

An Analytical Study of Emotional Intelligence in Selected Indian Insurance Companies

Amita Girdhar* & Shabnam Saxena**

This research paper is an attempt to examine the level of emotional intelligence through different dimensions of EI on the middle level managers of Indian insurance companies. The data was collected from 300 middle level managers from Indian insurance companies using standardized scale i.e. Bhattacharya Instrument on Emotional Intelligence (BEIS – In). This scale comprises five factors of emotional intelligence i.e. Appraisal of negative emotions, Appraisal of positive emotions, Interpersonal conflict and difficulty, Interpersonal skill and flexibility, and Emotional facilitation and goal orientation. Total of 8 insurance companies (4 public and 4 private insurance companies) from Haryana and Delhi were targeted. The main objectives of the research were to study the level of emotional intelligence with respect to demographic characteristics of the respondents in Indian insurance companies and to explore the Interco relation between different factors of emotional intelligence. The results revealed that all the factors of emotional intelligence were significantly correlated with each other except interpersonal conflict management (EI3) which is not correlated with interpersonal skills and flexibility (EI4) and emotional facilitation and goal orientation (EI5). Level of emotional intelligence differed across marital status, qualifications, but not across gender, age and nature of organization. It seems that level of emotional intelligence was extremely high in Appraisal of positive emotions and Emotional facilitation and goal orientation but little less in case of Appraisal of negative emotions, Interpersonal conflict and difficulty and Interpersonal skill and flexibility. The findings of the study strongly recommend the improvement in developing their capacity for empathy. If one lacks empathy, they can cut themselves off at the knees in many kinds of negotiations, particularly those that involve conflict.

Introduction

There is nothing wrong with being emotional if the impulses are positive and aimed at the greater benefit for society at large. One can draw a contrast of negative and positive emotions of Hitler and Gandhi in their leadership of influencing people. We cannot imagine a practical situation, polling, government formation, gaining or losing power or our independence struggle without the element of emotion. Emotions are the fuel of life. The phenomena of emotions have traditionally been considered of limited value by the mainstream psychological scholarship. Instead, it assigned relatively greater value to the rational and cognitive part of mind. Emotions are held as a stirred up condition or perturbations in the mind. It is, therefore, not surprising to find that the image of emotions is endorsed in terms of phenomena that are basically irrational, abnormal, deviant, feminine and, therefore, undesirable. They are of genuine concern for therapy and clinical practice. It is only recently that there is revival of interest in the study of emotions. The increased interest owes to advancement in research on evolutionary

psychology, social studies, cultural and cross-cultural studies, media and communication studies, ethological and developmental studies and studies of organizational and consumer behaviour. It is being gradually recognized that a dichotomy that posits reasons against passion and cognition and affect is misconstrued and misplaced.

Daniel Goleman (1995), in his book, "Emotional Intelligence", recognized that effectiveness of workers, work group and whole organization is influenced by emotional and social competencies. Such realizations may be one of the reasons due to which emotional intelligence has recently attracted the attention of many behavioural scientists and management practitioners. Muchinsky (2000) opined that the time has come in organizational behaviour to acknowledge emotions as a legitimate domain of scientific inquiry. Some recent empirical studies have found the usefulness of emotional intelligence as an important construct related to positive outcome. Such as prosocial behaviour, parental warmth, and positive family and peer relations (Caruso and Salovey, 1999). In addition, studies show that lower emotional intelligence is

* Research Scholar, Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar

** Associate Professor, Haryana School of Business, Guru Jambheshwar University of Science & Technology, Hisar

related to negative and poor relations with friends (Sinha, Jain).

The concept of emotional intelligence is developed based on a set of competencies like self-awareness, self-confidence and self-control, commitment and integrity, the ability to communicate and influence, to initiate and accept change – these competencies are at a premium in today's job market. They are linked to two powerful faculties of inner personality, the intellect and emotions. Certain basic information about these two components are given below as these are required to understand the theoretical understanding of emotional intelligence.

