ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE SATISFACTION:
A CASE OF SAVE THE CHILDREN

BY

TSEDEY AYELE

JUNE, 2015

ADDIS ABABA, ETHIOPIA

EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE SATISFACTION:

A CASE OF SAVE THE CHILDREN

BY

TSEDEY AYELE

A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA- GENERAL)

JUNE, 2015

ADDIS ABABA, ETHIOPIA

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

MBA PROGRAM

EFFECT OF EMOTIONAL INTELLIGENCE ON EMPLOYEE SATISFACTION:

A CASE OF SAVE THE CHILDREN

BY

TSEDEY AYELE

Approved by Board of Examiners

_____   _____
Dean, Graduate Studies   Signature & Date

_____   _____
Advisor   Signature & Date

_____   _____
External Examiner   Signature & Date

_____   _____
Internal Examiner   Signature & Date

Table of Contents

Acknowledgements

I would like to express my sincere appreciation to my advisor, Goitom Abraham (Asst. Prof.) for the continuous support, guidance and assistance throughout the course of writing this thesis. I would, also, like to send my special thanks to Dr. Miheret Debebe (Psychiatrist), for his relentless support during the research proposal stage. I am grateful to the Save the Children staff for their cooperation and understanding during the administration of the questionnaires.

Finally, I would like to thank my family and friends; without their contribution I would not have been able to complete this thesis.

May God bless you!

Abbreviations and Acronyms

EI   Emotional Intelligence/Quotient

ES   Employee Satisfaction

IQ   Intellectual Intelligence/Quotient

MEIT   Mætrîx Emotional Intelligence Test

NGO   Non-governmental Organaization

SC   Save the Children

SPSS   Statistical Package for Social Sciences

List of Tables

List of Figures

Abstract

In the recent decades emotional intelligence has received a lot of attention and a large body of research has been carried out in this regard. The main goal of this research is to study the effect of Managers' Emotional Intelligence (EI) on Employee Satisfaction (ES), at Save the Children, which is an International Non-governmental Organaization (NGO) operating in Ethiopia. The objectives of the study focus on determining to what extent managers adapt their behaviors to better influence employees toward increased levels of satisfaction; examining the perceptions of Save the Children employees at different levels, of their manager's emotional intelligence; and to determine the influence of managers' emotional intelligence on employee satisfaction in Save the Children Addis Ababa Office. A quantitative approach was used and data were collected through questionnaires and standardized tests. Data were analyzed using frequency descriptions, correlation and regression analysis. The results from the analysis of a dataset derived from questionnaires on emotional intelligence and employee satisfaction, completed by 168 Save the Children employees, indicated that there is a positive significant relation between managers' emotional intelligence and employee satisfaction. In addition, emotional intelligence of 64 managers were measured, with a result of competence that is near to the average. In noting the perceptions of Save the Children (SC) employees of their managers' EI, the results show that the practice of emotionally intelligent leadership is poor. The major findings indicate that, in the leadership of SC, empathy is not applied well; feelings are not acknowledged. Furthermore, another significant response from employees indicated that there is lack of inspirational leadership. Most managers fail to provide clearly defined and meaningful tasks to subordinates, so that people can grow and develop as a result of the challenge and develop a feeling of accomplishment. In addition, inefficiencies show in modeling the behaviors expected of others, balancing focus on tasks and relationships, and recognizing the need for changes and remove barriers. From the objective of the study in determining whether SC managers adapt their behaviors to better influence employee satisfaction, results shows that SC managers do not show competent EI; lowest scores are seen on 'self management' and 'relationship management' competencies. This shows that, in order to secure a work force that is satisfied and committed, managers should consider developing their EI. In a nutshell, although there might be other reasons for employee dissatisfaction, from the research findings, it is indicated that managers emotional intelligence has a strong impact on employee satisfaction, in the organization. Therefore, the study recommends that the Save the Children management should create an emotionally intelligent workplace: by creating awareness within the management team on the Emotional Intelligence concept and its benefit to the organization; and increasing the managers' emotional intelligence level, by focusing on the EI competencies. Furthermore, superiors need to have the ability to sense how their employees feel about their work situation and to intervene effectively when those employees begin to feel discouraged or dissatisfied.

Key words: *Emotional Intelligence, Employee Satisfaction, Non-governmental Organization*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations face many obstacles in sustaining worker performance. These challenges include employee turnover, social loafing, poor performance, worker absenteeism, and worker discontent in general. One of the factors that is considered to have an influence on employee satisfaction and high job performance is emotionally intelligent leadership.

Until very recently, the concept of emotional intelligence has been ignored due to the rise of scientific management and the myth that emotions of any kind are disruptive in the workplace. Over time, researchers have begun the study to understand why standard intelligence along is not enough to predict individuals' performance. They have realized that there is another type of intelligence that is not related to the ordinary cognitive intelligence, it is called emotional intelligence (Cherniss & Goleman 2001).

There are numerous ways of defining the concept of emotional intelligence. According to Salovey (2010), emotional intelligence is the ability to observe one's own and others' feelings and emotions, identify and understand them and to use the information to guide one's thinking and actions. Goleman (1998), who has contributed extensively to this issue defines emotional intelligence as competence that helps understand one's own and others emotions, show empathy and control them in such a way that they facilitate his life and contribute him in any case. What is most important to recognize about Goleman's model of EI is that these competencies are not considered to be innate. Instead, they must be upgraded over time in order to develop and improve performance. Unlike IQ, which is believed to be fixed by the time individuals reach adulthood, EI is not. Individuals can continue to develop their emotional intelligence throughout their lifetime (Goleman, 2005).

According to Sean (2010), people that are highly emotionally intelligent are recognized to be more successful in the workplace because they can understand their emotions and why they behave the way that they behave. They use their emotions as signs to what their body and mind are trying to tell them. They also use their EI to truly understand others and their points of view. They are good in managing conflicts and they recover from obstacles with self-confidence. As indicated by Sparrow & Knight (2006), to act with emotional intelligence when dealing with own and others feelings: (1) individuals need to notice feelings; (2) pay attention to them; (3) give them significance, (4) think about them and take them into consideration in choosing of what to do.

Several researches were undertaken on the concept of EI in relation to job satisfaction. The researchers have justified that EI strongly correlates with job satisfaction and commitment of employees. This was confirmed by the research of Dr. Allam.Z, (2011), in which it was aimed to examine Emotional Intelligence at workplace. In addition to this, other studies also proved the strong relationship between leadership effectiveness and job satisfaction, where Nowach, (2009), studied on 'Leadership, Emotional Intelligence and Employee Engagement' and Poskey (2011) studied on 'The Importance of Emotional Intelligence in the Workplace'. Overall, emotional intelligence is a new concept and many researchers are still coming with new ideas and arguments, whereas, this study is attempted to merely focus on managers' emotional intelligence.

It is observed that Save the Children carries a workforce that is not satisfied with their work; and staffs are not committed to their organization. Furthermore, employee turnover is highly increasing throughout the organization. To alleviate these challenges, it is believed that effective leadership is one of the crucial areas that should be taken into consideration. This study is aimed to be made with the perspective that emotionally intelligent leaders might do wonders for the success of an organization and satisfaction of the workforce. While informally checking with some of the largest NGOs in Ethiopia, it has been witnessed that there are no researches made on the concept of leaders' emotional intelligence in the non-governmental organizations in Ethiopia. Moreover, it has been perceived that the awareness and applicability of the Emotional Intelligence (EI) concept in Ethiopia is very limited. Therefore, in this paper, the researcher attempted to better understand the relationship between managers' emotional intelligence and

employee satisfaction, and create awareness on the EI concept throughout Save the Children Ethiopia.

1.2 Background of the Organization

Save the Children is the world's leading independent non-governmental organization for children, established in 1919 by Eglantyne Jebb to feed children facing starvation after the First World War. Now, Save the Children works in over 120 countries, saving children's lives, fighting for their rights and helping them fulfill their potential.

Save the Children has been a significant presence in Ethiopia since 1984, to provide life-saving food, water and health services for over half a million people devastated by famine. Today, programs of Save the Children have grown significantly to meet the persistent challenges that confront Ethiopia. As well as continuing to provide humanitarian and emergency relief, the organization focuses on the following programmatic areas: health, HIV and AIDS, nutrition, food security and livelihoods, water, sanitation and hygiene (WASH), education, child protection, and child rights governance.

In addition to its headquarters in Addis Ababa, Save the Children has 38 sub-offices, which work in all regions of the country. In 2011-12, it has reached more than 7 million people, more than 5 million of them children, making it the largest child-focused NGO in Ethiopia and the Africa region.

1.3 Statement of the Problem

The foundation of the organizational performance, success and effectiveness are employees and normally, employees perform at their bestwhen they are content and committed to their organization. For this reason, organizations need to continuously work on staff satisfaction by taking into account different organizational factors. One of the main factors that could have an influence on employee satisfaction is the relationship with their superiors. Managers should be able to create good relationships with their subordinates that can please and motivate them to work for the organization. In order to create good relationships with employees, superiors need

to have the ability to sense how their employees feel about their work situation and to intervene effectively when those employees begin to feel discouraged or dissatisfied; leaders should be emotionally intelligent (Cherniss & Goleman, 2001).

As leaders practice emotionally intelligent behaviors at work, the possibility of creating a satisfied and more committed workforce increases whereas employee turnover decreases. Moreover, by creating positive emotional bonds with co-workers, subordinates and managers, leaders can have less probability of negative outcomes on the part of their workforce, where they can hasten the process of attaining company goals and objectives (Goleman 1995). Eventhough, the EI concept is new, several researchers proved its remarkable benefits to the organizations.

Following the observation of high turnover in Save the Children Addis Ababa Office, preliminary study was made with 10 Save the Children staffs, randomly selected from different departments. From the study, it has been learnt that employees are not satisfied with the relationships they have with their superiors.Staff need more attention from their managers; and want their concerns to be heard. There are different approaches that managers can use to improvethe relationships with their subordinates. However, above all effective relationships are created when superiors can understand employees' emotional state and take the necessary actions. Thus, in order to keep a satisfied staff that strives to achieve organization's objectives and goes beyond their responsibilities, organizations need to design a way to keep employees motivated and their feelings acknowledged. As stated by Goleman (1995), emotional connection can be buit just by paying attention to others. Unfortunately, very low emphasis has been given to the emotionally intelligent leadership in the organization. The majority's focus is merely on the accomplishment of the day-to-day activities. This is likely to hamper the job satisfaction of employees and makethe staff to have a negative attitude towards the organization, leading to high turnover in the organization.Therefore, this study is intended to find out the effect of managers' emotional intelligence on employee satisfaction, in Save the Children.

1.4 Research Questions

The study tries to address the following research questions:

- To what extent do managers adapt their behaviors to better influence employees toward increased levels of satisfaction?
- What is the perception of Save the Children employees on their managers Emotional Intelligence?
- To what extent is the managers' emotional intelligence related to employees satisfaction?

1.5 Objectives of the Study

In general, the objective of the study is to examine the effect of managers' emotional intelligence on employee satisfaction and commitment. This study seeks to better understand to what degree a manager or supervisor might influence workers toward higher levels of satisfaction and commitment in the workplace.

Specifically, the study has the following objectives;

- To determine to what extent managers adapt their behaviors to better influence employees, toward increased levels of satisfaction;
- To examine the perceptions of Save the Children employees at different levels, of their manager's emotional intelligence;
- To determine the influence of managers' emotional intelligence on employee satisfaction in Save the Children Addis Ababa Office.

1.6 Definition of Terms

Emotional Intelligence/Quotient (EI): the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.

Intellectual Intelligence/Quotient (IQ): a person's reasoning ability (measured using problem-solving tests) as compared to the statistical norm or average for their age, taken as 100.

1.7 Significance of the Study

For an organization to achieve its mission and objectives, people are the most important assets. Conducting assessment on Emotional Intelligence is important for organizations like Save the Children to increase employee satisfaction and commitment and decrease employee turnover that in turn will bring success for the organization. Keeping positive, dynamic and committed employees helps the organization to succeed and earn a big reputation within the environment.

It is believed that this thesis is expected to give clear picture of the significance of the emotional intelligence in the Leadership. Furthermore, it will bring a new dimension for the managers in regards to effective leadership.

For the researcher this thesis will help gain a deep knowledge on emotional intelligence and experience in performing a research. Furthermore, it is also believed that the thesis will offer information for other researchers, who are interested to undertake further information on similar area of researches.

Lastly, the literature review reveals that the concept of Emotional Intelligence is new and nowadays it is becoming the hot issue for the success of individuals and organizations. Moreover, this topic is currently being researched widely in Western Countries; yet, the researches made in Ethiopia are very few. Therefore, this study will be one of the primary steps to create awareness for individuals on the concept of Emotional Intelligence.

