

**The Effect of Emotional Intelligence on Salesperson's Behavior
and Customers' Perceived Service Quality**

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Abstract

This study discusses salespersons' emotional intelligence, one of the key abilities necessary to meet customers' needs effectively, and express positive emotions in frequent interactions with customer. Emotional intelligence refers to self-controllability and social ability emphasizing pro-social aspect and understanding of others. This study investigates how salespersons' emotional intelligence affects adaptive selling and positive emotional expression during the process of interaction with customers, and how such adaptive selling and positive emotional expression affects the quality of service perceived by customers. The results show that greater salespersons' emotional intelligence results in better adaptive selling and positive emotional expression. Such adaptive selling and positive emotional expression had significant effects on the quality of service perceived by customers. These results are important in that they address emotional intelligence as salespersons' emotional ability, which has been overlooked as an antecedent variable for improving adaptive selling and display of positive emotion, consequently provide another factor to help salespersons improve their selling behavior.

Introduction

One of the most important intangible assets for a company is the formation of social relationships, which is an essential condition for a company in maintaining productivity. The most important aspect in such social relationships is the relationship between employees and customers, in recent years emotional intelligence is one of the employees' ability attracting attentions for a good relationship with customers (Prati et al. 2003).

Many theories of organization or management have emphasized the rationality of an organization and taken much interest in members' intellectual ability (Fineman 1993; Pinder 1998). However, recent studies indicate that it is an individuals' emotional ability that is of importance in maximizing personal performance. Researchers in organizational psychology have begun to accept members' emotional ability, particularly emotional intelligence, as an important subject for study and are also showing much interest in the influence of individuals' emotional intelligence on

organizational performance. This emphasizes that in addition to members' intellectual ability, emotional intelligence is a variable that can never be excluded because of its significant effects on many organizational behaviors such as motivation to perform tasks, display of leadership, and devotion and commitment to a job. In other words, employees with great emotional ability demonstrate higher organizational commitment and devotion to a company, which can then enable the company to improve its long-term productivity (Bardzil and Slaski 2003). Therefore, it is important for members to possess emotional intelligence in order to get excellent performance and how to manage this ability is connected directly with organizational success.

Despite such significant influence of emotional intelligence on employees' performance, it is difficult to find marketing approaches to emotional intelligence. In terms of marketing, research relating to the role of emotions has mainly focused on customers. In other words, the focus has been placed on the effects of customers' emotions on behavior during the process of purchase (Babin and Attaway 2000; Donovan et al. 1994; Swinyard 1993; Wakefield and Bake 1998;) and methods of managing customers' emotions (Menon and Dubè 2000). To influence customers in experiencing positive emotions, however, employees interacting directly with customers are required to recognize and regulate their own emotions and understand customers' emotion; it is emotional intelligence that is the ability indispensable for this requirement. This is because emotional intelligence refers to the competence of recognizing and regulating one's own emotions, understanding others' emotions, and maintaining good personal relationships with others.

Emotional intelligence is particularly needed by employees in close relationships with customers. Since salespersons interacting frequently with customers are typical of service employees, a high level of emotional intelligence is very important for these people. It is important to request salespersons to acquire considerable knowledge of sales but it is more important for salespersons to obtain sales performance, have competence in settling social conflict amicably, have social problem-solving skills, and possess a flexible way of thinking. Emotional intelligence refers to self-controllability such as recognizing and regulating of self and to social competence such as understanding and empathy of others, each of which serves as an important factor in allowing salespersons to enhance adaptability and positive emotion expression to customers. In other words, salespersons with higher emotional intelligence can more accurately recognize and regulate their own emotions, have a better understanding of customers' emotions, meet customers' needs more effectively, and are more likely to express positive emotions to customers, all of which are more likely to result in positive effects on salesperson performance and overall corporate performance (Cherniss and Goleman 1998; Goleman 1995). To cope effectively with the diverse

needs of customers during interaction with customer, salespersons are required to use society-friendly emotional ability as well as intellectual ability (Tomer 2003).

However, previous studies on salespersons' positive selling behaviors have provided cognitive factors including the will to attain excellent performance, selling skills, and monetary and non-monetary incentive as factors in inducing positive behaviors, but have overlooked emotional factors. If salespersons accurately recognize and regulate their own emotions and understand customers' emotions, significant effects will be exerted on their selling attitude and behavior toward customers (Fatt and Howe 2003). This study, therefore, investigates the effects of salespersons' emotional intelligence on adaptive selling behaviors and positive emotional expression, effect of salespersons' adaptive selling behavior and positive emotional expression on customers' evaluation of service quality. This demonstrates that salespersons with higher levels of emotional intelligence are more likely to exhibit adaptive selling behaviors sufficient to meet the diverse needs of customers, express positive emotion, and ultimately improve the quality of service perceived by customers. An empirical test of this will be able to provide an opportunity to take interest in salespersons' emotional intelligence and its development from both a practically and academically.

Theory and Hypotheses

Emotional Intelligence

Components of Emotional Intelligence

Traditional studies on intelligence fail to mention emotional intelligence. However, recent studies insist that intelligence is not the only variable used for predicting life satisfaction, happiness, personal productivity, and positive relationship with family and the beloved, mentioning another variable is emotional intelligence. It is insisted that the concept of intelligence is not only concerned with cognitive intelligence, but should include personal relationships, environmental adaptability, practical skill, and social competence. Therefore in recent years, research on intelligence began to take interest in emotional intelligence rather than being limited to cognitive ability. Mayer and Geher (1996) mentioned that emotional intelligence is different from general intelligence and that the former is differential intelligence that needs to be investigated in the future.

Emotional intelligence suggested by Salovey and Mayer (1990) is a concept in an improved form based on Thorndike's (1920) social intelligence. Social intelligence which ranges too widely from personal studies and human relations to moral percepts was hard to measure (Salovey and Mayer 1990). So Salovey and Mayer (1990) developed the concept of social intelligence into more elaborate one, suggesting the concept of emotional intelligence. They defined emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". This suggestion by Salovey and Mayer (1990) became popularized by Goleman (1995).

Goleman (1995) added self-motivating, and relationship management (or social skills) to the concept of emotional intelligence defined by Salovey and Mayer (1990). It is motivation and social relationships that were emphasized along with such change. Goleman (1995) divided emotional intelligence into five dimensions and expressed it a high-level ability to regulate one's mind, personal relationship, learning situations, and activity area effectively to live a satisfactory life. First, self-awareness is the ability of understanding one's own emotions accurately. Second, self-regulation is the ability of regulating self-emotion and impulses properly in a balanced way. The fundamental goal of self-regulation, therefore, is not to control emotion, but to keep emotional balance. Third, self-motivating refers to the ability to motivate oneself to achieve a goal. Fourth, empathy refers to the ability of recognizing and understanding others' emotions. Fifth, social skill is the ability to keep good personal relationships and form social relationships.

