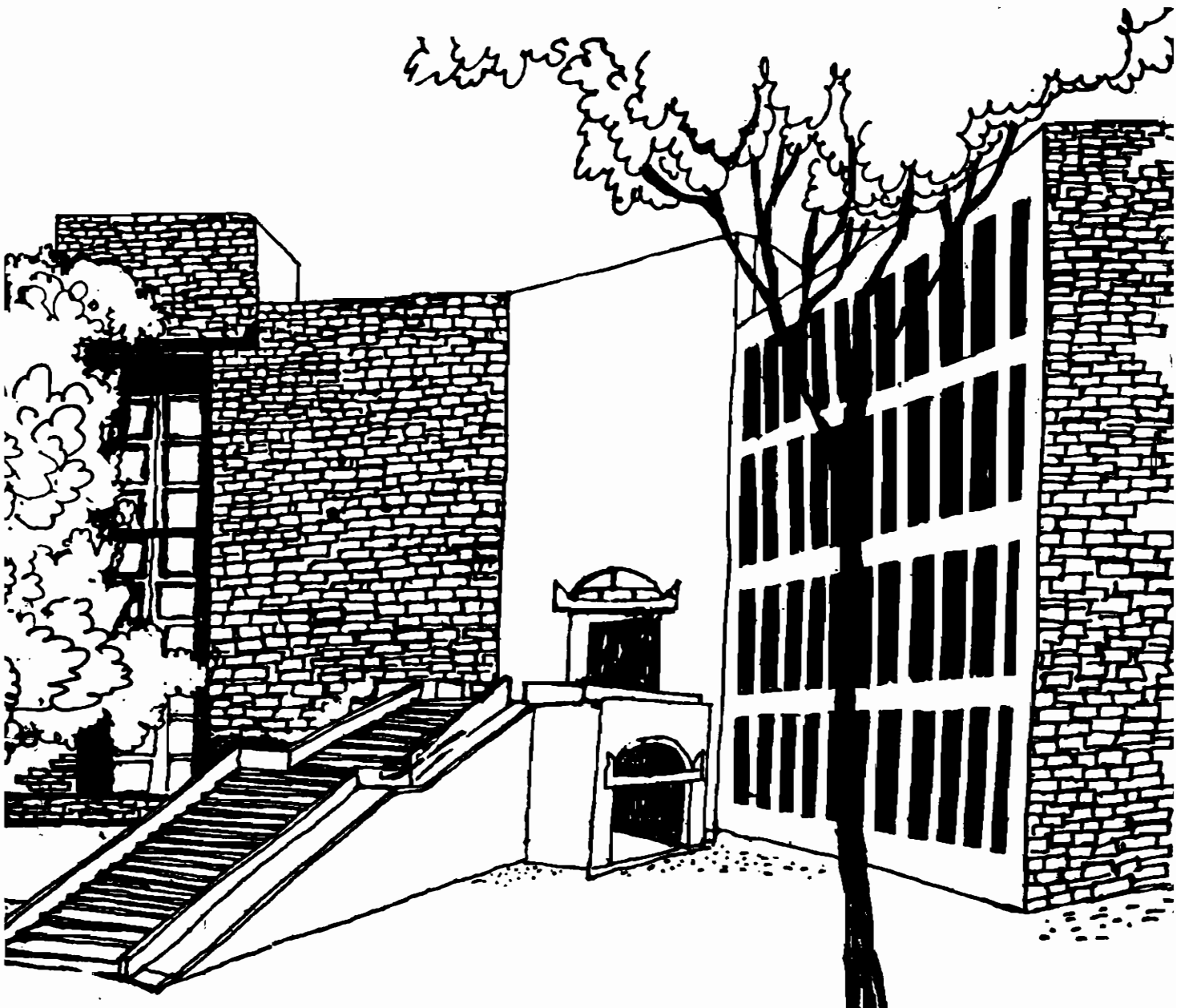




# Working Paper

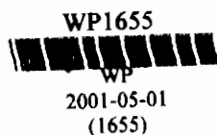


**Emotional Intelligence At The Workplace :  
A Preliminary Study Of Male Executives In The  
Public And Private Sector Organisations**

