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CONTENTS

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   52

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INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   53

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Contributions to books

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

Journal and other articles

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

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EMOTIONAL COMPETENCY CLUSTERS AND STAR PERFORMER IN SOFTWARE PROJECT TEAM

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ABSTRACT

Teams are almost imperative in contemporary business firms and interaction in teams points to the importance of emotional abilities for personal and organizational success. Emotional competence is a skill needed in all these roles in order to understand other team members and to bond with them to ensure team cohesion and productivity. Emotional Competencies are the outgrowth of Emotional Intelligence (EI) developed by Daniel Goleman (1998) reflects an individual's potential for mastering the skills of four domains/clusters viz.,Self-Awareness, Self-Management, Social Awareness, and Relationship Management resulting in eighteen Emotional Competencies nested in the four clusters. The present study aimed at identifying the Emotional Competencies in groupings, across clusters, that allow competencies to support one another in a software project team and to identify the star performer of a software project team who would exhibit higher competencies and demonstrate strengths than other members of the team. The results show that the hypothesis of the study being confirmed and consultant emerging as a star performer in a software project team.

KEY WORDS
Software Project team, self awareness, self management, social awareness, relationship management.

INTRODUCTION

In the last decade, teams are almost imperative in contemporary business firms for organizing work resulting in fewer levels of management and management styles which are less autocratic. There is a move toward knowledge and team-based, client-oriented jobs so that individuals generally have more autonomy, even at the lower levels of organizations. Hence human interaction in teams points to the importance of social and emotional abilities for personal and organizational success resulting in the changes in the criteria for success at work. Hence, the management of today's organizations are focusing towards intelligence pertaining to emotions and how looking at how it is related to the performance of organization members (Caruso and Salovey, 2004) The performance of the incumbent is adjudged by how well he/she handle oneself and with others which is strongly influenced by personal qualities such as perseverance, self-control, and skill in getting along with others.

Emotional intelligence is the missing link that unites conventional "can do" ability determinants of job performance with "will do" dispositional determinants. Modern organizations now offer learning and development that is explicitly labeled as "emotional intelligence" or "emotional competence" training. (Serrat, 2009). Since there are several roles that team members assume-such as group member, negotiator, and as a leader, Emotional competence is a skill needed in all these roles in order to understand other team members and to bond with them to ensure team cohesion and productivity.

REVIEW OF LITERATURE

Emotional Competencies are the outgrowth of Emotional Intelligence (EI), a widely researched topic, which is recognized as an important issue in the workplace. The framework of emotional intelligence (EI) developed by Goleman (1998) reflects an individual's potential for mastering the skills of four domains/clusters viz.,Self-Awareness, Self-Management, Social Awareness, and Relationship Management resulting in eighteen Emotional Competencies nested in the four clusters of general EI abilities.

Although an individual's Emotional Intelligence determines his or her potential for learning the practical skills, the Emotional Competence shows how much of that potential one has realized by learning and mastering skills and translating intelligence into on-the- job capabilities. Hence Emotional Competencies are job skills that can be learned and an underlying EI ability is necessary, though not sufficient, to manifest

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   56

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competence in any one of the four EI domains. Researches have shown that across all categories of jobs and in all kinds of organizations, EI matters in staff turnover, (McClelland, 1998) sales, (Spencer & Spencer, 1993, Hay/McBer, 2000) and productivity (Seligman, 1990, Hay/McBer 2000, Boyatzis & Burrus 1995) Competency research in over 200 companies and organizations worldwide suggests that about one-third of this difference is due to technical skill and cognitive ability while two-thirds is due to emotional competence (Goleman, 1998). In top leadership positions, over four-fifths of the difference is due to emotional competence.

Researches have pointed out how the Emotional Competencies are crucial in various jobs. For example , in the first domain of *Self Awareness*, *Emotional Self-Awareness* proved crucial for financial planners' job performance (Goleman, 1998), *Accurate Self-Assessment* was the competence found in virtually every "star performer" of knowledge workers such as computer scientists, auditors. High degree of *self confidence* distinguishes the best from average performers among supervisors, managers, and executives, (Boyatzis, 1982).

