

Emotional Intelligence – Its Importance and Relationship with Individual Performance, Team-Effectiveness, Leadership and Marketing Effectiveness

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Abstract

The aim of this review is to analyze how emotional intelligence plays a crucial and significant role in guiding and enhancing one's behavior and activity both within oneself and in workplace effectively and efficiently. A brief literature review is done to identify the relative importance of emotional intelligence, methods to measure emotional intelligence and the relationship of emotional intelligence with individual performance, team-effectiveness, leadership and marketing that best guide one's activity towards self- and organizational growth. Emotional intelligence is found to be positively correlated with all the factors and acts as an important determinant in analyzing, modifying and channelizing one's behavior towards self- and organizational growth. Difficulty in testing emotional intelligence as there is no clear evidence on whether it originates from one's personality trait or through learning and experience. Though many theoretical and few empirical evidences are available to best support emotional intelligence, future research should focus on developing more empirical models that takes into consideration all the critical aspects that emotional intelligence possess so to have deeper understanding of its perspective.

Keywords: emotional intelligence, employees, leadership, organization, performance, relationship marketing, satisfaction, team

1. Introduction

Emotions are considered as the higher order intelligence. Emotional intelligence deals with the ability of an individual to understand, be aware of and differentiate the feelings of his own and others surrounding him, and guide his/her activity in order to solve problems and meet challenges in day-to-day life. According to psychological literature, scientists have found a strong relationship between emotional intelligence of an individual and its influence on his leadership quality and his performance in the organization. EI helps an individual to contribute to the organization by achieving its goals effectively and efficiently at higher speed and quality. Emotional intelligence is considered to be an intangible asset in determining the difference between individual performance and his performance as a team player (Ajay Goyal, 2007).

Earlier, organizations used cognitive intelligence - as a measure to analyze memory and problem solving ability of an employee thereby correlating it with task performance in the organization. Gardner and Sternberg strongly insisted on developing approaches to conceptualize intelligence. Their concepts on inter- and intrapersonal intelligence made the necessary backup for the development of a new and critical phenomenon of emotional intelligence. It was then Salovey and Mayer in 1990, making efficient use of scientific methods, developed and operationalized the most promising concept of emotional intelligence (EI). According to Salovey and Mayer, a framework that holds two different mental processes – thinking and feeling, which when works together generates emotional intelligence. This theory focuses on two concepts – the ability and the extent to which emotion manages an individual's cognitive skills and the extent to which emotions are managed cognitively. It perceives, understands and regulates emotions (Mayer, Salovey, 2000). According to his model, emotional intelligences confer four basic abilities – 1. Perceiving and identifying emotions 2. facilitating thought using emotions 3. understanding emotions and 4. managing emotions.

Dedication towards job, job satisfaction, task performance and contribution for organizational effectiveness are

positively correlated with EI. Palmer et al (2002) found that emotionally intelligent individuals have high life satisfaction. Those who can smartly handle and orient their emotions will no doubt drive negotiations in favor of their organization. An employee's task performance standards which was once measured by his past achievements rather than by his capability to withstand future challenges has now been replaced by using EI as an effective measure in determining the star performers of the organization who possess high performance standards than their counterparts. EI evaluates, recognizes and monitors both self-emotions and emotions of others (Goleman 1998, Mayer and Salovey, 1997). It accelerates team work, collaboration and group performance. Star business performers and leaders placed EI in the top position over other attributes like planning, organizing, market and financial analysis (business wire, 2004). Gabriele (2013) identified the mechanism that relates the four emotional competencies and to explore the relationship between emotional competencies with work related health factors. In order to conduct this study, they developed a model called Organisational Emotional Intelligence Questionnaire (ORG-EIQ) where the four variables of emotional competencies are positioned as antecedents of health factors and is conducted on 1506 workers across 20 organizations. To analyze the EI structure proposed in the organization, Explorative Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) are conducted. The same approach is adopted to examine health factors (life balance and mood factors) also. Correlation coefficients are used to identify the relationship between the two variables. The structural model is examined using Structural Equation Modeling (SEM) whereas its fit is examined using fit indices. Intraclass Correlation Coefficient (ICC) is used to check the validity of aggregated EI at organizational level. One way ANOVA is used to examine the difference in EI among different organizations taken into consideration. ORG-EIQ was found to have convergent validity with the theoretical constructs and revealed a sequential relationship between the four emotional competencies.

