Role of Emotional and Social Intelligence in Various Work Settings: A Review of Current Psychological Literature

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This paper explores the prominent and effective roles and characteristics of emotional and social intelligence (ESI) in the work setting. The paper thoroughly focuses on the various claims of researchers for the need and application of emotional and social intelligence competencies particularly in the work environment. It also explores the psychological aspects of emotional and social intelligence along with the future ramifications for professional life. In the modern age researchers have discovered the importance of emotional and social intelligence for the most dynamic organizations and the most satisfying and successful personal and professional lives. ESI has received considerable attention of employees in many workplaces, as a recipe for high achievement and success. In this regard the paper can provide guidelines for employees and employers to understand the principles of emotional and social intelligence. It can also be helpful to improve responsiveness, abilities and skills to be a star performer through the knowledge to integrate and apply the ESI. The paper provides useful directions to prompt and encourage the use of emotional and social competencies on the job for the betterment of employees and prosperity of organizations.

Keywords: Emotional and social intelligence, competencies, professional life, workplace.

Emotional intelligence concept a concept given by Goleman (1996), is now being commonly used to explain the ability to understand, process, and employ emotions successfully (Cobb & Mayer, 2000). Goleman (1995) holds that people gifted with emotional skills shine in their life, possibly more than the persons having a high level of intelligence (IQ). Druskat and Wolff (2001) argued that team development at workplaces is based their collective ability to use emotional intelligence effectively. Langley (2000) provided research based evidence of the usefulness of emotional and social competencies in an industrial setting. Patra (2004) holds that emotional intelligence may create a pleasing workplace setting and influence the employees' job satisfaction leading towards competent administration and organizational growth. Some authors revealed that emotional intelligence is tremendously important for better output and job satisfaction (Jordan, Ashkanasy & Hartel, 2002; Mallinger & Bank, 2003).

Seal, Boyatziz and Bailey (2006) mentioned that emotional and social intelligence build credit, as per Bar-On (1985) who established the relation with social and emotional intelligence. His ideas were followed by Salovey and Mayer (1990) while initiating the term and reaching a common ground for the term of emotional intelligence. Goleman (1995) on the other hand popularized the emotional and social intelligence construct. Goleman (1995) argued that emotional intelligence is considered as a skill, capacity or self-perceived ability to identify, assess and manage emotions for one's own self, for others and for groups. People possessing a high level of emotional intelligence understand themselves very well. They are also capable of sensing the emotions of others (Serrat, 2009). A related stream of research maintains that emotional and social intelligence is the most effective competency in various professions, frequently with an emphasis on executives, leaders, and managers (Boyatzis, 1982; Luthans, Hodgetts & Rosenkrantz, 1988; Spencer & Spencer, 1993).

Emotional and social intelligence is a comparatively new tag on a 35 years old research practice. This has custom tested behavioral competencies and their link with performance. For data that has been constructed using longitudinal and prognostic competencies, emotional & social intelligence has established the promise in creating an impact on the future success of today's institutions (Seal, Boyatzis & Bailey 2006).

Singh (2006) described that today, the rules of the workplaces are rapidly changing and consequently new yardstick is being used to judge people. These new rules predict who is

most likely to be successful and who is most likely to fail. Employees are being judged for emotional traits that are crucial to their marketability for future progress or new assignments. Whatever the jobs, understanding how to cultivate these abilities is essential for a successful career. Recently, an exact understanding of the emotional abilities and their contribution at workplaces has been achieved. It has been realized that these competencies need to be taken seriously in order to be a star performer and give a person a competitive edge. The effectiveness and productivity of the organizations will depend upon the degree of acceptance of these emotional competencies. Currently, employees need, "marketable skills" in addition to their academic qualifications and specific technical skills. The qualities which are considered crucial by employees these days are related to emotional and social skills.