1.8 Delimitation/Scope of the Study

This study was conducted only in Save the Children Addis Ababa Office. Due to time and financial constraints, offices located outside of Addis Ababa are not included. Regarding the number of respondents, the research excluded guards and office attendants, considering that the subject matter requires deep knowledge and understanding of the concept.

Due to the observations of the busy schedules of the respondents, data collection tools were delimited to questionnaires and standardized tests. For future studies, it is recommended to include focus group discussions, so as to gather detailed information from the respondents. The

variables of the study were delimited to managers' emotional intelligence and employee satisfaction. Because of the aim of the study to investigate the overall indication of managers' emotional intelligence, the researcher did not go through the details of analyzing the relationship of each EI competencies on employee satisfaction.

1.9 Structure of the Study

This paper is organized in five chapters. Chapter one deals with the introductory issues, containing background of the study, problem statement (the basis upon which the study was made), the definition of key terms, the delimitation and significance of the study as well as the objectives of the study and the basic research questions to be addressed. It also summarizes the structure of the study. Chapter two focuses on the descriptions about the relevant literature consulted, it provides a solid academic foundation of emotional intelligence, leadership and its relation with employee satisfaction.

When conducting a research it is important to know which approach will be used and why the study will use that particular method. In the research design and methodology chapter (chapter three) of the thesis, the study presents the research approach and methodology used in this study, including research methods, the sample from which the data was collected, as well as the data analysis method.

Chapter four presents the results gathered from the questionnaires, drawing out the themes and issues identified in the literature review. Detailed discussions of the findings of the research study are presented with the purpose of answering the research objectives. The last section, chapter five, outlines a summary and conclusion of the findings in relation to the literature, indicates the study limitations and presents recommendations to the findings of the study.

CHAPTER TWO
LITERATURE REVIEW

2.1 What is Emotional Intelligence?

"Emotional intelligence is a different type of intelligence.
It's about being —heart smart, not just —book smart".
Jeanne Segal

"Anyone can be angry—that is easy. But to be angry with
the right person, to the right degree, at the right time, for
the right purpose, and the right way—that is not easy".
Aristotle

Emotional Intelligence is defined as a set of competencies indicating the ability one has to recognize his or her behaviors, moods, and instincts, and to manage them best according to the situation, so that they foster success instead of cause roadblocks. Typically, "emotional intelligence" is considered to involve emotional empathy; attention to, and discrimination of one's emotions; accurate recognition of one's own and others' moods; mood management or control over emotions; response with appropriate (adaptive) emotions and behaviors in various life situations (especially to stress and difficult situations); and balancing of honest expression of emotions against courtesy, consideration, and respect (i.e., possession of good social skills and communication skills). Emotional intelligence is the ability of knowing what feels good, what feels bad, and how to get from bad to good (Hughes, Patterson, and Terrell, 2005).

Although some people are naturally more emotionally intelligent than others, everyone can develop high emotional intelligence skills even if they aren't born with it. Emotional intelligence is not fixed genetically nor on gender, and it not an intelligence that can only be developed on early childhood; it can be developed as people go through life (Goleman, 1998).

According to Salovey (2010), emotional intelligence is the ability to observe one's own and others' feelings and emotions, identify and understand them and to use the information to guide one's thinking and actions.

> "Emotional Intelligence involves a combination of competencies which allow a person to be aware of, to understand, and to be in control of their own emotions, to recognize and understand the emotions of others, and to use this knowledge to foster their success and the success of others" (Sean, 2010: 9).

Goleman (1998) describes emotional intelligence as the ability for identifying our own and others feelings, and managing feelings so that they are conveyed appropriately and effectively; for the successful accomplishment of ours and others goals and objectives. This also means that what matters is not just using our head but also our heart. It used to be said that we should put emotions aside to think clearly, however nowadays the argument is that emotions are the source of information (Salovey, 2010). Taking emotions into consideration and emotional intelligence should not be misinterpreted as being sensitive and weak. As stated by Goleman (1998), emotional intelligence is not about being emotional; instead it is being smart with the emotions. It is a combination of skills, attitudes and habits that we can develop to improve our performance and our relationships with others; EI is about how we manage our personality (Sparrow & Knight, 2006).

Furthermore, EI doesn't mean merely being nice and it doesn't mean giving free reign to feelings, rather it means managing feelings, so that they can be expressed effectively and appropriately, enabling people to work smoothly (Goleman, 1998).

"Emotions are our responses to the world around us, and they are created by the combination of our thoughts, feelings and actions. There are hundreds of emotions, along with their blends, variations, mutuations and nuances" (Singh, 2006:32). All individuals feel excitement, fear, anger, joy, shock, concern, and different other feelings. Those feelings affect all of our thoughts and actions, every day. Some people try to avoid their emotions, they suppress them, ignore

them, and avoid them, consequently they will stall in their work, their personal relationships, and their lives (Yeung, 2009).

"Emotions are powerful things. Like it or not, emotions are involved in every single decision and action we take. If we don't acknowledge their importance within us, and within the people we live and work with, then we're missing a trick" (Sparrow & Knight, 2006:203).

As indicated by Goleman (1998), managing emotions is to express them in the right manner and at the right time and not let them run out of control. The goal is balance, not emotional suppression, every feeling has its value and significance. For example, if not alleviated with reason, uncontrolled anger can cause rage and violence. In this world, anger, sadness or depression are unavoidable, however, the consequences differ depending on the response to those situations.

According to Goleman (2005), the four major skills that make up emotional intelligence are:

Self-Awareness: It is about understanding own feelings. People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They are self-confident because they trust their instinct and don't let their emotions get out of control. Also, they are willing to take an honest look at themselves. Many people believe that this self-awareness is the most important part of emotional intelligence.

Everyone experience emotions, but for the most part, we simply allow those emotions to happen, we don't examine and evaluate whether they are helping us or hindering us. "Recognizing that you experience emotions is a first step to wielding them effectively" (Yeung, 2009:16). Unless we are self-aware, we cannot identify those behaviors that need correction (Wall, 2007).

"Self-awareness is particularly useful in the process of decision making. Most decisions require more than black-and-white comparisons. If they were that simple, anyone could make them" (Ryback, 1998:37).

There are three Self-Awareness Competencies: *Emotional self-awareness*, *Accurate self-assessment, Self-confidence:*

Highly confident people are able to take on challenges and changes and inspire confidence in others. However, extreme self confidence is arrogance, especially if the person lacks social skills (Goleman, 1998).

> "If emotional intelligence were a journey, then self awareness would be the skill of map reading. It tells you where you are at the moment—the current mood or emotion you may be experiencing. And it shows you where you want to get to—a goal, or perhaps an emotion or mood that may help you to achieve your goal. But it doesn't allow you to get from one to the other. Knowing how to move from one to the other is another matter, requires self management or self direction skills" (Yeung, 2009:43).

Self-Management: the ability to regulate stressful affects like anxiety and anger and to prevent emotional impulsivity. This is the ability to control emotions and desires. People who regulate themselves typically don't allow themselves to become too angry, stressed, bored or jealous, and they don't make impulsive, inconsiderate decisions; they think before they act. Self-Management characterstics: *Emotional Self Control, Transparency, Adaptability, Achievement, Initiative, Optimism, Self-Motivation*. According to Goleman (1995), if we cannot control our emotional outbursts or impulses and lack empathy, there is less chance we will be effective in our relationships.

According to Wall (2007), self management is one of the most important skills in a leadership. Lack of emotional control in a leader can create an atmosphere of anxiety and pressure that affects productivity, flow of ideas, and the morale to perform their tasks effectively.

> "Self-control is based on our having a positive self-attitude and enough self-knowledge to make the right decision about what to do with an emotion. The thinking brain can make decisions about emotions. Not all of them need to be

expressed, but they also don't need to be hidden or denied. Emotionally intelligent people display feelings if they are relevant, and deal positively with emotions they can't show. They show self-control at an appropriate or balanced level (Sterrett, 2000:57).

The earlier in the process emotions such as anger, frustration, etc. are recognized, the easier it is to let go of them or change the situation for the better (Ryback (1998).

Social Awareness: includes competencies; *Empathy, Organizational awareness and Service Orientation.* Empathy is the ability to identify and understand the wants, needs, and perspectives of those around you. Goleman (1995), indicated that people with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid judging people too quickly, and they live their lives in a very open, honest way.

Empathy take account of understanding others, developing others and identifing people's need for development. As stated by Goleman (1998), understanding the feelings of others doesn't mean agreeing with them. It is being able to understand where their beliefs or feelings are coming from and taking necessary actions by considering their situation. As Goleman (2004:19) stated, "everybody wonder how leaders can make hard decisions if they are "feeling" for all the employees who will be affected. However, leaders with empathy do more than sympathize with people around them: They use their knowledge to improve their companies in subtle but important ways".

> "Just as the foundation for managing your own emotions effectively is to become more aware of them, the foundation for influencing others effectively is to become more aware of what they think and feel by empathizing with them. The key to creating empathy and rapport is listening. Most people are guilty of talking too much and listening too little; or they hear the words but don't listen to the

meaning. The best single technique for improving listening skills is to summarize and paraphrase" (Yeung, 2009:72).

Each individuals has their own unique story, a series of life events that shaped the perceptions of themselves and what they think is possible for them in life. Each person's history has had a strong impact on the development of their emotional intelligence. For this reason, leaders must remember the importance of employees' life experiences (Wall, 2007).

Relationship Management: Those with strong social skills are typically team players; effective relationship management involves creating a positive impact on others (Hughes, Thompson & Terrell, 2009). Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are effective in building and maintaining relationships. The competencies of relationship management: *Inspirational leadership*, *Influence, Developing others,Change catalyst,Conflict management, Building bonds, Teamwork and collaboration*.

According to Wall (2007), the expression of emotion has an important role in leadership. Emotionally intelligent leaders inspire others by sharing freely what excites them in a way that invites others to join the pursuit of a particular goal. Leaders at each level of the organization must understand the company's purpose, vision, values, and goals and be able to communicate and inspire employees so that they know how the work they are doing contributes to the overall success of the company.

Once emotions are recognized, emotionally intelligent individuals stay calm and rational instead of getting angry, panic or worry, and get emotional. Similarly, while handling conflicts, they first help the individuals control their emotions before proceeding to solving the problem. However, simply telling people to relax or calm down usually has the exact reverse effect; they usually become even more annoyed or agitated (Yeung, 2009). People who handle relationships well, says Goleman (1998), are able to shape encounters to mobilize and inspire others to thrive in intimate relationships, to persuade and influence, to put others at ease.

Although Goleman's theories have been influential, they have not gone without criticism. Several critics have claimed, among other things, that Goleman's research was not sufficiently rigorous. Most critics agree that the concept of emotional intelligence is a valid one but that much more work in the area would be required to give scientific weight to the associated theories.

As per the findings from Bradberry and Graves (2009), when compared with 33 other key skills like time management, decision-making and communications, Emotional Intelligence accounts for 58% of performance in all jobs types. 90% of high job performers are also high in Emotional Intelligence yet only 20% of low job performers are high in Emotional Intelligence.This indicates that organizations should create emotionally intelligent workplaces. The good news is that, with determination and effort emotional intelligence can be improved throughout life time and at any stage in a career (Goleman 1998).

2.2 Historical Perspective of Emotional Intelligence

According to Cherniss and Goleman (2001), Sparrow & Knight (2006), and Goldstein, Pinciotta and Naglieri (2015) emotional intelligence has the following historical perspectives:

1930s – Edward Thorndike describes the concept of "social intelligence" the capacity to act wisely in human relations.

1940s – David Wechsler proposes that affective components of intelligence may be vital to success in life.

1950s – Humanistic psychologists such as Abraham Maslow describe how individuals can build emotional strength.

1966 – Leunen published a paper on emotional intelligence and emancipation.

1974 – Claude Steiner published his first article on Emotional Literacy.

1975– Howard Gardner publishes *The Shattered Mind*, introducing the concept of multiple intelligences.

1985– Wayne Payne presents the term emotional intelligence in his doctoral dissertation entitled "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go)."

1987–Keith Beasley, in an article published in *Mensa Magazine*, uses the term "emotional quotient." It has been advised that this is the first published use of the term, though Reuven Bar-On states that he have used the term in an unpublished version of his graduate thesis.

1990– Psychologists Peter Salovey and John Mayer issue their article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*.

1995– The concept of emotional intelligence became popular after the publication of psychologist Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*.

2.3 Emotional Intelligence at Workplace

"If people will stop for a moment and put themselves in another
person's shoes…it will help them modify their own behavior.
It will help them develop relationshipswith those people."

Darryl Grigg, Ed.D.

According to Team FME (2014), previously organizations used to focus only on IQ of a new employees and the universities where they have been educated. However, nowadays it is studied that IQ alone will not make an individual successful. The way people behave, express themselves, and the way they interact with others are all as important if not more crucial than the person's score on IQ test. Individuals with a less developed EI tend to get stopped by obstacles; they either can't pass different challenges, or they struggle for a long period of time. Such individuals may take things personally and react negatively to the other people involved, which results in enmity and difficulty in being productive. Such situations hinders from being successful in the workplace.

