

Interpersonal Competencies of High and Low Performers of Public Sector Manufacturing Industry in India

Dr. Shilpa Jain¹, Preeti Singh²

¹(University School of Management Studies, Guru Gobind Singh Indraprastha University, Delhi, India)
Assistant Professor

Address: Sector-16C, Dwarka, New Delhi- 110078

Corresponding Author

²(University School of Management Studies, Guru Gobind Singh Indraprastha University, Delhi, India)
Research Scholar, Address:- WZ-72 Mukhran Park Extension, Tilak Nagar, New Delhi-110018

Abstract:

Background: In developing countries like India, the performance of Public Sector has considerable scope for improvement. In present scenario, the Public Sector industry is compelled to turn performance-oriented for their existence and they have started emphasizing on individualistic employee development plans for better organizational performance. Human resource driven results have been acknowledged more significant than other input driven. Organizations are increasingly spending more on improving these employee's skills. This research paper aims at examining important interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) which are presumed to led desired positive work behaviors/ outcomes in Indian working culture. Keeping in view of the potential of each human individual in work place setting, this study was undertaken to examine whether different interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) drives different degree of performance. Further, the study is based on the premises that individuals with higher interpersonal competencies will perform better than those with lower interpersonal competencies.

Materials and Methods: In this stratified randomized study, primary data from 399 executives of Public Sector Manufacturing Organization (with special status i.e. Maharatna, Navratna, Mini-ratna) in India was collected through self-administered questionnaires reports on four interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork). Performance scores from supervisors of these 399 executives were separately collected. Further, based on performance scores, the sample was categorized into five performance groups (Very High, High, Average, Low and Very Low). Finally, the overall data was statistically analyzed through ANOVA.

Results: Findings suggest that there is significant difference in the overall interpersonal competencies of high and low performers of public sector manufacturing industry. In all the four interpersonal competencies, there exists significant difference in high and low performers of public sector manufacturing industry.

Conclusion: The study provides empirical support for researchers and practitioner in the field of Human Resource Development, directing training interventions for enhancing such interpersonal competencies for higher performance. Dunning-Kruger effect for overestimated interpersonal competencies scores in 'Very Low Performance' group is also seen.

Key Word: Interpersonal Communication; Emotional Intelligence; Social Intelligence; Team Work; and Performance.

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I. Introduction

As per a research by the global management consulting firm McKinsey and Company, Indian manufacturing industry is likely to grow to US\$ 1 trillion by 2025. Indian government has also focused attention on the manufacturing sector, in recent years. Keeping in view the impact of the manufacturing sector, the inherent employment generation capacity, large educated & skilled population, there is evident scope for growth of the manufacturing sector in India. Accordingly, various encouraging initiatives have been introduced by the current government to boost the growth of manufacturing sector in India. The 'Make in India' campaign started by Prime Minister Modi is one of the biggest initiatives taken by any government to encourage investment by foreign investors and tap potential of manufacturing process in India.

Despite positive efforts, Indian manufacturing has not witnessed a stylized employment growth during this fast changing technological era. The stagnation and low manufacturing share in total GDP and

concern about jobless growth has been gathering momentum in contemporary literature. As per Department of Public Enterprise website report (www.dpe.gov.in), there may not be much difference in working of these sectors in advanced countries, but in developing countries, the performance of Public Sector has considerable scope for improvement. With industrial, technological interventions in picture, the Public Sector industry is compelled to turn performance-oriented for their existence. The Public Sector Organizations today have started emphasizing on individualistic employee development plans for better organizational performance. Human resource driven results have been acknowledged more significant than other input driven and organizations are increasingly spending more on improving employee's skills. This research paper aims at examining important interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) which are presumed to lead desired positive work behaviors/ outcomes in Indian working culture.

In HR literature today, mere possession of impressive hard skills alone for yielding desirable result is obsolete concept and a proper combination of both hard and soft skills/ competencies is the key to success. The positive aspect of soft skills/ competencies is that the same may be improved by training and motivation interventions on a regular basis. Majority of the job profiles require soft skills/ competencies, such as team work, communication skills, and interpersonal relationships, in job requirements.

