# CERTIFICATION

I, ANICHEBE, NNAEMEKA AUGUSTINE, a postgraduate student in the Department of Management hereby certify that this Thesis was carried out by me. It is the original work and has not been submitted in part or full to this University or any other higher institution of learning.


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# APPROVAL

This Thesis, Titled  THE IMPACT OF EMOTIONAL INTELLIGENCE ON THE PRODUCTIVITY OF PETROLEUM FIRMS IN NIGERIA, written by ANICHEBE, NNAEMEKA AUGUSTINE with Registration Number PG/Ph.D/07/46782 has been approved for the award of Doctor of Philosophy (Ph.D) in Management, Faculty of Business Administration, University of Nigeria, Enugu Campus.

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# DEDICATION

This Thesis is dedicated

To

Our Lord Jesus Christ,

Emmanuel, The Prince of Peace in whose infinite mercies

this journey became a dream come true

And

To

All mankind.

# ACKNOWLEDGEMENTS

# ABSTRACT

This study is on the "Impact of Emotional Intelligence on the Productivity of Petroleum Firms in Nigeria". Specifically, the study sought to pursue the following objectives, to: (1) determine how Emotional Intelligence influences employees' behaviour at work, (2) determine the extent to which Emotional Intelligence affects organizational productivity, (3) identify the importance of Emotional Intelligence interpersonal competencies on organizational resource acquisition and (4) ascertain the nature of relationship between Emotional Intelligence social skills competency and strategic constituencies satisfaction. In line with the above objectives, four hypotheses were formulated to act as guide to the study. The four hypotheses were tested at 5% level of significance. The Linear Regression was used for hypotheses 1 and 2, Chi-square for hypothesis 3 and Pearson's Product Moment Correlation Coefficient for hypothesis 4. A computer aided SPSS was used to aid the analyses. The study was carried out using inductive design. The population of the study is 11,600, with a sample size of 637 determined using the Freund and Williams' Method. The Simple Random Sampling (SRS) technique was used to determine the sample points. The sample size was distributed in line with the Zigmund method. Data were generated using both primary and secondary sources. Data were presented in tables and analysed using sample mean and sample standard deviation. From the analyses, it was discovered that Emotional Intelligence influences employees' behaviour at work positively, affected organizational productivity positively, influences harmonious organizational resource acquisition and has a very positive relationship with strategic constituencies satisfaction. From the foregoing, therefore, recommendations were made among which include that; (1) Managers of the Petroleum firms in Nigeria should develop transformational leadership among their workforce. (2) Managers should create effective relationship management. (3) Managers should endeavour to develop interdependence among their organizational teams, front line managers and individuals. (4) Managers should always act as catalysts to their workforce.

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# THE IMPACT OF EMOTIONAL INTELLIGENCE ON THE PRODUCTIVITY OF PETROLEUM FIRMS IN NIGERIA

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**JULY, 2014.**

# THE IMPACT OF EMOTIONAL INTELLIGENCE ON THE PRODUCTIVITY OF PETROLEUM FIRMS IN NIGERIA

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## BEING A THESIS IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY (Ph.D) IN MANAGEMENT

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## JULY, 2014.

**CHAPTER ONE**

**INTRODUCTION**

**1.1    BACKGROUND OF THE STUDY**

The History of Emotional Intelligence started about 2,000 years ago when Plato wrote, "All learning has an emotional base", (Freedman, 2010). Since then, scientists, educators and philosophers have worked to prove or disprove the importance of feelings. Unfortunately, for a large part of those 2000 years, common thought was, "Emotions should be controlled and suppressed; they are in the way of us succeeding", (Goleman, 1995). In the last three decades, a growing body of research is proving just the opposite. In 1872, Charles Darwin renowned for his work in the field of biology and more specifically evolution, contended that it was not the strongest of the species that survives, or the most intelligent, but the one most responsive to change. He also said "We must, however, acknowledge as it seems to me, that a man with all his noble qualities… still bears in his bodily frame the indelible stamp of his lowly origin". One way to interpret this is that whilst humankind is responsive and adaptive to change, we are still under the powerful influence of our feelings and emotions. According to Wikipedia, Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups.

Edward Lee Thorndike, an American educational psychologist, in 1920 described the concept he called social intelligence, explaining it as "the ability to understand and manage men and women… and to act wisely in human relations". "The best mechanic in a factory," "may fail as a foreman for lack of social intelligence." This concept of social intelligence spawned the foundation for the Emotional Intelligence we discuss today. Abraham Maslow in 1950s, described his hierarchy of needs. The bulk of his hierarchy and the "higher order needs" he describes are emotional needs. He suggests things like friendship, intimacy, family, self-esteem and self-actualisation are higher level driving forces behind our actions, once we have our safety and physiological needs met.

Reuven Bar-On, a psychologist interested in non-cognitive competences in mid 1980s, sought to create a measure of Social-Emotional Intelligence. Bar-On's definition of Emotional Intelligence is "Emotional Intelligence is an array of non-cognitive capabilities, competences and skills that influence one's ability to succeed in coping with

environmental demands and pressures", (Bar-On, 2005). The Bar-On EQ-i is one of the many Emotional Intelligence assessments available on the market. He is considered one of the leading thinkers in Emotional Intelligence.

The year 1990 saw another attempt in the field of the study of Emotional Intelligence. John Mayer, Peter Salovey and later David Caruso were trying to develop a scientific measure of the difference between people's ability in the area of emotions. They found that some people were better than others at things like identifying their feelings, the feelings of others and solving problems involving emotional issues. Because nearly all of their writing has been done in the academic community, their names and their actual research findings are not widely known, (Cherry, 2012). In 1992, Daniel Goleman was doing research for a book about emotions when he discovered the 1990 article by Salovey and Mayer. Goleman had apparently asked them for permission to use the term "Emotional Intelligence" in his book and that permission was granted. Before this, it seems his book was planning to focus on "emotional literacy". The publication of the "Emotional Intelligence" Why It Can Matter More Than IQ" highlighted Emotional Intelligence to the general public. From the success of this book, Goleman was approached by many business leaders to consult to organisations on how to promote and leverage Emotional Intelligence. This led to him writing his second book *"Working with Emotional Intelligence"* which took a more business focused look at Emotional Intelligence. Since then Goleman has authored/co-authored several books including Primal Leadership, Social Intelligence and Ecological Intelligence. His model is one of the most widely used by individuals and organisations around the world.

This list is not a complete history of the field of emotional Intelligence, though it does illustrate how far back the principles surrounding it go. Emotional Intelligence is a young science and some even argue it has not yet been fully defined. Many studies and research efforts are underway to help us better understand the definitions, applications and implications of Emotional Intelligence. As the results of these studies are released throughout the next few decades, our understanding and capabilities in the area of Emotional Intelligence will grow. From the foregoing therefore Emotional Intelligence started its journey to prominence in 1920 when Thorndike formulated the concept of "social intelligence". Since then, other forms of intelligence have been identified by

scholars in the field of psychology. Three clusters of intelligences have been identified. These are: abstract intelligence which pertains to the ability to understand and manipulate verbal and mathematical symbols; concrete intelligence, which describes the ability to understand and manipulate objects; and social intelligence, which describes the ability to understand and relate with people.

Goleman, Boyatzis and Mckee (2001:62) assert that the effective use of emotion is basic to the function of successful leadership. They postulate further that leaders are emotional guides influencing not only follower emotions but also follower action through that emotional influence. Leaders exercise this influence through relationship management, motivational appeal, and goal setting, and the leader's emotional intelligence is necessary to effectively perform these efforts.

Bar-On (2005:86) proposes a new model of emotional intelligence, which provides a theoretical basis for the EQ-I, which was originally designed to assess various aspects of this construct as well as to examine its conceptualization. In this model emotional-social intelligence is a cross section of inter-related emotional and social competencies, skills, and factors that determine how effectively we understand and express ourselves, understand others and relate with them and cope with daily demands.

Based on Bar-On's model, to be emotionally and socially intelligent is to effectively understand and express oneself, to understand and relate well with others, and to successfully cope with daily demands, challenges and pressures.

At the intrapersonal level, it involves the ability to be aware of one's self, to understand one's strengths and weaknesses and to express one's feelings and thoughts non-destructively. On the interpersonal level, being emotionally and socially intelligent encompasses the ability to be aware of other's emotions, feelings and needs and to establish and maintain cooperative, constructive and mutually satisfying relationships. Thus, to be emotionally and socially intelligent implies the ability to effectively manage personal, social and environmental change by realistically and flexibly coping with the immediate situations, solving problems, and making decisions.

In the 1940s and 1950s, there were several attempts to find a substantial relationship between achievement and personality, but these attempts did not meet with much success.

In 1968, Cattell and Butcher tried to predict both school achievement and creativity from ability, personality, and motivation. The authors succeeded in showing the importance of personality in academic achievement however they could not link it with motivation (Barrier, 1999:118). Barton, Dielman and Cattell (1972:75) conducted a study to more fully assess the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions they reached was that IQ together with the personality factor – which they called conscientiousness – predicted achievement in all areas. What was tested under personality was whether the student is reserved or warmhearted, emotionally unstable or emotionally stable, undemonstrative or excitable, submissive or dominant, conscientious or not, shy or socially bold, tough-minded or tender-minded, zestful or reflective, self-assured or apprehensive, group dependent or self-sufficient, uncontrolled or controlled, relaxed or tensed. All of these factors are included in the components of emotional intelligence (Goleman, 1998:35). In 1983, Howard Gardner introduced his theory of Multiple Intelligences, which opened doors to other theories like Emotional Intelligence (Book & Stein, 2000:43).

One of the most significant emotional intelligence breakthroughs took place in 1980, when the American-born Israeli psychologist Dr. Reuven Bar-On began his work in the field. He was perplexed by a number of basic questions. Why, he wondered, do some people possess greater emotional well being? Why are some better able to achieve success in life? And, most importantly why do some people who are blessed with superior intellectual abilities seem to fail in life, while others with more modest gifts succeed? By 1985, he thought he had found a partial answer in what he called a person's Emotional Quotient (EQ), an obvious parallel to the long-standing measures of cognitive or rational abilities that we know as IQ, or Intelligence Quotient (Book & Stein, 2000:63).

**Emotional Intelligence and Demographic Factors**

Schutie et al. (2008:164) in their study did not find a significant gender difference in total measured trait emotional intelligence (EI). They did find, however, a significant difference on the "social skills" factor of the questionnaire with females scoring higher than males. This was in the opposite direction from the difference in self- estimated high, when… males' self-estimates were higher than females', which indicates that the process of sell-estimation is biased. The nature (self enhancement versus self-derogation) and source (male versus female) of this bias are unclear. It could be, for example, that males self-enhance and females self-derogate: that both genders self-enhance with males more

so than females; or that males are accurate and females self-derogate. It may be argued that the bias is more likely to be self-derogatory and on the side of females since, on the whole, the correlations between measured and self-estimated EI were lower for females than for males. However, Nordien (2001:68) finds out that, there is a significant difference between emotional intelligence according to age group. Based on Rahayu (2004:91), she finds out that there is no significant difference between emotional intelligence and marital status.

**Meaning of Workplace Deviant Behavior**

Workplace deviance refers to voluntary behaviors by employees that violate significant company norms, policies, or rules and threaten the well-being of the organisation and/or its members (Robinson & Bennett, 2005:61). Examples of workplace deviance include both behaviors directed at organisations (e.g., theft, sabotage, coming to work late, putting little effort into work) and individuals in the workplace, such as supervisors or co-workers (e.g., making fun of others, playing mean pranks, acting rudely, arguing). Until recently, workplace deviance has been a neglected topic in organisational research (Greenberg & Scott, 2006:94). Bennett and Robinson (2000:86) suggest categorizing deviant behaviors into two primary families based on the target of the behavior: organisational deviance and interpersonal deviance. Organisational deviance refers to deviant behaviors directed toward the organisation, examples of which include tardiness, wasting organisational resources, and stealing from the organisation; interpersonal deviance refers to deviant behaviors that are directed toward other employees in the organisation and examples include gossiping, verbal abuse, and stealing from co-workers (Robinson & Bennet, 2005:33). This target-based, two family perspective of deviance is consistent with past research of negative organisational behavior.

In every work environment, there is always the tendency to understand the perceptions of workers inorder to get them contribute willingly to the growth of the organisation. This is the concept of Emotional Intelligence (EI). As notes Humphrey (2010:161) Emotional Intelligence is a measure of someone's ability to understand the emotions of themselves and others. As Moha (2012:36) puts it, "it is quite difficult for someone to truly understand his own emotions talkless of others". To really understand the reason for every action of somebody is impossible. Moha notes that it is through the vehicle of behaviour that others weigh the rationale for behaving in a certain way. Emotional Intelligence, as observed by Pollack (2011:88) is lunged in such theories as: Integrity, Reality, Responsibility, key moments, vision, purpose and value.

**The Integrity Model**

Mollock (2012:36) notes that integrity model entails:

- Understand the process of self-mastery
- Learn the flaw inherent in the common symbols of success
- Develop a new definition of success based upon your personal paradigm.
- Experience the power of your personal paradigm.
- Learn the four different paradigms from which people live
- The core beliefs of each paradigm.