A leader possessing strong emotional intelligence is believed to be the effective and efficient performer in the organization. Schutte and his team correlated stronger emotional intelligence with positive moods and self esteem. According to Petrides and Furnham (2006), emotional intelligence is gender specific and these people tend to have negative correlation with job stress. Cary Cherniss explored several key points that help employers, managers and higher officials to sense the importance of EI their organization should possess. According to his case analysis that was done in various fields including US Air Force, consultation firms, beverage, retail and manufacturing outlets, individuals possessing high EI significantly performed better than their colleagues that in no doubt will benefit and back up the organization's success. Though traditional Intelligence Quotient (IQ) acts as a measure for finding the competency level of workers in the organization, it does not play a significant role in identifying the task performance and moreover, it is stagnant in its consistency whereas Emotional Quotient Inventory (EQI), a measure of EI, which can be improvised via training and learning, identifies smart employees in the organization and is now extensively used by many organizations to evaluate an employee's performance. Goleman and Emmerling (2003) studied the association that EI has with business ethics and explained the possibility of EI in developing social attitude and promoting positive ethical behavior.

With regards to the models of Emotional Intelligence, two related yet different approaches are developed for the operationalization and measurement of Emotional Intelligence (Cirrochi et al., 2000). One among them is the 'ability model' that strongly is correlated with the theories proposed by Salovey and Mayer (2000). It associates emotions with the traditional forms of intelligence, IQ and is a combination of four independent dimensions - ability to perceive and express emotions within, capacity to understand emotions in others, regulating emotions in the self and guiding one's performance by directing towards constructive activities using emotions thereby benefiting oneself and the organization. The other is the mixed model that associates traits with social behaviors. Though this model developed controversies due to the lack of scientific evidence, it establishes an influential bond on its contribution to the development of personal, organizational and managerial development. This model is considered to be a construct that includes traits and the ability to perceive, assimilate, understand and manage emotions. It comprises factors associated with motivation and affective dispositions (Bar-on 1997, Goleman, 2001) and personal, emotional and social abilities thereby denoting emotional intelligence as emotional competence as per Bar on 1997. Aahkanasy and Daus (2005) identify EI as an essential enhancer for effective promotion of organizational development.

The five core areas of EI comprises of self awareness, social awareness, self regulation, social skills and self motivation which was explored based on past research done on the positive correlation between social and emotional intelligence over task performance was furthermore analyzed by Freshman and Rubino (2002) in their study on the relationship between emotional intelligence and healthcare administration applications. The beauty of EI lies in its factors that it comprises of. It explores both inter and intra personal skills of an employee and his ability to manage job related and personal stress. Where self awareness comes under the category of intrapersonal skills, social awareness constitutes interpersonal skills and self motivation and self regulation deals with stress management and personal emotions towards job. Not only the expertise of managers help in effective leading but also the emotional intelligence he/she possess have a strong influence on output of the project they are into (Morris and Feldman, 1996; Goleman,

2001; Bass, 2002). Fulmer and Barry (2004) explained the lead role played by emotional intelligence with its partnership with cognitive capabilities in influencing a negotiator's extent of acquiring information and use the information collected for arriving at conclusions thereby aid in decision making process, tackling and managing the situations and responses based on both face-to-face interactions and situational factors. Moon identifies the positive relationship between Cultural intelligence construct (CQ) with the emotional intelligence construct (EQ). Though CQ and EQ are different, yet they there are some factors associated to EQ (social awareness, self awareness) which are related with the factors of CQ. According to Wong and Law (2002), emotionally intelligent people can best manage their own emotions, predict and understand others emotions as well, regulate those emotions and indulge in enhancing work behaviors that positively contribute to the wealth of organization.

Though many EI programs are being conducted for managers and subordinates in order to improve their job performance and satisfaction, empirical evidence for the positive impact of emotional intelligence on the working environment still remains as a question. The problem that scientists who work on emotional intelligence face is its lack of reliability. According to Davis et al (1998), he concluded with his study that "as presently postulated, little remains of EQ that is unique and psychometrically sound. Thus, questionnaire measures are too closed related to established personality trait whereas objective measures of EQ suffer from poor reliability". However, emotional intelligence still remains to be a positive performer in the ground of organization that look employees in a different perspective, evaluate, motivate, modify and direct their activities and behavior in a way that promotes organizational effectiveness.

