Borman & Brush (1993) produced an empirically derived taxonomy of managerial performance requirement comprised of 18 behavioral factors, but this was based on the findings of unpublished empirical studies.

Hay-McBer, (1997) Group conducted critical incident interviews with 55 CEOs from a variety of industries located in 15 countries to determine the critical factors predicting global managerial effectiveness (Martin, 1997). They named competencies they believed are universal regardless of context (four competencies under each of three headings labeled Sharpening the Focus, Building Commitment, and Driving for Success) and identified three kinds of competencies that vary as a function of a given cultural context (business relationships, the role of action, and the style of authority).

According to Goleman (1997), development for emotional intelligence would be acquired via these five key skills: 1) The ability to quickly reduce stress, 2) The ability to recognize and manage your emotions, 3) The ability to connect with others, using non-verbal communication, 4) The ability to use humor and play to deal with challenges, and 5) The ability to resolve conflicts positively and with confidence. By developing and practicing these five key elements you could be expecting your emotional intelligence to be higher. Just because of knowing these steps you cannot guarantee that you will apply these steps in daily life, so by practice these steps could help you to overcome to your stress and weaknesses:

Reduce Stress
Aware that when you are under stress. (self-awareness)
Identify your stress response. (emotional respond)
Discover the stress busting techniques that work for you.

Connect to Your Emotions
Non-verbal communication

Use Humor and Play to Deal With Challenges

Resolve Conflict Positively
Gregersen, Morrison, and Black (1998) “the extent to which a manager achieves the output requirements of his position.” Five characteristics of successful global leaders: (1) context specific knowledge and skills, (2) inquisitiveness, (3) personal character (connection and integrity), (4) duality (the capacity for managing uncertainty and the ability to balance tensions), and (5) savvy (business savvy and organizational savvy)

**Watson, (2000)** Operation of ability EI is problematic because the subjectivity of emotional experience (e.g., Robinson & Clore, 2002); undermines the development of valid maximum-performance (IQ like) tests. The heart of the problem concerns the inability to create items or tasks that can be scored according to truly objective criteria and that can cover the sampling domain of ability EI comprehensively.

**Van Jaarsveld, (2003)** Emotional intelligence consists of "the ability to perceive, appraise and express emotion accurately and adaptively, the ability to understand emotion and emotional knowledge, the ability to access and generate feelings where they facilitate cognitive activities and adaptive action, and the ability to regulate emotions in oneself and others". This means that a person with high intelligence and understanding about emotions is capable to receive and process emotional information and use this information as a tool to face problems and different behaviors. (Palmer and Jansen, 2004) Emotional intelligence provides and shows another alternatives and ways of being and behaving, differently from others who believed in traditional concept of intelligence. These ways help a person to know himself better and accordingly know the feelings and emotions of others so as, to become more effective in communication and relationship, in daily life and in the workplace.

Hubris (2003); an Exaggerated self worth and sense of invincibility which can so easily take over and shape the behavior of those at the top, is a further dimension that can often presage of failure at the top.

Engelberg & Sjöberg, (2004); O’Connor & Little, (2003); Warwick & Nettelbeck, (2004)
Two constructs of emotional intelligence (EI) should be distinguished based on the measurement method used in the operating process (self-report, as in personality questionnaires, or maximum-performance, as in IQ tests; see Petrides & Furnham, 2000, 2001, 2003). *Trait EI* (or “trait emotional self-efficacy”) concerns emotion related dispositions and self-perceptions measured via self-report, whereas *ability EI* (or “cognitive-emotional ability”) concerns emotion-related cognitive abilities that ought to be measured via maximum-performance tests. The conceptual differences between the two constructs are summarized in Petrides, Furnham, and Frederickson (2004; see also Table 6.1). These differences are directly reflected in empirical findings, which reveal very low, often non significant, correlations between measures of trait EI and ability EI, thereby supporting an explicit distinction between the two constructs.

Warner Butke (2004) in quoting Hogan et al., notes that “No matter what occupational group was studied, 60-70% of the employees state that the worst or most stressful factor of their job is immediate supervisor.”

Parnell (2005); et al describes such features as “A perception of superiority inducing reluctance to learn from the successes and failures of others and inviting a frighteningly rapid fall from grace.” An unfortunate fact of business life is how success can all too easily blind executives to the need to examine what is actually going around them rather than assuming that the current level of success will continue unabated.

Goleman (2005); It has been always a debatable issue that whether emotional intelligence capacity is inherent or acquired, does a person being born with EI? Or in the life time he will acquire it accordingly? Now when we understand and realize the importance of EI on performance and job success, the question for increasing and developing EI will be raised. After reviewing the past researches and studies done by Golman and Martinez and Cooper this paper found that emotional intelligence could be developed and enhanced. There are more studies and articles regarding developing EI compared to EI concept.
Berry 2006, Kurtzberg and Belkin (2005); The email and computer conferencing often perceived as less warm than face to face communication, and research suggests that email message contains high level of negativity than other forms of communication.

According to Hamilton and Micktelhwait (2006); note how “Greed, overweening ambition and a desire power will continue to drive many in and out of the corporate world. Companies will choose still poor strategies, make inappropriate acquisitions and overreach themselves on the project so far. Finkelstein reports from his work how many executives “were not only arrogant they were proud of it”.