**Embrace Reality**

Reagan (2012:33) says that embracing reality entails to:

- Understand the nature of reality.
- Learn the importance of aligning your life to reality.
- Accept some of the difficult realities of your life.
- Explore and let go of resentments, complaints, and blame.
- Learn to live in the here and now.

**Exercise Responsibility**

Boyaltzis (2002:63) observes that exercising responsibility means to:

- Learn the meaning and nature of personal responsibility.
- Understand how you avoid taking responsibility for yourself.
- Assess your willingness to accept personal responsibility.
- See the choices available in your life.
- Understand the power and freedom that comes from accepting responsibility.

**Conquering your Key Moments**

Hawver (2011:12) states that in order to conquer one's challenges, it is necessary to:

- Understand how you respond to challenging or upsetting events (key moments).
- Explore and understand the patterns in your responses to key moments.
- Develop a process for exploring the consequences of your behavior.
- Choose positive behaviors and feelings during your key moments.
- Identify and challenge the distortions in your interpretations.
- Learn a method for changing weakening beliefs to empowering beliefs.

**Clarify your Vision**

Boyle (2008:64) observes that to clarify vision, one need to:

- Understand the meaning and power of vision,

- Clarify your personal vision.

- Evaluate the thoughts that keep you from living your vision.

- Set goals to achieve your vision.

**Define your Purpose**

Ronald (2009:99) says that the essence of defining purpose is to:

- Understand the difference between three kinds of vision.

- Write your personal purpose statement.

- Clarify your guiding principles.

- Develop affirmations to support you in living your purpose and guiding principles.

- Use the technique of visualization to make your vision a reality.

**Value who you Are**

Pollack (2009:36) says that the concept of value means to:

- Understand the meaning and importance of self-esteem.

- Become the primary source of your self-esteem.

- Accept your imperfections.

- Learn to make time for self-renewal.

- Acknowledge and build upon your strengths.

- Maintain an attitude of gratitude

Today, emotional intelligence is a popular topic of many discussions among academic scholars and corporate executives. ***What exactly is emotional intelligence, and what role does it play in organisational effectiveness?*** In this work, we attempted to answer these questions by providing definitions and a brief history of emotional intelligence (EI); by discussing the key components of emotional intelligence and the importance of EI in the business world, and, finally, by presenting EI training techniques in a classroom.

The study of emotional intelligence evolved from works by such theorists as Gardner (1983:87) and Williams and Stemberg (1988:93), who proposed broader approaches to understanding intelligence. Salovey and Mayer (1990:133) coin the term "emotional intelligence" and included Gardner's intrapersonal and interpersonal components in the

construct. Goleman (1998:54) popularizes emotional intelligence in the business realm by describing its importance as an ingredient for successful business careers and as a crucial component for effective group performance.

These theorists and many others defined and explained the concept of emotional intelligence. In the course of this research, at least a dozen definitions of emotional intelligence (EI) were found. Four most popular ones are included. Emotional intelligence (EI) can be defined as:

- "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and action" (Mayer & Salovey, l993:162).
- "the intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that enhance your results" (Weisinger, 1998:10).
- "the ability to recognize and respond to the emotions and feelings of others, as well as the skill to help others manage their emotions" (Schmidt. 1997:33).
- "the ability to: (1) be aware of, to understand, and to express oneself; (2) be aware of, to understand, and to relate to others; (3) deal with strong emotions and control one's impulses; and (4) adapt to change and to solve problems of a personal or a social nature (Reuven Bar-On, 1988:25).

Although many definitions exist, the basic ideas are the same. Emotionally intelligent people are aware of their emotions and the emotions of others. They use that information to guide their thinking and actions. The question here is: What is it that determines whether a person is emotionally intelligent?

This study focused on the impact of emotional intelligence on organisational effectiveness, with special emphasis on the Nigerian Petroleum Industry, centering on Shell Petroelum Development Company of Nigeria (SPDC) Limited, Total Nigeria Plc and Chevron Nigeria Plc, all located in the South South, South East Geopolitical Zone Nigeria.

**1.2     STATEMENT OF THE PROBLEM**

The core assets of modern business enterprises lie not in buildings, machinery and real estate, but in the intelligence, understanding, skills and experience of employees. Harnessing the capabilities and commitment of knowledgeable workers is – the central managerial challenge of modern time. The challenge of managing the most intangible asset – managing what cannot be seen – the managers ability to influence employees' attitudes and emotions is a certain question that managers need to wrestle with. The manner in which they respond to these questions goes a long way toward determining the organisation's enthusiasm, commitment and ultimate performance.

The ineffective management of people in teams produces poor performance levels and greater organisational ineffectiveness. Lack of emotional intelligence gives bad information about oneself, other people and situations. By not tapping into the information that emotions provide, individuals are not able to alter their behaviour and thinking in such a way that they can turn a situation around. Emotions play an important role in the workplace. The key is to use emotions intelligently, which is exactly what is meant by emotional intelligence. Individuals intentionally make their emotions work for them by using them to help guide their behaviour and thinking in ways that enhance their results.

Emotional intelligence (EI) has become something that is very important in human life. Researchers have concluded that people who can not manage their own feelings well and deal effectively with others, are more likely not to live content lives. This is because it is the ability to perceive emotion in others and express one's emotions; use emotions to guide thinking in self and others; understand how emotions operate; and manage and regulate emotions in self and others.

Individuals who are emotionally intelligent have the ability to regulate, or change the emotions of the people they interact with at work. Emotions have important effects on the way people think. Pleasant emotions can make employees think more creatively. In contrast, unpleasant emotions can help employees focus on specific problems or issues. Emotionally intelligent individuals use specific emotions to facilitate various cognitive activities. Perceiving emotion encompasses the abilities to identify emotions in oneself and in others.

Low trait EI may be a key ingredient in a variety of deviant behavior, many of which have been repeatedly linked to emotional deficits. In prior study, it has demonstrated that it can have useful purpose in explanation of workplace deviant behavior. Recently, production has been disrupted intermittently in the Nigerian Petroleum Industry, by protests of the Niger Delta's inhabitants, who feel they are being exploited. So, in this study there is need to explore the impact of Emotional Intelligence on the effectiveness of Petroleum Firms in Nigeria.

## 1.3    OBJECTIVES OF THE STUDY

The primary objective of this study in line with the identified problems is to determine the effect of Emotional Intelligence on organizational members productivity and its ultimate impact on Organizational Effectiveness. This is done by determining:

1.      How emotional intelligence influence employees' behaviour at work.
2.      The extent to which emotional intelligence affects organziaitonal productivity.
3.      The importance of interpersonal competencies on organizational resource acquisition.
4.      The nature of relationship between social skills competency and strategic constituencies satisfaction.

## 1.4    RESEARCH QUESTIONS

1.      How does emotional intelligence influence employees' behaviour at work?
2.      To what extent does emotional intelligence affect organisational productivity?
3.      How does empathy as an element of emotional intelligence interpersonal competencies influence harmonious organizational resource acquisition?
4.      How is social skills competency related to strategic constituencies satisfaction?

## 1.5    RESEARCH HYPOTHESES

The following research hypotheses were formulated for the study

1.      Emotional intelligence influences employees' behaviour at work positively.
2.      Emotional intelligence affects organisational productivity positively.
3.      Emotional intelligence interpersonal competencies promotes harmonious organizational resource acquisition.
4.      Emotional intelligence social skills competency has a positive relationship with strategic constituencies satisfaction.

**1.6    SIGNIFICANCE OF THE STUDY**

**Managers:** Managers in public and private organizations will benefit from this study. This is because, managers who are attuned to their own feelings and the feelings of others can enhance the performance of themselves and others in their organizations. Success in the knowledge economy comes to those who know themselves, their strengths, their values and how they best perform. The more individuals and leaders know about themselves, the better they are able to understand how they are perceived by others and why others respond to them in the manner they do.

**The Academia:** The academia and students will also benefit from this study. This is because it will serve as a pivot for further studies.

**The Researcher:** The researcher shall be the primary beneficiary of this work. This is because this work is in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy (Ph.D), in management.

**1.7    SCOPE OF THE STUDY**

The work looked into the impact of emotional intelligence on the productivity of the Nigeria petroleum industry operating within the South South and South East Geopolitical Zones, Nigeria. The study was carried out only at the Shell Petroleum Development Company Nigeria (SPDC) Limited, Total Nigeria Public Liability Company and Chevron Nigeria Public Liability Company. The choice of these organisations is hinged on the fact that they are among the biggest and oldest operators in the Nigerian Petroleum Industry and it is believed that any inference on these organisations can be generalised on other operators in the Nigerian Petroleum Industry. This is because they all have many things in common and operate within the same environment. In addition, the study made general references to the Nigerian Petroleum Industry as the need arose.

**1.8    LIMITATIONS OF THE STUDY**

A study of this nature being carried in this period of global economic recession, was faced with a number of limitations. These include;

**Finance:** The researcher faced serious financial constraint, since the study was a pure research and had no sponsor. However, the researcher provided adequate finances to prosecute a high quality research work.

**Time:** Time was also a major constraint, as the researcher had to juggle with some other opposing ends requiring his attention, family, personal, academic etc. However, the researcher devoted adequate time to overcome this constraint.

**Respondents' attitude:** Information dissemination is the life blood of research and its restriction retards every research effort. The indifferent attitude of respondents was a serious constraint. However, the respondents were assured that the study was entirely an academic exercise and has nothing whatsoever to do with their job and production and that all information will be treated with strict confidence.

## 1.9    DEFINITION OF TERMS

### 1.9.1    Emotional Intelligence

This is the ability to identify, assess and control the emotions of oneself, of others and of groups. Thus, to be emotionally and socially intelligent implies the ability to effectively manage personal, social and environmental challenges by realistically and flexibly coping with immediate situation, solving problems and making decisions.

### 1.9.2    Organisational Effectiveness

This is the efficiency with which an organization is able to meet its objectives. Organizational effectiveness indices include; Goal accomplishment, Resource acquisition, Internal process and Strategic constituencies satisfaction. The satisfaction of key interest groups is an important criterion of organizational effectiveness.

### 1.9.3    Individuals

These are the respondents of the study within the selected organisations. They are the sample elements of the sample space.

### 1.9.4    Mental Ability Model

Performance-based models that focus on the interplay of emotion and intelligence as traditionally defined (Brackett & Mayor 2003; Mayer, Salovey & Caruso 2000a). Mayer, Caruso & Salovey (2000:336) argue that this model measures 'a set of abilities, an actual intelligence'. Testing of EI is by asking an individual to solve problems. Mayer and colleagues believe, 'Ability testing is the gold standard in intelligence research because intelligence corresponds to actual capacity to perform well at mental tasks, not just one's beliefs about those capacities' (Mayer, Caruso & Salovey, 2000:325).

### 1.9.5   Individual Success

This study argues that individual success is dependent upon managers taking action to apply emotional intelligence for star performance. Ghoshal (Mann, 2000:20) says of successful individuals, 'Those who take action all have a picture in their head' Goleman (2000b:17) defines star performance as 'the natural consequence of developing and using certain emotion competencies and skills'. Hay Group (2005), with which Goleman is associated, promotes emotional intelligence for star performance: 'Emotional intelligence is twice as important as IQ plus technical skills. Emotional intelligence is more than 85 percent of what sets star performers from the average'.

### 1.10   PROFILE OF THE NIGERIAN PETROLEUM INDUSTRY

According to the Nigerian National Petroleum Company Website http://www.nnpcgroup. com/NNPCBusiness/Busi..., Oil was discovered in Nigeria in 1956 at Oloibiri in the Niger Delta after half a century of exploration. The discovery was made by shell – BP, at the time the sole concessionaire. Nigeria joined the ranks of oil producers in 1958 when its first oil field came on stream producing 5,100 bpd. After 1960, exploration rights in onshore and offshore areas adjoining the Niger Delta were extended to other foreign companies. In 1965 the EA field was discovered by shell in shallow water southeast of Warri.

In 1970, the end of the Biafran war coincided with the rise in the world oil price, and Nigeria was able to reap instant riches from its oil production. Nigeria joined the Organisation of Petroleum Exporting Countries (OPEC) in 1971 and established the Nigerian National Petroleum Company (NNPC) in 1977, a state owned and controlled company which is a major player in both the upstream and downstream sectors.

Following the discovery of crude oil by Shell D'Arcy Petroleum, pioneer production began in 1958 from the company's oil field in Oloibiri in the Eastern Niger Delta. By the late sixties and early seventies, Nigeria had attained a production level of over 2 million barrels of crude oil a day. Although production figures dropped in the eighties due to economic slump, 2004 saw a total rejuvenation of oil production to a record level of 2.5 million barrels per day. Current development strategies are aimed at increasing production to 4 million barrels per day.

Petroleum production and export play a dominant role in Nigeria's economy and account for about 90% of her gross earnings. This dominant role has pushed agriculture, the traditional mainstay of the economy, from the early fifties and sixties, to the background. The major players in the Nigerian Petroleum Industry include; Shell Petroleum Development Company of Nigeria (SPDC), Total Nigeria Plc and Chevron Plc. etc.

