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# Emotional Intelligence: The Most Potent Factor of Job Performance Among Executives

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## 1. Introduction

Nowadays, we observe that some organizations are successful and others are not. One of the reasons can be related to the ability of the organization's executives. The important factor which has a significant role in the success of an executive is emotion. Emotions are an important part of any person's life which seriously affects all aspects of life. Each emotion has a motivating characteristic, a personal meaning, and an expression reflected in behaviors (Çeçen, 2006). The term emotion encompasses an item, which is Emotional Intelligence (EI). Emotional Intelligence (EI) is often measured as an Emotional Intelligence Quotient (EQ), the term (EQ) was coined by (Bar-On, 1988) and can be traced to early studies in the 1920s (Bar-On & Parker, 2000). The concept of 'social intelligence' was introduced by (Thorndike, 1920), who defined it, as the ability to understand and manage people to act wisely in human relations. The concept of EI grew out of this particular definition, which influenced how EI was understood and conceptualized. In the early 1980s, scholars began to systematically conceptualize the idea of EI. Notably, (Gardner, 1983), a psychologist at Harvard University, initiated the theory of multiple intelligences and proposed that intrapersonal and interpersonal intelligence are as important as the type of intelligence typically measured by Intelligence Quotient (IQ) and related tests and after that (Salovey & Mayer, 1990) introduced the term EI and defined it as the ability to deal with emotions. Then the concept of EI was made popular by (Goleman, 1995) with his famous book *Emotional Intelligence: Why It can matter More Than IQ*. Daniel Goleman explains that IQ is considered to account for approximately 20% of the factors that determine life success, and he argues that EI can account for the remaining factors. The importance of emotional intelligence is emphasized because human relations in organizations are affected by emotional factors more than by rational factors (Jung & Yoon, In Press). There are many definition of EI; (Salovey & Mayer, 1990) defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". Salovey & Mayer (1997), revised the definition to complement it. They defined emotional intelligence as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". Martinez (1997), refers to emotional

intelligence as being: an array of non-cognitive skills, capabilities and competencies that influence a person's ability to cope with environmental demands and pressures. Another definition is given by (Bar-On, 1997) that EI is a kind of multiple-level ability that crosses over self emotions and social composition, and had focused on non cognitive capabilities that influence one's ability to succeed in life (For example, Bar-On et al., 2007). Research has indicated that individuals with higher level of EI are more likely to experience performance related success than individuals with lower levels of EI (Goleman, 1996; Schutte et al., 1998). Schmidt & Hunter (2000), defined intelligence as the "ability to grasp and reason correctly with abstractions (concepts) and solve problems". Mayer & Cobb (2000), explain that Emotional intelligence consists of these "four branches of mental ability": I) Emotional identification, perception and expression II) Emotional facilitation of thought III) Emotional understanding IV) Emotional management For most people, including senior executives, it was thought that those with a higher Intelligence Quotient (IQ) were the most important aspect of a company's success, but we can see Emotional Intelligence has become a vital part of how today's executives meet the significant challenges they face. Emotionally intelligent individuals can handle and perform efficiently in problems and emergencies, as (Scott-ladd, 2004) argued that emotional intelligence (EI) in employees is self-awareness and an ability to deal with any exceptional uncertainty. Emotional intelligence (EI) is the capability to identify own and others feelings and utilize this awareness to facilitate own-self and others (Berman, 2008). Emotional Intelligence (EI) refers to abilities concerning recognition and regulation of emotions in self and others, and to use this information to guide one's thinking and actions (Giardini & Frese, 2008; Mayer, Salovey, & Caruso, 2008). Two main conceptualizations of EI are explored and there is growing consensus on two models: (i) the "ability model", measuring maximal performance (Mayer et al., 2000b) and (ii) the "trait model", measuring typical performance (Petrides & Furnham, 2000, 2001). The first model, perceives EI as a form of pure intelligence that is, EI concerns an individual's capacity to reason about emotions and to process emotional information to enhance cognitive processes and regulate behavior. (Petrides et al., 2007) delineated trait EI, or emotional self-efficacy, assesses an individual's belief in their emotional abilities, and is defined as "A constellation of emotional self-perceptions located at the lower levels of personality hierarchies". The second model, ability approach uses maximum performance measures to assess individual differences in the interface of emotion with cognitive processes (Mayer et al., 2000b). The ability measure of EI correlates only modestly with other forms of cognitive ability (Mayer, Roberts, & Barsade, 2008) used an ability performance-based test to assess emotional intelligence and reported mixed results with positive effects found only in a few of the emotional abilities examined. Emotional Intelligence can help executives in an ever more difficult leadership role, one that fewer and fewer people seem capable of fulfilling. Moreover, in the middle of the "Talent War," especially at the highest levels in organizations, emotional intelligence can give developing executives a competitive edge.

