Executive Summary

There has been an increase in interest in ‘emotional intelligence’ within the Indian organization system in recent years. This increase has been attributed to the popularization of the construct of emotional intelligence in the research area. The promotion of emotional development in corporate organizations assumes that the ability to regulate emotions is a positive trait, which is associated with positive workplace performance. There is however, currently, little evidence to support the existence of such a relationship. The aim of the current study was to explore the relationship between emotional intelligence and workplace performance among corporate executives.

The research was carried out in various organizations in Delhi NCR. A questionnaire design was used to explore whether there was a relationship between emotional intelligence scores and scores from performance assessment checklist for a sample of 90 males and females from different streams of population were taken. The relationship was explored using an analysis of correlation. The effect of demographic variables, e.g., gender, academic qualification, and work experience on EI score were also explored.

The analysis found statistically significant positive correlations between scores on the emotional intelligence scale and scores on the performance scales. This means that increased emotional intelligence scores were associated with increased performance among executives working in various sectors. These results provide evidence of the concurrent validity of the emotional intelligence scale and also support the notion that emotional intelligence is associated with more or less workplace performances. The causal nature of this relationship cannot be inferred from the current study and further research is recommended to explore alternative explanations for this relationship. Out of the different demographic variables, only work experience was found to correlate positively with EI score. Experienced executives scored significantly higher on EI scale compared to less experienced executives.

The results of the study are discussed within the context of the limitations of the current study and findings from previous research. The implications of the findings for organizations, policy makers, HR professionals, trainers, and future research are reflected upon.
The relevance of emotional intelligence (EI) to various aspects of human endeavour has become a subject of investigation in the last two decades. A central philosophical and religious question that has historically divided groups of people is: Which is the better part of the human self, its head or its heart (Smith, 1992)? This age-old question relates to the entire range of human enterprises. However, it is only recently that management researchers have seriously considered the question in the context of the workplace. This interest is peaked by a desire of most organizations to improve employee performance. The interest of the research community in this search for efficiency is reflected in the attention it has given to job performance in recent years. Researchers (Bandura and Jourden, 1991; Bycio, Hackett and Alvares, 1990; Haque and Ali, 1998) observe that job performance is the most extensively researched criterion variable in both organizational behaviour and human resource management literatures.

Traditionally, job performance has been conceptualized as the degree to which an individual executes his or her role with reference to certain specified standards set by the organization (Nayyar, 1994). Job performance is defined as the aggregated value of the discrete behavioural episodes to the organization that an individual performs over a standard interval of time (Motowidlo, Borman and Schmit, 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 (Motowidlo, Borman and Schmit, 1997). 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 organizational rules and procedures, and volunteering to carry out task activities (Motowidlo, Borman and Schmit, 1997). Each of these enquiries has made contributions in raising awareness about what contributes to overall performance in the workplace.

The stream of research associated with the study of effective performance surfacing in recent years is ‘emotional intelligence’ (Bar-On, 1997; Goleman, 1995; Salovey and Mayer, 1990). Goleman (1998) defines emotional intelligence as 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. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ.

Although many attribute the emergence of EI to Goleman (1995), it was in fact Salovey and Mayer (1990) who were the first to propose a formal definition of the construct of EI which most of the theoretical researchers accept (and expand on). Their ability model defines EI as “intelligence” in the traditional sense, that is, as a set of mental abilities to do with emotions and the processing of emotional information that are a part of, and contribute to, logical thought and intelligence in general. These abilities are arranged hierarchically from basic psychological processes to the more psychologically integrated and complex and are thought to develop with age and experience in much the same way as crystallized abilities. Moreover, they are considered to be independent of traits and talents and preferred ways of behaving (Salovey and Mayer, 1990). Therefore, EI is defined as the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotional and intellectual growth. For Salovey and Mayer (1990), these emotional abilities relate to positive life outcomes as was emphasized in Goleman’s (1995) book which claimed that emotional intelligence mattered more than IQ in predicting success in the workplace. This is important, because if emotional behaviour is to be ‘intelligent,’ it must be adaptive in some way.

