

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

In an article by Lam and Kirby (2002), definition of emotional intelligence was clearly identifies as one's ability to monitor own and others feelings and emotion, discriminate and among them and use the distinctive information for decision making and action orientation. However the history behind the derivation of emotional intelligence lies back from the first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, *A Study of Emotion: Developing Emotional Intelligence* from 1985. However, prior to this, the term "emotional intelligence" had appeared also put forward an EI model, followed by Salovey and Mayer (1990), and Goleman (1995).

There are a lot of arguments about the definition of emotional intelligence, arguments that regards both terminology and operationalizations. One attempt toward a definition was made by Salovey and Mayer (1990) who defined emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Despite this early definition, there has been confusion regarding the exact meaning of this construct. The definitions are so varied, and the field is growing so rapidly, that researchers are constantly amending even their own definitions of the construct.

Despite the wide definition of emotional intelligence, there was misconception and confusion on this theory. According to Higg (1999), mentioned that due to the rapid growth and changes, researchers are amending and constructing their own definition. However, at the present time there are 3 main different models that can be closely related to the emergence of emotional intelligence which are: the ability based model, mixed model of emotional intelligence and trait emotional intelligence model.

2.1 The ability based model

The earlier theory by Salovey and Mayers conception on emotional intelligence was only based on the individual ability and perception to view the situation and derive solution. In the newer research by Salovey P. et al (2005) derived the ability based model that view emotions as a useful information to navigate social environment. 4 main types of abilities that are derived from this model are :

1. Perceiving emotions — the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. Using emotions — the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

3. Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.

4. Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Emergence of different models of emotional intelligence has led to the development of various instruments for the assessment of the construct.

While some of these measures may overlap, most researchers agreed that there are slightly different constructs. Nevertheless, the current measure of Salovey and Mayer model of EI, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) is based on a series of emotion-based problem-solving items.

MSCEIT test consist of many branched model that EI requires attunement to social norms. Therefore, the MSCEIT is scored in a consensus fashion, with higher scores indicating higher overlap between an individual's answers and those provided by a worldwide sample of respondents. Although promoted as an ability test, the MSCEIT is most unlikely standard IQ tests in that its items do not have objectively correct responses. Among other problems, the consensus scoring criterion means that it is impossible to create items (questions) that only a minority of respondents can solve, this is because by definition, responses are deemed emotionally 'intelligent' only if the majority of the sample has endorsed them. This and other similar problems have led

cognitive ability experts to question the definition of EI as a genuine intelligence.

In a study by Follesdal (2008) the MSCEIT test results of 111 business leaders were compared with how their employees described their leader. The main findings from the study showed that there were no correlations between a leader's test results and how he or she was rated by the employees, with regard to empathy, ability to motivate, and leader effectiveness. Follesdal also criticized the Canadian company Multi-Health Systems, which administers the MSCEIT test due to the incomplete answers for the test that have been analyzed.

2.1.1 Mixed model of emotional intelligence

2.1.1 (a) The Emotional Competencies (Goleman) model

The model introduced by Daniel Goleman(1998) focused on EI as a wide array of competencies and skills that drive leadership performance. Based on Bradberry and Su (2003), Goleman's model outlines four main EI constructs:

1. Self-awareness — mere ability to read one's emotions and recognize their impact while using gut feelings to guide decisions.
2. Self-management — involves controlling one's emotions and impulses and adapting to changing circumstances.
3. Social awareness — the ability to sense, understand, and react to others' emotions while comprehending social networks.
4. Relationship management — the ability to inspire, influence, and develop others while managing conflict.

Golemans' model included a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Boyatzis R. (2000) mentioned that the Goleman believed that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. In contrary to the above said, Mayer et al (2008) highlighted that Goleman's model of EI has been criticized in the research literature as mere "pop psychology".

Measurements for this model are based on 2 different types:

a) the Emotional Competency Inventory (ECI), which was created in 1999 and the Emotional and Social Competency Inventory (ESCI), which was created in 2007.

b) the Emotional Intelligence Appraisal, which was created in 2001 and which can be taken as a self-report or 360-degree assessment.

2.1.1 (b) The Bar-On model of Emotional-Social Intelligence (ESI)

The structure of the EQ-i is based on the literature and its author's research experience as a clinical psychologist (Bar-On, 1997). The concept was theoretically developed from logically clustering variables and identifying underlying key factors purported to determine effective and successful functioning as well as positive emotional health (Bar-On, 1997). The EQ-I produces a total EQ score, five composite scale scores, and 15 sub-scale scores, defined by Bar-On (1997).

Bar-On hypothesizes that those individuals with higher than average E.Q.'s are in general more successful in meeting environmental demands and pressures. He also notes that a deficiency in EI can mean a lack of success

and the existence of emotional problems. Problems in coping with one's environment are thought, by Bar-On, to be especially common among those individuals lacking in the subscales of reality testing, problem solving, stress tolerance, and impulse control.