Similarly, in the second domain namely *Self Management*, empirical evidence show that *emotional self control* competency was found to be crucial for small business owners and employees, counselors and psychotherapists, flight attendants (Boyatzis & Burrus, 1995; Spencer & Spencer, 1993). *Conscientiousness* distinguishes the model organizational citizens (Barrick, Mount, & Strauss, 1993). *Achievement Orientation* as the competence drives the success of entrepreneurs(Spencer and Spencer, 1993) and *initiative* is key to outstanding performance in industries that rely on sales, such as real estate, and to the development of personal relationships with clients, such as financial services or consulting (Crant, 1995).Researches have shown that *empathy* competence is vital for managers of product development teams, effective sales among large and small retailers (Spencer & Spencer, 1993).

In the third domain namely *Social Awareness*, *Service orientation competence* play a key role in the ability to identify a client's or customer's often unstated needs and concerns and then match them to products or services; this *empathic* strategy distinguishes star sales performers from average ones (Spencer & Spencer, 1993).Researches have pointed out *organizational awareness* competency is vital to the behind-the-scenes networking and coalition building that allows individuals to wield influence, no matter what their professional role is. (Boyatzis, 1982).

The fourth domain namely the *Relationship Management* includes a set of competencies which includes essential Social Skills. Researches have shown that *Developing Others* and *influence* are hall mark competencies of excellent coaches and mentors, outstanding leader, superior managers among sales managers, (Spencer and Spencer, 1993). Similarly *Communication* are effective in the give-and-take of emotional information and builds on both managing one's own emotions and empathy; a healthy dialogue depends on being attuned to others' emotional states and controlling the impulse (Goleman, 1998).*Change Catalyst* competency is highly valued among leaders who can articulate a compelling vision of the new organizational goals. A leader's competence at catalyzing change brings greater efforts and better performance from subordinates, making their work more effective (House, 1998).*The Collaboration and Teamwork* competence is increasingly important in team-based work in many organizations. And Collaboration is particularly crucial to the success of managers; a deficit in the ability to work cooperatively with peers was, in one survey, the most common reason managers were fired (Sweeney, 1999).

The above mentioned literature point out the need for various Emotional Competencies in various individual job positions. However, the observations of Boyatzis, Goleman and Rhee (2000) formed the basis of the present study. Boyatzis, Goleman and Rhee (2000) argues that in life—and particularly on the job—people exhibit these competencies in groupings, often across clusters, that allow competencies to support one another. Emotional Competencies seem to operate most powerfully in synergistic groupings, with the evidence suggesting that mastery of a "critical mass" of competencies is necessary for superior performance (Boyatzis, Goleman and Rhee, 2000). Other researchers have reported that competencies operate together in an integrated fashion, forming a meaningful pattern of abilities that facilitates successful performance in a given role or job (Nygren & Ukeritis, 1993).

Based on the review of the above mentioned literature, the present study aimed to identify distinctive groupings of competencies that tend to typify high-performing individuals in a software project team and the difference among the software team. Based on the observation of the structure and working of the software teams, it was found that a software project team includes five sets of professionals on the basis of the nature of their work, designation, and overall work experience. The five groups of software professionals are Trainees, Software Engineers, Team Leaders, Consultants and Project Managers.

The reasons for choosing a software project teams are (a) the software project team is very versatile and diversified in terms of demographic, skill competencies, and short time goals and software project team members work as subordinates, as leaders, mentors who need to have Emotional Competencies depending on the positions and the responsibilities they carry. (b)Moreover, software projects are usually for a very short period of duration and have high temporal constraints which require emotional balancing. (c) Besides a software project team is unique in nature in terms of the role, experience, contribution of the project members on various stages of the project. (d) There exist scant researches as how Emotional Competencies differ among software team members. Hence the present research aims at identifying the *Emotional Competencies in groupings, across clusters that allow competencies to support one another in a software project team.*

McClelland (1998) states that along with emotional competency clusters comes the notion of a tipping point—the point at which strength in a competence makes a significant impact on performance. Each competence can be viewed along a continuum of mastery; at a certain point along each continuum there is a major leap in performance impact. McClelland (1998) states that a tipping point effect is found when people exhibited excellence in six or more competencies. McClelland argues that a critical mass of competencies above the tipping point distinguishes top from average performers. The typical pattern is that stars are above the tipping point on at least six EI competencies and demonstrate strengths in at least one competency from each of the four clusters. This effect has been replicated in Boyatzis and Burrus research (1995), which demonstrated that meeting or surpassing the tipping point in at least three of the four EI clusters was necessary for success among high-level leaders in a large financial services organization. Boyatzis, Goleman and Rhee (2000) found that both a high degree of proficiency in several aptitudes in the same cluster and a spread of strengths across clusters are found among those who exhibit superior organizational performance. Hence the present study also aims at identifying the star performer of a software project team who would exhibit higher competencies and demonstrate strengths than other members of the team in at least one competency from each of the four clusters.