## 2. Literature review

### 2.1 Components of emotional intelligence

In 1998, in *Working with Emotional Intelligence*, Goleman set out a framework of emotional intelligence (EI) that reflects how an individual's potential for mastering the skills of Self-Awareness, Self-Management are personal competence, Social Awareness, and Relationship

Management are social competence that related to the job success. The first component of emotional intelligence is Emotional Self-Awareness, which contains of Emotional self-awareness, Accurate self-assessment, and Self-confidence. It is means, knowing what one feels, or Knowing one's internal states, preferences, resources, and intuitions. (Mayer & Geher, 1996) mentioned that emotional intelligence is different from general intelligence and that the former is differential intelligence that needs to be investigated in the future. John Mayer (for example, Mayer & Stevens, 1994) uses the term meta-mood, the affective analogue of meta-cognition, for key aspects of Emotional Self-Awareness. The second component of EI, Self-Management, that contains of Emotional self-control, Transparency, Adaptability, and Achievement orientation. The means of this factor is the ability to regulate distressing affects like anxiety and anger and to inhibit emotional impulsivity, or managing one's internal states and resources. The third EI component is Social Awareness that means awareness of others' feelings, needs, and concerns, which encompasses the competency of Empathy, also involves the amygdala. Studies of patients with discrete lesions to the amygdala show impairment of their ability to read nonverbal cues for negative emotions, particularly anger and fear, and to judge the trustworthiness of other people (Davidson et al., 2000). Other items are organizational awareness and service orientation. Lastly, the fourth EI component is Relationship Management, or Social Skill, poses a more complex picture, or adeptness at inducing desirable responses in others. In a fundamental sense, the effectiveness of our relationship skills hinges on our ability to attune ourselves to or influence the emotions of another person. This factor encompasses Developing others, Inspirational leadership, Change catalyst, Influence, Conflict management, and Teamwork and collaboration. (Mayer & Salovey, 1997) indicated that emotional intelligence as composed of four distinct dimensions: 1) Appraisal and expression of emotion in the self. 2) Appraisal and recognition of emotion in others. 3) Regulation of emotion in the self. 4) Use of emotion to facilitate performance. (Bar-On, 1997) conceptualized EI as a non-cognitive ability; involving five broad skill areas that help an individual become more effective in dealing with environmental demands and pressures: Intrapersonal Skills, this related to identify, understand and express oneself, Interpersonal Skills, this related to be aware of, to understand, and relate to others, Adaptability is related to strong emotions and control one's impulses, Stress Management is related to control of stress with confront of different situation, and General Mood is related to adapt to change and to solve problems of personal or a social nature. (Davies et al., 1998) proposed that EQ has four abilities: Self-emotional appraisal, others' emotional appraisal, regulation of emotion, and use of emotion. (Salovey et al., 2000) have argued that EI components are related to a number of coping processes, such as rumination, social support networks and the disclosure of trauma. Wong & Law (2002), have argued that Emotional intelligence consists of four aspects: others' emotional appraisal, use of emotion, self-emotion appraisal, and regulation of emotion. (Cote & Miners, 2006) divided emotional intelligence into emotion perception, emotion utilization, emotion understanding, and emotion control. Goleman (2006), revealed EI concerns the ability of a person to maintain self-control, enthusiasm, persistence and self-encouragement, as shown in five major dimensions: knowing your emotions, managing your own emotions, motivating yourself, recognizing and understanding other people's emotions, and managing relationships.

