

# Assessing Emotional Intelligence Perceptions of Women Soft Ware Executives

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## **Abstract**

*Changes in the global economy and competition over the last decade have resulted in some major shifts in the role of business leadership and organizational managerial personal. Today's business leaders are increasingly under pressure to produce results. The emphasis is more on execution of organizational responsibilities and turning the corporate vision into reality. The business leaders must identify strategic goals, set direction, align people and motivate them towards attaining the desired objectives. For this purpose, the leaders should not only be good communicators but should also possess skills to build and manage multiple relationships. It is here that emotional intelligence 'skill sets' come in handy. This article makes an attempt to evaluate emotional intelligence perceptions of software executives.*

**Keywords:** Organizational- global economy-competition- resulted-business leaders

## **Introduction**

Changes in the global economy and competition over the last decade have resulted in some major shifts in the role of business leadership and organizational managerial personal. Today's business leaders are increasingly under pressure to produce results. The emphasis is more on execution of organizational responsibilities and turning the corporate vision into reality. The business leaders must identify strategic goals, set direction, align people and motivate them towards attaining the desired objectives. For this purpose, the leaders should not only be good communicators but should also possess skills to build and manage multiple relationships. It is here that emotional intelligence 'skill sets' come in handy. These skills not only help the leaders to respond appropriately to challenging situations and make the right choices, but also establish strong relationships with others in order to secure their cooperation and support.

In today's uncertain and ever changing business environment, a leader being a CEO or a person with executive responsibilities cannot

handle all the complex issues himself. He must work closely with an alliance of diverse individuals who bring along unique experience, knowledge and expertise. Most of the time, the leader does not have direct authority over his colleagues. He can only exert a subtle and indirect form of influence to get things done through them. Without emotional intelligence, a leader will not be able to influence and inspire others effectively through indirect way. Therefore, if one is in a leadership role to develop emotional intelligence competency it is essential to develop such faculties.

## **REVIEW OF LITERATURE**

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity and influence. Robert Cooper (1996) Emotional intelligence reflects one's ability to deal with daily environment challenges and helps predict one's success in life, including professional and personal pursuits. Reuven Bar-On (1997) Emotional intelligence is the capacity for recognising our own feelings and those of others,

for motivating ourselves, and for managing emotions well in ourselves and in our relationships. Emotional intelligence describes abilities distinct from, but complementary to, academic intelligence or the purely cognitive capacities measured by IQ. Daniel Goleman (1998) Emotional intelligence is found to help a sustained employee cooperation, increased motivation, increased productivity and increased profits (Johnson & Indivik, 1999). Emotional intelligence is a positive combination of a deep insight into one's emotional and cognitive capacities and a charming flair of communication, empathy and motivation, leading to personal optimism, inter-personal confluence and organisational excellence Jitendra Mohan (2003)

Bar-On (2000) identified sub-dimensions of emotional intelligence and verified them through factor analysis approach. 'Bar-On' provided a multidimensional construct of emotional intelligence where in, this study also adopted the multidimensional criteria and moved one step further to validate the scale by correlating sub-dimension scores of emotional intelligence inventory with professional development indicators of 'Managerial Efficiency' and 'Number of Promotions' one has attained. If emotional intelligence dimensions are related well with these two factors of one's working life, we may infer that emotional intelligence leads to greater professional success and therefore, Bar-On scale is valid for relying on its score for making certain critical decisions in the organisations for the purpose of the study.

Further, on the effect of demographic characteristics with reference to emotional intelligence, Sanjay Kumar Singh (2008) explains that there is positive correlation of age, educational qualification, length of service in the profession, and number of promotions in the profession with emotional intelligence, when analysed on social work and software professionals. Therefore, it may be assumed that as both social work and software professionals grow older in age and in profession, become more

educated, and go higher-up in the organisational hierarchy, there is a corresponding increase in their level of emotional intelligence. In other words, those social work and software professionals who are older in age and better educated may turn out to be emotionally intelligent persons. If one is to believe a common rule of thumb that people in the middle and the top management cadres need to be more emotionally intelligent as their jobs require them to manage more people, the findings of the study supports it to a large extent. Research findings in this area of knowledge have indicated that the higher up a manager goes in an organisation, the more important emotional intelligence becomes, because relationships become more important (Johnson & Indivik, 1999).

People with high emotional quotient (EQ) become mature, cheerful, risk taking, outgoing and give tremendous capacity for commitment. They do not surrender to overwhelming anxiety, diffidence or depressing in facing challenges which are very tough. They strive hard to achieve their goals and convert adversity into a new opportunity. They nurture emotionally great attitudes. Emotionally intelligent people stand in sharp contrast with their degree of skill, ability and perform better creditably.

## **EMOTIONAL INTELLIGENCE COMPETENCY VARIABLE**

A statistical analysis by 'Richard Boyatzis' condensed the twenty- five competencies in to twenty and five domains into four, i.e., Self awareness, Self management, Social awareness and Relationship management (Boyatzis, Goleman, & Rhee, 2000). While the analysis verified that the competencies nest within each emotional intelligence domain, it also suggested that the distinction between the social awareness cluster and the relationship management cluster may be more theoretical than empirical. This model which is used for the measurement purposes in this study. The resultant model is presented below.