Keeping in view of the above aspects, this study was undertaken to examine whether different interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) drives different degree of performance and is based on the premises that individuals with higher interpersonal competencies will perform better than those with lower interpersonal competencies. The objective is to generate desired performance by enhancing interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) of executives of Public Sector Manufacturing Industry.

II. Review Of Literature

There exist evidences in the social science and management literature that individual differences impact on work performance. Individuals usually perceive differently because they are different on their interpersonal skills and other inherent capacities, which in turn affects their performance (Rao, 1994; Narayan A. and Jha A., 1992). Psychological differences also impact on individuals' ability to engage or disengage in their role performance, because they shape a person's ability and willingness to be involved or committed at workplace. Accordingly, people would engage differently "given their experiences of psychological meaningfulness, safety and availability in specific situations" (Kahn, W. A. & Fellows S., 2013). The process of perception is a key factor in individual behavior. This is because individuals do not receive information about what is happening around them in the same way as others. Every individual rationalize events and situations according to his/her own unique background and personal frame of reference, which is reflected in their personality, past experiences, knowledge, expectations and current needs, priorities and interests (Robinson, 2006; Robinson D, Perryman, S. & Hayday, S., 2004). Today's business environment is highly volatile in nature. Therefore, organizations bear a continuous pressure to build interpersonal relationship/ competence for higher level of performance.

Interpersonal relationship is hugely dependent upon our communication (Bhardwaj, 2013). In the words of Nazir, Shah and Zaman (2013), communication is a major tool to understand the interpersonal relationship. With the changing environment, youngsters are becoming more intolerant and impatient, thus spoiling their interpersonal relationship. A lot of people face peer pressure, instability and inconsistency in professional set up leading to barriers or gaps. Cohen & Henderson (2012) critiqued that the focus on resolving "the language barrier" has overlooked the aspect of management of relations and the establishing of rapport. Despite varying degrees of language knowledge and communication competencies among members of work teams, obstacles for effective teambuilding and cooperation are faced. Although companies invest large amounts in technology such as video-conferencing and sophisticated e-mail networks, individuals are often unable to relate to each other. According to them, language and cultural differences can be opportunities rather than obstacles and an understanding of the effects of language strategies and choices leads to more enlightened communication for managing relations and establishing this rapport. Issues resulting into interpersonal transgressions because of communication failure can have a profoundly negative impact on individuals in relationships, as well as on the relationship itself (Bellea, Booth-Butterfielda and Webera, 2013).

Caroline (2011) suggested the technique of transactional analysis (TA) to facilitate students, midwives, managers and lecturers with an instrument to assess good communication, which can be used to interpret all the discrepancies, hidden emotions, envy, aggression and prejudice and one can find to when to stay, move or break the communication. A deeper understanding is required to present a rationale solution or guidelines for improving the interpersonal communication within an organization and implementing certain training

development programs and workshops. Further, there are strong theoretical and empirical evidence of the potential of the dialogue methods in the intentional changes of working life (Kalliola, Nakari, & Pesonen, 2006).

Besides interpersonal communication, individual Intelligence is often considered as an important predictor for analyzing the employees' capabilities and their behaviors to perform the particular task. Gondal and Husain Ali (2013) found that Intelligence Quotient (IQ) to be insignificantly related with employees' performance meaning thereby that IQ alone is not sufficient for the success of employees. On the other hand, emotional Intelligence is found to have significant relationship with employees' performance signifying that emotional intelligence is more important than Intelligence quotient at workplace. Therefore, intelligence may ensure a reach to entry level position in an organization but for a sustained position, other competencies (including emotional intelligence) are of utmost importance.

