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EMOTIONAL INTELLIGENCE AND THINKING STYLE IN ORGANIZATIONS: A COMPARATIVE ANALYSIS

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ABSTRACT

The study followed a 2x2 factorial design of research taking junior and senior employees from two sectors: industry and service. The sample consisted of 120 employees from L & T and IIPM, Kansbahal. In each subgroup, there were 30 respondents (N=120). The objectives were to assess communication styles, emotional intelligence level and thinking styles of employees across sectors and levels. Standardized measures were administered. The findings revealed that employees from industry showed higher degrees of EI than employees of service sector. Age and work experience influenced communication styles, thinking styles and EI. The senior employees used more of analysis and collaboration as their preferred thinking styles as compared to junior employees. Appraisal of positive emotions, emotional facilitation and goal-orientedness, and, interpersonal skills and flexibility as EI facets were valued more than the other two EI factors by all the four subgroups. Junior employees did not use much of imagination as a preferred thinking style in both types of organizations. Correlations indicated a significant relationship among thinking style, EI and Communication Styles. Employees using more of assertive Communication Style seem to have higher emotional intelligence and seem to use more of implementation and collaborative thinking style than employees using more of non-assertive and aggressive communication style. The study implicates that further research could be undertaken using multivariate factorial designs of research to explain and unravel the dynamics of organizational health and organizational effectiveness.

KEYWORDS

EQ, Thinking Style, Corporate Excellence, Emotion, Emotional Competence.

CONCEPT OF EMOTIONAL INTELLIGENCE

In the most literal dictionary sense, emotion is defined as 'any agitation or disturbance of mind, passion; any vehement or excited mental state'. Emotion refers to a feeling with its distinctive thoughts, psychological and biological states, and ranges of propensities to act. There are hundreds of emotions, along with their blends, variations, mutations and nuances. Indeed, there are more subtleties in emotions than there are words to express them. For example, some of the main emotions with their blends are as follows:

- ◆ **Anger** Fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and, at the extreme, pathological hatred and violence.
- ◆ **Sadness** Grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and pathological severe depression.
- ◆ **Fear** Anxiety, apprehension, nervousness, concern, misgiving, wariness, qualm, dread, fright, terror, as a psychopathology, phobia and panic.
- ◆ **Enjoyment** Happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, ecstasy and, at the extreme, mania.
- ◆ **Love** Acceptance, friendliness, trust, kindness, affinity, devotion, adoration and infatuation.
- ◆ **Surprise** Shock, astonishment, amazement and wonder.
- ◆ **Disgust** Contempt, disdain, scorn, abhorrence, aversion, distaste and revulsion.
- ◆ **Shame** Guilt, embarrassment, chagrin, remorse, humiliation, regret and mortification (Singh, 2001).

'Emotional Quotient' (or EQ) is used interchangeably with 'Emotional Intelligence'. In simple terms, this can be defined as knowing what feels good, what feels bad, and how to get from bad to good., A more formal academic definition refers to emotional awareness and emotional management skills which provide the ability to balance emotion and reason so as to maximize long term happiness.

Emotional intelligence includes components like self-awareness, ability to manage moods, motivation, empathy and social skills such as cooperation and leadership. It is believed that learning difficulties as well as various problems of maladjustment at the workplace have their origin in poorly developed emotional awareness in early childhood. Emotions enable human beings to respond appropriately to a variety of environmental situations.

The proponents of EQ argue that it is never too late to make changes in your life, or help others do the same or create a culture which is more caring, giving, supportive and enriching.

Research and experience clearly demonstrate that while some aspects of your personality are fixed, you may choose the way you want to act these out. In other words, you do not choose your characteristics or many of the events in your life, but you do choose how to react to them. This conclusion may be unpalatable to some, but inescapable nonetheless; you are responsible for your thoughts, feelings and actions. Your temperament, as is generally believed, is not your destiny. Just as those attributes which are now labeled as 'intelligence' are really an aggregate of the different functions of the brain (or different kinds of cognition), 'emotional intelligence' is a combination of patterns, behaviours and kinds of thought.

The good news about emotional intelligence is that, unlike IQ, it can be improved throughout life. In a serendipitous fashion, life offers innumerable chances to tone your emotional competence. In the normal course of a lifetime, emotional intelligence tends to increase as you learn to be more aware of your moods, to effectively handle distressing emotions, to listen and empathies. In short, as you become more mature. To a large extent, maturity itself describes this process of becoming more intelligent about your emotions and your relationships.

Men and women are equal in their ability to increase emotional intelligence. While women tend to be stronger in competencies based on empathy and social skills, men do better in those based on self regulation. The same study of MBA students revealed that men and women could improve to the same extent, regardless of where they started on a given competence.