In general, Bar-On considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. However, doubts have been expressed about this model in the research literature (in particular about the validity of self-report as an index of emotional intelligence) and in scientific settings by Kluemper (2008).

2.1.2 The Trait Model

Petrides and Furnham (2001) proposed a conceptual distinction between the ability based model and a trait based model of EI. Trait EI is "a constellation of emotion-related self-perceptions located at the lower levels of personality". In general terms, EI trait refers to an individual's self-perceptions of their emotional abilities. This definition of EI encompasses behavioral dispositions and self perceived abilities and is measured by self report, as opposed to the ability based model which refers to actual abilities, which has proven highly resistant to scientific measurement. Trait EI should be investigated within a personality framework. An alternative label for the same construct is trait emotional self-efficacy.

The trait EI model is general and subsumes the Goleman and Bar-On models discussed above. Petrides and Furnham (2001) are major critics of the ability-based model and the MSCEIT arguing that they are based on

"psychometrically meaningless" scoring procedures. Petrides et al (2003) also mentioned that the conceptualization of EI as a personality trait leads to a construct that lies outside the taxonomy of human cognitive ability. This is an important distinction in as much as it bears directly on the operationalizations of the construct and the theories and hypotheses that are formulated about it.

2.2 Emotional Intelligence and Leadership In Managing

Many a times, emotional intelligence has been directly linked to a positive leadership characteristic in an individual in an organization. Various research have been done in this area to further understand the utility of emotional intelligence in predicting effective leaders. According to Gardner and Stough (2002), leaders who are emotionally intelligent are found to be happier, perform better in workplace, to achieve greater success and goals. There are also found to be more efficient in decision making towards improvement of management or organization. However, the ability to identify and understand emotions of others in workplace is rather important for leaders in order to enable them to influence their subordinates.

In another article written by Downey et al (2006), the author examined on the role of relationship between leadership, emotional intelligence and intuition in senior female managers. The questionnaire based research was done to study on the empirical implications of the distinctive relationship between the components. The main findings from this study revealed that leaders who possess or exhibit transformational leadership have higher emotional intelligence. Transformational leadership refers to the process of fostering towards dramatic changes in organization and its mission. Transformational

leadership depends mainly on framing and mobilization of emotion compared to transactional leadership which solely depends more upon subordinated cognition.

Based on the research, transformational leaders highly possess four main distinctive behaviors or characters which are :

- (1) Idealized influence, or charisma where by someone who are capable of demonstrating high levels of conduct, self-sacrifice, determination, and as well as far-sightedness
- (2) Inspirational motivation providing meaning and challenge to followers work through pro-social collective action
- (3) Intellectual stimulation promoting innovation and creativity by questioning assumptions, reframing problems, and approaching old situations in new ways
- (4) Individualized consideration developing followers through individuation and mentoring

Based on this research also it is highlighted that leaders with high level of emotional intelligence shows extensive behavior of transformational leadership. This is due to the fact that leaders with EI have a strong relationship between themselves and their followers. A leader with high EI is deemed to be very considerate on others feeling and emotion at all time rather than personal emotional. With this heightened individual behaviors, transformational leaders create greater influence and motivation among their followers. This indirect act brings better job performance among managers and employees in an organization.

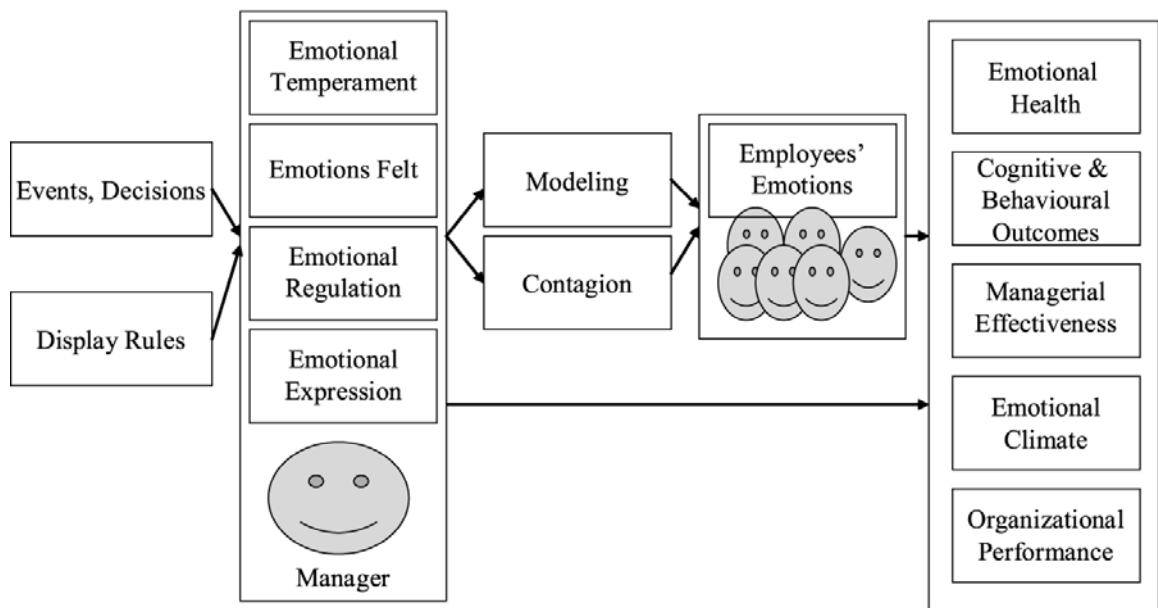
In another article written Brotheridge and Lee (2008), highlighted on how emotional intelligence is implicated towards managing others in an organization. The research was done in order to understand the role of emotional intelligence in managing process and how the skills can be developed among managers. The author embarked on the model below as basis for the research. Based on the model, emotions are perceived as content and experience which derived from managerial process.