Today, emotions and emotion management is prominent feature of an organizational life. In view of its acknowledged importance, the concept of emotional labour was coined to describe the effort required to fake or suppress an emotional display because of the demands of the work role (Mann, 1999). There are suggestions in literature that emotional labour is performed in almost two-thirds of workplace communications, both at and away from the frontline. Emotion is fundamental to nearly all aspects of work behavior (Briner, 1999) and should be integrated with existing research on work and organizational psychology. Past researches have indicated positive correlation between the components of emotional intelligence and job performance (Rahman, Ferdousy, and Karan (2013) and Dulewicz, Higgs and Slaski, 2003). The employees with high levels of emotional intelligence levels tend to perform better than employees with low levels of emotional intelligence (Komlosi, 2013).

As per prior research evidences, emotional intelligence increases performance and productivity; however, there has also been a general lack of analysis substantiating the claim. In furtherance to this, various multiple measures have been developed for social intelligence (Archer, 1980; Cantor and Kihlstrom, 1987; Kerr and Speroff, 1954; Stricker and Rock, 1990), practical intelligence (Sternberg and Wagner, 1986) and emotional intelligence (Davies, Stankov and Roberts, 1998; Salovey and Meyer, 1990; Schutte, Malouff, Hall, Haggerty, Cooper, Golden & Dornheim et al., 1998). These constructs refer to cognitive skills that are needed to solve the problems that are typically encountered in life, for example in solving conflicts at work, collaborating with others, or adjustment to new cultural environments and work settings (L. Kalai Bharathi, 2013).

Further, Yeager and Nafukho (2012) study argued that working together in teams is a smart way of achieving organizational performance goals. Successful members/leaders and organizations of the twenty-first century will be those who understand the importance of cross-functional teams to address broad-scale organizational problems, as the potential of such teams is usually remains unexplored (Cacioppe, 2000). Therefore, understanding individual differences, mental models, and underlying assumptions that team members bring to the organization can help in building smarter teams that are more able to overcome barriers and ensure individuals, teams and organizational performance improvement (Yeager and Nafukho, 2012). The result implied that human resource development interventions that target team building, team work and team learning should include modules that raise awareness of the perspectives of team members' individual differences and appropriateness of actions and training at the team level should focus on the interaction between factors that shape the identity of individuals. Emotional intelligence may be an important aspect of individual difference amongst team members that can contribute to team effectiveness (Clarke, 2010). Placing more capable individuals in a group leads to a better group performance. However, a single more able individual is likely to have a significant impact upon group performance. Their effect is simply enhanced by the presence of further, able members (Kelly, 2008). This provides evidences to the fact that individual differences play a role in determining performance.

Based on past empirical evidences of various interpersonal competencies on performance, four (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) have been included in the instant research study to understand their impact on the performance.

III. Research Methodology

3.1 Objective of the study

As an additional empirical support to existing research, the present study aims to study impact of four "Interpersonal Competencies – [Interpersonal Communication (IPC), Emotional Intelligence (EI), Social Intelligence (SI) and Team Work (TW)]" on performance of executives of Public Sector Manufacturing Industry in India.

3.2 Hypotheses

H1: There is a significant difference in the Interpersonal Communication (IPC) of high and low performers of Public Sector Manufacturing Industry in India.

H2: There is a significant difference in the Emotional Intelligence (EI) of high and low performers of Public Sector Manufacturing Industry in India.

H3: There is a significant difference in the Social Intelligence (SI) of high and low performers of Public Sector Manufacturing Industry in India.

H4: There is a significant difference in the Team Work (TW) of high and low performers of Public Sector Manufacturing Industry in India.

H5: There is a significant difference in the Overall score of Interpersonal Competencies of high and low performers of Public Sector Manufacturing Industry in India.

3.3 Sample and respondents

The study is limited to Public Sector Manufacturing Organization with special status like Maharatna, Navratana, Mini-Ratna, listed on the official website of DPE (Department of Public Enterprise). 399 working executives in Public Sector manufacturing organizations (including Bharat Electronics Limited, Bharat Heavy Electrical Limited, National Thermal Power Plant, National Fertilizers Limited etc.) participated in the present study.

3.4 Scale/ Measure used in the research.

Empirical data was collected 46 items self-administered questionnaire measuring three interpersonal competencies: Interpersonal Communication (IPC), Emotional Intelligence (EI) and Team Work (TW) on five pointlikert's scale. For Social Intelligence, 10 itemed adapted version of TSIS scale (Thromso Social Intelligence Scale) for Indian population was used. Performance was measured by 13 itemed Lather and Jain's Scale, through scores assigned by supervisors of these 399 executives.