2. Ways to Measure Emotional Intelligence

Many tests are used to measure emotional intelligence but only few passes empirical evaluation. Generally, emotional intelligence is measured either by means of questionnaire method or interview schedule. However, factors such as method of administration (paper, electronic, mail), subgroup differences should be taken into consideration to confer validity. This method faces the problem of increased development cost and administration costs.

Typical methods of measuring emotional intelligence involves ability based test and general integrative tests. Mayer-Salovey-Caruso-Emotional-Intelligence (MSCEI) test with measured with mean score of 100 and standard deviation of 15, is designed to measure the four concepts of emotional intelligence – perceiving emotions measured using faces and pictures, understanding emotions measured by blends and changes, facilitating thought measured through facilitations and sensations and managing emotions which is measured through emotions management and emotions relationship, a typical emotional intelligence model as developed by Salovey and Mayer. This test is developed based on Multi factor – Emotional – Intelligence-Scale (MEIS). MSCEI test constitutes 141 items and measures EI based on two scores – 15 primary scores and 3 supplementary scores. Understanding and managing emotions comes under strategic MSCEIT whereas perceiving emotions and facilitating thought using emotions comes under experiential MSCEIT.

Haygroup Emotional Competency inventory (ECi) developed by Daniel Goleman and Richard Boyatzis consisting of 117 questions is a mixed model that measures ability based on four concepts – self awareness, self management, social awareness and social skills. It develops a 20 page report which is difficult for analysis and interpretation when compared to MSCEIT test. Emotional Quotient inventory (EQi) developed by Reuven Bar-On consists of 133 questions which measures skills possessed by personnel, is composed of 5 different scales – interpersonal, intrapersonal, adaptability, stress management and general mood (Bar On, 2004). Genos Emotional Intelligence (Genos EI) developed by Palmer and Con consisting of 70 questions performs measurements on behavioral changes and improvements on the basis of two assessments – one before mentoring and other after mentoring. Mentoring is based on cognitive behavioral restricting technology that measures behavioral changes and improvements based on 7 dimensions – emotional self awareness, emotional expression, emotional awareness of others, emotional reasoning, emotional self management, emotional management of others and emotional self control.

3. Emotional Intelligence and Individual Performance

How well an individual is capable of managing his emotions determine the extent to which he can perform conflict management both within organization and outside organization. As conflict management has a significant impact on an individual's performance and job output, critical analysis of emotional intelligence of individuals become necessary. Carmeli (2009) identified the relationship between emotional intelligence and psychological well being of individuals. In order to conduct this study, different respondents from various organizations are chosen and are then approached by survey which is conducted at different points of time. Focus group is created for selected respondents to refine the instrument. It was designed in such a way that dependent variable being psychological well being whereas independent

variable is emotional intelligence. Emotional intelligence and psychological well being are positively correlated and played an influential role in determining the latter, however cross-cultural differences is not taken into account here. Timothy (2006) tried to identify the factors that influence the problems which arise in highly regulated organizations by measuring the emotional intelligence of its stakeholders. Observational approach is followed for measuring the emotional intelligence of stakeholders of various industries. The authority that stakeholders possess varies depending on different types of industries and accordingly their influence towards problem solving and managing work force conflicts. Stakeholders possessing good emotional intelligence are capable of managing situations much better than others.