Emotions induced thru events, decisions and displayed rules lead to expression of emotion by managers whereby thru modeling and contagion directly effect the employee emotions towards the issue and in the same time influence emotional climate and organizational performance. It is clearly shown that the previous traditionally applied rationality in management is being replaced by emotion management by managers as well as employees thru positive relationship.

Besides the current expectations of managerial role, leaders are required to pay attention especially to the expectation that arise from gender roles.

According to Blackmore and Sachs (1998) , women are more profound to play the role of emotional support compared to male managers. Female managers who practiced perceived emotions in their daily managing process shows greater employee satisfaction and better performance when compared to male managers. Furthermore, whereas for male managers, emotional perceptiveness was associated with increased persuasiveness, it was associated with supportiveness for female managers even when such managers were not trying to be supportive.

Figure 1 : The emotional nature of managerial work



Source : Brotheridge, Celesta M. and Lee, Raymond T. (2008), — The emotions of managing: an introduction to special issue □, *Journal of Managerial Psychology*, Vol 23, No. 2, pp 108-117

Managers who possess emotional and social skills are more likely to be effective in carrying out their work (Riggio, 2007). In particular, Riggio suggested that managers who are more emotionally expressive are more likely to be perceived as being charismatic and are more likely to generate a positive emotional climate in the workplace. Riggio also proposed that managers who are emotionally sensitive or perceptive are more likely to be able to assess and manage their employees' negative moods and develop high quality relationships with them. Furthermore, as argued by Riggio, social expressiveness, the ability to engage in verbal communications, and social sensitivity, which involves skill in listening and in reading social situations, are likely to result in leader emergence and career progression.

2.3 Emotional Intelligence and Job Performance

In an review on emotional intelligence literature done by Dulewicz and Higg (1999) , strongly shows that emotional intelligence does play a vital role towards job success and performance. The researcher studied 100 managers over a period of 7 years in an organization on order to understand their competencies and roles played by them as employees. They found that EI based competency test showed higher contributing factors in organizational advancement compared to IQ alone.

Tischler et al (2002) mentioned that another important model for emotional intelligence are showed clear link between emotional intelligence and work success is the Goleman model for EI competency. Using Goleman's EI competency framework, the author indicated that people who are self managing and conscientious are seemed to be more productive and effective in any work matters. Clearer relationship can be caged thru the analysis of the below model by Goleman.

The two different matrix which are personal and social competency enables oneself to be more competent at work and established good relationship among subordinates for better work performances. Enhanced relationship between managers and employee thru understanding and managing of emotional intelligence leads to greater productivity and improved managing skills. It is also highlighted that sustained development and enhancement of emotional intelligence skills among lower and upper management level tend to increase core competencies that are vital for sustained organizational growth.

Figure 2: EI competencies based on Goleman's model

	Awareness	Skills
Personal Competencies (how we manage ourselves)	Self awareness Emotional self-awareness Accurate self-assessment Self- confidence	Self Management Adaptability Self Control Conscientiousness Initiative Achievements Trustworthiness
<i>Social Competence</i> <i>(how we handle relationships)</i>	Social awareness Empathy Service orientation Organizational awareness	Social skills Leadership Influence Developing others Change catalyst Communications Conflict management Building bonds Teamwork and collaboration

Source : Tischler, Len, Biberman, Jerry and McKeage, Robert (2002)
 Linking emotional intelligence, spirituality and workplace performance
 , Journal of Managerial Psychology, Vol 17, No.3 pp 203-218.

According to Leonard (2005), applications of goal-setting theory are most commonly found in organization development, management education, behavior change and athletic training literature. Early work in the area of organization development and managerial training was driven by a push for job enrichment. Goal setting is as beneficial to the process of developing multiple complex social, emotional and cognitive intelligence competencies pursued over varied time horizons as it is to simple skill development and focused behavior change.

