

The Role Of Personal Competencies To Reinforce Emotional Intelligence: An Empirical Study

Meera Jyothirmai K

Research Scholar, GITAM Institute of Management,
Visakhapatnam, Andhra Pradesh, India

Dr. Satish Kumar R

Associate Professor, School of Management Studies,
Maharajah's Post Graduate College, Vizianagaram, AP, India

Dr. Sowdamini T

Assistant Professor, GITAM Institute of Management,
Visakhapatnam, Andhra Pradesh, India

ABSTRACT

Emotional intelligence plays a key role and it is more vital than any other human capital asset in organizations. As the pace of work greater demands individual competencies, EI is the centrality of the substance of the individual or group for their effective management. Indeed, fitting new insights into people's neural and emotional circuitry, EI accounts for 85 to 95 percent of the success of organizational leaders. Since majority of the concerns in organization involve people in different job roles, the competencies possessed by the people will have a bearing on the extent to which they can actualize their emotional intelligence. The aim of the paper sets out to examine the relationship between the emotional intelligence and personal competencies of executives' in Pharmaceutical companies in and around Visakhapatnam. A sample of 120 self-administered questionnaires were distributed, focus on emotional intelligence (dependent variable) and the four dimensions of personal competencies of People Management, Team Orientation, Problem Solving and Communication. The test results revealed that emotional intelligence has a significant relationship with the competencies of people management, team orientation, problem solving and the competency of communication is found not positive association with the EI in executives. The above findings can help us to conclude that executives of pharma companies perceived the focus on personal competencies is inevitable for the existence and sustenance of emotional intelligence.

Keywords: Emotional intelligence, People management Team Orientation, Problem Solving, Communication.

INTRODUCTION

Look deeply at almost any factor that influences organizational effectiveness, the emotional intelligence have a practical implications for significant workplace decisions. The term emotional intelligence (EI) initial framework identified is "The ability to perceive and

express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others” (Mayer, Salovey et.al 2000). Since then the concept of emotional intelligence has become so admired in the management literature, that it has become imperative to understand and be aware of the research and theory on which it is based. As the speed of change increases and the world of work places increasingly increasing demands on the mental, emotional and physical resources of an individual, this particular set of abilities is becoming ever more important.

Traditional intelligence tests, while having a degree of predictive validity, could not account for a significant portion of the variation in work performance and career success. As Goleman (1998) notes, interpersonal skills were twice as prevalent among the differentiating skills as were the mixture of technical skills and strictly cognitive skills. In general, the higher a position in an organization, the more important it was for EI: 85% of their skills were in the EI domain for individuals in leadership positions. These competency models are highly consequential and reflect the perceived value of EI competencies relative to technical and cognitive skills.

It needs the manager and staff to be able to perceive and appreciate the emotional impact of transition on themselves and others. A lot of emotions are produced when coping with the change process in an organization that can vary from very positive to very negative (Singh, 2005). To help their companies handle change efficiently, leaders should be mindful of and manage their workers' feelings of anxiety and insecurity (Bunker, 1997). They should also be able to appreciate the other employees' emotional reactions and help them cope with change. In addition to the leader, the other members of the organization should also be able to monitor and manage their activities. Essentially, if we want to be able to predict organizational success resulting in its efficacy, it is these social and emotional abilities that we need to define and evaluate.

This study explores to find out the relationship of emotional intelligence circuits to personal competencies of pharmaceutical executives to predict the performance. Study hypothesis are drawn with the past studies literature.

LITERATURE REVIEW

The term emotional intelligence coined Salovey and Mayer (1990), while being aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as "a form of social intelligence which involves the ability to monitor one's own feelings and emotions as well as others, differentiate between them and use this information to direct one's thinking and behavior." In the early 1990's Daniel Goleman became aware of EI work of Salovey and Mayer's, proposes that cognitive skill 'can help you get a job' in a company, but emotional skill helps you to grow in the job, once you're hired. To illustrate Goleman's point, psychologist Stein and Book (2006), marketers of tests that assess employees' emotional intelligence quotient (EQ), cite the example of a Harvard business

graduate who received number of job offers from companies clamoring to hire her. However, due to a lack of emotional intelligence, the woman continually sparred with her employers and couldn't keep any of the jobs. Goleman (1998) concludes by stating that 'Emotional intelligence matters twice as much as technical and analytic skill combined for star performances. And in the company, the higher people move up, the more crucial becomes emotional intelligence.

