

# The Sad Banker

## The Return on Investment of Positive Strengths

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### Abstract

This is an introductory summary of the accepted PhD research dissertation proposal questioning the potential correlation of positively oriented strengths, as expressed in employees' Psychological Capital (PsyCap) and Emotional Intelligence (EI) competency, to performance in the banking industry. The influence of customer centric corporate vision and values is also analyzed as pertaining to sales results.

Our research is positioned in the flourishing literature and empirical findings documenting the impact that positive and cumulative PsyCap capabilities such as optimism, hope, self-efficacy and resilience carry out on productivity. In this paper we introduce the theoretical framework justifying the inquiry over the role played by PsyCap, EI and corporate values variables in the 'on-the-job' productivity equation.

### Introduction

An article that appeared on the UK edition of The Sunday Times in November 2008 had a revealing title: 'Microtrends: Sad Bankers'. It then went into elaborating with a quasi-comical first paragraph: "We may be on the brink of economic apocalypse, but there's one commodity in which stock has risen in recent weeks – photos of desperate-looking traders"[1] What has happened to the world of financial advisors, prestigious, unshakable, elegant and smart looking banking agents? Intuitively, we thought that to survive in the present-day gloomy banking and advisory industry, the modern bankers had to display special characteristics. How else would anyone incessantly endure 'black days', negative economic reports and surprising 'not-meeting of expectations' corporate/government news? In today's global ongoing turmoil, if you want to be a productive banking player you need to come to your daily desk armed with a set of additional capabilities, beyond the basics of high IQ, industry designations and degrees.

Our study poses that performance-*drivers* bankers might be adept with high Psychological capital (PsyCap), Emotional Intelligence (EI) and employed by a company' with a 'service leadership and positive attractor', inspiring performance values. In our hypothesis, the successful banker belongs to the category of employees with high optimism, self-efficacy, hope, resilience [2] and socio-emotional intelligence abilities [3]. PsyCap as a meta, core construct of the four capacities and EI are vibrant subjects and in recent years have found mounting interest in the works of academics [4] economic-management consultants and research and development institutes (the Avey Group; the Gallup Leadership Institute; the Hay Group).

This research originates from the innovative perspective of the Positive Psychology movement [5] its application in the field of Positive Organizational Behavior [6] and the extensive studies on EI cognitive dimensions. What is particularly interesting is that these positive state-like

capabilities are measurable, malleable and open to development, introducing the opportunity for investment in employees' productivity enhancing training interventions [3, 7, 8]. Furthermore, we will investigate the influence that the variable of corporate culture/values, as positive attractor, displays into employee performance [3].

The purpose of our research is twofold. As full-time participating professionals, we are not only motivated by the desire: 1) to contribute to HR corporate practices for hiring and supporting our workforce into becoming the 'ideal' employees, the best people to 'drive the corporate profitability bus'; but also 2) to ground with further scientific evidence and empirical data gathering, the state-of-the art academic insights on the correlation between the PsyCap/EI variables and productivity. The latter supposition could provide avant-garde answers for the engaged financial advisory agents relative to what capabilities could be developed to achieve maximum performance and conquer the 'blues of a sad banking industry'.

## **The Study Background**

The allowable field study of our project is Positive Organizational Behavior (POB), a cutting edge established branch of Organizational Behavioral discipline (OB) [6]. The research is also influenced by the contemporary investigations on EI capabilities impacting work-organizational performance [3,9]. Our study framework stands on the extensive empirical studies contributed by the Positive Psychology movement [10] the insights provided by the neurological cognitive sciences on the relevance of positive emotions [11,12] and the renovated attention given to healthy individuals and their positive capabilities/PsyCap affecting employees workplace performance and job satisfaction [13].