As indicated by Stein (2007), emotionally intelligent workplace is an organization that is able to successfully accomplish its goals by coping with change effectively, while being responsible and thoughtful to its people, customers, suppliers, and society. The Emotionally Intelligent Organization, promotes a culture of honesty, transparency and respectful assertiveness. Furthermore, it encourages diversity, tolerates positive disagreement, and values flexibility and multi-directional communication (Stein, 2007).

Most of the studies on emotional intelligence at work focused on the correlation between employee's emotional intelligence and their job performance, satisfaction and quality of work life. Various studies show a correlation between high levels of EQ and high levels of performance. Yet the benefit doesn't end here, people with high EQ are more grounded, more resilient and more satisfied at work (Cote and Miners, 2006), (Orhan and Dincer, 2012), (Gunavathy and Answarya, 2011).

In his study of Emotional Intelligence at work place, Dr. Allam made a psychological review of importance of the emotional intelligence at work place. With the findings, Dr. Allam suggested that employers are required to obtain a sense of their emotional wellbeing. He also indicated that, as emotional intelligence has both innate and learned aspects, there are more improvements possible throughout the life (Allam, 2011).

On the other side, on a study made by Downey (2011), to assess the reliability of a new measure of emotional intelligence, the workplace culture version of the Swinburne University Emotional Intelligence Test (SUEIT) which was designed to measure EI at a group level; it was confirmed that emotionally intelligent culture has a powerful effect on group member levels of job satisfaction and organizational commitment.

> "The culture created by the leader directly affects employee satisfaction, retention, creativity, and innovation. One of management's fundamental tasks is to provide the environment and methods that encourage employee initiative. Climate also affects coworkers' moods and attitudes, with positive mood increasing worker effectiveness and retention" (Lynn, 2008:116).

Ashkanasy and Daus (2002), identified four preventive and three restorative techniques, addressing both individual and collective issues that managers can utilize to transform an emotionally unhealthy organizational environment into one that is emotionally healthy.

Preventive Techniques: (1) Assess the emotional impact of jobs; (2) Create a positive and friendly emotional surrounding; (3) Encourage a positive emotional climate through rewards and compensations; (4) Select employees and teams based, in part, on a positive emotional attitude; (5) Train employees in emotional intelligence skills.

Restorative Techniques: (1) Individual change through trainings, punishment, re-assignment, or firing; (2) Culture change; (3) Environmental and job change through job redesign.

2.4 Emotionally Intelligent Leadership

"Being a successful leader and manager is about how well you handle your emotions, understand the emotions of others, and find a successful approach to solving the problem."

Bradberry and Graves

"Good leaders make people feel that they are at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning."

Warren Bennis

Emotionally intelligent leadership is one one of the crucial matters in creating a working climate that nurtures employees and encourages them to give their best. Emotionally intelligent leadership starts with being fully present and getting in harmony with the employees. Once a leader is engaged, then emotional intelligence can come into play, from sensing how people feel and why, to interacting effectively enough to move people into a positive state (Goleman 2005).

Emotional intelligence is an important catalyst of leadership. It helps leaders to communicate vision and goals, by instilling enthusiasm within the team that encourages flexibility, cooperation, and trust. Emotionally intelligent leaders are capable of controlling their own emotion and others emotions. Such leaders are able to empathize with their followers and can also form positive relationships with them. Additionally, in decision making they perceive emotional information to achieve creative and positive results (Ashkanasy and Daus, 2002).

> "Emotionally intelligent executives are bottom-line people who can deal with glitches by keeping their eyes on the ultimate goal, by controlling the impulse to give in to momentary crises and by focusing on the long term. They put effort into understanding the viewpoints of superiors as well as staff members and communicate appropriately with that in mind. They use their emotions to finetune their intuition as they steer the company in the right direction above the fray of complex details. They are open to dissenting opinions and can find their overall direction because they trust their own feelings. Not only can they read others' feelings well, but emotionally intelligent executives are also quite adept at reading the unspoken, collective feelings of the teams they oversee, and can articulate what they sense" (Ryback, 1998:18).

In a study of 'Emotional Intelligence Issues and Common Misunderstandings', Goleman and Emmerling (2003) indicated that, when comparing EI with IQ or general mental ability, IQ found to be better indicator of work and academic performance than EI. However when it comes to the notion of whether a person will become an outstanding leader, IQ may be a less powerful predictor than EI.

Leadership is mostly about inspiring others to head in a particular direction, it requires that leaders have some perception into what will cause people to head in the desired direction. Since people are driven as much by their emotions than by their rational analysis of the world about them, effective leadership must surely involve some degree of emotional awareness. When the emotionally intelligent leaders are aware of other emotions and use this awareness to guide their

own behavior, their followers seem to believe that the leader is speaking directly to them and much considerate of their situation (Channer and Hope, 2001).

According to Goleman (2014), emotions flow with special strength from the more socially dominant person to the less. Generally people in any group pay attention to and place more significance on what the most powerful person in that group says or does. That amplifies the force of whatever emotional message the leader may be sending, making his/her emotions particularly contagious. "When mind is full of anger, other people catch it like the flu" (Goleman 2014:1). The relationship between EI strengths in a leader and performance of the unit led appears to be intervened by the climate the leader creates.

Climate reflects people's sense of their ability to do their jobs well and have a feeling of achievement (Cherniss and Goleman, 2005). Some managers interact and engage with employees in ways that result in more positive outcomes than what other managers are able to achieve. For some reason, workers who are supervised by certain managers seem to display more positive attitudes and put forth efforts that are better than average.

On a research on 'Emotional Intelligence and Leadership', Cavallo and Brienza (2011) showed that the highest performing managers have significantly more 'emotional competence' than other managers. They have used 83 questions multi rater survey that measured a variety of competencies associated with leadership performance including those commonly referred to as Emotional Intelligence. The study included all the emotional intelligence competencies: self awareness, self management, social awareness, relationship management.

According to Sean (2010), people with highly developed EI still face different kind of emotions, just like everyone else. However their reactions and the way they handle the situation is different. They are able to analyze what they are feeling, understand how those feelings are impacting their behavior and manage their actions accordingly. Furthermore, they have skills in recognizing how other people are feeling and empathize with them. By understanding their own and others feelings, individuals can choose the behavior and actions that will help them resolve situations both within themselves and in relationship to others. Highly emotionally intelligent

individuals see obstacles as learning experiences and chances to improve their relationships with others.

Other study by Akbarian (2014) indicate that the job motivation of leaders impact not only their performance and happiness, but also their subordinates' satisfaction and commitment. The job motivation of superiors with high emotional intelligence is higher than the job motivation of superiors with low emotional intelligence.In other words, emotional intelligence can affect job motivation. When superiors are motivated themselves, they can easily motivate, inspire, and influence their subordinates.

From the Goleman (2006) studies, the emotional strength was tested by making 56 heads of simulated work teams into a good or bad mood, where their following emotional impact on the groups they led was assessed. Team members with upbeat leaders reported that they were feeling in better moods. Moreover, they coordinated their work better, getting more done with less effort. Conversely, the team with illtempered bosses was in a discord that also made them inefficient.

Recent research on the association between employee satisfaction and job performance suggests that the single most important contributor to the feelings of employee engagement, empowerment and satisfaction is based on the relationship they have with the leaders of the organization.Another powerful reason for leaders to be careful of what they say to employees: people naturally recall negative interactions with other people with more intensity, than they do positive ones (Goleman, 2014).

> "A severe lack of emotional response will prevent people from being effective
> leaders. Such type of leaders will be felt to be cold and distant and unable to
> create willingness for their subordinates to follow. On the other side, very
> emotional leaders, continuously switching from one emotional state to another,
> are also less likely to be regarded as effective leaders. They are seen as too
> unpredictable and disturbing, leading their follower on an emotional switch back
> ride" (Channer and Hope, 2001:127).

According to Goleman (2014), when leaders habitually use displays of bad moods, aggressivness and presure, more work may seem to get done – but it will not necessarily be better work. And persistently foul moods corrode the emotional climate, sabotaging the brain's ability to work at its best.

Effective leaders are seen by their subordinates having appropriate emotions for the situation they face. For instance one can show calmness when the situation is unpredictable, pleasure when the team prospers at a challenging task, patience when a person is struggling to attain a complex skill, regret when not living up to high values that the leader aspires to. The ability to recognize own and others emotional states, and to know the appropriate emotional state to be in is what is meant by emotional intelligence (Channer and Hope, 2001).

The leaders who are rich in emotional intelligence may inspire a sense of enthusiasm, positive attitude, excitement, and atmosphere of mutual understanding and trust in their organizations through their support to develop a rich atmosphere of quality interpersonal relationships with their co-workers (Yadav, 2014).

> "The emotionally intelligent executive knows the difference between offering a hungry person a fish and teaching the art of fishing, and chooses the latter. He knows the difference between form and substance, and prefers the latter. He knows the value of time, how quickly it passes, and chooses to spend it wisely as experiments in truth. The ultimate question guiding his behavior is,will this do good for others?"(Ryback, 1998:118).

Successful leader has two main capabilities: 1) to be able to control his or her own emotion; 2) to be able to do the same with the other people s/he comes into contact with. The more successful the leader is on 1, the easier it will be 2 (Channer and Hope, 2001). "Emotional intelligence is well established as a critical aspect of successful leadership; the greater the leadership responsibility, the more important are our emotional intelligence competencies" (Hughes, Patterson, and Terrell, 2005: 17).

According to Goleman (2006), behaviors and characteristic of an emotionally intelligent leader are as follows: (1) They make time in a busy schedule for giving and receiving coaching; (2) They are excellent listeners, they feel free to speak the truth proactively and they invite feedback; (3) They take the time to learn about things such as what they do when they are not at work, their general state of health and what is going on in their families; (4) They spend time on developing people, and encouraging learning; (5) They set stretch goals, but trust people to deliver, and refrain from interference; (6) They allow mistakes as long as they are seen as opportunities for learning rather than for blame; (7) Decisions are made openly, with the involvement of those affected and disagreements are not seen as a threat, but as a sign of health.

> "A global leader with social intelligence demonstrates a sincere interest in and concern for others, a heightened ability to listen to employees, customers, suppliers, authorities, partners, and other stakeholders from different contexts, and a deep capacity to understand different viewpoints, and to interpret emotions and verbal and non-verbal communicational cues in different cultures" (Rego, Cuntra and Clegg, 2012:111).

According to (Hiam, 2003), in order to produce good results, employees should be enjoying their work. Employees can react to the same stimulus in two different ways, depending upon their emotional state. The negative state leads them to the resistance path, and leads the manager to an increasingly frustrating reliance on extrinsic motivators. But the positive state leads them to see the stimulus as an opportunity instead of a problem. For this reason, managers should monitor the emotional aspect of their employees. Manager should show emotional leadership rather than using functional communication. Managers should maximize the amount of time that employees spend in the Positive/Active state. Superiors should first provide appropriate emotional stimuli and help the employee feel more positive; and only then, they can safely introduce other stimuli that are more task-focused. If people are in a positive frame of mind, they are often capable of handling assignments even if those assignments are not managed particularly well. If the feeling of the employee is positive, but just stuck for some reason, then the manager can focus on the problems with their work and try to come up with a solution to move them forward. But if their feelings are negative, before trying to look into their work, it is important to fix the attitude first.

"The essence of good management is letting employees know what you expect, inspecting what is done, and supporting those things that are done well. If managers begin thinking in terms of doing things *for* people, instead of *to* them, they will experience a positive change in their working environment" (Singh, 2006:78).

Furthermore, superiors should inspire subordinates to appropriate action by giving them clearly defined, meaningful work that they will feel good about accomplishing and making sure they have enough feedback to be able to see their progress as they work (Goleman, 2006).

2.5 Benefits of Emotional Intelligence

As indicated by Stein (2007), as long as two conditions exist in the world, emotional intelligence will be important. The first is that there are human beings and the second is that they interact with one another. Indeed, emotional intelligence was important even before the second condition, when our ancestors lived in caves as hunters.

According to Sean (2010), workplace full of employees with highly developed EI results in: (1) Every employees' ideas get valued and their potential continually developed; (2) Gossip and other negative behaviors avoided; (3) Everyone encourages and celebrates each other's success; (4) Easier conflict resolution and negotiation methods that come from distinguishing people's emotions and desires and empathizing with their perspective; (5) Effective leadership that recognizes what the needs of his people, so as to meet the need in a way that boosts higher performance and workplace satisfaction; (6) Organization equipped with strategically utilized emotional diversity of their team members that benefit the team as a whole; (7) Valued decisions and teams work at the optimum. "Emotional intelligence brings to the workplace not necessarily more expression of intense emotion, but rather the calming, soothing, yet deeper awareness of the elements of the decision-making process itself" (Ryback, 1998:59).