HYPOTHESIS 1: There exists difference in critical mass of competence and demonstration of strengths in at least one competence from each of the four clusters among the software project team members.

METHODOLOGY

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   57
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

The Emotional Competence Inventory (E.C.I 2.0) consists of 73 items for which six alternatives ranging from never, rarely, sometimes, often, consistently, don't know are provided. The seventy three item measures the four clusters namely Self Awareness (11), Self Management (25), Social Awareness (12) and Relationship Management (25). A Pilot Study was conducted using the Emotional Competence Inventory (E.C.I.) on a sample comprising of thirty software professionals was taken from an entrepreneur-based software company in Coimbatore. After an interval of one month, the test was administered to the same group to find out the reliability of the tests. The reliability of the questionnaire was established using "test-retest" method in a sample of thirty software professionals. The reliability of the scales was found to be above 0.7 in all the dimensions. The validity of the questionnaire was established by means of face validity. Two hundred software professionals formed the final sample which comprised of twenty-five Trainees, eighty-five Software Engineers, thirty Team Leaders, thirty Consultants and thirty Project Managers. The tests were administered individually to all the software team members. The differences among the five groups of Software Professionals with regard to Emotional Competencies were assessed using Multivariate Analysis of Variance (MANOVA) as there were more number of variables. Further, post hoc tests were used to find the differences among the members of the software project team with regard to their scores in emotional competencies. The statistical techniques were applied in the analysis of the data using the Statistical Package for Social Sciences (SPSS).

RESULTS

The results of the MANOVA on Emotional Competence among the five groups of Software Professionals are presented in Table 1 and 2 respectively. Table 2 shows the scores of the five groups of Software Professionals compared to the eighteen dimensions of Emotional Competence Inventory. Eighteen post hoc tests were conducted to analyze the difference among the professional with regard to the eighteen dimensions of the Emotional Competence Questionnaire. Tables 3 to 11 present the results of the post hoc tests in which the differences were found between the members of the software team members.

TABLE 1: MULTIVARIATE TESTS OF SIGNIFICANCE (ECI)

EFFECT		VALUE	F	DF	HYPOTHESIS DF	SIGNIFICANCE
INTERCEPT	Pillai's Trace	0.986	689.047	18.000	178.000	*
	Wilk's Lambda	0.014	689.047	18.000	178.000	*
	Hotelling's Trace					
	Roy's Largest Root	69.679	689.047	18.000	178.000	*
		69.679	689.047	18.000	178.000	*
SOFTWARE PROFESSIONALS	Pillai's Trace	0.671	2.027	72.000	724.000	*
	Wilk's Lambda	0.466	2.093	72.000	702.000	*
	Hotelling's Trace					
	Roy's Largest Root	0.880	2.158	72.000	706.000	*
		0.460	4.621	18.000	181.000	*

*Significant at 0.01 level
Source: Primary Data

In Table 2, the F value shows that there is a significant difference among the five groups of Software Professionals with regard to Emotional Competence.

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   58
A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories
www.ijrcm.org.in