The positive PsyCap/EI charged approach appears as a new coveted advantage available to be embraced by progressive and innovative organizations. It has been noted that one of the weaknesses of firms is the underdevelopment of the otherwise rich potential of their Human Resources strategies [14] and related top performers' work-practices. The focus on pre-screening based on traditional 'big five personality traits' questionnaires and interviews [15] fit-to-the role' recruiting and technical skills and professional knowledge development is not sufficient to ensure competitive advantage and superior productivity over the long-term. It has been observed that shifting investments toward tailor made micro-interventions for the flourishing of PsyCap capabilities and EI competency yields unprecedented, long-term cost-effective results [16] As Csikzentmihalyi elegantly stated: "Treatment is not just fixing what is broken; it is nurturing what is best" [cited in 17 p. 5]

## **Definitions, Domains and Relevant Concepts in Detail**

### **Positive Psychology Movement**

In the late 1990s a group of 'dissident' psychologists led by Seligman (1998) (recently [www.authentichappiness.sas.upenn.edu](http://www.authentichappiness.sas.upenn.edu)) supported by the creative contributions of Csikszentmihalyi (2000), took inventory of the achievements made under the psychological 'disease model' of the previous five decades. Seligman recalls a eureka-incident that triggered the change of his career: "one day his young daughter said to him: "When I turned five, I decided not to whine anymore. That was the hardest thing I've ever done. And if I can stop whining, you can stop being such a grouch"[18 p. 6]. He decided to redirect his psychological inquiry away from healing mental illness and toward helping healthy people become happier and more

productive and dedicating to the research of the actualization of human potential. Under the auspices of the founding fathers' vision, a theoretical and empirical framework for research developed into what we now know as Positive Psychology (recently Jul-Aug 2005 special issue of the American Psychologist, Seligman, Steen, Park, & Peterson, 2005). Seligman discovered that treating adults or children: "it is about identifying and nurturing their strongest qualities, what they own and are best at, and helping them find niches in which they can best live out these strengths" [18, p. 6]. A strong core of positive psychologists quickly developed. Diener (2000), Peterson (2000), Snyder (2000), Lyubomirsky (2002), Deci and Ryan ([www.selfdeterminationtheory.org](http://www.selfdeterminationtheory.org)) and Frederickson (2009) [19] started scientifically and empirically testing and studying what is *right* with people. The focal point of their research were strengths (as opposed to weaknesses), positive capacities like resilience (as opposed to vulnerability) and all that concerned enhancing and cultivating wellness, prosperity and the 'good life', as opposed to the classical remediation of pathology.

### **Positive Organizational Behavior**

The post WW II classic 'deficit-and-disease' model not only dominated clinical psychology, but also negatively oriented traditional OB studies. At the organizational level, attention revolved around dysfunctional employees' behaviors, emphasized stress and conflict, ineffective leadership and counterproductive corporate structures. OB failed to recognize and appreciate the impact that *positive attitudes* have in the work environment. At first, the inadequacy of this negative OB approach led to the counter proliferation of a multitude of positively focused and popular, 'self-help' best sellers. There is no doubt that these books contributed to filling the void of a positive approach to 'performance'-productivity in the workplace but lacked theoretical framework, scientific methodology and empirical evidence. The *literal* application of their advice in the work environment could direct to incongruent and confusing results. A Positive OB branch originated as a scientifically based approach bringing positivity into the established OB body of knowledge for leadership and human resources development and performance [2] "Guided by the positive psychology movement, grounded on scientifically inducted conclusions, rather than philosophy, rhetoric and conventional wisdom, [...] organizational theory and behavioral scholars have recognized the untapped potential for science-based, positively oriented approach" (Ibidem p.10) at the macro-organizational level (Positive Organizational Scholarship, POS from the research group at the University of Michigan) and micro-individual level (POB, led by the academic society of the University of Nebraska and the Gallup Leadership Institute).

