THE ROLE OF EMOTIONAL INTELLIGENCE IN IMPROVING SERVICE QUALITY & WORK EFFECTIVENESS IN SERVICE ORGANISATIONS WITH SPECIAL REFERANCE TO PERSONALITY TRAITS

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ABSTRACT

The paper review the literature on emotional intelligence (EI) in maintaining work effectiveness (WQ) in different business organizations; service shop, professional service and mass service. In professional service, it is proposed that EI is important in assisting employees or service providers to achieve highly in four facets of WQ; job role, career role, innovator role and organization role. In service shop, the influence of EI is moderate but the retention of employees or service providers is given more focus. In mass service, EI does not significantly contribute to high WQ instead attitude and traits of service provider's plays effective role in promising WQ and improving Service Quality (SQ). Therefore, the role of emotional intelligence in improving service quality is dependent on the type of service organizations with the help of personality traits.

Key Words: Emotional Intelligence, Service quality, personality traits, Work Effectiveness, Service Types

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INTRODUCTION:

In this article we propose that the relatively new concept of Emotional Intelligence (or 'EQ' - e.g. Goleman, 1998) captures many of the key competencies involved in creating and maintaining an appropriate climate for service. This approach suggests that individuals vary in their capacity to process, regulate and manage information of an emotional nature, and is further supported by recent evidence that demonstrates specific areas in the brain for this emotional processing. By and large, emotional experiences are intricately related to maintaining social self-images and psychological aspects of the self such as values, beliefs, needs, goals and expectations. However, emotional intelligence is not about emotions per se, but more about the relationship between thoughts, feelings and behaviour. It may be seen as a measure of the degree to which individuals vary in their ability to perceive, understand and regulate their own emotions and those of others, and integrate these with their thoughts and actions. Therefore, individuals with high EQ display strong self-awareness and interpersonal skill.

LITERATURE REVIEW

This paper helps us to understand the use of emotional intelligence (EI) and personality traits in the development of human capital in modern organizations. A number of studies have shown the importance of EI in work performance (Abraham, 2004, Austin, 2004, Carmeli, 2003) as well as in service provision. This paper is an attempt to develop contingency based different types of service businesses and the potential role of EI in influencing service providers' work effectiveness (WQ) and improvement in service quality. The role of EI is defined via a set of propositions in three service settings namely professional service, service shop and mass service. Where the intensity of service provider client interaction is high (more thick information exchange, high discretion, extended interaction, high value exchange, for example in a professional service), EI will play an important role in affecting WQ. In services where the intensity of service provider-client interaction is low (for example consumer banking), EI has a more limited role in promising WQ. Given the relative intensity and competitive centrality of human capital in service businesses, the concept of EI is viewed as particularly important in developing competitive advantage .However, in services management; the concept of retention of employee is given more focus. Organizations form rules, which are meant to control the employees' behaviors during service encounter and generate employee demands. Service personnel are required to display appropriate emotions to enhance their role. This paper attempts to relate the concept of EI to SQ and WQ according

to different service settings. It is proposed that service provider with different levels of EI will significantly influence WQ through its different dimensions; job role, career role, innovator role, team role and organization role. The relationships are moderated by different service settings.

The main purpose of this study is to clarify the role of employee's emotion management between the relationship of employee's personal traits and service attitude in organizations that are offering services. The service sector has to analyze its ability of competition for deserving great public praise and being of much value. In the aspect of service delivery, they should provide their customers with high service quality to make them satisfied. The service providers are the most important factor affecting service delivering because they contact their customers directly. The service attitude that staff can control and show plays a very important role in the customer's service quality cognition.

A few researches suggested that emotion management would affect work performance. The most important key factor of success for service industry is the service quality customer percept. In human resources management, we can utilize the **personality traits** to predict the service attitude of individuals in the specific environment. Will the emotion management have an intervening effect during the relationship between personal traits and service attitude? Less empirical evidence discusses this problem. Whether practices can regard personality traits as the hint to predict applicant's emotion management and future attitude, and take it as a tool to choose staff with good service performance, then, use to improve its competition advantage, become a very important research problem. So, whether recruit suitable staff, become key factor of success of the service industry human resources development tactics.

The employee personal traits directly affect emotion management. Emotion management positively has direct effect on service attitude. Then, the emotion management has an intervening effect between the relationship of employee personal traits and service attitude.

