that emotional intelligence do contribute to individual and organizational performance, but it is not passport to success, if technical and cognitive competence of individual and organizations are not present even at the threshold level. Further, emotional intelligence cannot cure any problem that arises because of external forces beyond the means of the persons or organizations. Definitely emotional intelligence helps person or organization to cope with the environmental upheavals. Further it will not be out of place to caution that emotional competence should be used ethically in the best interest of the organization. Using emotional competence to manipulate the behaviour of people will be self defeating in the long run.

Conclusions

Performance of persons and organizations depends on many factors and can be enhanced through several means. Behavioural Scientists advocate emotional intelligence as one of the routes to high performance. Emotional intelligence as proposed by Peter Salovey and Daniel Goleman consists of five dimensions: Self Awareness, Self Regulation, Ability to Motivate Oneself, Empathy and Social Skill. In this paper, it has been argued that emotional intelligence is not a new construct but it has integrated many already existing constructs into one framework so as to make the study of affective processes involved in individual and interpersonal behaviour and work more comprehensive. It has also been argued that like individuals, organizations also have their personality and emotional intelligence. Emotional intelligence of organizations also has similar dimensions. Emotionally intelligent organizations are aware of their strength and weaknesses, they are able to quickly adjust to demands of the environment, they persist in their core competence areas, venture into those areas where they feel confident, initial set backs are taken as feedback. Emotionally competent organizations are sensitive to their customer expectations and successfully transact business with other organizations. Further, it has been demonstrated through empirical studies that various components of emotional intelligence positively impact performance. Emotional intelligence of leaders also influences organizational climate. The paper also argued that it is a bunch of competencies that can be developed through learning efforts.

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Fig.2. Framework of EI Competence Building