<b>EMOTIONAL INTELLIGENCE COMPETENCY VARIABLES</b>		
	<b>Self Personal Competence</b>	<b>Other Social Competence</b>
<b>RECOGNITION</b>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>- Emotional self-awareness</li> <li>- Accurate self-assessment</li> <li>- Self-confidence</li> </ul>	<p><b>Social-Awareness</b></p> <ul style="list-style-type: none"> <li>- Empathy</li> <li>- Service orientation</li> <li>- Organizational awareness</li> </ul>
<b>REGULATION</b>	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>- Self-control</li> <li>- Trustworthiness</li> <li>- Conscientiousness</li> <li>- Adaptability</li> <li>- Achievement drive</li> <li>- Initiative</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>- Developing others</li> <li>- Influence</li> <li>- Communication</li> <li>- Conflict management</li> <li>- Leadership</li> <li>- Change catalyst</li> <li>- Building bonds</li> <li>- Teamwork &amp; collaboration</li> </ul>

### **OBJECTIVES OF THE STUDY**

1. To find out the impact of demographic variables of executives on emotional intelligence competency.
2. To examine and analyze the influence of emotional intelligence competency perceptions of corporate executives, with reference to their work settings.
3. To identify and examine the impact of emotional intelligence competency levels of business executives.

### **RESEARCH METHODOLOGY**

Survey method through structured questionnaire was adopted for this study.

#### **Sampling Frame and Data Collection Procedure**

The participants in the study were women software professionals was 117 consisting of 74 unmarried and 43 married and the entire sample under study was a convenient sample. The average age of women software professionals was found below 35 years. Almost 70 percent of

software professional were having post graduation level of education. With regards to the length of work experience, it was found that 14 years of work experience. Similarly the average number of promotions in the organisational hierarchy for software professionals was found to be 2.85. The operating a head or consultative team 27 software professionals. Salary of software professionals' average of around 30000 per month, 66 women software professional were working junior management, 37 professionals were working in middle management and 14 software professionals are working top level management.

### **LIMITATIONS OF THE STUDY**

The present study has the following limitations.

- 1) The main objective of the study is to examine the general perceptions of the executives on emotional intelligence. Hence, this study does not focus on individual organizations.
- 2) There are many variables that influence emotional intelligence,

but the study is confined to selected variables only.

- 3) Social and religious settings of executives have not been considered for this study.

## RESULTS AND DISCUSSION

The results reveal that with the advancement of age, individual's perception towards the emotional intelligence show a significantly higher level among executives who are from 41 to 50 years. This further strengthens the argument that 'age' is an important factor influencing the emotional intelligence of executives. For example, Dalip Singh (2006), in this study, considered 60 IAS officers belonging to the 'Assam State cadre' for analysis. The sample was further divided into two groups on the basis of age. Group I consisted of officers in the age group of 30 years to 45 years and Group II, officers in the age group of 46 to 60 years. It reveals that mean scores of emotional intelligence are 218.33 and 227.16, respectively. It may be observed that group II is slightly higher on the emotional intelligence score as compared to group I. It also indicated increased EQ with age, although the scores of both groups fall in the average EQ category. The variation in scores, i.e., standard deviation is also found to be higher in group II than in group I. This shows that the older group among the IAS officers is higher on EQ than the younger group.

In Ms. Suniti Chandiook & R.K. Sharma, (2007). Study, the age wise respondents were categorised in three age groups, i.e., executives with less than 30 years, 30-40 years and 40-50 years of age. The results show that sample with less than 30 years are normal in emotional intelligence but the mid age people like 30-40 years are more balanced in their age and work because at this age due to career and family constraints, they took all the decisions very frequently and effectively.

This study connotes that the young generation of executives have long-range vision and they recognise and support a diverse

organisational community. It also signifies that lower age group executives are more willing to work in global context and trap opportunities from various cultures by capturing unique characteristics of others.

The second table shows that the results of ANOVA confirm that perceptions of managerial executives did not significantly differ on emotional intelligence, when analysed on the basis of marital status. For example the unmarried and the more educated individuals experience higher rates of EI (Maslach, C., Schaufeli, W.B., & Leiter, 2001; Schaufeli & Enzman, 1998).

Third table shows that the level of emotional intelligence of executives in private sector shown an interesting phenomenon. While executives in Indian private firms have a high mean score, executives working in multinationals have a moderate mean score and executives working in a government / public sector have a low level of emotional intelligence, although their differences in perception are not statistically significant.