Have you ever analyzed what makes you think, act and feel the way you do? Which parts of your reaction are habitual (done without conscious thought) and which parts are intentional? What are you afraid of? The answer could be self awareness, i.e., the recognition of the causes and effects of your feelings and reaction; self honesty, i.e., the acceptance of your own qualities and faults, experience and emotions, and power; independence, i.e., there cognition of your rights and responsibilities as a free person. Also, how do you know what is right for you? Can you increase your awareness of your own actions so that you can see their effects? If you were not afraid, what would you do? Can you live with doing less than what is right? The answer could be delayed gratification, 'doing right' actions even though there may not be any immediate rewards; prioritizing, bringing to the forefront of your mind a 'check list' of what is most important so that you can weigh decisions and actions; managing feelings, using simple techniques like pausing for reflection, whether to act or react; optimism, recognizing that you have a choice, that you can make a difference, that you are an important part of a living whole; and finally accountability, holding yourself to high standards and doing what is right, even when it seems hopeless.

EMOTIONAL INTELLIGENCE AT WORK PLACE

What determines professional success? Is it largely intelligence or the skills you possess or is it something else? Perhaps, it is a combination of the two. The exponents of emotional intelligence are of the view that your emotional make up largely determines your professional success. For example, EQ is at least as

much a determinant of how far you will succeed, personally and professionally. It is fascinating to see how people with high IQ fail and those with lower intellectual endowment are a runaway success in their professional lives. There are innumerable such examples in Indian business, politics, academics and administration. What are the ramifications of EQ for professionals? Clearly in any discussion of emotional intelligence, it is important to identify one of the key determinants of success in the workplace. Even more significant is the basis on which you must form your own moral compass, both at the workplace and elsewhere. It is increasingly being recognized that EQ can be applied to an organization's unique needs. Employees can learn the principles of EQ to become better team players, be more creative in their work and increase overall productivity. This can be achieved by learning powerful techniques to integrate and utilize the principles of applied emotional intelligence in the workplace. For instance, learning how to successfully remove obstacles, surmount blocks, resolve conflicts and deal with any issue that may have prevented you from accomplishing your managerial objectives.

Interestingly, the Indian business community sincerely believes that there is no room for emotions in business. How often you have heard people saying 'business is done with the brain and not with the heart'. In a meeting of Industries Association, a senior vice president of a successful company was heard saying, 'emotional approaches to business often result in poor management, low productivity, and sometimes even lockouts. 'He further explained that the 'use of the brain' is the key to success and professional effectiveness. In India the professional approach can be defined as a non-emotional approach devoid of personal relations. The time has come to adopt a different perspective of the whole issue so as to keep pace with recent management revolutions. To be successful, you need to know how you feel about yourself and how others feel about you. This is not as simple as it sounds. Often you do not understand either yourself or others working in the same organization. To be a professional, you have to learn to do so.

EQ AND LEADERSHIP EFFECTIVENESS

A leader's singular job is to get results. Despite the abundance of leadership training programmes and 'expert' advice available, effective leadership still eludes many people and organizations. One reason, according to Goleman (1998), is that these experts offer advice based on inference, experience and instinct, and not on scientific data. On the basis of research covering more than 3,000 executives, Goleman pinpointed leadership behaviours which yield positive results. He identified six distinct leadership styles; each one arising from different components of emotional intelligence. Each style has a distinct effect on the working environment of a company, a division, or a team, and in turn on its financial performance. These styles, by name and brief description alone, will resonate with any one who leads, is led, or does both. For instance, coercive leaders demand immediate compliance. Authoritative leaders mobilize people towards a vision. Affiliative leaders create emotional bonds and harmony. Democratic leaders build consensus through participation. Pace-setting leaders expect excellence and self-direction. Coaching leaders develop people for the future.

Goleman observed that leaders who achieved the best results did not necessarily rely on only one leadership style; they used a variety of styles. He further explained that each styles.

THE IMPORTANCE OF THINKING STYLES

The old proverbial wisdom says – Managers think; workers work. Today, learning organizations focus on knowledge management. While leadership is always important to corporate performance, current leadership models are more about the responsibility of changing the way in which people 'think' and 'act' in the background of an increasingly changing business landscape. A leader has to don the role of a cognitive tuner, a people catalyser, a systems architect, and an efficacy builder, in order to be a successful navigator through the rocky process of altering mindsets. It is also important to note that success has gone to those leaders who have created 'value out of values'. Such leaders have built successful, sustainable and socially responsible organizations by allowing their values to guide their actions. Ramnarayan (2007) observes that a cognitive tuner has to use thinking as a tool for achieving his/her goal. Thinking makes leaders skilled in initiating dialogue to both understand prevailing mindsets and make people aware of their mindsets. Thinking styles facilitate the attitudes of the leader to behave like a systems architect and create cross-functional linkages in the organization and create new agenda for improvement. In early 90's, the Tata Steel made the entire workforce of forty thousand people to change their thinking style to cope with the changing business environment and work culture. A major change initiative called ASPIRE (Aspirational Initiatives to retain Excellence) was launched to use teams as an instrument and source of innovation in the company. Not surprisingly, Tata Steel is ranked as the best steel company in the world in 2005. Though the company changed all the components of capability – skills, systems, structure, strategy, and culture, the heart of the leadership lies in building self-efficacy. Self-efficacy refers to the confidence an individual has in his or her ability to achieve changing goals, and this ability generates from different thinking styles.