Emotions

Emotions are the vital forces for the values and principles each one of us lives for and they drive one's focus, actions and its speed. It is defined as something in one's mind, sometimes consciously and sometimes subconsciously, balancing, integrating and juggling various different and often conflicting facts, experiences and concepts. The Eastern wisdom goes beyond the body – mind natural science phenomena and gets deeper to understand the subtler aspects above the mind.

Intelligence

In Standard English usage, "intelligence" is understood as "the ability to learn or understand from experiences or to respond successfully to new experiences, the ability to acquire and retain knowledge". Its possession implies the use of reason or intellect in solving problems and directing conduct.

Review of Literature

Many books and research papers have been written on the subject of emotional intelligence. Scientists, administrators, philosophers, educationists, military strategists, all have discussed the subject in various forms and from their own perspective.

Goleman(1998) widened the management lens to include additional personal qualities that he collectively names *emotional intelligence*. EI may be the key attribute that distinguishes outstanding managers from merely adequate ones. EI consists of two vital relational skills: *empathy* (understanding others' feelings) and *social skills*:

(building rapport with others). It also comprises three self-management skills: *self-awareness* (knowing your strengths and weaknesses), *self-regulation* (controlling your impulses when necessary), and *motivation* (having a passion for achievement)

George, J. M. (2000) suggested that feelings (moods and emotions) play a central role in the managerial process, more specifically, it is proposed that emotional intelligence, the ability to understand and manage moods and emotions in the self and others contributes to effective leadership in organizations. For major aspects of emotional intelligence, the appraisal and expressions of emotions, the use of emotions to enhance cognitive process and decision making, knowledge about emotions, and management of emotions, are described.

Gardner, L. Stough, C.(2002) investigated the level of emotional intelligence in Swinburne University. Emotional Intelligence Test predicted transformational, transactional and laissez-faire leadership styles measured by the multifactor leadership questionnaire in 110 senior level managers. Emotional intelligence correlated highly with all components of transformational leadership. The components of understanding of emotions and emotional management proved to be the best predictors of this type of leadership style. The utility of emotional intelligence testing in leadership selection and development was examined .

Cavallo, Brienza (2002) described that emotional competence differentiates successful managers. High performing managers at the Johnson & Johnson Consumer and Personal Care Group were seen to possess significantly higher levels of Self-Awareness, Self-Management capability, Social Skills, and Organizational Savvy; all considered part of the Emotional Intelligence domain. The research has shown that Emotional Intelligence, like technical skill, can be developed through a systematic and consistent approach to building competence in personal and social awareness, self-management, and social skill.

Byron K L (2003) examined how managers' ability to accurately decode emotions from nonverbal behaviour affects their subordinates and superordinates' perceptions. This idea was tested in two studies, and the results suggest two key findings. First, study 1 suggests that better

nonverbal emotional decoding skills are associated with higher supervisor ratings of overall job performance for a range of female, but not male, managerial and non managerial employees. Second, study found that managers who are better nonverbal emotional decoders receive higher ratings from their subordinates, who, in turn, may be less likely to leave the organization. Taken together, these results refine what is known about nonverbal decoding skills and their contribution in the workplace.

Brooks J K (2003) assessed whether managers in one financial organization who are deemed most effective according to their performance ratings exhibit more emotional intelligence (EI) than managers with lower performance ratings. It also comprises EI levels and demographic characteristics of the sample. Position, title, gender, and management tenure did not significantly impact the EI of the sample, while educational level significantly impact the emotional intelligence of the sample. Results of the self versus total others ratings indicated that statistically significant differences exist in four competencies: Emotional Self-control, Influence, Inspirational Leadership, and Self-confidence. For each, EI levels of total others were greater than self-reported EI levels.

Byrne J C (2004) examined the validity of emotional intelligence with a sample of 325 subjects in graduate business courses. Conformity factor analysis results suggested that the ECI measures a set of factors that is distinct from personality variables. Results also showed that the ECI was predictive of leadership and related work behaviour and explained significant variance in performance after age and personality variables were controlled. Additionally, this study demonstrated convergent, discriminant and internal validities.