Another leading researcher, Bar-On (1997), characterizes EI as “an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures.” This broader definition makes no direct reference to the acquisition, retrieval, and instantiation (through appropriate behaviours) of emotional information. It appears to exclude cognitive skills that might contribute to emotion management, although Bar-On also lists apparently cognitive abilities such as problem solving and reality testing as components of EI. Bar-On’s definition places more emphasis on adaptation to environmental demands.
Even in the Indian context, very few measures have been developed. One test developed by Chadha and Singh (2001) is widely accepted for the Indian population. This test has been standardized for Indian managers, businessmen, bureaucrats, and industrial workers. Reviewing various definitions of emotional intelligence, the one suggested by Chadha and Singh (2001) is borrowed since the paper is meant to study about Indian population. Emotional intelligence calls for the acquisition of certain emotional skills. Managers have to acquire these skills to be star performers and achieve success in their professional life. As per the definition given by Chadda (2001), EI is the ability of an individual to appropriately and successfully respond to a vast variety of stimuli being elicited from the inner self and the immediate environment. A research done in organizations has identified a few skills specific to the Indian business environment. The three dimensions of emotional intelligence identified are emotional competency, emotional maturity, and emotional sensitivity. Each dimension contains four skills which Indian managers should master to be star performers at the workplace. Emotional maturity is reflected in the behavioural pattern exhibited by the managers while dealing with the inner self and the immediate environment. Some of the important aspects of emotional maturity are self-awareness, developing others, delaying gratification, and adaptability and flexibility. In the psychological sense, sensitivity means the characteristic of being peculiarly sensitive and judging the threshold for various types of stimulations, evoking sensations, feelings, and emotions. The managers may seek to evolve the skills of understanding the threshold of emotional arousal, empathy, inter-personal relations, and communicability of emotions in their personality.

**IMPORTANCE OF EMOTIONAL INTELLIGENCE IN JOB PERFORMANCE**

In so far as the management of social behaviour involves the management of emotions (Hochschild, 1983), EI has the potential to be a strong predictor of performance. Linking EI with performance can provide organizations with a valid alternative for selecting and assessing employees. Many organizational researchers have recently called for more focus on the role of emotions at work. For example, Ashforth and Humphrey (1993) argue that emotions are an integral and inseparable part of organizational life and that more attention should be given to the employees’ emotional experience. Emotional intelligence has been cited as a crucial contributor to organizational success (Goleman, 1998; Salovey and Mayer, 1990; Weinberger, 2002) and many organizational behaviourists have responded to the growing significance of emotional intelligence by attempting to identify factors that influence employees’ performance at work. Work on emotional labour and management of emotion has highlighted those small, relatively costless changes in organizational context or managerial behaviour that can impact employees’ emotional reactions and consequently, their performance (Hochschild, 1983; Huy, 1999). Thus, managers can help improve employee performance by understanding how emotions influence thoughts and behaviour.

As the competition heats up and the pace of change accelerates, we cannot continue doing “business as usual.” We need a new approach that transcends linear thinking and goes across barriers. We need advanced skills that will increase our mental clarity, elicit higher productivity from our staff, magnetize talented people to our organization, and inspire people while experiencing less chaos and confusion. We have to become more conscious of our “feeling-world.” By learning to identify the “emotional baggage” and manage our feeling-world reactions, we can view life based on current information instead of being held captive by our past. However, since emotional processes can work faster than the mind, it takes a power stronger than the mind to bend perception, override emotional circuitry, and provide us with intuitive feeling instead. It takes the power of the heart. The senior and middle level managers’ behaviour and treatment of their people determine turnover and retention. They interact daily with individuals who have distinct needs, wants, and expectations. They significantly influence the attitudes, performance, and satisfaction of employees within their department and of other departments. The stress of trying to lead and satisfy so many people’s changing needs and expectations can be overwhelming, to say nothing of the demands from upper management. Being both firm and caring at the same time causes many to feel inadequate for the role. Most of the turnover is reportedly due to an inadequate relationship between the employees and
their direct supervisor. Where trust is lacking, performance suffers. Enhancing EI skills enables managers to regulate their emotions and motivate themselves more effectively.