## 2.2 Job performance and role of emotional intelligence

Organizations are settings that require interpersonal interaction. Most of these interactions are related to the performance of job duties. According to (Savoie & Brunet, 2000), team

performance assessment should include at least four different measures: (a) group experience quality, that is, the degree upon which group experience contributes to well-being and personal growth of team member; (b) team output, which relies on objective, measurable, and quantifiable performance criteria, for example, number of mistakes, waste ratio, or in the present context, percentage of technical acts meeting hygiene and safety standards; (c) team viability, that is, the capability of the team to continue to function as a unit; and (d) team legitimacy which relates to the appraisal of team's effectiveness by external actors who have close ties with it (managers, clients, suppliers, etc.) Emotions can influence thought processes by promoting different information processing strategies (Forgas, 1995; Schwarz, 1990). For example, positive emotions tend to promote heuristic processing (Schwarz, 1990) and may be useful for creative tasks (Isen et al., 1987) and short-term memory tasks (Gray, 2004), whereas negative emotions promote deeper processing (Bless et al., 1990; Schwarz, 1990) and better spatial task performance (Gray, 2004). Emotion and cognition can be integrated to influence performance on a variety of tasks (Gray, 2004). Austin (2004), examined the relationships between trait emotional intelligence (EI) and tasks involving the recognition of facial expressions of emotion. Two facial expression recognition tasks using the inspection time (IT) paradigm assessed speed of emotional information processing. Results show that, general emotion-processing ability contributes to performance on these tasks. Quoidbach & Hansenne (2009), investigated the relationships between EI, performance, and cohesiveness in 23 nursing teams. Results showed that, EI provided an interesting new way of enhancing nursing teams' cohesion and patient/client outcomes. Among psychologists, Emotional intelligence (EI) is proposed as an important predictor of key organizational outcomes including job satisfaction (Daus & Ashkanasy, 2005; Van Rooy & Viswesvaran, 2004). Kafetsios & Zampetakis (2008), tested the extent to which positive and negative affect at work mediate personality effects (Emotional Intelligence) on job satisfaction. Results indicated that positive and negative affect at work substantially mediate the relationship between EI and job satisfaction with positive affect exerting a stronger influence. Lyons & schneider (2005), examined the relationship of ability-based EI facets with performance under stress. They expected high levels of EI would promote challenge appraisals and better performance, whereas they found low EI levels would foster threat appraisals and worse performance. Mishra & Mohapatra (2010), mentioned yet, there is some evidence to suggest that a high EI is desirable in the work place, and if it is, can it be taught? (Matthews et al., 2002) Note that this may be changing as there is now some evidence that EI can be measured and that it does improve performance in the work place (O'Boyle et al., 2010). Kim (2010), investigated how salespersons' emotional intelligence affects adaptive selling and positive emotional expression during the process of interaction with customers, and how such adaptive selling and positive emotional expression affects the quality of service perceived by customers. The results show those greater salespersons' emotional intelligence results in better adaptive selling and positive emotional expression. He found that a person with positive emotional intelligence in work has better sales. Nooraei & Arasi (2011), determined possible relationship between faculty's social competencies and their academic performance in Iran; results indicated that the social competencies elements are significantly associated with the level of faculties' academic performance. This finding shows the important of EI in academic setting. Khajepour (2011), investigated the relationship between emotional intelligence, parental involvement and