This research suggests service organizations can improve service quality through employee personal traits selection. Choosing appropriate-personal-traits and high-level emotion management employees would improve service performance. Then, these variables become the important reference on the tactics for recruiting employees for this industry.

Service ethics becomes an important issue in the service industry. According to many literatures, ethics will affect individual's attitude and behavior. In the other hand, managers have to raise the job satisfaction of employees because only pleased employees can make customers feel satisfied. When employees are not satisfied with business ethics, will this

unsatisfactory condition affect their job satisfaction, and then indirectly affect their service ethics? The answer is yes.

Emotional Intelligence

Broadly, EI refers to the interaction between emotion and cognition that leads to adaptive functioning (Salovey, 2005). There are three main approaches to emotional intelligence: ability emotional intelligence (ability EI); trait emotional intelligence (trait EI); or a combination of ability and trait EI (mixed models) (Mayer, 1990; Feyerherm A.E nad Rice, 2002). Prior research has established the relationship between emotional intelligence and communication (Rozell, 2006 and Parker, 2005); customer satisfaction and workplace performance (Poon JML, 2004). The social sciences literature has also linked emotional intelligence to a wide range of psychological and Personality traits such as mood recovery (Salovey, 2004), deviant health behaviors (Mayer, 1990), and everyday behavior.

Reviewing various definitions of emotional intelligence (EI), the one suggested by Mayer and Salovey (1997) is borrowed since the paper is meant to look at the EI as an ability to perceive, regulate and use emotions and not as the competencies as proposed by other authors. Mayer and Salovey's ability model defines EI as "intelligence" in the traditional sense, that is, as a set of mental abilities to do with emotions and the processing of emotional information that are a part of, and contribute to, logical thought and intelligence in general. These abilities are arranged hierarchically from basic psychological processes to the more psychologically integrated and complex, and are thought to develop with age and experience in much the same way as crystallized abilities. Moreover, they are considered to be independent of traits and talents and preferred ways of behaving Therefore, EI is defined as the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. The detail and description of each dimension is included in Table 1.

Table 1: EI Dimensions/Branches and Descriptions of Exemplary skills

Dimensions/Branches	Descriptions
Perceiving Emotion	Ability to identify emotion in one's physical and psychological states
	Ability to identify emotion in other people
	Ability to express emotions accurately and to express needs related to them
	Ability to discriminate between accurate/honest and inaccurate/dishonest feelings
Using Emotions to Facilitate Thought	Ability to redirect and prioritize thinking on the basis of associated feelings
	Ability to generate emotions to facilitate judgment and memory
	Ability to capitalize on mood changes to appreciate multiple points of view
	Ability to use emotional states to facilitate problem solving and creativity
Understanding Emotions	Ability to understand relationships among various emotions
	Ability to perceive the causes and consequences of emotions
Managing Emotions	Ability to be open to feelings, both pleasant and unpleasant
	Ability to monitor and reflect on emotions

Service Quality

Service quality involves a comparison of expectations with performance. According to Lewis and Booms (1983) service quality is a measure of how well a delivered service matches the customer's expectations.

Generally the customer is requesting a service at the service interface where the service encounter is being realized, and then the service is being provided by the provider and in the same time delivered to or consumed by the customer.

The main reason to focus on quality is to meet customer needs while remaining economically competitive in the same time. This means satisfying customer needs is very important for the enterprises to survive. The outcome of using quality practices is

- Understanding and improving of operational processes
- Identifying problems quickly and systematically

- Establishing valid and reliable service performance measures
- Measuring customer satisfaction and other performance outcomes

