

**A STUDY ON EMOTIONAL INTELLIGENCE AMONG THE
EMPLOYEES OF IBS SOFTWARE SERVICES, TECHNOPARK,
TRIVANDRUM**

by

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(2015-31-033)**

MAJOR PROJECT REPORT

Submitted in partial fulfilment of the
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COLLEGE OF CO-OPERATION BANKING AND MANAGEMENT

VELLANIKKARA, THRISSUR-680 656

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DECLARATION

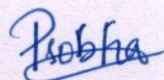
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DECLARATION

I, hereby declare that this project entitled '**A Study on Emotional Intelligence among the employees of IBS Software Services, Techno park, Trivandrum**' is a bonafide record of research work done by me during the course of major project work and that it has not previously formed the basis for the award to me for any degree/diploma/associateship/fellowship or other similar titles of any other University or Society.

Vellanikkara

21/10/2017



SOBHA ANTOO (2015-31-033)

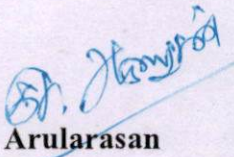
CERTIFICATE

CERTIFICATE

This is to certify that this project report entitled '**A Study on Emotional Intelligence among the employees of IBS Software Services, Techno park, Trivandrum**' is a bonafide record of project work done by Miss. SOBHA ANTOO under my guidance and supervision and that it has not previously formed the basis for the award of any degree, fellowship or associateship to her.

Place: Vellanikkara

Date: 21-10-2017


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For any errors or inadequacies that may remain in this work, of course, responsibilities will be entirely mine.

Date: 21/10/2017

Sobha Antoo

(2015-31-033)

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LIST OF ABBREVIATIONS

- AACO-association of Arab airlines
- BPO-Business Process Outsourcing
- CAMO-Continuing Airworthiness Management Organization
- CII-Confederation of Indian Industry
- DCS-Departure Control System
- EI -Emotional Intelligence
- EIA-Emotional Intelligence Appraisal
- EQ-Emotional Quotient
- ESFD-Extended Software Development Facility
- FFM-Five Factor Model
- GTECH-Group of Technology Companies
- IAA-Insurance Auto Auction
- IATA-The International Air Transport Association
- ICAO-International Civil Aviation Organization
- IP-Intellectual Property
- IQ-Intelligence Quotient
- IT-Information and Technology
- JTO-Japan Cargo Terminal Operations
- KSIDC-Kerala State Industrial Development Corporation.
- LOB-Line of Business
- MEIS-Multifactor EI Scale
- MNC-Multinational Company
- MPM-Manpower Management
- MRO-Management Repair and Overhaul

MSCEIT- The Mayer –Salovey-Caruso Emotional Intelligence Test
NASSCOM-National Association of Software and Service Companies
NCAA-National Collegiate Athletic Association
OAE-Oracle Applications Extensions
OCB-Organizational Commitment Behaviour
OC-Organizational Commitment
OSDS-Onsite Software Development
POS-Perceived Organizational Support
PSS-Passenger Service System
ROE-Return on Equity
SBU-Strategic Business Units
SEA-Self-Emotional Appraisal
SEU-Strategic Enabling Units
TTL-Travel, Transportation and Logistics
UNRWA-United Nations Relief and Works Agency for Palestine Refugees
UOE-University of Edinburgh
VMS-Voyage Management System

CHAPTER 1

DESIGN OF THE STUDY

1.1 Introduction

Emotional Intelligence is emotional awareness – the ability to control emotions and apply them to everyday tasks. A person with high EQ is said to be ideal in a leadership position. It includes skills such as being able to control the impulse, to curb the impatience, to properly regulate mood and to prevent the frustration, to stifle the ability to think, to have empathy and hope (Petrides, Furnham 2000). Emotional intelligence refers to the capacity to identify, evaluate, and manage emotions in one's self as well as in other people.

The term emotional intelligence was officially coined in 1990 by Salovey and Mayer. Emotional Intelligence/Quotient is “the capacity for recognizing 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. “It is the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions, and to regulate emotions to promote personal growth.

Emotional intelligence or Emotional Quotient (EQ) as it is popularly known, is an individual's innate ability to understand and manage one's own emotions along with the emotions of other individuals. In other words, EQ signifies emotional awareness. It is the ability to get a hold on one's emotions and the ways to apply them to day-to-day tasks at the workplace. It has been observed that an individual with a high EQ is an ideal candidate to take up a leadership role.

The day to day management decisions that an employer makes, regarding promoting, hiring, and even firing employees is ruled by an individual's emotional intelligence. Even at the time of hiring an individual, hiring managers tend to look out for the applicant's emotional intelligence level. Hence, those who project a higher degree of EQ have a much better chance of bagging the job offer.

Apart from the hiring process, employers also tend to analyse the emotional intelligence of their current employees from time to time in order to ascertain who fits the bill to scale up to a leadership position. Significant decisions such as pay hikes and promotion also take into account an employee's emotional intelligence

level. There is no doubt to the fact that in order to bag a higher position in an organization, one needs to have the right amount of experience, academic background, and of course certain certifications as well. However, there is no overlooking the fact that employers these days equally look out for an individual's emotional intelligence while they are sifting and selecting candidates, especially for a managerial position. A candidate with great EQ is much more adept in developing teams which are more productive and can also keep the team members happy at work.

The personality of an individual encompasses the person's emotions, thoughts, and certain behavioural patterns. An individual's personality influences his or her preferences and tendencies to behave or react in a certain manner. However, it is significant to note that an individual's personality cannot be used to determine his or her emotional intelligence or EQ. Emotional Intelligence is the ability of an individual to be aware of, expressing, and controlling one's own emotions and to be able to handle interpersonal relationships empathetically and in a judicious manner.

1.2 Background of the study

Over the past several years, it is believed that success in life or at work place depends upon the individual level of intelligence or intelligence quotient as reflected in an individual's academic achievement, examination passed, mark obtained, etc. But now, research on emotional intelligence has revealed that EQ is the most important determinant of the extent of professional and personal success in life. In this day and age the Economy is always growing, business volumes rising. We live in a world where competition is always present and confrontations and battles at a business level are all around us. Therefore, management theories develop models on "the rivalry of a company based on its human resources", with the argument that a company can achieve competitive advantages through creation and protection that increases distinctive value.

In this environment, managers begin to conclude that the motto is "not knowing how to do it, but increasing its value". It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought to understand emotions and emotional knowledge to reflectively regulate emotions so as

to promote emotional and intellectual growth. Understand yourself, your goals, intentions, responses, behaviour and all.

Understand others, and their feelings. Emotional Intelligence helps the employees to increase their emotional self-awareness, emotional expression, creativity, increase tolerance, increase trust and integrity, improve relations within and across the organization and thereby increase the performance of each employee and the organization as a whole. "Emotional intelligence is one of the few key characteristics that give rise to strategic leaders in organizations"

At a microcosmic level, EI will produce an employee who will know his / her capability, his job, has an outlook in the future, and is confident of a well thought action. This will be more valuable than the action of an employee with high IQ and good knowledge, but low EI. This is where; emotional intelligence plays a significant role in the organization and becomes an important criterion of evaluation for judgment of an 'effective' employee. At a macrocosmic level, EI increases productivity and trust within and across the organization.

Thus, the study on emotional intelligence among the employees of IBS Software Services will help the management to understand the emotional level of employees.

1.3 Institutional profile

IBS software services is a leading provider of new generation IT solutions to the global Travel, Transportation and Logistics (TTL) industry. Valayil Korath Mathews is the founder and executive chairman of the IBS group. Mathews founded IBS in 1997 with a vision to redefine the way the global travel, transportation and logistics industries managed their business. What started as a modest entrepreneurial venture with 55 inexperienced engineers and a single customer, is today a MNC serving over 170 clients worldwide and poised to be the number 1 IT service provider to the global air transportation industry. Its headquarters is in Trivandrum. Mathews was instrumental in IBS acquiring six international companies in Europe, USA and India during its 16 years journey which has added its portfolio of offerings to some of the best airlines, busiest airports, leading cruise lines, top oil and gas companies and domain lead travel distributors and hotel groups in the world.

With over 30 years of work experience, Mathews is a thought leader and a specialist in aviation business. He is a much sought-after speaker at various aviation events including those organized by IATA, ICAO and AACO. Mathews holds several important positions in government agencies, academic institutions and trade bodies in India. He is the Executive Council Member of NASSCOM, the premier trade body of the IT-BPO industries in India and chairs several institutions including NASSCOM Regional Council, GTECH-1 (the association of IT companies in Kerala), Trivandrum Agenda Task Force and Trivandrum City Connect Foundation. He is a member of the Board of directors of Kerala State Industrial Development Corporation (KSIDC). Investment Promotion Council-Kerala, Kerala ICY Academy and Techno park, Kerala, India. Mathews is also the immediate past chairman of Confederation of Indian Industry (CII) Kerala state. He has received several awards from the government, media and trade associations including Management Leadership Award, Business Man of the Year award and Man of the Year award, Millennium Leadership Award and Enterprise Excellence Award.

1.4 Statement of the problem

Emotional intelligence (EI) is a social intelligence that enables people to recognize their own, and other peoples' emotions. Emotional intelligence improves individual and organizational performance. It plays a significant role in the kind of work an employee produces, and the relationship he or she enjoys in the organization.

Emotional intelligence can greatly impact your work life and career, so it's important to understand exactly what it is and why it is so important. Every work place is comprised of people with different strengths, personalities and emotions, which can greatly affect the way they work. Emotional intelligence is the ability to identify and manage your emotions as well as the emotions of others.

Emotional intelligence is typically factored into the everyday decisions employers make, such as hiring, firing and promoting employees. Many hiring managers study candidates' emotional intelligence by asking specific questions during the hiring process, in order to identify those who have a higher degree of emotional intelligence. They also analyse the emotional intelligence of their current employees to determine leadership potential.

In addition, when promotions and pay hikes are being considered, emotional intelligence is typically factored into the decision. The right academic background, professional experience and certifications are obviously necessary to land a higher position. Emotional intelligence, However, can be the key to further success, particularly when moving into management positions. Employers say emotionally intelligent manager's will have higher rate of job satisfaction and lower levels of turnover. If your career plans include a leadership position, emotional intelligence can help you develop teams who are happier and more productive in their work, and more likely to stay in their positions.

This study is an attempt to contribute a new perspective to the field of human resources and with special reference to emotional intelligence among the employees of IBS.

1.5 Objectives of the study

1. To study the emotional intelligence among the employees of IBS Software Services, Techno park, Trivandrum
2. To suggest measures to improve the emotional intelligence among the employees of IBS Software Services, Techno park, Trivandrum

1.6 Methodology

1.6.1 Study area

IBS Software Services, Trivandrum was selected as the organization for the conduct of the study.

1.6.2 Sample frame

The respondent employees were selected using random sampling method to collect required information by distributing a structured questionnaire. The study proposed a sample size of 100 employees out of 700 employees from the company.

1.6.3 Data collected

The data were collected through Primary data and Secondary data.

The primary data were collected from the employees through questionnaire.

The secondary data mainly consisted of data and information collected from records, organization websites and also from journals, magazines and books.

1.6.4 Data analysis

Index, percentages and other appropriate statistical tools were administered to analyse and interpret the collected data. Index was used to rank the Emotional Intelligence of employees in IBS.

The level of emotional intelligence was classified as excellent, good, average, poor, and very poor.

Index	Level of EI
< 20	Very poor
21-40	Poor
41-60	Average
61-80	Good
Above 81	Excellent

Percentages were used for analyse the data regarding profiles of respondents', the responses were graded in five-point Likert scale and the score allotted for the responses were in the following manner. Based on these scores, index of each statements were calculated.

RESPONSES	SCORE
Always	5
Often	4
Sometimes	3
Rarely	2
Never	1

The formula for calculating index is:

$$Statement = \frac{\text{Total score obtained for the statement}}{\text{Maximum obtainable score for the statement}} \times 100$$

Where,

Maximum obtainable score for the statement = Max. score obtained for the opinion
× Total number of respondents

$$\text{Composite index} = \frac{\text{Total score obtained for the parameter}}{\text{Max. Score} \times \text{No. of respondents} \times \text{No. of statements}} \times 100$$

1.6.5 Observations made

1. Emotional awareness
2. Emotional management
3. Social emotional awareness
4. Relationship management

1.7 Scope of the study

The employees can make an assessment about their emotional intelligence. EI increases productivity and trust within and across the organization. The outcome of the study will educate the managers about how emotional intelligence can be used to maintain proper working atmosphere.

1.8 Limitation of the study

The accuracy of the report is completely dependent of the employee's response. An in-depth study was not conducted because of the limited time period. The respondents were not always open and forthcoming with their views.

1.9 Organisation of the chapter

Chapter I:

The first chapter deals about the introduction, background of the study, statement of the problem, objectives, significance of the study, scope of the study, methodology and limitations of the study.

Chapter II:

The second chapter deals about Review of Literature relevant to the study.

Chapter III:

The third chapter deals about the theoretical framework of the study.

Chapter IV:

The fourth chapter deals about the organizational profile of company.

Chapter V:

The fifth chapter deals about the data analysis and interpretation.

Chapter VI:

The sixth chapter is about the summary of findings, suggestions and conclusion.

REVIEW OF LITERATURE

Chapter-II

Review of Literature

Review of literature is an overview of previous research, on the topic, and its explanation. A literature review is the synthesis of the available literature regarding a research topic. This synthesis merges the conclusions of many different sources to explain the overall understanding of the topic, thus laying a foundation for the research problem.

This chapter provides an overview of previous research, studies on the topic emotional intelligence.

2.1 Emotional Intelligence (EI)

Research on EI is focused on establishing EI as a distinct and independent intelligence, its relationship with job performance and on how EI influences effective leadership, specifically transformational and transactional leadership behaviour. EI has been undoubtedly established as an independent intelligence satisfying the criteria for intelligence.