Specifically, POB has been defined as: "the study and application of positively oriented human resources strengths and psychological capacities that can be measured, developed and effectively managed for performance improvement in today's workplace" [19 p. 59]. Moreover, "POB is a specific positive approach with implications for human resource development and performance management" [16 p. 221]. In our study we follow the POB school of thought and constructs postulating that for a psychological capacity to be included in POB it must be positive, relatively unique to OB field and, above all, meet the scientific criteria of being theory based and research based, measurable, state-like (i.e. open to development) related to work performance outcomes, and quantifiable via classic utility functions [2]. In particular, Luthans' extensive seminal work posits that a continuum exists from fixed, genetic, biological personal characteristics, to traits-like positive personality levels, like the 'Big Five' [20] onto state-like, developmental capabilities (the POB criteria and PsyCap) to positive/negative momentous and

volatile affects. POB has been characterized by the truism that there is a relationship between positive feeling of employees and their superior performance (the so-called 'happy worker, productive worker' theory [21], which has some research back up [22] However, POB moves beyond and "deliberately includes measurable criteria clearly making a contribution to performance improvement in the workplace" [6] .The POB criterion is mainly comprised of four people state-like constructs of hope, optimism, self-efficacy and resiliency, all of which can be enhanced and advanced. To our interest, in his most recent studies, Luthans conjectures the possible inclusion in POB of other capacities such as EI and subjective well being, wisdom and courage [2] In this research, we elect to extend the concept of POB state-like criteria to EI.

### **POB State-like Capacities**

*Confidence*, or self-efficacy [2] can be defined as "an individual's conviction about his or her abilities to mobilize the motivation, cognitive resources and courses of actions needed to successfully execute a specific task within a given context"<sup>1</sup> (Stajkovic & Luthans, 1998b p. 66). Meta-analytical findings found a significant positive correlation between confidence and work-performance (ibidem)

*Hope* [2] is defined as "a positive motivational state that is based on an interactively derived sense of successful 1) Agency (goal directed energy) 2) Pathway (planning to meet goals)" (ibidem). Luthans [2] has noted the particular force of willpower (agency) and way power (pathway) of hope in today's work environments especially on motivation and contingency actions.

*Optimism* [5] is an attributional style that explains positive events in terms of personal, permanent and pervasive causes, and negative events as external, temporary and situation specific. Like the other three capacities Optimism can be learned and its correlations to work productivity have been solidly proven [2]

*Resiliency* [6 p. 702] is found to be a "developable capacity to rebound or bounce back from adversity and conflict or even positive events and go beyond, progress and increase responsibility".

*Emotional Intelligence*. The inquiry on EI took flight after Gardner's 1987 original work on multiple intelligences [23] going beyond cognitive (IQ) abilities to include riskier and diverse domains. EI can be approached from a cognitive perspective as per Mayer & Salovey (1997) [24] and defined as "the ability to accurately perceive, express, understand, use and manage emotions in oneself and others in order to facilitate cognitive, emotional and social growth and development" (Ibidem). In this study, the EI approach followed is a *mix* of the above cognitive parameter and the one developed by D. Goleman (1998) [9] that covers a wide array of competencies and skills driving performance in work settings. Goleman posits that individuals are born with a general emotional intelligence that determines human potential for learning/perfecting emotional competencies. This model is made up of four main EI characteristics: a) Self-awareness – the ability to read one's emotions and recognize their impact while using gut feelings to guide decisions; b) Self-management – involves controlling one's emotions and impulses and adapting to changing circumstances; c) Social awareness – the ability to sense, understand, and react to others' emotions while comprehending social networks; and d) Relationship management – the ability to inspire, influence, and develop others while managing conflict.

Emotional competencies are not innate talents, but rather *learned capabilities* that must be worked on and can be developed to achieve outstanding performance. Our study attempts to

contribute to the empirical validation of the correlation between EI and work-performance, and to EI thematic relevance in the work environment.