THINKING STYLE AND LEADERSHIP PROCESS IN ORGANIZATION

In contemporary organizations, employees in all levels need to be motivated and need to perform with optimum levels of motivation. In order to do so, they also need to think about the organizational processes, systems, policies and strategies. This calls for a link between how you think or thinking style and the organizational processes such as motivation, communication, group dynamics, team building, problem solving, conflict management, decision making and leadership styles. It is observed that a particular thinking style sometimes influences different dimensions of leadership behaviors in work organization. For example, - a person using 'imagination' as a thinking style will always appreciate a leader who has a vision of the future whereas, a person using 'implementation' as a thinking style would have to follow a performing leader. This indicates that executives at different levels having different responsibilities need to develop different kinds of thinking styles in order to facilitate organizational effectiveness.

An organization having a very healthy environment and operating in a competitive business environment needs people who are very sound in implementation and collaboration. On the other hand, in an organization which is making expansion and diversification, it requires the senior executives to use imagination and innovation as the focused thinking style. In other words different types of organization having different types of work cultures and organization climates call for developing appropriate thinking styles for different categories of employees in organizations.

Gangopadhyay (1991) observed that there are four major thinking styles which managers use in Indian organizations: Analysis, Implementation, collaboration, and Imagination. The analyzers are those who use perceptual vigilance, scan, discuss, use feeling and emotion and then take the decision. They are basically cognitive tuners. They usually do not belong to the type-A personality type. The implementer is one who thinks in terms of practical utility and feasibility of any system or proposal for the organization. Such managers are incepted and do have a positive mindset and job attitude and give priority to action over affection. They do have a cognitive map and they follow it in the appropriate or right direction and achieve their goals. The collaborator is the new age thinker. He or she believes in a 50-50 share. They believe in team work, partnership, joint ventures, mergers and acquisitions, total quality management, BPR, outsourcing and bench marking. They think progressively and are usually proactive. They believe in synergy building and discourage soft work cultures. The imaginator thinks in terms of a long-term perspective. They do dream, but, at the same time, they have a vision of the future. Sahoo (1987) refers to the concepts of cognitive styles and cognitive types in this context. Wertheimer (1945) noted individual differences in the approach to the structuring of a situation which results in differences among people in the productivity of their thinking. Luchin's (1942) work on the effect of set on people's thinking gave rise to the notions of rigidity and functional fixedness that came to be accepted as differentiating the modes of thinking of individuals. The New Look Management in the fields of learning and perception generated new approaches to the study of cognitive styles. It refers to the characteristics ways in which individuals conceptualize the environment. In other words, it refers to the ways in which thought is structured. Conceptual styles, on the other hand, refer to analytic, relational, and inferential styles. The constructs do influence the four thinking styles.

RATIONALE AND OBJECTIVES

The conceptual analysis of both emotional intelligence and thinking styles in organizations along with the review of literature definitely draw attention of behavioural scientists to analyze and explain the dynamics involved in this process. For sustainable advantage and organizational effectiveness, employees need to integrate their emotional intelligence with their thinking styles. Executives with different levels of work experience in different types of organizations might

acquire different facets of EQ and might use different thinking styles. While taking about 'prepare for change' during the India Today Conclave (2007), N.R.Narayan Murthy, Chief Mentor, Infosys, observed that "the problem is how we use information overload to come to better conclusions, to take better decisions. Ships are safest in the harbour, but they are not meant to be there. They have to go into the high seas, face the storm and reach the comfort of a safe and desirable destination. The smartness is to foresee the risks and take appropriate measures. For building global competency, the only thing we can do is to advance our preparedness to handle change. India must realize that the only insurance we have to handle future risks coming out of technological advances, coming out of globalization, coming out of comparative advantage, is by focusing on education, innovation, and human resource development". These observations led to the design of this research. The major objectives are to make an assessment of the different facets of emotional intelligence in a multinational company having reputational capital for a long period and compare it with an educational institution focusing on training, consultancy, research and development which is quite younger to the production unit. It also attempts to find out if there are differences among the junior (less experienced) and senior (more experienced) employees in both the organizations with regard to both emotional intelligence and thinking styles. It also aims at explaining the interrelationships of EQ factors with thinking styles across the four subgroups. Finally, the study also attempts to suggest possible human resource management strategies and organizational development interventions for achieving organizational effectiveness as well as corporate excellence. It also attempts to link different communication styles with EQ and thinking styles.

METHODOLOGY OF STUDY

DESIGN

The study follows a 2x2 factorial design of research. Factor 1 refers to type of organization (Production and Service). Factor 2 refers to level and experience of employees (Junior and Senior).

SAMPLE

The study sample consists of 120 employees working in two organizations : Larsen & Toubro Limited, a reputed MNC at Kansbahal, Orissa, and Indian Institute for Production Management at Kansbahal. L & T deals with manufacturing heavy engineering tools and IIPM provides training and consultancy to technical institutions in India and also to foreign countries. Both junior and senior executives/faculties were randomly selected as respondents. In each of the four subgroups, there were thirty participants (N=120). All the respondents had the minimum educational qualification of graduation. Those who had ten or less than ten years of work experience were treated as junior employees and those who had put in more than ten years of work experience were treated as senior employees.

MEASURES

Two standardized measures were used to collect data.