Salovey and Mayer (1990) documented a framework for EI. They traced the roots of EI to social intelligence and highlighted how the concept of emotion had been used in traditional intelligences. They explained that EI is associated with positive mental health and emotionally intelligent people are a pleasant company whereas those lacking in EI are generally maladjusted to their environment.

Mayer and Salovey (1997) explained the evolution of the concept of EI and put forth their 4-branch ability model of EI. They cited the role of EI in schools, at home, workplace and in other work settings. They also purported that EI skills can be acquired through education like other skills.

George (2000) explained the role of EI through description of four aspects of Mayer and Salovey's model (1990) in effective leadership. The four components of EI i.e. the appraisal and expression of emotion, use of emotion to enhance cognitive processes and decision making, knowledge about emotions and management of emotions and five essential elements of effective leadership i.e. development of collective goals and objectives; instilling in others an appreciation of the importance of work activities; generating and maintaining enthusiasm; confidence, optimism

cooperation and trust; encouraging flexibility in decision making and change and establishing and maintaining a meaningful identity for an organization were studied.

Mayer et. al. (1999) conducted a research in order to identify whether EI conforms to the criteria for it to be considered as an intelligence i.e. EI must measure mental performance in terms of correct and incorrect answers, EI abilities should be correlated yet distinct from the already existing intelligences and EI must develop with age. Two studies were conducted as part of this research using Multifactor EI Scale (MEIS). Study 1 was conducted on 503 adults from diverse sources i.e. college students, corporate employees, executives etc. Results from study 1 confirmed that EI can be considered a new type of intelligence and EI was found to moderately correlate with a measure of verbal intelligence. Study 2 was conducted on 229 adolescents and the results were compared with the scores in study 1. The findings from study 2 revealed that adults scored higher on EQ than adolescents. Therefore, it was concluded that EI can be considered as a full-fledged Intelligence satisfying the three point criteria.

Sherlock (2002) suggested the incorporation of EI into the curriculum of international education. Based on Goleman's notion that EI can be taught and arguments and researches supporting the need for both intellectual and emotional development of students through education, the study recommended that values like open mindedness, inclusion, respect and tolerance can be developed by propagating the development of EI in students.

2.2 Emotional Intelligence and Performance

Goleman (1998) analysed the competency models developed by psychologists in 188 large and global organizations. He calculated the ratio of technical skills, Intelligence Quotient and EQ as contributing factors to excellent performance and found that 'EI proved to be twice as important as others for jobs at all levels'. He also discussed the role of five components of EI (self-awareness, self-regulation, motivation, empathy and social skills) in the success of leaders.

Cavallo (2001) conducted the famous study at Johnson and Johnson consumer and personal care group involving 358 managers and about 1400 employees in offices across the globe with an objective to identify the competencies that make a difference between high and average performers. He concluded that managers with

greater 'emotional competence' were best performing leaders as compared to those with low EQ.

Barchard (2003) studied the role of EI in academic success (measured through grades achieved) of undergraduate psychology students. The study found that EI does not predict academic success and although a measure of emotional understanding was found to be related with academic success. But this relationship lost ground when relevant cognitive abilities and personality characteristics were considered.

Abraham (2004) put forth five propositions based on the relationship between emotional intelligence competencies (self-control, resilience, social skills, conscientiousness, reliability, integrity and motivation) and performance on the job. These propositions were based on the notion that weak relationship between EI and performance reported in the past literature has some of the competencies rather than the overall EQ that predict performance.

Law et. al. (2004) conducted a study in order to identify the relationship of EI with Big Five Personality dimensions, life satisfaction, feelings of powerlessness and job performance. Two studies were conducted - study 1 examined 202 undergraduate students at a large university in Hong Kong and in study 2; 216 business undergraduates were administered the measures for the aforementioned variables. The study concluded that though EI was related with Big Five Personality dimensions but was distinct from them. EI was found to be positively associated with life satisfaction and job performance, but negatively associated with feelings of powerlessness.

Nel and Villiers (2004) studied the relationship between EI and job performance of 135 call centre agents working in client services, sales and administration in a life insurance company in Western Cape, South Africa. The study confirmed a strong positive relationship between EI and job performance in call centre. Further, out of all emotional competencies; self-management and self-confidence contributed largely to the effective job performance.

Zeidner, et. al. (2004) reviewed the empirical research which supports the claims regarding importance of EI in the workplace. The study largely considered the role of EI in personnel selection, placement, job performance and job satisfaction. They concluded that though EI does contribute to the performance and other affective

outcomes, but there is dearth of empirical evidence supporting the same and the claims regarding the positive relationship of EI with performance measures are generally unsubstantiated. The research regarding the role of EI is generally contradictory and the predictive validity of measures of EI may be attributed to their resemblance with personality measures.

Van Rooy et. al. (2005) studied the role of gender differences and age in EI of 275 undergraduate students studying in a large South-eastern university. They found that females had higher levels of EI than males and age had a positive and significant association with EI.

Fariselli, et. al. (2006) conducted a research on 405 people in USA in the age group of 22 to 70 years. They found that age has a positive and significant association with EI but the relationship is weak. They asserted that the older people have slightly higher EI.

Lopes et. al. (2006) researched the relationship between EI and job performance (through factors like salary, per cent merit increase, company rank), EI and ratings of interpersonal facilitation and affect and attitudes at work. Results revealed a positive and significant association between EI and per cent merit increase and company rank and no link between EI and salary. EI was related to peer rated and supervisor rated indicators of interpersonal facilitation and except few these associations were found to be significant after controlling other predictors one at a time (age, gender, education, verbal ability, Big Five traits and trait effect).

Rode et. al. (2007) studied direct and moderating effect of EI (measured by ability based MSCEIT) on individual performance among business undergraduates. The study concluded that controlling mental ability and personality factors, EI was found to determine only one measure of interpersonal effectiveness i.e. public speaking effectiveness. The study supported that EI has indirect effect on performance and mere possession of EI skills does not guarantee effective performance, there should be an impulse to use it also.

Ayiro (2009) examined the impact of EI of school principals and their performance among 100 principals. The schools were profiled on the basis of high or low performance. The study found a positive correlation between total EI scores and

performance ratings and experiential EI was found to be the strongest predictor of performance.

Gryn (2010) studied the relationship between EI traits of 268 call centre leaders and their job performance in a medical aid administration organization in Johannesburg, South Africa. The Study found no significant association between overall EI and job performance of the call centre leaders.

Mishra and Mohapatra (2010) researched the relationship between EI and job performance of 90 executives employed in different organizations in Delhi NCR. There was a significant positive relationship between EI and job performance. The study also confirmed the concurrent validity of EI scale (EI test by Chadha and Singh, 2001). Also, out of various demographic variables, only work experience was found to be positively correlated with EI.

Platsidou (2010) studied the relationship between perceived EI and burnout syndrome and Job Satisfaction in 123 primary special education teachers in Greece. The findings showed that overall EI was moderately but significantly related to burnout syndrome (emotional exhaustion, depersonalization and personal accomplishment). Optimism and social skills were found to be highly correlated with burnout variables highlighting their importance in relieving burnout. However, no relationship was found between overall EI or any of EI dimensions and job satisfaction.

Zampetakis and Moustakis (2010) examined the impact of managers' trait EI on group job satisfaction of 51 managers and 158 team members working in 11 public and semi-public organizations (hospitals, universities, research and higher education institutions) in Crete, Greece. The findings showed that managers' trait EI was not directly related to group job satisfaction. However, an indirect relationship was concluded based on positive correlation between managers' trait EI and groups' evaluative statements of managers' trait EI.

O'Boyle Jr. et. al. (2011) conducted meta-analysis of empirical research concerning relation among EI, Five Factor Model (FFM), cognitive ability and job performance. The study focused on identifying the association of three streams of EI (ability based models adopting objective test items, self-report measures based on four-branch model of EI and mixed models of emotional competencies) with FFM,

cognitive ability and job performance. The results confirmed a positive correlation (approximately same level) between EI measured by three streams and job performance. EI and cognitive ability and four FFM were positively associated and neuroticism (one of the FFM factors) was negatively associated with EI.

Berrocal et. al. (2012) investigated the role of gender differences in EI and whether age acted as a mediator in the relationship between gender and EI among university students and adults in the community. They observed that age completely mediated the relationship between gender and EI. Therefore, the role of age is more pronounced.

Bii et. al. (2012) investigated the relationship between age and EI of managers and whether the relationship is moderated by gender and managerial experience in educational institutions including primary, secondary and tertiary institutions. They observed that age had a positive and significant influence on EI and moderating effects of gender and managerial experience were mild and non-significant.

Kumar and Muniandy (2012) studied the EI of lecturers in a polytechnic in Malaysia and examined the impact of demographic factors like age, gender, occupational grade, work experience in the present as well as in the past job in industry. They concluded that age, experience, occupational grade and education had a significant positive influence on EI but gender and previous work experience had no impact on level of EI of lecturers.

2.3 EI and Leadership

Barling et. al. (2000) studied the association between EI and use of transformational leadership in managers using self-reporting measures of EI and attributional style and ratings on their transformational leadership were provided by their subordinates. They concluded that EI is associated with three dimensions of transformational leadership i.e. idealized influence, inspirational motivation and individualized consideration. But no relationship was found between EI and transactional leadership and EI and laissez-faire style.

Palmer et. al. (2001) in their study examined the relationship between EI and transformational leadership and observed that the ability to monitor and manage

emotions in oneself as well as in others are significantly associated with inspirational motivation and individualized consideration dimensions of transformational leadership.

Gardner and Stough (2002) in their study proved that the five components of Swinburne University Emotional Intelligence Test (Emotional recognition and expression, emotions direct cognition, understanding of emotions external, emotional management and emotional control) are positively correlated with four components of transformational leadership. Strong correlation between transformational leadership and total EI scores was found and the strongest correlation between Individualized Consideration and understanding of emotions was observed.

Sivanathan and Fekken (2002) assessed the relationship of emotional intelligence and moral reasoning of university residence staff (as leaders) with their leadership style and effectiveness. It was found that emotionally intelligent leaders were considered to be transformational in their leadership style by their subordinates and they were also more effective. However, moral reasoning was related with effectiveness rather than EI.

Trabun (2002) in his doctoral research studied the association between EI and leadership performance of 104 male and female US Naval Academy (USNA) midshipmen. The study found no evidence of relationship between EI and effective leadership performance. However, the study recommended that the EI abilities which formed the basis of this investigation represent an elementary framework which should guide effective leadership.

Hayward (2005) examined the relationship between employee performance, leadership and EI in a South African parastatal. The results varied according to two different statistical techniques employed. With linear regression analysis, a significant relationship between employee performance and emotionally intelligent and transactional leader emerged, but no significant relationship between EI and emotionally intelligent transformational leader was concluded. Simple correlation analysis revealed a weak linear relationship between EI and transactional leadership and a strong relationship between EI and transformational leadership.

Bradberry and Su (2006) examined EI of leaders in order to identify the relationship between EI of leaders and their job performance. They used two measures of EI - one skill based i.e. Emotional Intelligence Appraisal (EIA) and other ability based i.e. MSCEIT. The study was conducted for 212 employees in three organizations - a homebuilder, a telecom company and an irrigation system manufacturing company. The findings indicated that scores on EIA and MSCEIT were positively but not significantly related with each other. Leader EI scores on MSCEIT did not exhibit a significant relationship with their job performance whereas EI scores on EIA were found to have strong association with performance. Relationship management dimension of EI emerged a stronger predictor of leader job performance than other components and social awareness was the only EI skill that did not have any association with performance of leaders.

Kerr et. al. (2006) studied relationship between EI of managers and their leadership effectiveness measured through subordinate ratings. Employing MSCEIT for measuring EI, the study found that half of the MSCEIT scores strongly predicted leadership effectiveness especially the branches in experiential EI domain but relationship between reasoning EI domain and subordinate ratings was insignificant.

Modassir and Singh (2008) investigated the relationship between EI and Transformational leadership of managers and Organizational Commitment Behaviour (OCB) of followers in different industries in Goa and Daman. The study found no significant relationship between subordinates' perception of their leader as transformational and their OCB. EI was observed to be associated with conscientiousness and altruism. However, no significant link between EI and Transformational leadership was found.

Zafra, et. al. (2008) stated that emotionally intelligent individuals are likely to emerge as leaders in a group because their leadership style is largely transformational in nature. Further they cited that for effective leadership, EI and transformational leadership style go hand in hand i.e. one would be irrelevant without the other.

Wong et. al. (2010) examined the impact of school middle-level leaders' (senior teachers with official leadership roles) EI on teachers' job satisfaction in Hong Kong. Two studies were conducted- in study 1, 107 teachers were inquired about the characteristics of middle level leaders and it was concluded that majority of teachers supported the importance of EI of school middle level leaders in the success

of schools. In study 2, 3866 teachers and middle level leaders were surveyed and findings revealed a significant impact of middle level leaders' EI on teachers' Job satisfaction.

Mwangi et.al. (2011) concluded that EI has a significant role in transformational leadership in a study conducted for Kenyan public universities. They found that eight out of fifteen EI skills were related with transformational leadership behaviour.

Mir and Abbasi (2012) for academic leaders in higher education sector in Pakistan established that EI forms the core of transformational leadership behaviour and all the components of EI are significantly related to transformational leadership. Self-awareness and motivation emerged the strongest predictors of transformational leadership.

2.4 Organizational Commitment (OC)

Major part of the research on organizational commitment is focused on identifying the factors (antecedents) which contribute towards organizational commitment and the outcomes of organizational commitment. Organizational factors such as job satisfaction, job involvement, perceived organizational support, leadership style or approach, organizational culture, organizational justice are some of the most commonly researched upon antecedents of organizational commitment. In addition, personal characteristics such as age, gender, education, tenure etc. are also found to have impact on organizational commitment. Also, emotional intelligence is considered as another antecedent in this study and an attempt is made to identify its impact on organizational commitment.