While Salovey and Mayer (1990) focus on the concept and dimensions of emotional intelligence on processing information about emotions, Goleman (1995) focuses on implications, applicability, and practicality of the concept of emotion intelligence. He also indicates that the key to emotional intelligence is largely composed of self-motivating and personal relationships skills, which can be indicators to predict success in a workplace.

Since there was criticism that their initial definition provided discussion only in terms of recognition and control of emotion but mentioned no ability of thinking of emotion and that the concept was still ambiguous, Mayer and Salovey (1997) revised the definition to complement it. They defined emotional intelligence as "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when the facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth". Salovey and Mayer (1990) and Mayer and Salovey (1997) conceptualized emotional intelligence as composed of four distinct dimensions (Wong and Law

2002): 1) appraisal and expression of emotion in the self. This relates to the individual's ability to understand their deep emotions and be able to express these emotions naturally. People who have great ability in this area will sense and acknowledge their emotions well before most people. 2) appraisal and recognition of emotion in others. This relates to peoples' ability to perceive and understand the emotions of those people around them. People who are high in this ability will be much more sensitive to the feeling and emotions of others as well as reading their minds. 3) Regulation of emotion in the self. This relates to the ability of people to regulate their emotions, which will enable a more rapid recovery from psychological distress. 4) Use of emotion to facilitate performance. This relates to the ability of individuals to make use of their emotions by directing them towards constructive activities and personal performance.

Emotional intelligence is one of controversial themes in researches in the field of industrial and organizational psychology (Rooy and Viswesaran 2004). Although emotional intelligence is obviously a new and interesting concept, there is a question at issue: how is emotional intelligence different from cognitive ability or personality? Approaches to this question can largely be divided into two categories: first, the ability model, which sees emotional intelligence as an ability to accurately reason and recognize information extracted from emotion. This places the focus on how emotion can facilitate thinking and induce adaptive behavior. That is, it believes that emotion affects people's thinking, decision-making, planning, and creative performance. Since this sees emotional intelligence as skill rather than as personality trait, it tries to use a tool to measure an objective ability, such as an IQ test. Mayer, Caruso, and Salovey (1999), Mayer, Dipaolo, and Salovey (1990), Mayer and Salovey (1993), and Salovey and Mayer (1990) used the ability model to investigate emotional intelligence. The second approach is the mixed model. The mixed model regards emotional intelligence as related to personality trait rather than as an ability. Goleman (1995) and Bar-On (1997) investigated emotional intelligence on the basis of the mixed model. They called their model as a mixed model because it included even non-cognitive factors, such as personality, attitudes toward emotion, and affective well-being. However, such a mixed model has a problem that it includes even outcome of emotional intelligence as its component. While any definite conclusion has not yet been drawn concerning which is right and which is wrong, many researches in relation to this problem are under way. They include a study to test association between emotional intelligence and cognitive ability (e.g Lopes, Salovey, and Straus 2003) and a study to test association between emotional intelligence and personality (e.g Ciarrochi, Chan, and Caputi 2000; Davies, Wong, and Song 1998; Schutte et al. 1998; Law, Wong, and Song 2004). However, there are few researches dealing with both association and discrimination among

emotional intelligence, cognitive ability, and personality. Since how emotional intelligence is discriminated from cognitive ability or personality is considered as very important in researches on emotional intelligence, it is a theme which should be investigated continuously.

However, this study intends to place the focus on the ability model of two models for emotional intelligence. Researchers who supported the ability model believed that emotional intelligence was closely associated with expression ability. This is because superior expression ability is necessary to recognize one's own emotion and others' and use emotion properly on this basis. Since the ability model sees emotional intelligence as obtainable skill, not as personality or disposition, it shows possibility of improvement through employee training at the organizational level. For a salesperson as the target of this study, expression methods for customers are very important during the process of interaction with customers. Customers' perceived quality of service depends on what behavioral and emotional expression a salesperson gives to customers. While it is important to select salespersons with high emotional intelligence at the corporate level, possibility of improving salespersons' emotional intelligence through training can lead to higher possibility of cultivating able salespersons and securing satisfied customers. In this respect, this study intends to adopt a viewpoint of the ability model, using four emotional areas (self-emotion appraisal, others' emotion appraisal, regulation of emotion, use of emotion) suggested by Salovey and Mayer (1990) and Mayer and Salovey (1997).

Emotional Intelligence and Performance

The issue of human emotional ability has long been the target for attention of psychologists, who regarded human emotional ability as a medium that might not only be determined by the social structure and culture, but also as a medium that could reproduce or change the whole society. In recent years, the issue of salespersons' emotional ability within an organization has begun to attract the attention of researchers in the field of organization (Ashforth and Humphrey 1995). Before the study of Hochschild (1979, 1983), despite contributions to improvement in personal relationships, creativity, community commitment, and group morality, emotional ability was not considered as an important factor for practical business operations, but simply as an instinctive aspect of human beings and a social-cultural component. In terms of construction and management of a labor organization, emotional ability failed to be recognized as competence but was regarded as a factor to be excluded or ignored in order for laborers to improve productivity. Ashforth and Humphrey (1995) says that emotion is indispensable for organizational life; despite the fact that experience in an organization cannot be separated from emotion, emotion in an organization

continues to be underestimated and, instead, rationality has been considered as an effective means for organizational life. Although psychologists indicated that emotional ability is different from intellectual ability and it is an important factor in explaining human behavior, it is not until recent years that business administration began to take interest in emotional ability. This is because an emotional response was considered as a deviational phenomenon that was destructive, illogical, full of prejudice, and weak, where research on emotion in an organization has been delayed, compared with other fields. In general, corporate organizations have taken interest mainly in the effects of such cognitive factors, as employees' characteristics, relationships with supervisors, and compensation on their work attitudes (Hackman 1992).

However, recognizing that individual members' active commitment to an organization is indispensable for maximizing personal performance, they began to value individuals' emotional ability as a factor in making members committed and devoted to an organization. That is, it was noted that individuals' emotional ability should be one of the most important factors in enabling members to be satisfied with and committed to their job and organization, and to participate actively in organizational changes and innovation (George and Brief 1996). Emotional intelligence is typical of such emotional ability and affects individuals' needs for achievement, group cohesion and conflict management, maintenance of good personal relationships, and various other types of organizational performance. First, emotional intelligence affects members' need for achievement. Those with higher levels of emotional ability are more likely to be motivated to work and be emotionally committed to work. Studies reveal that the commitment to an individuals work is getting greater in sequence of physical investment, cognitive, and emotional investment (Kahn 1990). In other words, employees become truly committed to their work when they are emotionally committed, rather than cognitively committed; greater motivation for work becomes more palpable when they can become emotionally committed to the work. Altruistic, helpful, and participatory behaviors also depend on relationships based on emotional exchange, not on calculative relationships (Isen 1984; Organ 1990). This means that personal emotional ability plays an important role in motivating members to become more committed. Therefore, emotional intelligence improves salespersons' productivity and, ultimately, increases sales and profits of a company (Cherness 2000; Cooper and Sawaf 1997). Second, emotional intelligence affects on group cohesion and conflict management. Cohesion is solidarity between a group and members and its intensity may be established and maintained by emotional ties among members. As the opposite of cohesion, intra-group and inter-group conflict is caused by the failure of emotional regulation and misunderstanding of others' emotions, consequently causing distrust and hostility