Paper Detail

EI and Job Role

Job has been defined as doing things specifically related to one's job description. Job role is the most salient aspect of the job performance model. Researchers have devoted a lot of efforts in trying to establish associations between EI and work performance especially with regard to the job being completed .Employees with the abilities to perceive, understand, and regulate emotion in self and others and ability to use emotion to facilitate thought and actions would be able to achieve high performance in their job. They are able to accept job challenges, overcome obstacles or work-related problems Cartwright, and able to reduce the personal job conflicts. Those with low EI abilities tend to experience work-related stress and emotional dissonance .Consequently job dissatisfaction, a decline in organizational commitment, and, in turn, withdrawal intentions will entail as well as lower job Performance. Besides the significant relationship between EI and performance, some studies have failed to establish the association between the two constructs and some found mixed results. Conducted meta-analytic investigation on 57 studies on EI performance link found that EI is weakly related to job performance. Besides, Jordan and Troth (2004) found that EI was unrelated to individual performance. Instead, they found that EI predicted group performance and integrative conflict resolution styles. Basically, employees with high EI abilities will achieve high level of job performance and employees with low level of EI abilities will end up with low level of job performance. However, the relationships are moderated by types of services which they are associated with. Since the professional service is characterized as customized, high interaction and high judgment required from the service providers, they need to utilize the EI abilities to the highest level so that the services rendered meet the objectives and effective work can be accomplished as in the case of account officers, professional salespersons and nurses suggested that to be effective, service provider needs more than routine worker so that they do not hold up the work. In service shops, the need for EI is moderate since the service is characterized by less customized, less interaction and less judgment required on the part of service providers. In mass service, the job performed by service providers is characterized as routine, low interaction and non-judgmental. The service is produced with little or without personal contact with the customers therefore, EI plays little

role in helping employees to achieve effective work effectiveness. Studies have shown that routine worker is important in specific jobs such as flight attendants (Hochschild, 1983), convenience store, clerks cashiers, bill collectors, waitresses , fast food restaurant workers and hairdressers .Therefore, the following proposition is developed.

Proposition 1(a): Depending on service types, EI significantly and positively influences work effectiveness through job role. The influence of EI on work effectiveness (job role) is high in professional service, moderate in service shop and low in mass service.

Proposition 1(b): Depending on service types, routine worker significantly and positively influences work effectiveness through job role. The influence of routine worker on work effectiveness (job role) is high in mass service, moderate in service shop and low in professional service.

EI and Career Role

Career has been defined as obtaining the necessary skills to progress through one's organization .The concept of career as suggested by the authors is related to career commitment and career satisfaction. Career commitment refers to identification with and involvement in one's occupation and career satisfaction refers to one's feelings of satisfaction with his or her career as a whole (Employees who are satisfied with their career should feel high career commitment and are willing to obtain the necessary skills to progress through the organization She added that people who are able to perceive and understand their feelings should be able to assess their job skills and interests, set appropriate career objectives, develop realistic career plans, and obtain the developmental experiences needed to take advantage of career opportunities. Studies have found that EI is positively related to career commitment career success, career progress and career development. One study found that EI moderates the effect of work-family conflict on career commitment.

Besides, one study emphasizes on the importance of emotion management on career orientation .To sum up, employees with high abilities to accurately perceive emotion in self and others, understand emotions of self and others, manage those emotions, and use the emotions to facilitate thought and actions may achieve career role effectiveness but employees with low EI abilities may obtain low career role effectiveness. Again, the relationships are moderated by service types to which the employees are attached. Bringing in the service positioning matrix, professional service providers require EI abilities to achieve high career role. Since professional service providers deal with customized needs of the customers they have to equip themselves with the necessary skills so that they can use their

judgment to better serve the customers. Having high emotional awareness facilitates the use of emotional input to form judgment, make choices, and decide among options and having the ability to express emotions enables one to effectively communicate with others to realize one's goals (George, 2000). In service shop, the need for EI to facilitate one's career role is lower since the service is more standardized and has lesser degree of interaction with customers. The urgency to acquire necessary skills to work effectively with customers is lower compared to professional service. At the other end of the continuum, mass service employees require the minimum amount of EI abilities to gain career role effectiveness. Since the service is standardized, EI may slightly influence service providers to acquire necessary skills to progress in one's job. Career role in mass service is structured and pre determined by the management. It is basically associated with the routine worker practices of how to please the customers. Employees are rewarded with raises and promotions if they comply with display rules . Therefore, the following proposition is suggested.

Proposition 2(a): Depending on service types, EI significantly and positively influences work effectiveness through career role. The influence of EI on work effectiveness (career) is high in professional service, moderate in service shop and low in mass service.

Proposition 2(b): Depending on service types, routine worker significantly and positively influences work effectiveness through career role. The influence of routine worker on work effectiveness (career) is high in mass service, moderate in service shop and low in professional service.