2.4.1 Antecedents and consequences of organizational Commitment

Shore and Martin (1989) investigated the differential association of job satisfaction and OC to two outcomes i.e. turnover intentions and job performance of bank tellers and hospital professionals. The findings support that OC is a stronger predictor of employees' intentions to stay than job satisfaction and job satisfaction was more strongly related with supervisory ratings of performance than OC for professionals as well as bank tellers. The study supports the notion that

organizational and job-related attitudes are related to organizational and job outcomes respectively.

Meyer et. al. (2002) conducted a meta-analysis in order to identify relationship among three dimensions of organizational commitment and relationship between affective, continuance and normative commitment and variables classified as antecedents, correlates and consequences in Meyer and Allen's (1990) model. The results indicate that the three forms of commitment are related but distinguishable from one another as well as from the correlates i.e. job satisfaction, job involvement and occupational commitment. Demographic variables were found to have a minor role in the development of organizational commitment but work experiences showed a strong relationship especially with affective commitment. Perceived organizational support exhibited the strongest positive correlation with affective commitment and a strong correlation was found between affective commitment and various forms of organizational justice (distributive, procedural and interactional) and transformational leadership. Finally, affective commitment showed the strongest positive correlation with desirable work behaviour followed by normative commitment. Continuance commitment was found to be unrelated with desirable work behaviour.

Chughtai and Zafar (2006) conducted a research aiming to identify whether selected personal characteristics, components of job satisfaction and the two dimensions of organizational justice i.e. distributive and procedural justice significantly explained variance in the organizational commitment of 125 full time Pakistani university teachers at Lahore, Islamabad/Rawalpindi and Peshawar. They also examined the impact of organizational commitment on two organizational outcomes- job performance and turnover intentions. The results indicated that personal characteristics, facets of job satisfaction and the two dimensions of organizational justice as a group were significantly related to organizational commitment of teachers. Individually, distributive justice and trust in management emerged the strongest correlates of organizational commitment. Also, OC was found to be negatively correlated with turnover intentions and positively to a self-report measure of performance.

Little (2007) examined the relationship between the demographic variables- ethnicity, marital status, current annual salary, age, years in present position, highest degree earned and alumni status and organizational commitment among senior women administrators at National Collegiate Athletic Association (NCAA) division

IAA member institutions across America. The study concluded that current annual salary, age and alumni status were significantly related to affective commitment, ethnicity was significantly related to normative commitment and alumni status to continuance commitment.

Saqer (2009) researched the effect of leadership style, in the form of full range leadership theory i.e. including transformational, transactional and laissez faire styles on three dimensions of organizational commitment namely, affective, continuance and normative commitment in UNRWA staff in Gaza, West bank, Jordan, Syria and Lebanon. The research yielded a stronger Positive relationship between perceived transformational leadership style and organizational Commitment than transactional style. A negative correlation was found between laissez faire style and organizational commitment.

Colakoglu et. al. (2010) conducted a research in order to analyse the effect of perceived organizational support on dimensions of organizational commitment, the effect of job satisfaction on dimensions of organizational commitment, the effect of perceived organizational support (POS) on job satisfaction and the mediating role of job satisfaction on the relationship between POS and dimensions of organizational commitment in hotel industry employees in Turkey. The conclusions supported a significant positive effect of POS on both job satisfaction and affective, normative and continuance commitment and job satisfaction had a partially mediating role between POS and dimensions of organizational commitment.

Sonia (2010) studied the relationship among job satisfaction, motivation and organizational commitment of technical employees at three levels of (top, middle and entry) in top 10 IT multinational companies. The study found a significant positive correlation between job satisfaction and affective and normative commitment and negative correlation with continuance commitment. Out of the various factors constituting the job satisfaction scale, the factors with highest correlation with affective commitment were related to salary, benefits, fair treatment, opportunity for advancement and supervision. Factors with moderate correlation were appreciation (from management), interest (from intrinsic aspects of job), job security and intrinsic aspects of job (excluding ease). Items with lowest correlation were working conditions (excluding hours), social aspects of job and communication.

Dixit and Bhati (2012) examined the influence of employee commitment on sustained productivity in auto-component industry in India. The findings revealed a positive association between the three components of OC and sustained productivity of the organization. A high degree of correlation was observed (with r approaching +1) between the three independent variables (affective, continuance and normative commitment) and a dependent variable (sustained productivity).

Ghina (2012) examined the influence of corporate culture on organizational commitment of employees at civil Government organizations in Indonesia. Four dimensions of corporate culture were studied- team work, communication, reward and recognition and training and development. The results proved that the four dimensions were positively associated with on organizational commitment.

Kanchana and Panchanatham (2012) studied relationship between demographic variables like gender, age, job position, psychological variables like role clarity, job satisfaction and organizational commitment among employees in Tamil Nadu papers limited at Kagidapuram, Karur district. The analysis of a sample of 500 employees showed a significant relationship between demographic and psychological variables and organizational commitment. Also, the study purported that greater role clarity and high levels of job satisfaction result in greater commitment among employees. Job satisfaction was also found to influence components of organizational commitment.

Kumar and Eng (2012) examined the impact of OC on turnover intention in top level to low management level employees of a hotel in Penang, Malaysia. The study of 278 employees confirmed a negative correlation i.e. employees with strong commitment to the organization have low turnover intention and vice-versa.

Mohamed et. al. (2012) studied the relationship between job satisfaction, organizational trust and organizational commitment in two private banking organizations in Tiruchirappalli. The results revealed that job satisfaction is positively related to organizational trust and the three components of organizational commitment.

Qaisar et. al. (2012) explored the impact of the three components of OC on performance of police officers in Islamabad (Pakistan). The results showed a significant effect of OC on officers' performance where affective commitment

exerting the strongest influence on performance followed by normative and continuance commitment.

Rastegar and Aghayan (2012) investigated the association between organizational culture and organizational commitment in a training and education organization in a city of Iran. The results revealed that supportive and innovative culture were positively correlated with organizational commitment but correlation between bureaucratic culture and organizational commitment is low.

Rehman et. al. (2012) studied the relationship between transactional and transformational leadership styles (Independent variables) and organizational commitment (dependent variable) in academic and administrative staff in Pakistan. A positive relationship was found between both styles of leadership and organizational commitment but transformational leadership had slightly stronger impact on organizational commitment.

2.42 Emotional Intelligence and Organizational Commitment

Cichy et. al. (2007) explored the relationship between EI and OC among private club board and committee volunteer members using Cichy's model of EI with three dimensions - IN, OUT and RELATIONSHIPS. The results conclude a strong association between EI and affective commitment, a negative relationship between EI and continuance commitment and a weak relationship between EI and normative commitment.

Rangriz and Mehrabi (2010) probed the association between EI, OC and performance of employees at Iranian Red Crescent Societies (IRCS) and whether managers' EI had an impact on employees' OC and performance. The findings indicate a significant correlation between employees' EI and OC and their performance. However, no impact of managers' EI on employees' commitment and performance was observed. Also, based on gender, no significant difference was found between EI, OC and performance.

Aghdasi, et.al. (2011) analysed the direct effects of emotional intelligence on occupational stress, job satisfaction and organizational commitment on 234 employees in an Iranian organization. The results indicated the emotional intelligence

did not have any direct or indirect effect on occupational stress, job satisfaction and organizational commitment.

Khalili (2011) investigated the correlation between EI and OC of 142 employees of small and medium enterprise in private sector in Iran. The findings show a significant relationship between overall EI and OC. The two EI competencies i.e. self-management and social awareness were found to have strong and positive influence on employee's obligation to the organization. Self-awareness and relationship management (the abilities of EI) exhibited positive but not significant impact on employees' OC.

Moradi and Ardahaey (2011) identified a significant role of EI in determining OC. Their study concluded that a high level of EI was associated with moderate level of OC which may be attributed to the effect of moderating variable(s) such as job satisfaction.

Ghorbani and Sani (2012) examined the influence of EI on OC of personnel in Salehieen finance and credit institute. The study concluded a positive and significant relationship between EI and OC of employees.

Mohamadkhani and Lalardi (2012) studied the relationship between EI and OC of the hotel staff in 5 star hotels of Tehran, Iran. The findings support a high positive correlation between EI and OC. However, the results differed for the various dimensions of EI and OC i.e. a highly positive significant relationship was found between emotional self-awareness and maintaining membership component, a negative relationship between emotional self-management and putting extra efforts as a member and no relationship between social awareness and relationship management group and 3 components of OC emerged from the research.

Negoescu (2012) examined the influence of EI on OC and employee working behaviour in highly competitive environment. The findings showed a positive impact of EI on OC and positive work behaviour in highly challenging environment. The study supported the notion that emotionally intelligent individuals are capable of surmounting the difficulties posed by the competitive work environment.

Nikkheslat et. al. (2012) explored the relationship between EI and OC and JS. In addition, job satisfaction's role as a mediator between emotional intelligence and organizational commitment in a healthcare organization was studied. The results revealed a positive impact of emotional intelligence on organizational commitment and confirmed a positive mediating role of JS between EI and OC.

Nordin (2012) conducted a research to identify whether leadership behaviour and EI influence augment OC among academic staff at a higher learning institution i.e. University of Teknologi MARA (UiTM). The results support a positive but moderate correlation between EI, leadership behaviour and OC. The statistics proved the strongest and exceptional contribution of transactional leadership to explain OC and confirmed EI and leadership behaviour as the impending antecedents of OC.

Sarboland (2012) studied the relationship between EI and OC of employees in the tax affairs offices in Ardebil province of Iran and proved a significant affiliation between EI dimensions (self-awareness, self-management, social awareness, and relationship management) and OC but the strength of association various dimensions of OC varied.

Antony (2013) investigated the impact of EI on organizational commitment and OCB among employees working at FCI OEN Connectors, Cochin, and Kerala. The findings prove a positive relationship between emotional intelligence, organizational commitment and organization commitment behaviour. The study recommended that a moderate level of emotional intelligence is vital for better commitment towards one's organization and to go an extra mile in performing one's duties.

2.5 Job Involvement

The empirical research on job involvement mainly related to the antecedents and consequences of job involvement and the role of emotional intelligence in job involvement.

2.5.1 Emotional Intelligence and Job Involvement

Research work on the role emotional intelligence in determining job involvement is limited and there are very few studies which focus on examining the

relationship between these constructs. Some of the important ones are explained below:

Carmeli (2003) researched the relationship between emotional intelligence and work attitudes (career commitment, job involvement, affective commitment, continuance commitment, job satisfaction, work-family conflict), work behaviour (altruistic behaviour or organizational citizenship behaviour i.e. OCB) and work outcomes (job performance, withdrawal intention from organization) among senior managers as Chief Financial Officers in local government authorities in Israel. The results indicate a positive and significant relationship between emotional intelligence and job satisfaction, affective commitment, career commitment, OCB, control of work-family conflict and job performance; no relationship between emotional intelligence and continuance commitment, job involvement and a negative relationship between emotional intelligence and withdrawal intention from the organization.

Najafpour (2008) studied the relationship between emotional intelligence and job involvement with moderating factors such as gender and age in a manufacturing company located in Penang Island. The results indicated that emotional intelligence dimensions of regulation of emotion (ROE) and use of emotion (UOE) are positively related to job involvement and dimensions of self-emotional appraisal (SEA) and others' emotional appraisal (OEA) have no relationship with job involvement. Further, it was concluded that ROE had a positive effect on job involvement with moderating effect of gender and age.

Ravichandran, et. al. (2011) conducted a research in order to identify the relationship between emotional intelligence and work engagement behaviour of IT and ITES employees. The results indicated a positive but weak association between overall emotional intelligence and overall work engagement behaviour. A weak correlation was attributed by the researchers to the reason that emotional intelligence is not the only factor in influencing the work engagement behaviour of employees.

Akintayo and Babalola (2012) undertook a research to describe the relationship between emotional intelligence and workers' behaviour (in terms of job performance effectiveness, job satisfaction, and organizational commitment and job involvement) among workforce in industrial organizations in Nigeria. The findings

revealed a positive association between emotional intelligence and all constructs of workers' behaviour.

Judeh (2013) examined the effect of emotional intelligence on retention and the moderating role of job involvement among employees working in hotels and tourism corporations listed in Amman Stock Exchange in Jordan. The findings reveal that retention was related to emotional intelligence and job involvement acted as a moderator on the relationship between emotional intelligence and retention.

2.5.2 Job Involvement – Antecedents and Outcomes

Research supports the notion that highly involved employees exhibit greater work or job satisfaction, job performance and effort, organizational commitment and fewer instances of absenteeism and voluntary turnover. Various studies sustaining the aforementioned consequences of job involvement are:

Baba (1979) investigated the impact of two antecedents of job involvement namely individual difference factors (need for achievement, locus of control) and situational factors (job scope and participation indecision making) and the impact of job involvement on job related effort in employees working in communication industry in Montreal. No relationship between demographic factors and job involvement was found and factors of internal locus of control and high need for achievement were found to be positively related to job involvement and so was job scope and participation in decision making. Job involvement exhibited a significant positive relationship with job related effort i.e. highly involved employees exerted greater job related effort.

Pathak (1983) conducted a research to investigate the relationship between job involvements and need satisfaction of bank employees in four major public sector banks in India. Only one factor emerged as an important determinant of job involvement i.e. "recognition for good work done" implying that highly involved employees were the ones whose need for recognition was fulfilled. But job involvement and overall need satisfaction did not exhibited strong relationship with job involvement.

Fletcher (1998) in her doctoral research studied the impact of organizational commitment, job involvement and organization culture on employee voluntary turnover process of 574 managerial, sales and service employees in a large south-western retail organization. The results establish a significant negative correlation of organizational commitment, job involvement and organization culture with voluntary turnover.