**By  
Jigisha B. Dholakia  
Geetika Kaushal  
TAA, Communication Area**

**W.P. No. 2001-05-01  
May 2001**

*1655*



**The main objective of the Working Paper Series of the IIMA is to help faculty members to test out their research findings at the pre-publication stage.**

IIMA WP-2001-05-01

<b>PURCHASED</b>
<b>APPROVAL</b>
<b>GRADE/REMARKS</b>
<b>PRICE</b>
<b>ACC NO. 250413</b>
<b>VIKRAM SARABHAI LIBRARY</b>
<b>L. L. B., AHMEDABAD.</b>

## ***ABSTRACT***

This is a preliminary attempt to study the Emotional Intelligence of the male executives working in the Public sector and the Private sector organisations in India. The purpose of this study is to explore whether the level of emotional intelligence is affected by the place of work. The study is based on primary data. The sample data, based on the responses of fifty participants attending the Management Development Programmes conducted at IIMA, focused on a checklist prepared by the researchers on the basis of the four-cornerstone model developed by Robert Cooper and Ayman Sawaf.

Our study revealed that there is a marginal qualitative difference between the public and private sector executives, with regard to their emotional intelligence. However, the magnitude of difference in the mean scores of the Public sector and Private sector executives has not been found to be statistically significant, which implies that our sample data do not provide the required statistical support for the hypothesis that the place of work affects emotional intelligence.

## ***CONTENTS***

1. INTRODUCTION
2. CONCEPTUAL FRAMEWORK
3. METHODOLOGY
4. RESULTS
5. CONCLUSION
6. EXHIBITS
7. APPENDIX

## 1. INTRODUCTION

The *Oxford English Dictionary* defines *emotion* as any agitation or disturbance of mind, feeling or passion, and *intelligence* as the ability to acquire knowledge and skills. Thus, one can say that emotional intelligence is the ability to understand emotions and apply them skillfully.

Research tracking over 160 high performing individuals in a variety of industries revealed that Emotional Intelligence was *two times* as important in contributing to excellence than intellect and expertise alone. Also, research based on hundreds of top executives from some of the world's largest corporations showed that close to 90% of leadership success is attributable to EQ (Goleman, 1988)<sup>1</sup>.

The relative novelty of the subject combined with the scarcity of any research done in the Indian context inspired us to venture into this emerging school of thought. This study examines the level of emotional intelligence in the Indian work place based on the four-cornerstone model, as given by Robert Cooper and Ayman Sawaf in their book titled 'Executive EQ'. This model moves emotional intelligence out of the realm of psychological analysis and philosophical theories, and takes it into the realm of direct knowing, exploration and application.

---

<sup>1</sup> <http://www.ihhp.com/eq.cfm>

## 2. CONCEPTUAL FRAMEWORK

Emotional intelligence means knowing how you and others feel and what to do about it. A more formal and comprehensive definition as given by Robert Cooper and Ayman Sawaf, in their book titled 'Executive EQ' is as follows:

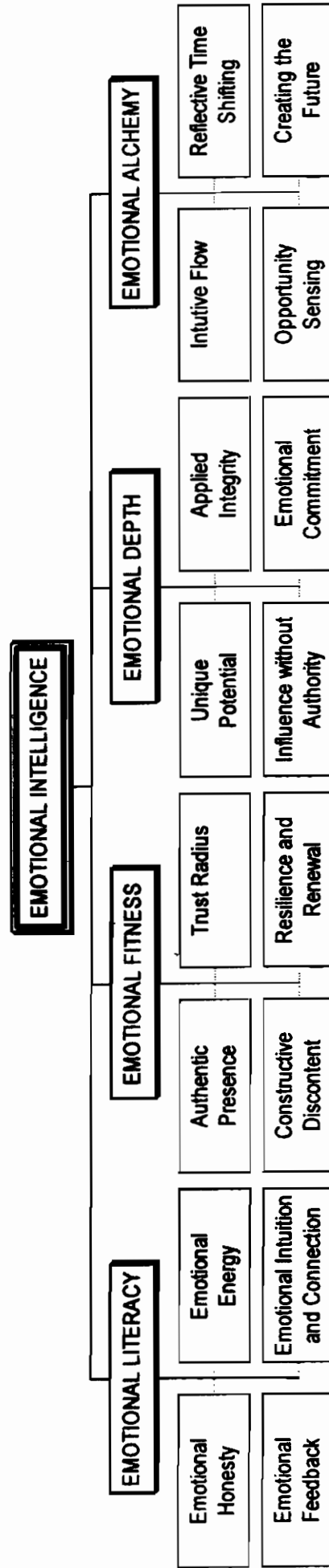
Emotional intelligence is the ability to sense, understand, and effectively apply the power and acumen of *emotions* as a source of human energy, information, connection, and influence.

Cooper & Sawaf present a comprehensive, working model of emotional intelligence in leadership and organisations. This initial working plan enables us to discuss and develop EQ in our business and life. It is a starting point, which encourages some meaningful exploration and new learning for us all.

The four cornerstones and their respective components are schematically presented in the following chart.

The first level of the chart represents the total EI, the second level represents the four cornerstones and the third level represents the four components in each of the respective cornerstones.

**CHART**



*Adapted from the conceptual framework provided by Robert Cooper and Ayman Sawaf in their book "Executive EQ", 1997*



A brief conceptual understanding of the four cornerstones as given by Robert Cooper and Ayman Sawaf, in their book, is as follows:

#### EMOTIONAL LITERACY ( EL )

Once of the most harmful attitudes our modern day work culture has perpetuated is that we cannot, under any circumstances, trust our inner voice or perceptions. We are raised to doubt ourselves, to discount intuition and to seek outside validation for virtually everything we do. We are conditioned to assume that people other than ourselves know best and can tell us the honest truth more clearly than we could ever tell ourselves. Emotional Literacy centers on learning the alphabet, grammar and vocabulary of EQ and recognizing, respecting and valuing the inherent wisdom of feelings. It emerges not from the musings of rarefied intellect but from the workings of the human heart.

Emotional Literacy builds a locus of self-confidence through emotional honesty, energy, emotional feedback, intuition, responsibility and connection.

*Being real and true to yourself: Builds personal power - including self-awareness, inner guidance, respect, responsibility and connection.*

#### EMOTIONAL FITNESS ( EF )

We live and work in the ever shifting moral climate of the dawning twenty-first century and the temptation to give in, to go along with what others expect or want, can feel overwhelming. Emotional Fitness illuminates our core personal values and character, and the feelings which enliven and drive them. It builds the strength, stamina and flexibility of the heart. It is through emotional fitness that you are inspired to stretch your capabilities and when mistakes happen, to forgive more readily yourself and others.

Emotional Fitness strengthens your authenticity, believability, and resilience, expanding your circle of trust and your capacity for listening, managing conflict, and making the most of constructive discontent.

*Being clear and getting along: Builds inspiration - of self and others - including authenticity, resilience and trusting relationships.*

### **EMOTIONAL DEPTH (ED)**

Life and work seem to flow much like a river. At times they can be swirling high against the banks, and at times, free from wind and storm, they move in relative silence, steadily onwards, drawn by hidden currents. From the shoreline, we can admire the water's glass-like, ever-changing appearance, or in a boat or on a swim we can skim across its surface, in either case, we learn little about it beneath the façade. On the other hand, by choice or storm or circumstance, we may end up plunging to the river's depths and from that point on, because of what we experience and learn; we are never the same. Whenever we live or work on an emotionally superficial level, things can feel relatively easy, or comfortable, but there's no foundation there, nothing to draw upon and in one way or another, at one time or another, we end up feeling shallow and lost. It is through Emotional Depth that we begin to discover and commit to the unique potential which defines our destiny and leads us to the fulfillment of our larger purpose in life. It is journeying beneath the surface of who you are and what may yet become.