Hopkins M (2005) extended research on the emotional intelligence competencies and styles underlying successful leadership by investigating the repertoire of competencies and leadership styles demonstrated by female and male leaders resulting in their success. The consequences of the construction of gender on both females and males in leadership roles are examined. The results demonstrate a strong pattern of significant differences between male and female leaders. Gender has a powerful influence on the images and profiles of successful leadership

and there are distinctly divergent paths to success for male and female leaders.

Reed T (2005) considered distinctions between two competing emotional intelligence constructs and probes theoretical, empirical, and structural relationships among teachers' perceptions of principal emotional intelligence, principal leadership behaviour, and principal openness in elementary schools throughout Ohio. Further, this work offers tentative findings that suggest self and social awareness principals as well as principals' competencies in managing self and others.

Jaskiran (2005) pointed out that the successful transformer of tomorrow will combine IQ-based abilities with EQ-based leadership qualities to handle organization development, human resource planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service and more, in a much effective manner as they drive and direct the process of change that will make all the important difference between surviving and thriving for the counts they lead.

Gottlieb M F (2006) examined emotional intelligence in managers and its relationship with organizational learning in teams. Data from the survey found statistically significant results that emotional intelligence in managers positively correlates to organizational learning in teams.

Hopkins, M.M. and Bilimoria D (2008) studied the relationship between emotional and social intelligence competencies, measured by the 360-degree version of the ECI 2.0, and organizational success, as determined by annual performance and potential ratings. Participants were 105 top-level executives in one financial services organization. The results showed no significant differences between male and female managers in their demonstration of emotional and social intelligence competencies.

Prati, *et al.* (2009) pointed out that the organizational identity is an important cognitive variable that not only affects how one feels about his or her membership in the organization but also determines the participant's behaviour within the organizational environment. This article discusses the relationships of managerial emotional intelligence, relational coordination, and organizational culture in the establishment of subordinates' organizational

identity. The emotional intelligence of managers plays a key role in how they administer organizational functions. Specifically, this article theorizes how the emotionally intelligent manager may use the strategic tool of relational coordination to influence the culture of the organization and the creation of strong organizational identity in followers.

The study

Emotional intelligence is a relatively new area of research in the Indian context. In the post-1991 era, India has been opening up to the world. The post-reform era has been a dramatic flux in the corporate culture prevalent in India. The effect of international practices coupled with Indian ethos makes a strong case for the adoption of EI in the workplace. Since the exposure of Indian economy to world at the present scale is unprecedented, there is an even greater need to identify the positive and negative elements that may influence organizational accomplishment of Indian organizations.

Globalization is another reason for the rising importance of empathy for business leaders. Empathy is the ability to gauge a situation through another person's eyes, and heart, whether he agrees with that person or not. Empathy is the ability to be so secure in your awareness of one's own thoughts, feelings, and values that one can also perceive opposing points of view without losing sight of one's needs. Cross-cultural dialogue can easily lead to miscues and misunderstandings. Empathy is an antidote. People who have it are attuned to subtleties in body language; they can hear the message beneath the words being spoken. Beyond that, they have a deep understanding of both the existence In particular, leaders should have high level of EI because they represent the organization, they interact with the largest number of people within and outside the organization and they set the tone for employee morale. Leaders high on empathy are able to understand their employees' needs and provide them with constructive feedback. In respect to this, the present study was conducted to know the level of emotional intelligence among managers.

Objectives of the study

1. To measure the level of emotional intelligence

among business leaders at middle level management

2. To explore the Inter-corelation between different factors of emotional intelligence.

Research methodology

The survey was conducted among 300 middle level managers through a standardized questionnaire. A total of 8 companies (4 public and 4 private insurance companies) from places of Haryana and Delhi, were targeted in the survey. The advantage of using the specific standardized questionnaire was administrative simplicity and ease of data processing, analysis and interpretation. The questionnaire was made of "Emotional Intelligence Scale" i.e. Bhattacharya Instrument on Emotional Intelligence (BEIS - In), to ascertain the common and unique variances related to emotional intelligence of Indian managers. A descriptive-cum-exploratory research study was conducted among 300 managers in Haryana and Delhi. The responses were coded and tabulated and then analysis was done across different demographic variables i.e. gender, marital status, age, educational qualifications and nature of organization (Table 1).