EI and Innovator Role

Innovator has been defined as creativity and innovation in one's job and the organization as a whole .If organizations intend to remain competitive in a complex and changing environment, they must have the employees who are not only creative in their jobs but also contribute to the effectiveness and adaptability of the organizations as a whole Thompson and asserted that "in most organizations, it is no longer sufficient for an employee simply to carry out his or her essential job functions. Employees today are expected to take initiative and engage in those behaviors which insure that the organization's goals are realized. Moreover, the rapid pace of change in many industries today has made the "job descriptions" per se somewhat obsolete". Creativity has been defined as "the product of novel and useful ideas". Creative ideas are derived from the employees' abilities to identify relationships or associations that others did not see. Innovation or creativity is not a straight forward process. According to

Crossan and Niccolini innovative learning is obviously complex, involving a mix of rational, intuitive, emotional and social processes. Similarly, a number of studies have fairly established that emotion plays an important role in employees' readiness to be creative and innovative Studies have shown that EI is related to innovation and creativity Employees with high EI will result in high innovator role but employees with low EI will end up with low innovator role. Emotionally intelligent employees are able to identify, understand, manage and use negative or positive feelings by the way of finding associations among available elements to find novel and creative solution to the problem at hand. The relationships, nonetheless, are moderated by service types in which the employees are working. In professional service, services offered are customized and require discretion and judgment from the service providers. Creativity and innovation in one's job is highly valued in attending to the customers' needs and concern. In service shop, the need for EI is lower compared to professional service. Complying with the job requirements and using little discretion and judgment are expected from the employees. Their role is restricted to the organizations' established rules. In mass service, since the services offered are standardized, routine and with minimum level of interaction with the customers, service providers cannot use EI abilities to facilitate their innovator role. Employees in fast food restaurants, for example, are working in accordance to the established standard operating procedures (SOP) with little interaction with the customers. Deviation from the procedures is not tolerated therefore, the need for EI to facilitate employees' innovator role is minimum in mass service. They need routine worker more than EI in performing effective work. Therefore, the following proposition is suggested.

Proposition 3(a): Depending on service types, EI significantly and positively influences work effectiveness through innovator role. The influence of EI on work effectiveness (innovator role) is high in professional service, moderate in service shop and low in mass service.

Proposition 3(b): Depending on service types, routine worker significantly and positively influences work effectiveness through innovator role. The influence of routine worker on work effectiveness (innovator role) is high in mass service, moderate in service shop and low in professional service.

EI and Organization Role

Organization has been defined as going above the call of duty in one's concern for the firm. The concept is associated with organizational citizenship behaviors (OCBs) where OCBs are defined as discretionary behaviors on the part of a person that are believed to promote

directly the effective functioning of an organization. Researchers have recently realized the importance of organization role in employees' work performance model consists of behaviors that go beyond specific role requirements, with the stipulation that such behaviors are performed voluntarily without expectation of rewards They include altruism (helping others), conscientiousness (going beyond the minimum role requirements), courtesy (preventing work related problems from occurring), sportsmanship (tolerating unfavorable circumstances without complaining) and civic virtue (participating in, involving in, and concerning about the life of the company)

Research has demonstrated that positive emotion (e.g. enthusiasm and pride) is related to organizational citizenship behavior (OCB) whereas negative emotion (e.g. anger and anxiety) is related to counterproductive work behavior (CWB). OCB is associated with empathy and perceived ability to help. Abraham (1999) claimed that EI may enhance certain pro social behaviors, one of which is assisting coworkers with personal matters. Research has also shown mixed results on the ability of EI to enhance citizenship behaviors. Day and Carroll (2004) found that EI were unrelated to individual-level citizenship behavior but somewhat related to group-level citizenship behavior. Similarly, found that the association between EI and OCB directed at the organization becomes more positive as cognitive intelligence decreases, but not the association between EI and OCB directed at the individual. Employees who have high EI abilities are able to generate positive emotion and reduce negative one through emotion management to achieve high organization role but employees with low EI abilities may end up with low organization role. Again, the relationships are moderated by the types of services with which the employees are associated. In professional service, since the service is customized dependent on employees' discretion and high interaction with the customers, the abilities to perceive, understand, manage and use emotions in self and others will significantly contribute to organization role. Employees with high EI abilities are able to align their needs and organization needs and able to anticipate their future with the organization. Besides, they are able to see others' work related problems and are willing to offer their help. In service shops, since the services are more standardized and less interaction with the customers as well as other employees, going above the call of duties e.g. helping others and promoting the company may produce better outcomes but not as significant as in professional service. In mass service, offering standardized and routine service does not significantly require employees' discretion and judgment as well as interaction with others. Therefore, EI role is the least significant in helping the employees to perform well as suggested by that doing "object-related work" does not require effective emotion

management. Besides, going above the call of duties, to help others and promoting the organization for example, is the least significant in the service delivery. Conforming to the SOP is the norms. Therefore, the following proposition is recommended.