(i) Emotional Intelligence Scale

Developed by Mandal et al. (2004), this scale consists of 40 statements with some reverse scored items. It is scored on a 5-point scale (1-2-3-4-5). It yields five factors of EI: appraisal of negative emotions, appraisal of positive emotions, interpersonal conflicts and difficulties, interpersonal skills and flexibility, and, emotional facilitation and goal-orientedness. The scale indicates the relevance for self as well as interpersonal contexts.

(ii) Thinking Style Inventory

Developed by Ganguly (1991), TISS, Mumbai, this instrument has 24 items. Each item refers to a context/situation and gives four alternative responses (A, B, C, D). The respondent has to rank all the four for each of the 24 items. The TSI yields four thinking styles: analyzer, implementer, collaborator and imaginator. The dominant thinking style is reflected by the highest score. It is ranked as 1, 2, 3, 4. Rank 4 goes to the most preferred alternative, 3 to the next, 2 to the next, and 1 to the least preferred item.

Both the instrument enjoys highly reliable and valid psychometric properties.

PROCEDURE/ADMINISTRATION

The Chief Executives of both the organizations were contacted and administrative approval was obtained to conduct the research work. The HR Department of L & T was the nodal agency to execute the programme. On the basis of age and experience at work, the junior and senior employees were randomly selected. Following the random sampling technique, each respondent was contacted personally and the investigator discussed in detail the objective of the study and the relevance of such an endeavour. Both the instruments were given to them simultaneously and collected on the same day or the day after. The departmental heads also took part in small group discussions and almost all the units of both the organizations were covered in this study. The data obtained was treated with appropriate statistical techniques.

RESULTS AND DISCUSSION

The research project aimed at examining and explaining the role of the type of the organization and the level of employees along with their work experience on their emotional intelligence and thinking styles. In order to achieve this objective, a 2x2 factorial design of was adopted and 120 employees from two organizations participated as respondents. Analysis of variance was performed on each one of the components of emotional intelligence to examine the group differences. The following abbreviations are used in the result tables :

Gr.I : Junior Industrial Employees (JIE)

Gr.II : Senior Industrial Employees (SIE)

Gr.III: Junior Service Employees (JSE)

Gr.IV: Senior Service Employees (SSE)

Emotional Intelligence : EI

Factor 1 : Appraisal of Negative Emotions (ANE)

Factor 2 : Appraisal of Positive Emotions (APE)

Factor 3 : Interpersonal Conflict and Difficulties (ICD)

Factor 4 : Interpersonal Skills and Flexibility (ISF)

Factor t : Emotional Facilitation and Goal-orientedness (EFGO)

Overall Emotional Intelligence : OEI

Thinking Styles : TS

Type of Organization : TO

Level of Employees : LE

TABLE 1: SHOWING ANOVA PERFORMED ON APPRAISAL OF NEGATIVE EMOTIONS SCORES OF EMOTIONAL INTELLIGENCE

Source	DF	MS	F
TO	1	321.41	4.12*
LE	1	94.77	0.82
TOXLE	1	108.73	1.13
Error	116	258.93	

*p <0.5

TABLE 2: SHOWING MEAN AND SD SCORES ON APPRAISAL OF NEGATIVE EMOTIONS SCORES OF EMOTIONAL INTELLIGENCE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	3.55	1.21	2.12	0.93	2.85	1.07
Senior	3.60	1.15	2.05	0.87	2.83	1.1
Combined	3.57	1.18	2.08	0.80		

The ANOVA indicates significant difference between the two types of organizations with regard to their appraisal of negative emotions as a facet of emotional intelligence. The employees of service organization show less ANE compared to industry employees. On the other hand, there is no significant difference between junior and seminar employees in both the organizations. The interaction effect is also not significant. Years of work experience does not influence the appraisal of negative emotions significantly. In other words, one important factor of emotional intelligence seems to be independent of age and work experience in organizations.

TABLE 3: SHOWING ANOVA PERFORMED ON APPRAISAL OF POSITIVE EMOTIONS SCORES OF EMOTIONAL INTELLIGENCE

Source	DF	MS	F
TO	1	102.67	1.02
LE	1	97.63	.93
TOXLE	1	78.04	.84
Error	116	76.06	

TABLE 4: SHOWING MEAN AND SD SCORES ON APPRAISAL OF POSITIVE EMOTIONS SCORES OF EMOTIONAL INTELLIGENCE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	4.05	2.23	4.03	2.12	4.4	2.18
Senior	4.15	2.27	4.07	2.08	4.11	2.17
Combined	4.10	2.25	4.5	2.10		

Both main effect and interaction effects are found to be not significant. It indicates that neither type nor level influences appraisal of positive emotions of employees in organizations. Mean scores are quite high for both the groups from industry and service organizations. While appraising positive emotions, they apply greater level of emotional intelligence compared to the appraisal of negative emotions. Age and experience at work place do not bring in any significant difference in their appraisal of positive emotions.