Many scholars indicate the importance of emotional intelligence in one's personal and professional life. For example, Bar-On (1997) states that, "Emotional intelligence mirrors one's ability to handle the daily environmental challenges and support to forecast one's achievement in life, inclusive of personal and professional pursuits". It is believed that emotional intelligence is a constructive combination of a profound insight into a person's emotional and cognitive abilities. It is an attractive style of communication, understanding and motivation, which leads towards personal hopefulness, inter-personal contacts and institutional excellence (Mohan, 2003).

Emotional intelligence plays its role in the awareness of exercising emotions and their usage, within the limitations of individual cognition in order to manage different circumstances and problems (Sanwal, 2004). In this regard some studies identified that males are more emotionally intelligent than females. Adversely it was inferred from some other researches that women have higher EQ than men (Ahmed, Bangash & Khan, 2009; Kaifi & Noori, 2010; Abbas & Haq, 2011). It is a set of issues that involves the wakefulness of one's self and organizing one's emotions, along with understanding and motivating one's self for building concrete relations with people (Malekar, 2005). Emotional intelligence is the capacity to understand a persons' own emotions and emotions of others and commonly includes concepts of emotional expressions and regulation, self-awareness and empathy (Cherry, 2012; Doyle, 2012). At present the amount of research work that has been done and published at the national and international level to examine the role of emotional and social intelligence as an important variable in the modern work settings, is negligible. Research on the subject rarely seems to include the determination of the professional life by going beyond the input of people's personality traits and common intellectual abilities. It is a potentially

powerful, interesting and useful area that needs to be investigated. The current paper is therefore, an attempt to highlight latest and valuable psychological research work indicating a great impact of emotional and social capabilities related to the fast growing organizational concepts of the world. The main objectives of the present study are:

1. To review current psychological research work indicating the significant role of emotional and social intelligence in various work places

2. To highlight different aspects of emotional and social intelligence competencies

3. To focus on the positive linkage of emotional and social intelligence with job performance, job achievement, job satisfaction and success in various work settings.

4. To indicate work stressors and ways to cope with these stressors through the utilization of emotional and social skills.

5. To suggest guide lines for the development of ESI at work places for further progress, wellbeing and prosperity.

Significance of Claimed Emotional and Social Intelligence Competencies at a variety of working environment

It was elaborated by Boyatzis, Goleman & Rhee (2000) that a model of emotional intelligence competencies reflects four areas: (a) Self-awareness, (b) Self-management, (c) Social-awareness and (d) Relationship management. This model presented the framework of 20 competencies that have been classified in the above mentioned four clusters of general emotional intelligence abilities.

Seal, Boyatzis and Bailey (2006) reported that on the basis of competency research some authors have reclassified the ranking order of competencies and groups into two distinct aspects (Goleman, 2006). It was claimed to be important in various organizational environments. The interpersonal groups including 'social awareness' and 'relationship management' have been labeled again as social intelligence (SI) competencies; and intrapersonal groups of 'self-awareness' and 'self-management' have been labeled again as emotional intelligence (EI) competencies. The new phrase, emotional and social intelligence (ESI) assists in distinguishing the behavioral signs of intrapersonal wakefulness and managing emotions within the self (i.e. EI) from the behavioral signs of the interpersonal wakefulness of others' 'emotions', 'needs', 'thoughts', and 'perceptions' as well as the

consciousness of the social environment on a larger scale and functioning with the other (i.e. SI). This combined concept of ESI presents more than a suitable framework for describing human temperaments. This also presents the theoretical structure for organizing the personality and connecting it to effective job performance. According to Seal, Boyatzis and Bailey (2006) "ESI competency is the capability to identify, recognize and employ emotional knowledge about oneself (EI) or others (SI) so as to lead towards or cause effectual or better-quality "performance". This is defined as "how people handle themselves and their relationships" (Goleman, Boyatzis, & Mckee 2002). that is, ESI is the set of abilities, prepared along two separate aspects (emotional and social) indicating how a person:

(a) is aware of herself/himself; (b) manages herself/himself; (c) is aware of others; (d) manages her/his relationship with others.

Goleman, Boyatzis and Mckee (2002) presented the updated ESI model with 18 competencies classified in four groups and two aspects as illustrated in Figure 1.