The American Society for Training and Development has published a volume describing "best practice" guidelines for helping people in organizations cultivate the EI-based competencies that distinguish outstanding performers from average ones (Cherniss & Adler, 2000). To rise higher in one's professional competence at the workplace, it is not just essential that individuals are good in their jobs. They are required to be more positive, approachable, warm, empathetic and optimistic. A number of field studies show that to be effective at work requires more than conventional intellectual intelligence.

Personal Competencies

In his book working with Emotional Intelligence, Daniel Goleman (1998) states that "today's workforce is being judged by a new yardstick. He notes that "we are being judged, not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other". In 1955, Robert L. Katz believed that an effective administrator's output depended on three sets of basic skills — technical skills, cognitive skills, and social skills, or how the person perceives them (and how they interpret them) his superiors, equals, and subordinates, and in the way he behaves subsequently". Even prior to that time, as early as the 1940s, theorists involved in the Ohio State Leadership Studies, under the direction of Hemphill (1959), developed the constructs of Structure and Consideration, with the latter representing the effectiveness of the leader in establishing "mutual trust, respect and a certain warmth and rapport between supervisor and his/her group" (Fleishman & Harris, 1962).

According to Boyatzis (1982), competence means different things to different people. However, it is generally accepted as encompassing knowledge, skills, attitudes and behaviors that are causally related to superior job performance. This understanding of competence can be either described on the basis of attribute-based inference or on the basis of performance-based approach which demonstrates performance at pre-defined acceptable standards in the workplace (Gonczi et al., 1990). Another concept of "personal skills" adopted by Finn (1993) and Crawford (1997) notes that personal skills are "the core personality traits that underlie a person's ability to do so. These are behavior, motives, traits, attitudes, and self concepts that enable a person to successfully manage a project".

For the purpose of the study, emotional competencies of individual have been discussed with the help of following framework:

Self
(Personal Competence)

Other
(Social Competence)

Recognition	Self-Awareness • Emotional Self-awareness • Accurate Self-assessment • Self-confidence	Social Awareness • Empathy • Service orientation • Organizational awareness
	Regulation Self-Management • Emotional self-control • Trustworthiness • Conscientiousness • Adaptability • Achievement drive • Initiative	Relationship Management • Developing others • Influence • Communication • Conflict management • Visionary leadership • Catalyzing change • Building bonds • Teamwork and collaboration

Source: The Emotionally Intelligent Workplace (Goleman)

Articulation between EI and Personal Competencies

Competencies represent the language of performance. They can articulate both the expected outcomes from an individual's efforts and the manner in which these activities are carried out. Because executives in the organization can learn to speak this language, competencies provide a common, universally understood way to describe expected performance in many different contexts. Rankin (2002) describes competencies as 'definitions of skills and behaviours that organizations expect their staff to practice in their work. As a person makes a transition from the transactional to transformational approach to create a necessary socio-emotional nearness with people around him, the trait of emotional intelligence becomes a reality. The resultant strengthening of bonds between the individuals help both parties to establish trust and mutuality based on common interests, goals, and a sense of mission, creating the necessary conditions for achievement of personal and organizational goals. Essentially, in order to connect the individual has to bring into play certain personal, social and organizational competencies in mutually acceptable combinations for achieving organizational excellence. Moreover, emotionally intelligent action solves the fundamental problems of success in the workplace and helps to achieve higher levels of organizational development and excellence.

Recently, some of the Indian companies have started concentrating on this dimension of the human being. It deals with those ultimate human capacities and potentialities, which have a significant impact on the various aspects of organizational climate. Enriching the emotional dimension would help solve behavioral issues arising from material and social dimensions and contribute to an organization's true effectiveness (Elankumaran et.al, 2005). With the opening up of the Indian economy to the global arena the tasks of Indian business executives has become more demanding. The challenges get multiplied when the Indian executives have to work in diversified work cultures. The diversity of the workforce has not only provided executives with emotional stability, but has also been on the road of leadership actions and effectiveness (Punia, 2004). Technology represents only 5% of the transformation process;

the other 95% of a company's metamorphosis is represented by the changes in organizational behavior and culture that are the heart of leadership.

The emotional intelligence intervention is partly a response to the problems that businesses face today. There is a need to develop the highest standard of leadership skills, the challenges of high team turnover, ever increasing demands of customers for high quality goods and services, fast changing business environment, market demands or escalating costs. What companies need is people with both technical knowledge and social and emotional skills that will allow them to attract the customers. Emotional intelligence can help develop the skills and abilities associated with this task (Orme & Langhorn, 2003). Personal competencies play a very vital role in influencing the emotional intelligence of employees in organizations.