Proposition 4(a): Depending on service types, EI significantly and positively influences work effectiveness through organization role. The influence of EI on work effectiveness (organization role) is high in professional service, moderate in service shop and low in mass service.

Proposition 4(b): Depending on service types, routine worker significantly and positively influences work effectiveness through organization role. The influence of routine worker on work effectiveness (organization role) is high in mass service, moderate in service shop and low in professional.

Managerial and Research Implication

Since it has been established that EI affects work effectiveness of the service providers especially those who are associated with professional service, the management should consider selecting staff with high EI and developing the EI skills and abilities so that the human capital is ready to pursue particular strategies of customer intimacy, care and nurturing. Given that EI abilities can be developed, training in specific facets of EI; appraising, understanding emotions and managing in self and others as well as utilizing emotions to facilitate performance would guarantee that the service providers could deliver services as expected by the management. Training in EI is proven to enhance service provision. Moreover, the management should consider the organization's compensation system to value not only the hard skills but also the soft skills of the employees. Besides, the compensation system should also reflect on the employees' creativity and innovation, teamwork effectiveness and organization citizenship behaviors. These employees' extra-job roles require high EI abilities. Another aspect to consider is the current selection process practiced by the organizations. Again, the selection process should reflect not only on the applicants' hard skills but also their soft skills. New employees with high emotional awareness and regulation should be hired .The paper limits its scope in investigating the relationship between EI and WQ. Some moderating factors that naturally embedded in the service types have been included (by design) but some are omitted (those related to personal differences such as personality traits). Future research should include these factors to control the unintended variances. Besides, future research should focus on testing the conceptualization of the relationships between EI and WQ in different service settings.

However, proper care should be taken in ensuring that the findings are valid and reliable so that they can be generalized to the whole service industry. First, there are abundant of EI measures available to be adapted.

Researchers should properly select the best measure that can produce the intended results. A brief but practical scale should be used so that the researcher should obtain an acceptable response rate. Second, the homogeneity of the sample should be ensured by looking at the organization with a comparable size or operation (e.g., HQ or branch) .A proper selection of the sample is able to reduce the unexplained variance due to sampling error, and what remains is the one explained by the variables in the model. As an internal measure, job performance should be observed from two different perspectives; peer evaluation and supervisor evaluation. It is suggested because looking at job performance from different perspectives can eliminate or at least reduce the bias associated with the single source ratings. Furthermore, the accuracy of the assessment is more likely to be achieved because the peer can provide information that the supervisor is lacking since the peer is closer to the employee than the supervisor.

ROLE OF PERSONALITY TRAITS IN IMPROVING WORK EFFECTIVENESS

In **psychology Trait theory** is a major approach to the study of human personality. Trait theorists are primarily interested in the measurement of *traits*, which can be defined as habitual patterns of behavior, thought, and emotion. According to this perspective, traits are relatively stable over time, differ across individuals (e.g. some people are outgoing whereas others are shy), and influence behavior.

These traits are considered synonymous with pre-dispositions to act in a certain way. Traits are considered to be stable, enduring, and consistent across a variety of differing situations. Those who exhibit the trait or need to achieve success, for example, can be expected to have a predisposition toward competitiveness and assertiveness in many situations.

Built on the work of Cattell and other traits theorists, Lewis Goldberg proposed a five dimension personality model, nowadays, known as the Big Five. This five-dimension personality model is subject to various researches and has aroused the interest of professionals interested in personality psychology studies.

Gordon Allport was an early pioneer in the study of traits, which he sometimes referred to as dispositions. In his approach, *central traits* are basic to an individual's personality, whereas *secondary traits* are more peripheral. *Common traits* are those recognized within a

culture and may vary between cultures. *Cardinal traits* are those by which an individual may be strongly recognized. Different trait qualities are listed below which helps a person to improve work effectiveness.