To study the level of emotional intelligence, it was based on liker type five-point scale consisting 'Never true', 'Rarely true', 'Sometimes true', 'Mostly true', 'Always true', for which scores 1, 2, 3, 4 and 5 were given, respectively. The reversed scored items (as mentioned in the scale) were given reverse value. Interpreted the score of each of the five factors of emotional intelligence i.e. Appraisal of negative emotions, Appraisal of positive emotions, Interpersonal conflict and difficulty, Interpersonal skill and flexibility and Emotional facilitation and goal orientation. To get overall emotional intelligence quotient score, these items were valued and added and rated as, 'Extremely high', 'High', 'Average' and 'Below average'. The analysis for the questionnaires was divided into two parts, viz., descriptive inferences and statistical inferences. Descriptive inference indicated the frequency distribution and statistical inferences emphasized on mean, standard deviation, Pearson's coefficient of correlation, one-way ANOVA and t-test.

Table 1: Distribution of sample

Demographic Variables		Nos of Respondents	Percentage
Gender	Male	223	74.3
	Female	77	25.7
	Total	300	100
Marital Status	Married	188	62.7
	Unmarried	112	37.3
	Total	300	100
Qualification	Graduation	141	47
	Post Graduation	82	27.3
	Professional	77	25.7
	Total	300	100
Age	Under 30	129	43
	31 - 40	84	28
	41 - 50	67	22.3
	51 and above	20	6.7
	Total	300	100
Work Experience	Less than 10	155	51.7
	10—20	82	27.3
	More than 20	63	21
	Total	300	100
Organization	Public	130	43.4
	Private	170	56.6
	Total	300	100

Results and Discussion

To begin with, Table 2 shows that total 300 respondents were viewed according to their marital status. Out of 300, a large number of respondents (223) were male and rest 77 respondents were female. A significant difference was found between

the responses of male and female regarding EI₁. It is extracted that no significant difference was found between the responses of male and female responses regarding EI₂.

Table 2: Gender wise comparison of Emotional Intelligence

Factors	Gender	N	Mean	Std. Deviation	Value of t-test	Sig. (2-tailed)
EI ₁	Male	223	50.632	7.144	2.688(**)	0.008
	Female	77	48.143	6.591		
EI ₂	Male	223	40.534	6.079	0.302	0.763
	Female	77	40.779	6.371		
EI ₃	Male	223	22.475	3.949	0.65	0.516
	Female	77	22.129	4.228		
EI ₄	Male	223	22.632	3.329	0.393	0.695
	Female	77	22.467	2.664		
EI ₅	Male	223	20.937	3.556	2.268(*)	0.024
	Female	77	21.961	2.967		
Total EI	Male	223	157.211	15.552	0.845	0.399
	Female	77	155.481	15.332		

** t-values are at 1% level of significance

* t-values are at 5% level of significance

Table 3 shows that total 300 respondents were surveyed according to their marital status. Out of 300 respondents, 188 were married and the rest (112) were unmarried.

It can be extracted that responses of married and unmarried respondents are significantly different (the value of significant level for t-test is less than

0.05) in case of EI₁ It can be said that the responses of married and unmarried respondents are not significantly different in case of interpersonal conflict and difficulty (EI₃),

Table 3: Marital status wise comparison of Emotional Intelligence

Factors	Marital Status	N	Mean	Std. Deviation	Value of t-test	Sig. (2-tailed)
EI ₁	Married	188	50.79	6.841	2.574(*)	0.011
	Unmarried	112	48.643	7.297		
EI ₂	Married	188	41.479	5.549	3.272(**)	0.001
	Unmarried	112	39.116	6.809		
EI ₃	Married	188	22.692	4.04	1.708	0.089
	Unmarried	112	21.875	3.946		
EI ₄	Married	188	22.617	2.874	0.191	0.849
	Unmarried	112	22.545	3.622		
EI ₅	Married	188	21.362	3.296	1.055	0.292
	Unmarried	112	20.929	3.666		
Total EI	Married	188	158.947	14.255	3.207(**)	0.001
	Unmarried	112	153.107	16.803		