Emotional intelligence not only plays an influential role in developing positive societal outcome from an individual/group but also inherently influences negative societal outcome. Nikolaou (2002) studied the influence that that Emotional Intelligence (EI) has on occupational stress, biographical characteristics and commitment towards organization. It also identifies the influence that job type has on EI scores. In order to conduct this study, two hundred and twelve professionals having average age of 36.14 yrs with SD 7.76 are chosen from a mental health institution out of which most of them are married females holding a university degree. They were given 91 self report questionnaires based on Mayer's theoretical model and were asked to rate on a 5 point scale denoting '5' as strongly representative and '1' as not representative in order to measure various dimensions of emotional intelligence and the use of EI on problem solving. The occupational stress is measured using ASSET model, an advanced version of Occupational Stress Indicator (OSI) because of its advantage of the ability to identify both the sources and the effects of stress. It is based on a two point scale – commitment of organization to the employee (COE) and commitment of employee to the organization (CEO) based on which an overall Job Stress Index is calculated. Pearson correlation co-efficient is used in order to correlate all the variables to be studied. In order to identify the effect of job type on EI and occupational stress, ANOVA is carried out. The extent to which EI and organizational commitment can be used as predictors of occupational stress is identified using hierarchical regression analysis. Though there was no significant difference in the overall EI score and occupational stress between the two genders, professionals with high EI scores tend to have increased organizational commitment and decreased occupational stress. Managers when they use their emotional intelligence to pursue their own interests rather than concerning about job output and wealth maximization of their organization, there occur agency problem instead of organizational effectiveness promotion. Satish P (2005) tried to identify whether there occurs any notable difference in the counter productive behavior exhibited by people having different patterns of emotional intelligence particularly from china. In order to conduct this study, a questionnaire is prepared on a 5 point Likert scale stating several counter productive behaviors and is given to 116 respondents. Statistical tools such as alpha co-efficient and t-tests are used to measure its validity. Emotional intelligence found to play an influential role in counter-productive behavior. However there is no significant difference between overall counterproductive behaviors between people having difference emotional intelligence patterns.

Margaret M. Hopkins (2007) analyzed the correlation between emotional intelligence and board governance mechanism using a questionnaire that tries to identify the occurrence and influence of emotional intelligence competencies in leadership and decision making process using school board effectiveness model that best displays school board leadership in practice. This model, which is chosen after exploring the relationship that 18 competencies of emotional intelligence based on Emotional Competency Inventory (ECI) has with board governance domains in accordance with Boyatzis et al (2002) and Smoley (1999), includes 6 main categories of domains which constitute decision making, group functioning, imposing authority, community connection, working to progress forward in school board and strategic action. Out of 18 competencies, 6 were found to be universal across all the 6 selected domains. This study best explains the need of proper and frequent training to board members for developing their emotional intelligence competency which ultimately helps them in clear cut decision making process and promoting leadership qualities.

There was a significant difference between genders with respect to emotional intelligence measure. Emotional intelligence of graduated females was found to be significantly greater when compared to graduated males. Elizabeth (2002) empirically analyzed the influence of emotional intelligence in measuring the performance of MBA students empirically, thereby acting as a guide for developmental programs, selection and training process. A sample of 295 students at an average age of 23.5 years having diverse cultural background and functional majors are chosen and Emotional Quotient (EQ) test is conducted. Information regarding the performance of students based on Cumulative Grade Point Average (CGPA) and rank what they got in their high school is collected apart from collecting information with regard to their demographics. ANOVA is carried out to check for the existence of relationship between EI to an individual's major. T-test is carried out to explore the relationship between EI and an individual's membership in various sub-groups. Regression analysis is done with CGPA as dependent variable and the five factors as dependent variable to identify how EI is related to individual's performance. Factor analysis is performed to narrow down the scale to facilitate efficient empirical assessment. Exploratory Factor Analysis is done to identify the underlying factors behind the

questionnaires prepared in order to check its reliability and validity. Confirmatory Factor Analysis is carried out using Structure Equational modeling. Five factors were taken into consideration which runs very close to Goleman's dimensions. Co-efficient alpha is measured for all the factors in order to confirm its reliability. Students having accounting as major showed lesser EI than others. Thus, EI plays a crucial role in determining one's performance thereby imparting significant role in the success of an individual at work place and thus the development of organization.

4. Emotional Intelligence and Team Effectiveness

Team effectiveness not only depends on how well individuals of a team give their best performance but also on the extent of co-ordination, co-operation and inter/intra personal conflicts that exists between them. Emotionally intelligent team leaders tend to manage the above situation efficiently than non-emotionally intelligent ones (Larkey, 1996). Self awareness and awareness about the behavior of team members help to manage situations that might tend to develop cognitive dissonance. This understanding helps to promote trust and job output (McAllister, 1995). Umar Ghuman (2011) developed a model on group emotional intelligence. Based on thorough literature review, 2 basic concepts that best describe group emotional intelligence are analyzed. Questionnaire is prepared and is given to the respondents. Based on the response generated, a model is developed. Statistical techniques are used to confirm its validity. They tried to overcome the wrong manipulations made in the past and incorporated homogeneity in the model. A multi-component error free model is developed. It encompasses emotional intelligence both within the team and between the teams which can be used to relate the job performance and thus the organizational effectiveness.