TABLE 5: SHOWING ANOVA PERFORMED ON INTERPERSONAL CONFLICTS AND DIFFICULTIES SCORES OF EMOTIONAL INTELLIGENCE

Source	DF	MS	F
TO	1	349.78	5.23*
LE	1	102.73	1.14
TOXLE	1	178.40	1.23
Error	116	194.26	

*p < 0.5

TABLE 6: SHOWING MEAN AND SD SCORES ON INTERPERSONAL CONFLICTS AND DIFFICULTIES SCORES OF EMOTIONAL INTELLIGENCE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	3.47	1.26	2.02	1.17	2.58	1.22
Senior	3.53	1.24	2.14	1.21	2.84	1.27
Combined	3.50	1.25	2.8	1.19		

Results show significant type effect on interpersonal conflicts and difficulties as a facet of emotional intelligence. Employees of industrial organizations have higher levels of EI relating to ICD compared to their counterparts in service organizations. But, the level effect is insignificant. Age and work experience do not influence EI in terms of interpersonal conflicts and difficulties. The mean values seem to be less than the mean values obtained for appraisal of negative emotions and appraisal of positive emotions for all employees in both types of organizations.

TABLE 7: SHOWING ANOVA PERFORMED ON INTERPERSONAL SKILLS AND FLEXIBILITY SCORES OF EMOTIONAL INTELLIGENCE

Source	DF	MS	F
TO	1	123.27	1.12
LE	1	287.14	4.17*
TOXLE	1	282.17	3.14*
Error	116	263.44	

*p < 0.5

TABLE 8: SHOWING MEAN AND SD SCORES ON INTERPERSONAL SKILLS AND FLEXIBILITY SCORES OF EMOTIONAL INTELLIGENCE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	3.97	1.27	3.63	1.23	4.20	1.25
Senior	4.63	1.53	4.58	1.47	4.61	1.50
Combined	4.30	1.40	4.10	1.35		

The findings show no significant type effect on ISF scores. But the level effect and interaction effects are found to be significant. It implicates that in both the organizations the employees use interpersonal skills and flexibility almost at a similar degree. But, the senior employees we more of it compared to junior employees. Age and work experience seem to influence emotional intelligence in terms of interpersonal skills and flexibility. Both type and level jointly influence emotional intelligence. The combined mean scores are quite high, even, they seem to be higher than other facets of emotional intelligence. This particular factor of EI calls for greater attention in the light of the changing competitive business environment and globalization of the market, economy and policies of corporate governance. Flexibility is being focused by both behavioural scientists as well as management researchers (Dhananjayan, 2007).

TABLE 9: SHOWING ANOVA PERFORMED ON EMOTIONAL FACILITATION AND GOAL-ORIENTEDNESS SCORES OF EMOTIONAL INTELLIGENCE

Source	DF	MS	F
TO	1	377.43	5.23*
LE	1	381.78	5.37*
TOXLE	1	397.23	5.42*
Error	116	367.14	

*p <0.5

TABLE 10: SHOWING MEAN AND SD SCORES ON EMOTIONAL FACILITATION AND GOAL-ORIENTEDNESS SCORES OF EMOTIONAL INTELLIGENCE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	4.62	1.23	3.92	1.24	4.27	1.23
Senior	3.62	1.32	3.12	1.34	3.37	1.33
Combined	4.12	1.27	3.52	1.29		

Both main effect and interaction effects are found to be significant. Type of organization and level of employees along with their age and work experience influence emotional intelligence in terms of emotional facilitation and goal orientedness. Junior employees from industry have the highest level of this kind of emotional intelligence. Compared to employees of industry, the employees of service organizations have lower levels of emotional facilitation and goal – orientedness. This aspect of EI also has drawn specific attention from researchers in the recent past (Raju and Seema, 2007). For achieving greater sustainable competitive advantage, organizational strategy focuses on the development of this factor as a component of emotional intelligence of its employees. EI has a number of correlates relating to facets of motivation, commitment, leadership and decision making abilities in organizations. It is also related to studies on self efficacy, competence building, eco-business, e-marketing and organizational citizenship behaviour.

TABLE 11: SHOWING ANOVA PERFORMED ON THE TOTAL EMOTIONAL INTELLIGENCE SCORES

Source	DF	MS	F
TO	1	389.91	4.26*
LE	1	121.23	1.23
TOXLE	1	128.56	1.25
Error	116	258.26	

*p <0.5

The results indicate only type effect to be significant. The level effect and interaction effects are not statistically significant. It implicates that emotional intelligence of employees in industrial organizations are different from employees working in service/research/consultancy/ training-providing institutions. Age and work experience do not contribute much towards this difference. The junior and senior employees in both types of organizations enjoy quite similar level of emotional intelligence though there are differences relating to specific factors of EI. This suggests that the work environment, work culture, organizational climate, goals/ policies and organizational synergy play a more important role than personal experience, feelings, perceptions and cognitions of employees at work places. In old organizations, there are established and well-accepted patterns and norms of work culture. It might have influenced the findings of the present research, and, therefore, there is a ‘type effect’. Since L & T is an old MNC and has tremendous amount of reputational capital compared to IIPM, it might have contributed towards a higher level of emotional intelligence of its employees than IIPM employees.

FINDINGS ON THINKING STYLES

Analysis of variances were performed on all the four different thinking styles : Analyzer, Implementer, collaborator, and Imaginator. Thinking styles of employees do influence their interaction, work perception, human resource management practices, role behaviour and personal effectiveness.