For the purpose of present study following four dimensions of personal competencies have been identified:

- ❖ People Management
- ❖ Team Orientation
- ❖ Problem Solving
- ❖ Communication

People Management: This competency involves understanding behaviour in interpersonal context, where people refer to connectivity and building bridges with others for attaining and maximizing common goals. Interactivity denotes interrelationship among people and refers to how they relate to one another. Empathy, service and organizational awareness are cornerstones of social connectivity. In the context of individual behavior within the organizational context, emotional intelligence is becoming crucial. With the flattening of the organization structure, the span of control is now larger for the leader who has to adapt emotionally intelligent behaviour to generate people success. In a study by Singh (2007), it was found that the relationship dimension of individual behaviour is important to be effective leader and adds to his success. Jordan and Troth (2004) also found that emotional intelligence was directly related to performance at group level and emotions are important contributing directly to team performance. Thus the following hypothesis is proposed:

Hypothesis 1 (H1): Emotional intelligence is significantly related to people management.

Team Orientation: This competency refers to the ability to work cooperatively and flexibly with other members of the team with a full understanding of the role to be played as a team member. It is an ability of the individual to focus on the current task in hand and try to do it with utmost efficiency and accuracy. This will also involve the use of creative thoughts and innovative principles in handling the tasks to share with people more effectively. In a study by Lyons and Schneider (2005), it was found that certain dimensions of emotional intelligence were related to more challenge and enhanced performance, thereby increasing task success. Lopes et. al. (2006) found that employees high on emotional intelligence received greater merit increases and held higher company rank than their counterparts. These executives have received better social facilitation and stress tolerance peer and/or manager

ratings. A Jaeger analysis (2003) showed a strong relationship between employees' emotional intelligence and productivity contributing to job success. On the basis of these findings the following hypothesis is proposed:

Hypothesis 2 (H2): There is a significant positive relationship between Emotional intelligence and team orientation for the task success.

Problem Solving: With this competency, individuals are focused on the organizational issues and the act of doing things together in the organizational context becomes a reality. They have capacity to analyse situations, diagnose problems, identify the key issues, establish and evaluate alternative courses of action and produce a logical, practical and acceptable solution. Tram and O'Hara (2006) reported a stronger positive correlation between the emotional intelligence of managers and job satisfaction and job performance. Lyons and Schneider (2005) found high levels of emotional intelligence encouraging evaluation of difficulties and contributing to improved performance. One of the studies indicated that a link between emotional intelligence and work position the measure of efficacy would lead to enhanced system success (Rosete & Ciarrochi, 2005). Thus the following hypothesis is proposed:

Hypothesis 3 (H3): Emotional intelligence has a significant positive relationship with problem solving capacity

Communication: This competency consists of self-awareness, which is the basic foundation on which emotionally intelligent behavior germinates and refers to the ability to read one's own emotions and recognizing their impact to guide decisions. It is an ability to communicate clearly and persuasively, orally or in writing. It is necessary for the individuals to have an accurate self assessment by knowing his/her own strengths and limitations (Self directed learning). A self directed learning leads to a positive evaluation of one's self worth and capabilities which are vital for one's success. Since emotional intelligence comprises both intra-personal and interpersonal abilities, the success of self is the key component of emotional intelligence. Stein and Book (2006) elaborated the concept of self as the ability to recognize one's feelings and to be able to differentiate between them, to know what you are feeling and also to know what caused that feeling. An emotionally intelligent person is able to do thereby leading to self success. Thus the following hypothesis is proposed:

Hypothesis 4 (H4): Emotional intelligence is significantly related to self success with communication.

RESEARCH METHODOLOGY:

A total of 120 self-administered questionnaires were distributed at managerial level executives in pharmaceutical units located in and around Visakhapatnam, AP. The data was collected using simple random sampling. The distribution of the questionnaire as done on the basis of suitability mostly by personal contact and e-mail.

There were three sections of the questionnaire used to collect the necessary data. The first portion of the questionnaire inquired about the personal information of the respondents. The second portion focused on emotional intelligence (dependent variable) and consisted of 8 dimensions (Self awareness, Commitment, Resilience, Optimism, Empathy, Interpersonal Connectivity, Personal Integrity, Emotional Regulation- based on Goleman Framework)

measured with the help of 30 items with the highest score being 200. The scales used in the questionnaire included the Likert Scale. The Likert scale uses a rating of 1 to 5, where 1 indicates Strongly Disagree and 5 indicates Strongly Agree. The reliability statistics Cronbach Alpha was calculated to be 0.81 for the items.