**1.10.1  Shell Petroleum Development Company of Nigeria (SPDC)**

According to Shell Website; http://www.shell.com.ng/../spdc/, SPDC is the pioneer and leader of the Petroleum Industry in Nigeria. It has the largest acreage in the country from which it produces some 39 percent of the nations oil.

The company's operations are concentrated in the Niger Delta and adjoining shallow offshore areas where it operates in an oil mining lease areas of around 31,000 square kilometres.

SPDC has more than 6,000 kilometres of pipeline and flowlines, 87 flowstations, 8 gas plants and more than 1,000 producing wells. The company employs more than 4,500 people directly of whom 95 per cent are Nigerians. Some 66 per cent of the Nigerian staff members are from the Niger Delta. Another 20,000 people are employed indirectly through the network of companies that provide supplies and services.

**SPDC and its Joint Venture Partners**

SPDC is the operator of a Joint Venture Agreement involving the Nigerian National Petroleum Corporation (NNPC), which holds 55%, Shell 30%, EPNL 10% and Agip 5%.

**Genesis**

SPDC was originally known as Shell D'Arcy and later as Shell-BP which was jointly financed by the Royal Dutch/Shell Group of Companies and the British Petroleum (BP) Group on an equal basis. Shell discovered the first commercial oil field in Nigeria at Oloibiri Bayelsa State, in 1956 and through a sustained exploration effort had since discovered more oil fields that have firmly established Nigeria as one of the world's major oil producers with significant gas potential.

**SPDC Today**

Together with its Joint Venture Partners, SPDC is capable of producing some 1 million barrels of oil per day on an average. Through its community investment programme, SPDC is demonstrating its commitment to improving the quality of life for all those who

live and work in the Niger Delta. As one of the world's leading energy companies, Shell plays a key role in helping to meet the world's growing energy demand in economically, environmentally and socially responsible ways. In Nigeria, Shell operated companies SPDC, SNEPCO and SNG employ more than 6,000 direct employees and contractors of which over 90% are Nigerians.

Shell has been active in Nigeria since 1937. Their business activities are exploring and production of oil and gas onshore and offshore and sales and distribution. She also has an interest in Nigeria's largest liqufied natural gas plant (NLNG). Shell has offices at Port Harcourt, Warri, Lagos and Abuja.

**Shell in Nigeria**

- Since the 1960s, SPDC has been at the forefront of efforts to develop Nigeria's gas resources and is currently the sole supplier of gas to domestic customers. She currently produce about 70% of Nigeria's gas supply.
- Although its footprint impacts directly in only a tiny fraction of the Niger Delta, SPDC's operations in the Niger Delta are spread over 30,000 square kilometre. They include a network of more than 6,000 kilometres of flowlines and pipelines, 90 oil fields, 1,000 producing wells, 72 flowstations, 10 gas plants and two major oil export terminals at Bonny and Forcados.
- SPDC operates the Bonny crude oil terminal, is the largest of its kind in Africa. The Bonny associated gas plant can harness 20 million standard cubic feet of gas a day-enough to provide power to more than 200,000 average European households.
- Mutiu Sunmonu is the Country Chairperson for the Shell Companies in Nigeria.

**Contribution**

Shell's main contribution to communities in the Niger Delta is through the taxes and royalties they pay to the federal government.

The joint venture operated by the Shell Petroleum Development Company Nigeria Limited (SPDC) has contributed about $31 billion to the government in the past five years (2006 – 2010). The Federal Government receives about 95% of the revenue after costs from the SPDC operated joint venture. The Shell Nigeria exploration and Production Company of Nigeria Limited (SNEPCO) – which operates offshore business in deep water – has paid about $3.8 billion in tax and royalties over the last five years.

In addition to generating revenue, Shell Companies in Nigeria actively promote projects in the Niger Delta that support small businesses, agriculture, training, education, health care and capacity building. Much of which is done in partnership with the government and the Niger Delta Development Commission.

In 2010, Shell operations contributed $161.13 million (Shell share $59.8 million), to the commission, as required by law. SPDC and the joint venture partners contributed directly a further $65.6 million (Shell share $19.7 million), to community development projects, many of which were delivered in partnership with others. Shell work together with government agencies, companies, local and international NGOS, and the United Nations Development Programme (UNDP). Shell also pays a share of its profits into an education fund for the rehabilitation, restoration and consolidation of education in Nigeria.

### 1.10.2   Total Nigeria Plc

TOTAL Nigeria Plc, formerly known as TOTALFINAELF Nigeria Plc, is the entity which emerged following the successful merger between TOTAL NIGERIA PLC and ELF OIL NIGERIA LTD on 11th September, 2001.

TOTAL NIGERIA PLC with RC 1396 was incorporated as a private company on 1st June, 1956 to market petroleum products in Nigeria. It became TOTAL NIGERIA LTD in 1967, and TOTAL NIGERIA PLC in 1978 after it went public in accordance with the Nigerian Enterprises Promotion Decree (1977) with ₦10,000,000.00 share capital held by Nigerian shareholders and Total S.A. (a French Company) as the Principal Shareholder.

ELF OIL LTD was also incorporated as a Private Liability Company on 20th November, 1981 to engage in the business of marketing petroleum products, lubricants and chemicals. Elf Acquitaine S. A. a French Company held 67% of the authorised share capital while Enifor Limited held 33%.

The share capital of TOTAL Nigeria Plc after the merger is presently ₦169,760,918.00, made up of 50k ordinary shares authorised and fully paid up. TOTAL S.A. Paris holds 45.24%, ELF Acquitaine Paris holds 16.48%, Enifor Limited holds 8.12% while other Nigerian Shareholders hold 30.16% of the share capital.

### Growth

TOTAL Nigeria Plc commissioned its first filling station at Herbert Macaulay Street, Yaba Lagos in 1956. The Company has since expanded its business through a network of over 500 retail outlets and corporate customers and organisations that are served through

five regions. The Regions are West, Mid-Western, Eastern, Far North and North-Central. The company also enjoys Bulk storage facilities at Apapa, Ibafon, Kano, Kaduna and Bukuru Depots.

TOTAL Nigeria Plc with the support of Air Total International Paris is well established as one of the major suppliers of Aviation fuel to the Aviation Industry in Nigeria. Indeed, Total is currently one of the two largest suppliers of JET AI fuel in Nigeria today, offering excellent fuelling services at Lagos Airports (Domestic and International), Kano, Abuja and Port Harcourt Airports.

In order to maintain and consolidate its unique position in the Oil Industry, the Company has invested in the establishment of three Lubricants Blending Plants at Koko in Delta State, another at Kaduna in Kaduna State and Apapa in Lagos State. It has also invested in the bottling of liquefied Petroleum Gas (LPG). TOTAL Nigeria Liquefied Petroleum Gas (LPG) is now in popular demand in many homes and industrial concerns in Nigeria. The Company has ten LPG bottling plants strategically located in different parts of Nigeria with a coastal storage in Apapa, Lagos.

The Company has well over 500 employees who are its most vital resources. A cordial management/staff relationship has been maintained over the years through progressive welfare schemes – a vital factor in enhancing and sustaining employee's efficiency, morale and productivity.

At the heart of the TOTAL care value is the Group's well – known insistence on Quality Products and the safety of the Environment as well as the individual. In all TOTAL subsidiaries, considerable resources are employed in maintaining the Group's International Culture in these areas.

**Leadership**

TOTAL NIGERIA PLC is today, a leader as well as the symbol of good service in Petroleum Products Marketing in Nigeria. The Company maintains excellent corporate relations with the general public and investors' confidence in its performance is tremendous. This is clearly depicted by the pricing of the share of the Company in the trading market at the Nigerian Stock Exchange. Today, the company stock is the most sought after in the petroleum – marketing sector and in the Nigerian Stock Exchange at large. http://www.total.com.ng/Os/osnigeria.nsf/vs

### 1.10.3  Chevron Nigeria Plc

According to Chevron Nigeria Plc's Website; http://www.chevron.com> Home> chevronworldwide, Chevron Nigeria Plc is one of the world's leading integrated energy companies and conducts business worldwide. Their success is driven by their people and their commitment to get results the right way-by operating responsibly, executing with excellence, applying innovative technologies and capturing new opportunities for profitable growth. Chevron is involved in virtually every facet of the energy industry. They explore for, produce and transport crude oil and natural gas; refine, market and distribute transportation fuels and lubricants; manufacture and sell petrochemical products; generate power and produce geothermal energy efficiency solutions; and develop the energy resources of the future, including research for advanced biofuels.

**Company Roots**

Their beginnings are traced to an 1879 oil discovery at Pico Canyon, north of Los Angeles, which led to the formation of the Pacific Coastal Oil Company. That company later became Standard Oil Company of California and subsequently, Chevron. They took the name Chevron when they acquired Gulf Oil Corporation in 1984, nearly doubling their worldwide proved crude oil and natural gas reserves. Their merger with Gulf was then the largest in U.S. history.

Another major branch of the family tree is the Texas Fuel Company, formed in Beaumont, Texas, in 1901. It later became known as The Texas Company and eventually, Texaco. In 2001, their two companies merged. The acquisition of Unocal Corporation in 2005 strengthened Chevrons position as an energy industry leader, increasing their crude oil and natural gas assets around the world.

**Scope**

Chevron's diverse and highly skilled global workforce consists of approximately 57,000 employees and about 3,800 service station employees. In 2011, Chevron's average production was 2.673 million barrels of oil-equivalent per day. About 75% of that production occurred outside the United States, majoring in Nigeria. Chevron had a global refining capacity of 1.96 million barrels of oil per day at the end of 2011.

**Technology and Emerging Energy**

Technology is propelling Chevron's growth. They are focusing on technologies that improve their chances of findings, development and producing crude oil and natural gas. They are also investing in the development of emerging energy technologies, such as finding better ways to make nonfood-based biofuels, integrating advanced solar technology into their operations and expanding their renewable energy resources.

**Environment and Safety**

As a company and as individuals, Chevron take great pride in contributing to the communities where they live and work. They also care about the environment and are proud of the many ways in which their employees work to safeguard it. Their persistent efforts to improve on their safe work environment continue to pay off. In 2011, Chevron achieved significant levels of safety as measured in days-away-from-work ratings in both Upstream and Downstream operations.

**Work**

Chevron recognizes that the world needs all the energy they can develop, in every potential form. That is why they work daily to find newer and cleaner ways to power the world.  As at 2010, Chevron Nigeria Plc has more than 6,600 members of staff in their employment. http://www.chevron.com/documents/pdt/CNL-2...

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## CHAPTER TWO

## REVIEW OF RELATED LITERATURE

### 2.1 INTRODUCTION

The primary focus of this chapter is to provide a theoretical perspective of emotional Intelligence through a detailed study of prior research conducted on its various components and facets. Emotional Intelligence in summary, as will be discussed in detail within this chapter, is about the relationships and the quality of interactions with others. In order to understand what strategic advantage emotionally intelligent individuals, work teams and managers contribute to organisational effectiveness; the following aspects of emotional intelligence will be discussed in providing a theoretical background: What is emotional intelligence? Why emotional Intelligence matters and how it can make a difference? Key points of emotional Intelligence, Commonly held misconceptions of emotional intelligence and Key features of emotional intelligence.

A five-step guide towards becoming emotionally intelligent will be discussed in the latter part of this chapter and is aimed at establishing a fundamental basis towards a practical understanding of emotional intelligence.

### 2.2 CONCEPTUAL FRAMEWORK

Thorndike (1920:12) conceptualizes social intelligence as the ability to understand and manage men and women, boys and girls, to act wisely in human relations. Building on the work of Thorndike, Gardner (1983:35) developed the theory of multiple intelligences, wherein he classified intelligence into two main categories: interpersonal and intrapersonal intelligences. He described interpersonal intelligence as the ability to understand other people, what motivates them, how they work, and how to work cooperatively with them. He identified teachers, politicians, salespersons, clinicians and religious leaders as individuals who are likely to have a high degree of interpersonal intelligence. Intrapersonal intelligence is a correlative ability turned inward. It is a capacity to form a veridical model of one and to be able to use that model to operate effectively in life.

In what looks like a synchronization of Thorndike's and Gardner's Model, Salovey and Mayer (1990:116) coin the term emotional intelligence which they conceptualized "as the subset of social intelligence that involves the ability to monitor one's own and others

feelings and emotions, to discriminate among them and to use information to guide one's thinking and action". To clarify the construct further, Mayer and Salovey (1997:91) postulate that emotional intelligence involves the ability to perceive accurately, appraise and express emotion, the ability to access and/or generate emotional knowledge, and the ability to regulate emotion to promote emotional and intellectual growth. This definition succeeds not only in clearing the ambiguity inherent in the previous definition; it also is able to carve a distinct image for the construct of emotional intelligence.