TABLE 12: SHOWING ANOVA PERFORMED ON ANALYZER SCORES OF THINKING STYLE

Source	DF	MS	F
TO	1	983.23	5.41*
LE	1	897.78	4.73*
TOXLE	1	902.33	4.82*
Error	116	877.23	

*p <0.5

TABLE 13: SHOWING MEAN AND SD OF ANALYZER SCORES OF THINKING STYLE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	60.3	8.3	56.4	11.2	58.4	9.7
Senior	65.3	7.3	67.2	10.4	66.4	8.8
Combined	62.8	7.8	61.8	10.8		

Both main effect and interaction effects are found to be significant. It implicates that analysis as a thinking style is different for senior and junior employees in industrial and service organizations. Junior employees in industry use more of analysis as a thinking style compared to their counterparts in service sector; on the other hand, senior employees of service sector use greater level of analysis compared to senior employees in industrial organizations. On the whole, the senior employees seem be stronger analyzers than junior employees. It implicates that age, work experience and continued participation in the work culture and organizational processes facilitate their orientation towards using analysis as a thinking style at their work places.

TABLE 14: SHOWING ANOVA PERFORMED ON IMPLEMENTER SCORES OF THINKING STYLE

Source	DF	MS	F
TO	1	385.66	16.46*
LE	1	634.80	27.10*
TOXLE	1	136.53	5.83*
Error	116	259.28	

*p <0.5

TABLE 15: SHOWING MEAN AND SD SCORES ON IMPLEMENTER OF THINKING STYLE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	59.07	6.25	55.48	5.03	57.28	5.6
Senior	62.66	5.23	58.16	5.56	58.9	5.40
Combined	60.85	5.76	55.32	5.30		

The findings show that both the main and interaction effects are found to be significant. The industry employees use higher degree of implementation as a thinking style than service sector employees. The senior employees use more of implementation compared to junior employees in both types of organizations. Usually, in industrial organizations, the time frame is target oriented and the company has to achieve that production level. This might put emphasis on implementation to be given greater emphasis by the employees of such organizations compared to employees of service organizations where there is room for delay or stretching out.

TABLE 16: SHOWING ANOVA PERFORMED ON COLLABORATOR SCORES OF THINKING STYLE

Source	DF	MS	F
TO	1	787.54	29.65*
LE	1	1548.08	58.29*
TOXLE	1	526.31	19.81*
Error	116	638.26	

*p <0.5

TABLE 17: SHOWING MEAN AND SD SCORES OF COLLABORATOR STYLE OF THINKING STYLE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	58.05	6.74	55.30	6.29	52.61	6.51
Senior	61.63	5.40	59.70	5.31	60.52	5.36
Combined	59.8	6.02	58.00	5.80		

The results implicate significant differences between employees of the two types and two levels on collaborative style of thinking. Both junior and senior employees working in industry do use collaboration thinking style more than employees working in service organizations. The corporate mission, policies, strategies along with the work environment, age, experience and perceptual processes seem to influence thinking styles of employees in organizations.

TABLE 18: SHOWING ANOVA PERFORMED ON IMAGINATOR SCORES ON THINKING STYLE

Source	DF	MS	F
TO	1	688.73	12.64*
LE	1	589.46	8.93*
TOXLE	1	433.78	5.92*
Error	116	393.87	

*p <0.5

TABLE 19: SHOWING MEAN AND SD SCORES OF IMAGINATOR SCORES OF THINKING STYLE

Groups	Industry		Service		All	
	Mean	SD	Mean	SD	Mean	SD
Junior	59.84	3.61	64.33	4.62	62.14	4.22
Senior	54.18	5.39	60.37	4.51	57.28	4.95
Combined	57.10	4.5	62.35	4.56		

The findings reveal that both main and interaction effects are significant. But, in contrast to the other three styles, here, the employees of service organizations tend to use more of imagination as a thinking style in comparison to employees of the industrial organizations. The junior employees also seem to use higher level of imaginator thinking style than senior employees in both types of organizations. This suggests that younger people think of future with a vision and goal orientedness for a better career plan and organizational growth. In recent times, service organizations have entered into a competitive environment focusing on customer satisfaction, quality improvement and timely delivery of goods and services. Even manufacturing industries are focusing on research and development (R & D), for example, Ranbaxy & Proctor & Gamble. Planning for the future and preparing a vision document requires greater level of imagination in R & D Focused institutions imparting training and consultancy.

Inter-correlations were calculated in order to find out the relationship among the different variables of emotional intelligence and thinking styles among employees across organizations.

TABLE 20: SHOWING MEAN SCORES OF COMMUNICATION STYLES FOR DIFFERENT GROUPS

Groups	Non-Assertive	Assertive	Aggressive
Junior Industry	3.7	5.8	6.3
Senior Industry	2.4	6.4	5.3
Junior Service	4.2	5.8	5.7
Senior Service	3.9	6.4	6.2

Non-Assertive : Mild in nature. If you want to get things done, you need to put your point across more forcefully.
 Assertive : You have the knack to communicate clearly and directly, without impinging upon others' rights.
 Aggressive : You need to soften your aggressive approach for being an effective communicator.