From a socioanalytic perspective (Hogan and Shelton, 1998), we think emotional intelligence can be considered an individual difference that will facilitate motivation to achieve, to get along with others, and to find meaning. Given the strong socially-based nature of emotional intelligence, it can also be conceptualized in terms of a social skill. Consequently, we contend that EI will have both direct and indirect effects on employees’ performance.

To address this issue, an empirical study was undertaken. This paper examines how emotional intelligence skills are associated with job performance on a sample of executives working in both private and public sector companies. EI was assessed by a Scale developed by Chadha and Singh (2001). Formal performance appraisals were used to assess employees’ performance. The extent to which demographic characteristics of workers are related to emotional intelligence is also an area of study.

**RESEARCH HYPOTHESES**

We propose:

**Hypothesis 1:** Employees with higher collective EI will outperform those with lesser collective EI.

**Hypothesis 2:** The three parameters of EI, i.e., emotional sensitivity, emotional maturity, and emotional competency, will have a positive correlation with one another and each one would contribute to predicting overall job performance with emotional competency as the main contributor.

**Hypothesis 3:** There would be no significant relationship between demographic variables (gender, educational qualification, and working experience) and EI.

**METHOD**

**Data Collection and Participants**

A sample of 90 executives employed in a diverse set of organizations from both private and public sectors participated in this study. The selection of the organizations was not random, but according to the convenience of the author and because of the good relationship the author had developed with those organizations. This was important, as cooperation of the company played a significant role in ensuring that accurate data was collected within the timescale available. Executives under supervisors were drawn using simple random sampling procedure.

The current supervisors were selected for completing the scales regarding the executives’ performance as they were expected to be the most experienced about the executives within the organization setting. All the supervisors had at least four years experience in that organization, although the time they had been serving in their current profile varied from one to ten years. The level of experience was expected to have an impact upon the way in which the questionnaires were completed.

The focus of the sample was National Capital Region (NCR), because of high-paced lifestyle, which was likely to result in greater incidence of emotional upsets, high self esteem, and egoism among executives. They were in the age group ranging from 25 years and above. All executives were having a Bachelor’s degree as the minimum qualification.

Data were collected on site from both the employees and their supervisors using structured questionnaires. One survey, comprising a set of 15 questions, was administered to the employees to assess their emotional intelligence and to collect demographic data (age, gender, education, and experience). The second survey was administered to the employees’ direct supervisors, whereby data relating to employee task performance were gathered. Objective performance measures were obtained from the participants’ job appraisal records kept in the human resource department of the company. All respondents received an accompanying cover letter assuring confidentiality. We obtained 90 corresponding surveys from employees and their direct supervisors, representing a 76.74 per cent response rate. Among all participants, the mean age was 37.25 years. Fifteen of the respondent employees were women. It should be
noted that with such a small number of female respondents, generalizing our results to female should be done with caution. Seventy-eight employees held a bachelor’s degree, whereas twelve held a master’s degree or higher.

**Dependent Variable**

**Job Performance**

The company’s formal appraisal of the employees’ performance was used as the measure of job performance. The research laboratory of the company has a formal evaluation system that evaluates performance. Data were collected by using both quantitative and qualitative scales of measurement. Focus group discussion (FGDs) and personal interview method (PIM) were also used. The evaluation is based on the employees’ overall job performance, which is directly related to their current and past research outputs.