(Ashforth and Humprey 1995). Therefore, those with higher levels of emotional intelligence are more likely to demonstrate great group cohesion and diminish conflict through the process of regulating their own emotions and understanding others. Third, emotional intelligence can result in organizational commitment. Nikolaou and Tsaousis (2002) proved that emotional intelligence is remarkably correlated with organizational commitment, suggesting that employees with higher emotional intelligence are more likely to value what they are doing and thus increase mutual commitment and loyalty between themselves and the organization. The higher the levels of emotional intelligence, the more patient the individual; such patience can improve organizational commitment as compared to that of lower levels (Tomer 2003). Fourth, emotional intelligence can make contributions to the maintenance of good personal relationships. This means that personal relationships can be maintained harmoniously through the process of effectively expressing and regulating emotion. In other words, social relationships can be kept positive and smooth through the ability to express emotions applicable to a given situation, and regulate one's own emotions. It is therefore essential for good social interaction to regulate and express one's own emotions to fit a social situation (Kopp 1989; Tomer 2003). In relationships between service employees and customers, high emotional intelligence of service employees serves to provide customers with good service and satisfy customers' needs. It also serves to form good relationships with customers and can become a foundation for getting customer loyalty. Fifth, emotional intelligence may affect various other types of organizational performance. Emotional intelligence serves to improve morale of employees, increase productivity, improve job efficiency, and increase sales performance and profit (Cherniss 2000).

Since emotional intelligence affects various areas including employees' job commitment, productivity, cohesion and conflict resolution, and formation of relationship with customers, discussion on emotional intelligence is necessary at the corporate level. In particular, discussion on salespersons' emotional intelligence is necessary to form good relationship with customers.

Salesperson's Emotional Intelligence

Despite such contributions of emotional intelligence to an organization, there has been little research relating to the effects of emotional intelligence on service organization. Service organizations are settings that require interpersonal interaction. For salespersons frequently interacting with customers, in particular, emotional intelligence is an important emotional ability that can affect how to serve customers in a selling situation; however, there is insufficient research

relating to this statement. The salespersons' job is to interact with customers in a selling situation; the core of sales is how a salesperson serves customers. Service employees' emotional intelligence can affect method of providing service to customers. Salesperson with high levels of emotional intelligence manages their interactions with customers in a more effective manner. Affective commitment toward other people is a necessary component of social interaction and argued that the showing of positive emotions is associated with a high likelihood of success at work(Nikolaou and Tsaousis 2002; Rafaeli and Sutton 1990). Abraham (1999), based on her own earlier observation that optimistic insurance salesmen would perform better than pessimistic salesman, proposed that emotional intelligence is directly related to performance. In the process of interaction with customers, employees should show an interest in customers and grasp their needs. Effective interaction may be expressed as broad interpersonal competencies, for example: adaptive selling, positive displayed emotion. Adaptive selling and expression of positive emotion are service providers' behavioral response by which intangibility of service is revealed in a tangible form. These are reflected in their observable physical behaviors and displays of initiative motivation, effort, appearance and so on (Bardzil and Slaski 2003). The Integrational ability afforded by high levels of emotional intelligence is interpreted as the antecedent variable of excellent service behaviors, and is thus central to the delivery of positive service at the level of the individual and the development of a climate for services at the level of the organization. After all, for relationship between service providers' emotional intelligence and behavior, the higher emotional intelligence is more likely to result in effective customization, adaptive behavior, and expression of emotion required by an organization. So service providers' emotional intelligence and behavior (adaptive selling behavior and expression of positive emotion) are closely correlated.

Effect of Emotional Intelligence on Adaptive Selling

Taylor (1983) says that adaptation is a process of coordination based on interaction and has three factors: inquiry into knowledge obtained from personal experience, efforts to solve a problem, and self-fulfillment and appraisal of the result. Taylor indicates that adaptation depends on level of individuals' acceptance of changes in a situation and condition, and on personal abilities to take well advantage of this change.

For salespersons, adaptation means that to customers. They should present a selling method to fit each of customers during the process of interaction with customers. That is, it is related to adaptive selling. Adaptive selling is defined as change or correction selling behaviors during the process of interaction with customers on the basis of perceived information (Weitz 1981; Weitz,

Sujan, and Sujan 1986). Adaptive selling is to make differential and special sales presentations to each customer while nonadaptive selling is to make the same sales presentation to all customers (Baldauf and Cravens 2002). The basis of adaptive selling behaviors is to understand the character of selling situations (Spiro and Weitz 1990; Weitz et al. 1986), which means salespersons' adapt sales approaches flexibly to customers and situations during the process of interaction with customers. Success in adaptive selling depends on how salespersons can correct a message to give customers on the basis of accurate reflection of customers' response. It can thus be said that salespersons' adaptive selling is the ability to adapt behaviors to customers' needs (Hartline and Ferrell 1996). Contrary to adaptive selling, nonadaptive selling applies to a certain selling technique which is believed to be optimum to all customers, regardless of the situation. Humphrey and Ashforth (1994) indicate that salespersons who serve customers thoughtlessly in the same way can easily make a mistake and find difficulty in meeting their personal needs. Szymanski (1988) also says that employees with higher performance may examine the needs of each customer for goods and for a selling situation, before setting a sales strategy. Such an adaptive selling strategy may enable effective sales presentation to customers and lead to an increase in sales through quick situational adaptation to customers' responses to sales messages during the process of interaction. The salespersons' adaptive selling behavior is strongly correlated with behaviors to meet customers' needs and requirements, and thus result in a long-term partnership with customers. Therefore, the most significant core of adaptive selling is to select a proper sales strategy according to a selling situation, and make appropriate correction during the course of interaction with customers (Baldauf and Cravens 2002).