Chughtai (2008) studied the impact of job involvement on in role job performance and OCB of full time faculty members teaching in five major cities of Pakistan (Lahore, Islamabad/ Rawalpindi, Peshawar, Karachi and Quetta). The results support job involvement as an important determinant of in-role job performance and a significant positive relationship between job involvement and OCB. Further, it was found that job involvement exhibits both direct as well as indirect (through enhancing organizational commitment) impact on in-role performance.

Lambert (2008) explored the impact of job involvement on job stress, job satisfaction, organizational commitment, life satisfaction, turnover intentions, family on work conflict and work on family conflict among correctional staff in a Midwestern state correctional institution. The study concluded that job involvement had a significant impact on job satisfaction, organizational commitment and both forms of work-family conflict and no direct relationship with job stress, job satisfaction and turnover intentions.

Uzondu (2009) researched the role of job dissatisfaction resulting from the perceived levels of low job involvement in determining the withdrawal behaviours (described in terms of absence and lateness to work) of public service employees in three states namely Abia, Anambra and Imo of Nigeria. The findings indicate that perceived low levels of job involvement act as predictors of absenteeism and lateness i.e. individuals with low job involvement were associated with higher absenteeism and lateness to work.

Ekmecki (2011) analysed the effect of job involvement on organizational commitment of employees at two Multi-National Companies (MNCs) in Turkey. The research findings ascertain organizational commitment as a consequence of job involvement with males more committed to their organizations and more involved in

their jobs than females. However, no such relationship was found between job involvement and marital status, education level and tenure.

Bhatia, et. al. (2012) studied the relationship between job involvement and organizational effectiveness among employees at Punjab National Bank. The research inferred a direct relationship between job involvement and organizational effectiveness through employees' working style, approach towards the attainment of organizational goals, quality improvement, acquisition of new talent and skills etc.

Ho, Oldenburg, Day and Sun (2012) studied job involvement as a mediator of the influence of work values on organizational commitment of 1047 Taiwanese nurses. The findings indicate that work values are positively related to job involvement and organizational commitment and job involvement is positively associated with organizational commitment. The study recommended enhancing organizational commitment through increased job involvement.

Islam et. al. (2012) examined the relationship between job involvement and in role performance with three dimensional organizational commitments as a mediating factor. The study conducted in the educational sector in Pakistan yielded positive association between job involvement and in role performance where organizational commitment function as a perfect mediator enhancing this relationship with normative and affective components acting as mediating variables barring any role of continuance commitment dimension.

Omoniyi and Adedapo (2012) examined the role of job involvement and organizational commitment as determinants of job performance in all thirty-three educational resource centres' employees servicing Oyo state government in Nigeria. The study revealed a significant relationship between job involvement and job performance but association between organizational commitment and job performance was found to be non-significant.

Sheikh, et. al. (2012) examined the moderating role of individually held cultural values in the relationship between transformational leadership behaviour of supervisors and job involvement of their followers in 10 organizations in UAE. Transformational leadership was found to have a positive and significant impact on job involvement of followers and cultural value orientations moderated the relationship.

Asil, et.al. (2013) confirmed a significant positive relationship between Job Involvement and organizational commitment with organizational citizenship behaviour (OCB) in employees at Hajj and pilgrimage organization of East Azerbaijan province of Iran.

Javed and Farooqi (2013) examined the relationship of transformational leadership style to followers' perception of well-being on job satisfaction and the mediating role of perceived work characteristics was also studied for banking sector leaders and their subordinates in Gujarat, Pakistan. Significant positive influence of transformational leadership style of leaders was observed on perception of meaningful work and job involvement. Further, followers' perception of meaningful work was found to mediate the relationship between transformational leadership style and job satisfaction.

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THEORETICAL FRAMEWORK

CHAPTER III

EMOTIONAL INTELLIGENCE - A THEORETICAL FRAMEWORK

Goleman (1995, 1998) defined emotional intelligence as the ability to be aware of and to handle one's emotions in varying situations. He concluded that emotional intelligence includes traits as self-awareness, self-regulation, motivation, empathy, and social skill.

Characteristics of emotional intelligence

Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. Self-awareness

People with high EI understand their emotions and they don't let their feelings rule them. They know their strengths and weaknesses, and they work on these areas so they can perform better.

2. Self-regulation

This is the ability to control emotions and impulses. People who self regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act.

3. Motivation

People with a high EI are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are effective in whatever they do.

4. Empathy

This is the ability to identify with and understand the wants, needs, and viewpoints of those around you. Empathetic people avoid stereotyping and judging too quickly, and they live their lives in an open, honest way.

5. Social skills

People with strong social skills are typically team players. Rather than focus on their own success, they help others to develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships

Personal Emotional Intelligence

1 Self-awareness

The self-aware person is someone:

- a) Who readily admits that he does not know the answer or that he does not have the Solution
- b) Who knows what he is good at, and what he lacks
- c) Who owns up to his mistakes, accepting that something is due to his fault or shortcomings, and makes apologies for them
- d) Who actually listens during conversations and asks the right and necessary questions
- e) Who think before acting, considering how their actions will affect others
- f) Who acknowledges that he still has much to learn
- g) Who are aware of other people's social cues and are able to "read the atmosphere"

Being self-aware is not something that is limited only to business people or professionals in their work settings. It is a quality that all human beings should possess.

Importance of self-awareness

- a) **For self-improvement:** Self-improvement is considered to be the main purpose of introspection. One cannot know that there is something within them that needs to be changed unless they recognize what is wrong or lacking with them and, for that, there is a need for introspection. When you are self-aware, you know and understand your own failings, weaknesses, and flaws. Once you know what they are, you can get to work in correcting and improving them.

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- b) **For establishment of your identity and individuality:** Many people go through life not really entirely sure about their goals. They do not know who they are, so how can they attain their goals? If you know who you are and you are clear on your identity, you will have more confidence – in making important choices and decisions, in your actions and in the conduct of your relationships with other people. You are able to identify what your areas of strengths are, so you know how to build on them. You will feel more empowered to make changes because you clearly know what aspects of yourself you would like to improve on. Ultimately, this will enable you to enjoy your uniqueness as an individual.
- c) **For goal setting:** Becoming self-aware is your first step towards mastering your life. You will be able to create what you want precisely because you KNOW what you want. Your self-awareness will give you the guidance that you need and point you to the right direction. Since you are in control of your emotions, you will know where to focus your thoughts, emotions, and efforts. You can set your goals, and go about achieving them, one by one.
- d) **For harmonious relationships:** Whether personal or professional, relationships take a lot of work, and they are vulnerable to emotional turmoil and upheaval. If you are in control of your emotions, you can also have control on how your relationships go. Getting a handle on relationships is a trait of a self-aware individual, because it means that they can easily adapt to an environment where they have to interact with other people. Leaders, in particular, are expected to have high levels of self-awareness, because one simply cannot lead without it. Being self-aware lends a sense of purpose and authenticity to a leader, and gives them the ability to be more open and the willingness to trust. This way, they are in the best position to maintain balance within the organization that they lead.

Application of the Johari window in self-awareness

We cannot talk about self-awareness without touching on the Johari Window, a tool that is popular for use in understanding relationships with oneself and with others. It is considered to be a very useful tool for the analysis of self-awareness so as to improve on it. The Johari Window has four regions or areas, representing the Self.

1. **Open Area** – what a person knows about himself that is also known by other people. This is the part that is considered an open book. Everyone, especially you, knows about it. Of course, there may be differences in how you view yourself and how others see you, but the point is that you are aware of it, and so are the others.
2. **Blind Area** – what a person does not know about himself, but is known by other people. There are things that others see in you, but you are completely unaware of. For example, some people may view you as someone who is arrogant or full of yourself, when you think that you are simply confident. Or they may think that you have the potential to be a good leader if you only try, while stepping up to lead is a concept that sounds very alien and scary to you.
3. **Hidden Area** – what a person knows about him, but is not known by others. These are the parts that you keep private, and refuse to show to others, for reasons that may be known only to you. There are people who claim to be leading “double lives”, where they show one side to others, but are keeping an aspect of themselves hidden from view.
4. **Unknown Area** – what a person does not know about himself, that is also unknown by others. This is the part of yourself that no one knows about, least of all you. When they are tapped into or unleashed, you will be surprising both yourself and the people around you.

Groups of individuals, employees and managers are often made to accomplish the Johari Window so that they can get an idea of their levels of self-awareness. This has also become widely used in corporate settings, with the purpose of improving employees' personal development, improvement of their communication skills, interpersonal relationships and teamwork or group dynamics.

How to improve self-awareness

Despite the large number of self-help books that supposedly teach you how to develop self-awareness, it is a reality that becoming self-aware is not something that one can learn in a formal setting, or simply from reading one or two books on the topic from cover to cover.

Development of self-awareness takes time and a lot of effort on the part of the person trying to develop it. It requires a lot of practice, and the person has to pay a lot of attention on his own personality and behaviour, and how it relates to external forces and factors.

- 1. Observe:** Never underestimate the power of observation. Of course, you should start from observing yourself. How do you act under certain situations? How do you react to others in a specific circumstance? Then turn your observant eye outward. How do other people react to you? How they react to you will tell you a lot about yourself. For example, if you notice people acting warily around you, it may be because you give off the impression that you are easily provoked. If your subordinates rarely talk when you are around when they are chatterboxes when you are out of the room, it must mean that they have trouble interacting with you because you give them the impression that you are difficult to talk to.
- 2. Write them down:** It never hurts to keep a record. Keeping a journal is a great way of keeping a record of your journey towards improving your self-awareness. Writing your thoughts, emotions, and feelings is a good outlet; at the same time, it serves as an excellent source material or reference. Read what you have written, and you may discover something about yourself.
- 3. Try new experiences:** Sampling new things will teach you a thing or two about yourself. This is all about stepping out of your comfort zone and trying something that you have never tried before. Because things are unfamiliar, you are bound to respond in new and different ways that you never thought possible. Travelling is also another way to discover things about yourself. You may not have known before that you have a penchant for learning new languages until you started travelling to new places. You may also discover that you have an untapped interest in history and culture.
- 4. Take tests:** There are several psychometric tests that you can try taking in order to assess your level of self-awareness. The results will then tell you whether you need to make changes, and in what areas you should make them in. Some examples of these tests are the Myers-Briggs and the Predictive Index. One of the reasons that people shy away from these types of tests is because (a) they deem them to be a waste of time; (b) the results are not conclusive and, therefore, cannot be entirely trusted; and (c) they are afraid that they may not like the results.

Anything that will help you improve your personality and self-awareness is not a waste of time. This is especially true if you are planning to improve your self-awareness; you will need all the help you can get. You also have to keep in mind that, in these tests, there are no definitive right or wrong answers. They are simply used to arrive at an assessment of your personality. If you go into this with preconceived notions of what the results are and you are not open to these notions being proven wrong, then it is clear that you are yet far from being self-aware.

Listen to your Inner Voice

There are several suggested ways to go about this.

1. **Meditate:** This can be as simple as inhaling and exhaling, focusing on one's breathing, or as elaborate as dimming the lights in the room, closing all the windows, lighting candles and scents, sitting down and closing your eyes, and reflecting deeply. The method of meditating will mostly depend on the person, on what he is most comfortable in and what works best. There are even people who view routine chores as part of their meditative process. It is easier for them to be in a reflective mood when they are, say, writing poetry, dancing, painting, or taking the dog on a walk.
2. **Yoga:** If you are healthy in both mind and body, you have a greater chance at improving your self-awareness. Both are disciplines that will help improve your outlook and your health at the same time.

Obtain Feedback

- i. **Actively ask family and friends:** If you are curious how others perceive you, then go right ahead and ask them. Pick the family members and friends whom you trust will give you an honest and unbiased answer. Ask them what they truly think of you and your actions, and be gracious about it. You have to be careful how you ask them, though. Saying "tell me what you honestly think of me, but you have to be careful, or our friendship is over" is definitely going to go down the wrong way with your friends. Ask them to be straight with you, and that you will not take it against them, whatever their answer is. Whatever they tell you, you have to carefully take into consideration. Even if you initially do not agree and would actually like to protest to what they are saying, you should not immediately react negatively.

- ii. **Get regular feedback at work:** You are lucky if you work in a company that has an effective formal feedback process for your evaluation. You can use the results to better assess your own strengths and weaknesses, and how they relate to your personal and professional growth and development.
- iii. **Undergo coaching:** Coaching is highly encouraged, especially in corporate settings, to help employees increase their self-awareness. When an opportunity presents itself to undergo coaching by an external party, grab it. Through coaching, you will also receive feedback from the coaches that you can use to change or improve your perspective.
- iv. **Listen:** This is probably one of the more crucial steps. When you are being given feedback, listen. You may find it difficult at first to accept what they are saying, especially if they are criticisms, and your first impulse may be to close your ears and say that they do not know what they are talking about. However, you should listen to what they have to say. Self-awareness is now one of the most important traits that every individual – not just employees and leaders – must possess in order to succeed in life. It is never too late to get started. We all have the capacity for self-awareness. We just have to improve on it, so it can take use where we want to go.

2 Emotional Management

The second emotional intelligence (EQ) quadrant of emotional management consists of nine essential components:

- 1) Emotional Self-Control
- 2) Integrity
- 3) Innovation and creativity
- 4) Initiative and bias for action
- 5) Resilience
- 6) Achievement drive
- 7) Stress Management
- 8) Realistic optimism and
- 9) Intentionality.

Here are a few coaching tips that can help enhance your emotional or behavioural self-control.

1. **Remain aware of feelings.** Paying attention to how you feel—in the moment—is the first step to more effective self-management of your behaviour.
2. **Keep a journal.** Create a list of situations or events that “trigger” negative emotions, such as anger or frustration. Then write out a strategy to deal with these situations in a positive and effective manner. Review these strategies often so you’re prepared to put them into practice.
3. **Pay attention to “self talk.”** Tell yourself what it looks and feels like to be under control, focused and composed. Repeat this consciously each day and it’s likely your “talk” will become your automatic “action.”
4. **Remember, you have a choice.** You have the ability to choose your response to any situation. You can choose to “fly off the handle” in stressful situations, or you can choose to remain calm.