The third section of the questionnaire focused on personal competencies consisting of four dimensions spread over 20 items (measured on a five point scale). This was developed on the basis of Axiometrics International, Inc.'s personal competency assessment. The scales used in the questionnaire included the Likert Scale, with the highest score in each of the competencies being 25. The reliability statistics Cronbach Alpha was calculated to be 0.79 for the items.

ANALYSIS OF THE DATA

The data were subjected to statistical analysis for the purpose of interpretation. Descriptive statistics such as mean, standard deviation and inter correlations were computed to understand the interdependence between the variables. The hypotheses were evaluated using multiple regression analysis. Since the study was based on self reported data, so the findings may be biased by common method variance and spurious cause/effect inferences. The generalizations occurring from the study are more conducive and limited to a particular group of employees who participated in the study. In other words, the limitations come from the sampling techniques used, which is non-probability based convenience sampling.

RESULTS/FINDINGS

Profile of the Respondents: The total sample size was 120. The group comprised of 46 (38%) females and 74(62%) males. In the group 26% respondents were in the age group of 21-25 years. 32% of the respondents were in the 26-30 years age category and 22% were in 31-35 years of age. Rest of the respondents was more than 35 years of age. 53% of the respondents were married. While drawing the experience profile of the respondents it was seen that 70% of them had an experience of 5-15 years, followed by 25% with an experience of less than 5 years. 5% were found to be having an experience of 15.25 years. The data was collected from private organizations which were situated in and around Visakhapatnam, Andhra Pradesh.

Relationship between the Variables

The following table (Table 1) depicts the mean scores and the standard deviations of the variables under study.

Table 1: Mean and Standard deviation of the variables under study

S.No	Variables	Mean Score	Standard deviation	Total Number Of respondents(n)
1	Emotional Intelligence	72.04(30)	0.232	120
2	People Management	2.50 (10)	0.26	120

3	Team Orientation	2.58(10)	0.056	120
4	Problem Solving	2.47(10)	0.09	120
5	Communication	2.38(10)	0.073	120

From the above Table 1 it can be observed that the emotional intelligence and the competency level of the employee shows a higher score on the mean indicating that executives in pharma organization generally possess a high level of personal competency and emotional intelligence. The next step in the study is to find out the relationship between the emotional intelligence and the dimensions of personal competencies.

The correlation matrix in Table 2 shows the correlation coefficient between the independent variables as identified for the research. A correlation coefficient indicates the strength of the association between the variables. A correlation coefficient is considered significant if the p-value is less than 0.05. As shown in Table 2, in the pharma organizations all the dimensions of personal competencies like People management and Team orientation have a significant positive relationship and problem solving, communication is in negative relationship with emotional intelligence.

The above findings can help us to conclude that employees in pharma companies perceived that the focus on personal competencies in organizations is inevitable for the existence and sustenance of emotional intelligence.

Table 2: Correlation between emotional intelligence and the dimensions of personal competencies

	<i>EI</i>	<i>PM</i>	<i>Team O</i>	<i>PSOL</i>	<i>COMMU</i>
Emotional Intelligence	-	-	-	-	-
People Management	0.2693*				
Team Orientation	0.5521*	0.1565			
Problem Solving	0.2426	0.0335	-0.4232		
Communication	0.1724	-0.0982	-0.1448	0.6981**	

** Correlation is significant at the 0.01 level, * Correlation is significant at the 0.05 level

Multiple Regression Analysis

To gain an insight into the relationships further between the independent and dependent variables (EI) and to identify the predictive relationships between the two sets of variables, if any, multiple regression analysis was done.

From the correlation tables it can be observed that there are a many significant linear correlation between the emotional intelligence and the constructs of personal competencies. Multiple regression analysis was used to diagnose the relationship between a single dependent variable (criterion EI) and a number of independent variables (predictors).To

develop the regression equation or model, a set of independent variables is weighted to explain its relative contribution to one dependent variable. The dimensions of personal competencies were entered in the model as independent variables, while the emotional intelligence was the dependent variable. The results are depicted in Table 3.