Goleman (1995:68) formulates the best-known theory of emotional intelligence. Goleman's explanation of the construct was based on Salovey and Mayer's (1990:98) original theory. Among other claims, Goleman theorized that emotional intelligence is equal to, if not more important than, Intelligence Quotient (IQ) as an important indicator of success in one's professional and personal life. Elaborating further on the construct, Goleman (1998:95) explains that an individual's emotional intelligence could affect one's work situation. He also applied his conceptual understanding to organisation as a whole.

In providing a definition of emotional intelligence, Van Jaarsveld (2003:13) differentiates intelligence quotient (IQ) from emotional intelligence also referred to as emotional quotient (EQ). According to Van Jaarsveld (2003) IQ has to do with the assessment of an individual's intellectual, analytical, logical and rational abilities. It gives an indication of the individual's ability to learn things, focus on tasks, and retain and recall objective information. He further explains that it reveals how he reasons, manipulates numbers, is able to utilise abstract and analytical thinking, as well as how he is able to solve problems through the application of prior knowledge.

EQ, on the other hand, has to do with the non-cognitive dimensions of intelligence and refers to the ability to read the political and social environment, to grasp intuitively what others want and need, and what their strengths and weaknesses are. It points to an ability to remain unruffled by stress.

Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather they serve as the single most powerful source of human energy, authenticity and drive, and can offer a wellspring of intuitive creative wisdom, (Cooper and Sawaf, 1997:4). They say that, studies have indicated that people who are intellectually the brightest are often not the most successful, either in business or their personal lives - hence emotional intelligence requires that individuals learn to acknowledge and understand feelings in others and themselves.

The next section will discuss emotional intelligence in greater detail and will seek an answer to why emotional intelligence really matters.

### 2.2.1 Why Emotional Intelligence Matters and How it Can Make a Difference?

According to Orme (2001:16) it is important to develop a proper understanding of what emotional intelligence is and to understand why it really matters. Orme (2001:6) offers a simplistic definition of emotional intelligence, "Being emotionally intelligent involves tuning into emotions, understanding them and taking appropriate action."

The three elements in the definition involve both "our" own emotions and those of others:

- Tuning into the emotions of ourselves and others
- Understanding emotions in ourselves and others
- Taking appropriate action on the emotional content that we find.

Being emotionally intelligent applies not just to how individuals respond to life experiences but also to other life crises - job redundancy, divorce, bereavement, major disputes, loss of a child and so on. In essence what emotional intelligence is, is an ability to use emotions to help solve problems and thus give rise to a more effective life, (Orme, 2001:7).

Cooper and Sawaf (1997:29) offer a further explanation of why our emotions matter. "Our emotions, as much or more than our bodies and minds, contain our histories, every line and verse of every experience, deep understanding, and relationships in our lives. They comprise the feeling of who we are and enter our systems as energy." As emotional intelligence is increased, the form of the energy within the individual is shifted, resulting in changes in the individual's experience of work, life and relationships. They further explain that this shift in leadership capacity and scope is the result of specific and growing changes in business life, in general, and results in trusting, collaborative and innovative human interactions at work.

The following section focuses on important key points of emotional intelligence and is purely intended to create a deeper theoretical understanding and basis for what is to follow.

### 2.2.2 Key Points of Emotional Intelligence

Orme (2001:8) highlights the following important key points of emotional intelligence:

(a) *Emotional Intelligence can be learned and developed* – Emotional intelligence can be improved, regardless of the current level of emotional intelligence. Given the proper support, activities and commitment, emotional intelligence can be improved at any age in life, (Orme, 2001:17).

(b) *Emotional Intelligence increases with life experience* - Research by Dr. Reuven Bar-on as cited by Orme (2001:17) confirms that emotional intelligence increases with age, peaks in the age group forty to forty-nine and then levels out.

(c) *Everyone's emotional intelligence needs are different* - All people live among other people, in a family, community or place of work. Therefore being able to understand, interpret and use the emotional content of life is useful for all people. However, different jobs may require different levels of emotional intelligence, e.g. frontline workers may need more of an ability to manage emotions, whilst a counsellor may need a higher ability to understand their own emotions.

(d) *There are some differences between men and women* – "Women are more aware of their emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsible than men; on the other hand, men appear to have better self-regard, are more independent, cope better with stress, are more flexible, solve problems better, and are more optimistic than women." (Orme, 2001:17).

(e) *Being emotionally intelligent adds to your general intelligence* - An awareness of the emotional aspects of what is happening will add to the abilities measured by intelligence quotient (IQ). As psychologist. David Wechsler put it in 1940, "individuals with identical IQs may differ very markedly in regard to their effective ability to cope with the environment." (Orme, 2001:18).

(f) *Emotional Intelligence affects our ability to make decisions* - It may not be fully realised but most decisions are made through the pathway of emotions.

(g) *Emotional Intelligence is reflected in relationships* - According to Orme (2001:18) people with high emotional intelligence tend to enjoy close relationships, and are comfortable with themselves and others.

(h)    *Emotional Intelligence can be measured* - Numerous studies have been conducted, according to Orme (2001:19) and prove that a focus on emotional intelligence has benefits to health, business success, and relationships. Some of the benefits recorded by HeartMath Europe included reduced blood pressure, higher levels of personal productivity and team effectiveness

### 2.2.3    Emotion, Intelligence and Emotional Intelligence

> *The study of emotional intelligence emerged, in part, from the research area of cognition and affect - an area that was concerned with how emotion changed thought, and vice versa (Mayer, 2000b:411).*

This section reviews several competing concepts of emotional intelligence, beginning with discussion on what is meant by emotion, intelligence and emotional intelligence.

The emergence of emotional intelligence is a field of study in its own right; the growing personal importance of managing one's emotions and improved knowledge and study of emotion, intelligence and the relation of emotion to cognition, and personality traits (Roberts et al. 2001). As the field developed and became popular, writers began exploring the influence of emotional intelligence on leadership, career, management and team development. It seemed emotional intelligence could enhance workplace outcomes.

A summary of literature on the concept, nature and models of emotional intelligence can be found at www.unh.edu/emotional_intelligence and www. eiconsortium.org. An account of traditional definitions and views of emotion, a guiding framework for the contributions of emotion to personality psychology, an account of historical literature on intelligence and the emergence of the study of emotional intelligence, and discussion on whether emotional intelligence is intelligence or is best called intelligence at all, has already been provided (Mayer 2000b; Mayer & Salovey 1997; Mayer, Salovey, & Caruso 2004a).

### 2.2.4    Traditional view of Emotion in Relation to Cognition

> *Rule your feelings, lest your feelings rule you* (Publilius Syrus, First century BC, cited in Salovey & Mayer, 1990).

Emotional intelligence emerged from the field of personality to be studied in its own right (Mayer 2000b; Salovey, Bedell, Detweiler, & Mayer 2000) as '... the capacity to reason about emotions, and as the capacity of emotion to enhance thought' (Mayer et al.

2002b:6). The relationship between intellect and emotion traditionally was viewed as one involving a conflict between two psychological forces; emotion and thought (Matthews et al. 2002; Mayer, DiPaolo, & Salovey 1990; Salovey, Woolery, & Mayer 2001).

The human body is programmed to perceive change in the internal and external environment - the face being the primary signal system to show emotion (Ekman 1992; Ekman & Davidson 1994). Emotional change embraces change in personality, and personality characteristics such as empathy, warmth, social skills, motivation and persistence are influenced by the adaptive nature of emotional expression - changing your personality from within (Goleman 1995). Emotional intelligence thus represents abilities to solve emotional problems having an impact on personality.

For example, Mayer et al. (1990;779) find that the ability to draw emotional information from faces, colours, and even abstract designs, was related to empathy. The authors concluded aspects of emotional intelligence appeared to be abilities which could be measured as tasks, and that qualities - such as empathy-involved well-defined skills that could be assessed and improved. 'Such work may enable the emotionally unintelligent person... to become more emotionally pleasing to those around them'.

Therefore it was worth examining the components of personality-motivation, emotion and cognition - and their combination in relation to the emergence of emotional intelligence. This section reviews one essential element of personality - emotion and its contribution to emotional intelligence.

Winefield & Peay (1980/1991) liken Freud's psychodynamic approach to personality as a three-part iceberg, most of which remains unconscious. The individual difference seeks immediate satisfaction and is guided only by the pleasure principle. The mainly conscious ego mediates between the individual differences and the demands of both society and of conscience. The ego operates more on reality, is rational, can delay gratification, and seeks safety. The superego or conscience, partly conscious and partly unconscious, is a watchful and critical moralist, which strives for perfection. The necessary conflict between these elements of personality, and how it is resolved, is seen as the source of personality.

Freud's approach to personality became the traditional theory of psychoanalysis for dealing with emotional management (Beck 1976; Ellis 1962/1994). This thesis will argue for concepts of emotional intelligence centred on the interaction between emotion and cognition as sources of personality that emphasise the functionality an adaptability of emotions rather than the pathological approach.

Mayer & Salovey (1993) argue that traditionally, emotional management was mostly thought of as serving the purpose of diminishing our emotional experience. Mayer (1999b) suggests that Freud believed that without psychotherapy people could not improve their mental health. Indeed, emotional management - under the Freudian cognitive concept - was promulgated through defence mechanisms used by a person's personality to cope. Defence mechanisms included (adapted from Gosling & Gosling, 2004:181-183).

- **Denial** - The short-lived capacity to be selectively inattentive to external threats. Anxiety-provoking impulses or memories may be repressed, sparing the ego from dealing with guilt or threat. <u>Example:</u> Refusing to accept the reality of a life-threatening illness.

- **Objective rationality** - Everything is rationalised. Intellectualisation or rationalisation that may cut a person off from reality to an artificial and damaging extent. <u>Example:</u> A man believes his marriage is 'fine'. Meanwhile, his marriage is falling down around him.

- **Projection -** Unrealistic attribution of your feelings onto someone else. For example, projecting anger onto others. We see in others a feeling we are really feeling ourselves. Conversely, we can see in others what we fail to see in ourselves. <u>Example:</u> You are feeling quiet and awkward in a room crowded with people you don't know, and you ask someone, 'You're really quiet. Are you tense about something?'

- **Displacement** - Choosing an inappropriate - rather than an appropriate - expression for an unacceptable arousal (overreaction). <u>Example:</u> You may be really angry about your workload, or feel overlooked because something you have submitted to your boss has not been considered.

Freud - and those who followed him - made explicit several characteristics of human mental life (Winefield & Peay, l 980/1991:141):

a)    Personality is the result of past experience - rather than predominantly of chance or inheritance.

b)    Behaviour is not always rational in the face of anxiety. Except when defending against the anxiety from a major need - in this circumstance it is rational.

c)    The mechanisms by which we protect ourselves from anxiety can buy time and permit the development of better solutions; they can help us to cope. Or they can - if allowed to dominate behaviour - lead to maladaptive patterns that may need expert help to 'unlearn'.

At a time when health was defined in functional terms as the absence of disease and illness simply a matter of bodily disorder (Winefield & Peay, 1980/1991:1), negative emotions were related to illness or disease. Freud's concept of defence mechanisms emphasised interactions between emotion and thought, but with a distinct emphasis on the pathological (Mayer, 2000b:412).

Gosling & Gosling (2004) point out that attachment by many people to defence mechanisms is based on fear and insecurity. Typically, when faced with internal events (thoughts, beliefs, values, memory, and expectations) and/or external events (those activated by the senses), most people relied on defence mechanisms to deal with negative emotions, as they did not know their true self – their identity. Conditioned by a pathological approach to understanding emotion, most people have a lowered awareness of the physiological impact of emotion on the body. Paradoxically, a search for security is fruitless, as attachment to what is known (memory) and what may be (fantasy) generates negative emotion (stress). Insecurity or uncertainty requires stepping into reality - into the present moment -where emotions are experienced fully, without conditioning. This, they argued, was behaving with emotional intelligence.

Mayer et al. (2000a:399) believe '...emotions and reasoning sometimes have been viewed in opposition to one another'.  The belief was that emotions were chaotic and harmful to logical thought, getting in the way of rational decision-making. Researchers (Ekman & Davidson 1994; Mayer et al. 1990; Mayer & Salovey 1990; Salovey et al. 2000) provide views of emotion in relation to cognition in the sequence of how emotional intelligence rose from a large body of literature to be a field of research on its own, summarised below as:

1.      Traditional views of emotions were that:

   - Reason was superior to emotion (Quoting Ancient Greek Stoic idea reported in Mayer et al. 2004a:198).

   - Passion and reason are opposites.

   - Emotions are chaotic and immature.

   - Emotions get in the way of rational decision-making.

   - '[Emotions caused] a complete loss of cerebral control [and contain] no trace of conscious purpose.' (Quoting Young, PT 1936)

2.      A paradigm shift occurred from 1940; emotions were now seen to be functional and adaptive - not chaotic:

   - '[Emotions] arouse, sustain, and direct activity.' (Quoting Leeper, RW 1948).

   - Intelligence is 'the aggregate or global capacity of the individual to act purposely, to think rationally, and to deal effectively with his environment.' (Quoting Wechsler, D 1958).

   - Emotions arouse our thinking and motivate us.