Emotional Depth explores the ways to align your life and work with your unique potential and purpose, and to back this with integrity, commitment, and accountability, which, in turn, increase your influence without authority.

*Reaching down and stepping up: Builds core character and calls forth your potential, integrity and purpose.*

## EMOTIONAL ALCHEMY ( EA )

Emotions are the source of magical transformation of the world and 'Alchemy' is defined as any power or process of transmuting a common substance, thought to be of little value, into something of greater value. Emotional Alchemy explores the several ways in which such transformations may be possible in work and life, so as to enable us more effectively to *flow* with challenges, *transform* difficult situations, *sense* opportunities, *explore* uncharted territories, *change* the rules, and *create* the future. We learn ways to sense, adjust and align the varying emotional frequencies or resonances we feel in ourselves and others, rather than automatically repelling or resisting them. We learn ways to apply our gut hunches, heart-felt aspirations, enthusiasm, discontent, and other emotional energies as catalysts for change and growth, or antidotes to rigidity and stagnation, in ourselves and our organisations. We begin to experience one of the key outcomes of emotional alchemy - confluence, which is drawing together of disparate intuitions and talents, purposes and competencies, people and possibilities, into a unified whole.

Emotional Alchemy extends your creative instincts and capacity to flow with problems and pressures and to compete for the future by building your capacity to sense more readily - and access - the wildest range of hidden solutions and untapped opportunities.

*Sensing opportunities and creating the future: Builds confluence - including intuitive innovation, integration, situational transformation, and fluid intelligence.*

### **3. METHODOLOGY**

The purpose of this study is to explore whether the level of emotional intelligence is affected by the place of work.

The study is based on Primary data. Purposive sampling was used for identifying the respondents.

The respondents were drawn from the Public and Private sector organisations. They were participants in various Management Development programmes conducted at the Indian Institute of Management, Ahmedabad during the academic year 1999-2000.

The total respondents were sixty-seven. On a detailed scrutiny, some of them had to be dropped as they had given incomplete data. Also, since very few of the respondents were females, we decided to drop those responses so that we could focus on the male respondents working in the Public sector and Private sector organisations. After removing all such respondents from the sample, we were left with a sample size of fifty, which consisted of twenty-five public sector male respondents and twenty-five private sector male respondents.

The mean sample age ranged from 30 to 50 years. The mean work experience ranged from 5 to 30 years. The male respondents in the sample were executives in the middle management cadre of the Public and Private sector organisations.

The sample was found to be more or less homogeneous, i.e., the broad age-experience profile of the respondents in the public sector was quite similar to that of the respondents in the private sector.

The data was collected through a checklist (refer Annexure-1) prepared by us on the basis of the four-cornerstone model, developed by Robert Cooper and Ayman Sawaf in their book titled 'Executive EQ'. The checklist had a total of sixteen questions. Four questions added up to one corner stone. Each question consisted of three options representing one component of Cooper and Sawaf's model. These options were rated as '1' being Low, '2' being Medium and '3' being High. Therefore the scoring pattern which emerged was as follows:

	One Component	One Corner Stone	Grand Total
LOWEST SCORE	1 x 1 = 1	4 x 1 = 4	16 x 1 = 16
MEDIUM SCORE	1 x 2 = 2	4 x 2 = 8	16 x 2 = 32
HIGHEST SCORE	1 x 3 = 3	4 x 3 = 12	16 x 3 = 48

The cornerstones were rated as follows: upto 7.00 being *Low*, 7.01 to 10.00 being *Medium* and 10.01 to 12.00 being *High*. Therefore, it follows that the overall rating upto 28.00 can be classified as *Low*, 28.01 to 40.00 as *Medium* and 40.01 to 48.00 as *High*.