Clarity in authority, responsibility, transparency in merit, training and development programs are considered to be taking the main lead in promoting the skills, abilities and motivation of subordinate thereby promoting team effectiveness. It is the manager who takes care of team mechanisms that keep his subordinates in the drive towards reaching organization's goal. Not only the expertise of managers help in effective leading but also the emotional intelligence he/she possess have a strong influence on output of the project they are into (Morris and Feldman, 1996; Goleman, 1998, 2001; Bass, 2002). According to Dickson et al (2001), managers tend to create a working climate which is in conformity to the personality traits possessed by the manager. So no doubt, managers who effectively control his emotions to manage situations are capable of creating an astonishing ambience for their subordinates that can well improve their job performance. Druskat and Wolff (1999, 2001) developed behavioral norms called emotional competent group norms (ECGN) to develop a model on emotional intelligence at group level.

Critical understanding of the factors behind those norms significantly correlates team performance, social captiveness and their output positively. Nicholas (2009) tried to explore the relationship between Emotional Intelligence (EI) and behavior of team work based on the ability model of EI. For this, a sample of 68 MBA students having diverse cultural backgrounds with mean age of 30.7 and SD 6.1 is chosen who are grouped randomly which made a total of 13 teams, and these teams are asked to produce a team report within 98 days describing how they can bring in a change in management intervention to enhance the efficiency of the organization. MSCEIT test on EI was conducted on all the participants before they were grouped to initiate the project work, which are rated, based on consensus scoring norms. Collectivist measure is performed based on Eby and Dobbin's three item subscale measure where self rating by respondents is done based on 7 point Likert scale denoting '1' as 'strongly disagree' and '7' as strongly agree. After 98 days, each team member is asked to rate his team mate on a 7 point Likert scale based on their team behavior with the help of a specially designed questionnaire. Mental ability of respondent based on the participant's Grade Point Average (GPA) acts as control variable in this study. Statistical analysis is performed using SPSS comprising confirmatory factor analysis for data related to CPA followed by bi-variate correlation for identifying the relationship between EI score and collectivist measure, and finally, regression analysis to explore the interaction between all the variables by combining the total EI and collectivist measure together to avoid issues related to multi-collinearity. Though the result is not straight forward, Emotional intelligence though showed positive correlation with team effectiveness. EI is found to show direct and unique variance in transition and intermediate team process.

To promote team effectiveness in an organization, the perception that subordinates have on their supervisor's leadership and intelligence also play an important role. Narrowing the activity of subordinates towards improving the effectiveness and efficiency of the products and services offered to customers rather than getting distracted on un-wanted activities will definitely improve the organization's image thus winning customer satisfaction and customer loyalty. This time saving activity can be achieved only when there is a good rapport between subordinates/ manager and subordinate. Though rapport between subordinates is quite easy, rapport between a manager and his subordinates is a time consuming process. An emotionally intelligent manager can successfully adopt this critical process within his team than what a non-emotionally intelligent manager could do (Peter J Jordan, 2010). Upon successful implementation, the

organization can enjoy the fruit of high retention and retarded turnover rate because of enhanced job satisfaction of employees.

