

Do High Managerial Performers have High Emotional Competencies?

C. Jayan

Calicut University, Calicut, Kerala.

This paper assesses and analyses the manner in which emotional competencies and performance are related and how emotional competencies and its clusters distinguish among low, medium and high managerial performances. Participants were male middle-level managers randomly selected from five public sector chemical factories located in southern Kerala. They were respondent to an Emotional competencies inventory and a multi-rater survey (self-rating, co-workers rating, and superior rating) technique for performance measures. Data were subjected to the standard deviation units from the mean method to identify the low, medium and the high performers. Results showed that the high managerial performers had significantly more emotional competence and its four clusters than the relatively lower managerial performers.

Key words: Emotional Competencies and Managerial Performers

Recent research has made important strides toward understanding the usefulness of Emotional Intelligence in the work place (Goleman, 1995a; Mayer & Salovey, 1997; Jac, 1997; Sitarenios, 1998; Goleman, 2001; Cherniss & Adler, 2000; Lagrange & Roodt, 2001; Slaski & Cartwright, 2002; Sitarenios, 2002; Singh and Jain, 2004; Donaldson & Bond, 2004). All these works provide a number of practical guidelines for the implementation and development of Emotional Intelligence in order to improve performance measure within occupational settings.

Although psychologists have been studying aspects of EI in organizations for years, the concept as it is now understood is relatively new. They describe the ways in which EI is essential to success in the work places. EI in the work place is relevant to select and develop a career; and also its impact on individual

performance and organisational effectiveness is stressed by them. Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions effectively in ourselves and others. An *emotional competence* is a learned capacity based on emotional intelligence that contributes to effective performance at work.

Managerial performer is one who performs managerial action with his self-efficacy to produce the required result in the organization.

The present study compares the EI competencies of managers reported to have low, medium and high levels of performance.

Method

Sample

The sample comprised of 292 middle level male managers from 5 public sector chemical

factories located in southern Kerala. The age of the respondents was between 30 to 56 years; all of them were married and post-graduate degree holders.

Tools

Emotional Competence Inventory: The ECI measures 20 competencies - Emotional self-awareness, Accurate self-awareness, Self-confidence, Self-control, Trust worthiness, Conscientiousness, Adaptability, Achievement orientation, Initiative, Empathy, Organizational awareness, Service orientation, Developing others, Leadership, Influence, Change catalysts, Conflict management, Building bonds, Team building and collaboration, organized into four clusters like Self-awareness, Self-management, Social awareness and Relationship management. Cronbach's alpha internal consistency coefficients for the ECI clusters and competencies range from .73 to .92, with an overall average internal consistency coefficient of .85. Criterion validity, concurrent validity and predictive validity of each of the ECI competencies were established (Sala, 2002).

Performance Rating Scale: The performance rating scale (Jayan and Dharmangadan, 1994), is scored separately for rating of self, co-worker, superiors. The scoring has been done in each case as follow - each scale is a seven point one, rating from least efficiency to highest efficiency. Hence a score of 'one' is given to response '1' i.e., least efficiency, a score of 'two' for a response '2' and so on. A score of 'seven' is obtained by a response on '7' indicating highest efficiency. On the whole, the rating scales yield five measures of performance viz.,

- i. Self- rating (absolute rating)
- ii. Self-rating (relative rating)
- iii. Rating by Co-worker (absolute rating)
- iv. Rating by Co-worker (relative rating)
- v. Supervisor rating.

The performance index of an individual is the average of the scores obtained in the above ratings.

Procedure

The subjects were met personally and handed over the Emotional competencies inventory along with self-rating scale. They were requested to read all the statements carefully and answer them honestly. Co-worker rating and superior rating were obtained from their immediate co-workers/superiors.

To analyze the level of performance on Emotional competencies, the performance average score is classified into three groups as low, medium and high using one standard deviation units from the mean method. The following criterion is used for classification: Group I (Low) those below mean minus one standard deviation; Group II (Medium) those between mean minus one standard deviation and mean plus one standard deviation; and Group III (High) those above mean plus one standard deviation. The details are presented in Table 1.

Table 1. Classification of the sample Based on Level of Performance

Group	Number of Cases	Percent
Group I (Low)	41	14.00
Group II (Medium)	196	67.1
Group III (High)	55	18.8
Total	292	100

Results and Discussion

The scores obtained by the 3 groups (Low, Medium and High performances) on Emotional competencies and its four clusters are taken for analysis, and the results of the One-way ANOVA, the Mean, and the Standard deviation for different variables are given in the tables 2 and 3. The results indicate significant differences between the groups on certain variables under study.

Scheffe test shows that high performers have significantly more score on Emotional self-awareness, Accurate self-awareness, self-confidence, Conscientiousness, Adaptability, Empathy, Developing others, Communication, Change Catalyst and Overall EQ than the low managerial performers. They also have high

score on self-confidence, Adaptability, Developing others than medium performers. Self-confidence, Self-control, Conscientiousness, Team building and collaboration are high in medium performers than the low performers.