We used the Chi-square test to check the statistical significance of our results so as to arrive at the conclusion based on a rigorous statistical analysis.

The results of the average scores in the Public Sector and the Private Sector for the corner stones and their respective grand totals are presented in the following table. The component average score results are presented in the exhibits.

#### 4. RESULTS

##### Overall Average EI

	Total Emotional Literacy	Total Emotional Fitness	Total Emotional Depth	Total Emotional Alchemy	GRAND TOTAL
Public sector	10.08	9.85	10.28	9.00	39.21
Private sector	10.56	10.28	10.76	8.76	40.36
AVERAGE	10.32	10.07	10.52	8.88	39.79

##### INTER RELATIONSHIP

MALES IN THE PUBLIC SECTOR	EA < EF < EL < ED
MALES IN THE PRIVATE SECTOR	EA < EF < EL < ED

The Emotional Literacy scores for the executives in both the Public sector and the Private sector rate at a *high* level. The males working in the Public sector turned out to be lower on the **Emotional Literacy** scores mainly due to their comparatively lower scores on the components of *Emotional Honesty* and *Emotional Feedback*.

The Emotional Feedback score for the executives in the Public sector rates at a *medium* level whereas that for the Private sector rates at a *high* level. The males working in the Public sector turned out to be lower on the **Emotional Fitness** scores mainly due to their comparatively lower score on the component of *Authentic Presence*.

The Emotional Depth scores for the executives in both the Public sector and the Private sector rate at a *high* level. The males working in the Public sector turned out to be lower on the **Emotional Depth** scores mainly due to their comparatively lower scores on the components of *Unique Potential* and *Applied Integrity*.

The Emotional Alchemy scores for the executives in both the Public sector and the Private sector rate at a *medium* level. The males working in the Private sector turned out to be lower on the **Emotional Alchemy** scores mainly due to their comparatively lower score on the component of **Reflective Time Shifting**.

The Emotional Intelligence score for the executives in the Public Sector rates at a *medium* level whereas that for the Private Sector rates at a *high* level.

However, it needs to be established whether the observed differences in the means are statistically significant or not so as to arrive at a rigorous conclusion based on statistical analysis of the sample data.

Calculated Chi square is 0.0182, which is statistically insignificant even at 20% level of significance. This implies that our sample provides insufficient evidence to reject the independence of *Overall Average EI scores V/s the Place of Work*.

Seemingly there is a difference between the mean scores of the Public and Private sector. But, the magnitude of difference in the mean scores of the Public and Private sector is not found to be statistically significant, i.e., there is no difference between the Public sector and the Private sector.

So we can conclude that our sample data do not provide the required statistical support for the hypothesis that the place of work affects the level of Emotional Intelligence.

## 5. CONCLUSION

Our preliminary research of the male executives working in the Public and Private sector organisations enabled us to gain some useful and relevant insights into the assessment of the conceptual framework relating to emotional intelligence at the workplace.

Our objective was to explore whether the level of Emotional Intelligence is affected by the place of work. Our study revealed that while there is a marginal difference in the sample means, no clear relationship between the two can be established on the basis of a rigorous statistical analysis. The possible reasons for the same could be as under:

- ✱ Our relatively small sample size of fifty.
- ✱ Our respondents were all executives working in the middle management of their respective organisations.
- ✱ Our study was focused only on male respondents.

Our preliminary study indicates the need for a more detailed study to examine the relationship between the Place of Work and the Emotional Intelligence.

A further study concentrating on each of the four cornerstones separately and also bringing in the gender factor, so as to do a comparative analysis of the males and females, would probably help in exploring the collective impact of gender and place of work on the level of emotional intelligence.