5. Emotional Intelligence and Leadership

Successful CEOs are required to identify, formulate, implement and develop action plan that has to be efficiently driven to all his team members in order to achieve organizational goal. Managers who are emotionally intelligent are likely to be successful in managing their projects and subordinates both hand in hand effectively. Mohammed Ali (2012) identified the existence of the relationship between Emotional Intelligence (EI) of CEO, decision making process and efficiency of board of directors in governance mechanisms. In order to conduct this study, a sample of 180 Tunisian CEO representatives belonging to industrial sector with ages ranging from 25 to 58 are chosen and are given administered questionnaire formulated by Fern Hill and Industrial Alliance Companies in order to collect information related to EI and their psychological characteristics. The emotional intelligence is measured using SSREI test containing a pilot-pool of 18 items measured on 5-point Likert scale denoting '1' as 'strongly disagree' and '5' as 'strongly agree'. Leverage ratios and the size of the firm acts as control variables. Based on all the variables taken into consideration, three empirical models are created: 1. BSIZE, to identify how board's implication in decision making is related emotional variables. The board size of the directors is measured by the number of its members. 2. BIND, to explore the relationship between board's independence and emotional variables where the board's independence is the ratio of no of outside directors to the total board members. 3. DUAL, to identify the relationship that exists between CEO's duality and emotional variables. Emotional variables here taken into consideration are EI and emotional bias. The first and second model has parameters measured by developing linear regression model whereas third model has its parameters measured using logistic binary regression method. There exists a complementary relationship between efficiency of director's board and negative relationship between CEO's duality with EI. Boyatzis (1982) examined the impact of emotional intelligence on the performance of an individual under stress conditions measured at two levels - dependent and independent level. The study revealed significant relationship that exists between emotionally intelligent employees and their positive output. Robert Kerr tried to analyze the relationship between emotional intelligence and supervisory leadership effectiveness. In order to conduct this study, 38 supervisors and 1258 employees having an average age of 39 with SD 10.05 are chosen from the same organization and Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) is carried out for measuring emotional intelligence whereas attitude surveys composed of 9 questions involving subordinate ratings on a 10 point Likert type scale denoting '1' as strongly disagree and '9' as strongly agree are carried out in order to analyze the perception of employees towards performance of managers. Pilot test is done to confirm the reliability and integrity of surveys. Factor analysis is done to identify the underlying factors behind the questionnaires prepared in order to check its reliability and validity. Kaiser-Meyer-Olkin measure confirmed the suitability of highly correlated data to perform factor analysis. Homogenous grouping of questionnaires is confirmed by measuring cronbach's co-efficient. Pearson correlation coefficient is used to determine the relationship between EI and subordinate ratings towards supervisory leadership skills. They displayed a positive correlation between them but not to the level expected, thus revealing that though EI acts as an important determinant in predicting the leadership skills, there are many factors that also influence the subordinates while rating leadership effectiveness. This the positive correlation has turned to be an eye opener in considering the managerial EI scores during selection, training and development process for managers.

Supervisors with high emotional intelligence were found to have the ability to channel the vision and objective of the organization successfully to their team members thereby promoting team effectiveness, emotional attachment with subordinates and team efficiency. Leader exchange membership and emotional intelligence are found to be positively channelized since the former involves accustomisation of many social moves and display of emotions (Liden et al, 1993). Emotional attachment with their manager motivate his subordinates, as this characteristic of their team leader is considered to be necessary to listen to the needs, wants and demand of subordinates in order to have better working environment (Rahim et al, 2002). Emotionally intelligent managers can extract work from his members more than what is been expected out of them without any significant deterioration in their job satisfaction and comfortable work ambience. They are capable of aligning the interest of their subordinates in line with the interest of the organization thereby avoiding delay and quality loss in the outcome of the projects (Barbuto and Burbach, 2006). Managers with high EI are capable of managing stress and sort of issues that might result in attrition and maintain quality relationships (Lopes et al, 2003).

According to Jordan et al (2002), emotionally intelligent workers manage working conditions that basically orients on one's perception over job insecurity. Panagiotis (2009) studied the relationship between emotional intelligence of supervisors and their transformational leadership where managers of various departments and at various levels are chosen and are given 7 point Likert scale emotional intelligence index and Multifactor leadership questionnaires to

receive their view towards emotional intelligence and leadership qualities of their colleagues respectively. Factor analysis was done to promote reliability of the data collected. The study revealed a positive correlation between emotional intelligence and transformational leadership.