### **PsyCap**

PsyCap can be defined as: “an individual’s positive psychological state of development and is to date characterized by 1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed 2) making positive attributions (optimism) about succeeding now and in the future 3) persevering toward goals and when necessary redirecting paths to goals (hope) in order to succeed and 4) when beset by problems and or adversity, sustaining and bouncing back and beyond (resiliency) to attain success”. [2 p. 3].

PsyCap is a meta-order positive construct open to development and synergistically elevating the four POB criteria to a higher, more powerful domain. The PsyCap notion is in line with Law, Wong and Mobley (1998) conceptual framework design for determining how multidimensional constructs (PsyCap singular criteria) can relate to a core factor. PsyCap has a unique measurement as the comprehensive concept, in the PsyCap specific Questionnaire (PCQ) developed by Luthans (2006). The PsyCap concept was introduced in literature as an original way to invest in people for new competitive advantage. “PsyCap has been linked to several workplace outcomes including performance and satisfaction, job satisfaction and organizational commitment, decreases in stress and turnover, reduced absenteeism, increased well-being and performance and organizational citizenship behaviors [6, 25, 26, 27] Studies have been conducted across a variety of contexts with preliminary evidence showing that PsyCap relates with perceived trust in a downsizing scenario and links to workplace performance with Chinese factory workers [28.p.13]

In the new globalized 24-7-365 business milieu, accumulating more of the traditional resources have proven insufficient for attaining sustainable competitive advantage and superior performance. We argue that, given the presence of traditional material resources [29], a new edge can be accomplished through developable and *hard-to-imitate psychological resources* [30]“Very simply, PsyCap can be viewed as ‘who you are’ and ‘what you can become’ in terms of positive development [16] and is differentiated from human capital (‘what you know’), social capital (‘who you know or are connected with’), and financial capital (‘what you have’)”[16 p. 223).

### **A Case for EI Competency as inclusive in POB criteria**

Following the revolutionary insights provided by neuroscientist’ discoveries on how the brain functions and what parts are involved in the complex neurological activities and biophysical resulting behaviors, questions have risen over the importance of emotionality, emotions and their ‘intelligence’. In the research over EI definition and characteristics, three significant models excel. Firstly, Mayer, Salovey and Caruso take an ‘IQ’-like approach to the understanding of Emotional Intelligence (EI) in the footsteps of a more purist cognitive tradition, producing an empirical, scientifically anchored theory and measurement of EI capacity [24]. Inspired by the exemplar breakthrough thoughts on ‘social intelligence’ proposed by E.L. Thorndike in the late 1920s and the more recent experiments striving at defining the qualities in an ‘intelligent person’ run by R. Sternberg (which highlighted the aspects of skillful and practical intelligent abilities), Salovey and Mayer found five specific domains characterizing EI. These special characteristics span from ‘knowing one’s emotions (self-awareness), managing emotions (handling the way we feel in an appropriate manner), motivating oneself (self-mastery directed at

creativity and goal achievement), recognizing emotions in others (empathy) and handling relationships (managing emotions in interpersonal relations). This model is a 'pure model concentrated on cognitive aptitudes', where EI has abilities/tiers comprising basic psychological ('mental ability model') and complex emotions-cognition ('emotions understanding', ownership) processes. The authors recognized through their extensive lab observations that people do differ in the mastery of each of the EI abilities. Also, the basic level of any of the capabilities resides in the neural activities of an individual's brain and due to its plasticity, increased by learning and experience; the EI qualities can be developed and perfected. The important seminal work of Salovey and Mayer grounds EI on scientific foundations and theorizes on the idea that IQ and EI are separate but simultaneously relevant competencies, as humans display "a mix of intellect and emotional acuity"[9 pg 44].