## EXHIBIT - 1

Table: Emotional Literacy Average Scores

	Emotional Honesty	Emotional Energy	Emotional Feedback	Emotional Intuition & Connection	GRAND TOTAL
Public sector	2.48	2.84	1.96	2.80	10.08
Private sector	2.72	2.80	2.32	2.72	10.56
AVERAGE	2.60	2.82	2.14	2.76	10.32

INTER RELATIONSHIP	
MALES IN THE PUBLIC SECTOR	EF < EH < EIC < EE
MALES IN THE PRIVATE SECTOR	EF < EH = EIC < EE

Calculated Chi square is 0.0315, which is statistically insignificant even at 10% level of significance. This implies that our sample provides insufficient evidence to reject the independence of *Emotional Literacy average scores* V/s the *Place of Work*.

## EXHIBIT - 2

Table: Emotional Fitness Average Scores

	Authentic Presence	Trust Radius	Constructive Discontent	Resilience & Renewal	GRAND TOTAL
Public sector	1.56	2.68	2.92	2.68	9.85
Private sector	2.28	2.60	2.92	2.48	10.28
<b>AVERAGE</b>	<b>1.92</b>	<b>2.64</b>	<b>2.92</b>	<b>2.58</b>	<b>10.07</b>

INTER RELATIONSHIP	
MALES IN THE PUBLIC SECTOR	AP < TR = RR < CD
MALES IN THE PRIVATE SECTOR	AP < RR < TR < CD

Calculated Chi square is 0.1366, which is statistically insignificant even at 20% level of significance. This implies that our sample provides insufficient evidence to reject the independence of *Emotional Fitness average scores* V/s the *Place of Work*.

### **EXHIBIT – 3**

*Table: Emotional Depth Average Scores*

	Unique Potential	Applied Integrity	Influence without Authority	Emotional Commitment	GRAND TOTAL
<b>Public sector</b>	<b>2.60</b>	<b>2.52</b>	<b>2.60</b>	<b>2.56</b>	<b>10.28</b>
<b>Private sector</b>	<b>2.92</b>	<b>2.64</b>	<b>2.68</b>	<b>2.52</b>	<b>10.76</b>
<b>AVERAGE</b>	<b>2.76</b>	<b>2.58</b>	<b>2.64</b>	<b>2.54</b>	<b>10.52</b>

<b>INTER RELATIONSHIP</b>	
<b>MALES IN THE PUBLIC SECTOR</b>	<b>AI &lt; EC &lt; UP = IA</b>
<b>MALES IN THE PRIVATE SECTOR</b>	<b>EC &lt; AI &lt; IA &lt; UP</b>

Calculated Chi square is 0.0127, which is statistically insignificant even at 20% level of significance. This implies that our sample provides insufficient evidence to reject the independence of *Emotional Depth average scores* V/s the *Place of Work*.

## **EXHIBIT – 4**

*Table: Emotional Alchemy Average Scores*

	<b>Intuitive Flow</b>	<b>Reflective Time Shifting</b>	<b>Opportunity Sensing</b>	<b>Creating the Future</b>	<b>GRAND TOTAL</b>
<b>Public sector</b>	<b>2.00</b>	<b>2.52</b>	<b>2.08</b>	<b>2.40</b>	<b>9.00</b>
<b>Private sector</b>	<b>2.24</b>	<b>1.88</b>	<b>2.12</b>	<b>2.52</b>	<b>8.76</b>
<b>AVERAGE</b>	<b>2.12</b>	<b>2.20</b>	<b>2.10</b>	<b>2.46</b>	<b>8.88</b>

<b>INTER RELATIONSHIP</b>	
<b>MALES IN THE PUBLIC SECTOR</b>	<b>IF &lt; OS &lt; CF &lt; RTS</b>
<b>MALES IN THE PRIVATE SECTOR</b>	<b>RTS &lt; OS &lt; IF &lt; CF</b>

Calculated Chi square is 0.1068, which is statistically insignificant even at 20% level of significance. This implies that our sample provides insufficient evidence to reject the independence of *Emotional Alchemy average scores* V/s the *Place of Work*.