academic performance of 300 high school Students in Tehran, Iran. Results showed that both emotional intelligence and parental involvement could predict academic achievement in high school students. Similarly, there were significant positive relationship between emotional intelligence and academic achievement. Some research revealed emotions, such as excitement or enthusiasm, could stimulate employees to provide better customer service, complete their work assignments, or contribute to the organization. Conversely, negative emotions, such as anxiety, could facilitate employees' ability to focus on their work tasks. Employees with high emotional intelligence should be more adept at regulating their own emotions and managing others' emotions to foster more positive interactions, which could lead to more organizational citizenship behaviors that contribute to performance (Mossholder et al., 1981; Wong & Law, 2002). Teams with a high level of EI had a preference for collaborative conflict resolution strategies, whereas teams with low EI preferred avoiding strategies (Jordan & Troth, 2002). Rapisarda (2002), also found a positive relationship between "empathy" (a sub dimension of EI) and performance in student teams. (Jordan et al., 2002) reported that self-learning student teams with lower average EI scores initially performed at a lower level than teams with high scores did, but eventually achieved the same level of performance over the 10 weeks of their study. Feyerherm & Rice (2002), demonstrated a relationship between EI and customer service teams. According to these authors, two of Mayer and Salovey's factors ("understanding emotions" and "managing emotions") were positively correlated with some performance measures related to customer service. Research has demonstrated that trait-based EI enhances performance in interviewing (Fox & Spector, 2000), management (Slaski & Cartwright, 2002), academics (Petrides et al., 2004), and teams (Jordan et al., 2002), and on cognitive tasks (Shutte et al., 2001) and contextual performance. The high EI person is more likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scored highly on emotional management. Such individuals may also be more adept at describing motivational goals, aims, and missions (Mayer et al., 2004). (Seibert et al., 2001) discussed that Emotional intelligence may contribute to work performance (as reflected in salary, salary increase, and company rank) by enabling people to nurture positive relationships at work, work effectively in teams, and build social capital. Work performance often depends on the support, advice, and other resources provided by others. Emotional intelligence may also contribute to work performance by enabling people to regulate their emotions so as to cope effectively with stress, perform well under pressure, and adjust to organizational change.

### **2.3 Emotional intelligence and job performance in the executives**

Focusing on EI as an important factor that related to performance, researchers presents reviews a number of studies of the drivers of workplace performance. Numerous studies have found that EI is associated with a number of positive outcomes in the workplace, affecting variables such as leadership (Scott- Halsell et al., 2008), resistance to stress (Bar-On et al., 2000; Mikolajczak et al., 2007), work attitude (Carmeli, 2003), job satisfaction and performance (Kafetsios & Zampetakis, 2008; Law et al., 2008; Wong & Law, 2002), employees' creativity (Zhou & George, 2003) and career achievements (Dulewitz & Higgs, 1999). In recent years, different researches suggested that, IQ is not the only factor of managers' success and performance improvement, but also there is another factor called

emotional intelligence that results in outstanding performance at work. Some researchers have found that emotional intelligence has a positive and significant relation with performance (Goleman, 1998; Mount, 2006). (Mayer et al., 2000a) suggested that EI may influence work-related outcomes (e.g., job performance) and interpersonal interactions (e.g., job interviews). Goleman (1995, 1998), claimed that EI predicts life and work success. Goleman (1998), also claimed that, because EI affects almost every aspect of work life, employees who are high in EI are “star performers.” Publishers of EI tests advocate the use of EI tests for personnel selection, claiming that research has demonstrated a strong correlation between EI and job performance, and also he demonstrates that managers who do not develop their emotional intelligence have difficulty in building good relationships with peers, subordinates, superiors and clients. Carmeli (2003), has shown that managers with high EI produce positive work attitudes and altruistic behaviors and that their employees enjoy higher job satisfaction and performance (Wong & Law, 2002). Managers with high EI can facilitate the performance of their employees by managing employees’ emotions that foster more creativity, resilience, and enables employees to act successfully (Fredrickson, 2003; Zhou & George, 2003). Furthermore, managers with high EI should be more adept at nurturing more positive interactions between employees that could foster more cooperation (Barsade, 2002), coordination (Sy et al., 2005). The high EI individual, relative to others, is less apt to engage in problem behaviors, and avoids self-destructive, negative behaviors. Dulewicz & Higgs (2000), demonstrates clearly that EI impacts on work success. Work success was defined in this review as advancement in one’s work organization. Some research suggests that emotional intelligence is important for work settings (Carmeli, 2003; Jordan et al., 2002). Researchers assert that employees’ EI can predict work related outcomes, such as job satisfaction and job performance (Bachman et al., 2000; Prati et al., 2003; Wong & Law, 2002). Furthermore, theorists posit that managers’ EI can significantly impact these work outcomes (George, 2000; Goleman et al., 2002). A study by (Day & Carroll, 2004) shows the positive relation of ability-based EI on performance. (Sy et al., 2006) examined the relationships among employees’ emotional intelligence, their manager’s emotional intelligence, employees’ job satisfaction, and performance. They found that employees’ emotional intelligence was positively associated with job satisfaction and performance. In addition, manager’s emotional intelligence had a more positive correlation with job satisfaction for employees with low emotional intelligence than for those with high emotional intelligence. Emotional intelligence is conceptually relevant for predicting employees’ work performance because organizations require interpersonal interactions to accomplish goals, and because most jobs require the ability to manage emotions. EI has the potential to be a strong predictor of performance. Linking EI with performance can provide organizations with a valid alternative for selecting and assessing employees. Enhancing EI skills enables managers to regulate their emotions and motivate themselves more effectively. (Patnaik et al., 2010) investigates the relationship between emotional intelligence and work performance of executives working in the Cooperative bank and Gramya Banks in Odisha. Their study revealed High EQ is necessary for better performance in the banking sector. But, high EQ cannot be the only requirement for good performance on the job. (Song et al., 2010) Studied about whether emotional intelligence (EI) has incremental validity over and above traditional intelligence dimensions. They found support for the notion that EI has a unique power to predict academic performance, and also revealed that EI is related to the quality of social interactions with peers. Clarke (2010), examined a contribution specifically to the project management field by studying the effects of training on a sample of project managers in the UK, and identifying whether changes occur in their emotional intelligence