Table 3: Results of Regression Analysis

Independent Variables	Coefficient	t-Value	p-Value
People Management	0.196	1.642	0.113
Team Orientation	0.224	1.319	0.198
Problem Solving	0.102	0.669	0.509
Communication	0.097	0.411	0.684

R Square = 0.153, Adjusted R square = 0.0175, F-change = 11.296, *Significant at 1%, **Significant at 5% level

Table 3 reveals the results of regression analysis. Independent variables explained 36.01% of variance of emotional intelligence (F change = 11.296, $p < .05$). The result indicates that there are three dimensions of personal competencies namely, people management ($\beta = 0.196$, $p < .01$), team orientation ($\beta = 0.224$, $p < .01$), problem solving ($\beta = 0.102$, $p < .01$), which are positively associated with emotional intelligence. It can be therefore proposed that these three dimensions of personal competencies are directly responsible for presence and sustenance of emotional intelligence in pharma companies. Moreover it can be concluded from the findings that People management, Team orientation and Problem solving of executives are the most important variables that explain the variance in emotional intelligence followed by Communication. Thus hypotheses H1, H2, H3 were confirmed.

However, one of the dimensions of personal competencies namely Communication ($\beta = 0.097$, $p > .01$) is not significantly related to emotional intelligence. Although it is more vital competency for the executive to possess, but the contribution made by it to emotional intelligence is not direct. Thus hypothesis H4 is not confirmed as its significance level is $> .05$.

Discussion

Human resource is a set of complexity of mindsets to manage. Competencies like managing ones emotions, handling conflicts, teamwork, leadership, motivation, interpersonal sensitivity, skills at negotiation and personal or internal qualities like empathy, initiative, adaptability, confidence and optimism are much more crucial than academic competence, technical expertise and professional education which constitute relatively only a small part of the picture in today business world. This transformation represents a shift from traditional intelligence or cognitive intelligence measured by Intelligence Quotient (IQ) to emotional

Intelligence measured by Emotional Quotient (EQ). This study is designed to gain an insight into the development of emotional intelligence on the basis of personal competencies.

The results of the study indicate that people management is one of the important constructs of personal competencies and is strongly related to emotional intelligence. It therefore suggests that executive, ability to relate and understand the people to manage in situations is a key factor in smoothening of workflow. This has been also supported by the study done by Singh (2007) where it was found that ability to form effective relationships at work place results in high efficiency of employees.

Further Jordan and Troth (2004) also suggested that team performance was directly related to the emotional intelligence of employees in organizations. The study also indicates the importance of team orientation in predicting emotional intelligence of executives in Pharma companies. The competency of Problem solving fosters individuals to focus on the organizational issues and identify with the organizational variables that control his or her performance and satisfaction. This finding is supported with the study by Rosete and Ciarrochi (2005) also suggest that a strong association between emotional intelligence and workplace effectiveness leads to system success.

However, Communication has found to be a low predictor of emotional intelligence. This result indicates that the individual's ability to focus on written and oral interaction in hand and to do so effectively does not have a strong association. It could be more of a consideration of cognitive intelligence than of emotional intelligence. It could be more of a factor of cognitive intelligence rather than emotional intelligence. This finding can be supported by Goleman's (1998) argument that task performance (Communication) may not be directly related to emotional intelligence except for providing bedrock for other competencies to be successful.

Overall the study imparts enough evidence to prove that any improvement in the level of personal competencies of executives in the pharma organization is likely to improve the level of emotional intelligence of the employees too. Therefore to enhance the emotional intelligence of employees in organization, management has intended to improve the levels of personal competencies of its employees. Employees in organization have to be trained for developing their people focus so that they can have better interpersonal relationship and connectivity in the organization. Management also has to dwell upon the focus on the way the organization operates its systems and processes and train its people to work effectively to work on the existing systems to add on to their levels of emotional intelligence. Besides this individuals have to be emphasized to have a focus on completion of their tasks and lead to its success along with the development of self. All these efforts on the part of the management will help in creating an organization which comprises of emotionally intelligent employees and add to the human capital of the organization.

CONCLUSION

Human minds are colossal with material, social and metaphysical. In all approaches of HR like job enrichment or enlargement, management by objectives, management by exception and participative management not answered the behavioral complexities of an individual. Understanding emotional side of the employee is mere essential prerequisite for the success of any business enterprise. The study reports an investigation of the relationship between the dimensions of personal competencies and emotional intelligence of executives working in Pharma organizations. In the present study personal competencies were identified and studied as independent variables that influence the presence of emotional intelligence. To enhance the emotional intelligence of executives organizations have to enhance the competencies of people management, team orientation, problem solving and communication.

The above mentioned findings can lead us to conclude that Emotional intelligence is an ability which can be developed among people with exposure and training. The existence of personal competencies among people has a major role to play in developing and enhancing the EI of employees in business organizations. An attempt to develop the personal competencies of executives in organization can go a long way to improve their emotional intelligence. These efforts are to be made from both the sides i.e., the management and the employees to create a culture in the organization in which competencies are enhanced through training and development which then increase the level of emotional intelligence of the working executives.

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