TABLE 3: TEST OF BETWEEN-SUBJECT EFFECTS

SOURCE	DEPENDENT VARIABLE	TYPE III SUM OF SQUARES	DF	MEAN SQUARE	F	SIGNIFICANCE
SOFTWARE PROFFESSIONAL.	Emotional self Awareness	14.882	4	3.720	0.728	NS
	Accurate Self Assessment	66.862	4	16.716	2.182	**
	Self Confidence	262.233	4	65.558	7.497	*
	Emotional Self Control	25.738	4	6.435	0.739	NS
	Trustworthiness	42.693	4	10.673	1.153	NS
	Adaptability	138.125	4	34.561	2.932	**
	Achievement Orientation	32.702	4	8.175	0.984	NS
	Initiative	40.990	4	10.247	0.996	NS
	Optimism	199.113	4	47.278	5.856	*
	Organizational Awareness	108.493	4	27.123	2.639	**
	Service orientation	359.609	4	89.902	8.470	*
	Empathy	20.501	4	5.125	0.618	NS
	Developing Others	4.366	4	1.091	0.129	NS
	Inspirational Leadership	39.762	4	9.940	0.927	NS
	Influence	110.943	4	27.736	2.213	**
	Change Catalyst	62.583	4	15.646	0.877	NS
	Conflict Management	40.116	4	10.029	1.320	NS
	Teamwork and Collaboration	119.666	4	29.916	2.934	**
ERROR	Emotional self Awareness	996.618	195	5.111		
	Accurate Self Assessment	1494.093	195	7.662		
	Self Confidence	1705.162	195	8.744		
	Emotional Self Control	1698.262	195	8.709		
	Trustworthiness	1804.987	195	9.256		
	Adaptability	2296.895	195	11.779		
	Achievement Orientation	1619.493	195	8.305		
	Initiative	2005.885	195	10.287		
	Optimism	1574.387	195	8.074		
	Organizational Awareness	2003.887	195	10.276		
	Service orientation	2069.746	195	10.614		
	Empathy	1616.999	195	8.292		
	Developing Others	1651.154	195	8.467		
	Inspirational Leadership	2090.718	195	10.722		
	Influence	2444.012	195	12.533		
	Change Catalyst	3478.917	195	17.841		
	Conflict Management	1481.839	195	7.599		
	Teamwork and Collaboration	1988.334	195	10.197		
TOTAL	Emotional self Awareness	17392.000	200			
	Accurate Self Assessment	48165.000	200			
	Self Confidence	61101.000	200			
	Emotional Self Control	48542.000	200			
	Trustworthiness	53304.000	200			
	Adaptability	74104.000	200			
	Achievement Orientation	51865.000	200			
	Initiative	42517.000	200			
	Optimism	53284.000	200			
	Organizational Awareness	52738.000	200			
	Service orientation	61151.000	200			
	Empathy	47542.000	200			
	Developing Others	50828.000	200			
	Inspirational Leadership	51680.000	200			
	Influence	47465.000	200			
	Change Catalyst	58986.000	200			
	Conflict Management	43485.000	200			
	Teamwork and Collaboration	59230.000	200			

** Significant at 0.05 level, *Significant at 0.01 level   NS=Not Significant

Source: Primary data

The F value showed that there exists no significant difference with regard to the Emotional Competencies of emotional self awareness, emotional self control, achievement orientation, initiative, empathy, developing others, inspirational leadership, change catalyst, and conflict management of team members. The F value indicates a significant difference between the five groups of software professionals in the dimensions of Accurate Self Assessment, Self Confidence, Adaptability, Optimism, Organizational Awareness, Service Orientation, and

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   59

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories

www.ijrcm.org.in

Teamwork and Collaboration. The results have shown that the above mentioned seven Emotional Competencies in groupings, across clusters, support one another in a software project team.

Further post hoc tests were conducted to analyze hypothesis 1. The results of the nine post hoc tests that showed differences between the software professionals in the dimensions of emotional competences are presented.

POST HOC TESTS – EMOTIONAL COMPETENCE HOMOGENEOUS SUBSETS

TABLE 3: DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO ACCURATE SELF-ASSESSMENT

GROUP	N	SUBSET	
		1	2
Trainee	25	14.08	
Project manager	30	15.17	15.17
Software engineer	85	15.22	15.22
Team leader	30	15.47	15.47
Consultant	30		16.27
Significance		0.062	0.143

Source: Primary data

The results indicate that there is a significant difference between Trainees and Consultants as far as the dimension of Accurate Self-Assessment of team members is concerned. The results may be due to the fact that consultants who are technical experts in Software project team have higher experiences and are usually open to candid feedback, new perspectives, continuous learning, and self-development. They are reflective, learning from experience.