The same theory plays a vital role in an organization. Employees who are deemed to possess higher EI are normally found to be more successful in task management and managing others. The current research suggests an individual's environment plays a critical role in determining how concentrated and intentional their development efforts need to be to achieve their objectives. If their environment requires the use of competencies they want to develop and provide multiple developmental opportunities simply setting a goal should lead to some increase in competency development. On the other hand, if the environment does not require the use of the competencies conscious awareness and concentrated effort will be needed. This applies in academic settings as well as corporate ones.

The implications are clear:

- students, managers, and leaders can benefit from autonomy, personal accountability, and opportunities to experiment with new behaviors in their learning environment

- setting personal learning/development goals is facilitative of competency development in education and work settings
- periodic opportunities to recall, review progress, and revise learning plans are necessary to optimize competency development.

Therefore it is imminent that EI competency leads to better job performance in an organization or even in an academic world.

Salovey and Mayer's conception of emotional intelligence strives to define EI within the confines of the standard criteria for a new intelligence. Following their continuing research, their initial definition of emotional intelligence was revised to as the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal growth. The ability based model views emotions as useful sources of information that help one to make sense of and navigate the social environment. The model proposes that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. This ability is seen to manifest itself in certain adaptive behaviors.

The model proposes that emotional intelligence includes 4 types of abilities:

1. Perceiving emotions — the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts- including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.

2. Using emotions — the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. Understanding emotions — the ability to comprehend emotion language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. Managing emotions — the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

Langley (2000) has claimed that the few incremental validity studies conducted on emotional intelligence have demonstrated that it adds little or nothing to the explanation or prediction of some common outcomes (most notably academic and work success). Langley proposed that the reason some studies have found a small increase in predictive validity is in fact a methodological fallacy incomplete consideration of alternative explanations. According to the author, EI is compared and contrasted with a measure of abstract intelligence but not with a personality measure, or with a personality measure but not with a measure of academic intelligence.

In accordance with this suggestion, other researchers have raised concerns about the extent to which self-report EI measures correlate with established

personality dimensions. Generally, self-report EI measures and personality measures have been said to converge because they both purport to measure traits, and because they are both measured in the self-report form. The interpretations of the correlations between self-report EI and personality have been varied and inconsistent. Some researchers have asserted that correlations in the 0.40 range constitute outright construct redundancy, while others have suggested that self-report EI is a personality trait in itself.

Victor et al (1999) researched on the new design on methods of measurement for emotional intelligence in an organization. The study was based on selected managers in a organization and their level of competency in emotional intelligence was studied. The questionnaire based survey focused on the elements such as self-awareness, decisive, influence, interpersonal sensitivity, motivation, integrity and resilience.

The results obtained from the survey showed that the direct relationship between decisiveness and resilience. The high percentage showed that that the measurement of emotional intelligence in an organization can be determined thru this element. Other significant elements that also showed a very strong relationship are resilience and self-awareness, motivation and influence. Besides that, emotional intelligence competency can be correlated also to interpersonal sensitivity. Despite the reliable and valid data, this method of measurement is recommended to be done individually based on the EQ competency level.

Chrusciel (2006) studied on the relation of emotional intelligence as mean tool of assessment for organizational growth, employee performance and also on

environmental changes. The research effort was mainly focused on examination of the service sector thru selective metric and its influence on the overall human management strategies as main indicator of emotional intelligence within the organization. They have been many measures and uses in the public service sectors that have been considered in this research. Among other programs that are widely used in common to measure the emotional quotients are such as Multi-Health Systems (MHS) and APEX Performances Systems.

Information gained from these systems is used to improve organizational activities such as sales performances, decision making processes and many others. Besides that, APEX systems are also identified to provide vital training tools for emotional intelligence for better work environment and organizational performances. Other underlying method in these APEX systems such as in-depth interview and examinations provides substantial information for the improvement of sales outcome in the identified organizations.

Among other important findings from this research suggest that emotional intelligence can be used as predominant indicator of organizational performance. Not only the organization tend to gain from this but rather enhance employee productivity in the job. Another gain from organization that practices emotional intelligence are that employee would be able to regulate their emotion with the others and thus sped the decision making process for transformational leadership to be achieved. Besides that, EI also maintain the human resource management strategy in the organization thru scrutinized selection and trained personal who are fit. Well selected and trained personal are expected to deliver optimal performance and growth beyond the emphasis

on knowledge, skills and profit. The current limitation from this research is the lack of emphasis on the return-of-investment from use of EI as tool for management success and strategy making.