The fourth table deficits that the junior managers are slightly high in the level of EI than the other levels of managers and there are no significant differences in the perceptions of executives on emotional intelligence. Research findings in this area of knowledge have indicated that the higher up a manager goes in an organisation, the more important emotional intelligence becomes, because organisational relationships become more important (Johnson & Indivik, 1999). Further, Fabio Sala, (2001) study demonstrate that higher level of managerial executives are more likely to have an inflated view of their emotional intelligence competencies and less congruence with the perceptions of others who work with them often and know them well than the lower level managerial executives.

Fifth table shows the mean scores show that higher the income level, higher will be the level of emotional intelligence. There is a gradual increase of mean scores with increase in income level of

executives. In the present study of executives, one important phenomenon is that pay and perks act as a social investments on them, since they often tend to compare their level with others in the same professional area – working in different organisations. It is more a question of prestige and satisfaction of economic needs, that operate on a comparison syndrome but, strongly it did not influence the emotional levels of executives irrespective of pay scale.

The six table shows that emotional intelligence, when analysed on the basis of educational qualification are significant differences in the perceptions of executives. Mean scores show that the level of emotional intelligence is high among executives irrespective of their educational level. (Mandell & Pherwani, 2003; Mayer, Caruso & Salovey, 1999) and Golman assessed that beyond a certain threshold level, educational qualifications contribute very little to variations on emotional competency levels of executives and this is validated in the present study.

Seventh table exhibit that Executives' total experience in the corporate service, when related to emotional intelligence reveals that mean score of emotional intelligence is high on executives' with above 10 years of experience. Further, executives' perception towards EI is significantly different. Dalip Singh's (2006) experiment on 515 senior executives showed that those with primarily high on EQ were more likely to succeed than those who were stronger in either relevant previous experience or in IQ. In other words, EQ was a better predictor of success than either experience or high IQ.

People are the key to the success of any business or organization. Providing employees with a work experience that enables them to excel, be engaged, and to meet personal goals and objectives is much of what emotional intelligence is all about (Boyatzis & Goleman, 2000; Cherniss & Adler, 2000).

Meera Shanker and Omer Bin Sayeed (2006)<sup>34</sup> analysed the correlation between emotional intelligence subscale dimensions and number of promotion one has attained during one's tenure and the rated job success scores. It is observed that overall emotional intelligence has significant correlation with number of promotions attained. It was positive but not significant for the rated job success. More specifically emotional intelligence factors, namely managing emotionality and impulsiveness, self acceptance, problem solving orientation and self awareness, all has significant correlations with number of promotions. Similarly, emotional intelligence dimensions, viz. Self- acceptance, Self awareness and assertiveness correlated significantly with rated job success. Other emotional intelligence factors failed to relate significantly with number of promotions and job success. It was, however, observed that almost all correlations other than what have been reported showed positive but not significant correlation.

The last table exhibits that, when analysed on the basis of number of promotions, the level of emotional intelligence is found to be not significantly different among sample executives.

## CONCLUSION

Having a team of energetic and task oriented executives in management category is vital to the organisations, more so, on permanent basis. Long work experience in an organisation shapes a person with the nuances of corporate planning, strategies and problems solving methods, peculiar to the organisation. Hence, in dealing with business matters, his expertise is reinforced by the practical experience, he gained in that organisation. In a way, organisations are also greatly benefited by keeping such dedicated management personnel in implementing corporate goals and objectives with team of dedicated business executives showing positive and higher level of EI phenomena.

**Appendix - Table 1  
ANOVA**

Age	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
Below 30 yrs	76.0477	14.363	109	.132	.426	.972
31 to 40 yrs	74.1174	2.167	7	.310		
41 to 50 yrs	76.8782					

**Table 2 - ANOVA**

Marital Status	Mean Value	t	Df	Mean Square	F Value	significant
single	76.6740	1.310	115	.193		
married	75.4718	1.359	97.848	.177	1.126	.291

**Table 3 - ANOVA**

Types of organisations	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
private sector (india)	81.5044	14.081	109	.129	1.809	.208
private sector (multinational)	75.7639	.500	7	.071		
government/public sector	73.6738					

**Table 4 - ANOVA**

Managerial level	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
Junior management	73.7582	54.222	109	.497	1.306	.383
Middle management	75.7319	2.667	7	.381		
Senior management	75.9741					

**Table 5 - ANOVA**

Monthly Income	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
Up to 20000	76.3097	63.325	109	.581	1.109	.492
20001 to 30000	75.9012	3.667	7	.524		
Above 30000	79.4909					

**Table 6 - ANOVA**

Qualification	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
Bachelors degree	75.2324	58.231	109	.534	3.740	.035
Post graduate degree	76.8614	1.000	7	.143		
Professional degree	75.9167					

**Table 7 - ANOVA**

Experience	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
1 to 5 yrs	76.4143	13.158	109	.121	.724	.779
51 to 10 yrs	74.1641	1.167	7	.167		
Above 10 yrs	82.1062					

**Table 8 - ANOVA**

Promotions	Mean Value	Sum of Squares	Df	Mean Square	F Value	significant
0 to 2	76.1312	48.526	109	.445	2.671	.084
3 to 5	76.2133	1.167	7	.167		
6 to 9	77.0333					

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