Figure 1

Emotional and Social Intelligence (ESI) Competency Model

Emotional Intelligence (EI)	**Social Intelligence (SI)**

I.   **Self-Awareness**   III.   **Social Awareness**
1.   Emotional Self Awareness   10.   Empathy
2.   Accurate Self-Assessment ⟶ 11.   Organizational Awareness
3.   Self Confidence   12.   Service orientation

II.   **Self-Management**   IV.   **Relationship Management**

4.	Emotional Self Control	13.	Developing Others
5.	Transparency ⟶	14.	Inspirational Leadership
6.	Adaptability	15.	Influence
7.	Achievement Orientation	16.	Change Catalyst
8.	Initiative	17.	Conflict Management
9.	Optimism	18.	Teamwork and Collaboration

Source: Adapted from Seal, C. R., Boyatzis, R. E., & Bailey, J. R. (2006). Fostering emotional and social intelligence in organizations. *Organization Management Journal, 3*(3), 190-209.

In this aspect McClelland (1999) and Boyatzis (2006) distinguished that using one or two competencies from each of the groups is more efficient than using all of the competencies within a group. This result was cross-validated by both authors through conducting cross-cultural researches within different organizational setups.

A number of additional emotional and social competencies are listed by different authors (for e.g. Weisinger, 1998; Goleman, 1998; Bar-On, 2000; Boyatzis, Goleman & Rhee, 2000). ESI competencies, advanced by these various authors are considered to be vitally significant for effective performance in the occupational environment. For example: attribution, need for achievement, internal motivation, conscientiousness, self,-esteem, trust, integrity, assertiveness, provision of feedback, pro-social behaviors, influencing others, and effective communication with others, etc.

Weisinger (1998) viewed a work organization as an integrated system that depends upon the dynamic and complex pattern of interrelationships of the persons included in it. Thus, how each person performs affects the whole organization. The success of the organization depends not only on whether employees regulate their own attitude and behavior, but also on others' being helped to do the same, in order for each person to increase their capabilities. The process to regulate others' emotions involves supporting others to help them manage their emotions, decide about their conflicts, and get motivated. Before handling and managing others' emotions, it is essential to keep in mind the person's own emotional perspective, know how to calm an out-of- control person, be a helpful listener, and assist with goal preparation and achievement.

Impact of Emotional and Social Competencies on Facets of Behavior, Performance and Success of Employees in Occupational Setting

The top rationale for the significance of emotional and social intelligence ESI is that the learning of emotions in the place of work has the potential for adding to our understanding of behavior in institutions as stated by Fisher and Ashkanasy, (2000). A list of organizational behaviors influenced by emotional and social capabilities includes such diverse outcomes as positive work attitudes (Carmeli, 2003), self-efficacy (Gundlach, Martinko & Douglas, 2003) and job satisfaction (Fisher, 2000). Dulewicz and Higgs (2000) in their longitudinal study searched out the impact of emotional and social competencies on career advancement. The researchers used a sample of managers and found that managers having a higher level of emotional competencies were more likely to have higher positions during their careers. Recent studies, focusing on the application of emotional and social intelligence to speak out in specific organizational matters, have provided outcomes that continue to display and support the highly constructive impact of emotional and social competencies on the overall performance of employees in organizations.

Singh (2006) reported that the exponents of emotional intelligence are of the view that our emotional make-up largely determines our professional success. Clearly, emotional intelligence is the key determinant of success in the workplace and also helps in achieving organizational development. This can be achieved by learning powerful techniques to integrate and utilize the principles of applied emotional intelligence at the workplace. It can also help to create an enthusiastic work environment, improve the way employees feel about themselves and how they relate to others, reduce stress levels, resolve emotional issues, improve health and well-being, improve relationships, heighten success and enable employees to experience greater fulfillment.