Soft Skills

Although soft skills refer to a wide range of abilities including flexibility, creativity, problem solving skills, listening skills, we have chosen those which have been found to be relevant to our area of interest, namely: communication skills, team building skills, leadership skills, stress management skills, time management skills, conflict management skills, trustworthiness and organizational effectiveness.

Communication Skills

Communication is the process of a sender transmitting a message to a receiver with mutual understanding; and the goals of communication are to influence, inform, and/or to express feelings.

Hence, the importance of effective communication cannot be minimized as the goals of communication often affect our behavior. Human communication is considered to be the structure on which human relations are built and contributes toward long lasting relationships.

If you are polite and friendly, chances are that others will in turn behave in a similar way towards you. However, if you are rude the other may retaliate, and thus may affect human relations either positively or negatively depending on the type of communication behavior people indulge in.

Team building skills

Team building is a technique designed to help work- groups operate more effectively. These include various aspects such as clarifying objectives of the team and team members; identifying problems; developing skills; utilizing available resources; developing working relationships based on trust. Team building encourages team members to examine how they work together, identify their weaknesses, and develop more effective ways of cooperating

Leadership skills

Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives. In order to be able to do this, leaders should possess Technical Skills (knowledge of and ability in any type of process or technique); Human Skills (ability to work effectively with people and to build teamwork); and Conceptual Skills (ability to think in terms of models, frameworks, and broad relationships, such as long-range plans).Recent

developments in the area is linked to the work of Daniel Goleman (1995), who states that "effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence". The five components of EI are self-awareness, self- regulation, motivation, empathy, and social skills.

Stress management skills

Stress can affect both physical and mental health. This is true among students who are sometimes confronted with undue pressure, when they have to meet deadlines in the submission of their assignments, projects or dissertations. Managing stress through different techniques and programmes relaxation, exercises, diet, biofeedback, social support, personal wellness, counseling and others can help alleviate and even eliminate the effects of stress and stressors on individuals.

Time management skills

The ability to effectively manage time through prioritizing and identifying and eliminating time wasters is the key to time management. It's one of the most important skills which students, likes the ones we have identified for the research, need the most. Their biggest enemy of students is procrastination, a frequently used defense in the case of poor time-management techniques.

Conflict management skills

There are two types of conflict: - the ones which can be classified as constructive and/or functional or destructive and/or dysfunctional; a second classification is to see conflict as intra individual, interpersonal, inter-group, intra-group or inter-organizational conflict. To resolve these types of conflict, one must identify their sources which can be due to individual differences, information sources, differing objectives and environmental factors. Conflict resolution skills can prevent behaviors of team members from degenerating into irreconcilable situations that may prohibit them from ever working together productively again.

Trustworthiness

Continuing relationship requires some degree of trust – defined as the capacity to depend on each other's word and actions. The existence and promotion of trust among students can only bring more benefits to the students themselves, and can also contribute towards avoiding conflicts. Trust is the basic requirement that can ensure the success of any human enterprise.

Organizational Effectiveness

Organizations "where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective

aspirations are set free, and where people are continually learning how to learn together". It is believed that organizational effectiveness is achieved by working all human system variables together in a balanced way. By doing this, the organization becomes an effective organization and a learning organization. When an organization becomes a learning organization, it takes an institutional permanence, and acceptable modes of behavior become self evident to its members. Such shared meaning held by members of the organization contributes to the establishment and reinforcement of organizational culture.

Intelligence

Dr Howard Gardner, professor of education at Harvard University, developed the theory of multiple intelligences in1983. The theory propounded that the traditional notion of intelligence, based on IQ testing, is far too limited. He instead proposed eight different intelligences to account for a broader range of human potential in children and adults. Gardner proposed the following eight intelligences which are employed in a variety of ways and a variety of settings, including work and educational settings. These intelligences are interactive and how they work together was prepared and presented below

The following **eight** intelligences were proposed:

1) Linguistic intelligence has to do with the capacity to use words spoken or written when communicating (Gardner, 1983). Specifically linguistic intelligence helps to display a facility with words and languages and indicates the use of syntax, structure, semantics and the meaning of language

2) Logical-mathematical intelligence this type of intelligence has to do with inductive and deductive reasoning, and mathematical concepts. Definition of the logical –mathematical intelligence lays emphasis on reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.