3.4 DataCollection

Working executives employed in aforementioned public sector manufacturing organization were contacted and explained the purpose of the research. On their consent, executives were given questionnaires to mark their candid responses. Later, supervisors of these executives were contacted through HR Department and they were requested to award scores on 13 attributes of Performance on 5 point scale.

The duly filled in questionnaires submitted were used in further data analysis. The overall interpersonal competencies scores were calculated through combined scores of Interpersonal Communication (IPC), Emotional Intelligence (EI), Social Intelligence (SI) and Team Work (TW). The executives were categorized into five groups based on their scores on the level of performance (i.e. Very High, High, Average, Low and Very Low).

3.5 Statistical analysis

Data was analyzed using SPSS, primarily using ANOVA. The level $P < 0.05$ was considered as the cutoff value or significance.

IV. Results And Findings

The primary data collected on various Interpersonal Competencies and levels of performance was statistically analyzed through ANOVA. The ANOVA table (Table No-1) revealed that there is significant difference in Interpersonal Communication (IPC), Emotional Intelligence (EI), Social Intelligence (SI), Team Work (TW), and Overall Interpersonal Competencies score across various performance levels (i.e. Very High, High, Average, Low and Very Low) of executives of Public Sector Manufacturing Industry in India, with values for Interpersonal Communication (IPC), Emotional Intelligence (EI), Social Intelligence (SI), Team Work (TW), and Overall Interpersonal Competencies as (F value = 10.80, p value = .000), (F value = 3.58 p value = .007), (F value = 3.77, p value = .005), (F value =9.99, p value = .000) and (F value = 9.63, p value = .000) respectively.

Table no 1 :Shows Interpersonal Competencies of five performance group

| ANOVA | | Sum of Squares | df | Mean Square | F | Sig |
|-----------------------------------|----------------|----------------|-----|-------------|-------|------|
| Interpersonal Communication (IPC) | Between Groups | 10.67 | 4 | 2.66 | 10.80 | .000 |
| | Within Groups | 97.30 | 394 | .24 | | |
| | Total | 107.97 | 398 | | | |
| Emotional Intelligence (EI) | Between Groups | 4.59 | 4 | 1.14 | 3.58 | .007 |
| | Within Groups | 126.01 | 394 | .32 | | |
| | Total | 130.60 | 398 | | | |
| Social Intelligence (SI) | Between Groups | 5.21 | 4 | 1.30 | 3.77 | .005 |
| | Within Groups | 135.90 | 394 | .34 | | |

| | | | | | | |
|--|----------------|--------|-----|------|------|------|
| | Total | 141.11 | 398 | | | |
| Team Work (TW) | Between Groups | 17.26 | 4 | 4.31 | 9.99 | .000 |
| | Within Groups | 170.07 | 394 | .43 | | |
| | Total | 187.33 | 398 | | | |
| Overall Interpersonal Competencies score | Between Groups | 4.82 | 4 | 1.20 | 9.63 | .000 |
| | Within Groups | 49.35 | 394 | .12 | | |
| | Total | 54.18 | 398 | | | |

The scrutiny of table No.2 shows that the executives of “Very High” performance level are significantly higher on Emotional Intelligence (EI), Social Intelligence (SI), Team Work (TW), and Overall Interpersonal Competencies score than rest of the performance groups. For Interpersonal Communication (IPC), ironically, ‘Very low’ performance level significantly higher than rest of the performance groups including ‘Very High’. However, “Very High” performance level is significantly higher than ‘High’, ‘Average’ and ‘Low’ on Interpersonal Communication (IPC).