**Independent Variable**

**Emotional Intelligence**

To measure the emotional intelligence of the sample of executives, EI test developed by Chadha and Singh (2001) for Indian respondents, was used. EI scale constitutes three psychological dimensions — emotional competency, emotional maturity, and emotional sensitivity — which motivate an individual to recognize truthfully, interpret honestly, and handle tactfully the dynamics of human behaviour. It consists of 15 questions which will measure emotional reactions to different situations. It is basically a task-based test which states that EI can be assessed most directly by asking a person to solve an emotional problem. It asks the participants to choose the best way to achieve certain emotional goals in various situations. The test has been designed for the Indian population. The present EQ test was made by compiling real-life situations experienced by individuals in their day-to-day life. The situations were selected to avoid response bias such as ‘faking good’ or social desirability tendency by the respondents. For the present scale, test-retest and split-half reliabilities were computed. To find the retest reliability, a sample of 150 males and females from different streams of the population were taken. The retest reliability for the test was found to be 0.94. The split-half reliability in the case of odd-even items was 0.89 and for the first and second half was 0.91. Both reliability coefficients are significantly higher which indicate that the present EQ scale enjoys high reliability. The empirical validity of the scale was assessed by correlating the scale with ‘external criteria’. The validity of the scale was found to be 0.78, which indicate that the present EQ scale is valid.

**Control Variables**

We controlled for four demographic variables: age, gender (1 for male; 2 for female), educational level (1 for graduate; 2 for post-graduate and above), and job tenure measured by the number of years that an employee has been in his/her current position in the company.

**Data Analysis**

To assess the relationship between EI and performance, we performed t-tests, ANOVA, and Pearson correlations.

**RESULTS**

The study investigated correlations between emotional intelligence and work performance. Table 1 shows the mean, minimum, maximum, and standard deviation values of the different EI parameters used in the present study.

Bivariate correlation was applied to see if there would be significant relationship between the predictor variables (EI variables) and the criterion variable (work per-
formance). Table 2 shows linear correlation between EI and overall performance score. There is a positive correlation among all the EI factors (emotional competency, emotional maturity, and emotional sensitivity), with one another, and with total EI score with a significance level of 0.01. There is also a positive correlation between the total EI scores and overall performance with a significance level of 0.01. The correlation coefficient varies from 0.37 to 0.91.

Table 3 shows the ANOVA result of performance with the EI factors, i.e., competency, maturity, and sensitivity. This test was carried out to determine which of the three factors was a major contributor to overall performance. The respondents were divided among three separate groups based on their performance scores, i.e., low, medium, and high with low group having a performance score up to 80, medium group having a score between 80 and 85, and high group having a score more than 85. The different factors, e.g., competency, maturity, and sensitivity have F values 12.62, 6.91, and 5.25 respectively all at a significance level of 0.01. It shows that out of the above three parameters, competency is the major contributor towards the overall performance.

Further, to have an idea on whether demographic variables have any significant effect on emotional intelligence, T-tests were used. Tables 4-6 give the results of T-tests used to show the effect of demographic variables, e.g., gender, qualification, and experience on the different EI factors. Gender (male vs. female) and qualification (graduate vs. post graduate) do not have any significant effect on the EI parameters whereas work experience has a significant effect on EI with more work experienced people having higher EI.

The sample was divided into two groups in terms of experience with one group having employees less than 15 years of experience and the other having more than 15 years of experience. There is a significant difference in the values of EI factors between these two groups.

**Correlation is significant at the 0.01 level.

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### Table 2: Correlations of EI Parameters with One Another

<table>
<thead>
<tr>
<th>Emotional Competency</th>
<th>Emotional Maturity</th>
<th>Emotional Sensitivity</th>
<th>Total EI</th>
<th>Performance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional competency</td>
<td>1</td>
<td>0.47 (**)</td>
<td>0.46 (**)</td>
<td>0.91 (**)</td>
</tr>
<tr>
<td>Significance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>0.47 (**)</td>
<td>1</td>
<td>0.37 (**)</td>
<td>0.75 (**)</td>
</tr>
<tr>
<td>Significance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Emotional sensitivity</td>
<td>0.46 (**)</td>
<td>0.37 (**)</td>
<td>1</td>
<td>0.65 (**)</td>
</tr>
<tr>
<td>Significance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total EI</td>
<td>0.91 (**)</td>
<td>0.75 (**)</td>
<td>0.65 (**)</td>
<td>1</td>
</tr>
<tr>
<td>Significance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Performance score</td>
<td>0.54 (**)</td>
<td>0.49 (**)</td>
<td>0.39 (**)</td>
<td>0.61 (**)</td>
</tr>
<tr>
<td>Significance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Table 4: T-Tests to Show the Effect of Gender on EI Parameters