Antecedent variables mentioned by previous researches in adaptive selling include organizational characteristics (Vink and Verbeke 1993), learning orientation and performance orientation (Sujan, Weitz, and Kumar 1994), salespersons' knowledge structure (Weitz, Sujan, and Sujan 1986), differences in adaptive selling according to salespersons' demographics (Levy and Sharma 1994), and scales to measure adaptive selling (Spiro and Weitz 1990). In addition to these antecedent variables, however, salespersons' emotional intelligence is likely to affect adaptive selling behavior. Previous researches make no independent and definite mention of the effects of salespersons' emotional ability on adaptive selling. They simply deal with the effects of rational factors, such as organizational characteristics, salespersons' knowledge, and goal orientation, to adaptive selling. However, customers' needs today continue to diversify and change. In such a situation, salespersons are gradually having difficulty in meeting the personal needs of customers. Therefore, approaches based on organizational characteristics and salespersons' knowledge have

limitations in discovering factors affecting adaptive selling behavior. Salespersons are required to have the ability to grasp and manage self-emotions, understand customers' emotions, use emotion to fit the character of selling situations during the process of interaction with customers (Spiro and Weitz 1990). Goleman (1995) emphasizes that the higher the level emotional intelligence, the greater a spirit of sacrifice and altruism by sacrificing one's personal interest for others. Emotional intelligence cannot only be applied to oneself, but also to others, those with higher levels of emotional intelligence are more likely to be very sociable (Liff 2003). Salespersons serving customers may represent a company; the quality of service perceived by customers and customer behavior can vary depending on how they serve customers. To effectively meet customers' needs which are gradually changed, salespersons are required to have the ability to understand customers, grasp and regulate self-emotions, understand customers' emotions, use emotion to achieve a goal and maintain good relationships with customers, in addition possessing considerable knowledge of sales. Self-emotion appraisal refers to the ability to accurately screen out negative emotion experienced in personal relationships and to the psychological process of analyzing the meaning of these emotions; therefore, it plays a role in preventing indifference, insensitivity, and impersonal treatment for others (Mayer 2001). The salespersons with high level of self-emotion appraisal ability will have a growing tendency to respect and consider customers through the process of introspection. Others' emotion appraisal refers to the willingness to consider and understand others. Therefore, those with high level of others' emotion appraisal ability are willing to recognize others' emotions and thinking, and look at situations from others' viewpoint. In short, they are adaptive to others. Likewise, salespersons with high level of customers' emotion appraisal ability are willing to consider and understand customers and look at selling situations from the customers' viewpoint; therefore, they become more adaptive to customers. Regulation of emotion plays a role in lowering the level of negative emotion experienced in personal relationships and in maintaining a balanced state of emotion. Therefore, salespersons with high level of self-emotion regulation ability can maintain many types of emotions experienced during the process of interaction with customers in a balanced state, and conduct selling activities from the customers' viewpoint. Those with higher level of emotion use ability are more likely to be patient, overflowing with self-confidence, goal-oriented, positive, and efficient (Zhou and George 2003). These persons are emotionally stable and have great respect for others in personal relationships (Denham 1993). These persons also are very stable in conducting tasks, and they are cheerful, responsible, and considerate of others. Therefore, salespersons with higher level of emotion use skill are more likely to be emotionally stabled, positive, efficient, and thoughtful of customer relationships and

thus conduct selling activities from the viewpoint of the customers'. This means emotional intelligence is an antecedent factor in adaptive selling behaviors, to fit a selling situation. Salespersons with higher levels of emotional intelligence are quite likely to be more effective in adapting to each customer, in the use of sales approaches according to situations, and in the use of sales approaches appropriate for individual customers.

Greenbaum (2000) says that today's customers demand positive, emotional, and impressive experience and that salespersons supplying such experience can enjoy more competitive advantages than those simply supplying high-quality service. He insists that salespersons who grasp customers' emotions accurately and serve them effectively according to their emotion in a shopping situation, can obtain greater customer loyalty. This demonstrates that salespersons with high emotional intelligence are more likely to grasp customers' emotion accurately and thus adapt their emotions to fit the situation. Salespersons, who fail to recognize their own emotion, regulate negative emotion properly, grasp customers' emotion correctly, are slowly responded to customers need, and therefore cannot give emotional value to customers. Huy (1999) insisted that individuals' emotional intelligence could not only help them make personal adaptation but also situational adaptation within an organization. This means that salespersons who can to grasp self-emotions and understand customers' emotion, regulate self-emotion, and have an exceptional ability to manage others, that is, salespersons that have high emotional intelligence are more likely to conduct adaptive selling behaviors.

H1: Salesperson's emotional intelligence(self-emotion appraisal, others' emotion appraisal, regulation of emotion, use of emotion) will be positively associated with salesperson's adaptive selling.

Effect of Emotional Intelligence on positive salesperson-displayed emotion

Positive mutual relationship between customers and salespersons is important to customers for having positive experiences during contact with salespersons, and the emotion salespersons display to customers is very important in making such mutual relationship (Staw and Barsade 1993). In particular, one of the critical methods for today's retailers exposed to keen competition to differentiate them is improvement of customer service through salespersons (Bush et al. 1990). The service, salespersons provide customers, is considered as very important not only in typical service businesses, such as hotels and airlines, but also in all places, including discount stores and department stores, where goods are sold. Employees of hotels, airlines, and department stores that

place more importance on human service represent an organization and influence customers' satisfaction and purchase intention during contact with customers. Therefore, the emotion service employee express is becoming an important concern for management. For this reason, an organization constantly attempts to indicate and control the way that employees express themselves to customers (Hochschild 1983). As a result, emotional expression determined and required by an organization is becoming an important component of jobs imposed on employees. This is because employees' displayed-emotion has significant association with the quality of service provided to customers (Wharton 1993). A number of companies decide desirable types of emotion and request employees to express standardized emotions dictated by management. That is, they control emotional expressions to fit organizational rules.

However, employees as human beings often fail to display emotion demanded by a company inconsistent with their experienced emotions. They sometimes must be forced to smile and to make positive emotional signal regardless of experienced emotions, in order to meet organizational rules even in a personally weary and hard situation, this is called emotional labor by psychologists. The phenomenon that modern laborers should control their emotions according to organizational standards and express their emotions according to fixed expression rules is defined as 'commercialization of human feeling' by Hochschild (1983). Such commercialization of human feeling is to use emotion as a tool to achieve an organizational goal in that, salespersons are able to make a profit through good interaction with customers by expressing not their actual experienced emotion but standardized emotion.

Then, which employees can effectively express such positive emotion suggested by the organization? Rafeli and Sutton (1987) mention that previous researches provide managers with no solution for hiring employees able to communicate their positive emotions effectively, and emphasize the need of research relating to this topic. That is, what is necessary is consideration of salespersons' emotional ability, not consideration of cognitive factors, as presented by prior researches, and it is emotional intelligence that is particularly attracting attention among emotional ability.

Emotional intelligence is related to the ability to recognize and regulate one's own emotions, motivate oneself, understand others' emotions, and use emotion. People with higher emotional intelligence can more display their ability to skillfully reach a goal, even in a negative situation and motivate themselves and others to have a useful goal (Salovey and Mayer 1990). Although salespersons have negative experience through interaction with customers in a selling situation, salespersons with higher levels of emotional intelligence are more likely to perform their tasks and