The second model was introduced in the academic findings on emotional-social intelligence proposed by R. Bar-On: "emotional and social intelligence is multifactorial array of interrelated emotional, personal, and social abilities that influence one's overall ability to actively and effectively cope with daily demands" (Bar-On, 2000). He identifies the construct of Emotional Quotient Inventory (EQ-i) comprised of ten factors: self-regard, emotional self-awareness, assertiveness, empathy, interpersonal relationship, stress tolerance, impulse control, reality testing, flexibility and problem solving. Furthermore, he identifies five facilitators of emotional behavior such as optimism, self-actualization, happiness, independence and social responsibility. In this study we abide by D. Goleman's contribution, which focuses on the input that EI brings to individuals' IQ and the auxiliary positioning of emotions in achieving superior performance in work-organizational settings. His model's premise embraces the breakthrough neurological and cognitive findings on how the brain processes information, creates long lasting memories and strives toward introducing 'intelligence' into emotions and emotional behavior to augment performance. He theorizes via longitudinal and empirical studies a 'competencies based EI model': "for jobs of all kinds, emotional competencies were twice as prevalent among distinguishing competencies as were technical skills and purely cognitive abilities combined. In general the higher a position in an organization, the more EI mattered: for individuals in leadership positions, 85 percent of their competencies were in the EI domain. This competency model reflects the perceived value of EI capabilities relative to technical and cognitive abilities and so is highly consequential. They already guide decisions about who is hired, who is put on a fast track for promotion, and where to focus development efforts-particularly for leadership-in many of the largest organizations throughout the world" [7 p 14]

We conjecture that in the pursuit of the most productive and satisfying work, Intelligence as measured by IQ tests is not enough. Emotional Intelligence literacy/skillfulness aids in bridging the gaps left by pure cognitive intelligence deductions. If IQ predicts our level of ability to succeed in solving cognitive problems which are intellectually demanding, EI capabilities enhance the potential for excelling at leading others, listening empathetically, relating to others' psychological status and reverberates self-efficacy and convictions. EI adds 'shine' to the already perfect results achieved by our IQ. The epicenter for any emotional memory is the amygdala, which colors with emotional flavor our hippocampal contextual memories and perceptions. Some primordial instinctual behaviors and fast reactions are part of the 'pro-cognitive emotions' [11] which is raw information not yet processed by our pre-frontal cortex. This neocortical area is in charge with the re-appraisal of these responses within a more analytical framework, allowing discernment and rational thought into the emotional reaction. Also, the situs of the prefrontal cortex is where we find the activation of our 'working memory' and our

ability to properly complete a task by effectively holding and managing new and old information relative to a circumstantial situation. The neurologists A. Damasio [31] ran several relevant experiments involving subjects with lesions to the pre-frontal-amygdala system and concluded that, even if IQ was not altered, these patients were incapable of making proper choices in business decisions or in their personal life (relationships unwise) to the extreme example of subjects being completely unable to make any choice at all. By observing the neurologically damaged areas, Damasio poses that the prefrontal-amygdala circuit is crucial in determining someone's aptitude to make choices regarding personal dislikes or likes, proving, therefore, the importance of emotional learning in the executing rational decision making where discretion between options and not only logic is required: "Intellect cannot work at its best without emotional intelligence [...] The complementarity of limbic system and neocortex, amygdala and prefrontal lobes, means that each is a full partner in mental life" [9 pg 28].