Moriarty and Buckley (2003) investigated on the effect of increased team emotional intelligence through process. Research was based on the implementation and effect of learning programme which not only equip students for knowledge but rather on the use of practical experience in the working world. Emotional Intelligence for this study was measured thru the Jordan's WEIP (workgroup emotional intelligence profile) which relates closely to the model from Salovey and Mayer. It is understood that the model used relates significantly to the workplace team profile.

In this WEIP-5 tool, 8 important variables were measured. The list below provides among others the variables that have been used in this present research. The listed variables are : awareness of emotions, ability to discuss emotions, using emotions to priorities thinking, applications of own emotions to facilitate thinking, ability to deal with own emotion, ability to recognize emotions in others, ability to read others' false display of emotions, empathy, managing others' emotional states and ability to deal with others' emotions. The stated variables can be seen to be divided into 2 main items which are the ability to deal with own emotions and also ability to deal with others' emotions.

Results from this research were derived from the paired sample t- test. The evaluations comprised self evaluation on EI and peer evaluation of EI between the control group and the test group. The result showed that the

student group who undertook the learning programme developed knowledge and skills thru the team process that lead to better utilization of emotional intelligence within the team. Nevertheless, the study suggested that utilization of learning programme alone would not lead to alteration of behavior.

According to the author, emotional intelligence should be driven by cognitive based learning. In order to achieve effective team performances and processes, alteration on the behavior of each individual in the team plays an essential role. Another vital segment of learning is feedback. Feedback has been proven as essential aspects of learning as it measures the effectiveness of provisions. Cognitive intervention in team learning can be contributed thru feedback in the team processes.

Despite the results obtained thru the study, there were limitations on this research. The study group investigated was mainly on students with environment created close to real world workplace. Learning and development materials used were inexpensive and easily transferable to the identical situation in workplace. Thus it is expected that knowledge and skills obtained from the processes are easily duplicated and transferable.

2.4 Emotional intelligence in organizational process

In another meta-study by Leonard and Biberman (2007) showed the comparison between various theoretical models in decision making that are commonly used in workplace. Among various theoretical models used are classical rational decision making, intuition, utilization of emotional intelligence decision making, tacit knowledge, system approach in decision making and spirit-based decision making. This comparison was done to analyze on the

different theoretical model and its impact in organizational decision making process. The classical economic theory that was discussed in this research suggests that decision making process involves rational, analytic action and also conscious. However based on the various studies that was looked into showed that many a times the decision making process is not rational and optimal in the output. In contrary to the classical economy model, the right/left brain decision making model allows managers to be creative and analytical in every decision processes undertaken.

Besides the above said models, tacit knowledge enables managers to make decision making based on previous experience and knowledge in certain area of applications. Another unique decision making model that was discussed in this research is the intuitive model that allows the brain to decide on correlation and achieve decision making beyond the unconsciousness of the thinking. Spiritual model for decision making allows decision makers to review reality and reach decision with other dimensions. Although review was done between various decision making model, the ultimate choice of model have not been establishes thus this have created limitation to the research.

In this study it is highlighted that emotional intelligence plays an important role in organizational behavior and decision making. It is highly promoted as an essential tool that all organization should adapt in their daily processes for further enhancement in productivity and performances. In accordance to this, the study reviewed the 4 important categories in this model which are self-awareness, self-management, social awareness and relationship management. According to the author, lack of any of this important category and can create deficiency in leadership and decision making.

Ricardo et al (2008) studied on the relationship of emotional intelligence towards job satisfaction whereby the role of organizational learning capabilities (OLC) was taken into consideration and review. In previous review on definition of emotional intelligence is clearly stated as one's ability to consider own emotion together with others feeling in line for decision making. However, there have been very limited empirical studies or review on the distinctive relationship between emotional intelligence and its impact towards job satisfaction thru the organizational learning capability. Therefore Ricardo et al reviewed on the role of emotional intelligence towards job satisfaction thru the regulation of an environment aspect which is organizational learning. The study group is mainly from a pool of ceramic tile manufacturers in Spain whom were given validated questionnaires.

Based on the validated questionnaires, all the variables were computed. To review the emotional intelligence, the Likert-type scale with 7 points was used in the self report. The assessment was done on the 33 item in the self report. Where else the global job satisfaction was assessed thru seven level scale which was suggested by Gerhart (1987), Staw and Ross (1985) and Ganzach (1998). For the organizational learning capabilities, model used was based on psychometric properties suggested as the most recent measurement scale by (Chiva and Alegre, 2008). The author used the Cronbach's α coefficient and composite reliability to assess scale reliability.

Thus the results for this empirical reviewed showed that organizational learning behaves a mediator in this relationship between emotional intelligence and job satisfaction. Another finding from this study showed that job satisfaction consist of multifactor concept which explained that EI and

OLC as only a part of contributing factors towards job satisfaction. In fact the direct relation between EI and job satisfaction from the review is low which leads to limitation in this study.