As indicated by Ryback (1998), the emotional openness in the workplace enables individuals to release their feelings about, and build self-confidence in one's ability to complete a task or to

work productively with others and also provides the authentic support of others as they share productive ideas to be considered in the process of brainstorming. If any intense negative emotions do arise, they are acknowledged honestly but are not typically expressed aggressively.

On a study on the relationship between emotional intelligence and a number of factors among 76 CEOs of fastgrowing companies, by Stein (2007) overall, the group scored slightly higher than average in their total emotional intelligence score. Their scores were highest on independence, assertiveness, optimism, self-actualization, and self-regard. High-performing CEOs were found to differ from the rest of the group with higher scores on empathy, self-regard, and assertiveness.

Besides the benefits emotional intelligence brings at work, Individually, EI can help manage stress, avoid depression and mood swings. A high level of emotional intelligence directly correlates to a positive attitude and happier outlook on life. By understanding and managing own emotions, there will be better ability to communicate feelings in a more positive way and better relationships can be developed. Overall, higher emotional intelligence helps to create stronger internal motivators, which can reduce procrastination, increase self-confidence, and improve our ability to focus on a goal (Salovey & Mayer, 1990). An emotionally intelligent lifestyle ensures a healthier life, fit body, access to the inner wisdom, considerate family relations, supportive friends, and wiser decision making (Ryback, 1998).

As also stated by Singh (2006); EI helps to deal with stressful situations. Besides potential stressors that occur outside the organization, there are stressors associated with the organisation itself. These potential stressors include: unfair and arbitrary performance reviews, pay inequalities, inflexible rules, rotating working shifts, ambiguous procedures, frequent relocation, unrealistic job descriptions, centralization, lack of participation in decision-making, line-staff conflicts, lack of privacy, excess noise, and poor/inadequate feedback about performance. It is the emotional response to a particular situation that makes the difference. Stress management, therefore, largely depends on an emotional balance between a potential stress condition and the reaction to it.

Interpersonal knowledge, or the skills of being able to understand, influence, persuade, win over, and motivate other people, is the high level of emotional intelligence. Helping others to control their emotions by lifting their spirits when they are sad, calming them down when they are angry, or alleviating their fears when they are troubled will gain individuals many friends for life too (Yeung, 2009).

According to Ahmed (2014), emotional intelligence is still not wholly understood. However, emotions play a very critical role in the overall excellence of personal and professional lives of every individual. Technology and tools can help in learning and mastering information. Nevertheless, nothing can replace individuals ability to learn, manage, and master own emotions and the emotions of others.

2.6 Coaching for Emotional Intelligence

"It is no longer enough to talk only about *what* employees are doing. Performance objectives and targets certainly remain important. But leaders must now begin to address the more personal aspects related to *how* people do their work, such as how they get along with their fellow employees. This means talking about behaviors that are linked to character, personality, and how people work with others in doing their jobs" (Wall, 2007:62).

Cherniss & Goleman (2001), indicated in their studies that employing a coaching managerial style makes a significant impact on employees' effort and commitment on the job. The coaching leader is emotionally self-aware, empathetic, and skilled in identifying the potentials of the employees and building their potentials on those. Although coaching is a powerful tool for development, it can require a significant investment in cost and time.

The subject of emotional intelligence has made management coaching far more challenging than merely addressing performance objectives. Emotional intelligence comprises a variety of personal and interpersonal competencies that have a significant impact on a person's success at work. Coaching must now include personal qualities and interpersonal effectiveness that deals

with how people perform what they are expected to do. Coaching for emotional intelligence requires leaders to develop a much more friendly approach to their coaching, addressing and discussing on behaviors that limit the employee's ability to build relationships and establish influence (Wall, 2007).

According to Cherniss & Goleman (2001), with coaching employees get the opportunity to enhance self-awareness, self-regulation, and some of the social skills required to be successful, cooperative and content in the organizational world. Helping employees in enhancing their self-awareness is about 85 percent of the work in making a significant change in their behavior and overall sucess (Wall, 2007). On the other hand, seniors have the opportunity to develop their coaching, listening, and feedback skills, to enhance self-awareness through sharing their own experiences and to practice empathy through understanding the subordinates' experiences. Coaching and developing their subordinates by inviting feedbacks would help to create a culture that values attention to growth enhancing relationships and supports development. Whatever the personality individuals have, changes can be made on every individuals. All it takes is determination, effort, and time (Ryback, 1998).

> "Most managers are failing to provide their employees with frequent and effective coaching. In the absence of hearing from their bosses about the quality of their work, people reach the conclusion that their managers are not paying much attention to what they do and don't care about their performance" (Wall, 2007:63).

The combination of inadequate feedback and the increasing sense of disconnectedness from the boss lead employees to assume that superiors are displeased with their work. Also it can lead to the exact opposite conclusion, where poor performers may think they are doing a good job (Wall, 2007).

2.7 Emotional Intelligence and Employee Satisfaction

> *"It's impossible to have positive impact on others without sensing how they feel." (Goleman, 1998)*

Job satisfaction of employees plays a very vital role on the performance of an organization. It is essential to know and practice the skills of employee retention through making them satisfied and motivated to achieve extraordinary results. Target and achievement depends on employee satisfaction and in turn contribute for organizational success and growth, enhances the productivity, and increases the quality of work (Judge & Klinger, 2014).

> "50% of work satisfaction is determined by the relationship a worker has with his/her boss. The worker productivity increases when proper support is provided by the supervisor and co-worker. It is difficult to get bigger wins by just improving engineering efforts. Emotional intelligence is a prerequisite for effective leadership across borders" (Yadav, 2014:2).

Nowadays, organizations are recognizing that the key to maximizing their competitive position requires paying attention to the satisfaction, motivation, and goals of its employees (Stein, 2007). Managing others effectively means being able to understand their emotions. Individuals with this skills gain others' trust and loyalty, and consequently, their commitment. Understanding others' emotions is an advantage for managers. They easily understand what motivates them and what keeps them productive. Hence, they can get the most productivity from the work and at the sametime keep their employees satisfied (Ryback, 1998).

Feelings and emotional reactions play a great role for an individual's personal achievement and successful performances in an organization. Good moods enhance the ability to think flexibly, coming up with new ideas and with more complexity, making it easier to find solutions to problems. Good moods provide a great motivation for the employees to perform well, especially on difficult or challenging tasks. Moreover, employees are more likely to volunteer on new challenges and help out co-workers, rather than merely performing their jobs (Hiam, 2003). Hence, creating emotionally intelligent workplace and training employees for emotional

intelligence will keep employees satisfied and simultaneously enable organizations get the optimum output from their employees. Employees who are feeling positive and active are ready and inspired to provides their knowledge, skills and efforts with all their energy. They work quickly and well, they learn fast, and they are in the right frame of mind to be creative (Lu, While & Barriball, 2006).

> "People are less likely to want to stay in an organization that projects a mood of sadness, pessimism, anger, or other unpleasant emotions. It's the leader who sets the tone for the organization. People are energized when working around others who are happy. They tend to besapped or demoralized when surrounded by gloom and doom. Leaders, good or bad, radiate their emotions throughout the organization" (Stein, 2007:30).

Leaders of successful organizations recognize that their employees are their key assets and that they will fully benefit by developing their people. By understanding employee needs, wants, and perceptions, the organization can identify and exploit on its strengths. Areas of weakness can also be determined and targeted for action as needed (Stein, 2007).

According to Wall (2007), emotionally intelligent managers, examine emotional competencies and potentials of employees and match those individuals responsibilities with specific job categories; this benefits both the organization and the employee. Supposing an organization wants to fill positions that require people to sit at a desk and do highly structured and repetitive work. It will be win-win situation for both the organization and the individual if the selected individual has personality with moderate energy, a strong work ethic, and high need for detail. Also if the individual likes routine work and not have a high need for change and variety. If the work requires few independent decisions, the indvidual should have personality where she/he is comfortable taking directions from others. Managers can recognize these personalities of individuals by taking time in building relationships and learning the interests of their employees and by giving different EI tests during recruitments.

Leaders have also responsibilities of coaching for emotional intelligence; the challenge to bring certain behaviors or characteristics into a range that is suitable for success on the job. However,

continuous coaching should be performed, because the deal is with human behavior and sometimes people will overcorrect and go too far in the other direction (Wall, 2007).

> "When a supervisor poorly manages employees by not caring about them, giving inadequate feedback, or making unrealistic demands, this demoralizes people and negatively impacts their performance. When people feel they are being managed badly, regardless of the reality of the situation, they are less likely to be positive about their work. When employees feel they have the attention of their supervisor, their concerns are listened to, and their ideas are considered, they are more likely to be motivated and contribute significantly to the organization. Studies have found that the number-one reason people leave organizations is because of their boss or supervisor" (Stein, 2007:65).

According to Goleman (2006), in order to achieve positive levels of employee satisfaction and commitment, managers and supervisors must understand the powerful link between certain emotional intelligence attributes and workplace outcomes. By focusing on particular behaviors, it appears that leaders can be more effective in helping strengthen worker satisfaction and commitment. By implementing the right behaviors, supervisors and managers may significantly increase their probabilities of creating a work environment, in which employees are more engaged, put forth their best efforts and achieve improved results. Smart leaders realize the tremendous benefit that a committed, productive workplace of satisfied coworkers provides toward the organizational goal of sustained profitability and/or viability.

On a study made assessing the impact of emotional intelligence competency on job satisfaction, Orhan and Dincer (2012) made a survey on the correlation between emotional intelligence and job satisfaction. A survey applied on 150 employees who work in state-owned and private banks in Turkey, revealed that there is a significant relationship and interaction between employees' emotional intelligence and job satisfaction in a positive way. Orhan and Dincer (2012) indicated that one of the effective factors which enable employees to get the expected satisfaction in the organization is the attitudes of administrators and their competency in terms of decision making. In addition to their effective decision making skills, leaders should involve employees in decision making processes. As Goleman (1998) indicated, the more support employees feel from

their organization, the more trust, attachment and loyalty they will feel and the better organizational citizens they will be. However, employees who feel disconnected from decisions that impact their work, will lack initiative and give up on themselves and their jobs.

Studies show that the other emotional competency that leaders should highly focus on for employee satisfaction and high job performance is inspirational leadership (Ashkanasy and Daus, 2002), (Cherniss and Goleman, 1998). Leaders need to have the ability to continuously inspire and arouse employees for better achievement by using vision and missions. Similarly, they need to take steps in developing their employees by observing their potential, coaching and giving feedbacks. As indicated by Goleman (1998), employees are not sure of their responsibility and limits of their authority, even their jobs objectives, if superiors don't give employees feedback or tell what's expected of them. Furthermore, people want their leaders to notice their work, to offer appreciation for work well done, and to provide timely and appropriately expressed corrective coaching when improvement in performance is required (Wall, 2007).

2.8 Models of Emotional Intelligence

Presently, there are three models of EI, The Ability EI model, the Trait EI model, and the Mixed EI model. In the Ability EI model emotions are a means of information that is useful in interacting in social relationships. However, that not all individuals have the same ability to process emotional information and then to relate that overall cognitive processes. The model offers four main types of emotional skills: emotional perception, emotional use, emotional understanding and emotional management. This model has been challenged with some criticism because it is modeled on the IQ test. For instance Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) is one of the ability base test of emotional intelligence (Team FME, 2014). Their test is designed as an ability measure with the objective of "right and wrong" answers in contrast with the more subjective compentecy measure that depend on on self report (Hughes, Patterson, and Terrell, 2005).

The Trait model proposes that people have as part of their personalities, a number of emotional self-perceptions and emotional traits. This model distinct from the others, hypothesise that EI is brain based ability, not an environmental aspect of personality (Team FME, 2014).

According to (Team FME, 2014), mixed model of EI was most notably described by Daniel Goleman, and is today the most widely accepted and used model for EI. The assessment measures personal competence (how people manage themselves) and social competence (how people manage relationships). It composed of four domains, each of which has associated competencies. These competencies are: Self Awareness, Self-Management, Social Awareness and Social Skills (Hughes, Patterson, and Terrell, 2005).

CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study is correlative descriptive in nature in that it attempts to determine the effect of managers' emotional intelligence on employee satisfaction. The researcher used quantitative approach to analyze the data collected and determine the results.

Quantitative research provides precise, numerical data and since it is so deeply rooted in numbers and statistics, it has the ability to effectively translate data into easily quantifiable charts and graphs. Furthermore, quantitative research can allow for greater objectivity and accuracy of results and the results are relatively independent of the researcher. Overall, quantitative method enabled the researcher utlize a series of techniques that yield data that is projectable to a larger population (Creswell, 2009).

The independent variable of the study is Managers' Emotional Intelligence and the dependent variable is Employee Satisfaction. The study tries to examine the extent to which differences in one of these variables are related to differences in the other variable to give an indication of how one variable may predict the other.