Some coaching tips for enhancing your integrity

1. **Know your values and principles.** Make a list of your values, principles and beliefs. Keep your list in a place where you can easily review it often. Your goal should be to constantly remind yourself of what you believe in, so you naturally live by your values and principles to do what is right—even when your actions won’t result in personal rewards.
2. **Examine your behaviour.** Take the time each day to examine how you behaved in a certain situation. Think about how well that behaviour aligns with your values and principles. Then write down some ways you might improve your behaviour in a future, similar situation.
3. **Admit mistakes.** When you are wrong, don’t hesitate to say so. Admitting you were wrong is a sign of strength—not weakness. Open and honest admissions also build your credibility with others.

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4. **Keep your word.** If you make a commitment to someone—keep it. It doesn't matter how small the commitment is; it could be as simple as promising to find an answer to a question. You build trust when you follow through.
5. **Treat people fairly.** Apply your rules and policies the same way to everyone in your organization, regardless of their job title. Nothing can destroy trust or impair integrity faster than “playing favourites.”

3. Social Awareness

The third emotional intelligence (EQ) quadrant of EI is social awareness, which consists of these three essential components:

1. Empathy
 2. Service ethic
 3. Organizational awareness
1. **Empathy** means trying to understand the viewpoint of others and to see things from their perspective. (Empathy differs from sympathy, which means feeling sorry for others and their predicament.)
 2. **Service ethic** involves anticipating, recognizing and meeting or exceeding customer needs and expectations. Employees with this skill understand customers' needs and match them with products and services.
 3. **Organizational awareness** can be described as the ability to recognize both the social and political dynamics that occur on teams, in businesses and even communities. People with this skill can accurately read key power relationships, and then make effective use of these relationships to achieve desired results.

Tips that can help improve your empathy as a leader.

1. **Listening is the key.** Practice quieting your mind. Put any internal clamour you're experiencing to rest, and focus solely on listening to the other person. Remember, you don't have to agree with what is said. Your goal is simply to listen, acknowledge and strive to understand the other person's point of view.

2. **Learn to listen for feelings.** People don't always express their true feelings or concerns directly, so listen for words that express feelings and needs. Keep in mind as you listen that all of us yearn to be recognized and included in the process. We want acknowledgement that our viewpoint is legitimate.
3. **Make time for people.** As busy and pressed for time as you are, you must still make addressing the concerns and feelings of others a top priority. If you don't, you send the message that you consider others and/or their issues unimportant. Remember, people judge leaders by their actions—not words.
4. **Acknowledge what you think you heard (or saw).** Use the effective technique of paraphrasing to play back what you heard someone say. It's a good way to check for accuracy and understanding. Also, be sure to clarify the emotions you think you "heard" in spoken words or "saw" in body language. For example, you might say something like "sounds like you are feeling frustrated about this project." Or, "looks like you're happy about this assignment."
5. **Withhold judgment.** When you're tempted to criticize or dismiss the opinions or feelings of others stop. Take a step back before you speak. Think on an emotional level, as well as a cognitive level, about what others may be experiencing. Also, consider the merits of their point of view before you respond. Always try to make your responses objective and non-judgmental.

In essence, empathy allows leaders to fine-tune a message to fit the audience and the specific situation. Leaders highly skilled in empathy listen actively and attentively, grasping another person's viewpoint accurately. They also work well with people of diverse backgrounds and cultures. Leaders who work at increasing their ability to empathize will constantly improve the quality of their leadership and their effectiveness.

Here are 8 steps that will help you become more socially aware if you integrate them into your daily activities:

1. Learn to identify which types of situations make you uncomfortable, and then alter your behaviour to make the best of your circumstances.

2. Learn to become aware of behaviours in other people that may cause you to respond negatively. As you are unlikely to be able to change the other person, you must be able to modify your own behaviour to turn the situation into a positive experience.
3. Take ownership for your behaviour and be willing to apologize for lapses or errors in judgment or insensitive actions.
4. Ask others for their honest feedback about the way you interact with them. Accept the negative feedback along with the positive (without getting defensive) and make changes accordingly.
5. Be aware of your body language. Non-verbal communication is more important than what you have to say. Positive body language will benefit your interactions with other people.
6. Learn to listen with genuine interest. Fight the urge to respond immediately and really listen to what the other person is trying to say.
7. Accept that improving your social skills is not an overnight process. Trying to improve or change too many things at once will be counter-productive as you will feel so uncomfortable that you may suffer an emotional hijacking.
8. Maximize your positive personality traits and use them to your advantage when interacting with others.

4. Relationship Management

Four criteria for effective relationship management

1. **A decision** regarding the best course of action in a particular situation. This will be based on research you've done to understand how people are feeling and why they're feeling that way. Based on this you'll have thought about different ways to interact with them and the different reactions you might get when you say or do something. You'll also be aware of their effect on you and how to manage this appropriately.

2. **An interaction** with others based on the research you've done (this may be written, face to face, individual or a group interaction, for example).
3. **An outcome:** how and what you say or do will be guided by a specific outcome you want to achieve. This makes relationship management an intentional activity.
4. **Your needs:** the outcome you intend to achieve will be guided by your specific needs, or the business needs, at that time.

According to Daniel Goleman the competencies associated with relationship management are:

1. **Influence:** Persuading others.
2. **Inspirational leadership:** Providing a vision that motivates others.
3. **Developing others:** Providing feedback and building skills and knowledge.
4. **Change catalyst:** Recognising the need for change and supporting the process.
5. **Conflict management:** Settling disputes, differences of opinion and misunderstanding.
6. **Building bonds:** Creating and maintaining networks.
7. **Teamwork and collaboration:** Building effective teams.

Six competencies in the relationship management domain of Emotional Intelligence:

1. Inspire
2. Influence
3. Develop
4. Initiate change
5. Manage conflict
6. Establish teams and collaboration

Let's look for some ideas about how to be successful in each of these domains.

1. **Inspiration** often begins with a time of quiet reflection about nagging questions. In the process of examining feelings which include anxiety, confusion and passion, often a vision becomes clear which helps to understand the larger purpose or mission. For inspiration to truly happen, the vision has to be spelled out to others in a compelling style. In this way, others hopefully will "buy into" the ideas and plan.



Individuals who inspire others:

- a. Draw on the collective wisdom of others
- b. Involve others to look at the reality and the ideal vision
- c. Are able to connect with people's emotional centres as well as intellectually.

2. **Influence** is one of the three ingredients of a democratic leader. Teamwork and conflict management are the other two ingredients and will be discussed later. Influence also requires effectively handling others' emotions. You may have been in situations where you influenced someone's mood, or he/she influenced your mood. Individuals with a high level of influence:

- a. Skillfully win people over by listening, networking with them, etc.
- b. Fine-tune what they are going to say to appeal to the listener
- c. Willingly use a variety of strategies to build consensus and support.

3. **Developing** others is a skill needed by managers who supervise others and are responsible for the growth of employees in their department or division. Individuals with a high level in developing others:

- a. Acknowledge and reward people's strengths and accomplishments
- b. Offer helpful feedback and accurately target needs for further growth
- c. Mentor, coach, and offer tasks that challenge and foster a person's skills.

4. **Initiating change** or being a change catalyst requires consistent modelling of the behaviours you want to see in others. You begin by questioning the emotional reality and cultural norms underlying daily activities and behaviours. How others feel about the change process needs to be considered. Individuals who are easily able to initiate change:

- a. Recognize the need for change
- b. Make compelling arguments for change.
- c. Find practical ways to overcome barriers to change.

5. **Managing conflict** requires being able to understand different perspectives and finding a common solution that everyone can endorse. It requires good listening skills and self-control. Individuals who have good conflict management skills:

- a. Handle difficult people and tense situations tactfully
- b. Spot potential conflict and help de-escalate the situation
- c. Encourage open discussion
- d. Work for win-win solutions.

6. Teamwork and collaboration model respect, helpfulness and cooperation. Both work and home are happier when these conditions are met. When teams work well, turnover and absenteeism decline and productivity increases.

Emotional intelligence is essential to building a balanced-life. It could be in the following ways.

1. **Physical Health – Physical Health** – The ability to take care of our bodies and especially to manage our stress, which has an incredible impact on our overall wellness, is heavily tied to our emotional intelligence. Only by being aware of our emotional state and our reactions to stress in our lives can we hope to manage stress and maintain good health.
2. **Mental Well-Being** – Emotional intelligence affects our attitude and outlook on life. It can also help to alleviate anxiety and avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life.
3. **Relationships** – By better understanding and managing our emotions, we are better able to communicate our feelings in a more constructive way. We are also better able to understand and relate to those with whom we are in relationships. Understanding the needs, feelings, and responses of those we care about leads to stronger and more fulfilling relationships.
4. **Conflict Resolution** – When we can discern people’s emotions and empathize with their perspective, it’s much easier to resolve conflicts or possibly avoid them before they start. We are also better at negotiation due to the very nature of our ability to understand the needs and desires of others. It’s easier to give people what they want if we can perceive what it is.

5. **Success** – Higher emotional intelligence helps us to be stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve our ability to focus on a goal. It also allows us to create better networks of support, overcome setbacks, and persevere with a more resilient outlook. Our ability to delay gratification and see the long-term directly affects our ability to succeed.

Leadership

The ability to understand what motivates others, relate in a positive manner, and to build stronger bonds with others in the workplace inevitably makes those with higher emotional intelligence better leaders. An effective leader can recognize what the needs of his people are, so that those needs can be met in a way that encourages higher performance and workplace satisfaction. An emotionally savvy and intelligent leader is also able to build stronger teams by strategically utilizing the emotional diversity of their team members to benefit the team as a whole.

Techniques to Develop Your Emotional Intelligence

Emotional intelligence is based on a number of skills that can be learned. Here are seven powerful techniques that can improve your people skills and develop your emotional intelligence:

1. **Reduce stressful situations:** The ability to stay calm and controlled is a positive attribute in the business environment and in life. First, identify triggers that cause you to feel stress then pay attention to how you respond. Do you become upset or blame others? Do you feel a knot in your stomach? Clench your fists? Do you talk more loudly or withdraw from the situation altogether? Find new ways to deal with stress: go for a walk, take deep breaths or listen to music.
2. **Embrace your emotions:** Check in with yourself a few times each day and do a self-evaluation of your emotions, strengths and shortcomings. Can you accept that you're not perfect? Are you willing to work on areas that need improvement?

3. **Practice connecting thoughts with emotions:** When you feel something, ask yourself what you think about it. Don't judge too harshly or cut off your feelings when they become uncomfortable. Decide whether what you're feeling is healthy and normal, or if it's an unhealthy emotion.
4. **Control non-verbal communication:** From the tone of our voice to the position of our bodies, non-verbal communication can send messages we don't intend to communicate. Learning to control non-verbal communication starts with focusing on others, making eye contact, and listening closely before rushing to judgment or giving an opinion.
5. **Demonstrate humility and humour:** If you seek attention or require appreciation, try letting your work speak for itself. Putting the spotlight on others demonstrates humility and a high degree of self-confidence. When faced with challenges, take a deep breath and have a sense of humour. After all, laughter can reduce stress and smooth differences between the most stubborn adversaries.
6. **Think before you act:** Examine how your actions affect the feelings of others. Start putting yourself in their position, and before you take action, try to determine its impact. If you must take an action with negative impacts, figure out how to help others deal with the effects.
7. **Take responsibility:** Part of being an emotionally intelligent and humble leader is taking responsibility for your actions when things go wrong. Apologize quickly when you've hurt someone. Walk away from arguments. Forgive others rather than giving into feelings of resentment.

ORGANISATIONAL PROFILE

CHAPTER IV

ORGANISATIONAL PROFILE

4.1 Introduction

The present chapter gives the organizational profile of IBS Software Services, Trivandrum.

IBS software services is a leading provider of new generation IT solutions to the global Travel, Transportation and Logistics (TTL) industry. Valayil Korath Mathews is the founder and Executive chairman of the IBS group. Mathews founded IBS in 1997 with a vision to redefine the way the global travel, transportation and logistics industries managed their business. What started as a modest entrepreneurial venture with 55 inexperienced engineers and a single customer is today a MNC serving over 170 clients worldwide and poised to be the No.1 IT service provider to the global air transportation industry. Its headquarters is in Trivandrum. Mathews was instrumental in IBS acquiring six international companies in Europe, USA and India during its 16 years journey which has added its portfolio of offerings to some of the best airlines, busiest airports, leading cruise lines, top oil and gas companies and domain lead travel distributors and hotel groups in the world.

With over 30 years of work experience, Mathews is a thought leader and a specialist in aviation business. He is a much sought after speaker at various aviation events including those organized by IATA, ICAO and AACO. Mathews holds several important positions in Government agencies, academic institutions and trade bodies in India. He is the Executive Council Member of NASSCOM, the premier trade body of the IT-BPO industries in India and chairs several institutions including NASSCOM Regional Council, GTECH-1 (the association of IT companies in Kerala), Trivandrum Agenda Task Force and Trivandrum City Connect Foundation. He is a member of the Board of director of Kerala state industrial development corporation. Investment Promotion Council - Kerala, Kerala ICY Academy and Techno park, Kerala, India. Mathews is also the immediate past chairman of confederation of Indian industry (CII) Kerala state. He has received several awards from the government, media and trade associations including Management Leadership Award, Business Man of the year award and Man of the year award, Millennium Leadership Award and Enterprise Excellence Award.