TABLE 4: DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO SELF-CONFIDENCE

GROUP	N	SUBSET	
		1	2
Trainee	30	15.63	
Project manager	25	16.48	
Software engineer	85	16.81	
Team leader	30		18.50
Consultant	30		19.13
Significance		0.127	0.385

Source: Primary data

The results of Table 5 show that Team Leaders, Trainees and Software Engineers differ significantly from Consultants and Project Managers with regard to Self-Confidence. The results may be attributed to the fact that the level of Self-Confidence was in fact a stronger predictor of performance than the level of skill or previous training and since the Consultant and Team leaders have higher experience might be the reason behind being high on self confidence.

TABLE 5 : DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO TRUSTWORTHINESS

GROUP	N	SUBSET	
		1	2
Trainee	25	15.08	
Project manager	85	15.91	15.91
Software engineer	30	16.23	16.23
Team leader	30	16.33	16.33
Consultant	30		16.73
Significance		0.129	0.321

Source: Primary data

The results on the trustworthiness dimension of the Emotional Competence Scale show that there is a significant difference in the dimension of Trustworthiness between Trainees and Consultants. The results may be because, compared to Consultants who are well established in the organization as well as in the team, Trainees are relatively new to the job and the team environment. Hence it is possible that Project Managers seem to be trust worthier taking into consideration their work experience, loyalty to the organization and technical competence compared to the relatively new trainees.

TABLE 6: DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO ADAPTABILITY

GROUP	N	SUBSET	
		1	2
Trainee	85	18.19	
Project manager	25	18.48	
Software engineer	30	19.37	19.37
Team leader	30	19.40	19.40

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   60

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Consultant	30		20.50
Significance		0.195	0.208

Source: Primary data

With regard to the Adaptability dimension of Emotional Competence, the results indicate that there is a significant difference between Trainees and Software Engineers compared to Project Manager, Consultants and Team Leaders. The results may be due to the fact that adaptability requires the flexibility to take into account multiple perspectives in a given situation, emotional strength, the ability to stay comfortable with ambiguity, and remain calm in the face of the unexpected events. Moreover, Project Manager, Consultants and Team Leaders work in a situation that involves businesses with less formal and more ambiguous, autonomous, and flexible roles for employees. The results reflect the findings of Amabile (1988) which states that multidisciplinary team-oriented structures experience greater innovation and hence there exists differences among the professionals in the Adaptability dimension. Moreover, the Trainees and Software Engineers who perform operational level tasks are relatively new to the work environment compared to the team leaders who are executives. Hence it is understood that they lack the requisite experience with regard to the work environment as well as to the work itself. Hence the team leaders have a big edge over the Trainees and Software Engineers in terms of the Competence of Adaptability.

TABLE 7: DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO OPTIMISM

GROUP	N	SUBSET		
		1	2	3
Trainee	30	15.00		
Project manager	85	15.64	15.64	
Software engineer	25	15.64	15.64	
Team leader	30		16.53	
Consultant	30			18.13
Significance		0.393	0.229	1.000

Source: Primary data

The results in the Optimism dimension show that there exists significant difference between Trainees and Software Engineers compared to Team Leaders, Consultants and Project Managers. The results may be due to their perspectives and attitudes that have related to their leadership styles and nature of their work so as to accomplish the targets of the team.

TABLE 8: DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO ORGANIZATIONAL AWARENESS

GROUP	N	SUBSET	
		1	2
Trainee	30	15.07	
Project manager	85	15.49	
Software engineer	25	15.88	15.88
Team leader	30	16.53	16.53
Consultant	30		17.33
Significance		0.090	0.082

Source: Primary data

The results showed that there exists difference among Team Leaders and Software Engineers compared to Trainees, Consultants and Project Managers in terms of their Organizational Awareness. This can be attributed to their respective designations and nature of work. As these professionals graduate to higher levels in the organizational hierarchy, they are required to accomplish bigger responsibilities in their work environments. This in turn reflects in creating a greater sense of awareness regarding the scope of growth for the organization as well as one's progress in the organization in terms of one's career succession plan. Besides, the position of Software Engineers and Team Leaders offers more career opportunities for growth. Trainees form the introductory phase in the career of a software professional whereas Consultants and Project Managers are the peak designations.