According to Bar-On (1997), emotional competencies are claimed to predicting occupational achievement because it influences a person's ability to do well in coping with environmental requirements and pressures. Based on a great number of case studies, Goleman (1998) found that the main qualities that differentiate between successful and unsuccessful executives were the competencies of fundamental emotional intelligence. Failing executives had poorer emotional competencies and resources, in spite of strengths in their cognitive capabilities and technical expertise. Furthermore, Goleman claims that adaptive competencies are crucial in the workplace and those who fail to adapt and develop flexible skills and social intelligence will simply not succeed. These are the powerful evidences to prove that emotional and social intelligence contributes as a key career advancement factor for employees today.

Emotional and social intelligence are shown to be related to occupational satisfaction, commitment and competence on the job. Carson and Carson (1998) conducted research showing that emotional intelligence is positively correlated with career commitment. In this research emotional and social intelligence was operationalized as internal motivation and was found to be positively correlated with the following facets of career: identity, planning, and the ability to meet and face obstacles resiliently. The researchers conclude that those individuals who are most likely to become career committed tend to be emotionally and socially intelligent.

A bewildering range of competences have variously been accepted as critical for creating conditions for achievement in the occupational setting (e.g. Boyatzis, Goleman & Rhee, 2000; Carson & Carson, 1998; Weisinger, 1998). Emotional intelligence has also been averred for predicting a variety of successful behaviors on the job at a level more than that of intelligence (Cooper & Sawaf, 1997). These different competencies (as mentioned earlier) are necessary for productive and effective performance and the achievement of success in different professions at workplaces. Goleman (1998) reported that emotional competences have accounted for twice as much IQ and proficiency for success in a majority of job settings. It has been revealed from the findings of studies that there is a statistically strong link between academic grades and emotional intelligence (Hosseini & Rao, 2013). Farooq (2003) concluded the EI is highly related to the academic performance and success of students. The findings of the study clearly indicate some personality traits, specifically social and emotional competencies thought to be responsible for a mature and well balanced personality, contribute towards one's success in life.

According to Matthews, Zeidner and Roberts (2004), emotions are among the prime determinants of behavior and success at work that impact individual output, satisfaction, well-being, and the social environment. Thus, emotions may influence work linked cognitive and motivational processes, which in turn, influence the task and social behavior, and presentation outcomes.

Successful employees having high emotional and social competencies are frequently characterized in the literature as maintaining a high degree of self-control. These individuals can keep disruptive emotions and impulses under check, thus, avoiding being impaired cognitively and behaviorally by the negative consequences of these affects. Empathy is also claimed to be motivating factor underlying altruistic behavior (Salovey & Mayer, 1990).

Empathy represents the foundation skills for all the social competencies at work. This includes being attentive to emotional cues, showing sensitivity and understanding of other people's perspectives, and a variety of helping behaviors that are based on understanding others' needs and feelings. Furthermore, it is conceived as equal to the "social radar", that is, understanding - vital for success in the business world (Goleman, 1998). The Consortium for Research on Emotional Intelligence in Organizations (CREIO, 2005) has enumerated several examples to illustrate how the development of emotional competence among employees helps organizations to achieve greater success.

According to Singh (2006) emotional factors play a significant role in attaining success at work. Social and emotional competencies are more significant than IQ for determining professional achievement and status. These competencies function together in an incorporated fashion that forms a meaningful model of abilities that make room for a successful presentation in a given position or job. Additionally, empathy is a predominantly important feature of emotional intelligence that also contributes in occupational achievement. It is the key to success in our careers. People who are best at recognizing others emotional intelligence are more successful in their job as well as in social lives. Furthermore, learning some emotional skill such as expressing emotions, identifying and labeling emotions, evaluating the intensity of emotions, managing emotions, delaying gratification, controlling impulses, reducing stress, and knowing the difference between emotions and actions can make an employee a star performer.

Studies from hundreds of companies, mostly multinationals, has identified the qualities of emotional intelligence which make people, "the best from the rest" and highly successful, an important aspect of well-being. Chabungbam (2005) proposed that by developing emotional intelligence one can build a bridge between stress and better performance. In the workplace, it is the emotional intelligence of employees that gets them promotions and recognition. Emotional and social skills help push towards better performance. Thus, emotional and social competencies and work performance are correlated. Some studies reveal that the most valued and productive employees are those who display high emotional intelligence.