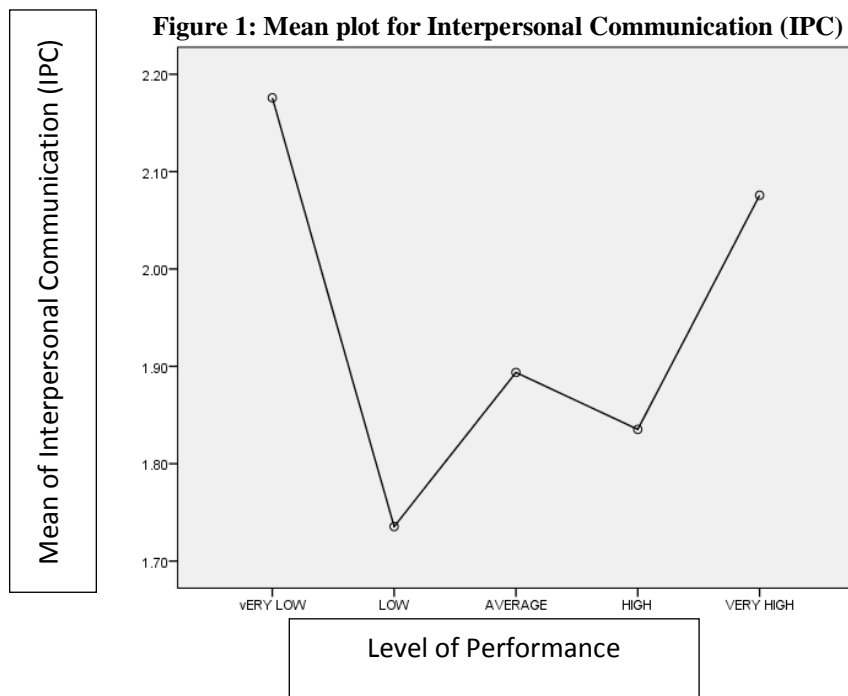
Table no 2: Level of performance wise significant mean difference among four interpersonal competencies and overall interpersonal competencies scores.

| Dependent Variable | Very High | High | Average | Low | Very Low |
|--|---------------------|-----------------------|----------------------|----------------------|-----------------------|
| Interpersonal Communication (IPC) | 2.0757 _a | 1.8353 _b | 1.8937 _b | 1.7354 _b | 2.1758 _a |
| Emotional Intelligence (EI) | 3.8888 _a | 3.7746 _{ab} | 3.5791 _c | 3.6352 _{bc} | 3.7523 _{abc} |
| Social Intelligence (SI) | 3.4226 _a | 3.3007 _{abc} | 3.2186 _{bc} | 3.1125 _c | 3.3943 _{ab} |
| Team Work (TW) | 4.2112 _a | 3.8357 _{bc} | 3.6254 _c | 3.7265 _c | 4.0244 _{ab} |
| Overall Interpersonal Competencies score | 2.5439 _a | 2.3614 _b | 2.2746 _b | 2.2743 _b | 2.4881 _a |

Note: Means with differing subscripts within rows are significantly different at the $p < .05$ based on Duncan Multiple Range post hoc paired comparisons.

a) Interpersonal Communication (IPC)

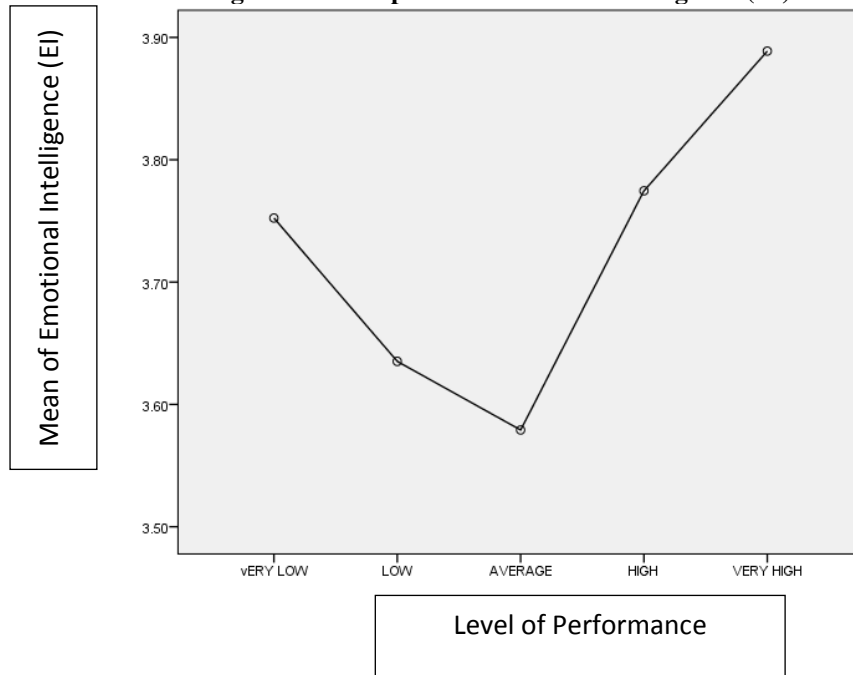
There is significant difference in Interpersonal Communication of (a) Very high, Very low and (b) High, Average, and Low performance groups. Unlike expected, the executives of ‘Very Low’ performance group have highest mean score of 2.17, followed by ‘High’ performance group and ‘Low’ performance group.