<table>
<thead>
<tr>
<th>EI Parameters</th>
<th>Gender</th>
<th>t-Value</th>
<th>p-Level (two-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>75</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Emotional competency</td>
<td>120.73</td>
<td>127.33</td>
<td>-1.02</td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>53.67</td>
<td>55.00</td>
<td>-0.35</td>
</tr>
<tr>
<td>Emotional sensitivity</td>
<td>53.33</td>
<td>53.67</td>
<td>-0.14</td>
</tr>
<tr>
<td>Total EI</td>
<td>227.73</td>
<td>236.00</td>
<td>-0.80</td>
</tr>
</tbody>
</table>

### Table 3: ANOVA

<table>
<thead>
<tr>
<th>Performance Grade</th>
<th>Competency</th>
<th>Maturity</th>
<th>Sensitivity</th>
<th>Total EI</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>104.74</td>
<td>45.53</td>
<td>48.42</td>
<td>198.68</td>
<td>19</td>
</tr>
<tr>
<td>Medium</td>
<td>121.56</td>
<td>54.17</td>
<td>54.17</td>
<td>229.90</td>
<td>48</td>
</tr>
<tr>
<td>High</td>
<td>136.52</td>
<td>60.22</td>
<td>55.87</td>
<td>252.61</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>121.83</td>
<td>53.89</td>
<td>53.39</td>
<td>229.11</td>
<td>90</td>
</tr>
<tr>
<td>F</td>
<td>12.62</td>
<td>6.91</td>
<td>5.25</td>
<td>15.06</td>
<td></td>
</tr>
<tr>
<td>Significance</td>
<td>0.00</td>
<td>0.00</td>
<td>0.01</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>
Table 5: T-Tests to Show the Effect of Educational Qualification on EI Parameters

<table>
<thead>
<tr>
<th>EI Parameters</th>
<th>Educational Qualification</th>
<th>t-Value</th>
<th>p-Level (two-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>78</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Emotional competency</td>
<td>121.60</td>
<td>123.33</td>
<td>-0.24</td>
</tr>
<tr>
<td>Emotional maturity</td>
<td>54.23</td>
<td>51.67</td>
<td>0.61</td>
</tr>
<tr>
<td>Emotional sensitivity</td>
<td>53.33</td>
<td>53.75</td>
<td>-0.16</td>
</tr>
<tr>
<td>Total EI</td>
<td>229.17</td>
<td>228.75</td>
<td>0.04</td>
</tr>
</tbody>
</table>

* Correlation is significant at 0.05 level (2-tailed).

Thus hypotheses 1 and 2 are supported whereas hypothesis 3 is partly supported.

**DISCUSSION**

This study investigates empirically the relationship between emotional intelligence and performance in the Indian context. The objectives of the study are three-fold: (1) to determine if there is a significant relationship between emotional intelligence and work performance; (2) to find out which factor of the emotional intelligence is a major contributor towards work performance and (3) to see if the demographic factors are predictive of emotional intelligence.

There is a significant relationship between emotional intelligence and work performance. The result that EI has a predictive effect on work performance concurs with the findings of the previous researchers (Goleman, 1995). Goleman’s research shows that emotional well-being is the strongest predictor of academic achievement and success in life. His studies also indicate that emotional intelligence accounts for the major part of a person’s success in life whereas IQ has a minor contribution to a person’s career success. This is because emotional intelligence enables one to control impulses and manage distressing moods well. It helps one remain hopeful in times of setbacks and develops empathy and social skills. It is therefore important to seize every opportunity to promote emotional intelligence in training and the workplace to foster harmony, productivity, innovative behaviour, and team building.