3) Spatial intelligence deals with the perception of visual and spatial world

4) Bodily-kinesthetic intelligence helps people to acquire the expertise in using the whole body to express ideas and feelings, and the ability to building and making things.

5) Musical intelligence is built around the use of rhythms, music, and sounds to illustrate and communicate creative thinking

6) Interpersonal intelligence helps people to indulge in and foster successful relationships, and emphasizes sensitivity to others' moods, feelings, temperaments, and motivations and their ability to cooperate in order to work as a group.

7) Intrapersonal intelligence is one of the intelligences present in people who are believed to have more self-knowledge and tend to be more introspective, and cognitively and consciously self-aware, and prefer to work alone.

8) Naturalistic intelligence concerns people who have the capacity to recognize and make distinctions between the natural and the artificial dimensions of things in the world.

Theories of Personality

Personality theorists, starting from the naïve personality theories, through the Greek personality theory based on bodily liquid, to C. Rogers, C. Jung, S. Freud, G. Allport, R. Cattell, H. Eysenck, L. Goldberg, and J. L. Holland have all proposed different definitions of personality, and have proposed different dimensions which make up personality.

Psychodynamic theories

Perhaps the most influential proponent of psychodynamic theory was Sigmund Freud (1933). Two distinguishing characteristics of the psychodynamic approach to personality have been its emphasis upon in-depth examination of the *whole* person, and its emphasis upon unconscious motives. In Freud's view, the id, ego, and superego form the tripartite structure of personality. The id represents the unconscious instinctual core of personality; in a sense, the id is the pleasure seeking mechanism. In contrast, the ego represents the conscious, logical, reality-oriented aspect of the personality. The superego represents the conscience of the individual; it is the internalized moral standards of society impressed upon the person by parental control and the process of socialization. The individual's unconscious sexual and aggressive instincts are major determinants of behaviours, according to Freud. Aggression in human beings represents a potential example of this approach.

Behaviorist Theories

The behaviorist school was developed by B.F. Skinner (1938). This theory emphasizes the "mutual interaction of the person with its environment". The contributions of John. B. Watson, father of American Behaviorism and of I. P. Pavlov has greatly influenced these theories that explain personality in terms of reactions to external stimuli.

Cognitive and Social Learning Theory

From the viewpoint of social learning theory (Bandura, 1977), behavior is not simply a function of unconscious motives (as in psychoanalytic theory) or underlying predisposition. Rather, human behavior is a function of social learning and the strength of the situation. An

individual behaves according to how she has learned to behave, as this is consistent with environmental constraints.

If the environmental situation is prominent, the effect of personality traits or unconscious motives upon behavior should be minimal. Two of the primary mechanisms through which individuals learn are modeling and social reinforcement. *Modeling*, or imitative behavior, refers to the phenomenon of learning through observation. *Social reinforcement* is based upon the notion that rewarded behaviors are likely to be repeated. Martens (1975) has defined social reinforcement as verbal and nonverbal communication passing between two individuals that can increase the strength of a response.

Humanistic Theory

At the centre of the humanistic theory of personality is the concept of *self-actualization* (Maslow, 1998; Rogers, 1961). The human organism possesses an innate drive or tendency to enhance itself, to realize capacities, and to act to become a better and more self-fulfilled person. In the developing personality, openness to experiences that then shape the individual is of critical importance.

It is not necessarily the experience that shapes the individual, but also the individual's perception of that experience. Self-actualization is an ongoing process of seeking congruence betweenone's experiences and one's self-concept.

PERSONALITY TRAITS OF SERVICE PROVIDER, SERVICE QUALITY AND WORK EFFECTIVENESS

Recognizing personality traits helps us interact with others better. It is especially helpful in the workplace, where there are many possible disagreements, misunderstandings, and lack of communication. By having a broad understanding of people's personalities, it will be easy to predict their tendencies in specific situations and adjust your actions accordingly. This will definitely improve your interpersonal and team dynamics skills.

One of the challenges in service quality measurement is how to quantify service quality perceptions so that businesses can use these measures to benchmark their service performances. This study demonstrates the need to weigh service providers perceptions based on their inherent characteristics such as personality traits.