   - 'Emotions are adaptive, functional, and organising of cognitive activities and subsequent behaviour.' (Quoting Salovey, P 2001).

   - 'The emotions are of quite extraordinary importance in the total economy of living organisms and do not deserve being put into opposition with "intelligence". The emotions are, it seems, themselves a high order of intelligence.' (Quoting Mowrer, OH 1960)

The contemporary view is that emotions convey information about relationships (Mayer, Salovey & Caruso 2000a; Mayer & Salovey 2003). Each emotion signals a different relation. An emotionally intelligent person has a firm grip on how to behave - either intrapersonally or interpersonally - when he doesn't know what to do (Gosling & Gosling 2004). Mayer and Beltz (1998) also determine that a thorough thinking through of emotions on the part of the individual may be an important source of coping.

Mayer and Salovey (1993) summarise the contemporary view that emotions direct our attention to stimuli in need of processing. Similarly, Paul Ekman (1994) – Professor of Psychology and distinguished author on emotions – argues that emotions evolved for their adaptive value in managing fundamental life tasks. Averill (1994), agrees that an emotion may be vital to survival of the species whether in a social, biological, or

psychological context. Additionally, Mayer et al. (2000a) suggest that emotions signal relationships between a person and a friend, a family, the situation, a society, and internally between a person and his memory.

The next part of this review considers the discovery of literature relating the second essential component of emotional intelligence – intelligence.

### 2.2.5 Intelligence

> *Personality traits such as extroversion involve dispositions toward behaviour; intelligence involves organismic abilities to behave (Mayor & Salovey, 1993:434-435).*

Intelligence has a core meaning in the sciences. It implies

> *...gathering information, learning about that information, and reasoning with it - they all imply a mental ability associated with the cognitive operations (Mayer et al., 2000a:398).*

Mayer and Geher (1996) describe three classes of intelligence:

1. The abstract, analytical, and/or verbal intelligences.
2. The mechanical, performance, visual-spatial and/or synthetic intelligences.
3. The less-studied class of social and/or practical intelligences.

Cognitive intelligence - measured as IQ (Intelligence Quotient) - was determined to do with one's cognitive capacity to:

- Be analytical and logical in thinking (problem solve).
- Remember and recall information (memory).
- Compute accurately (mathematics).
- Have a general fund of information (day-to-day link).

A high IQ is a human characteristic valued by almost everyone. And it was once thought that having a high IQ was all one needed to be successful and fulfil one's potential (Lemann 1999). Achieving a high grade in a test, or having the ability to do well academically, is important. However, John Holt (1964) believes that the true test of intelligence was not how much you know how to do, but how you behaved when you didn't know what to do. The author submits that emotionally intelligent people know how to behave when they *don't* know what to do.

Today the reliability and validity of IQ tests are not beyond question (Mayer et al., 2000a:399). Testers can never be sure about the test-retest reliability, as health or familiarity with the test may influence relative performance, and validity may be

compromised if the test does not measure what it is intended to measure (Winefield & Peay, 1991:118). There is a tendency to test the critical components of skills - such as competency levels - in questions. These at best are indicators of something deeper and more important. We now know qualities such as perseverance, self-discipline, achievement and emotional abilities, are more important than having a high IQ (Caruso & Salovey 2004; Mayer, 2005). Ultimately, emotional health is dependent upon having a firm grip on how you behave when you *don't* know what to do, how you use your emotional abilities - emotional intelligence -in various situations.

Mayer et al. (2000a) suggest one alternative to dealing with IQ's limited predictive ability was to redefine intelligence as a combination of mental ability and non-intellective personality traits. Earlier, Bar-On (1997a) suggests the genesis of emotional intelligence had its roots in 'non-intellective aspects of general intelligence'. Quoting Wechsler (1958), Bar-On (1997b:1), describes general intelligence as, 'The aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment.' Quoting Kaplan & Sadock, (1991:2) Bar-On then defined cognitive intelligence, generally measured by the 'IQ' (or intelligence quotient), as 'The capacity to understand, learn, recall, think rationally, solve problems, and apply what one has learned'.

Bar-On (1997b) emphasises that emotional intelligence grew out of the non-intellective aspects of general intelligence (competencies), calling his construct EQ-*Emotional Quotient.* Following Wechsler, Bar-On believed

> *Intelligence describes an aggregate of abilities, competencies, and skills that represent a collection of knowledge used to cope with life effectively ... The adjective emotional is employed to emphasise that this specific type of intelligence differs from cognitive intelligence (Bar-On, 1997b:3).*

On the other hand, other authors chose to call their construct emotional intelligence, rather than emotional competence, to link their mental ability model to an historical literature on intelligence (Mayer & Salovey, 1l993:433). Perez, Petrides & Furnham (2005) believe that emotional intelligence could be traced to Thorndike's (1920) social intelligence, a construct to understand and manage people in relationships. These authors saw Gardner's (1983) work on multiple intelligences, specifically his ideas of interpersonal and intrapersonal intelligence, as the nearest roots of emotional intelligence.

Quoting Thorndike & Stein (1937) Mayer and Salovey, (1993:435) contend

> *Social intelligence was defined initially as the ability to understand and manage people... Because social intelligence can be applied inward, social intelligence includes the ability to understand and manage oneself.*

Mayer and Salovey (1993) believe their concept of emotional intelligence overlapped with Gardner's (1983) intrapersonal intelligence, writing,

> *The core capacity at work here is access to one's own feeling life - one's range of affects or emotions: the capacity instantly to effect discriminations among these feelings and, eventually, to label them, to enmesh them in symbolic codes, to draw upon them as a means of understanding and guiding one's behaviour. In its most primitive form, the intrapersonal intelligence amounts to little more than the capacity to distinguish a feeling of pleasure from pain ... At its most advanced level, intrapersonal knowledge allows one to detect and symbolize complex and highly differentiated sets of feelings ... to attain a deep knowledge of ... feeling life (Mayer & Salovey, 1993:433-434).*

Mayer and Salovey developed further Thorndike's and Gardner's concepts of social intelligence and personal intelligence respectively, to inform their concept of emotional intelligence (Mayer & Geher 1996; Mayer & Salovey 1993). They assert the distinction between general personality – character, traits or competencies - and intelligence was that personality traits such as extraversion involved inclinations toward behaviour, whilst intelligence involved human abilities to behave. They argued that a trait such as extraversion, which may depend on social skill or result in it, was a behavioural preference rather than ability. A mental ability on the other hand was knowing what another person feels (Mayer & Salovey, 1993:435).

Mayer et al., (1990:779) also argue emotional intelligence should be classified as a type of intelligence – a broad set of abilities that can be measured through the use of tasks. Mayer et al. (2000a:399) then emphasise that mental abilities were unrelated to - that is, uncorrelated to - other personality traits, arguing that whilst some models of emotional intelligence defined emotional intelligence as a mixture of abilities and other personality dispositions and traits, the motivation for this appeared to be the desire to label as a single entity what appeared to be, in fact, a diverse group of things that predict success. They distinguished between ability models of emotional intelligence as traditionally defined, and mixed models, held to comprise mental abilities along with other dispositions and traits.

In an attempt to differentiate the Mayer & Salovey (1997) construct of emotional intelligence from other concepts that were evolving, Mayer and Geher (1996) appeal for the distinguishing of social intelligence from other intelligences by subdividing portions of it into emotional and motivational intelligences. But then Mayer, Salovey and Caruso's mental ability model was challenged by Cherniss (2001). He argues that all definitions of emotional intelligence seemed to represent a combination of cognitive and emotional abilities. This distinction between general personality (character, traits, or competencies) and intelligence (cognitive abilities) became the distinguishing feature of three different models of emotional intelligence: ability based, competency based and trait based (non-cognitive) emotional intelligence.

### 2.2.6 Emotional Intelligence

The state of the field - two views on emotional intelligence:

1.   Emotional intelligence (EI) involves the ability to reason with emotion and of emotions to enhance reasoning... Broader definitions of EI are probably improper because when the term EI is used to include an array of attributes... it becomes unclear what EI actually is and the construct begins to emulate existing measures... Keeping EI restricted to an ability model makes it possible to analyse the degree to which EI specifically contributes to a person's behaviour (Bracken & Mayer, 2003:8-11).

2.   The jury is still out on whether or not there is a scientifically meaningful measure of emotional intelligence (S. Epstein, quoted in Matthews et al., 2002:3). The concept of emotional intelligence is invalid both because it is not a form of intelligence and because it is defined so broadly and inclusively that it has no tangible meaning (Locke, 2005:425).

The literature overwhelmingly supports the view that emotional intelligence is a scientifically valid construct, albeit with ongoing discussion of a unitary concept and further factor analysis (Palmer, et al., 2005) and reservations held about internal consistency and factor structure (Perez et al., 2005). Emotional intelligence refers, in part, to 'an ability to recognise the meanings of emotional patterns and to reason and solve problems on the basis of them' (Mayer et al., 2000a:400). Emotional intelligence is 'the capacity to reason about emotions, and of emotions to enhance thinking' (Mayer et al., 2004a:197).

Thus, the term emotional intelligence consists of two parts:

(1)     **Emotions** - Signals that convey meanings about relationships. Some basic emotions are regarded as universal.

(2)     **Intelligence -** Your ability to reason with, or about, something.

Emotional intelligence was stated earlier to have arisen out of the fields of personality, social psychology and neuropsychology (Mayer, Salovey & Caruso 2004a). Personality described a set of behaviours acquired through learning - past experience. Social psychology focused on what people *do* rather than what people are *like.* And neuropsychology studied the relationship between brain function and behaviour. Because of the history of the field, "emotional intelligence" is described in many different forms.

One author indicated that factorial components of emotional intelligence resemble personality factors (Bar-On, 1997b:3). Others saw emotional intelligence rooted in cognition, mental ability (Mayer et al. 2000a). The popularised concept of emotional intelligence equated it with good social behaviour: self-control, persistence, empathy, motivation, and warmth (Goleman 1995:12). This view saw emotional intelligence emerging as a theme from research findings on the role of emotions in human life (Chernis, 2001:9).

Some writers believed popular authors stretched the meaning of emotional intelligence, defining it as a list of personality characteristics, which they referred to as "mixed models" because they mix together diverse parts of personality (Mayer, 1999a:2). Additionally, these alternate conceptions of emotional intelligence included not only emotion and intelligence per se, but also motivation, non-ability dispositions and traits, and global personal and social functioning, which seemed to broaden and undercut the utility of the terms under consideration. These were called *mixed* conceptions because they combined together so many different ideas (Mayer, Caruso & Salovey, 1999:268).

One author (Palmer, 2003a:184) concludes that emotional intelligence could be defined usually as a conceivably related set of abilities to do with one's own and others emotions. He believed his model was similar to Goleman's (2001b) with the exception that Goleman's proposed model did not include the capacity to utilise or reason with emotions in thought, which he seemingly identified as a common aspect of EI models and measures.

Meanwhile, others indicate that all theories within the emotional intelligence paradigm sought to predict and promote personal effectiveness through understanding how individuals perceived, understood, utilised, and managed emotions (Emmerling & Goleman, 2003:12). And another author stated that separating abilities related to cognitive intelligence from abilities, traits, and competencies related to emotional intelligence remained a complex issue as all definitions of emotional intelligence seemed to represent a combination of cognitive and emotional abilities (Cherniss 2001).

How then, can emotional intelligence be defined? One final, all-encompassing definition, acceptable to all major theorists of the concept, has not been formulated to date (Matthews et al. 2004; Palmer, Gardner & Stough 2003b). It has been noted that whilst definitions within the field vary, they tend to be complementary rather than contradictory (Ciarrochi, Chan & Caputi 2000; Law, Wong & Song 2004; Perez et al. 2005). This review examined how authors of various models of emotional intelligence described the concept.

It was stated earlier that Mayer and Salovey were the first researchers to use the term *emotional intelligence* in scientific articles in 1990, the term having been employed occasionally in the academic literature from the mid-1960s (Mayer & Cobb 2000; Mathews et al. 2002; Perez et al. 2005). Mayer and Salovey reviewed their initial definition in 1997 and restated it in 1999, describing emotional intelligence as,

> *The subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use the information to guide one's thinking and actions (Salovey & Mayer, 1990:189).*

> *The ability to perceive accurately, appraise, and express emotion, the ability to access and/or generate feelings when they facilitate thought, the ability to understand emotion and emotional knowledge, and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997:10).*

> *An ability to recognise meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (Mayer, Caruso & Salovey, 1999:267).*

Following Mayer and colleagues, Goleman (1995) argues that emotional intelligence involved self-control, zeal and persistence, and the ability to motivate oneself Goleman describes abilities

> *such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope (Goleman, 1995:34).*

Goleman argues that emotional intelligence represented 'character' (Goleman, 1995:285). He later described emotional intelligence as

> *the capacity for recognising your own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships' (Goleman, 1998a:375).*

And later still, Goleman (2001a) referred to emotional intelligence as abilities to recognise and regulate emotions in ourselves and in others.

Other researchers defined emotional intelligence as good character or social skills, and tested emotional intelligence as a set of emotional competencies, observed in overt emotionally intelligent behaviour.