There are two separate qualities of EI: one specifically relating to the single characteristics of the EI capabilities; the other, called competence, involves the complex ability of the conscious development of the former EI capabilities. As it has been elegantly put forward: "EI determines our potential for learning the fundamentals of self-mastery and the like, our emotional competence shows us how much of that potential we have (actually) mastered in ways that translate into on-the-job capabilities" [9 pg XV]. Therefore, EI competencies are learned and developed in people, and through EI-focused training we can all become more socially aware and skillful in managing relationships and leading subordinates or inspiring others, as we all have a potential to become adept in EI. In line with the studies of D. Goleman, we can categorize EI skills into the following: self-control, zeal, persistence and ability to inspire oneself and others. The concept of *meta-cognition* (being aware of our internal thoughts and processes) stands in a separate dimension from our *meta-mood* (self-awareness (D. Goleman), or ability to understand and being conscious of our own emotions). Being self-aware requires certain sophistication regarding our aptitude to discern the different mental/emotional states we could 'feel' at any point in time and take charge of them. This talent spans from the pure realization of a specific 'mood' (for example, being grumpy, irritated or upset) to the active, conscious shaking off that particular state (start thinking of something peaceful or funny and move toward feeling happy). It requires not only the skillfulness of grasping 'the felt meaning' in the circumstance and taking responsibility for it, but also the conscious willingness of changing that negative mental state. As with the talent of delaying gratification, by taking charge of our impulses and by applying a rational cost-benefit analysis to the circumstance, *rethinking our moods and mental states adds intelligence to our emotionality and increases performance*. By exercising our state of being hopeful (having a conviction that we will find a way to accomplish our goal), optimistic (having a strong expectation that things will turn to be okay in life) and empathetic to others' demands and emotional states, we are able not only to attune our own behaviors, but also more objectively judge people and contexts around us. This social aspect of EI is particularly important as it allows us to control and redirect a current damaging status quo to preferable positive results, instead of perpetrating conflict. Biologists call this power of 'determining the emotional tone' (D. Goleman) *Zeitgeber*, or a transmission effect, from the more dominant party to others. Soothing distress, calming a tensed situation, recovering from negativity could significantly improve subjective well being as well as personal interactions at all levels, affecting constructively vis-à-vis of continuing or escalating an adversarial event.

The EI agent builds positive emotional capital in relationship and contextual environment by responding intelligently to emotional attacks. We actively become 'virtuoso(s) of

interpersonal skills' (D. Goleman) by artfully critiquing and presenting creative and non-defensive feedback, offering solutions to issues at hand, being appropriately engaged, emotionally aware, empathetic, and attuned to others' feelings and perspectives. The EI abilities can be mastered by *practicing emotional competence* and by exercising emotional skills described above. Handling emotions by implementing impulse control is really at the core of emotional literacy and it presupposes the ability of consciously recognizing the difference between feelings and actions, and the crucial consequences spurring from them

## **Corporate Vision**

There is immense literature on the subject of corporate culture, values and the principles guiding effective leadership. The theoretical framework is founded on the extensive quantitative study and critical analysis provided by Kotter and Haskett [32] relative to how corporate culture influences performance. They highlight the importance and pivotal force that shared values and group behavior and norms yield in the corporate productivity formula. Furthermore, their research pinpoints the potential challenges or opportunities for success deriving from positive alignment between a) employees and management beliefs/practices and b) the firm's. Cognizant of the introductory nature of this paper, we herewith present the framework of our future research, describing briefly the unique approach of the study. Our analysis of the impact of corporate values on employee productivity evolves from the theoretical construct of the 'servant leadership' and chaos theory role in behavioral sciences as specifically supported, among others, by Rennaker. [33]

We move from the insights of 'chaotic servant leadership' model to the hypothesis that organizational values, embedding servant leadership characteristics (identified as a) humility; b) altruism; c) trust; d) vision; e) empowerment and f) service, see Patterson, 2003) and acting as strange positive attractors [34] affect highly pructive outcomes. An attractor has been conceptualized as "an idea, belief, value or ethic of significant stability and diffusion to capture a system's 'attention' causing it to produce a repeated pattern of behavior" [35 p. 412]. Inspired by Singh and Singh's [36] observations on positive feedback stimulating an 'amplification effect' on the system and the servant leadership model of positive attributes and the recent study of organizational values as strange attractors [33], we postulate that a corporation designs and divulges prescriptive values to be emulated while 'on-the-job' as behaviors and results guiding principles. The firm's values become practical and actionable leadership messages moderating the employee productivity. Therefore we will explore the critical issue of the effectiveness of the implementation a corporate culture that is *at service* to their employee and focuses on the maximization of their performance. "The strange attractor (corporate values) represents a window of opportunity for extraordinary creativity, innovation and transformation" [35, p.413] for the reason that people can change ineffective, dysfunctional and ultimately unproductive behaviors if the company develops and diffuses values/vision focused on assisting performance.