and relevant project management competences. Using a pre/post test research design, positive effects were found 6 months later in the emotional ability, understanding emotions as well as the two project manager competences. (Shahzad et al., 2011) investigated impact of EI on employee's performance among telecom employees in Pakistan. The results revealed that a positive relationship exists between social awareness and relationship management and employee's performance, also they found Telecom sector needs to consider meaningful features of EI as a strong predictor for efficient performance of employees. Chaudhry & Usman (2011), examined the relationship between employees' emotional intelligence and their performance in Pakistan. The results revealed a moderately high correlation between emotional intelligence and organizational citizenship behavior. It was also established that employees' job performance can be predicted significantly based upon their emotional intelligence scores. (Tsai et al., 2011) analyzed the impacts among the emotional intelligence and leadership style, self-efficacy and organizational commitment of employees in the banking industry in Taiwan. They found that a supervisor's emotional intelligence has a significant positive influence on his/her personal leadership style, that a supervisor with high emotional intelligence is able to perform excellent leading skills to elevate the employee self-efficacy, and that employees self-efficacy results in a significant positive influence on organizational commitment. Jung & Yoon (2011), studied the interrelationships among the emotional intelligence of employees in a deluxe hotel. The results showed that as elements of emotional intelligence, others' emotion appraisal, use of emotion, and self-emotion appraisal significantly affected counterproductive work behaviors, whereas self-emotion appraisal and use of emotion affected organizational citizen behaviors. Focusing on these literature reviews, we can find that there is relation between Emotional Intelligence with job performance of executives or any person that has a responsibility in a company, organization, or society, and EI may improve the manager performance in work and increases organizational success, therefore the findings of this research will show this matter.

## 2.4 Aim and hypothesis

The aim of the current study is to explore the relationship between emotional intelligence and job performance among executives. Therefore the objective of this research is drawing links between EI and performance at work place. The study helps the executives at their organization to develop and explore the concept of EI to ensure high level of performance resulting in increased achievement of organizational and individual goals.

Accordingly, based on the foregoing literature review, we propose:

**H1:** Executives' EI associates positively with job performance for employees with low EI than for employees with high EI.