The overall design of the research done primarily by reviewing literature that is relevant to the study. Following a pilot study was made with 15 employees (subordinates) so as to examine potential misunderstandings and to correct possible weaknesses and inadequacies. After the pretest, questionnaires were sent to 174 subordinates, where 166 questionnaires were completed and returned. In addition to this, standardized tests were given to 75 managers with a return of 64 completed tests. The analysis of data and the computations were made by utilizing Statistical Package for Social Sciences software (SPSS 20). Demographic characteristics of respondents (subordinates and managers) were summarized and presented in tables and texts. Findings of the study, that is, respondents' level of agreement on their managers' emotional intelligence and their satisfaction; and managers' EI score based on each EI competencies (self-awareness, self-

management, social awareness and relationship management) were summarized and presented in tables and texts. Furthermore, correlation and regression analyses have been done to see if there is a relationship between managers' emotional intelligence and employee satisfaction and in what manner it affected. Finally, conclusions were drawn from the gathered data followed by list of recommendations.

3.2 Population and Sampling Techniques

To assure fair presentation of all population to be included in the sample, the researcher used simple random sampling method. The total population's size of the organization is 310, as of March 2015. The sample size was determined by using the Slovin's formula (Serakan, 1992): Applying 5% error margin,

Therefore, $\quad$ $n = \dfrac{N}{1 + Ne^2}$ $\quad$ **n= 310/1+310(.05*.05) = 174**

Where:

- ➢ N: is the population size i.e 310
- ➢ n: is the sample size to be calculated
- ➢ E: is the margin of error i.e 5%

Applying 5% error margin, the sample size of employees/subordinates for the study are 174 members of the target population. Therefore, the study's sample size of 174 is fair enough to represent the target population of the study area.

The numbers of employees at the managerial level is 75. Due to the small number of managers, all of them were considered to participate in the study.

3.3 Source and Tools/Instruments of Data Collection

The primary source of the research data were obtained from subordinates through questionnaires. In addition, standardized tests were used to measure the emotional intelligence of the managers. The primary source of information was used due to the fact that it enables to perform the research with the original data, directly interacting with employees. Moreover, it is a reliable form of data collection where unbiased information can be collected.

Other relevant information (secondary data) was collected from journals, articles, books, magazines, and web resources.

In the questionnaire provided to the subordinates, both variables (managers' EI and employee satisfaction) were treated. The questionnaire includes three parts. In Part I personal data were obtained, Part II and III contain scales to measure the variables of the study namely, managers' emotional intelligence and employees' satisfaction. The questions related to managers EI were developed by modifying the Mætrîx Emotional Intelligence Test (MEIT) Capability Assessment Instrument developed by Malcolm Lazenby, which is based on Goleman's four quadrants Emotional Intelligence Competency Model (2002): Self Awareness, Self-Management, Social Awareness and Relationship Management. The questionnaire contained 20 questions related to EI, for the subordinates to reflect on their supervisors'/managers' EI. The other 13 questions were related to employee satisfaction. Job Satisfaction Scale developed by Macdonald and Maclntyre (1997) was used by taking and adjusting the questions relevant to the topic. This is one of the most preferred models used in academic studies. Both, EI and employee satisfaction questions were measured on a 5 point Likert scale coded with 1 being 'strongly disagree'; 2 'disagree'; 3 'Neutral'; 4 'agree' and 5 being 'strongly agree'.

A questionnaire is much more effective in that respect as it takes slighter time, is less costly and allows gathering of data for much bigger sample. For the respondents, the questionnaires will give them more time, thus allowing smaller rate of errors. Furthermore, since the topic of the study could be considered as sensitive in its aim to elicit personal insights from the respondents, the participants may feel more at ease when answering questionnaires as they are not required to speak with someone else in order to give information. Hence, questionnaire was considered to be the best instrument for the collection of the data.

The EI level of the managers was tested using the above stated Mætrîx Emotional Intelligence Test (MEIT) Capability Assessment Standardized Test. Among different types of tests of emotional intelligence, the researcher chose MEIT, because it is found to be useful with its arrangement of the questions. It is a forced-choice psychological test which requires the respondents to choose one statement from each pair of statements. This tool, unlike other tests

that require to agree or disagree with their behavior, gives more room to get the exact EI positioning of an individual. The independent variable, namely 'managers' EI was treated in this instrument. On Part I, personal data were obtained and Part II contains 40 questions of the test; 10 from each EI competencies (self awareness, self management, social awareness and relationship management).

3.4 Procedures of Data Collection

Before starting the data collection process, the questionnaire for the subordinates was pretested with 15 employees. This helped to examine potential misunderstandings and to correct possible weaknesses and inadequacies, prior to the commencement of the actual data collection. The majority of the questions on the pilot questionnaires were found comprehensive, and turned with successful results. The standardized test for managers, did not require a pretest because it was fully adopted from existing EI measuring tool.

Both, the questionnaires to subordinates and the test to managers were administered by printing questions on a paper and distributing it to the respondents expecting them to return with their answers on it.

Questionnaires were distributed to employees and managers in person by the researcher and one other assistant. The completed questionnaires and tests were collected from the respondents, sealed in an envelope provided by the researcher. Email and telephone contacts were used in monitoring the respondents to complete the questionnaires.

Out of 174 questionnaires distributed to the subordinates, 166 questionnaires were completed and returned. The others were missed due to busy schedules of the participants. From the 75 questionnaires distributed to the managers, 64 were returned, where the rest of the managers were unavailable in their offices due to annual leaves and travels. The return rate of the subordinates' questionnaires and managers' tests are 95% and 85% respectively. Since the majority of the questionnaires and tests are completed, the received data will not have an impact on the findings and conclusions of the study.

3.5 Methods of Data Analysis

The analysis of data and the computations were made by utilizing Statistical Package for Social Sciences software (SPSS 20). The questions for the subordinates on managers' EI and employee satisfaction were valued on a 5 point Likert scale coded with 1 being 'strongly disagree'; 2 'disagree'; 3 'neutral'; 4 'agree' and 5 being 'strongly agree'.The test given for the managers was a forced choice questionnaire with two questions. The competence level of EI was scored as follows: 8 – 10 Skilled, 6 – 7 Average, 5 and below, Consider developing.

In order to get the empirical results, firstly frequency descriptions have been presented through tables including demographical and institutional characteristics of staff taking part in the survey. Secondly, reliability tests have been applied on the obtained factors. After reliability tests, correlation analyses have been done to see if there is a relationship between emotional intelligence and employee satisfaction. Finally regression analysis has been done to set forth in what way managers' EI affects employee satisfaction. Data was summarized in texts and reported in tables and charts.

Data of the Managers' EI score was analyzed based on each EI competencies (self-awareness, self-management, social awareness and relationship management). The mean of the results is indicated in a table and described in a text under each EI competencies.

3.6 Reliability and Validity of Data Collection Tools

In the quantitative research, reliability and validity of the instrument are very important for decreasing errors that might arise from measurement problems in the research study. The reliability indicates how free it is from random errors. This research is reliable in that the researcher contacted and communicated respondents on how to fill the questionnaire and allowed them to call the researcher for any difficulty by giving contacts of the researcher. The researcher conducted pilot test to make the questionnaire more accurate and to get feedback before distributing it to all respondents. The reliability of the questionnaire was tested using Cronbach's Alpha. The Cronbach's Alpha is 0.95, which clearly indicates the results are 95% reliable. By

convention, an Alpha of 0.70 or higher is generally considered acceptable for a reliable measurement tool.

3.7 Ethical Considerations

The research was conducted based on the ethical considerations of not to plagiarize, not to fabricate or falsify data, research procedures, or data analysis, respect the rights of research subjects, particularly their rights to information privacy, and to being informed about the nature of the research and the types of activities in which they will be asked to engage, and not to take or use published data of others without acknowledgement, or unpublished data without both permission and acknowledgement.

Prior to the distribution of the questionnaire, the researcher gave briefings to the sample participants in regards to the research and received their consent. The participants were also reassured that the information will be kept confidential.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter comprises two parts. Part one presents the demographic characteristics of respondents. Part two presents the analysis and interpretation of data directly related to the actual study.

4.1 Demographic Characteristics of Respondents

The following study summarizes the demographic data of the respondents (subordinates and managers).

Table 1: Respondents according to gender, age, work category, and work experience

Category	Subordinates		Manager	
	Frequency	Percentage	Frequency	Percentage
Gender				
Female	71	42.3%	26	40.6%
Male	97	57.7%	38	59.4%
Age				
20 – 35	99	58.9%	12	18.8%
35 – 45	49	29.2%	32	50.0%
45 – 60	16	9.5%	19	29.7%
Above 60	4	2.4%	1	1.6%
Work Category				
Program	56	33.3%	18	28.1%
Non – program	112	66.7%	46	71.9%
Educational Level				
College diploma	14	8.3%	1	1.6%
Undergraduate degree	101	60.1%	31	48.4%
Post graduate degree	53	31.5%	30	46.9%
Doctorate and above	-	-	2	3.1
Work Experience				
0 – 3	56	33.3%	27	42.2%
3 – 5	78	46.4%	22	34.4%
5 – 10	23	13.7%	12	18.8%
10 and above	11	6.5%	3	4.7%

Source: Survey questionnaire, 2015

As indicated in the Table 1, 42.3% of the subordinates accounted for female, whereas 57.7% were male. The number of males is larger from that of females but the difference is not much significant. This shows that the study included the perception of both female and male subordinates. The largest group of respondents was aged 20-35 (58.9%), followed by those aged 35-45 (29.2%). Respondents between the ages of 45-60 represented 9.5% of the respondents, while the smallest group (2.4%) were those aged above 60. Therefore, the study comprised the perceptions of the younger generation. When analyzing the work category, the majority of the respondents (66.7%) were Non-program staffs, whereas 33.3% were Program staffs. When going over the educational level data, the highest rate belongs to employees who have undergraduate degree (60.1%) and the lowest rate belongs to those who have college diplomas (8.3%), 31.5% for post graduate degrees and none for doctorate and above level. Though this does not show that the subordinates are on the highest level of education, the majority of the subordinates are on the average of the education level. As the data indicate, about 46.4% of the respondents have been working in the organization for 3-5 years; only 6.5% respondents worked for 10 years and above, 33.3% worked for 0-3 years and 13.7% worked for 5 to 10 years. The subordinates with work experiences of 3 years and above are 67%. This shows that the majority of the subordinates has adequate knowledge of their superiors leadership practices.

Table 1 also shows the demographic characteristics of managers described as follows: The majority of the managers were male (59.4%), whereas 40.6% accounted for female.The largest group of respondents was aged 35-45 (50%), while the smallest group (1.6%) were those aged above 60. Managers aged from 45-60accounted for 29.7%; and managers between the ages of 20-35 represented 18.8% of the respondents. Regarding the work category, the majority of the respondents (71.9%) were non-program staffs, whereas 28.1% were program staffs. On the educational level data, the highest rate belongs to employees who have undergraduate degree (48.4%), followed by 46.9% for post graduate degrees. The lowest rate belongs to those who have college diplomas (1.6%), and 3.1% for doctorate and above level. Data shows that 42.2% of the respondents has been working in the organization 0-3 years, only 3 respondents worked for 10 years and above, 34.4% worked for 3-5 years and 18.8% worked for 5 to 10 years.

4.2 Analysis and Interpretation of Data Pertaining to the Study

The following charts show 'respondents' level of agreement on managers' emotional intellience' and 'respondents level of agreement on their satisfaction' respectively.

Table 2: Respondents level of agreement on Managers' Emotional Intelligence

S.No.	Statement	Responses (%)				
		SA	A	N	D	SD
1	In my team group differences are always understood and valued	4	76	7	10	3
2	When superiors see bias and intolerance he/she always challenges the initiating people	-	42	52	4	2
3	Superiors always give support based on understanding others needs and feelings	-	74	5	18	3
4	The vision and mission are always used to inspire groups and individuals	18	29	48	5	-
5	Superiors understand others perspectives (view points) and shows sensitivity	4	64	5	24	3
6	Superiors always find social networks in the organization help create better decision networks	8	30	49	11	2
7	Superiors always try to model the behaviors expected of others	-	58	36	3	3
8	Superiors give assignments to people who will grow and develop as a result of the challenge	8	64	14	13	1
9	Superiors always handle tough people with diplomacy and tact	-	47	4	48	1
10	Disagreements and conflicts are seen as sign of health and useful to organization	-	12	75	13	-
11	Superiors always listen well, share the feelings of others (get into someone's shoe) and is attentive to the emotional signs	10	69	9	11	1
12	Superiors always recognize the need for changes and removes barriers	14	54	12	14	6
13	Superior always seek out relationships that are equally beneficial	-	21	55	17	7
14	When under pressure, superior still manage to keep himself/herself calm	-	51	5	41	3
15	Superiors always communicate in a way that seeks mutual	-	61	10	27	2

understanding and full information sharing

16	When superiors work with teams, they always makes it clear what members are expected to do	-	45	25	24	7
17	Superiors generally has a balanced focus on tasks and relationships	49	32	-	19	-
18	My superiors handle conflicts by trying to calm the negative emotions between the individuals	-	67	14	19	
19	When my superiors work with teams, they always draw all members into enthusiastic participation	12	39	29	19	1
20	Superiors show different emotions while communicating with subordinates	1	49	43	6	1

(Key: SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree)

Source: Survey questionnaire, 2015

From the employees responses on Managers' EI, more than 60% of the employees strongly disagree and disagree on questions: 1, 3, 5, 8 11, 12, 15, 17, and 18. More than 40%, were neutral on questions: 2, 4, 6, 10, 13, and 20. On question numbers: 7, 9, 14, 16, and 19, from 40% to 60% employees strongly disagree and disagree.