TABLE – 21: SHOWING CORRELATIONS OF COMMUNICATION STYLES WITH THINKING STYLES

Communication Styles	Analysar	Implementor	Collaborator	Imaginor
Non-Assertive	.18	.12	.42	.58
Assertive	.53	.62	.68	.33
Aggressive	.17	.32	.13	.14

TABLE – 22: SHOWING CORRELATIONS OF COMMUNICATION STYLES WITH EMOTIONAL INTELLIGENCE

Communication Styles	Emotional Intelligence				
	ANE	APE	ICD	ISF	EFGO
Non-Assertive	.17	.28	.14	.27	.22
Assertive	.23	.44	.12	.54	.57
Aggressive	.37	.22	.47	.16	.14

The findings indicate that assertive communication style is significantly and positively correlated with emotional intelligence facets. Emotional intelligence of all levels of employees facilitates assertive communication. Analyzing, implementing and collaborative thinking styles are also positively correlated to assertive communication style. An aggressive communication style seems to be poorly correlated with collaboration, imagination and implementation. It has also poor correlation with emotional intelligence.

GENERAL DISCUSSION

The nature of correlations reveals that there are significant positive relationships among a good number of variables within EI and TSI for both the groups. V3, V4, V5, V6, V7, V8, V9, V10 and V11 have highly significant correlations. Imagination as a thinking style does not have a significant relationship with the emotional intelligence factors. In industrial sector, the relationship between emotional intelligence and thinking style is more positive than in service sector. Studies on leadership, organizational effectiveness, communication, decision making, team building, job satisfaction, quality of work life, organizational culture and other OB facets lend support to such findings (Gibs, 1995; Cooper & Swaf, 1997; Mayer et al., 1999; Raju & Seema, 2007). EI can be regarded as a construct integrating social intelligence, practical intelligence, personal intelligence and emotional creativity. Ravi and Rao (2007) observed that emotional intelligence plays an important role in leadership effectiveness. Managing others begins with the leader managing inner life so that right emotional behavioural chain reaction occurs. Since Goleman (1995), over the years, the construct has gone under revisions and the current thinking contends that EI 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. EI describes abilities distinct from, but complimentary to, academic intelligence or the purely cognitive capacities measured by IQ. Emotional competence is a learned capability based on emotional intelligence that results in outstanding performance at work. EI is a bigger and stronger predictor of work place success than IQ. Even relationship management is facilitated by emotional intelligence at work place (Chemis, 2000; Jennifer, 2000; Ravi, 2001). The findings of the study derive support and strength from such research findings and observations.

SUMMARY OF RESULTS

The results show significant differences between employees of industry and service organizations across their levels with regard to emotional intelligence and thinking styles. Junior employees have higher levels of appraisal of positive emotions and emotional facilitation and goal orientedness in both types of organizations than senior employees. Imagination is the least preferred thinking style for all four groups of employees. Emotional intelligence is related to thinking styles of employees in industry as well as service sector. It is also observed that assertive style of communication is positively correlated with thinking styles and emotional intelligence.

SUMMARY AND CONCLUSION

The quest for managing and enhancing effectiveness of people in organizations has driven the research on identifying contributors to performance. Emotional intelligence has been identified as one of the important behavioural constructs considered to be a major contributor to performance (Goleman, 1995; Goleman, 1998; Hay Group, 2003; Singh, 2004). Mayer and Solvery (1993) defined EI as "a type of social intelligence that involves ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions". They also suggested a four-dimensional model. The first dimension consisted of emotional perception and identification involving recognition and in putting information from the emotion system. The second and third dimensions were emotional facilitation of thought and emotional understanding that involved further processing of emotional information with a view of problem –solving. The emotional facilitation of thought dimension involved use of emotions for improving cognitive processes, where as emotional understanding incorporated cognitive processing of emotions. The fourth dimension emotional management consisted of emotional self-management and the management of emotions in others. But the most popular and widely accepted construct of EI refers to Goleman's notion that holds five dimensions of emotional intelligence consisting of twenty-five competencies within them. They are : self awareness (emotional self awareness, accurate self assessment, self confidence), self regulation (self control, trustworthiness, conscientiousness, adaptability, innovation), self motivation (achievement drive, commitment, initiative, optimism), Empathy (understanding of others, developing others, service orientation, leveraging diversity, political awareness), and, social skills (influence, communication, conflict management, leadership, change catalyst, building bond, collaboration and cooperation, team capabilities). A thorough analysis of the construct and its relationship with a host of other social and psychological variables in the organizational context implicate that our thinking process and thinking style is not independent of our emotional intelligence.