4.2 Industry accolades

- i. IT provider of the year by Payload Asia in 2014
- ii. The top 20 most promising aerospace tech solution providers in the world by CIO review 2014
- iii. Silver Award for IT Innovation by Express IT awards 2013
- iv. IT provider of the year by Payload Asia in 2013
- v. Information technology for the Air Cargo Industry award by air cargo week 2013
- vi. IT provider of the year by Payload Asia in 2012
- vii. IT provider of the year award by THE STAT Trade Times India in 2012
- viii. International award for Excellence in Air Cargo by The STAT Trade Times, India in 2011
- ix. IT systems provider of the year award by The STAT Trade Times, India in 2010
- x. Top 50 IT innovators of India by NASSCOM in 2009
- xi. Top 10 software product companies of India by Business Today in 2007
- xii. Top 8 IT start-ups from India by Red Herring INC.in 2006

4.3 Organizational structure

IBS is organized under strategic business unit (SHU) reporting to the CEO Strategic Business Units will be managed by SBU Heads, and can have multiple Lines Of Business (LOB) under each strategic business units. Each line of business will have a dedicated line of business head, reporting to the strategic business unit head, which will be directly responsible for growing the business and market, through intense sales and customer acquisition activities. Each line of business will have its dedicated sales units with the sales team responsible for the sales of the line of business. Each LOB will also have dedicated service delivery unit head will report to the corresponding lines of business head. To support the SBUs in achieving the organizational goals, there are Strategic Enabling Units (SEUs).

Mission of IBS

To be a leading supplier of IT solutions and services for the Travel, Transportation and Logistics industry sectors delivering outstanding values and service.

Core Purpose of IBS : Redefining Businesses.

Core Values : Commitment, Integrity, Passion, Precision, Respect for the Individual.

IBS Vision and Strategy

1. To become the No.1 IT solutions and services company in the world for the air transportation industry by 2020, by the following activities:
2. Helping Airlines achieves their business goals by facilitating business process innovation.

Creating new generation IT products to support with innovative business models with the objective of:

1. Reducing airlines cost of operations
2. Enhancing its revenue and market share and
3. Improving customer experience

Becoming a one-stop-shop for all areas of airlines 'business-passenger services, cargo services and flight operations, including business process outsourcing'.

Achieving schedule and cost advantage by utilizing highly scalable, cost effective Indian IT manpower.

4.4 Products and services

IBS focuses on the niche travel, transportation and logistics industry segments and commits to providing new generation technology solutions to replace legacy technology and help customers redefine their business, these have been the underlying factors in IBS's growth. IBS currently owns IP (Intellectual Property) rights to 17 software products in the areas of the airline passenger services, airline

and airport operations, and airline cargo and logistics, oil and gas logistics, travel and cruise management, hospitality distribution and ocean and surface transportation. I13S also offers bespoke software services in these business domains. Following is the broad portfolio of their products;

Airline Passenger Services

iFly Solution Suite, IBS' PSS (Passenger Service System) solution. With configurable capabilities and real-time operational data, the solution focuses on enhanced passenger experience, operational efficiency and revenue growth. At the core of the iFly Solution suite is;

- a) Passenger Reservation: iFly Res: a comprehensive inventory and reservations system that provides airlines with the agility to support innovative business models and fine-tune offerings based on market demand and competition.
- b) Departure Control System: iFly DCS: a next-generation airport departure control system that automates all key processes related to airlines' airport passenger management operations.
- c) Loyalty Management: iFly Loyalty: supports all type of airline loyalty programs including loyalty administration; integrates member management, customer feedback, campaign management, management information and analytics
- d) Staff Travel Management: iFly Staff: a full-function airline staff travel management solution, providing a rules-based travel administration capability, integration with reservations, payroll and HR systems and an easy-to-use web-based interface for the staff system is designed to handle all the employee travel needs, including duty, leisure and interline.
- e) Holidays and Tour Management: iFly Tour: an advanced tour and travel packaging solution, that enables combining air segments with car. Hotel, events, cruise. Etc. Multichannel capabilities include call centre. Airline website and 3rd party integration via XML APIs. Exhaustive inventory. Pricing and reporting engine features with integration into GDS and other travels content sources

Airline Operations

- a) iFlight Solution Suite. IBS' comprehensive delay and recovery management solutions. Helping airlines improve efficiency, control costs and manage change. The solution suite encompasses fleet scheduling, crew and fleet management, manpower power planning and maintenance control.
- b) Crew Management: IBS' airline crew management system. iFlight Crew, is a state –of-the-art integrated software package which determines the most cost-effective nature of airline crew at every stage of from tactical manpower management through day of operations execution to disruption recovery.
- c) Fleet management: IBS fleet scheduling and management system, iFlight Operations minimizes the impact of flight disruptions.
- d) Manpower Management: iFlight Crew Manpower Management (MPM) assists airlines to achieve the optimum level of appropriately qualified pilot and cabin crew resources in the right place and at the right time. This minimizes the overall crew resource cost, streamlines the crew supply chain and ensures a robust crewing operation.
- e) Maintenance Repair and Overhaul: IBS airline maintenance and engineering software, iFlight MRO, is a web-based, mobile enabled, fully integrated, easy-to-use functionally rich, enterprise-wide, information system suited to the specific needs of the airline Continuing Airworthiness Management Organization (CAMO) and third party Maintenance Repair and Overhaul (MRO) business.
- f) Integrated Flight Operations: iFlight Lite is a comprehensive solution for coordinating and managing all the key activities of an airlines 'flight scheduling, flight operations, fuel and slot management, crew management, aircraft management and finance control activities.

Oil and gas Logistics

- a) iLogistics Suite, IBS upstream Oil and Gas Logistics Management System: With a single seamlessly integrated suite of business modules, iLogistics aids in the planning, execution, tracking and accounting of people and material logistics over sea, land and air.
- b) Aviation Logistics: The iLogistics Aviation System designed for oil and gas aviation logistics. The system caters to an aviation people/materials logistics management by air, enables efficient planning, execution and monitoring of aviation operations resulting in improved asset utilization.
- c) Marine Logistics: iLogistics Marine offers a single platform to manage both people and material movement by sea. It provides increased visibility that ensures activities are carried out in line with pre-determined goals.
- d) Land Logistics: logistics: iLogistics Land Module is a fully developed off-the shelf product which provides end land logistics management. The system improves the transparency in onshore logistics operations by offering real time tracking features.
- e) Personnel-on-board Management: iLogistics PoB module is a proven platform management solution that eliminates redundant manual operations and ensures optimal utilization of offshore platform accommodation.
- f) Onshore Accommodation Management: iLogistics Camp enables companies to efficiently manage onshore accommodation of crew.
- g) Voyage Management System: iLogistics Voyage Management System (VMS) serves as a handy electronic log book for the captains on board a vessel enabling them to effectively maintain an informative and readily available vessel daily log.

Travel and Cruise Management

Introducing new generation web-based inventory and reservation management systems for cruise liners and tour operators.

- Cruise Line Reservation
- Reservations and operations for Leisure Travel
- Travel Loyalty

IBS Loyalty Management solution can be adapted for airlines, rail and the hospitality sector. It supports diverse business models -FFP's, clubs, alliance currencies and coalitions. With its multi-lingual program, multi-currency, multi-partner, multi-host and multi-lingual capability, gives broad scope to the loyalty marketer to evolve and develop loyalty propositions.

4.5 Services

IT Services in IBS is a strategic business division focused on providing software services for airlines, airports, oil and gas corporations, and tour and hospitality industries. IT services of IBS offer a distinctive value proposition as a premier supplier of services with diverse capabilities that include Application Development, Business Intelligence and Data Warehousing, Consulting Services and much more which are fine tuned for the TTL industry and ideal for small to large engagements.

Industries

Airlines: As one of the pioneers in complex airline solutions using new-generation technologies, their services cover;

1. New Generation Passenger Services System
2. End to End Passenger Service Request Services System
3. Complete Revenue Accounting, Finance and MIS
4. Aircraft Maintenance and Engineering
5. Aircraft Maintenance and engineering

Airports: IBS solutions manage the operations of some of the world busiest airports and the services include:

1. Departure Control Systems
2. Resource Management
3. Baggage Services

Cargo and Logistics:

The 2nd largest, all-cargo airline is powered by IBS Cargo and Logistics system. In fact, any of the leading cargo and logistics companies in the world are their customers. Some of them are;

1. Cargo Terminal Operations
2. Cargo Reservations
3. Revenue Management
4. Tariff Maintenance and Rating

Oil and Gas logistics

1. Crew Scheduling
2. Accommodation Management
3. Route Planning and execution

Travel, Tour and Hospitality

1. Property Management System
2. Online Travel Distribution
3. Online Vacation Packaging

Offerings

1. AxleratorZ-Quick-to-implement frameworks for Airlines
2. Business intelligence and data warehousing-creating enterprise-wide business intelligence and data warehouse solutions.
3. Consulting – focused on creating business value through sound business and domain consulting capabilities, subject matter expertise, and structured processes and methodologies.
4. Independent Testing services – provides end-to-end software testing services to help to deliver high quality software resulting in competitive advantage and time-to-market acceleration.
5. Infrastructure Services- aids in managing enterprise IT infrastructures using world-class IMS solutions.
6. Product Engineering Services- next generation IT solutions that deliver business value through process excellence, quality frameworks and service delivery.

Delivery models

1. Extended Software Development Facility (ESFD) offers in-house techno domain expertise at outsourced prices.
2. Offshore project services backed by 6000 person years of IP creation in the travel, transportation and logistics systems development
3. Onsite Software Development (OSDS) for short term, onsite development expedite your project completion
4. SaaS-the right prescription for customers who would prefer not to make IT investments that involve upfront payment.

4.6 Customers

The IBS Group (IBS) is a leading global provider of new generation IT solutions to the Travel, Transportation and Logistics (TTL) industry, a specialist in the IBS offers a range of products and services that manage mission-critical operations of major airlines, airports, oil and gas companies, seaports, cruise lines and tour operators worldwide.

IBS services include technology consulting, testing, usability engineering, business intelligence and data warehousing, application development, re-engineering and maintenance.

The various customers of IBS include:

- a) Makemytrip.com
- b) British Airways
- c) Cathay Pacific
- d) Conoco Philip
- e) Stanwood Hotel and Resorts
- f) World Pac
- g) MSC Cruise
- h) Scholastic Editions
- i) Malaysia Airlines
- j) Indigo
- k) Thomson Fly
- l) South African Cargo

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CHAPTER V

DATA ANALYSIS AND INTERPRETATION

This chapter is about the data analysis and interpretation based on the collected data from employees of IBS Software Services, Techno Park, Trivandrum.

5.1 Personal profiles of the respondents

For analysis, the personal characteristics of the respondents, i.e. gender, age, marital status, experience, job level, educational status, family type were collected and are depicted in the following tables. The personal characteristics were analysed to have a clear picture about the respondent's background.

5.1.1 Gender of the respondents

The emotional intelligence of the respondents might be depended on the gender of the respondents.

Table 5.1 Distribution of respondents according to the gender

N=100

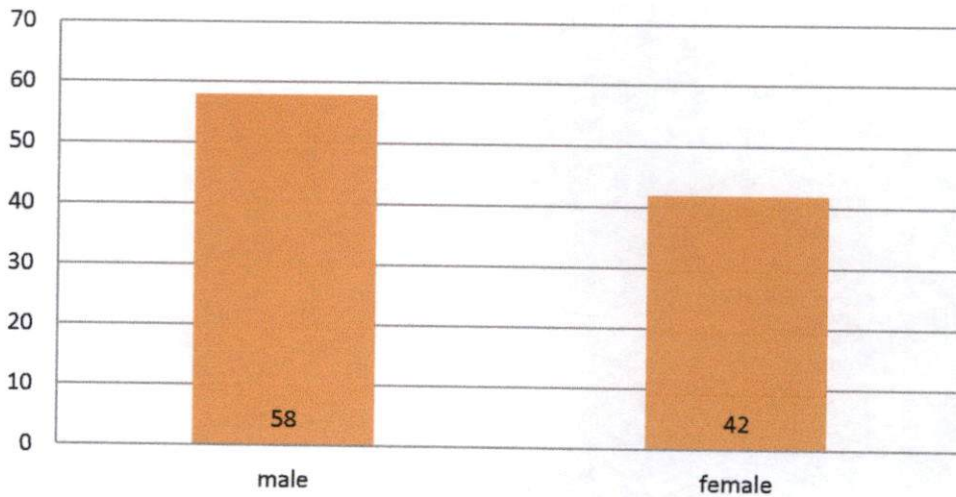
Gender	No. of respondents	Percentage
Male	58	58
Female	42	42
Total	100	100

Source: Primary data

From the Table 5.1, it was inferred that majority of the respondents were males (58 %) and females were 42 per cent. Some researches has shown that female have an edge over males in expressing and perceiving emotions. This might be the reason why the male candidates have come up to check and improve their emotional intelligence.

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Fig 5.1 Gender of the respondents



5.1.2 Age of the respondents

Age is one of the factors that influence emotional intelligence of the individuals. The respondents were classified into four age groups and the proportions of each group in the samples are presented in Table 5.2.

Table 5.2 Distribution of respondents according to the age

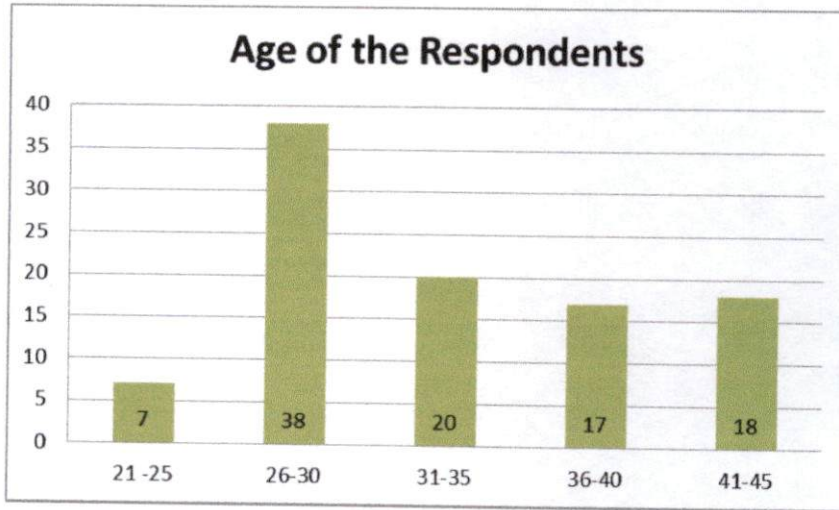
N=100

Age (years)	No. of respondents	Percentage
21-25	7	7
26-30	38	38
31-35	20	20
36-40	17	17
Total	100	100

Source: Primary data

38 % respondents were belonged to the age group of 26-30 years.20% were belonged to the age category 31-35 years.17% of the respondents belonged to the age group of 36-40 years. The respondents in the age category of 21-25 years were the least i.e., 7%.