From the responses received from subordinates, when we see the employee perceptions on their managers 'empathy', on question numbers 3, 5 and 11, more than 60% strongly disagreed and disagreed, when questioned whether their managers give supports based on understanding others feelings, showing sensitivity, listening well and sharing the feelings. Another significant findings show on the statement 'In my team group differences are always understood and valued', where, (80.4%) subordinates strongly disagree and disagree.

According to Goleman (2014), the leader need not necessarily agree with the person's position or reaction. But simply acknowledging their point of view, then apologizing if necessary or otherwise looking for a remedy, that can recover some of the toxicity, leading to effective relationship that can also bring employee satisfaction. When people in an organization feel angry and distressed a leader, can at least listen with empathy, show concern and make a effort to change things for the better. Whether or not that effort solves the problem, it does some good

emotionally. By attending to someone's feelings, the leader helps absorb them, so the person can move on rather than continuing to be furious. Managers with empathy are not necessarily easy on their staffs. However, they have the understanding of human nature and they connect emotionally with others.

On questions related to relationship management, question numbers 4, 7, 12, and 17, only 6%, 6.6%, 18.7 and 19.6% agree and strongly agree. Another significant findings were on the statement whether superiors give assisgnments to people who will grow and develop as a result of the challenge, with the findings disagree (64.3%) and strongly disagree (7.7%)

According to Goleman (1998), people who handle relationships well, are able to handle difficulties, to inspire others to prosper in intimate relationships, to persuade, to influence and to put others at ease. Skills in relationship management offer means of interacting with others that help boost productivity, improve relationships and increase the general quality of life for both people. In managing relationships with employees, coaching and mentoring pay off not just in increased performance but also in enhanced employee satisfaction and decreased turnover. Outstanding coaches and mentors get inside the heads of the people they are helping; they sense how to give effective feedback. They know when to push for better performance and when to hold back.

S.No.	Statement	Responses				
		SA	A	N	D	SD
1	I have a clear understanding of my job responsibilities	-	56	1	39	4
2	I am inspired to meet my goals at work	-	63	22	15	-
3	My supervisor encourages me to come up with new and better ways of doing things.	18	64	1	17	-
4	I receive the information I need regarding the issues that affect me	-	61	18	18	3
5	I am satisfied with my involvement in decisions that affect my work	1	81	6	11	1
6	The tasks assigned to me helps me to grow professionally	1	60	7	27	5
7	My supervisor shows appreciation for the work that I do	-	64	15	19	2
8	My supervisor shows concern to my professional development	17	63	7	13	-
9	I am valued by my supervisor	-	24	68	6	2
10	My supervisor gives me useful feedback about how to improve my job performance	-	82	1	17	-
11	My performance on the job is evaluated fairly	1	63	21	11	5
12	I feel recognized as an individual	1	60	29	8	2
13	Generally I am satisfied with the leadership of the organization	4	49	26	18	3

(Key: SA-Strongly Agree, A-Agree, N-Neutral, D-Disagree, SD-Strongly Disagree)

Source: Survey questionnaire, 2015

From employees' responses on their satisfaction, more than 60% of the respondents strongly disagreed and disagreed on questions: 2,3,4,5,6,7,8,10,11,12. On question number 9, 67.9% respondents were neutral, 23.8% diagree and non strongly disagree. On questions number 1 and 2, 56.5% disagree and 53.6 disagree and strongly disagreed.

As per the findings from employee satisfaction, only 18.3%, and 1.5% agreed on whether their managers encourages to come up with new and better ways of doing things, and give useful feedback on how to improve job performance. Another significant findings shows on the statement 'I am satisfied with my involvement in decisions that affect my work', where 137 employees disagree and strongly disagree. Furthermore on statement 'My supervisor shows

concern to my professional development' 134 employees disagree and strongly disagree. This shows that employee are not satisfied in their organization in relation to their relationship with superiors.

The following table shows results from the standardized tests given to the managers.

Table 4: Managers' Emotional Intelligence Test Results

Emotional Intelligence Competencies	Mean	Mode	Highest Score
Self-awareness	5.97	6	10
Self-management	5.8	5	10
Social-awareness	6.04	6	10
Relationship Management	5.56	5	10
EI Total Score	23.4	24	40

Source: Survey questionnaire, 2015

Competence:

8 – 10 Skilled

6 – 8   Average

Below 6, Consider developing

The standardized tests provided to managers were made with an aim of measuring the EI of the managers and supporting the responses from the subordinates. As indicated in the above table, all the results are around the average from the highest score. The lowest number appears on 'Relationship Management' and the highest score appears on the 'Social Awareness. The most frequently occuring scores are 5 and 6 with a competence of 'consider developing' value. These findings support responses from the subordinates, showing that SC managers should consider developing their EI, focusing on 'self-management' and 'relationship management' competencies.

According to Goleman (2004), people who are in control of their feelings and impulses, that is, people who are rational, are able to create an environment of trust and fairness. In such an environment, politics and power struggles are reduced and efficiency is high. Fewer bad moods at the top mean fewer throughout the organization; a drive to exceed goals and an interest in keeping score can be contagious. Leaders with these traits can often build a team of managers around them with the same traits. As a result, talented people gather in the organization and

aren't tempted to leave. As Goleman (1995) stated, when people experience a strong emotions, it interferes with their ability to think clearly. For this reason, people shouldn't neglect the emotional side, they should strive to find a balance between reason and emotion.

From the responses received from the subordinates, the following results were identified:

Descriptive statistics of the variables and reliability:

Table 5: Descriptive statistics of the variables of the study

Variable	Mean	Standard Deviation	Minimum	Maximum	Cronbach Alpha	Skewness	Kurtosis
Independent Variable							
Managers' Emotional Intelligence	2.64	0.64	1.90	4.65	0.954	1.001	0.031
Dependent Variable							
Employees Satisfaction	2.51	0.73	1.77	4.46	0.972	1.276	0.414

Source: Survey questionnaire, 2015

As indicated in Table 5, the cronbach alpha value, 0.95 and 0.97 show that the scales has sufficient reliability. The reliability indicator shows that the value must be more than 0.70 and these results are visible in this study.

Skewness and kurtosis used to evaluate whether the variables are normally distributed. Skewness is a measure of degree of asymmetry or departure from symmetry of a distribution, while kurtosis is a measure of the extent to which observations cluster around the central point (peakedness). The positively skewed distributions (1.001 for managers' EI and 1.276 for ES) represents the most frequent observations (mode) is less than the mean. The positive kurtosis (0.031 for managers' EI and 0.414 for ES) indicates that the observations cluster is greater than those in the normal distribution. The kurtosis of Managers' Emotional Intelligence (0.031) and Employee Satisfaction (0.414) is within the range for normality (-1.0 to +1.0). The skewness of Managers' Emotional Intelligence and Employees Satisfaction is outside the range of the above stated normality. This condition violates the assumption of normality. However, since the sample

size of 174 is at least 30, the central limit theorem states that the sampling distribution of statistics will follow a normal distribution, and the use of the statistical test with this variable is appropriate.

The most frequently occurring scale in the distribution is 'Disagree' for both of the variables i.e. mode for 'Managers' EI is 2.00, while for 'Employee Satisfaction' is 2.08. The mean for the independent and dependent variables are 2.64 and 2.51 respectively; which means the arithmetic average on the level of agreement is 'Disagree' for both. The result shows that, the leadership of SC lacks emotional intelligence that also seen as one of the causes for employee disstisfaction.

Correlations:

Table 6: Correlation Matrix of Managers' Emotional Intelligence and Employee Satisfaction

Variables	Managers' Emotional Intelligence	Employee Satisfaction
Managers' Emotional Intelligence	1	0.913
Employee Satisfaction	0.913	1

**Significant at 0.01 level (2-tailed)   Source: Survey questionnaire, 2015

Table 6 shows the correlation matrix for the Managers' Emotional Intelligence and Employee Satisfaction variables. The correlation coefficient is 0.913 that is a strong positive correlation. Correlation is significant when the level is less than 0.05. In this study, the "Managers' Emotional Intelligence" is correlated with "Employee Satisfaction" at the level of 0.01.

Regression:

Table 7: Regression for Managers' Emotional Intelligence and Employee Satisfaction

Model Summary	Variables entered	R square	Adjusted R square	Standard error of estimate	Results
One	Managers' Emotional Intelligence	0.834	0.833	0.29947	
Regression coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	-0.197	0.097		-2.040	0.043
Managers' Emotional Inteligence	1.042	0.036	0.913	28.929	0.000

Source: Survey questionnaire, 2015

The adjusted R square value revealed that Managers' Emotional Intelligence accounted for 83.3% of variance in Employee Satisfaction. The B coefficient for the independent variable (1.042) shows that there is a direct relationship between Managers' Emotional Intelligence and Employee Satisfaction, which is the slope. The *Constant* (-0.197) in SPSS refers to the intercept in 'Y' axis were the regression line cross the axis. In a two variable regression analyses the Beta coefficient (0.913) is the same as Pearson R.

The simple linear regression assumes that the relationship between the independent variable and the dependent variable is linear. The equation for the regression line is:

$$Y_{Employee\ Satisfactin} = -0.197 + 1.042\ X_{Managers'\ EI}$$

Where,

$Y_{Employee\ Satisfactin}$ = Estimated level of Employee Satisfaction

$X_{Managers'\ EI}$ = Managers' Emotional Intelligence

Chart 1: Regression Chart
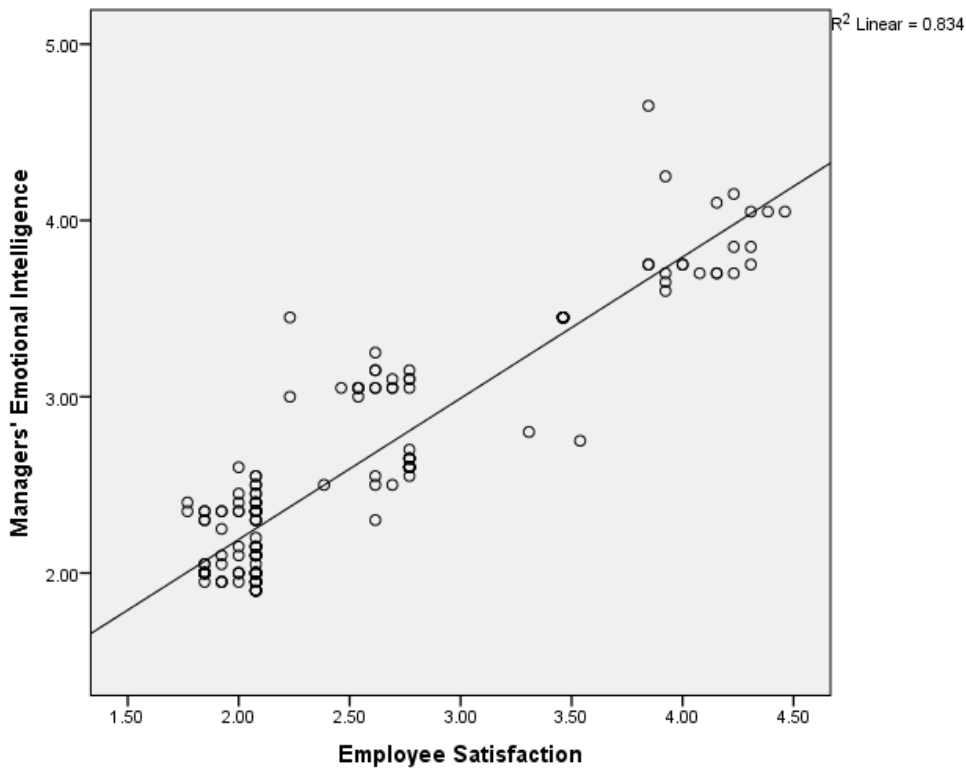
Source: Survey questionnaire, 2015

Chi- Square tests:

Table 8: Chi- Square Tests

		EI* Gender	EI* Age	EI* Work Category	EI*Educatio nal Level	EI* Work Experience
		Asymp. Sig. (2-sided)				
Pearson Chi-Square	Subordinates'	.634	.006	.146	.322	.043
	Managers'	.089	.187	.369	.907	.072
No. Valid Cases	168 for Subordinates and 64 for Managers					
		ES* Gender	ES* Age	ES* Work Category	ES*Educati onal Level	ES* Work Experience
		Asymp. Sig. (2-sided)				
Pearson Chi-Square		.124	.042	.297	.445	.001
No. Valid Cases	168					

Source: Survey questionnaire, 2015

As indicated in Table 8, The Chi- Square test between the demographic variables and emotional intelligence shows the probability of the test statistic (Pearson Chi-Square) is above 0.05 (level of significance) for each of the demographic variables, except 'work experience' that has a pearson chi- square of 0.01. As per the study, this implies that EI has no interdependence with all the variables; and when we see ES it is only interdependent with 'work experience.