It was hypothesized that the effect of service quality inputs upon service provider's participation and behavioral intentions will interact with individual differences. In particular, service provider's with high self-monitoring personality styles will prefer to participate most actively in situations where the service provider's behavior is strongly differentiated in terms of positive functional quality, rather than technical quality. In contrast, service provider's

with internal locus of control personality styles will prefer to participate most actively in situations where the customer behavior is strongly differentiated in terms of positive technical quality, rather than functional quality. Thus, it was hypothesized that service provider's participation can have both positive and negative outcomes depending on the psychological style of the service provider and on the type of customer expectations for service. The study results indicate that components of technical and functional quality inputs into the service creation and delivery, and personality trait differences, can have varying impacts upon the overall service quality evaluations of service provider.

The present study presents evidence that service provider shape their own service experiences through their traits and through the display of positive emotions by customers. The field of emotion management has concentrated on display of positive emotions to customers.. Personal characteristics of the service providers, such as personality traits, were also proposed to affect the display of positive emotions (Rafaeli,1989). The focus of the present study is on service providers and how organizations can create environments that induce pleasant service encounters. In particular, service providers personality traits, play a role in the service experience, since they can affect service delivery process and outcomes (Lovelock & Young, 1979).Research has explored the impact of service providers behaviors on service deliver and the impact of customer affective responses toward service providers . However, the relationship of customer traits with the behaviors of service providers is not well understood. A service interaction is dyadic and reciprocal. As is depicted in Weick's (1995) "double interact," what an individual first says is followed by the response of another, which is then followed by the response of the first person. We therefore theorized that both the service provider and the customer affect each service interaction.

Research on "emotional contagion" has also shown that exposure to images of a person displaying positive or negative emotions can result in a corresponding change in the emotional state of the observer. Therefore, the focus on the present study is on service provider's traits and the role they play in service encounters. In most service encounters, they are expected to display positive emotions toward customers, regardless of actual emotions felt.Although there are several positive personality traits that could be investigated in a service context; we chose agreeableness, since the focus of agreeableness is maintaining harmonious relations. *Agreeableness* refers to an individual's propensity to defer to others. The secondary traits underlying agreeableness are kindness, warmth, sympathy, and sensitivity (Saucier, 2002). Whether it is the service provider or the customer who displays agreeableness in a service context, a display of this trait will promote the harmonious

relationship that is of primary importance in this context. Service providers high in agreeableness strive to maintain good social relations and are by nature courteous, good-natured cheerful, and tolerant (Costa & McCrae, 1985). In a service interaction, highly agreeable customers will elicit positive emotion displays by service providers. In addition, individuals high in agreeableness regulate their own emotions, especially during "negative-emotion situations" (Tobin, Graziano, Vanman, & Tassinary, 2000). Therefore, even if a service provider is not pleasant or a customer does not feel positive at the moment of interaction, a service provider high in agreeableness will exert effort to control his or her emotions to maintain good social relations.

According to research on emotional contagion, good cheer expressed by a service provider high in agreeableness in turn increases the likelihood that a customer will report a positive service encounter (Pugh, 2001; Tsai, 2001). The highly agreeable customer, upon the display of positive emotions by a service provider, will be satisfied with the service experience and evaluate the service provider in a favorable light (Brown & Sulzer-Azaroff, 1994; Pugh, 2001; Tsai, 2001).

CONCLUSION

Service work involves interacting with others (customers, colleagues and managers), therefore dealing with emotions is inevitable. This paper examines the role of EI in influencing work effectiveness in service organizations. EI as an ability to perceive, use, understand and manage emotions is critical for service providers to effectively carry out their work. Borrowing model of job performance, it has been shown that EI plays a salient role in influencing service providers' job role, career role, innovator role, team role and organization role towards an extent that is required by types of services to which they are associated. Using service positioning matrix, the propositions are made based on the characteristics of service types. EI is proposed to be the most salient concept in professional service whereas employee retention is the most important concept in mass service to influence employees' work effectiveness. The role of EI as well as service provider in service shop is believed to be moderate. Besides this the role of personality traits can also not be neglected as they also help a human being to increase their work effectiveness which is also important in today working environment.

SCOPE OF FUTURE RESEARCH

Emotional Intelligence and its implications on service quality has a very wide scope as the service industry largely depends upon the human factor .Previous studies have proven that E.I has a direct impact on service quality which in turns affect the productivity of the service

organization .This study can be specifically extended in different sectors such as Banking, Insurance, Hospitality, Education and so on.

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