**H2:** Executives' EI associates positively with their job performance.

**H3:** Executives' scores on EI significantly predict their job performance.

## 3. Method

### 3.1 Participants

A number of executives from north, south, east, and west of Iran organizations have been chosen as the subjects of the study through purposive sampling. A total of 500



questionnaires were distributed conveniently to executives in various organizations, out of which 218 questionnaires were returned, and a total of 18 questionnaires were excluded from the study due to incompleteness. Therefore the participants in this study were 200 male and female executives that 73% were male, working in Iran organizations, and having graduation degree in engineering and master's degree in management have been selected. The majority (92%) of the executives were in the age range 40-60 years with the remaining 8% being in the age range 20-30 years,

### 3.2 Measures

In this study, Job Performance is dependent variable and Emotional Intelligence is independent variable and to measure the emotional intelligence of the sample of executives, we used Emotional intelligence scale constructed by (Schutte et al., 1998). Participants fulfilled a Persian version of the Schutte Emotional Intelligence Scale. The tool contains 33 items using a 5-point Likert scale, where 1 represents 'strongly disagree' and 5 'strongly agree'. Total score may range from 33 to 165. The high scores indicate employees' higher ability to recognize and manage emotions. In this content (Austin et al., 2004) reported a good internal consistency of the scale with a Cronbach alpha of .85. The reliability of the scale was .88 therefore, is appropriate. The items of the scale are directly related to the concept of emotional intelligence. It includes self-awareness, empathy, self motivation, emotional stability, managing relations, integrity, self-development, value-orientation, commitment and altruistic behavior. This measure was chosen because it is readily available, widely used and suitable for an Iranian sample, and also a recent study showed that the scale is more appropriate for Iranian respondents (Khajehpour, 2011). For the purpose of data analysis, several statistical tools and method were utilized from the statistical package for social sciences (SPSS) version 16. To assess the relationship between EI and performance, we performed **T-tests, ANOVA, and Regression.**

### 4. Results

Present study investigates the effect of emotional intelligence on the work performance of executives. Significance of mean differences on work performance dimensions of emotionally high and low intelligence groups of executives was determined.

Table1 shows the difference between the mean scores of high and low emotionally intelligence executive groups on all the dimensions of job performance is in favor of high emotionally intelligence group of executive except one dimension that is dependability. The T-values are significant at .01 levels for Quality of work performance, Speed on the job, Quantity of work, Capacity of work, Ability to work without supervision, Ability to handle different jobs, Ability to get along with others, Initiative on the job and Overall job performance dimensions of job performance. T-value of Amount of effort expended on job, Care in handling company, Attendance and punctuality, Planning Ability dimensions of job performance are significant at .05 levels. The result of T-tests shows that have significant effect on high and low emotionally intelligence executive groups. This result supports the first hypothesis of the study.

N.	Dimensions of Job Performance	Groups	N	Mean	SD	t
1	<i>Quality of work performance</i>	High EI	100	4.4	.517	2.89**
		Low EI	100	4.1	.568	
2	<i>Amount of effort expended on job</i>	High EI	100	4.6	.528	2.69*
		Low EI	100	3.9	.632	
3	<i>Speed on the job</i>	High EI	100	4.7	.516	3.80**
		Low EI	100	3.9	.422	
4	<i>Quantity of work</i>	High EI	100	4.3	.527	3.54**
		Low EI	100	3.8	.482	
5	<i>Capacity of work</i>	High EI	100	4.3	.517	3.65**
		Low EI	100	3.8	.317	
6	<i>Care in handling company</i>	High EI	100	4.5	.516	2.69*
		Low EI	100	3.7	.789	
7	<i>Ability to work without supervision</i>	High EI	100	4.8	.483	3.81**
		Low EI	100	3.7	.675	
8	<i>Ability to handle different jobs</i>	High EI	100	4.7	.422	4.16**
		Low EI	100	3.5	.632	
9	<i>Dependability</i>	High EI	100	4.7	.843	1.64*
		Low EI	100	3.9	.789	
10	<i>Ability to get along with others</i>	High EI	100	4.6	.517	2.88**
		Low EI	100	3.9	.568	
11	<i>Attendance and punctuality</i>	High EI	100	4.7	.422	2.50*
		Low EI	100	4.1	.633	
12	<i>Planning Ability</i>	High EI	100	4.7	.483	2.87*
		Low EI	100	3.7	.738	
13	<i>Initiative on the job</i>	High EI	100	4.5	.483	3.58**
		Low EI	100	3.8	.632	
14	<i>Overall work performance</i>	High EI	100	4.7	.317	6.61**
		Low EI	100	3.6	.422	

\*P &gt; .05

\*\*P &gt; .01

Table 1. Mean and SD of high and low emotionally intelligent groups of executives on various dimensions of job performance.