** t-values are at 1% level of significance

* t-values are at 5% level of significance

Out of 300 respondents,(Table 4), The predominance (141) respondents were graduates followed by 82 respondents who were postgraduates and rest of 77 respondents possessed professional degrees like C.A., Ph.D., M. Phil, Advance Studies in Banking and Finance etc. To letting up, it is concluded that there is no significant difference was found (the value of significance level for F-test is greater than 0.05) between the responses of managers on the basis of qualification regarding EI₁, EI₄ and EI₅ Table 5 shows that out of 300 respondents, best part (129) of respondents belonged to under 30 years age group, 84 respondents belonged to 31-40 years age group, 67 respondents belonged to 41-50 years age group and rest (20) belonged to age group of

51 years and above. It can be said that there is no significant difference found (the value of f-test is greater than 0.05) between the scores of respondents belonging to various age groups regarding EI₁, EI₂, EI₃, EI₄ and EI₅ (all the variables of emotional intelligence) and total emotional intelligence .

Out of 300, a significant number of respondents (170) belonged to private insurance companies and rest 130 belonged to public sector insurance companies (Table 5.5). there is significant difference found between the scores of respondents of public and private insurance companies regarding EI₁ (the value of significance level for t-test is less than 0.05). So it can be said that the scores of public and private insurance companies' respondents are same on the basis of emotional intelligence.

Table 4: Qualification-wise comparison of Emotional Intelligence

Factors	Qualification	N	Mean	Std. Deviation	F value	Sig. level
EI ₁	Graduation	141	50.383	6.912	1.979	0.14
	Post Grad.	82	50.609	7.069		
	Professional	77	48.623	7.302		
EI ₂	Graduation	141	40.539	6.934	0.775	0.462
	Post Grad.	82	41.232	5.578		
	Professional	77	40.026	5.109		
EI ₃	Graduation	141	23.085	4.052	5.298(**)	0.005
	Post Grad.	82	22.232	4.047		
	Professional	77	21.273	3.691		
EI ₄	Graduation	141	22.497	3.44	0.354	0.702
	Post Grad.	82	22.842	2.822		
	Professional	77	22.494	3.016		
EI ₅	Graduation	141	21.206	3.725	0.344	0.709
	Post Grad.	82	21.415	3.205		
	Professional	77	20.961	3.147		
Total EI	Graduation	141	157.709	15.885	2.549	0.08
	Post Grad.	82	158.329	16.452		
	Professional	77	153.377	13.216		

** f-values are at 1% level of significance

* f-values are at 5% level of significance

Table 5: Age-wise comparison of Emotional Intelligence

Factors	Age Group	N	Mean	Std. Deviation	F value	Sig. Level
EI ₁	Under 30	129	49.775	7.203	1.254	0.29
	31 - 40	84	50.179	7.704		
	41-50	67	49.358	6.482		
	51 and above	20	52.75	4.908		
EI ₂	Under 30	129	39.744	6.337	1.528	0.207
	31 - 40	84	41.036	6.388		
	41-50	67	41.493	5.866		
	51 and above	20	41.25	4.128		
EI ₃	Under 30	129	22.078	3.768	1.93	0.125
	31 - 40	84	22.643	4.436		
	41-50	67	22.105	4.094		
	51 and above	20	24.25	3.059		
EI ₄	Under 30	129	22.488	3.505	0.643	0.588
	31 - 40	84	22.833	2.945		
	41-50	67	22.299	2.866		
	51 and above	20	23.2	2.783		
EI ₅	Under 30	129	21.209	3.228	0.298	0.827
	31 - 40	84	20.94	3.919		
	41-50	67	21.418	3.331		
	51 and above	20	21.5	3.12		
EI _n	Under 30	129	155.295	15.592	1.547	0.202
	31 - 40	84	157.631	17.265		
	41-50	67	156.672	13.358		
	51 and above	20	162.95	12.547		