express positive emotions without being disappointed or discouraged. Also, if the salespersons have a positive experience during the process of interaction with customers, they are more likely to actively express this experience. Self-emotion appraisal ability are the ability to perceive and classify one's own emotional signals; those possessing such ability are more likely to be autonomous and healthy mentally, experience positive thinking, and not be easily shaken by their emotions in personal relationships (Reiff et al. 2001). Therefore, salespersons are more likely to express positive emotion considering customers, not their experienced emotions since those with high level of self-emotion appraisal ability effectively recognize emotion experienced in relationships with customers and are not easily shaken. Others' emotion appraisal refers to the ability to understand with others, the attempt to concentrate and listen carefully to others, and the effort to read non-verbal thinking and feelings (Cherniss and Goleman 1998). This means great consideration of others and attempts to express positive emotion in relationships with others. Therefore, salespersons with high level of others' emotion appraisal ability may attempt to read customers' thinking and feelings from a customers' viewpoint, and are more likely to express positive emotions during the process of interaction with customers, because they are responsive to customers' emotions. Even if they have an unpleasant experience in relationships with customers, they can express positive emotions to customers. Also, if they have a pleasant experience in relationships with customers, they are unlikely to hesitate in expressing pleasant emotion experienced with customers during the process of interaction. Self-emotion regulation ability is the ability to keep calm, not being nervous, even in a stressful situation, defend oneself effectively from anxiety, and cure a negative emotional state quickly (Denham 1993). Therefore, it serves to have a positive viewpoint rather than negative viewpoint in personal relationships, and this leads to positive emotional expression. Salespersons with high level of self-emotion regulation ability never become nervous, keep calm despite the stress that can occur during the process of interaction with customers, and overcome negative emotional states effectively (Fatt and Howe 2003). They also have a positive viewpoint in relationships with customers and are more likely to express positive emotions to customers. Use of emotion serves to be optimistic and prevents one from being enervated, indifferent, frustrated, or depressed (Block and Kremen 1996). It is also related to adjusting and overcoming one's own emotion to attain a goal (Schutte et al. 2001). The salespersons are more likely to express positive emotions during the process of interaction with customers since those with high level of emotion use ability are very stable, cheerful, and optimistic. Therefore, a service provider who has these abilities is likely to display of positive emotion during interaction with customers.

H2: Salesperson's emotional intelligence(self-emotion appraisal, others' emotion appraisal, regulation of emotion, use of emotion) will be positively associated with the display of positive emotions by an salesperson during interactions with customers.

Customer Service Quality Perceptions

Effect of adaptive-selling on customers' service quality perceptions

Since quality is strongly correlated with organizational performance, such as profitability, market share, or productivity, the role of quality is a very important factor in companies' competitive advantage. The service quality is also becoming the core of long-term strategies of companies in that it is a source of vitality in building new customers, maintaining existing customers, and sustaining long-term profitability. Therefore, quality is now an important factor directly connected with corporate survival, rather than simply a factor of competitive advantage.

Today it is difficult to differentiate products; the quality of service perceived by customers can also be a very important condition for success in retailing. Since service provided by salespersons can be directly connected with companies' survival, it is more important than ever to draw up a strategic plan to improve service quality.

Service delivery process, or interaction between a salespersons and a customer, is considered as important in evaluating service quality. This is also found in Grönroos's study (1984). He defined service quality as the combination of technical quality and functional quality and insists that functional quality is considered as more important in service delivery activities. That is, it is related to how customers obtain service and considers how to provide benefit as more important than the benefit itself. Therefore, delivered service quality by salespersons is strongly affected by the way service is delivered in the process of interaction with customer.

According to Humphrey and Ashforth (1994), salespersons who serve customers in the same way may have customers perceive service quality as low, since they can easily make a mistake and have difficulty in satisfying individual needs of customers. In other words, the more adaptive selling behaviors salespersons can do to meet customers' needs, the higher the service quality perceived by customers. Therefore, salespersons' adaptive selling behaviors can be strongly correlated with customers' evaluation of service quality. A salespersons' adaptive selling behavior has positive effects on customers' evaluation of service quality, since it allows salespersons to

corrects their behaviors effectively during the process of interaction with customers, and such adaptive selling behavior serves to satisfy customers' needs and deliver high value. That is, if salespersons are responsive to customers' needs, apply a sales approach specific to each customer, and are flexible in selling methods, customers are more likely to believe that salespersons pay attention to each of them, consider their interest, understand them, and make effort to keep transactions safe. Therefore, the more a salesperson attempts to adapt their behavior to suit customers' needs, the more favorably the customer is likely to evaluate the quality of service.

H 3: Salesperson's adaptive selling will be positively associated with customer service quality perceptions.

Effect of positive salesperson-displayed emotion on customer service quality perceptions

Salespersons' positive emotional expression during the process of interaction with customers can be regarded as a service component from the viewpoint of the customer. If a salesperson displays positive emotion toward a customer during interaction, it is a relevant input into an evaluation of service (Pugh 2001). Therefore, customers consider salespersons' positive emotional expression as critical evaluation factors in evaluating service quality (Hochschild 1983). That is, radiant smiles, cheerful looks, eye contact, and cheerful greetings may result in customer's greatly appreciating the service and improving the service quality perceived by customers during the process of service.

H 4: The display of positive emotion will be positively associated with customer service quality perceptions.

Research methodology

Data collection and procedure

Data for this study were collected from department store salesperson and customers served by them, regardless of age and gender. Two separate sources of data were used for this study: (1) Data about emotional intelligence and adaptive selling were collected from department store salesperson. The purpose of the study was kept secret because it is hard to receive true response if the purpose was explained during the process of data collection. So following explanation that it is

a study to understand psychological conditions of people whose occupation requires frequent interaction with others, salespersons were asked to answer the questions. (2) Data about positive salesperson-displayed emotion, service quality were collected from one out of customers served by the salesperson who responded to emotional intelligence and adaptive selling. The customer was served by the salesperson for at least 10 minutes. This is because customers would need somewhat close interaction to evaluate salesperson-displayed emotion and service quality provided by salespersons. When customers provided with service at a store came out, the researcher asked them to move to another place and answer the questions under their consent. This is because they are likely to fail to give accurate response if asked to answer the questions with a salesperson present at the store. Respondents were asked to complete a questionnaire for themselves, with the researcher standing ready to give an answer to their questions. 232 responses were collected from department store salesperson, 232 from customers served by the salespersons. The customer response and the salesperson response were matched to create a single data set. When questionnaires with a lot of missing data were excluded, the final sample size for analysis was 211.

The customer respondents' ages ranged from 21 to 58, with approximately 50% of the respondents aged between 25 and 37. More than half of the total respondents were female (67%), and more than a half of the customers conducted shopping once or twice a week on average (55%). Salesperson respondents' age 27 to 45, with approximately 50% of the respondents aged between 27 and 36. More than half of the total respondents were female salesperson (53%), and more than a half of the salespersons had a selling career between one to five years (52%).

Measure

All constructs were operationalized as multi-item constructs. Scale items from previous research on emotional intelligence, adaptive selling, display of emotion, and service quality literature, were adapted and used. The measures of emotional intelligence were adapted from Wong and Low (2002). Employees indicated their agreement with each item, using a seven-point scale ranging from "strongly disagree" to "strongly agree." Higher scores reflect a greater degree of employee emotional intelligence. The measures of employee-displayed emotion adapted from the work of Rafaeli and Sutton (Rafaeli 1989; Rafaeli and Sutton 1990; Sutton and Rafaeli 1988). Customers indicated their agreement with each item, using a seven-point scale ranging from "strongly disagree" to "strongly agree." Higher scores reflect a greater degree of employee positive-displayed emotion.