The link between the ability to manage emotions and better work performance is highly significant and leads to occupational success. Many business leaders agree with the fundamental message that work-related achievement is powerfully influenced by individual

characters such as perseverance, self-control and skill in getting along with others. There is a positive relationship between emotional intelligence, organizational commitment and job satisfaction. This was inferred through empirical research (Seyal & Afzaal 2013).

Yousuf and Ahmed (2007) conducted research on the topic "Emotional Intelligence as a Predictor of Managerial Effectiveness". According to the findings of this research, a powerful relationship between emotional intelligence and job success has been observed. This study followed the trait model, which defines emotional intelligence as a personality facet. Research work on relating personality variables and emotional intelligence with work efficiency became diverse in the last twenty years and emotional intelligence has appeared as an effectual predictor of work performance in a number of work settings (Bar-On, 2004; Handley, 1997; Ruderman & Bar-On, 2003). Researchers beside such streams have established that people with elevated levels of emotional intelligence have enjoyed extra success in careers (Dulewicz, & Higgs, 2000, Weisinger, 1998), have lead more effectively (Prati, 2004), and have shown greater sales success (Geiser, 2001).
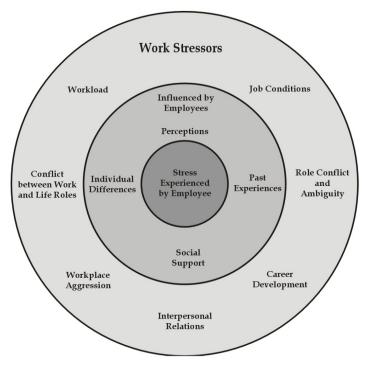
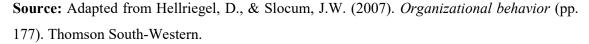**Utilization of Emotional and Social Competencies to Cope with Occupational Stress**

Occupational stress is rapidly becoming one of the most pressing organizational and health concerns in the world today. Moreover, research has demonstrated highly comparable sources of work stress, levels of stress, and personal characteristics that cause works to be susceptible to stress in various occupational settings across the globe (Mack, Nelson & Quick, 1998). Stress is a common term used to refer to the pressures that people feel in their life. The presence of stress at jobs is almost predictable in many jobs. However, personal differences account for a broad array of reactions to stress; a task viewed as placing challenges by one person who may produce elevated levels of anxiety in another. When pressure starts to build up, it can cause an unfavorable strain on a person's emotions, thought processes, behaviors, and bodily condition. When the stress becomes too much, employees build up a variety of symptoms of stress that can then harm their work performances and health, and even threaten their capability to cope with the environment (Newstrom, 2007). Stress is an inescapable feature of life and work. It is a widespread non-specific retort of the body to any demand made on it. Occupational stress demonstrates physical, mental and emotional wear and tear conveyed by incongruence due to the requirement of the job and the abilities, resources and needs of the worker to cope with work demands (Akinboye, Akinboye & Adeyemo, 2002).

Current stress theory emphasizes that stress is more than just a stimulus. Reactions to challenging events depend on how the person interprets the demands placed upon him and on the person's active attempts at coping demands (Matthews, 2001).Coping with stress refers to a person's efforts to manage, control, or regulate threatening or challenging situations (Lazarus, 1999). Emotionally and socially intelligent people effective express themselves, communicate well with others and they are able to handle the difficult situations and successfully cope with pressures, challenges and daily demands. Lack of effective coping with stress, brought about by rapid changes and transitions and uncertainty in the workplace, may lead to significant decrements in well-being, health, job satisfaction, job involvement and job performance. Recently systematic studies in the area of occupational stress have generated a substantial body of evidence on interacting factors that contribute to stress in the workplace. Hellriegel and Slocum (2007) declared that institutional sources of stress take a diversity of forms. Thus, managers and employees want a framework for opinions about stress and for investigating organizational sources of job stress. Figure 1 presents such a framework, recognizes seven major job stressors and shows internal factors influencing the ways in which employees experience the stressors.