(b) Emotional Intelligence (EI)

There is significant difference in the conceptual capacity of (a) Very high, High, Very Low; (b) High, Low, Very Low and (c) Average, Low and Very Low performance groups. The executives of ‘Very High’ performance group have highest mean score of 3.88. ‘High’ performance group (3.77) has higher scores than ‘Low’ performance group (3.63) and ‘Average’ performance group (3.57). Ironically, ‘Very Low’ performance group (3.75) has a lower but comparable mean score to ‘very high’ performance group. ‘Very Low’ performance group has higher score than high, average and low performance groups.

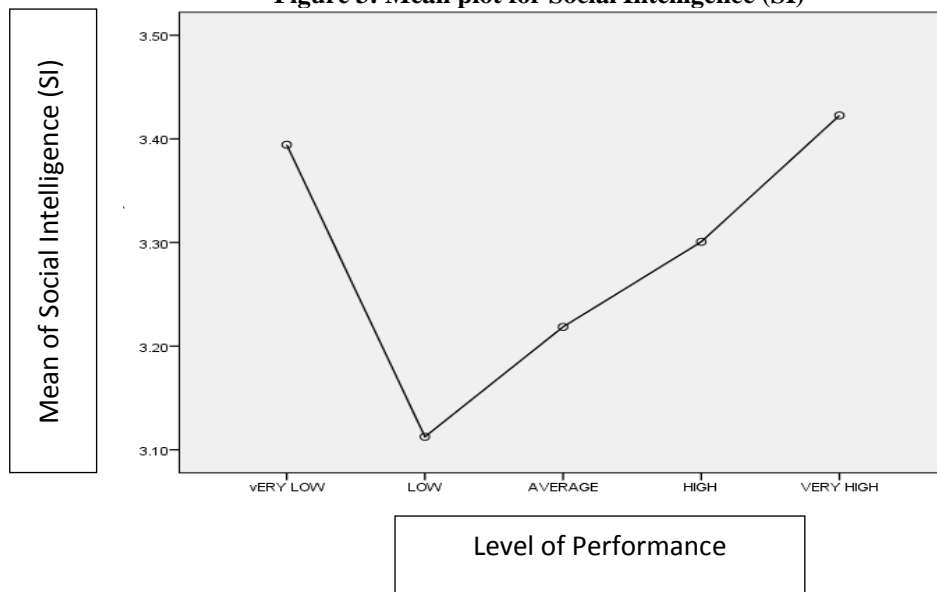
Figure 2: Mean plot for Emotional Intelligence (EI)



(c) Social Intelligence (SI)

There is significant difference in the relationship capacity of (a) Very high, High, Very Low; (b) High, Average, Very Low and (c) High, Average and Low performance groups. The executives of ‘Very High’ performance group have highest mean score of 3.42. ‘High’ performance group (3.30) has higher scores than ‘Average’ performance group (3.21) and ‘Low’ performance group (3.11). Ironically, ‘Very Low’ performance group (3.39) has a lower but comparable mean score to ‘very high’ performance group. ‘Very Low’ performance group has higher score than High, Average and Low performance groups.