6. Emotional Intelligence and Marketing Effectiveness

Gladson (2009) tried to analyze the impact of emotional intelligence on marketing effectiveness using various domains of Goleman's refined model both qualitatively and quantitatively. For this purpose, a sample of 108 out of 365 corporate organizations listed in the Nigerian stock list is chosen. Two persons, one heading the human resources department for dealing with the 20 questionnaires related to emotional intelligence and the other heading the marketing segment to deal with the 15 questionnaires related to marketing are selected as informants. All 108 are public quoted organizations having their headquarters in Lagos. Two sets of research instruments, Likert scale and Kotler scale are constructed with the former used for analyzing the emotional intelligence at a 5 point scale denoting '1' as 'strongly disagree' and '5' as 'strongly agree' whereas the latter is used for analyzing the marketing effectiveness. The Cronbach alpha co-efficient for all the 4 domains of emotional intelligence are calculated to examine the reliability of scales. Mean scores with acceptable dispersion range was obtained. For measuring the marketing effectiveness, preliminary exploratory factor model followed by confirmatory factor analysis are performed. Principal component analysis is done to understand the relationship between emotional intelligence and marketing effectiveness. Multiple regressions are used for analyzing the results which revealed the positive correlation between them.

Relationship marketing takes into consideration, the perspective of two parties – buyer and seller. In view of supplier, it is believed that co-operation, mutual planning exists when the trust they have on buyers is at higher degree (Johnston, 2004). In view of buyers, it is the direct communication, planning and high supplier responsiveness that increases the trust of buyers on their suppliers (Carr and Pearson, 1999). Troy Hefferman (2005) studied the impact that trust and emotional intelligence (EI) of managers working in different branches of a banking sector have on the output of their financial performance. In order to conduct this study, 129 branch managers and 92 relationship managers of an international bank in Australia are given an online MSCEIT test. Questionnaire containing elements related to development of trust are given only to relationship managers whose ages varied between 25-66 years. Performance data of managers whose rank ranges from 1 to 5 are given by the organization which was collected during their bi-annual management performance review. Confirmatory factor analysis is performed using Structural Equation modeling. Total EI is found to be strong positively correlated to, whereas total trust, though plays a key role, showed weak correlation with the financial performance of managers. The profitability of the bank increases with the increase in the level of EI the relationship manager possesses. In relationship marketing, buyer-seller relationship which concerns about exchanges of value between two or more persons, would give a better understanding when critical factors such as empathy, leadership, collaboration are considered and correlated. Emotional intelligence can be used by buyers as a tool that effectively assists their relationship performance upon interaction with their suppliers. Lillian Schumacher (2009) identifies the underlying mechanism of how Emotional Intelligence (EI) of the buyer is related to their relationship performance. For this study, two instruments, 34 buyers working in US companies and 104 sellers are used, having emotional intelligence as independent variable and relationship performance as dependent variable. Emotional intelligence of buyers is analyzed using Emotional Competency Inventory University version (ECI-U) based on Self Assessment Questionnaire (SAQ) done by buyers themselves and External Assessment Questionnaire (EAQ) done by suppliers whereas buyer's relationship performance is assessed by Performance Assessment Questionnaire (PAQ) which is the difference between Performance Self Assessment Questionnaire (PSAQ) done by buyers themselves and External Performance Assessment Questionnaire (EPAQ) done by suppliers. PAQ consists of 20 questions and are measured based on 5 point Likert scale. Factor analysis is done for both EI and relationship performance of the buyer. A more positive and strong correlation was found to be observed between EI and relationship performance of buyers when assessed by suppliers than when assessed by buyers themselves. In supplier point of view, the financial relationship performance of buyers increases with the increase in their ability to maintain supplier relationships, self management level and social awareness of buyers. This is to confirm that EI plays a significant role in making suppliers and buyers to understand each other better thereby developing good strategic partnerships between them.

7. Conclusion

EI evaluates, recognize and monitor both self-emotions and emotions of others. As conflict management has a significant impact on an individual's performance and job output, critical analysis of emotional intelligence of individuals become

necessary. Individuals who are emotionally intelligent are likely to be successful in managing their projects and subordinates both hand in hand effectively. Not only the expertise of managers help in effective leading but also the emotional intelligence he/she possess have a strong influence on output of the project they are into. They can extract work from his members more than what is been expected out of them without any significant detoriation in their job satisfaction and comfortable work ambience. Though it considerable lacks empirical evidence to promote reliability, emotional intelligence still remains to be a positive performer in the ground of organization that looks employees in a different perspective which no doubt promotes organizational effectiveness.

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