Figure 2

WORK STRESSORS AND STRESS EXPERIENCED

Work Stressors

Workload

Job Conditions

Influenced by
Employees

Perceptions

Conflict
between Work
and Life Roles

Individual
Differences

Stress
Experienced
by Employee

Past
Experiences

Role Conflict
and
Ambiguity

Social
Support

Workplace
Aggression

Career
Development

Interpersonal
Relations

Source: Adapted from Hellriegel, D., & Slocum, J.W. (2007). *Organizational behavior* (pp. 177). Thomson South-Western.

According to Clarke and Cooper (2003) the potential impacts of elevated levels of job stress take place in three main areas: emotional, behavioral and physiological. These impacts of work stress have important implications for organizational behavior, organization effectiveness as well as employee's health.

Actually emotional and social intelligence is perceived competency to maintain social relationship ad cop with stresses in one's personal and professional life. ESI indicates the ways of effective coping. It was revealed that emotional intelligence is positively related to problem-focused coping, perceived nursing competency, and well-being and negatively related to perceived stress (Por, Barriball, Fitzpatrick & Roberts, 2011). Emotionally intelligent persons may have comparatively rich emotional and social personal coping resources compared to their less emotionally intelligent counterparts (Epstein, 1998; Salovey, Bedell, Detweiler & Mayer, 1999). People with high levels of emotional intelligence are more familiarized to stressful events (Slaski & Cartwright, 2003). The individuals high on

emotional intelligence are said to be more likely to have developed adequate social skills, to be better connected socially, and to have greater access to a wide network of social support. Social support is then accessed and utilized effectively in times of need, with emotionally intelligent individuals better able to rely on rich social networks to provide them with an emotional buffer against negative life events (Salovey, Bedell, Detweiler & Mayer, 2000).

It is claimed that emotionally intelligent persons may create a less stressful environment for themselves by conducting their personal and social lives in ways that produce fewer frustrating or distressing events. Furthermore, these persons may be good at identifying and thus avoiding potentially dangerous or harmful social contexts, due to more careful and effective monitoring of emotional cues in social situations (Epstein, 1998).

Persons high on emotional intelligence have a greater sense of self-efficacy with respect to the regulation of emotions. That is, they believe they have skills to use the strategies necessary to repair negative moods following stressful or traumatic encounter, as well as elicit and maintain positive moods when appropriate. Moreover, high self-efficacy is claimed to work through coping policies to influence the results (Salovey, Woolery & Mayer, 2001). Emotionally intelligent individuals have certain emotional skills that allow them to effectively disclose their past personal traumas (Salovey, Bedell, Detweiler & Mayer, 1999). According to Matthews, Zeidner and Roberts (2004) researchers claim that persons having high emotional intelligence engage in more active coping responses to stress situations, while, those low in EI tend to choose for less adaptive emotion focused or avoidance responses in stressful situations. Thus, emotionally intelligent people are said to cope more efficiently with situations once they have interpreted them as stress. Epstein (1998) claimed that emotionally intelligent individuals have more constructive perceptions and thought patterns, and fined it easier to catch and identify faulty appraisals and correct maladaptive construals. They tend to construe stressful conditions, if, inescapable, in a more benign and less stressful way, screening them more as challenges than threats. According to Salovey, Bedell, Detweiler and Mayer (2000), researchers argued that successful coping depends on the integrated operation of rational as well as emotional and social competencies.

Ciarrochi, Chan and Caputi (2000), postulate that emotional intelligence may protect individuals from stress and guide to better adaptation. They hold the opinion that an objective determination of emotion management skill is linked with a inclination to maintain an practically induced positive mood which has clear implication for preventing stress.

According to Ciarrochi, Chan and Bajgar (2001) emotional intelligence has been seen to impact on psychological health in general with reference to occupational stress in particular.