Figure 3: Mean plot for Social Intelligence (SI)

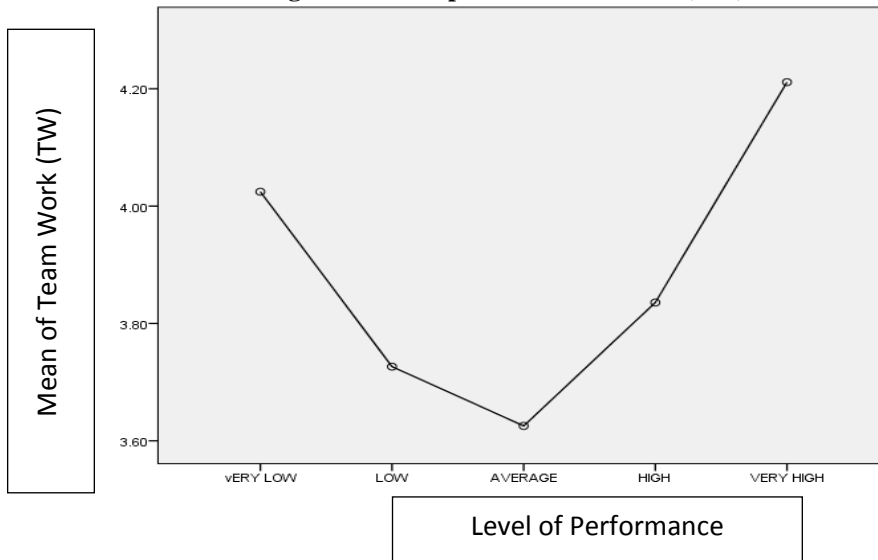


(d) Team Work (TW)

There is significant difference in the Team Work (TW) of (a) Very high, Very Low; (b) High, Very Low and (c) High, Average and Low performance groups. The executives of ‘Very High’ performance group have highest mean score of 4.21. ‘High’ performance group (3.83) has higher scores than ‘Low’ performance group (3.72) and ‘Average’ performance group (3.62). Ironically, ‘Very Low’ performance group (4.02) has a

lower but comparable mean score to ‘very high’ performance group. ‘Very Low’ performance group has higher score than High, Average and Low performance groups.

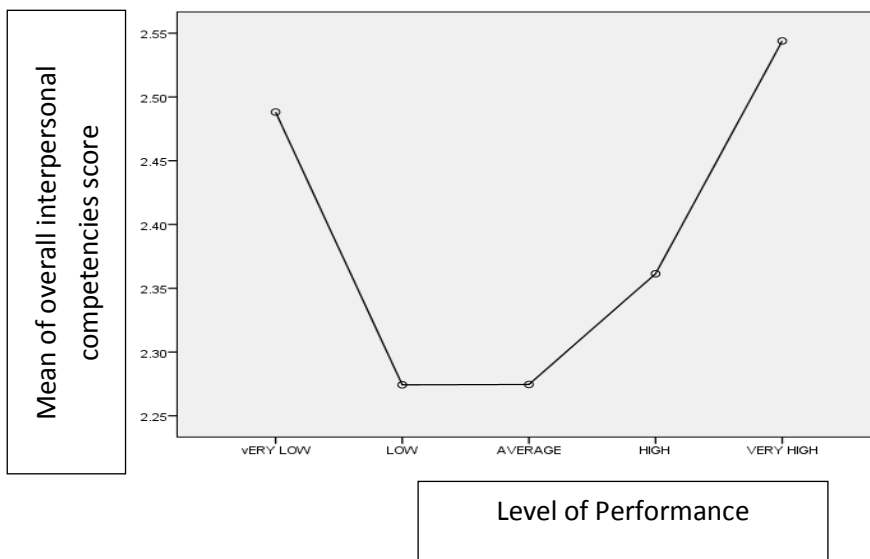
Figure 4: Mean plot for Team Work (TW)



(e) Overall Interpersonal Competencies Score

There is significant difference in the overall interpersonal competencies score of (a) Very high, Very Low and (b) High, Average and Low performance groups. The executives of ‘Very High’ performance group have highest mean score of 2.54. ‘High’ performance group (2.36) has higher scores than ‘Average’ performance group (2.2746) and ‘Low’ performance group (2.2743). Ironically, ‘Very Low’ performance group (2.48) has a lower but comparable mean score to ‘very high’ performance group. ‘Very Low’ performance group has higher score than high, average and low performance groups.