Goleman (2001b) adapted his framework of emotional intelligence - set out in *Working With Emotional Intelligence* (1998a) – in a new version of that model. His new model was based on 'EI competencies', which he described as, 'a learned capability based on emotional intelligence that results in outstanding performance at work' (1998a:28). In this new model, Goleman looked at the physiological evidence underlying emotional intelligence theory, and reviewed a number of studies of the drivers of workplace performance, and the factors that distinguished the best individuals from the average ones.

Matthews et al. (2002) address emotional intelligence primarily as an individual-difference construct, by seeking systematic individual differences in emotion-related processes that promote successful adaptation (or maladaptation). But Emmerling and Goleman (2003) argue, where emotional intelligence, as defined by Mayer & Salovey, represented our potential for achieving mastery of specific abilities in this domain, the emotional competencies themselves represented the degree to which an individual has mastered specific skills and abilities that build on emotional intelligence and allow them greater effectiveness in the workplace. And Reuven Bar-On defines emotional intelligence as

> *an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures (Bar-On, 997a, b, 2000; 2001).*

Emotional intelligence was also variously defined as:

• The intelligent use of emotions: you *intentionally* make your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results (Weisinger, l998:16 ).

• Involving the ability to understand emotions in oneself and others, relate to peers and family members, and adapt emotionally to changing environmental concerns and demands (Stein, S J, Publisher, Mayer et al., 2002b:14).

• EI (if it is anything at all) may be a transactional construct reflecting the degree of match between the person's competence and skills, and the adaptive demands of the environments to which the person is exposed (Matthews et al., 2002:531).

• A conceptually related set of abilities to do with one's own and others emotions, specifically; the ability to perceive and express one's own emotions; the ability to perceive and understand the emotions of others; the ability to allow emotions to direct one's own reasoning; the ability to manage one's own emotions; and the ability to manage the emotions of others (Palmer, 2003a;184).

• The capacity to deal effectively with one's own and others emotions. When applied to the workplace, emotional intelligence is about thinking intelligently with emotions; perceiving, expressing, understanding and managing emotions in a professional and effective manner at work (Genos 2005).

• Emotional intelligence refers to abilities to do with emotions including (but not limited to), the ability to perceive, understand, utilise and manage one's own and others' emotions (Palmer & Stough 2005).

Thus, in summary, emotional intelligence appeared to be linked with:

1. **Mental abilities** (skills and knowledge). In this model, emotional intelligence focused on emotions themselves and their interactions with thought; emotion related cognitive abilities. Mental ability emotional intelligence was measured in terms of one's ability to complete a performance-based task (Mayer & Salovey, 1997; Mayer et al., 2000a; Perez et al. 2005).

For example, do you or do you not have the ability to be empathetic? Empathy is the ability to see the world through another person's perspective, regardless of what you think of the other person's perspective. Therefore, taking an adversarial relationship and turning it into a collaborative alliance. You'll lack the ability to be empathetic if you haven't had help in nurturing these skills growing up. People who lack empathy can be assisted to develop the ability by linking emotions. Having a high ability to perceive and understand emotions will assist you in developing an ability to empathise with others. (Gosling & Gosling 2004).

(2) **Non-intellective competencies** (traits). Trait models treated mental abilities and a variety of other characteristics such as motivation and social activity as a single entity; emotion-related behavioural dispositions. Trait emotional intelligence was measured in terms of one's own view (self-report) of emotional intelligence capacities (Mayer et al., 2000a; Palmer 2003a; Perez et al. 2005).

For example, how good are you at being empathetic? Emotional competencies - such as high flexibility and optimism – are linked to empathy. Understanding your emotional competencies and the links between them, will assist you in developing the areas in which you are weak, and moderating the areas in which you score high. For example, a high flexibility score may indicate you are unable to be very assertive.

The non-intellective concepts of emotional intelligence (Goleman, 2001 b; Bar-On, 2000) refer to outcomes of emotional intelligence. If you measured these competencies and called them emotional intelligence, then you have the best test. In the mental ability construct (Mayer & Salovey 1997) the authors thought it better to ask if these skills affected your competence in the workplace? If the answer was yes, then you have a responsibility to improve them as mental abilities.

Other writers (Matthews et al., 2002: 21-22), suggest that emotional intelligence (El) could be seen as any of the following, they being concerned primarily with the second option:

1. A general quality of human beings. That is, a faculty for handling emotional encounters possessed by every normal person.

2.      A quantitative spectrum of individual differences in EI. In other works, people can be ranked in terms of how much El they possess.

3.      A qualitative, fine-grained account of how the individual person manages emotion, providing no direct basis for comparison between people.

### 2.2.7   Models of Emotional Intelligence

It has been stated earlier in this literature review that the definition of emotional intelligence was an unsettled issue; much less a consensus of what it comprised and how it should be measured. Leading authors in emotional intelligence have compared and contrasted various models and measures of emotional intelligence developed so far.

Until 2000, the literature pointed to two different models to explain the theory of emotional intelligence (Cobb & Mayer 2000; Mayer et al., 2000a:399).

These models are:

*   **Mental ability** (performance-based) models, which focus on the interplay of emotion and intelligence as traditionally defined (Brackett & Mayer 2003; Mayer et al. 2000a), and

*   **Mixed** (self-report) models, which describe a compound conception of intelligence that includes mental abilities, and other dispositions and traits. (Goleman 1998; Palmer 2003a).

The mixed model has been called a personal factors model as distinct from the emotional intelligence ability model. As these models (that is, Bar-On 1997a; Dulewicz & Higgs, 2000) they argued, were derived from empirical research into personal factors related to El, and particularly into 'emotionally and socially competent behaviour' (Bar-On, 2000:34,406). A second mixed model formulated emotional intelligence in terms of a *theory of performance* (Goleman, 1998a:2).

Some disagree that emotional intelligence is related to ability or mixed models, but on the method of measurement (Perez et al. 2005). Nevertheless, the mental ability model is probably the only one that is aptly called emotional intelligence (Mayer et al., 2000a:416). Of the two different models, writers argue, that ability models placed emotional intelligence within the sphere of an intelligence, in which emotion and thought interact in meaningful and adaptive ways, whereas mixed models blended various aspects of personality in what is often a haphazard manner. The resulting

mixture of traits, dispositions, skills, competencies, and abilities was labelled emotional intelligence, even though the model predominantly involved neither emotion nor intelligence (Caruso, Mayer, & Salovey, 2001:307).

However, since the conception of the emotional quotient (EQ) concept by Bar-On in 1980 (Bar-On 1997a) the emotional intelligence (EI) construct by Salovey and Mayer in 1990; Mayer et al. 2000a; Caruso 2004; Emmerling & Goleman 2003; etc.), and the popularisation of emotional intelligence in 1995 (Goleman 2005) one author (Caruso 2004) proposes three approaches to emotional intelligence: the trait, competency, and emotional intelligence approaches (figure 2.1), discussed in sections 2.2.8 to 2.2.10. The study then provides, in section 2.2.11, a brief review of an additional proposal, a taxonomy for emotional intelligence.

| Term | Current Approach | Related to |
|---|---|---|
| Trait Approach (Bar-On) | Traits related to adaptation and coping (e.g., assertiveness). | Models of personality and dispositional traits. |
| Competency Approach (Goleman) | Acquired skills and competencies underlying effective leadership (e.g. influence). | Leadership competency models. |
| Emotional Intelligence (Mayer, Salovey, Caruso) | Intellectual abilities using emotional information (e.g., emotion identification). | Models of general, or standard, intelligence. |

**Figure 2.1: Caruso's proposed three approaches to emotional intelligence**
**Source:** Caruso, D. (2004), 'Comment on RJ Emmerling and D. Goleman, Emotional Intelligence: Issues and common misunderstandings. Defining the inkblot on emotional intelligence', October, *Issues in emotional intelligence,* <http://www.eiconsortium.org>.

### 2.2.8 Trait Approach

The trait approach, referred to earlier as a "mixed model" of emotional intelligence (Mayer et al. 2000a) was developed initially by Bar-On (1997a,b). It was the first major theory on emotional intelligence to emerge. In his doctoral dissertation in 1998, Bar-On 'coined the term *emotional quotient* (EQ), as an analogue to intelligence quotient (IQ)' (Emmerling & Goleman, 2003:13). The trait approach

> *combines what qualifies as mental abilities - for example, emotional self-awareness - with other characteristics considered separable from mental ability, such as personal independence, self-regard and mood (Mayer et al., 2000a:402).*

Perez et al. (2005) summarise 15 trait emotional intelligence measures that were constructed between 1995 and 2003.

Bar-On (2000) prefered to refer to his construct in terms of emotional and social intelligence. He suggests

> *emotional and social intelligence is a multifactorial array of interrelated emotional, personal, and social attributes that influence our overall ability to actively and effectively cope with daily demands and pressures' (Bar-On, 2000:385).*

Brackett and Mayer argue, '...among the El measures, the EQ-i is highly related to personality' (2003:7).

Bar-On's emotional intelligence test - the Bar-On EQ-i (Bar-On, 1997a) provides a subjective assessment (self-report), as to how well you meet a specific standard; how competent you are at using your 'interrelated emotional, personal, and social abilities that help you cope with daily demands' (Bar-On; 2001:87). The Bar-On EQ-i looks at environmental and social factors with 10 key factorial components of emotional intelligence and five facilitators of 'emotionally and socially intelligent behaviour' (Bar-On, 2001:87).

### 2.2.9   Competency Approach

Goleman (2001b) views emotional intelligence as a set of 20 competencies in four domains deriving from distinct neurological mechanisms that distinguish each domain from the others and all four from purely cognitive domains of ability. He argues,

> *Intellectual abilities... in other words, the components of IQ...are based primarily in specific areas of the neocortex. When these neocortical areas are damaged, the corresponding intellectual ability suffers. In contrast, emotional intelligence encompasses the behavioural manifestations of underlying neurological circuitry that primarily links the limbic areas for emotion, centering on the amygdala and its extended networks throughout the brain, to areas in the prefrontal cortex, the brain's executive centre (Goleman, 2001b:3).*

Goleman, (1995:42) creates a model following Gardner's (1983) lead and the model of emotional intelligence first proposed by Salovey and Mayer (1990). He originally included five main domains in his model: (1) knowing one's emotions, (2) managing emotions, (3) motivating oneself, (4) recognising emotions in others, and (5) handling relationships (Goleman, 1995:43). These five domains were later collapsed into four: (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management (Goleman 2001b).

Goleman and others (Boyatzis et al., 2000; Goleman 2001b) constructed the emotional competency inventory to measure emotional intelligence under the competency approach. Goleman hypothesised emotional intelligence was the ability to recognise and regulate emotions in oneself and others. Where he differed from other approaches to emotional intelligence was his omission of the capacity to utilise reason with emotions in thought, which Palmer (2003a) identified as one essential variable in his five-factor model of emotional intelligence.

Mayer et al., (2000a:405) hold that Goleman's emotional competency inventory concept is a mixed model that bears considerable overlap with other mixed models and concepts related to emotional intelligence, such as, achievement motivation, alexithymia (a diagnostic category thought to describe individuals who have poor access to emotion words, Mayer, et al., 1990:773) self-esteem, and subjective well-being. They argued Goleman's concept was a mixed model of emotional intelligence, suggesting Goleman knew that he was moving from emotional intelligence to a broader construct when he included in his model social and emotional competencies and a body of skills he called character.

Against this, Goleman (2001a) argues Mayer, Salovey and Caruso's model was based on the psychometric tradition and the fulfilment of three criteria to be defined as intelligence. Whereas, following Gardner's (1983, 1999) lead - who proposed broadening the notion of intelligence so that it incorporated many significant faculties that had traditionally been beyond its scope – Goleman (2005) argues emotional intelligence and EI competence were intimately related, but not of the same order. Whilst the proposed three approaches framework (Caruso 2004) seemed reasonable to him, the working relationship between a competence and the underlying intelligence on which it builds needed to be well understood.

Emmerling & Goleman (2003) focused on the ever increasing understanding in neuroscience that cognition and emotions were interwoven in mental life, and suggested that different measures of emotional intelligence that were not correlated were tapping different aspects of the construct.

## 2.2.10 Emotional Intelligence Approach

Caruso's (2004) framework proposed the term *emotional intelligence* be reserved for intelligence or ability-based models of emotional intelligence. This approach (a mental

ability model) was the preferred theory of Mayer, Salovey and Caruso, (2000a:404) because it was theoretically defined as more distinct from traditional intelligences, such as, verbal, performance, and social intelligence.

As mentioned earlier in this review, the models of emotional intelligence distinguished between general personality (characteristics, traits, or competencies) and intelligence (cognitive abilities). On the one hand, Mayer et al. (2000a) argue

> *the central difference among models is that the mental ability models operate in a region defined by emotion and cognition, whereas mixed (that is, trait and competency) models label a multitude of components as emotional intelligence' (Mayer et al., 2000a:403).*

On the other hand, Goleman (2005) drew a distinction between competencies and EI competencies. He held that competencies are technical skills, relying purely on cognitive intelligence based in the neocortex. EI competencies, he argued, were abilities combining neocortical and subcortical skills, likened to Mayer, Salovey and Caruso's mental abilities theory. Goleman (2005) believe that whether one used the term "emotional intelligence" or "EI competence" was not the issue. More important was whether the working relationship between the two levels was well understood.