Adaptive selling measures were adapted from Hartline and Ferrell (1996), who modified the

10-item adaptive selling scale developed by Spiro and Weitz (1990) by dropping 6 redundant items and changing the wording of the remaining items to eliminate the personal selling aspects within each statement. Employees indicated their agreement with each item, using a seven-point scale ranging from “strongly disagree” to “strongly agree.” Higher scores reflect a greater degree of employee adaptability. Customer perceptions of service quality were assessed with a modified version of the SERVQUAL instrument (Parasuraman et al. 1994), adapted from Hartline and Ferrell (1996), who developed a ten-items that specifically assess employee-related aspects of service quality. Our measure asks customers to rate each item, using a seven-point scale ranging from “strongly disagree” to “strongly agree.” Higher scores reflect higher perceived service quality.

Data analysis

Measurement items were tested as to whether they had the appropriate properties to represent each construct via confirmatory factor analysis. Path analysis was then employed to examine the structural relationships in the model. For the model test, χ^2 , the comparative fit index(CFI), the non-normed fit index(NNFI), and the standardized root mean square residual(SRMR) were examined(Hu and Bentler 1999).

Measurement model and structural relationships in the model

The results of confirmatory analysis indicated that the measure had acceptable construct validity and reliability. The χ^2 of the measurement model was 488.39 with 198 df . The overall fit statistics (GFI=.95, AGFI=.91 CFI=.94, NNFI=.96, and SRMR=.042) suggested that the measurement model had a good fit. All the factor loadings to their respective constructs were higher than .65. The construct reliability of each construct exceeds the .70 thresholds for acceptable reliability, which suggests that the measures are internally consistent. Convergent validity is indicated when path coefficients from latent constructs to their corresponding manifest indicators are statistically significant (i.e., $t > 1.96$). All items load significantly on their corresponding latent construct. All scales exceed Nunnally's (1978) suggested Cronbach's alpha level of .70. This is presented in Table 1. The correlation matrices of the constructs are presented in Table 2. The results of path analysis are presented in Fig. 1 and Table3. As shown in Fig. 1 and Table 3, all fit indices show that the model has a good fit (χ^2 with 98 df =195.74; GFI=.94, AGFI=.90, CFI=.94, NNFI=.93, and SRMR=.043).

Results

Effect of EI on adaptive selling. Others' emotion appraisal ($\beta=.613$, $t=11.141$, $p<.01$), regulation of emotion ($\beta=.402$, $t=7.918$, $p<.01$), use of emotion ($\beta=.504$, $t=9.834$, $p<.01$) have a positive effect on adaptive selling behavior. However, Self-emotion appraisal ($\beta=.054$, $t=1.125$, ns) is not statistically significant. Therefore, H1 is partly supported.

Effect of EI on positive salesperson-displayed emotion. Others' emotion appraisal ($\beta=.378$, $t=7.875$, $p<.01$), regulation of emotion ($\beta=.543$, $t=10.213$, $p<.01$), use of emotion ($\beta=.641$, $t=11.628$, $p<.01$) have a positive effect on positive salesperson-displayed emotion. However self-emotion appraisal ($\beta=.048$, $t=1.021$, ns) is not statistically significant. Therefore, H2 is partly supported.

Effect of adaptive-selling on customer service quality perception. Adaptive selling behavior ($\beta=.559$, $t=10.824$, $p<.01$) has a positive effect on customer service quality perceptions. Therefore, H3 is supported.

Effect of positive salesperson-displayed emotion on customer service quality perception. Positive salesperson-displayed emotion ($\beta=.687$, $t=11.938$, $p<.01$) has a positive effect on customer service quality perceptions. Therefore, H4 is supported.

Figure 1. Path Analysis Results

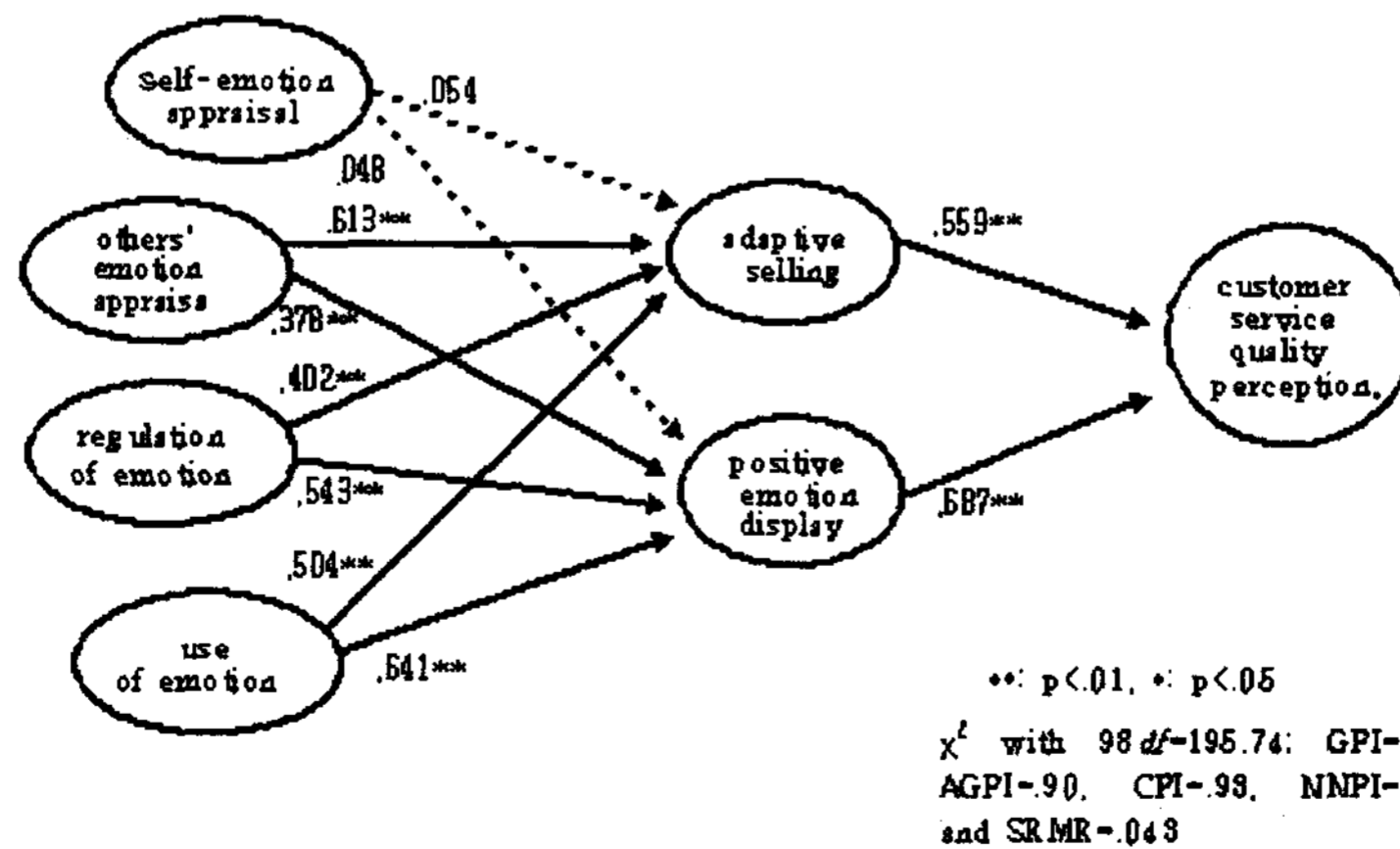


Table 1 Measurement items, standardized factor loadings, and construct reliabilities, Cronbach's alpha