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.228	1	32.228	125.890	.000 <sup>a</sup>
Residual	50.652	198	0.256		
Total	82.880	199			

a. Predictors: (Constant), Emotional Intelligence

Table 2. Prediction of Job Performance through Scores on Emotional Intelligence.

Table 2 ANOVA, shows that employees' EI is positively related with performance as measured through Job Performance, it reveals the presence of a significant positive

correlation between total EI scores and Job Performance ( $p < 0.01$ ). The results of the current research support the first hypothesis. Also results in Table 2 show a significant P-value =0.000 (less than 0.05) for the prediction relation between EI and Job Performance. Thus, the second hypothesis asserting that executives' scores on emotional intelligence significantly predict the future is supported. Table 3 proves only the presence of a prediction relation between EI and the dependent variable (Job Performance).

	Un-standardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Emotional Intelligence	0.823	0.048	0.682	18.259	.000

a. Dependent Variable: Job Performance

Table 3. Regression Coefficients (a).

The strength of the relationship is shown in Table 3 with the help of the values of intercept (0.872) and slope for EI regression line (0.823). This suggests that for a one unit increase in emotional intelligence, the respective manager can significantly predict a 0.823 increase in their performance, whereas a slope of 0.682 for EI is produced when the test utilizes standardized independent and dependent variables. To measure the strength of a prediction relation through 'Beta' may indicate some inflated results. Consequently a conservative measure 'coefficient of determination' was calculated. Employees' scores on emotional intelligence exhibit nearly high positive association ( $r = 0.682$ ) with their organizational citizenship behavior.

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.682 <sup>a</sup>	0.465	0.464	0.3281

a. Predictors: (Constant), Emotional Intelligence

Table 4. Model Summary of Regression for Emotional Intelligence and Job Performance.

The presence of a strong positive association between executives' EI and performance suggested that executives' future performance could be predicted on the basis of their EI scores. The second hypothesis of the study implies that employees' EI scores significantly predict their Job Performance. A regression analysis was applied, because, Job Performance as a single continuous dependent variable and EI as a single continuous independent variable are involved in this case. The test produced the significance values for hypothesis testing regarding individual regression parameters. Table 4 indicates an 'R<sup>2</sup>' value of 0.465 that shows nearly 50% of the variance in Job Performance, can be accounted for by executive's score on EI. This result supports the third hypothesis of the study that executives' EI score significantly predict their job performance.

## 5. Discussion and conclusion

This study investigates empirically the relationship between emotional intelligence and job performance between Iranian executives. Based on the findings of previous research, a