The present research was designed to address these important phenomena from an organizational psychological perspective. The sample was drawn randomly from two different organizations, namely, Larsen & Toubro Limited and Indian Institute for Production Management, both situated at Kansbahal in the State of Orissa. It adopted a 2x2 factorial design of research. The four subgroups were : Junior employees from L & T, Senior employees from L & T, Junior employees from IIPM, and Senior employees from IIPM. In each subgroup, there were 30 respondents. Two standardized tools were used to measure emotional intelligence and thinking styles. Analysis of variance was used to analyze the data along with correlations. The findings revealed a number of significant differences among all the four subgroups with regard to both the dependent measures. Type of organization and level of the employees significantly influenced different facets of EI as well as thinking styles. Emotional intelligence was found to be greater for the industrial organization employees compared to the R & D Service Institution called IIPM. Analysis and implementation came out to be dominant thinking styles in both sectors, industry and service. Collaboration as a thinking style was shared almost at the same degree by both junior and senior employees in both types of organizations. The five factors of emotional intelligence were significantly and positively correlated with three thinking styles, namely, analyzer, implementer, and collaborator. Imagination was not a preferred style neither by employees from industry nor by employees from the service organization. EI factors such as positive emotions appraisal, inter personal skills and flexibility and emotional facilitation and goal orientedness seem to be highly valued by employees in both types of organizations. The linkage between emotional intelligence and thinking styles create opportunities for management experts, policy makers, HRM strategists and industrial organizational psychologists to blend technology/ organizational practices/ organizational goals with innovations of values in terms of thinking styles. One could enrich both emotional intelligence and appropriate and effective thinking styles by creating value innovations in a learning organization.

IMPLICATIONS OF THE RESEARCH

The major implications of the research refers to the opportunities and possibilities of establishing an integrated linkage between emotional intelligence and thinking styles of people working in organizations with their value innovations and perception of organizational strategies. It also implicates that executives in established industry like Larsen & Toubro need to develop long-term visions and core missions. R & D focused units like IIPM do need people to enrich their emotional intelligence and strengthen their thinking styles in terms of higher degree of collaboration and implementation. Age and experience at work place influence emotional intelligence and thinking style at a moderate level. There are many other factors which contribute substantially towards the development of emotional intelligence and thinking styles. They may be extra organizational variables including personality traits, cognitive styles and cognitive abilities. Further research could only throw light on this unknown side of the phenomenon.

FUTURE DIRECTIONS

Though the present study has come out with some meaningful and useful observations, it has its own limitations because of the size of the sample, the organizational setting, restrictive work environment. In a larger sampling frame with a wider coverage of different types of organizations varying in organizational designs and matrices, one could expect a different trend in the findings. It would be possible to draw more accurate and definitive conclusion with the use of larger samples and multivariate designs of research. If one takes other professional groups and different types of employees with varied degrees of competence and resource strength, it would help in identifying and explaining the exact influence of occupational or organizational socializations in the development of emotional intelligence as well as different thinking styles.

Future research is directed towards linking emotional intelligence and thinking styles with spiritual management (Agrawal, 2007). Employees are putting greater efforts to inculcate spirituality as a way towards better work life balance. Towards the beginning of the 21st century, the concept of SQ-Spiritual Quotient – stretching beyond IQ and EQ was advocated as the ultimate and unique human intelligence. The road to spirituality comes from the desire to confront major crises and surmount them successfully. A shift in philosophy guiding the functioning of business enterprises is required to integrate spirituality into our processes. Business or any organization for that matter is a part of life and the decisions in the board room can no longer be separated from life views. Unreality is the true source of powerlessness. We can not control things which we do not understand. Directions for future research probably call for an eclectic holistic approach which integrates IQ, EQ and SQ. Communication styles of employees could be improved for facilitating healthy and effective thinking styles.

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TABLES

TABLE – 23: SHOWING CORRELATIONS FOR ALL THE RESPONDENTS (N=120)

Variables	V1	V2	V3	V4	V5	V6	V7	V8	V9	V10	V11	V12
V1	1.00	.00	-.23	-.42	-.26	-.42	-.48	-.52	-.57	-.34	-.47	-.26
V2	.00	1.00	-.02	.19	.02	.01	.31	.13	.07	.01	-.03	-.03
V3	-.23	-.02	1.00	.14	.35	.25	.27	.67	.54	.40	.42	-.16
V4	-.42	.19	.14	1.00	.21	.40	.57	.66	.57	.39	.47	.15
V5	-.26	.02	.35	.21	1.00	.61	.43	.68	.62	.51	.58	.19
V6	-.42	.01	.25	.40	.61	1.00	.55	.70	.61	.43	.53	.19
V7	-.48	.31	.27	.57	.43	.55	1.00	.73	.63	.43	.53	.15
V8	-.52	.13	.67	.66	.68	.70	.73	1.00	.86	.63	.74	.12
V9	-.57	.07	.54	.57	.62	.61	.63	.86	1.00	.79	.83	.28
V10	-.34	.03	.40	.39	.51	.43	.43	.63	.79	1.00	.77	.36
V11	-.47	-.03	.42	.47	.58	.53	.53	.74	.83	.77	1.00	.52
V12	-.26	-.03	-.16	.15	.19	.19	.15	.12	.28	.36	.52	1.00

- V1 – Type of Organization
- V2 – Level of Employees
- V3 – Appraisal of Negative Emotions
- V4 – Appraisal of Positive Emotions
- V5 – Interpersonal conflicts and difficulties
- V6 – Interpersonal Skills and Flexibilities
- V7 – Emotional facilitation and goal-orientedness
- V8 – Total emotional intelligence
- V9 – Analyser
- V10 – Implementer
- V11 – Collaborator
- V12 – Imaginator

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