Table 9: Cross tabulation (Work Experience in the Current Organization and Employee Satisfaction)

Work Experience	Disagree	Neutral	Agree	Strongly Agree	Total
0 to 3	34 (61%)	14 (25%)	7 (12%)	1 (2%)	56
3 to 5	48 (62%)	19 (24%)	10 (13%)	1 (1%)	78
5 to 10	14 (61%)	5 (22%)	4 (17%)	-	23
10 and above	4 (36%)	-	7 (64%)	-	11
Total	100	38	28	2	168

Source: Survey questionnaire, 2015

Table 9 indicates counts of responses on employee satisfaction based on each work experience categories, so as to see the relationship between work experience and employee satisfaction. From the data we can see that, employees with the short period of work experience in the organization are less satisfied and as the work experience increases the satisfaction increases with small amount (12%, 13% and 17%). The significant difference seen is with the employees that has a work experience of 10 years and above (64%). From this it can be interpreted that employees with lesser work experience are more conscious of their satisfaction. However, as their work experience in the organization increases, individuals become comfortable with their situation and accept things as they are.

Overall the findings of the study show that there is a direct and very strong relation between the managers' emotional intelligence and employee satisfaction. For an organization to succeed and achieve competitive advantage, it needs satisfied and committed employees; and so as to retain satisfied employees, organizations need highly emotionally intelligent leaders.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Major Findings

After analyzing the gathered information, the following major findings were identified:

The results of the demographic characteristics of the subordinates indicated that the majority of the total respondents were male (57.7%), aged in the range of 20-35 years (58.9%), Non-program staffs (66.7%), with undergraduate degrees (60.1%) and with working experience ranging between 3 to 5 years (46.4%). On the other side the demographic characteristics of the managers, whose EI was measured indicate that the majority were male (59.4%), aged between 35-45 (50%), non program staffs (71.9%), with undergraduate degrees (48.4%) and work experience between 3-5 years (34.4%).

The Chi- Square test indicates that EI has no interdependence on both managers and employees demographical data. On the other side, ES has no interdependence with all the demographic variables, except that of 'work experience'. The analysis of the relationship of employee satisfaction with work experience shows that, as work experiences increases employees become less conscious of their satisfaction and comfortable with the organization and start to accept things as they are.

The most frequently occurring scale in the distribution is 'Disagree' for both of the variables i.e. mode for 'Managers' EI is 2.00, while for 'Employee Satisfaction' is 2.08. The mean for the independent and dependent variables are 2.64 and 2.51 respectively; which means the arithmetic average on the level of disagreement is 'Disagree' for both.

Results shows thatthere is a positive and very strong relation between managers' EI and employee satisfaction (i.e. the Pearson R is 0.913). The adjusted R square value (0.833) revealed that Managers' Emotional Intelligence accounted for 83.3% of variance in Employee Satisfaction.

As per the study results,on the employees' perceptions on their managers EI, significant results of disagreement shows on the areas of showing empathy, listening well, showing sensitivity and sharing the feelings (social awareness).Another significant finding that emerged from study is that, only few subordinates agreed on questions related to relationship management: whether superiors use mission and vision to inspire and motivate employees, whether superiors try to model the behaviors of others and recognize the need for changes and remove barriers.

The findings in measuring the managers' EI shows that the scores are around the 'average' and 'consider developing'. The lowest score appears on 'Relationship Management' and the highest score appears on the 'Social Awareness.The most frequently occurring scores are 5 and 6 with a competence of 'average' and 'consider developing' value.These findings support responses from the subordinates, showing that SC managers should consider developing their EI, focusing on 'self-management' and 'relationship management' competencies, as described in the literature review.

On the other side, on the results on employee satisfaction, the majority of the subordinates disagree on the statements whether their managers encourage to come up with new and better ways of doing things, give useful feedback on how to improve job performance and show concern on employees' professional development. Overall, major findings shows that there are dissatisfactions within the employees.

In a nutshell, findings from both employees' perceptions and managers' EI competence level, shows that the emotional intelligence is not practiced well and there are signs of employee dissatisfaction.

5.2 Conclusion

This study examined the effect of managers' emotional intelligence on employee satisfaction in Save the Children Ethiopia, using a quantitative approach. The empirical findings of the study which are supported by different researchers of emotional intelligence, assures that there is significant positive relationship between managers' emotional intelligence and employee satisfaction.

In noting the perceptions of SC employees on their managers' EI, and examining the managers' emotional intelligence, the researcher identified that there is poor application of emotionally intelligent leadership in the organization and managers' emotional intelligence competencies are on the average, where they should consider developing it. Managers are not leading and providing supports based on understanding others feelings, showing empathy, listening well and sharing the feelings. Furthermore, there is a lack of inspirational leadership; most managers fail to provide clearly defined and meaningful tasks to subordinates, so that people can grow as a result of the challenge and develop a feeling of accomplishment. The analysis of the employee satifaction also determines that staff is dissatisfied with relationships they have with their superiors.

Hence, in order to keep satisfied employees that will in turn increase the organization's performance, it is the perquisite of every organization to ensure that managers possess high level of emotional intelligence. It is therefore concluded that management of emotions in organizations must now be seen as an important tool in every manager's kit, one to which managers will progressively need to pay attention in the future.

5.3 Limitation of the Study

Despite the contribution of the present study, its limitations must be noted. The study was limited by the small sample size and the resources available to the researcher. The study covers only Save the Children Addis Ababa office. Study could not be widened because of the cost and time constraint. Furthermore, the study focused on the overall managers' EI as related to employee satisfaction; due to time constraints the specific categories of EI competencies (self awareness, self management, social awareness and relationship management) and their relationships were not studied in detail.

The other limitation of the study was the heavy reliance on the respondents' information. The entire study was based on perception, which might change from time to time; also managers might not be frank while providing information on their competence and therefore the conclusion drawn cannot be generalized.

The validity of the EI measure as compared with other well known measures used in previous researches should also be taken as a limitation.

5.4 Recommendations

In light of the findings stated in chapter four, the following suggestions are put forth.

1. The senior management team of the Save the Children should create awareness within the management team on the Emotional Intelligence concept and its benefit to the organization and also to the personal life. These could be arranged through different trainings and seminars by inviting guest speakers. The team could also create awareness by including the goal of creating an emotionally intelligent workplace and continuously discussing on the progresses made.

2. Once the concept is internalized within the senior management team, the managers should put in practice the emotional intelligence competencies of (Goleman, 1998, 2014, 2005) and other researchers reviewed in this study. "Leaders should be aware of their own and others' emotions and behave in ways that ensures that they encourage the kind of emotional response in others that will produce the desired outcomes" (Channer & Hope, 2001:143).

3. The senior management team should also transfer the knowledge to the other managers, coordinators, supervisor and other employees, through different trainings and seminars. It is fortunate that emotional intelligence can be learned and developed, its competencies are not considered to be innate. However, the process is not easy; it takes time and, most of all, commitment. But the rewards that come from having a well-developed emotional intelligence, both for the individual and for the organization, make it worth to exert the effort (Goleman, 2005).

4. As indicated by Goleman (2004), emotional intelligence is contagious. Therefore, in order to keep a motivated workforce, managers should focus on increasing their emotional intelligence, 'self awareness' and 'self management'. "A vital step in becoming emotionally intelligent is to think about how your behavior may have an impact on others" (Yeung, 2009:26). Secondly, the management should create a channel where employees can reveal their feelings and concerns (social awareness and

relationship management). Managers should take time to listen to everyone in a group, also by having one-to-one sessions (coaching), so as to understand and feel their situation, emphatize with their frustration and take the necessary actions. Superiors need to have the ability to sense how their employees feel about their work situation and to intervene effectively when those employees begin to feel discouraged or dissatisfied. Furthermore, managers should invite feedbacks, recognize need for changes and remove barriers. Overall, as said by Singh (2006:101), "it is imperative to create an environment where employees feel safe, trusted, special, needed, included, important, focused, productive, motivated, respected and valued".

BIBLIOGRAPHY

Ahmed, O. (2014), *Emotional Intelligene*, Prezi press

Akbarian, S.(2014),*The Effect of Emotional Intelligence on Job Motivation,* Agrarian University Armania

Allam, Z. (Dr.) (2011). *Emotional Intelligence at Workplace, A Psychological Review*, Global Management Review.

Ashkanasy, N.M. & Daus, C.S (2002). *Emotions in the Workplace: The New Challenge for Managers*, Academy for Management Executive.

Aziri, B. (2011), *Job Satisfaction: A Literature Review*, South East European University, Tetovo, Makedonia

Bradberry, T. & Graves, J.(2009),*Emotional Intelligence and Leadership,*Talent Smart

Cavallo, K. & Brienza, D. (2011),*The Emotional Intelligence and Leadership Study,* Consortium for Research on Emotional Intelligence in Organizations

Channer, P., & Hope, T. (2001), *Emotional Impact Passionate Leaders and Corporate Transformation:* Palgrave, 127, 143

Cherniss C & Goleman D.(1998),*Bringing Emotional Intelligence to the Workplace*, Consortium for Research on Emotional Intelligence in Organizations

Cherniss C & Goleman D.(2005), *An EI Based Theory of Performance*, Consortium for Research on Emotional Intelligence in Organizations

Cherniss C & Goleman D.(2001), *The Emotionally Intelligent Workplace*, Jossey-Bass Books, Sanfrancisco, CA.

Cote, S & Miners, C.T.(2006),*Emotional Intelligence, Cognitive Intelligence and Job Performance:* University of Toronto

Creswell, J. (2009), *Research design: Qualitative, quantitative, and mixed methods approaches.*3rd ed. UK: SAGE Publications Ltd.

Downey, A.L. (2011)*Workplace Culture Emotional Intelligence and Trust in the Prediction of Workplace Outcomes.* Australia:Brain Science Institute, Swinbume University of Technology.

Emmerling, R.J. and Goleman D, (2003),*Emotional Intelligence: Issues and Common Misunderstandings,* Consortium for Research on Emotional Intelligence in Organizations

Goleman, D.(2014), *Be Mindful of the Emotions You Leave Behind,* Published on internet: [http://www.danielgoleman.info]

Goleman, D (2006). *Social Intelligene*. New York: Hutchinson

Goleman, D (2005), *Emotional Intlligence*.New York:Bantam books

Goleman, D. (2004). *What makes a leader,* New York:Harvard Business Review

Goleman, D. (1998). *Working with emotional intelligence*. New York: BantamBooks.

Goldstein, S., Pinciotta, D. & Naglieri, J.A. (2015), *Hanbook of Intelligence: Evolutionary Theory, Historical Perspective and Current Concepts*, Springer

Gunavathy, J.S & Ayswarya, R.(2011),*Emotional Intelligence and Job Satisfaction as correlates of job performance.*Chennai: Madras School of Social Work

Hiam, A, (2003). *Motivational Management,* American Management Association

Hughes, M., Patterson, L.B, & Terrell, J.B.(2005). *Emotional Intelligence in Action*: Pfeiffer

Hughes, M, Thompson, H.L & Terrell, J.B., (2009). *Handbook for Developing Emotional & Social Intelligence. San francisco CA*, Pfeiffer

Judge, T.A & Klinger, R.(2014),*Job Satisfaction and Subjective Well being,*Camarasu Maya

Lu, H, While, A.E & Bariball, L.K., (2006). *Job Satisfaction and its Related Factors.* London, Kings College

Lynn, A.B, (2008). *The EQ Interview, Finding Employees with High Emotional Intelligence,* New York, AMACOM, 116

Pheat, Mc. Sean, (2010), *Emotional Intelligence*. United Kingdom: MTD Training & Ventus Publishing ApS

Nowack, K.(2003),*Leadership, Emotional Intelligence and Employee Engagement: Creating a Psycologically Healthy Workplace,* Envisa Learning

Orhan, N. & Dincer, H, (2012). *The Impacts of Emotional Intelligence Competency on Job Satisfaction* Asian Economic and Financial Review.