The author stated that the link between emotional intelligence and OLC have to be carefully determined and studied. There are many circumstances that emotional intelligent person are satisfied with the current condition of OLC. In order to implement better OLC in working environment, practitioners should take into consideration external aspects of the organization for better understanding.

In another case study written by Akgun et al (2007) studied on the organizational emotional intelligence thru of Giddens' structuration model. The viewed the organizational emotional intelligence in a small electronic manufacturing company. The sample were observed and coupled by interviews, history review and group discussion. Many elements of emotional intelligence were studies thru various perspectives such as cognitive, behavioral and social perspective. Giddens's structuration theory describes on the important relationship between human behavior and structure which is part of the system. Based on the structuration theory, 3 important elements are essential in organizational intelligence which are structural, functional and social attributes within the organization.

This enables managers to make decision based on many underlying aspects within the theory. The author also explained that many organizations treat the two elements of relationship between human behavior and structure as separate entities and not as an interdependent factor. The observation form

this study showed that organization intelligence removes the individualized level and integrate each into the organization.

Besides that, structuration theory helps managers to develop awareness and observation skills on individual intelligence. Thus based on the structuration theory, organizational intelligence appears not as a single entity but rather closely associated with individual communications, collectiveness and also external and internal environment.

Another view on the structuration theory suggests that the theory assist managers to view and asses the organizational operations thru the intelligence in daily activities. The author also emphasized that organizational intelligence lies within the daily activities in the operational and ever evolving.

However, emotional intelligence within organization is yet another new topic that need further investigation multidimensional among many organization which can be seen in the organizational operational. The author also suggests that further studies on the role of environment, type of organizational culture, size and age of organization should be taken into consideration in the relationship of organizational intelligence and the performances indicators.

2.5 Emotional intelligence in leadership

In order to study the effectiveness of emotional intelligence in leadership, Barling et al (2000) studied on the association of EQ in transformational leadership. The exploratory study was based on given questionnaire to managers in an organization together with their respective subordinate. The four components of transformational leadership were also done thru

Multifactor Leadership Questionnaire (MLQ-5x short). There are 10 different variables that were taken into considerations in this exploratory study which are among other idealized influence, inspirational motivation, intellectual stimulations, individualized consideration, contingent reward, emotional intelligence and attribution style. All the above variables were ranked based on the Likert-type 5 scale. The author computed 2 separate multivariate analyses of covariance to determine the relationship between the variables and also the groups of managers.

The results obtained from this exploratory study showed that the important elements for transformation leadership that are associated with emotional intelligence are such as idealized influence, inspirational motivation and individualized consideration. However, elements like active-passive management by exception and laissez faire management is not associated with emotional intelligence. The limitation of this study is that being cross-sectional in nature has excluded the causal interference that is premature. This is seen as an important factor to investigate on the level of transformational leadership with one's emotional intelligence.

Besides the above limitation, one of the major set back from this study was the small sample size obtained in the study. The sample was rather small in size and contributed to questionable significance in the results obtained. These lead to the negative significance of relationship between transformational leadership and emotional intelligence in the chosen organization which can be encountered by obtaining a larger pool of samples.

In another article by Kerr et al (2006) highlights the relationship between managerial emotional intelligence (EI) and the ratings of leadership effectiveness. The samples collected are from managerial and their subordinate ratings about them in a large organization. The significance of this relationship is measured thru the Mayer Salovey Caruso emotional intelligence test (MSCEIT). The MSCEIT scores studies the important 4 branch in the model which is perceived emotions, using emotions, understanding emotions and managing emotions. Each of the consisting branches appears with two different tasks for analysis.

The samples collected indicate that the individual leadership effectiveness is indeed based on their emotional intelligence. The other predictors for this also includes employee perceptions of supervisor effectiveness are indeed driven thru emotional intelligence. Further more the data and results from this study shows suggests that half the MSCEIT scores may act as also a significant large predictors of supervisor ratings in the investigation. The findings from the data suggest the understandings and management of emotional intelligence based on the different branch scores within the organizational setting.

The managing emotions branch is viewed as the most advanced emotional ability within the ability-based model (Mayer et al 2000), and therefore, has the potentially greatest impact on the management function (George, 2000). However, the actual results of the data analysis on the managing emotions branch scores are contrary to expectations. The author also mentioned that the data clearly shows the need for further management and understanding of emotional intelligence in the lower level of the employee in order to cultivate

leadership effectiveness within the organization. However, the overall results from the study showed clearly that emotional intelligence indeed a predictor of organizational leadership effectiveness that stimulates individual and management performances.

Koman and Wolff (2008) studied on the emotional intelligence competencies in team leader and their team performance in a military organization. This importance investigation looked in to the relationship between the management of team leader's emotional intelligence, their group emotional intelligence and the team performance. Group level emotional intelligence is measured thru emotionally competent group norm (ECGN) theory by Wolf and Druskat which said to have a significant role in team performance.