TABLE 9: DIFFERENCE AMONG SOFTWARE PROFESSIONALS WITH REGARD TO SERVICE ORIENTATION

GROUP	N	SUBSET		
		1	2	3
Trainee	30	15.33		
Project manager	25	16.16		
Software engineer	85	16.82	16.82	
Team leader	30		18.00	
Consultant	30			19.77
Significance		0.079	0.143	1.000

Source: Primary data

Table 10 shows there is a significant difference with regard to Service Orientation among the Project Managers, Consultants and the group comprising Trainees, Software Engineers and Team Leaders. This can be due to the nature of their jobs. In the Software industry, it is the strategic level of executives that carry out the front-end jobs of interacting with the clients. Thus in most of the entrepreneur-based companies

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   61

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it is the Project Manager who is responsible for the entire project and the client and not the Team Leader, Software Engineer or the Trainees. The individuals of the latter category are assigned back-end jobs pertaining to the architecture and development of the software and do not interact with the client at all. Hence it is the Project Manager's duty to anticipate, recognize and meet the client's needs. The Consultant also interacts with the client, but only in special cases that needs expertise pertaining to specialized domains. Hence this entitles consultants also to anticipate and recognize the needs and requirements of the client.

Table 10: Difference among software professionals with regard to influence

GROUP	N	SUBSET	
		1	2
Trainee	25	14.40	
Project manager	85	14.55	
Software engineer	30	14.83	
Team leader	30	15.17	15.17
Consultant	30		16.67
Significance		0.431	0.085

Source: Primary data

The results in the table 10 indicate that there is a significant difference between Consultants and Project Managers and the rest of the software professionals as far as the dimension of Influence of Team Members are concerned. This can be accounted to the difference in powers and autonomy between the executive and operational level employees. Besides, the influence competence emerges when emotions are handled and managed effectively in other people and are persuasive. The most effective people sense others' reactions and fine-tune their own responses to move interaction in the best direction. Influence competence draw on a wider range of persuasion strategies than others do require them to be genuine and put collective goals before their self-interests; otherwise what would manifest as effective persuasion becomes manipulation. Hence the present results show that Consultants have a good amount of influence over other software professionals.

Table 11: Difference among software professionals with regard to teamwork and Collaboration

GROUP	N	SUBSET	
		1	2
Trainee	30	15.33	
Project manager	25	16.72	16.72
Software engineer	85		16.96
Team leader	30		17.27
Consultant	30		18.07
Significance		0.078	0.120

Source: Primary data

The results on the team work and Collaboration dimension of the Emotional Competence indicates that the Consultants show a significant difference from the rest of the software professionals. The results are perfectly attuned to several research findings which categorically observe Collaboration and Teamwork competence has taken on increased importance in the last decade with the trend toward team-based work in many organizations. Teamwork itself depends on the collective Emotional Intelligence of its members; the most productive teams are those that exhibit Emotional Intelligence competencies at the team level. The findings of Sweeney (1999) state that the deficit in the ability to work cooperatively with peers was, in one survey, the most common reason, managers were fired. Besides the results of Totterdell et al (1998) show that team members tend to share moods, both good and bad—with better moods improving performance. Finally, positive emotions and harmony on a top-management team predict its effectiveness (Barsade and Gibson, 1999).

Overall, it was observed that the Trainees, Software Engineers, Team Leaders, Project Managers, and Consultants showed no significant difference with regard to the Emotional Competencies of emotional self awareness, emotional self control, achievement orientation, initiative, empathy, developing others, inspirational leadership, change catalyst, and conflict management. This implies that these are competencies that are possessed by all the five groups of software professionals irrespective of the designations and roles that they play in the team. On the other hand, it can also be seen that the various categories of software professional show significant difference with regard to the Emotional Competencies of Accurate Self Assessment, Self Confidence, Trustworthiness, Adaptability, Optimism, Organizational Awareness, Service Orientation, Influence, Teamwork and Collaboration. This implies that these are competencies that have been found to vary in terms of being applied by these professionals in their work place. This can be attributed to their designations, and nature of work in the team. These differences can also be due to the overall work experience that these individual professionals possess.