## **APPENDIX**

<b>Name</b>	
<b>Designation</b>	
<b>Company</b>	
<b>City</b>	
<b>Educational Qualifications</b>	
<b>Age</b>	
<b>Gender</b>	
<b>Total work Exp. (yrs)</b>	

1. Your employee or colleague at the work place is observing his/her timings punctually and as per him/her, is doing the job to the best of his/her ability. There is a possibility that he/she is not giving in his/her best to the company or organization. What would you do?

- You feel that he/she is giving in the best and compliment him/her on doing a good job
- You feel that you can get a lot more out of him/her but this is the best that he/she can do in the present circumstances
- You feel that he/she owes a lot more to the organization and accordingly you take some action to improve the situation

2. After a long day at work, towards the end of the day, when you are in one of your 'moods', yet another problem comes up seeking your immediate attention. But, there is a little delay in sorting it out and one of your colleagues' passes a 'smart' comment. What would be your reaction?

- You would feel hurt and as a result would be unable to get on with the job at hand
- You would get worked up and immediately express your displeasure to the said colleague
- You would shrug it off and get on with the job at hand

3. Today is just one of those really bad days and you are in a really 'blue' mood. One of your employee or colleague happens to do something, which is like a fuel to the fire. What would you do?
  - You would immediately give him/her a piece of your mind
  - You would ignore his/her action(s) and get on with the job at hand
  - You would review things and then get on with your job
  
4. When you are facing a problem at the work place, your decision would be based on :
  - Your feasibility reports
  - Your gut feeling
  - A combination of both
  
5. As you come into your office every morning, your daily routine includes :
  - Catching up with your pending work
  - Calling out a general greeting to the people around you while you are getting down to work
  - Individually greeting the people around you before getting down to work
  
6. When confronting a difficult issue or initiating a crucial dialogue, with your employee or colleague, you would :
  - Come to a decision based on your understanding of the situation
  - Come to a decision based on your talk with the concerned employee or colleague
  - Combination of both
  
7. When faced with a disagreement which questions your viewpoint, your reaction would be:
  - To ignore the disagreement
  - To be bogged down by the disagreement
  - To work on the disagreement
  
8. Your dream project, the one in which you had put in your best, has just got rejected, you :
  - Feel shattered
  - Are unaffected
  - Concentrate on improving
  
9. As a winning strategy, you would :
  - Concentrate on the job at hand
  - Try to either improve on your weaknesses or try to develop your strengths
  - Improve on your weaknesses and simultaneously develop your strengths
  
10. Your solution to various problems at hand, is based on :
  - Only organizing your thoughts on how to improve
  - Thinking through the situation and trying to work at it
  - Improving the situation through sustained efforts backed up by clear thinking

11. Which of the following is the best description of your behaviour
- Blind loyalty and discretion
  - Adapting to the situation
  - Being true to yourself
12. The most effective way of influencing people around you, is through :
- Manipulation or authority
  - Logic or intellect or technical analysis
  - Relating to people
13. You often find yourself :
- Busy in your daily routines
  - Preoccupied
  - Alert and in a mood of accomplishment
14. You are in the midst of doing something important and suddenly an equally important issue comes up, which requires your immediate attention. What would you do ?
- Finish what you were doing first
  - Shift over to the new issue
  - Deal with both the situations simultaneously
15. There is a new project coming up soon. You can be a likely candidate to be selected for doing it. What would you do ?
- You would wait for the announcement day
  - You would try to find out your chances of getting it
  - You would put forward your case to the concerned person(s)
16. When stuck up in a problem
- You like to play safe
  - You would think about trying to find new ways of doing it but would prefer doing things the way you know them
  - You will try out new, unexplored ways of doing it

## ***REFERENCES***

1. Cooper, Robert and Sawaf, Ayman: *Executive EQ*, Orion Books Ltd., London, 1997
2. <http://www.ihhp.com/eq.cfm>



**PURCHASED**

**APPROVAL**

**GRANTS/EXCHANGE**

**PRICE**

**ACC NO.**

**VIKRAM SARABHAJ LIBR + .**

**L. L. M., AHMEDABAD**