### 2.2.11   A Taxonomy for Emotional Intelligence

Palmer (2003a) examines the reliability and factorial validity of a number of emotional intelligence tests with an Australian population sample. He conducted a systematic review of the variables assessed by different measures of emotional intelligence looking for common dimensions of the construct, and hypothesised a five-factor model representing the communality amongst the alternative measures of emotional intelligence assessed.

**a.      Emotional Recognition and Expression**

The ability to identify one's own feelings and emotional states, and the ability to express those inner feelings to others.

**b.      Understanding Others Emotions**

The ability to identify and understand the emotions of others and those manifest in external stimuli (that is, workplace environments, staff meetings, literature, artwork, and so on).

**c.      Emotions Direct Cognition**

The extent to which emotions and emotional knowledge is incorporated in decision-making and/or problem solving.

**d.** **Emotional Management**

The ability to manage positive and negative emotions both within oneself and others.

**e.** **Emotional Control**

The ability to effectively control strong emotional states experienced at work such as anger, stress, anxiety and frustration.

Caruso (2004) did not indicate where or if Palmer's model fitted into his three approaches to emotional intelligence. Palmer, (2003a:171) argues '... there is some common variance shared between the various models and measures of EI (emotional intelligence)' and believes his five-factor model better represented the different approaches to EI (emotional intelligence), as a definition of the construct, than the theoretical distinctions that had been made between them. His findings revealed that his proposed taxonomic model of emotional intelligence had similarities to Mayer and Salovey's (1997) four-factor ability model of emotional intelligence and Goleman's (2001b) competency model. Palmer argues Goleman's model did not include the capacity to utilise or reason with emotions in thought, which he theoretically identified as a common facet of EI models and measures and Mayer and Salovey's (1997) ability model of emotional intelligence involved 'a single emotional perception factor' and a 'single emotional management facet' whereas his model involved one's own - and others' - emotion in these areas.

Palmer (2003a) concludes that while the distinction between 'trait' (self-report) and 'ability' (performance-based) models and measures of emotional intelligence may assist us to understanding conceptually the voluminous literature on emotional intelligence, his findings suggested that it may be premature to describe these aspects of emotional intelligence as two fundamentally distinct constructs. He reflected on the conclusion that the different approaches to the conceptualisation and measurement of emotional intelligence tend to be complementary rather than contradictory (Ciarrochi et al., 2000:540) suggesting this may better reflect the confirmatory findings of his study pertaining to this issue.

Palmer's (2003a) findings suggest that emotional intelligence may best be conceptualised as a set of related yet distinct variables (be they abilities, competencies, emotion-related personality traits or otherwise). This finding, Palmer believes, was consistent with Salovey and Mayor's (1990) original conception of the construct, and later theories (for example, Bar-On 1997a).

## 2.2.12 Misperceptions About Emotional Intelligence

Several misperceptions surrounding the topic of emotional intelligence will be discussed in an attempt to address many widely kept misperceptions of the concept of emotional intelligence.

**Table 2.1    Misperceptions About Emotional Intelligence**

| Misperceptions | Orme, (2001:5) – View |
|---|---|
| 1. *There is no place for emotions in this life; facts are more solid and useful* | Emotions are present day and night. We cannot stop ourselves from feeling. Our connection to others is emotional and emotions give us useful information on what is really happening. By focusing on emotions, we can actually deal with facts more quickly, more easily and more effectively. |
| 2. *EI involves telling everyone how you feel. It could be particularly career-limiting if you cry at work, or it could end your personal relationships if you tell people close to you how you really feel about them.* | Sometimes EI involves expressing emotion, but, more often than not, it is about managing emotion so that you do not allow your own or other people's emotions to overwhelm you. So being El does not necessarily involve telling everyone how you feel. Sometimes it involves being able to know for yourself how you feel and then finding the most appropriate way to communicate this to someone else. |
| 3. *EI means more hugging and touching than usual and I do not want to get accused of sexual harassment.* | Sometimes expressing emotion can involve a physical element - a touch on the hand, a comforting hug - but El is not a licence to touch someone when they do not want to be touched. In fact, this could be considered to be very emotionally unintelligent in certain situations. |
| 4. *Focusing on emotions takes time - I am too busy to find out what people feel.* | If you do not find out what people feel, you may spend longer focusing on the "wrong things" than the right things. Negative   emotions are difficult obstacles and positive emotions help to get the job done. It may not necessarily take more time; it is simply about where you choose to focus your attention - on emotions or on thoughts. |
| 5. *My feelings and emotions are invisible to others.* | This is blissful ignorance. People are incredibly perceptive and can subconsciously pick up on when the words do not match the body language. We all have the ability to notice emotions. |
| 6. *We should only focus on positive emotions, not on negative ones.* | There is much truth in this statement, from a health perspective. However, even negative emotions can be a signal that something needs to change. Negative emotions are a part of life, so it is useful to learn how to deal with them and to distinguish the ones that can be the most debilitating if we let them in. |
| 7. *EI is another 'pop psychology' term, which has nothing new to offer.* | EI does define a set of skills and abilities much needed in schools and in business. Knowledge of EI should influence how we run companies and how we live day-to-day in our families. Whilst the concept has been around for years, there are now more people working at 'ground level' to help teach these skills and the techniques for measuring it and developing it in ourselves and in others. |

**Source:** Adapted from Orme (2001:6)

Individuals who possess the skill and competencies of emotional intelligence will display the following features in their interactions with others and in their decision-making processes. These features will be discussed briefly in the following section.

### 2.2.13  Features of Emotional Intelligence

Orme (2001:14) describes two features of emotional intelligence worth exploring and which pertain to development.

### 2.2.13a  Being Emotionally Intelligent

Orme places great emphasis on the word 'being' when defining emotional intelligence. Definition: ***"Being** emotionally intelligent involves **tuning into** emotions, **understanding** them and **taking appropriate action."***

Orme places significant importance on the word 'being' and explains that it is how someone is being (behaving), that makes the most difference. In other words, even without going through a formal emotional intelligence assessment, how an individual "is" in a particular situation will determine how emotionally intelligent he really is. She further clarifies that emotional intelligence is not just about knowing what to do and doing it; instead it is more about how an individual "is" as he goes about the knowing and doing that makes the difference. She further points out that people are human "beings" not human "doings".

### 2.2.13b   Making Emotionally Intelligent choices

Many skilled people who have high potential for emotional intelligence may not always make emotionally intelligent choices in the heat of the moment, (Orme, 2001:16). She further elaborates that emotional intelligence involves not only knowing what to do; it is also about doing the best thing when it matters. Hence, she emphasises the importance of not just tuning into emotions when feelings of joy, passion, or love are aroused for those around you, but is also about being able to face disruptive emotions like anger and fear and making choices when being in the middle of a crisis.

Cherniss and Goleman (2001:137) make reference to competencies and differentiate between personal competencies, which involve self-awareness, self-regulation, and self-motivation. The second set of competencies they refer to are the social competencies, which involve social awareness (that is, empathy) and social skills. Social competencies

involve the individual's ability to recognise others' emotions, needs and concerns and the ability to help others manage their emotions in order to achieve desirable responses. The competencies highlighted by Cherniss and Goleman will be discussed to some degree in the section following.

The following section will explore five practical steps towards establishing emotional intelligence.

### 2.2.14 Five Steps Towards Emotional Intelligence

Chapman (2001:12) states that, to become emotionally intelligent, an individual needs to develop both his intrapersonal and interpersonal intelligence. In order to achieve this, five core capabilities need to be focused on, each one taking the individual closer towards EI.
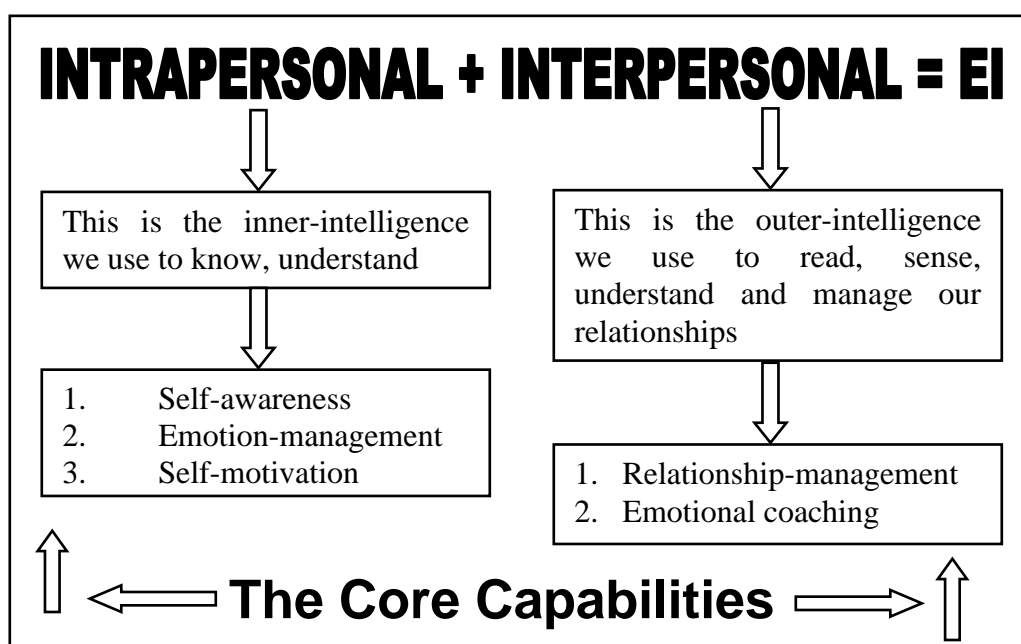


**Figure 2.2: Five-Step Model**

**Source:** Chapman, M. (2001), *Emotional Intelligence, Pocket Book,* U.K., Management Pocketbooks Ltd.

The various capabilities as indicated in the Five-step model will be discussed briefly. These form part of the intrapersonal Intelligence as illustrated in fig. 2.1

### 2.2.14.1 Intrapersonal Capabilities

These capabilities refer to the inner-intellect that individuals require for knowing, understanding and motivating themselves. Within the five-step model, self-awareness, emotional management and self-motivation are grouped together as the core components of intrapersonal intelligence that being the inner intelligence used by individuals to know, understand and motivate themselves.

### 2.2.14.1.1  Step 1: Self-Awareness

Self awareness is "the ability to see ourselves with our own eyes, to be aware of our...

- Goals, immediate and long-term;

- Beliefs, about ourselves and others;

- Drivers that affect how we work;

- Rules that we live by, the *shoulds, musts* and *oughts;*

- Self-talk, the inner voice that tells us we can or cannot do something ...and the ways in which these impact on what we do and contribute to our map of the world", (Chapman, 2001:15).

Closely linked to self-awareness, is the importance of identifying the filters, the so-called "hot buttons," that trigger emotions. Individuals need to learn how to use this information positively in changing events that will result in positive outcomes, (Chapman, 2001:18).

Chapman suggests that emotional responses can be identified by:

***Individual tuning into his senses*** - that is, paying attention to what was seen and heard and not what was "thought" to be seen or heard. Beliefs, values, drivers and rules act as filters, distorting and deleting what otherwise might be important information. Filters all too often get in the way of information that hits the senses (that is the individual's ability to hear and see). The higher the level of self-awareness, the greater the individual's ability to recognise and distinguish between what is fact and what has been filtered.

***Individual getting in touch with his feelings*** - Chapman (2001:24) describes emotions by identifying four elements:

- What is thought - refers to the interpretation of events that produces a particular emotional response or thought.

- What is felt - refers to a label/term that is used to describe a particular state.

- How the body reacts - for example, racing heartbeat, feelings of anxiety and tension.

- Behaviour - for example, running away, hitting out or hugging someone. Chapman (2001:14) avers that it is generally accepted that an emotion does not simply result in an automatic physical response to a situation, but is the interpretation of bodily changes and information available to the individual at the time.

***Having set goals*** -Chapman (2001:29) states that "our goals are what spur us into action". The value of becoming aware of personal goals is that this information can be used to help develop the strategies necessary to get what the individual really, really wants. Chapman cites the following very useful guidelines for identifying goals:

- ***"Believe your behaviour"*** - when delaying in getting started or avoiding a task, it is important to ask oneself the question - "Is this really what I want to be doing?" The answer to this question, might reveal the true intentions.

- ***"Trust your feelings"*** - when feeling happy or content in a certain situation, it is likely that the individual is in alignment with his inner-and outer-self, in other words, he is doing what he wants to be doing. "However if you have agreed to undertake something and you feel resentment, it could be that your original intention is in conflict with some underlying goal," (Chapman, 2001:31).

- ***"Be honest with yourself"*** - "finding out who you are, where you have come from and why you are here, can provide the map for finding your path with a heart - a journey that harnesses your passion and energies and yields that "feel-good" factor. Remember, if we do not know where we are going, we may end up somewhere else!"