The results have identified Accurate Self Assessment, Self Confidence, Trustworthiness, Adaptability, Optimism, Organizational Awareness, Service Orientation, Influence, Teamwork and Collaboration are the Emotional Competencies that support a software project team. With regard to the second objective the present research findings have showed that consultants have emerged as the star performer of a software project team who has exhibited higher competencies and has demonstrated strengths than other members of the team in nine of the Emotional Competencies with two competencies from each of the four clusters viz., Accurate Self Assessment, Self Confidence (Self-Awareness domain),Trustworthiness, Adaptability(Self-Management domain), Optimism, and Organizational Awareness, Service Orientation (Social Awareness domain), Influence, Teamwork and Collaboration (Relationship Management domain). **Hence, the hypothesis of the study which states that there exists difference in critical mass of competence and demonstration of strengths in at least one competence from each of the four clusters among the software project team members is confirmed.**

INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT   62

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The results of the study are being supported by another study on health professional's team which state that empathy, emotional self control, adaptability, trustworthiness, initiative and achievement orientation are the emotional competencies that influence job satisfaction. (Velayudhan & Veeramani, 2009).

The results of the study with regard to the star performer on the competencies confirm the empirical findings of several researches on the respective competencies. For example, Boyatzis (1982) states that accurate self assessment is the hallmark of superior performance. Similar findings were reported by Kelley (1998) which states that Accurate Self-Assessment was the competence found in virtually every "star performer" in a study of several hundred knowledge workers—computer scientists, auditors. Similarly, the positive impact of the Self-Confidence competence on performance has been shown among supervisors, managers, and executives, a high degree of Self-Confidence distinguishes the best from the average performers (Boyatzis, 1982) which has been confirmed in the present research work. With regard to the competency of Trustworthiness, which translates into letting others know one's values and principles, intentions and feelings, and acting in ways that are consistent with them confirms the role of a consultant who are sought after as technical experts when the entire software project might get stuck because of certain shortcomings in certain core domains.

The results on the demonstration of strength in the Adaptability competency confirms the findings of Spencer and Spencer (1993) which states that Superior performers in management ranks exhibit Adaptability competence. Similarly, in the Optimism competency the observation of Schulman (1995) confirms the present finding which states that Optimism is a key ingredient of achievement because it can determine one's reaction to unfavorable events or circumstances; those with high achievement are proactive and persistent, have an optimistic attitude toward setbacks, and operate from hope of success which fit the present star performer viz., Consultant who is brought into a software project team at the time of crisis.

The exhibition of higher competencies and strengths in the Organizational Awareness competency by Consultant in the present study is in line with the findings of Boyatzis (1982) which states that Organizational Awareness competency is a competence vital to the behind-the-scenes networking and coalition building that allows individuals to wield influence, no matter what their professional role and outstanding performers in most organizations share this ability; among managers and executive generally, this emotional competence distinguishes star performers. Their ability to read situations objectively, without the distorting lens of their own biases and assumptions, allows them to respond effectively.

The results on service orientation competency by the consultant is established by the findings of confirmed Spencer and Spencer (1993)which states that Service Orientation competency is an empathic strategy wherein the client's or customer's often unstated needs and concerns are identified and then matched to products or services which distinguishes star performers from average ones.

The demonstration of strengths in Influence competency by the Consultant who is the star performer of the study is confirmed with the findings of Spencer and Spencer (1993) which states that it is a hallmark of star performers, particularly among supervisors, managers, and executives who draw on a wider range of persuasion strategies than others do, including impression management, dramatic arguments or actions, and appeals to reason.

Finally the results of the star performer, the consultant, in the present study on the Collaboration and Teamwork competencies is supported by the Sweeny (1999) which states that Collaboration is particularly crucial to the success of strategic managerial ranks. Besides, Barsade and Gibson, 1999 report that positive emotions and harmony on a top-management team predict its effectiveness and the positive mood of a team leader at work promotes worker effectiveness and promotes retention which is much needed for a star performer.

CONCLUSIONS

The present research work was undertaken to identify the Emotional Competencies in groupings, across clusters, that allow competencies to support one another in a software project team and to identify the star performer of a software project team who would exhibit higher competencies and demonstrate strengths than other members of the team in at least one competency from each of the four clusters. The results have identified Accurate Self Assessment, Self Confidence, Trustworthiness, Adaptability, Optimism, Organizational Awareness, Service Orientation, Influence, Teamwork and Collaboration are the Emotional Competencies that support a software project team. The research have also shown that the present research findings have showed that consultants have emerged as the star performer of a software project team who has exhibited higher competencies and has demonstrated strengths than other members of the team in nine of the Emotional Competencies with two competencies from each of the four clusters which has been found in tune with several research findings.

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