Table 2 F-values of Emotional Competencies for Low-Medium-High Performance Groups df = 2 (Between Groups) and df = 289 (Within Groups)

Variables	F-Value
Emotional Self-Awareness	4.45**
Accurate Self-Awareness	3.33*
Self-Confidence	6.91**
Self-Control	3.62*
Trustworthiness	0.40
Conscientiousness	6.65***
Adaptability	8.03***
Achievement Orientation	1.59
Initiative	2.36
Empathy	3.66*
Organizational Awareness	0.76
Service Orientation	3.26
Developing others	6.39***
Leadership	2.15
Influence	0.47
Communication	4.90**
Change Catalyst	3.30*
Conflict Management	0.06
Building Bonds	2.07
Team work and collaboration	3.05*
Total EQ	3.94*
Self awareness	6.47***
Self management	4.24**
Social awareness	3.01*
Social skills	2.24

*** Significant at 0.001 level; ** Significant at 0.01 level; * Significant at 0.05 level.

Table 3. Mean and Standard deviation for Low-Medium-High Performance Groups

Variables	Group I Low Performance N=41		Group II Medium Performance N=196		Group III High Performance N=55	
	Mean	SD	Mean	SD	Mean	SD
Emotional Self-Awareness	8.15	1.71	8.87	1.76	92.5	2.07
Accurate Self-Awareness	16.10	2.89	17.23	3.20	17.89	4.25
Self-Confidence	16.63	2.83	18.77	3.74	19.36	4.43
Self-Control	11.24	2.24	12.47	2.63	12.38	3.08
Trustworthiness	11.17	2.06	11.52	2.39	11.36	2.63
Conscientiousness	15.90	2.53	17.16	2.72	17.84	2.11
Adaptability	12.19	3.35	12.91	3.12	14.53	2.70
Achievement Orientation	16.34	3.68	17.15	2.96	17.47	3.41
Initiative	14.39	4.46	15.19	3.81	16.20	4.91
Empathy	18.95	4.16	19.59	4.29	21.14	4.60
Organizational Awareness	11.00	2.79	11.52	3.06	11.76	3.25
Service Orientation	19.05	3.88	20.70	4.12	21.13	4.68
Developing Others	14.19	3.27	15.51	3.00	16.49	3.37
Leadership	11.56	2.58	12.40	2.41	12.45	2.42
Influence	18.42	3.87	17.71	4.45	18.18	6.64
Communication	16.02	3.28	16.71	3.20	18.07	4.14
Change catalyst	19.24	3.77	20.49	3.53	21.25	4.69
Conflict Management	13.63	3.10	13.59	3.93	13.78	3.79
Building Bonds	11.68	2.30	12.49	2.40	12.34	2.07
Team building and Collaboration	25.15	4.13	25.89	3.84	25.45	5.04
Total EQ	299.58	46.97	317.90	45.69	328.36	64.58
Self awareness	40.88	6.16	44.88	7.49	46.51	9.66
Self management	81.24	14.00	86.40	13.51	89.78	16.73
Social awareness	49.00	8.84	51.82	9.51	54.04	12.10
Social skills	128.46	21.61	134.81	19.94	138.04	28.99

A close examination of scores of Emotional competency variables in the Table 3, it gives a clear picture that performance levels increase the mean score of the EC variables also increases vice versa. The results show that the highest performing managers have

significantly more 'emotional Competencies' than other managers. The present finding also shows the trends of earlier researchers in this field like Jac (1997) EI as predictor of job performance; Emotional skills are highly related to overall success and EI skills are

significantly related to Job performance (Sitarenio, 1998); Slaski and Cartwright (2002) demonstrated higher EQ had better management performance; Johnson and Johnson consumer company found that the highest performing managers had significantly more 'emotional competence' than others (Cavello & Brienza, 2002); and Sitarenios (2002) assessed EI skills of high, medium and low performance employees and compared only the high and low performance groups. The results show that emotional intelligence skills are significantly related to job performance.

Emotional Competence is a learned capability that results in outstanding performance at work (Singh, 2003). According to Singh, our emotional intelligence is what determines our potential to learn practical skills. Our emotional competence shows how much of this potential is translated into on-the-job capabilities, Emotional competencies are clustered into groups, each based on common underlying emotional intelligence ability. These underlying emotional intelligence abilities are vital if people are to successfully learn the competencies necessary to succeed at the work place.

The model of emotional intelligence competence by Boyatzis et al. (2000) reflects four clusters: (1) Self awareness, concerns knowing one's internal states, preferences, resources, and intuitions, which contains emotional awareness, accurate self assessment and self confidence; (2) self management refers to managing one's internal states, impulses, and resources, which contain self control, trust worthiness, conscientiousness, adaptability, achievement orientation and initiative; (3) social awareness refers to how people handle relationships and awareness of others feeling, needs, and concerns. This cluster contains empathy, organizational awareness, and service orientation; and (4) social skills concerns the skill or adeptness at

inducing desirable responses in others, which contains developing others, leadership, influence, communication, change catalyst, conflict management, building bonds and team work and collaboration. To verify this, four clusters of low medium and high performers are subjected to one-way ANOVA (table 2) and respective mean and standard deviation are, in table 3.

The analysis shows that high performance group scores high in all four clusters but three of them are statistically significant, even though the fourth cluster is also high mean difference in high performers.

There is a theoretical significance in showing that each competence in itself has a significant impact on performance. Emotional Competencies seem to operate to support powerfully in synergistic groupings, with the evidence suggesting that mastery of a 'critical mass' of competencies is necessary for superior performance (Singh, 2003). To conclude, high performers have high emotional competencies in all respect.

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C. Jayan, PhD is Head in the Department of Psychology, Calicut University, Calicut, Kerala.

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Further details can be obtained from:

Dr. Panch. Ramalingam

Organising Secretary

Email: panchramalingam@hotmail.com

website: www.indianpsychology.info

Mobile : 94433 52476