Keeping in view the nature of the construct of emotional intelligence, it is obviously true that people skilled in understanding, regulating and managing their own and others' emotions have a tendency to interact with others in a positive and effective manner. Such attitudes lead them to establish close relations, regulate moods in a favorable direction and provide social support to each other. Consequently, the characteristics linked with emotional and social competencies have a buffering effect on occupational stress in various workplaces.

Enhancement of Emotional and Social Intelligence at Workplace

The organizational leadership in 21st century tends to present educational facilities for their employees for improving their psychological, mental and emotional capabilities (Ashkanasy, Hartel & Daus, 2002). According to Luskin, Aberman and DeLorenzo (2005) four groups from two financial institutes participated in a training course of emotional intelligence, and their output and quality of life were measured before and after training. The results showed that their output increased 25% and stress level decreased 29%. Business leaders believe that the emotional intelligence of employers and employees can be raised by providing them effective EI training by EI consultants. Singh (2006) reported that EI consultants are organizing workshops and seminars intended to help employees become more emotionally capable and socially skilled persons. Growing groups of investigators on emotional learning and behavior modification indicate that it is possible to assist employees and employers of any age to turn out to be more emotionally intelligent at their jobs.

Seal, Boyatzis and Bailey (2006) hold that emotional and social intelligence competencies have been postulated with the potential for growth through the learning practices. This process may put weight through focused training. If ESI can be taught then the queries concerning understanding, designing, and implementing programs turn out to be critical to both investigators and practitioners. The potential impact of fostering emotional and social intelligence competencies inside an organization creates results crucial for business. Spencer (2001) argues that, "Fifteen years of published meta-analytic data reveals that emotional intelligence competency base recruitment, training and recital management interferences do add economic value". Constructing upon the assertions of economic value, the current recognition is of the significance of ESI to firm the performance. He further

argued that the Consortium for Research on Emotional Intelligence presented a set of "best practices" for use in promoting ESI in the various workplaces.

The Work Psychology and Human Resources Forum (WPHRF) is known as an emotional intelligence consulting firm. It has provided useful guidelines for enhancement of ESI in organizational setting during 2006. WPHRF claims that with effective training, emotional and social learning can be raised. The training process should be valid to any development attempt in which the goal is personal, social and emotional learning of individuals. This would comprise most management and executive growth efforts as well as training in managerial skills, diversity, teamwork, leadership, conflict management, stress management, salesman and customer relations. Ideally, efforts to extend emotional and social competencies should follow the guidelines and include all the elements proposed by ESI consultants. Actually, the more suggested guidelines that trainers can pursue the superior and long lasting will be their impact.

Conclusion

The present study looks into the role of emotional and social intelligence in workplaces; based on the review of current literature of psychology. Indeed, in modern-day psychological research, it has captured the imagination of a remarkable range of psychologists. Utilization of emotional and social competencies at various occupational setting has recently appeared as one of the most widely discussed and fascinating area to explore in the current literature. According to the literature ESI leads to greater social and emotional functioning and plays a significant role at work and considered as the most effective ability in all the facets of career. Proponents of ESI claim that this construct has real-world relevance that it has gained such widespread acceptance in both the personal and professional life. Therefore, a large number of researchers have been involved to conduct studies for assessing the practical value and usefulness of ESI competencies in various organizational settings. Relevant literature indicates that there has been increasing interest in applying ESI competencies in the world of work.

It has now been realized that jobs require a great deal of emotional and social skills. ESI appears important when assessing continuing functioning and the comfort of workers at different stages of their career. Researchers indicate that ESI has potential impact on employees' performance, success and over all behavior in all types of working setting. ESI competencies are found to be helpful to prevent and manage work stress. It has also been

explored that ESI is valid for gauging the organizational effectiveness and progress. Organizations which ignore the maintenance and enhancement of the ESI competencies of their employees tend to pay a heavy price. For this reason, a variety of training programs are proposed and organized for fostering and developing emotional and social skills in the organizational setting.

Thus, there is a rich potential in the application of ESI competencies in various work setting. Actually a successful integration of these competencies at work can lead to greater organizational achievement, success, prosperity, productivity, employees' betterment, wellbeing and a healthy work environment.

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