Items	Standardized factor Loading (t value)	Construct reliability	Cronbach's alpha
Self-emotion appraisal			
1. I have a good sense of why I have certain feelings most of the time	.655(9.01)	0.74	0.74
2. I have good understanding of my own emotions	.702(10.24)		
3. I really understand what I feel.	.687(9.73)		
4. I always know whether or not I am happy	.743(11.01)		
Others' emotion appraisal			
1. I always know my customers' emotions from their behavior	.748(11.58)	0.79	0.80
2. I am a good observer of others' emotions	.712(10.35)		
3. I am sensitive to the feelings and emotions of others	.681(9.28)		
4. I have good understanding of the emotions of people around me	.735(11.25) .698(10.62)		
Regulation of emotion			
1. I am able to control my temper and handle difficulties rationally	.721(11.83)	0.81	0.81
2. I am quite capable of controlling my own emotions	.752(12.17)		
3. I can always calm down quickly when I am very angry	.761(12.75)		
4. I have good control of my own emotions	.717(11.59)		
Use of emotion			
1. I always set goals for myself and then try my best to achieve them	.823(13.54)	0.74	0.71
2. I always tell myself I am a competent person	.751(12.09)		
3. I am a self-motivated person	.782(12.84)		
4. I would always encourage myself to try my best	.654(9.24)		
Adaptive Selling			
1. When I feel that my approach is not working, I can easily change to another approach	.804(12.14)	0.81	0.77
2. Every customer requires a unique approach	*		
3. I like to experiment with different approaches	.838(12.97)		
4. I don't change my approach from one customer to another(R)	.791(11.26)		
5. I am very sensitive to the needs of my customers	.709(10.07)		
6. I find it difficult to adapt my style to certain customers(R)	*		
7. I vary my approach from situation to situation	.773(10.85)		
8. I try to understand how one customer differs from another	.705(9.97)		
9. I feel confident that I can effectively change my approach when necessary	.658(8.29)		
10. I treat all customers pretty much the same(R)	.764(9.25)		
Positive Salesperson-displayed Emotion			
1. Salesperson's welcome greeting to a customer who enters a store	.812(12.26)	0.83	0.85
2. Salesperson's warm smile to a customer when the salesperson interact with customer	.691(10.21)		
3. Salesperson's proper eye contact to a customer during interact with customer	.748(11.32)		
4. Salesperson's courteous thanking to a customer after the end of transaction	.681(9.96)		
Customers' Perceived Service Quality			
1. The salesperson provided prompt service for me	.831(12.72)	0.76	0.79
2. The salesperson rapidly did not respond to my requests(R)	.809(12.01)		
3. The salesperson behaviors instilled confidence in me	.763(11.59)		
4. I felt safety in transactions with the salesperson	.713(9.94)		
5. The salesperson was courteous for me	.752(11.08)		
6. The salesperson had ability to answer my questions	.651(8.51)		
7. The salesperson gave individual attention me	*		
8. The salesperson gave personal attention me	.704(9.31)		
9. The salesperson was concerned to my interests at heart	.748(10.68)		
10. The salesperson had ability to understand my specific needs	.729(10.25)		

χ^2 with 198df=488.39; GFI=.95, AGFI=.91, CFI=.94, NNFI=.96, and SRMR=.042

Note: * item was dropped during confirmatory factor analysis because of a nonsignificant t-value

Table2 Mean, standard deviation, and correlation matrices

	Self-emotion appraisal	Others' Emotion appraisal	Use of emotion	Regulation Of emotion	adaptive selling behavior	positive salesperson-displayed emotion	customer service quality perceptions
Mean	3.51	3.88	3.63	4.04	4.21	3.83	3.42
S.D.	1.93	1.72	1.21	1.38	1.42	1.51	1.57
Self-emotion appraisal	1.0						
Others' emotion appraisal	.23*	1.0					
Regulation of emotion	.25*	.36**	1.0				
Use of emotion	.22*	.24*	.18*	1.0			
Adaptive selling behavior	.11	.59**	.57**	.42**	1.0		
Positive salesperson-displayed emotion	.15*	.37**	.45**	.56**	.53**	1.0	
Customer service quality perceptions	.19*	.24*	.23*	.25*	.49**	.65**	1.0

** : p < .01 * : p < .05

Table 3. Path analysis

path	β (t value)
Self-emotion appraisal → Adaptive selling behavior	.054 (1.125)
Others' emotion appraisal → Adaptive selling behavior	.613 (11.141**)
Regulation of emotion → Adaptive selling behavior	.402 (7.918**)
Use of emotion → Adaptive selling behavior	.504 (9.834**)
Self-emotion appraisal → Positive salesperson-displayed emotion	.048 (1.021)
Others' emotion appraisal → Positive salesperson-displayed emotion	.378 (7.875**)
Regulation of emotion → Positive salesperson-displayed emotion	.543 (10.213**)
Use of emotion → Positive salesperson-displayed emotion	.641 (11.628**)
Adaptive selling behavior → Customer service quality perceptions	.559 (10.824**)
Positive salesperson-displayed emotion → Customer service quality perceptions	.687 (11.938**)

χ^2 with 98 df=195.74; GFI=.94, AGFI=.90, CFI=.93, NNFI=.94, and SRMR=.043

** : p < .01 * : p < .05

Discussion

This research finds the relationships among salespersons' emotional intelligence, adaptive selling behaviors, and service quality, the findings of which can be summarized as follows:

First, salespersons' emotional intelligence affected adaptive selling behaviors as a whole. Of variables of emotional intelligence, only self-emotion appraisal had no significant effect on adaptive selling behavior, but the remaining variables, such as others' emotion appraisal, regulation of emotion, and use of emotion had a significant effect on adaptive selling. This demonstrates that salespersons, who effectively regulate their emotion, motivates themselves, read and understands customers' emotion properly are more likely to do conduct adaptive selling behaviors by changing their selling behaviors and presenting differential and unique sales to individual customers during the process of interaction with customers. Of dimensions of emotional

intelligence, self-emotion appraisal had no significant effect on adaptive selling behavior, which demonstrates that awareness of one's own emotions is not sufficient for implementing adaptive selling. This shows that the higher social emotional intelligence such as others' emotion appraisal and use of emotion, and the higher personal emotional intelligence such as personal willingness to regulate self-emotion in relationship with others, the better adaptive selling.