## **Performance**

In order to understand how PsyCap and EI are impacting the specific unit of analysis, we need to conceptualize the determinants of employee performance. A comprehensive model of performance has been set forth [37] identifying eight dimensions of predictors: 1) job-specific task proficiency, 2) non-job-specific task proficiency, 3) written and oral communication 4) demonstrating effort, 5) maintaining personal discipline, 6) facilitating peer and team performance, 7) supervision and leadership and 8) management/administration skills.

As related to the potential influence that PsyCap might have on performance the most appropriate mechanism seems to be the dimension of effort. Campbell argues that, even if not exhaustive, effort is an important predictor of productivity; as when employees devote effort in their jobs, they generally achieve higher performance. The four capabilities of PsyCap can influence performance through conviction and confidence (self-efficacy) sustained effort (realistic optimism) directed and dynamic ability to maneuver through obstacles to achieve success (hope) and hardiness inspired effort (resilience) “Given the motivational propensity of PsyCap as fueled by the mechanism of each component, we suggest that individuals with high PsyCap would be persistent in their effort to perform well” [25 p. 5]

### **A Few Implications and Conclusions**

In conducting our research, we aim at providing further evidence of the importance of employing and developing high PsyCap/EI equipped employees. Global financial institutions will be able to contemplate the use of the insights and empirical findings of the study to elevate their productivity, and Human Resources training tools, and implement sustainable effective working practices. Moreover, this study will open new avenues for further research into positive oriented organizational behavior, EI literacy relevance at work and potential practical training modules to be delivered to the workforce.

Supported by the findings of this work, it might be possible for banking participants to robustly consider the delivery of PsyCap/EI (PCI) potentiation, *original* micro-intervention training modules, as on-going support, development, and flourishing of employees’ PsyCap/EI capacities. Following state-of-the-art existing samples, the interventions can be designed to be compatible with high pace, ‘no-time to waste’ banking environment flavoring ‘short’ in nature (time efficient 30 minutes- in length) and highly focused exercises. They could be deliverable via e-mail on video, pre-recorded ‘entertaining while instructive’ format. Employees could access the training ‘on a need to’ basis otherwise, the interventions could be rolled out by the company on scheduled critical PsyCap re-enforcement time frames. Exemplars of developmental dimensions are ‘goals and pathways design’, ‘implementing obstacle planning’ related to hope or ‘empathetic, social attunement and listening skill building’ as relating to EI. Based on currently available modules in literature, it has been inferred that the average potential increase in PsyCap using PCI training is about 2% after using a 2-3 hour workshop development sitting [2].

This study focuses on employee sustainable productivity. The object could be redefined in many different subcategories, pinpointing various types of productivity outcomes and company-specific end-behaviors or activities. Furthermore, many diverse moderating variables could be analyzed such as employees’ personal subjective–well being, or a more genetic-based study of the fixed individual traits, even at the genetic level. In addition, variables such as the type of organizational construct (either major player, or oligopoly, monopoly) or the geographical situs (emerging markets versus developed markets financial institutions) or a time-space longitudinal study concentrating on financial institutions operating across different countries could be tackled. The literature review and extensive empirical research of Positive Psychology, EI and POB supports our preliminary hypothesis of the PsyCap and EI influence on sustainable performance and their ROI. It also sustains the argument for the implementation of training tools to enhance these capabilities in current and future work-force. We suppose that the results from the data gathered in our study will be conducive to future firm/industry specific

research opportunities, original HR interventions and the fostering of a newly bred species of 'happy bankers'.

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