Fig 5.2 Age of the respondents



Employees in the age category 26- 40 years would be facing more challenges as they are in the highest designations. This might be the reason which made them to check their emotional intelligence.

5.1.3. Educational status of the respondents

Educational status of the respondents can influence their emotional intelligence. Educational status also revealed the standard of living of the respondents. The Table 5.3 below shows the educational status of the respondents.

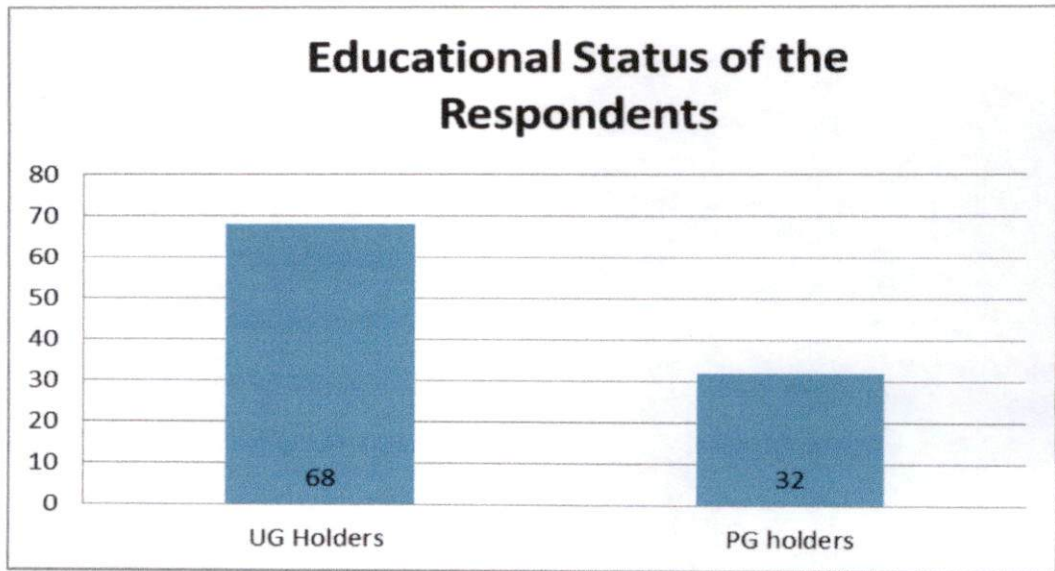
Table 5.3 Distribution of respondents according to their Educational status

N=100

Educational status	No of respondents	Percentage
UG	68	68
PG	32	32
Total	100	100

Source: Primary data

Fig 5.3. Educational status of the respondents



The table and figure revealed that the majority of the respondents were UG holders (68%). 32% of the respondents were PG holders. This might be because the candidates having UG qualifications understood the need for improving their emotional intelligence to increase their performance.

5.1.4 Marital status of the respondents

Emotional intelligence of a person can be influenced by the marital status. The table 5.4 gives the details of marital status of the respondents.

Table 5.4 Distribution of respondents according to their marital status

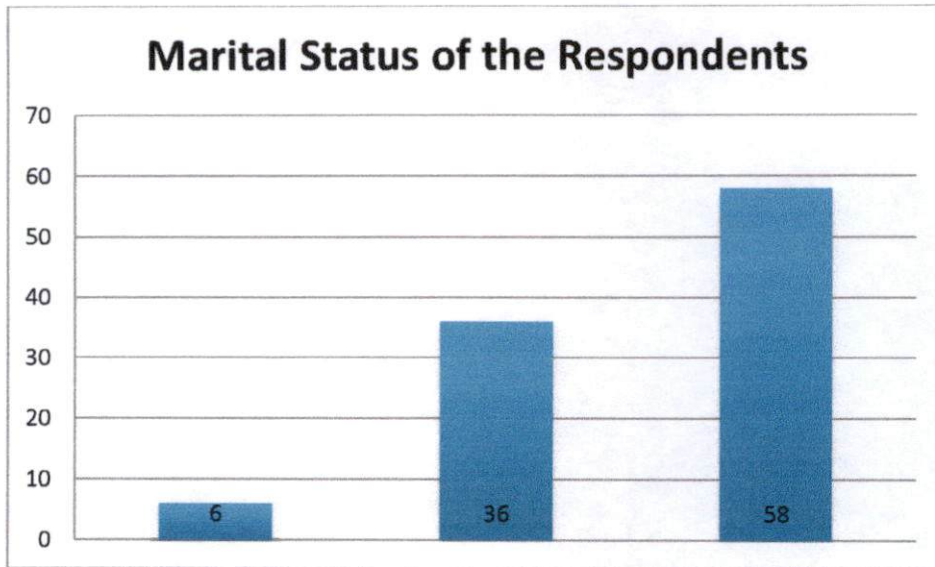
N=100

Marital status	No. of respondents	Percentage
Married	58	58
Unmarried	36	36
Divorced	6	6
Total	100	100

Source: Primary data

It was observed from the table 5.4 and figure 5.4 that, 58 per cent of the respondents were married, 36 per cent were unmarried and 6 per cent of them were divorced.

Fig 5.4 Marital status of the respondents



This might be because married people could have understood the importance of emotional intelligence better than unmarried as they have to take into account of the feelings and emotions each other.

5.1.5 Job Level of the respondents

Job level of the respondent will have influence on the emotional intelligence. The table 5.5 gives the details of job level of the respondents.

Table 5.5 Distribution of respondents based on their job level

N=100

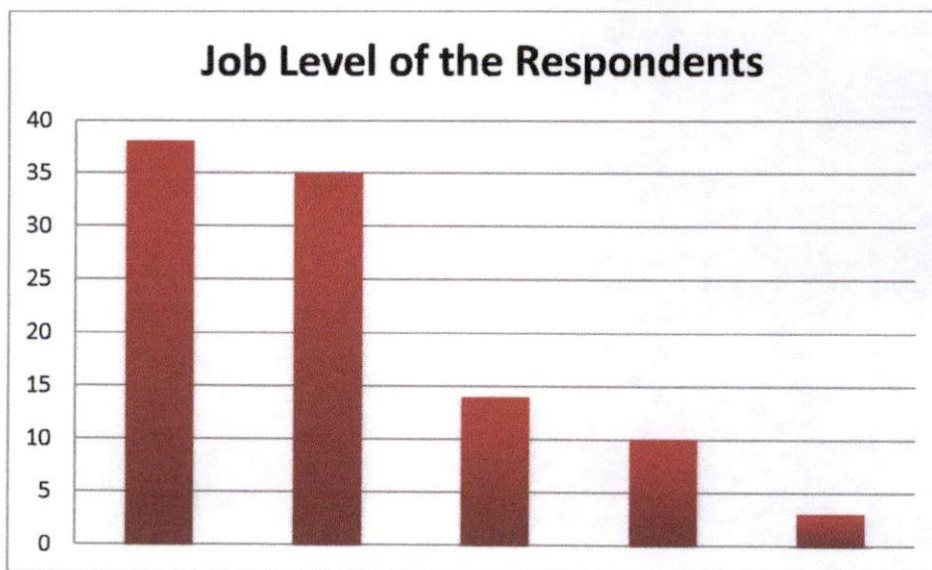
Job level	No. of respondents	Percentage
3	38	38
4	35	35
5	14	14
6	10	10
7	3	3
Total	100	100

Source: Primary data

It was observed from the table 4.5 and figures 4.5 that; most of the respondents belong to the 3rd job level (38%).

This might be because they were comparatively, the group of employees having the lowest designation who would try to improve their performance which can be done by making their emotional intelligence better.

Fig.5.5 Job Level of the respondents



5.1.6 Family type of the respondents

Family type of the respondents will have influence on the emotional intelligence. The table 5.6 gives the details family type of the respondents.

Table 5.6 Family type of the respondents

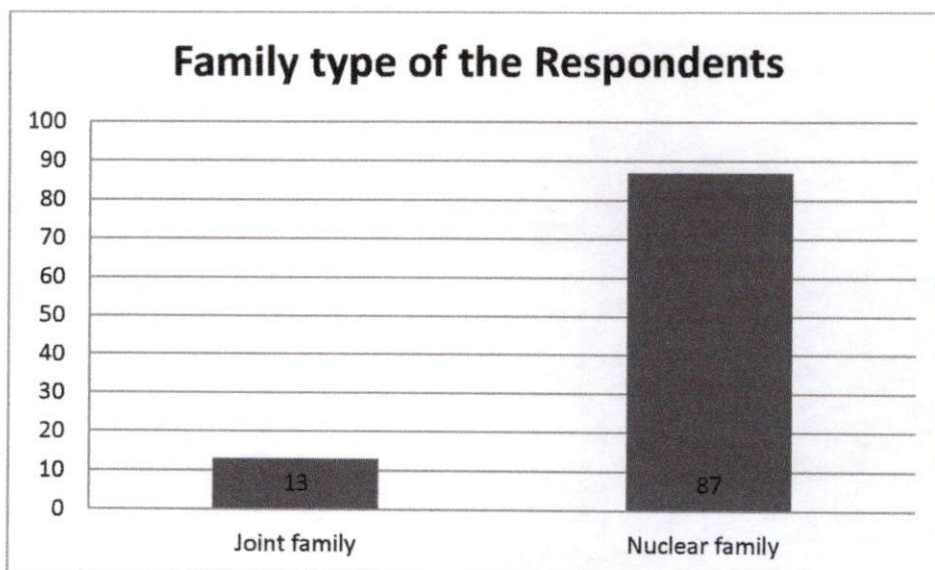
N=100

Family type	No. of respondents	Percentage
Nuclear family	87	87
Joint family	13	13
Total	100	100

Source: Primary data

It was observed from the table 5.6 and figure 5.6 that, most of the respondents belonged to nuclear family (87%) and 13% belonged to joint family. This might be because people belonged to the joint families are better in managing their emotions as they are surrounded by more members to guide them.

Fig.5.6 Family type of the respondents



5.1.7 Experience of the respondents in the company

Experience of the respondents will have influence on the emotional intelligence. The table 5.7 gives the details on the respondents' experience in the company.

Table 5.7 Experience of the respondents in the company

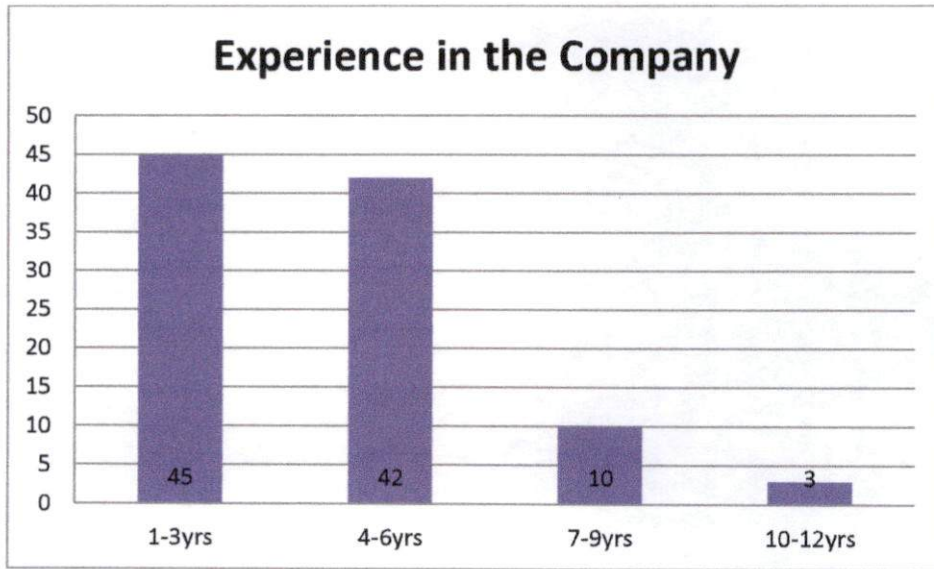
N=100

Experience (years)	No. of respondents	Percentage
1-3	45	45
4-6	42	42
7-9	10	10
10-12	3	3
Total	100	100

Source: Primary data

It was observed from the table 5.7 and figures 5.7 that, most of the respondents have 1-3 years of experience in IBS (45%).42% have 4-6 years of experience whereas 10% have 7-9 years of experience in the company. Only 3% have 10-12 years of experience in IBS, Trivandrum. This might be because as the years of experience in IBS get increased, the emotional intelligence of the employees became better.

Fig.5.7 Experience of the respondents in the company



COMPONENTS OF EMOTIONAL INTELLIGENCE

1. PERSONAL EMOTIONAL AWARENESS

From table 5.8, it is clear that the composite index of personal emotional awareness of the respondent's is 77, which means the personal emotional awareness of the respondents is good.

The index of 67 respondents' easiness to describe their true feelings were comparatively low when consider other factors of personal emotional awareness.

Table 5.9 shows that the composite index of emotional management of the respondents is 63 which is good. The willingness to accept responsibility of the reactions of the respondents is average (46). Patience of the respondents and emotional balance of the employees has to be improved (52). The respondents were good in overall emotional management.

Table 5.10 shows that the composite index of social emotional awareness of the respondents is, 59 which is average. The respondents are least aware about the way other people feel there is a need to improve the social emotional awareness of the employees which will help the management to ensure better performance and greater productivity.