Second, salespersons' emotional intelligence affects positive emotional expression as a whole. Of dimensions of emotional intelligence, self-emotion appraisal had no significant effect on positive emotional expression, while others' emotion appraisal, regulation of emotion, and use of emotion had significant effects on positive emotional expression. This demonstrates that salespersons, who regulate their emotion, motivate themselves, and understand customers' emotion are more likely to display positive emotion to customers in a selling situation. However, self-emotion appraisal had no significant effect on positive emotional expression, which suggests that awareness of one's own emotion is not sufficient for external emotional expression. Beyond self-emotion appraisal, that is, others' emotion appraisal, regulation of emotion, and use of emotion are necessary factors in positive emotional expression during the process of interaction with customers.

However, even though self-emotion appraisal has no significant effects on adaptive selling behavior and positive emotional expression, it cannot be said that self-emotion appraisal is not important. Even if not mentioned in this study, self-emotion appraisal is likely to affect self-emotion regulation because self-emotion regulation should be preceded by self-emotion appraisal. Therefore, future research needs to investigate relationships among sub-variables of emotional intelligence.

Third, salespersons' adaptive selling behaviors significantly influenced the quality of service perceived by customers. If salespersons conduct adaptive selling behaviors by different and unique sales presentations to individual customers during the process of interaction with customers, the quality of service perceived by customers improves. When salespersons are responsive to customers' needs and flexible in sales approaches, customers are more likely to believe that the salesperson pays attention to them, understands them, and make efforts to conduct safe transactions, thus resulting in higher customer perception of service quality.

Fourth, salespersons' positive emotional expression at service encounters had significant effects on the quality of service perceived by customers. If salespersons express positive emotion during the process of interaction with customers, customers may consider it as a part of service and use it as a factor for service appraisal, therefore directly improving the quality of service perceived

by customers. This indicates that salespersons' beaming smiles, cheerful facial express and greetings are important factors in improving the quality of service perceived by customers.

Marketing implication

Recently, increasing numbers of scholars have argued that Emotional intelligence is a core variable that affects the performance of employees. Unfortunately, there has been a lack of a marketing sound for salesperson and management research. There is also little evidence concerning the effect of salesperson's emotional intelligence on selling behavior. This research shows that the emotional intelligence is positively related to the adaptive selling behavior and the display of positive emotion. Therefore, it seems appropriate to incorporate this concept into staff selection, performance management, and training policies (Morland 2001). Service organizations that are successful in today's dynamic business world are likely to be those that take a more proactive approach to the development of a positive service climate. It follows that excellent service, with positive emotional content, is most likely to be facilitated by employees who are emotionally self-aware, self-regulation and who understand others on a more emotional level.

Despite theses unexpected finding and limitations, we believe there are both theoretical and practical implications of this research. Theoretically, this research has explained the importance of emotional intelligence in the social interactions in selling situation. As some or most of the social interactions of salesperson is related to job duties, this research hypothesizes a positive relationship between emotional intelligence and job outcomes. As an exploratory effort, this research focuses on demonstrating these relationships. As the results of this study provide support for these relationships. Prior studies mainly placed emphasis on salespersons' will to attain the final goal and on their intellectual ability to improve sales techniques, as factors in enhancing their adaptive selling behaviors, but paid no attention to their emotional ability. On the contrary, this study, by focusing on salespersons' emotional ability, indicates that salespersons' emotional ability is also an important strategic variable to be considered in future studies on organizational and personal performance. This is in the same context as Goleman's (1998) argument that a salespersons' job effectiveness and adaptation may depend on emotional ability rather than cognitive ability. The results of this exploratory study provide evidence that emotional intelligence tends to be related to important job outcomes that management desires.

Results of this study also have certain practical implication. First, as today's companies use emotion as a tool to achieve organizational objectives, the rate of emotional laborers is gradually increasing. Salespersons implementing emotional labor are more likely to have negative

experience during the process of conducting selling activities, which can ultimately have serious negative effects on company performance. Therefore, if salespersons implementing emotional labor are made to consider customers sincerely through constant education causing them to change their thinking, natural positive selling behaviors will increase. This implies that companies need to introduce an education or training programs changing salespersons mentality, rather than simply empathizing visible behavioral skills. Second, since emotional intelligence can be improved by learning (Mayer and Salovey 1997; Salovey and Mayer 1990; Wong and Low 2002), it is necessary to draw up an effective plan to promote emotional intelligence through continuous education and training for employees within a company. As today's salespersons role is considered more important, salespersons should also regulate their own emotions and read and understand customers' emotion to effectively provide services desired by customers during interaction. Therefore, this study suggests that it is important to review a learning program to promote a salespersons' emotional intelligence. Third, these days, due to the increase of service sector, the task requiring interaction with final consumers is on the rise. With such changes in the industrial structure, service quality perceived by the final consumer depends on the delivery of the service providers. Baker et al. (2002) emphasized the importance of salespersons' roles through research in the effects of the complex store environment on perceived product value and store patronage, which represent the result that customers' perception of salespersons might affect their perception of service and product quality. Therefore today's companies should that one of the important factors, to make customers to perceive the quality of their goods and service positively is salespersons' emotional ability.

It cannot be ignored that corporate competitiveness can be improved by recruiting employees with high emotional ability, and by training them to promote and maintain emotional ability through socializing. In short, emotional intelligence is an essential ability for salespersons who interact frequently with customers and is a subject to be discussed from the marketing viewpoint.

Limitations and future research

While this study has implications of the importance of salespersons' emotional intelligence, it also has the following limitations and requirements for future research. First, this study failed to include salespersons from various kinds of occupations in collecting data. Since the sample largely consists of department store salespersons, there are limitations in generalizing the results of salespersons to all occupations. Second, further studies are necessary to investigate the process of forming and developing emotional intelligence. This is because developing and improving this

ability should be preceded by the substantial understanding of the mechanism of such formation. Third, this study uses tools of existing organization researcher, to measure emotional intelligence. It is however necessary to develop a tool to measure salespersons' emotional intelligence in a selling situation more accurately. Fourth, of four components of emotional intelligence, self-emotion appraisal and regulation of emotion belong to personal emotional intelligence, while others' emotion appraisal and use of emotion belong to social emotional intelligence (Tomer 2003). If future researchers divide emotional intelligence into personal emotional intelligence and social emotional intelligence and thereby differences in influence of these emotional intelligences on other relevant variables are verified, it will be able to provide more strategic implications to companies. Fifth, it is also necessary to test the relationship among each dimensions of emotional intelligence. For example, self-emotion appraisal has no effect on adaptive selling and positive emotional expression; however, it is necessary to note that self-emotion appraisal can affect adaptive selling and positive emotional expression through regulation of emotion. Since regulation of emotion can be implemented through self-emotion appraisal, regulation of emotion is likely to mediate the effect of self-emotion appraisal on salespersons' behaviors. Therefore, it is necessary to examine mutual relationships among dimensions of emotional intelligence.

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