** f-values are at 1% level of significance

* f-values are at 5% level of significance

In order to understand the relationship between various dimensions of emotional intelligence given in the standard scale, correlations are calculated. The value of significance level for various dimensions of emotional intelligence ranged between $p < 0.05$ to $p < 0.01$. From Table 6, it can be concluded that EI₁ is positively correlated with all the other variables and total emotional intelligence (the value of significance level ranged between $p < 0.05$ to $p < 0.01$). Straightforwardly, it is said that if the appraisal of negative emotions increases the other positively correlated dimensions also increase. EI₂ is also positively correlated with all other variables

and with total emotional intelligence (value of significance level ranged to $p < 0.01$).

EI₃ is positively correlated with EI₁, EI₂ and overall emotional intelligence (the value of significance level ranged to $p < 0.01$). It means interpersonal conflict management is not correlated with interpersonal skills and flexibility and emotional facilitation and goal orientation. EI₄ is positively correlated with EI₁, EI₂, EI₅ and total emotional intelligence (significance level ranged between $p < 0.05$ to $p < 0.01$).

Table 5: Organization-wise comparison of Emotional Intelligence

Factors	Organization	N	Mean	Std. Deviation	Value of t-test	Sig. (2-tailed)
EI ₁	Public	130	48.8	7.269	2.577(**)	0.01
	Private	170	50.906	6.812		
EI ₂	Public	130	40.946	6.476	0.861	0.39
	Private	170	40.329	5.886		
EI ₃	Public	130	21.931	4.132	1.724	0.086
	Private	170	22.735	3.905		
EI ₄	Public	130	22.492	2.703	0.466	0.641
	Private	170	22.665	3.488		
EI ₅	Public	130	21.492	3.351	1.289	0.198
	Private	170	20.977	3.498		
EI _n	Public	130	155.662	16.315	1.081	0.281
	Private	170	157.612	14.82		

** t-values are at 1% level of significance

* t-values are at 5% level of significance

Table 7 : Intercorrelation among the dimensions of emotional intelligence

Dimension	EI 1	EI 2	EI 3	EI 4	EI 5	Total EI
EI 1	1.000	.253(**)	.330(**)	.115(*)	.190(**)	.671(**)
EI 2	.253(**)	1.000	.159(**)	.402(**)	.637(**)	.767(**)
EI 3	.330(**)	.159(**)	1.000	-.074	.090	.470(**)
EI 4	.115(*)	.402(**)	-.074	1.000	.455(**)	.476(**)
EI 5	.190(**)	.637(**)	.090	.455(**)	1.000	.658(**)
Total EI	.671(**)	.767(**)	.470(**)	.476(**)	.658(**)	1.000

** Correlation is significant at the 0.01 level (2-tailed).

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

In other words, it can be said that interpersonal skill and flexibility is not correlated with interpersonal conflict and difficulty as compared to other variables. EI₅ is positively correlated with EI₁, EI₂, EI₄ and overall emotional intelligence (significance level value is $p < 0.01$). It can be said that as emotional facilitation and goal orientation of a person increases, all other positively correlated dimensions also increase. Further, in case of emotional intelligence, of course, it is positively correlated with all its variables (level of significance $p < 0.01$).

Summary

From the above analysis, it can be seen that the

difference between the scores of male and female respondents regarding appraisal of positive emotions, interpersonal conflict and difficulty, interpersonal skill and flexibility and total emotional intelligence is not significant. Competing evidence exists surrounding whether or not males and females differ significantly in general level of emotional intelligence. Goleman (1998) asserts that no gender differences in EI exist, admitting that while men and women may have different profile of strengths and weaknesses in different areas of emotional intelligence, their overall levels of EI are equivalent. Similar kind of results have been obtained in the present research. Woman respondents have proved better in emotional facilitation and goal orientation

and male respondents got better scores on appraisal of positive emotions. But overall, there is no significant difference found between the scores of male and female respondents.