Figure 6: Mean plot for Overall Interpersonal Competencies Score



V. Discussion

The executives of “Very High” performance level are significantly higher on Emotional Intelligence (EI), Social Intelligence (SI), Team Work (TW), and Overall Interpersonal Competencies Score than rest of the performance groups. The executives of “Very Low” performance level are significantly higher on Interpersonal Communication (IPC), followed by “Very High” performance level. This is in line with the existing research that individuals with higher Interpersonal competencies are more able in managing and handling work life situations/ challenges and generate higher work performance.

Individuals with higher interpersonal communication are people with high self-concept. They convey the information in a clearer and more efficient manner. They are more aware of their own emotions and those of others around them. They manage their angry feeling to their advantage. Individuals with high emotional intelligence are more aware of their self, their strengths and weakness. These individuals take personal and professional decisions confidently. They tend to develop people around them and have greater confidence in others. Individuals with high social intelligence are higher in three areas (a) social information processing, which is the ability to understand and predict other people's behaviours and feelings; (b) social skills, which stresses the behavioural aspects of the construct by assessing the ability to enter new social situations and social adaptation; and (c) social awareness, which measures the tendency to be unaware of or surprised by events in social situations. Individuals with team work are more able to manage team dynamics and better able to respond to tasks requiring good interpersonal relationships. Due to the aforementioned positive aspects of professional qualities the executives with higher interpersonal competencies (Interpersonal communication, Emotional Intelligence, Social Intelligence and Teamwork) have an edge over those with low interpersonal competencies, they lead in work performance level. The same has also been supported by empirical evidences in this study.

Further, unlike expected, 'Very Low' performance group has shown comparable mean score to 'very high' performance group. 'Very Low' performance group has also shown higher score than 'High' and/or 'Average' and/or 'Low' performance groups. This may be attributable to Dunning-Kruger effect which is a kind of cognitive bias whereby people with limited knowledge or competence in a given intellectual or social domain greatly overestimate their own knowledge or competence in general.

VI. Conclusion

Executives possessing higher Interpersonal Competencies like Interpersonal Communication, Emotional Intelligence, Social Intelligence and Team Work are high performing individuals in Public Sector Manufacturing Industry in India. All the hypotheses are supported by empirical evidences in the instant study. Brief of the same is as under:-

H1: There is a significant difference in the Interpersonal Communication (IPC) of high and low performers of Public Sector Manufacturing Industry in India- **Supported.**

H2: There is a significant difference in the Emotional Intelligence (EI) of high and low performers of Public Sector Manufacturing Industry in India—**Supported.**

H3: There is a significant difference in the Social Intelligence (SI) of high and low performers of Public Sector Manufacturing Industry in India - **Supported.**

H4: There is a significant difference in the Team Work (TW) of high and low performers of Public Sector Manufacturing Industry in India—**Supported.**

H5: There is a significant difference in the Overall score of Interpersonal Competencies of high and low performers of Public Sector Manufacturing Industry in India—**Supported.**

VII. Limitations Of The Study

Due to limited scope and other constraints, the present study has the following limitations;-

1. Since the instrument used was self-report, there might be inconsistency between what respondents report and what they actually are. Conscious self-report and consequences of reporting personal information might introduce some errors in self-report responses.

2. Ambiguity and lack of self-awareness on the part of respondents may introduce errors.

VIII. Future Directions

The study carries future research directions for Human Resource Development in the field of talent management, talent acquisition interventions, developing leadership qualities, individual & organizational commitment and other desired workplace outcomes. Correlation with other positive workplace outcomes may also be established as a future extension of this study.

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