Measurement that has been taken for this research was divided into 3 different groups. Team leader emotional intelligence was assessed using the emotional competency inventory (ECI-2) that was developed by Richard Boytazis and David Goleman . The self rating competency test was used along with Likert-type scale and Cronbach α analysis was done. The other groups of analysis consist of group's emotional intelligence which was considered using the Group Emotional Intelligence measured suggested by Wolf and Druskat. Where else the team performances measurement was multidimensional with consideration and analysis was done thru objective and subjective matters in regards to team performance in the organization.

The main findings from this investigation showed and confirmed that the level of team performance and competency depends or correlate with the leader's emotional intelligence and the management of it. There are many key

contributors from the article which are that it validates the role of leaders in team performance, ECGN is shown have significant relationship to performance, ECGN theory is confirmed and lastly the findings extends the understanding of emotional intelligence in team performance as well on the management of leader's emotional intelligence as well.

Being one of a kind of study, there are also areas of limitation in this study. One of the limitations is that the samples for this investigation are taken from all military organization. Being in culture of organization that emphasis on team performance and leadership, the results found to be centralized. The findings from the study can differ for different organizations and settings. Therefore suggestion was to look into broader scope of organization and different culture. Another limitation for the study is that the samples taken from 2 different group, aircrew and maintenance team who can play a vital role in disparity of the results. These 2 different groups have very different and not highly interdependent.

Therefore the results obtained can lack on validity. Nevertheless, implications from this study can be an essential indicator on the importance of team leader emotional intelligence management which can be a contributing factor towards team performance. Measures should be taken by each organization in order to enhance the importance of emotional intelligence towards sustainability and performance by individual and team.

In another article by Groves and McEnrue (2008) studied on the visibility by measuring emotional intelligence in leaders as based on Mayer and Salovey model. The study sample was from employed business student whom was

divided into 2 different groups. One arm of the sample was given intensive emotional intelligence training programme and with another arm as control. There are many purposes for the study undertaken. Among the main purposes was to evaluate on the effectiveness of Salovey and Mayer model in accordance for leadership enhancement. The other factor for research was to look into the importance of emotional intelligence training programme and its importance for further improvement of leadership. Besides that, the purpose of this investigation was also with the intention for identification of individual component for emotional intelligence.

In accordance to the objective of the study, the results clearly showed the intense relationship of emotional intelligence training programme for enhancement of leadership. This is shown on the level of effectiveness in decision making process of the study arm that was given substantial training and exposure on emotional intelligence. It also demonstrates that with substantial and deliberate training, emotional intelligence in an individual can be enhanced. But however there are many limitations in this study. After thorough understandings, there are many components in the investigation of emotional intelligence that needed to be identified and thus further studied in future research.

Another exploratory study by Higg and Aitken (2003) explored in detail the importance on the emphasis of emotional intelligence as one of the indicators for potential leadership which should be adhered. Senior managers from a selected public service in New Zealand have undergone measurement for emotional intelligence thru EIQ Managerial model. Main core key competencies that was studied in this exploratory study are as below :

strategic leadership, leading capability building, leading political/stakeholder interface, leading change, intellectual leadership, leading cultural building, building relationships and reputations and building personal learning.

The findings from the study showed that there is a strong relationship between effective leadership and emotional intelligence within an organization. Based on the significant findings the relationship can thus be related to the individual performance and potential group development. Furthermore it is also clearly shown that emotional intelligence by an individual can be a predictor of effective leadership. However there were few limitations from the study. Among other are the sample size which are small and the concentration of the study was only in a public sector and need further exploration into other segments as well.

Besides the many important indicators, there are also interesting findings in this exploratory study. It is clear that that there are no significant relationship between emotional intelligence and the interpersonal sensitivity and competency. This however was an unusual finding. There were no clear understandings on the other elements in emotional intelligence that have contributing factors in the study. Among other future suggestion from the author was to identify other contributing elements for the distinctive relationship in emotional intelligence.

2.6 Emotional intelligence in management effectiveness

In another empirical study on the impact of emotional intelligence in management development by Rozell et al (2002) showed the level of competency depends on the exposure and understanding of emotional intelligence within the organization. The study sample consists of undergraduate students from major mid-western university. Examination on the various factors of scale was undertaken. Various analyses such as t-test, ANOVA and regression test was undertaken from the measurement to compute on the major findings for the research.

The main findings from the empirical study showed clearly the association of organization and involvement in other activities such as sports. The ANOVA results from this study indicates that higher score of emotional intelligence is associated with the origin of the sample. Another important finding from this test showed that there is a significant difference do exist from the major field of study. This can be seen from the difference of results from the various major field of study that was contributed by the sample.