significant positive correlation was expected between EI and performance. The results indicated nearly high positive correlation ( $r = 0.682$ ) between the independent (EI) and dependent (Job Performance) variables. Therefore, finding of this research revealed that there is a significant relationship between emotional intelligence and performance. The result that EI has a predictive effect on job performance concurs with the findings of the previous researchers (Goleman, 1995). Proponents of EI have claimed that EI is an important predictor of all areas of workplace performance; particularly for managers (e.g., Goleman, 1998). Also Goleman's research shows that emotional well-being is the strongest predictor of academic achievement and success in life. According with several studies (Lopes et al., 2006; Sy et al., 2006) the results demonstrated convincingly that EI is an important personality-level predictor of work affectivity and job satisfaction. Our study provides some preliminary support for researchers who have proposed the importance of EI for leaders and executives (e.g., Boal & Hooijberg, 2000; Day, 2000; Hooijberg et al., 1997; Sternberg, 1997). Executives, in particular, need high EI because they represent the organization to the public, they interact with the highest number of people within and outside the organization and they set the tone for employee morale, says Goleman. The success of an individual working within an organization is a function of emotional intelligence. Much of this success depends on the abilities of individuals to motivate them and to accomplish tasks by forming teams from a loose network of fellow workers with specific talents and expertise. Leaders with empathy are able to understand their employee's needs and provide them with constructive feedback. According to (Mayer et al., 2000), individuals who score highly on the Emotional Perception scale will be able to identify how family members and colleagues are feeling, and will also be skilled at interpersonal interactions. Therefore, high EI people may simply have a response style of viewing themselves, others, and neutral stimuli in a manner consistent with positive affectivity. The results also support other researches (e.g., Law et al., 2004; Sy et al., 2006; Wong & Law, 2002) indicating that employees' with higher EI have higher job performance, suggesting that employees with high EI are more adept at using their emotions to facilitate job performance. Employees with high EI seem to be more aware of how certain emotions can influence their behaviors and work outcomes and more adept at regulating their emotions in such a manner that they are aligned with the requirements of the task. This finding is supported by (Stein, 2002) which discussed about the EI factor: The sample group scored slightly higher than average on total EI. In order from most to least above the norms, the group scored above average on independence, assertiveness, optimism, self-actualization, and self-regard. Highly emotionally intelligent executives are more punctual and take maximum initiatives on the job, they put much amount of efforts to expended their job and have better work performance as compared to their counterparts. The finding is according to (Dulewicz et al., 2003) that found managers' emotional intelligence correlated positively with quality of work life and morale, also (Brackett et al., 2004) concluded that low scores on EI were associated with poor quality peer relations. (Suliman & Al-Shaikh, 2007) revealed that employees with higher levels of EI were found to report higher levels of readiness to create and innovate. Results also favor the same and this finding was also supported by (Tischler et al., 2002) he examined the linking emotional intelligence, spirituality and work place performance and displayed a positive relationship between emotional intelligence and work place success and also by (Cooper & Sawaf, 1997; Megerian & Sosik, 1996; Wright and Staw, 1999). The findings of the study revealed that

Emotional intelligence has a positive effect on the job performance among executives. The executives having higher emotional intelligence show better quality of job performance as compared to their counterparts. Emotional intelligence is an effective determinant of job performance. The study of the relationship between *emotional intelligence* and *job performance* among *executives* can be the first study which has been done in Iran. The current study is therefore a reflection of the kinds of research that are the current focus within the area of emotional intelligence and performance. The fact that emotional intelligence is significantly related to executive's performance may have valuable implications for their recruiters, trainers, and supervisors, and governments.

## 6. Limitation, future research, and implication

Several limitations of the study could be mentioned. The first is the size of the sample. Although, we gather questionnaires from different parts of Iran, but having larger sample size (N= 200) would have strengthened the impact of the study's results. The second is that it may be unreasonable to generalize these results to the other country. Lastly, data collection was also a limitation because information on particular variable could be collected through a limited number of top executives who are usually busy. In the future, we suggest that researchers consider the importance of the influence of emotional intelligence on performance; this study can be conducted in other countries to identify if the geographical environment or cultural characteristics may change the results. For instance, researchers would like to do a survey related to Emotional Intelligence among international executives; such as Iranian, Japanese, and American executives. Results of this study also have certain practical implication. In today's society using emotion as a tool to achieve organizational objectives, the rate of emotional executives is gradually increasing. Therefore, it is necessary to draw up an effective plan to promote emotional intelligence through continuous education and training for executives within a company and choose a manager with high EI.

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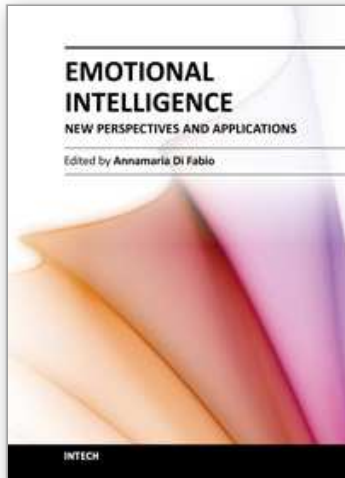
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Emotional intelligence is an emerging construct for applied research and possible interventions, both in scholastic, academic and educational contexts, organizational contexts, as well as at an individual level in terms of people's well-being and life satisfaction. From the presented contributions, it emerges how this volume is characterized by an interest to give an international overview rich of stimuli and perspectives for research and intervention, in relation to a promising variable of current interest, such as emotional intelligence. The goal is that this book further contributes to the affirmation of a particularly promising variable, such as emotional intelligence, which requires a greater interest and attention in both research and application field.

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