From the analysis, it is also accomplished that the married and unmarried respondents had same responses regarding interpersonal conflict and difficulty, interpersonal skill and flexibility and emotional facilitation and goal orientation. The respondents had different scores on the basis of appraisal of negative emotions and appraisal of positive emotions. The married and unmarried respondents are significantly different in their overall emotional intelligence. It can be said that married respondents scored more than unmarried respondents. It is general belief that a person's life gets a major change after marriage due to additional responsibilities, change in the priorities, interchange of culture etc. This occurrence of change is bound to affect the performance of the person at the workplace and leadership effectiveness as well. This is proved from the findings of the research that married respondents proved better as leader, as they are more committed to work, impregnable and more oriented towards the performance of employees. It supports some previous studies that there is some significant correlation is found between marital status and leadership behaviour (Punia, 2003).

It can also be inferred that the scores of respondents of various qualifications regarding interpersonal conflict and difficulty had different scores. But they had same scores regarding appraisal of negative emotions, appraisal of positive emotions, interpersonal skill and flexibility, emotional facilitation and goal orientation and overall emotional intelligence. It shows that leadership effectiveness and emotional intelligence have something to do with qualification. Better qualified managers are more committed to work, have substantial patience, having more acceptances to mistakes and failures, and behave in a more balanced way than less qualified ones.

Further, it can be noted that the scores of respondents of various age groups had same responses except in case of appraisal of negative emotions. To finish, it is concluded that the scores of public and private insurance companies' respondents are same regarding analysis of positive emotions,

interpersonal conflict and difficulty, interpersonal skill and flexibility, emotional facilitation and goal orientation and overall emotional intelligence, while they had significantly different scores regarding appraisal of negative emotions.

High scores in emotional facilitation likely to mean that the leaders having this skill prioritize thinking by directing attention to important information. Emotions are sufficiently vivid and available and they can be generated as aid to judgment. Emotional swings can change the leader's perspective from pessimism to optimism or vice-versa. Emotional states differentially encourage specific problem-solving approaches such as happiness, facilitates creativity, trust, encourage leaders to the consideration of multiple point of view.

In the same way, high scores in goal orientation will be likely to pursue their personal and organizational goals with seriousness and commitment. This means that such individuals are likely to be internally motivated to not only keep going but to do so even when the going gets difficult or inevitable hurdles occur along the way.

For ages, people have debated if leaders are born or made, so too goes the debate about emotional intelligence. Are people born with certain level of empathy, for example, or do they acquire empathy as a result of life's experiences? The answer is both. Scientific inquiry strongly suggests that there is a genetic component to emotional intelligence. Psychological and developmental research indicates that nurture plays a role as well. How much of each perhaps will never be known, but research and practice clearly demonstrate that emotional intelligence can be learnt. There is an old-fashioned phenomenon, maturity. Yet even with maturity, some people still need training to enhance their emotional intelligence. So a training programme that intends to build leadership skill – including emotional intelligence, is a need of the hour in the organizations.

Emotional intelligence is also invaluable for recruitment of talent. The candidate's EQ determines to a large extent, how much he or she is going to achieve in the organization. Moreover, talent can be fostered in a better fashion if the emotional needs of the employees are taken into account, which goes a long way in the realization of one's full potential.

For instance, a research study pertaining to beverage firm elucidated that when they started recruiting managers based on emotional competencies such as initiative, self-confidence and leadership, only 6 per cent left in two years as compared to 50 per cent in the previous two years. In addition, division leaders with these competencies in the same organizations outperformed their targets by 15-20 per cent, while those who lacked them under-performed by almost 20 per cent (McClelland, 1999). In fact, the more one is able to understand oneself and effectively manage oneself and one's relationships, the more resilient he or she becomes, and that makes him or her better able to navigate successfully both in higher tolerance for stress, better people management skills, and more effective performer as part of a team.

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