Besides that, there is also significant difference in terms of competency on emotional intelligence between the domestic and international student sample that was studied in this investigation. Involvements in extracurricular activities also contribute to higher overall emotional intelligence and decision making.

However these findings can also be interpreted to the other hand that higher emotional intelligence contribute to greater involvement in extracurricular activities.

Despite the results from the study, the limitations of this research are on the recommendation of integration of emotional intelligence as essential training programme for managerial development. The author concluded that the interpersonal skills and interaction emotion should be the core importance of development of emotional intelligence within organization. Besides that future research was recommended to further analysis the current findings on the level of emotional intelligence in respective groups.

Author Leonard (2008) thru his research examined on the efficacy of goal setting within organization for the purpose of target competencies within a specific time frame. The longitudinal study for competency was assessed with specific examination within specific time frame in order to observe the behavioral and emotional changes within the organization. Thru the research, the author believed that learning goals is essential for competency development within organization. This is highly related also on the target and goal that are obviously spelt out and remembered by each individual.

Researcher derived that the significant behavioral depends and closely related to the targeted emotions, social and cognitive perception in the process of developing goals. Meanwhile targeting and initiate to remember the targeted goals lead to significant behavioral changes. However, the results also revealed clear implications for management education in both academic and corporate education settings. The study also highlight on the important that contributes for the development process within the management of an organization.

Further analysis of the output indicates the identified several competencies in the development of the targeted goals. Competencies such as Initiative, Attention to Detail, Negotiating, Self-Confidence, Group Management, Systems Thinking, Sense Making, Theory, and Relationship were among the many that was identified. This leads to the greater understandings of importance of goal settings in order to achieve emotional and cognitive perception and development of competencies by individual or even organization within a given time frame.

The current research suggests an individual's environment plays a critical role in determining how concentrated and intentional their development efforts need to be to achieve their objectives. If respective environment requires the use of competencies that they want to develop and provides multiple developmental opportunities simply setting a goal should lead to some increase in competency development. On the other hand, if the environment does not require the use of the competencies conscious awareness and concentrated effort will be needed.

Vakola et al (2003) discussed on the importance of individual characteristics for organizational or management changes. The main objective from the study is to look into the organizational change thru emotions and other personal behavior by each individual. This is rather an essential element in emotional intelligence. The sample consisted of professionals who completed a specific questionnaire on self-report inventories assessing emotional intelligence, personality traits and attitudes towards organizational change.

Variables that was studied in this research was grouped into 2 different classifications which are personality variables (TPQue5) and emotional intelligence variables (EIQ). The subgroup personality variables are extraversion, neuroticism, openness to experience, agreeableness and conscientiousness. Perception and appraisal, control of emotions, use of emotions, understanding of emotions, overall EI score, attitudes to change, job satisfaction and turnover are grouped in the emotional intelligence variables.

Results from the study indicate and confirmed on the relationship between personality traits and employees' attitudes toward organizational change. In fact the similar contribution of emotional intelligence toward attitudes to change was found to be significant, indicating the added value of using an emotional intelligence measure above and beyond the effect of personality. In addition to the results obtained showed the practical implications of these findings should be discussed on levels of management for better changes.

Further research examining EI from a multi-rater perspective may lend further insight or information into the relationship between individual differences and attitudes toward organizational change. The author also highly recommends future studies would also profit from use of additional measures to cross-validate findings of the relationships among EI and organizational change. Thus the author hoped that different measurement in emotional intelligence should be undertaken for better understandings for management changes and structuration.

2.7 The Importance of Emotional Intelligence

Why emotional intelligence among employees do plays a vital role in an organization? This has been a considerably an important topic or issue that have captured attentions of many organizational practitioners and researchers in present times. Among other important questions which are still under discussion and scrutiny are such as the role of emotional intelligence within an organization, the impact of job performance thru emotional intelligence and also on the need of reorganization of management for better adaptation of emotional intelligence among employees.

In many researches that have been done in the past have highlighted the underlying components and competencies of emotional intelligence that found to be touted as determination of employee commitment and also job performance. Among other components that have been said are like value, beliefs and tendency for the broad dimension of emotional literacy. However, many of the claims stated are anecdotal and derivatives only. Therefore the impacts of emotional intelligence need not to be direct.

The importance of emotional intelligence concept for organizations has been very subjective and is found to differ from one to another's characteristics and believes or even organizations. There has been lack of understandings on the relationship of emotional intelligence and employee commitment, job satisfaction and also job performances. Lack of thorough understandings and competencies have led to misconceptions on the role or importances of perceiving emotional intelligence as part of organizational development towards better performance. Findings ways to establish a better strategic

method within management to promote the needs of emotional intelligence among employees are crucial and has been considered as vital process for consideration in organization restructuring. Designing methods and rewards to reinforce on the importance of emotional intelligence should be considered by organizational management in order to boost the awareness and greater understandings on the role that it plays among employees.