Poskey, R.J. and Goleman D.(2011),*The Importance of Emotional Intelligence in the Workplace: Why It Matters More Than Personality,*Zero Risk HR Inc.

Rego, A., Cuntra, P, & Clegg, S. (2012). *The Virtues of Leadership:* Oxford University Press.

Ryback, D. (1998), *Putting Emotional Intelligence to Work*, Boston MA: Butterworth-Heinemann, 18-37, 59, 118

Salovey, P. & Mayer, J.D. (1990), *Emotional Intelligence*, Baywood Publishing Co.

Salovey, P. (2010), *Emotional Intelligence and Leadership*, Yale University

Sekaran, U. S. (1992), *Research Method for Business: A Skill Building Approachnd Current Concepts*, John Wiley and Sons

Singh, D. (1992), *Emotional Intelligence at Work*, Oaks, CA: Sage Publications Inc., 32, 78

Sparrow, T. & Knight, A. (2006), *Applied EI: The Importance of Attitudes in Developing Emotional Intelligence*, San Francisco CA: Jossey Boss

Stein, J. S. (2007), *Make Your Workplacee Great, The 7 Keys to an Emotionally Intelligent Organization*, Canada: John Wiley and Sons

Sterrett, E. A. (2000), *The Managers' Pocket Guide to EI*, Amherst, MA: HRD Press

Team FME (2014),*Developing Emotional Intelligence.* published on internet:www.free-management-ebooks.com

Team FME (2014). *Measuring Emotional Intelligence.*published on internet: www.free-management-ebooks.com, pp 32-40

Team FME (2014). *Understanding Emotional Intelligence.*published on internet: www.free-management-ebooks.com

Wall, B. (2007), *Coaching for Emotional Intelligence*, New York: AMACOM

Yadav, S. (2014), *The Role of Emotional Intelligence in Organization Development*, CMR Institute of Technology, 2

Yeung, R. (2009), *Emotional Intelligence, The New Rules*, London: Marshall Cavendish Ltd., 16, 26-43, 72

Zikmund, W. G. (2003), *Business research methods,* Singapore: Thomson Learning.

APPENDIX 1: Questionnaire for Subordinates on Managers' EI and Job Satisfaction

Questionnaire for an MBA thesis
Effect of Managers' Emotional Intelligence on Employee Satisfaction

Dear respondent,

This questionnaire is intended to collect data on the 'Effect of Managers' Emotional Intelligence on Employee Satisfaction and Commitment'; as a partial fulfillment for the requirement of the successful completion of the Master's Degree in Business Administration.

The questions are derived from the mætrîx Emotional Intelligence (EI) Capability Assessment instrument, which are based on Goleman's four quadrants Emotional Intelligence Competency Model (2002): Self Awareness, Self-Management, Social Awareness and Relationship Management.

Instructions: Kindly please spare few minutes of your time and respond to the questions below as honestly as you can. Please note that this survey is for academic purposes only; your responses will be strictly confidential and the data will only be used as an aggregate. (*N.B:No need of writing your name*).

After completing your responses, please return it by sealing in the envelope provided. If you have any questions, please contact the researcher on email: tsedey.ayele@gmail.com or telephone: +251 911442495.

Thank you very much for your time and support.

PART I: <u>Personal Information</u>

1. What is your gender?

    ○   Female

    ○   Male

2. Your age?

    ○   20 to 35 years

    ○   35 to 45 years

    ○   45 to 60 years

    ○   Above 60 years

3. In which unit are you currently working?

    ○   Program

    ○   Non-program

4. What is your highest level of education?

    ○   College Diploma

    ○   Undergraduate degree

    ○   Post graduate degree

    ○   Doctorate and above

5. Your work experience?

    ○   1-3 years

    ○   3-5 years

    ○   5-10 years

    ○   Above 10 years

PART II: <u>Questions on Emotional Intelligence</u>

Mark the number that most closely applies to your view in regards to the behaviors and actions of your supervisor.

5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

	Questions	Mark your score				
1	In my team group differences are always understood and valued	5	4	3	2	1
2	When superiors see bias and intolerance he/she always challenges the initiating people	5	4	3	2	1
3	Superiors always give support based on understanding others needs and feelings	5	4	3	2	1
4	The vision and mission are always used to inspire groups and individuals	5	4	3	2	1
5	Superiors understand others perspectives (view points) and shows sensitivity	5	4	3	2	1
6	Superiors always find social networks in the organization help create better decision networks	5	4	3	2	1
7	Superiors always try to model the behaviors expected of others	5	4	3	2	1
8	Superiors give assignments to people who will grow and develop as a result of the challenge	5	4	3	2	1
9	Superiors always handle tough people with diplomacy and tact	5	4	3	2	1
10	Disagreements and conflicts are seen as sign of health and useful to organization	5	4	3	2	1
11	Superiors always listen well, share the feelings of others (get into someone's shoe) and is attentive to the emotional signs	5	4	3	2	1
12	Superiors always recognize the need for changes and removes barriers	5	4	3	2	1
13	Superior always seek out relationships that are equally beneficial	5	4	3	2	1
14	When under pressure, superior still manage to keep himself/herself calm	5	4	3	2	1
15	Superiors always communicate in a way that seeks mutual understanding and full information sharing	5	4	3	2	1
16	When superiors work with teams, they always makes it clear what members are expected to do	5	4	3	2	1
17	Superiors generally has a balanced focus on tasks and relationships	5	4	3	2	1
18	My superiors handle conflicts by trying to calm the negative emotions between the individuals	5	4	3	2	1
19	When my superiors work with teams, they always draw all members into enthusiastic participation	5	4	3	2	1
20	Superiors show different emotions while communicating with subordinates	5	4	3	2	1

PART III: <u>Questions on Employee Satisfaction</u>

Please take a few minutes to tell us about your job and how your supervisor assists you. Mark the number that most closely applies to you.

5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree

	Questions	Mark your score				
1	I have a clear understanding of my job responsibilities	5	4	3	2	1
2	I am inspired to meet my goals at work	5	4	3	2	1
3	My supervisor encourages me to come up with new and better ways of doing things.	5	4	3	2	1
4	I receive the information I need regarding the issues that affect me	5	4	3	2	1
5	I am satisfied with my involvement in decisions that affect my work	5	4	3	2	1
6	The tasks assigned to me helps me to grow professionally	5	4	3	2	1
7	My supervisor shows appreciation for the work that I do	5	4	3	2	1
8	My supervisor shows concern to my professional development	5	4	3	2	1
9	I am valued by my supervisor	5	4	3	2	1
10	My supervisor gives me useful feedback about how to improve my job performance	5	4	3	2	1
11	My performance on the job is evaluated fairly	5	4	3	2	1
12	I feel recognized as an individual	5	4	3	2	1
13	Generally I am satisfied with the leadership of the organization	5	4	3	2	1

Questionnaire for an MBA thesis
Effect of Managers' Emotional Intelligence on Employee Satisfaction and Commitment:

Dear respondent,

This questionnaire is intended to collect data on the '*Effect of Managers' Emotional Intelligence on Employee Satisfaction and Commitment*'; as a partial fulfillment for the requirement of the successful completion of the Master's Degree in Business Administration.

The questions are derived from the mætrîx Emotional Intelligence (EI) Capability Assessment instrument, which are based on Goleman's four quadrants Emotional Intelligence Competency Model (2002): Self Awareness, Self-Management, Social Awareness and Relationship Management.

Instructions: Kindly please spare few minutes of your time and respond to the questions below as honestly as you can. Please note that this survey is for academic purposes only; your responses will be strictly confidential and the data will only be used as an aggregate. (*N.B:No need of writing your name*)

Please choose one statement in each pair of statements that describes you best. Do not over-analyze the questions, or try to think of "exceptions to the rule." Be spontaneous and choose the statement that comes closest to the way you are. Do not guess how you should act in future.

After completing your responses, please return it by sealing in the envelope provided. If you have any questions, please contact the researcher on email: tsedey.ayele@gmail.com or telephone: +251 911442495.

Thank you very much for your time and support.

PART I: <u>Personal Information</u>

1. What is your gender?

    ○ Female

    ○ Male

2. Your age?

    ○ 20 to 35 years

    ○ 35 to 45 years

    ○ 45 to 60 years

    ○ Above 60 years

3. In which unit are you currently working?

    ○ Program

    ○ Non-program

4. What is your highest level of education?

    ○ College Diploma

    ○ Undergraduate degree

    ○ Post graduate degree

    ○ Doctorate and above

5. Your work experience?

    ○ 1-3 years

    ○ 3-5 years

    ○ 5-10 years

    ○ Above 10 years

PART II: <u>Questions on Emotional Intelligence</u>

1. My emotions generally have

    ○ a strong impact on the way I behave..

    ○ little or no impact on the way I behave

2. I am generally guided by

    ○ my goals and values.

    ○ others goals and values.

3. When I am under pressure, I generally have

    ○ changed behaviors from normal.

    ○ behaviors that remain unchanged.

4. I generally learn most

    ○ by actively doing activities.

    ○ from reflecting on past experiences.

5. I generally

    ○ have a good sense of humor about myself.

    ○ take myself seriously.

6. I present myself

    ○ with self-assurance and having "presence".

    ○ with some confidence and cautiousness.

7. Where there are uncertainties and pressures, I am always

    ○ decisive and make sound decisions.

    ○ cautious about making the right decision.

8. I always voice views that

    ○ are unpopular and go out on a limb for what is right.

    ○ most others agree with and support.

9. I always like to

    ○   take on new challenges.

    ○   maintain the status quo.

10. I generally

    ○   inspire confidence in others.

    ○   rely on others confidence.

11. I generally

    ○   allow my emotions and moods to impact on my behaviors.

    ○   keep my disruptive emotions and impulses under control.

12. When I am under pressure

    ○   I get easily distracted in other things.

    ○   I think clearly and stay focused

13. I always

    ○   do as I say I will do.

    ○   do only what I have to do.

14. Trust by others

    ○   is automatically given to me.

    ○   is built through reliability and authenticity.

15. I am always

    ○   flexible in how I see events.

    ○   able to see events for what they are.

16. During changing situations, I always

    ○   work hard to try and keep up with the demands.

    ○   smoothly handle multiple demands and shifting priorities.

17. I always

    ○   set myself challenging goals.

    ○   complete the goals that are set for me.

18. When obstacles and setbacks occur in pursuing my goals, I always

    ○ readjust the goals and/or expectations.

    ○ persist in seeking the goals despite what has happened.

19. Generally, I

    ○ pursue goals beyond what is required or expected of me.

    ○ pursue goals only as far as is required of me.

20. When I Identify opportunities, I am always

    ○ uncertain about whether to pursue the opportunity.

    ○ proactive in pursuing the opportunity.

21. Group differences are always

    ○ causing difficulties and unrest.

    ○ understood and valued.

22. When I see bias and intolerance I always

    ○ challenge the initiating people.

    ○ turn a blind eye and ignore it.

23. I always help out based on

    ○ the tasks others need help with.

    ○ understanding others needs and feelings.

24. I always

    ○ listen to the important words being said.

    ○ listen well and am attentive to emotional cues.

25. Others perspectives are always

    ○ understood and sensitivity shown.

    ○ clouding the issues and getting us off track.

26. I always find social networks in the organization

    ○ get in the way of delivering performance.

    ○ help create better decision networks.

27. I always

    ○ informal key power relationships to get what I need.

    ○ formal decision networks to get what I need.

28. I always

    ○ give clients/partners/donors what they ask for.

    ○ understand clients/partners/donors needs and match products/services.

29. I always

    ○ act as a trusted advisor to the clients/partners/donors.

    ○ tell the clients/partners/donors what they want to hear.

30. Increasing clients/partners/donors satisfaction and loyalty

    ○ is always part of the way I work

    ○ is not important in achieving the sale.

31. The vision and mission are always

    ○ given to staff so they know where we are going.

    ○ used to inspire groups and individuals.

32. I always

    ○ let people know of the behaviors expected.

    ○ model the behaviors expected of others.

33. I always give assignments to people who

    ○ can get the job done and do it well.

    ○ will grow and develop as a result of the challenge.

34. Winning people over is something

    ○ that I find difficult to do.

    ○ I am very good at.

35. I always communicate in a way

    ○ that everyone understands what I am saying.

    ○ that seeks mutual understanding and full information sharing.

36. I always

○   go along with the changes being driven by others.

○   recognize the need for changes and remove barriers.

37. I always handle difficult people

○   in a straight forward and direct manner.

○   with diplomacy and tact.

38. I always seek out relationships that

○   are mutually beneficial.

○   will help me achieve my end goal.

39. I generally have a

○   stronger focus on tasks rather than relationships

○   balanced focus on tasks and relationships.

40. When I work with teams, I always

○   make it clear what I expect members to do.

○   draw all members into enthusiastic participation.

Declaration

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Tsedey Ayele

June, 2015

Endorsement

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

GoitomAbraham (Asst. Prof.)

_____

June, 2015