Table 5.8 Personal emotional awareness

Sl. No.	Statement	1	2	3	4	5	Score	Index	Awareness Level
1	My feelings are clear to me at any given moment.	0	3	22	35	40	412	82	Excellent
2	Emotions play an important part in my life.	2	1	28	31	38	402	80	Good
3	My moods impact the people around me.	2	9	20	39	30	386	77	Good
4	I find it easy to put words to my feelings	0	8	21	41	30	393	79	Good
5	My moods are easily affected by external events	0	0	28	62	10	382	76	Good
6	I can easily sense when I'm going to be angry	0	3	10	69	18	402	80	Good
7	I readily tell others my true feelings	8	12	29	40	11	334	67	Good
8	I find it easy to describe my feelings	0	11	31	36	22	369	74	Good
9	Even when I'm upset, I'm aware of what's happening to me	11	0	11	45	33	389	78	Good
10	I am able to stand apart from my thoughts and feelings and examine them	9	3	22	33	33	378	76	Good
COMPOSITE INDEX								77	Good

Source: Primary data

Table 5.9 Emotional management

Sl. No.	Statement	1	2	3	4	5	Score	Index	Emotional management
1	I accept responsibility for my actions	32	32	16	12	8	232	46	Average
2	I find it easy to make goals and stick with them	13	19	22	17	29	330	66	Good
3	I am emotionally balanced person	9	20	12	20	39	360	72	Good
4	I am a very patient person	28	19	30	13	10	258	52	Average
5	I accept critical comments from others without becoming angry	28	33	7	14	18	261	52	Average
6	I maintain my composure, even during stressful times.	3	19	18	31	29	364	73	Good
7	If an issue does not affect me directly, I don't let it bother me	12	8	11	31	38	375	75	Good
8	I can restrain myself when I feel anger towards someone	19	28	22	21	10	275	55	Average
9	I control urges to overindulge in things that could damage my well-being	5	11	28	11	45	380	76	Good
10	I direct my energy into creative work or hobbies	9	21	36	22	12	307	61	Good
COMPOSITE INDEX								63	Good

Source: Primary data

Table 5.10 Social emotional awareness

Sl. No	Statement	1	2	3	4	5	Score	Index	Social emotional awareness
1	I consider the impact of my decisions on other people	19	23	11	31	16	302	60	Average
2	I can tell easily tell if the people around me are becoming annoyed	20	17	22	29	12	296	59	Average
3	I sense it when a person's mood changes	18	17	28	22	15	299	60	Average
4	I am able to be supportive when giving bad news to others	22	25	18	18	17	283	57	Average
5	I am generally able to understand the way other people feel	22	33	20	14	11	259	52	Average
6	My friends can tell me intimate things about themselves	22	13	19	24	22	311	62	Good
7	I genuinely bothers me to see other people suffer	24	18	10	29	19	301	60	Average
8	I usually know when to speak and when to be Silent	24	29	14	21	12	268	54	Average
9	I care what happens to other people	21	24	11	22	22	300	60	Average
10	I understand when peoples plans changes	14	18	25	19	24	321	64	Good
COMPOSITE INDEX									Average
59									Average

Source: Primary data

Table 5.11 Relationship Management

Sl. No	Statement	1	2	3	4	5	Score	Index	Relationship management
1	I am able to show affection	12	27	18	22	21	313	63	Good
2	My relationships are safe places for me	12	28	20	22	18	306	61	Good
3	I find it easy to share my deep feelings with others	13	12	23	31	21	335	67	Good
4	I am good at motivating others	11	6	23	22	38	370	74	Good
5	I am fairly cheerful person	12	9	19	28	32	359	72	Good
6	It is easy for me to make friends	12	32	20	10	26	306	61	Good
7	People tell me I am sociable and fun	10	17	10	42	21	347	69	Good
8	I like helping people	11	3	22	36	28	367	73	Good
9	Others can depend on me	17	4	18	33	28	351	70	Good
10	I am able to talk someone down if they are very upset	15	11	24	32	18	327	65	Good
COMPOSITE INDEX								68	Good

Source: Primary data

Table 5.11 shows that the composite index of relationship management of the respondents is good (68). The respondents' attitude about the safety about their relationships are the lowest (61) which has to be improved.

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

CHAPTER VI

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

Summary

The emotional intelligence plays a very important role in personal life, work life and career development. Emotional intelligence helps in assessing the personal emotional awareness, emotional management, social emotional awareness and relationship management. Hence the research entitled “Emotional Intelligence among the employees of IBS Software Services”, Trivandrum aims to study the emotional intelligence among the employees of IBS.

The primary data were collected from the 100 employees of IBS. The previous chapter dealt with the detailed analysis of results derived from the primary data. This chapter covered the summary of findings and conclusions of the study.

5.2 Major Findings

The major findings of the study were as follows:

PART A

- a. The study revealed that the majority of the respondents were males (58%).
- b. Majority of the respondents were of the age group of 26-30 years (38%).
- c. The study showed that majority of the respondents was married (58%).
- d. Majority of the respondents belonged to job level 3(38%).
- e. The study showed that majority of the respondents has an experience of 1-3 years in the company (45%).
- f. Majority of the respondents belonged to nuclear family (87%).
- g. Most of the respondents were UG holders (68%).

PART B

Evaluation of components of emotional intelligence:

1. Personal emotional awareness

- a. The composite index value of personal emotional awareness was good (77).
- b. Respondents were excellent about the clarity of their feelings at any given moment (82).
- c. Respondents marked that emotions always played an important role in their life.
- d. Respondents often felt that their moods impact the people around them.
- e. 30 among the respondents could always express their feelings by words.
- f. 10 respondents marked that their moods were always easily affected by external events.
- g. 69% of the respondents could often sense when they are going to be angry.
- h. 40 respondents could often readily tell others about their true feelings
- i. 31 respondents found it easy to describe their feelings sometimes.
- j. 33 respondents were always aware what is happening to them, even when they are upset.
- k. 9 respondents were never able to stand apart from their thoughts, feelings and examine them.

2. Emotional Management

- a. The composite index value of emotional management of respondents were good (63).
- b. 32 respondents were never ready to accept responsibility for their reactions.
- c. 29 respondents always found it easy to make goals and stick with them.
- d. 39 respondents were always emotionally balanced.
- e. 28 respondents were marked as they were never very patient.
- f. 28 respondents would never accept critical comments from others without becoming angry.

- g. 31% of the respondents would always maintain their composure, even during stressful times.
- h. 38% respondents have always don't let it bother them, If an issue does not affect them directly.
- i. 19% respondents could never restrain themselves, when they feel anger towards someone.
- j. 45% respondents would always control urges to overindulge in things that could damage their well-being.
- k. 36 respondents used to direct their energy into creative work or hobbies.

3. Social Emotional Awareness

- a. The composite index value of social awareness of respondents were average (59)
- b. 31 respondents would always consider the impact of their decisions on other people.
- c. 20% could never tell easily, if the people around them become annoyed.
- d. 20 of them could never sense when a person's mood changes.
- e. 18 respondents would sometimes able to be supportive when giving bad news to others.
- f. 33% of the respondents could rarely able to understand the way other people feel.
- g. 22 of the respondents marked as friends can tell about intimate things about themselves.
- h. 29% genuinely bothered about them to see other people suffer.
- i. 24 % never knew when to speak and when to be silent.
- j. 21 respondents would never care what happens to other people.
- k. 25% sometimes could understand when a person plans changes.

4. Relationship Management

- a. The composite index value of relationship management of respondents was good (68).
- b. 22% of the employees were often able to show affection.
- c. 12% of the respondents marked relationships were never safe places for them.
- d. 38% of the respondents were always good at motivating others.
- e. 32 respondents were always fairly cheerful person.
- f. 12 among the respondents never felt easy to make friends.
- g. 42 of the respondents were often sociable and fun.
- h. 36% among the respondents often liked in helping people.
- i. 18% of the respondents could be depended by others.
- j. 32% of the respondents could often talk with someone down if they were very upset.

Recommendations

The following are the suggestions for the management to improve the components of emotional intelligence:

PERSONAL EMOTIONAL AWARENESS

1. Learn to become aware of behaviours in other people that may cause you to respond negatively, and then alter your behaviour to make the best of your circumstances
2. Conduct seminars to improve the soft skills of the employees once in a month.
3. Practice connecting thoughts with emotions.
4. Think before you act.
5. Be aware of your body language. Non-verbal communication is more important than what you have to say. Positive body language will benefit your interactions with other people.

2. EMOTIONAL MANAGEMENT

1. Reduce stressful situations.
2. Embrace your emotions.
3. Demonstrate humility and humour.
4. Take responsibility of your actions.
5. Learn to identify which types of situations make you uncomfortable.
6. Assign employees with different case studies and ask them to present it with a solution.

3. SOCIAL AWARENESS

1. Have self-respect and show respect to others, especially if you are responsible for their development.
2. Have good communication skills including listening, assertiveness and conflict management.
3. Understand what a change process entails, and be willing to lead people through it.
4. Be a good team member and encourage collaboration.
5. Create chances to interact with colleagues at least once in a week.
6. Ask each employee to make a presentation about their team members highlighting positives and areas for improvement.
7. Control non-verbal communication.

4. RELATIONSHIP MANAGEMENT

1. Develop open, honest, trusting relationships.
2. Take ownership for your behaviour and be willing to apologize for lapses or errors in judgment or insensitive actions.

3. Ask others for their honest feedback about the way you interact with them. Accept the negative feedback along with the positive (without getting defensive) and make changes accordingly.
4. Learn to listen with genuine interest. Fight the urge to respond immediately and really listen to what the other person is trying to say.
5. Assign team works to employees.
6. Maximize your positive personality traits and use them to your advantage when interacting with others.
7. Accept that improving your social skills is not an overnight process. Trying to improve or change too many things at once will be counter-productive as you will feel so uncomfortable that you may suffer an emotional hijacking.

CONCLUSION

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others. If you have high emotional intelligence you are able to recognize your own emotional state and the emotional states of others, and engage with people in a way that draws them to you. You can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

The study on emotional intelligence among the employees of IBS software services, Trivandrum, was an attempt to identify the emotional intelligence of the employees and to suggest some measures to improve the emotional intelligence among the employees.

From this study, on emotional intelligence among the employees of IBS software services, Trivandrum, 4 components of the emotional intelligence were evaluated.i.e. Personal emotional awareness, emotional management, social emotional awareness and relationship management.

The composite index value of personal emotional awareness was good (77). The composite index value of emotional management was good (63). The composite index value of Social emotional awareness was average (59) and has to be improved. The composite index value of relationship management of the employees was good (68). Hence, the management needs to pay attention to improve the overall emotional intelligence of the employee to improve their performance.

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APPENDIX

QUESTIONNAIRE

A STUDY ON EMOTIONAL INTELLIGENCE AMONG THE EMPLOYEES OF IBS SOFTWARE SERVICES, TECHNOPARK, TRIVANDRUM

(The data collected from the questionnaire will be strictly used for the research
purpose and will be kept confidential)

Emotional intelligence (EI) is the ability of an individual to understand his or her own emotions and the emotions of others. Every individual has a unique personality, emotional strength, different capabilities, and all these facets can have a significant impact in the way they function at the workplace. The outcome of the study will educate the managers about how emotional intelligence can be used and developed to maintain proper working atmosphere.

PART A

1. Name:

2. Age:

3. Sex: Male Female

4. Marital Status: Married Unmarried Divorced

5. Job Level:

6. Years of experience in the company

7. Family type : Nuclear family Joint family

8. Educational status:

PART B

Put a tick mark (√) against each statement as per your agreement/opinion

1 (Never) 2 (Rarely) 3 (Sometimes) 4 (Often) 5 (Always)

I. PERSONAL EMOTIONAL AWARENESS

SLNO	STATEMENT	1	2	3	4	5
1	My feelings are clear to me at any given moment					
2	Emotions play an important part in my life					
3	My moods impact the people around me					
4	I find it easy to put words to my feelings					
5	My moods are easily affected by external events					
6	I can easily sense when I'm going to be angry					
7	I readily tell others my true feelings					
8	I find it easy to describe my feelings					
9	Even when I'm upset, I'm aware of what's happening to me					
10	I am able to stand apart from my thoughts and feelings and examine them					

II. EMOTIONAL MANAGEMENT

SL.NO	STATEMENT	1	2	3	4	5
1	I accept responsibility for my reactions					
2	I find it easy to make goals and stick with them					
3	I am emotionally balanced person					
4	I am a very patient person					
5	I accept critical comments from others without becoming Angry					
6	I maintain my composure, even during stressful times.					
7	If an issue does not affect me directly, I don't let it bother me					
8	I can restrain myself when I feel anger towards someone					
9	I control urges to overindulge in things that could damage my well-being					
10	I direct my energy into creative work or hobbies					

III. SOCIAL EMOTIONAL AWARENES

SL.NO	STATEMENT	1	2	3	4	5
1	I consider the impact of my decisions on other people					
2	I can tell easily tell if the people around me are becoming Annoyed					
3	I sense it when a person's mood changes					
4	I am able to be supportive when giving bad news to others					
5	I am generally able to understand the way other people feel					
6	My friends can tell me intimate things about themselves					
7	I genuinely bothers me to see other people suffer					
8	I usually know when to speak and when to be silent					
9	I care what happens to other people					
10	I understand when peoples plans changes					

IV. RELATIONSHIP MANAGEMENT

SL.NO	STATEMENT	1	2	3	4	5
1	I am able to show affection					
2	My relationships are safe places for me					
3	I find it easy to share my deep feelings with others					
4	I am good at motivating others					
5	I am fairly cheerful person					
6	It is easy for me to make friends					
7	People tell me I am sociable and fun					
8	I like helping people					
9	Others can depend on me					
10	I am able to talk someone down if they are very upset					