Even though all the three factors of emotional intelligence, i.e., competency, maturity, and sensitivity, have been found to contribute towards overall work performance, emotional competency has been identified as the major contributor to overall work performance in the present study. The probable explanation for this lies in its definition which means competencies of tackling emotional upsets, high self-esteem, tactful response to emotional stimuli, and handling egoism. These parameters are essential for performance. However, this study has not been reported in any literature and thus it is required to be validated by other researchers too. Nevertheless, all the three factors, i.e., competency, maturity, and sensitivity are three dimensions of EI and hence each one contributes towards EI and in turn contributes to overall job performance.

The finding further shows that working experience has the capacity to predict emotional intelligence. The result is in consonance with that of Abraham (2004), who expressed the view that emotional intelligence tends to increase as one matures and gains experience. Still in the support of the finding is the work of Cote and Miers (2006), who established that administrative experience enhanced self awareness. The probable explanation for the result could be attributed to employees’ interaction with people of diverse background and tastes in the course of their working career. They may have therefore acquired people-oriented skills in the course of such interactions.

The study of the relationship between emotional intelligence and performance is still in its infancy, and many of the current studies in this area have been concerned with finding evidence to support the existence of relationships between measures of emotional intelligence and different aspects of performance. Particularly in the Indian context, as far as the author is aware, no research has been done by using formal appraisal records to es-
tablish relation between emotional intelligence and performance among executives. The current study is therefore a reflection of the kinds of research that are the current focus within the area of emotional intelligence and performance.

The fact that emotional intelligence is significantly related to executive’s performance may have valuable implications for their recruiters, trainers, and supervisors. By evaluating one’s level of emotional intelligence, an executive might be able to identify areas in which improvements are necessary. Correspondingly, the executive’s supervisors and trainers might identify areas of strengths and weaknesses that can be useful in both training and job assignments. It can also be inferred that emotional intelligence might be useful as both selection and recruitment tool.

CONCLUSION

Emotional intelligence has been found to be a predictor of work performance. This study has demonstrated through empirical analysis the relationship between emotional intelligence and work performance. So, hiring individuals with higher levels of emotional intelligence is associated with financial gains. Because emotional intelligence is so critical for the success of a learning organization, these attributes should become the global goals of every curriculum and training plan. Cognitive skills can be taught through lectures, but emotional skills need personal involvement where the learner experiences the emotional context. Through personal interviews and discussions, it was realized that well-orchestrated role-plays, simulations, and use of metaphors, games, and cognitive exercises are more appropriate than lectures when dealing with emotional learning. Role plays, simulations, and group projects should be developed so that it will help build self-control and encourage non-judgmental behaviour. Experienced executives improve upon their emotional skills. Neurological research suggests that people develop their emotional intelligence in a sequential manner. They begin by developing their self-awareness through recognizing their own thoughts and feelings towards people and situations. Once they build this self-understanding, they move towards understanding individuals and groups and use this information to induce effective and desirable responses in others. In a normal course of a lifetime, emotional intelligence tends to increase as we learn to be more aware of feelings, effectively handle distressing emotions, listen, and empathize. To a great extent, people become more mature as they become more sensitive to the feelings of others.

This study also revealed that the emotional intelligence of a person increases with experience. In recruitment and selection, consideration of working experience is warranted. Newly recruited employees should be made to undergo organizational socialization programmes which should include aspects of emotional intelligence training. This would make up for the lack of experience of the new employees.

DIRECTIONS FOR FUTURE RESEARCH

In the light of the results of this study, an increasing amount of work can be redesigned. It would be of academic and practical value to carry out similar studies in various other organizations using EI measure and performance appraisal instrument of a high technical standard. An interesting study would include the analysis of the ratings of EI competencies by family and friends. It is possible that the study would yield different significant correlations from the “others” feedback.

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