In seeking to clarify the concept of self-awareness further, it is useful to refer to the concept known as the Johari Window as cited by Cook, Macaulay, and Coldicott (2004:181). Named after the first names of its inventors, Joseph Luff and Harry Ingham, the Johari window makes use of two dimensions and two divisions of these dimensions to describe the individual: what is known to the individual, and what is unknown by the individual, and what is known by others and what is unknown to others. The Johari window describes the four windows that an individual and other people can look through. It differentiates between open areas and the individual's hidden areas: The point that the Johari window makes is that individuals should realise that they do not know everything about others nor of themselves. To provide clarity on this, a brief explanation of the four windows within the Johari window will follow.
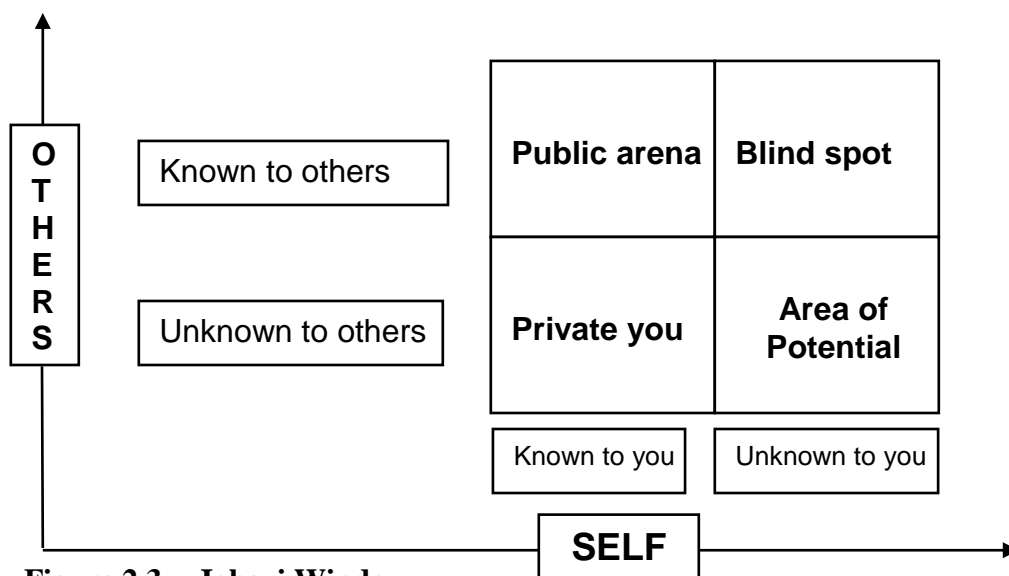
**Figure 2.3:  Johari Window**

- *The public arena is our public face* – the window we choose to open in public - here the individuals find areas that they recognise in themselves as well as what others see in them.

- *The blind spot* – sometimes people will see you differently from the way you see yourself and you may be unaware of this. Feedback illuminates the blind spots we all have about ourselves and **increases our self-awareness.**

- *The private you* – there are some things that you are aware of about yourself but which you wish to keep to yourself, particularly in a work context.

- *The area of potential* - this is the area of hidden, unknown potential. The aim must be **to increase your self-awareness and reduce this hidden area.**

According to Anderson & Kyprianou (1994:39) self-esteem refers to how an individual assesses his or her worth. This self-evaluation is largely influenced by the situation, past experience (successes and failures) and how others perceive the individual. Individuals with low self-esteem are likely to take note of the opinion of others and to set lower goals for themselves, while those with higher self-esteem are less likely to be influenced by others' opinions and to set higher goals for themselves. Hence, self-esteem is positively related to efforts to accomplish set goals. Anderson & Kyprianou (1994:38) refer to recent studies as supporting the findings that individuals with high self-esteem placed more value on attaining performance goals than did employees having low self-esteem.

Self-awareness is the ability to think about one's thought processes, (Covey, 1989:67) "This is why we can evaluate and learn from others' experiences as well as our own. This is also why we can make and break our habits. Self-awareness enables us to stand apart and examines even the way we "see" ourselves. It affects not only our attitude and behaviour, but also how we see other people. (Covey, 1989) argues that, until individuals take how they see themselves into account, they will be unable to understand how others feel about themselves and their world. Therefore, individuals lacking self-awareness limit their own personal potential and therefore their ability to relate to others.

### 2.2.14.1.2    Step 2: Emotion Management

Managing emotions effectively involves controlling those unproductive behaviours that really do not benefit individuals in any way. "By understanding the link between your interpretation of an event and your responses to it, you can choose an alternative way to feel. This is a key El capability." Chapman (2001:35) feels that it is useful to identify the interaction between thoughts, feelings and actions.

o    *Dynamics of Emotion*

Chapman (2001:36) refers to a quote made by the Greek philosopher, Epicletus, "People are disturbed not only by things, but by the views they take of them," to illustrate the point that individuals can choose how they see a situation. She further emphasises the point that beliefs, values, drivers and the rules that people live by, create their map of reality. Chapman (2001:37) postulates that," If we can begin to recognise the way in which we delete, distort and discount important information, and make decisions on the basis of little real evidence (simply our own perceptions) we can begin to see how much of our emotional life is influenced by our map of the world. Change the map and you change how you see, hear, feel and behave in the world - no one can make us feel anything."

o    *Emotion Management Techniques*

Chapman (2001:39) recommends that the Worry Buster Technique be used when an individual finds himself becoming anxious or angry, or worried about undertaking some task, for example, a presentation. By adopting the worry buster technique an individual should ask himself the following questions:

➢       Where is the evidence for the way I am thinking?

➢       What is the logic in my interpretation?

➢       What do I have to lose if I do or say this?

➢       What do I have to gain if I do or say this?

➢       What would be the worst that could happen if I do or do not say or do this?

➢       What can I learn from saying or doing this?

Learn to live with worries:

➢       Live one day at a time;

➢       Get the facts;

➢       Practice the worry buster technique; and

➢       Adopt the six-second rule.

Chapman (2001:40) says it is named the six-second rule because six seconds is the time it takes to capture the flight or fight response. Individuals are encouraged to apply the latter in situations where someone has said or done something that triggers the individual's 'hot-button', to take a deep breath and count six seconds before responding.

***Five-step freeze-frame technique:***

It is recommended that individuals, when recognising stressful feelings, should freeze-frame them, in other words take time out.

➢       Make a concerted effort to shift the focus away from the racing mind or disturbing emotion(s)

➢       Be calm and recall a positive, fun feeling that has been experienced and re-experience it

➢       Ask one's heart, what is a more effective response to this stressful situation?

➢       Listen to and do what the heart says.

***Source:*** EQ vs. IQ by Cynthia Kemper (Communication World, 1999) as quoted by Chapman (2001:41) in Paul (2006:25).

### 2.2.14.1.3   Step 3: Self-motivation

"To achieve high levels of motivation, overcome setbacks and perform at our best, we need to be able to manage our own internal states, harness our emotions and channel them in a direction that enables us to achieve our objectives, (Chapman, 2001:43). Being self-motivated, according to Chapman (2001:44) calls for four essential actions. Research shows that people with effective 'A' teams enjoy better psychological health and care and are able to bounce back after setbacks.

➢       Adopt positive **Self-talk;**

➢       Build an effective **Support Network;**

➢        Visualise an inspirational **Mentor** (real or fictitious); and

➢        Create a conducive **Environment** (air, light, sound, visual images).

### 2.2.14.2   Interpersonal Capabilities

The second main capability towards becoming emotionally intelligent is the interpersonal capability which refers to the outer intelligence required to read, sense, understand and manage relationships with other people. This forms part of the final steps towards emotional intelligence and includes managing relations and emotional coaching.

### 2.2.14.2.1   Step 4: Relationship Management

Relationship management forms part of interpersonal emotional intelligence as illustrated in figure 2.1

"The ways that people treat us are reflections of the way we treat ourselves." Linda Field, as quoted by Chapman (2001:54) aptly conceptualises what is about to follow.

Chapman points to her own research that showed that relationships are vital for personal development. Relationship management means being effective at managing relationships and building effective networks.

Reasons why relationships fail:

➢        Unrealistic expectations;

➢        Lack of empathy;

➢        Immaturity (low emotional intelligence);

➢        Dependency /co-dependency;

➢        Inability to assert own needs;

➢        Poor communication;

➢        Ineffective strategies for conflict resolution; and

➢        Personality differences (different maps of the world).

**What makes an Effective Relationship?**

Chapman (2001:58) highlights the following four factors that contribute to effective relationships:

- **Reciprocity –** meeting each other's needs. "You support - I support".
- **Skills -** dynamic listening skills involve actively paying attention to both a verbal and a non-verbal cue to identify what is really being said/or not said. Establishing empathy - step into the other people's shoes into their reality to access their map of reality. Use questions - directly ask what an individual's needs are.

- **Relating over time - continuity:** building up a picture of the other person. See him in a different situation and different contexts in order to gather clues about who the person is, his beliefs, values and "hot button". Build trust-learn from each interaction and use this new knowledge to ensure subsequent interactions are positive and productive.

- **Engage in exchange -** to build an effective relationship, exchange factual information, feelings, thoughts and ideas, bearing in mind that this is an interactive process. Relationships are not made outside, they are made inside, (Chapman, 2001:59).

It is important to keep in mind that most people who work have to work with other people. No matter how enjoyable a job is, it can become stressful and unfulfilling or downright miserable if human relationships break down. The first thing to realise and accept is that you cannot change other people; all that you can do is change yourself.

### 2.2.14.2.2  Step 5: Emotional Coaching

"Managers need to change their whole approach to managing and instead of relying on systems and control procedures, need to get to know and trust their people as individuals.... Direct personal contact and coaching keep managers appraised of real business challenges and provide an opportunity to shape responses through a shared understanding. Goshal & Bartlett, (1995) as quoted by Chapman (2001:64).

Being an E-coach in terms of emotional intelligence means helping others to:
➢ Develop their emotional capabilities;
➢ Resolve differences;
➢ Solve problems;
➢ Communicate effectively; and
➢ Become motivated.

Exceptional emotional intelligence coaches possess the following capabilities in that they are capable of listening effectively to what is being said and not said and are able to use different techniques to get beneath the surface and challenge the underlying problem, not the surface issues. Further to this, they are able to engage in problem solving and use creative techniques to help the learner think outside the box, have a good time and develop personal management skills. The emotional intelligence coach should also be able to assist the individual to set goals and identify networks and access resources that will help the individual put together an Action Plan and to identify enablers and disablers towards achieving his goals, (Chapman, 2001: 67).

## 2.3    THEORETICAL FRAMEWORK

### 2.3.1    Introduction

Rapid technological change, an increasingly diverse workforce and global markets also contribute to a growing need for emotional intelligence. Change within business organisations and within our personal lives has become an inevitable reality and a way of life in recent years. Advancement in technology, the pace of competition, globalisation, and the need to control cost and increase efficiency, coupled with increasing customer expectations, require an organisation to evolve and regenerate in order to survive.

Cooper and Sawaf (1997) are of the view that emotional intelligence is one of the most indispensable elements not only in creating a profitable business but also in leading a successful life. This section explored prior literature that relates to emotional intelligence within the workplace and seeked to find literature to support the notion that emotionally intelligent individuals, work teams, managers and leaders contribute to organisational effectiveness. Factors impacting on an organisation's ability to be effective and those that relate to emotions was discussed.

### 2.3.2    Organisational Effectiveness

Economists, philosophers, engineers, government and managers have for centuries tried to define, measure, analyse, and capture the essence of effectiveness, (Ivancevich and Matteson, 2002:21). They further state that it is difficult to determine how and whether managers can influence effectiveness within organisations. They conclude there is still much confusion about how to manage within organisations so that organisational effectiveness is the final result, (Ivancevich and Matteson, 2002:21).

Kreitner and Kinicki (1998: 565) in addressing the question of organisational effectiveness, state that organisational theorists not only drew upon the field of general systems theory that emerged in the 1950s, but suggested a more dynamic model for modern organisations. The proposed model likens organisations to the human body; hence it has been labeled the biological model.

The biological model as illustrated in figure 2.4, characterises the organisation as an open system that transforms inputs into various outputs. The outer boundary of the organisation is permeable - people, information, capital, goods and services move back and forth across this boundary. Each of the five organisational subsystems - goals and values, technical, psychological, structural and managerial subsystems is dependent on the other. Feedback about aspects such as sales and customer satisfaction enables the organisation to self-adjust and survive despite uncertainty and change. The organisation according to Kreitner and Kinicki (1998: 565) in effect - is alive.

**The Organisation as an Open System: The Biological Model**

**Goals and value Subsystem**
- Outline
- Philosophy
- Overall goals
- Group goals
- Individual goals

**Technical subsystem**
- Knowledge
- Techniques
- Facilities
- Equipment

**Managerial subsystem**
- Goal setting
- Planning
- Assembling resources
- Organizing
- Implementing
- Controlling

**Inputs**
- Material
- Money
- Human effort
- Information

**Outputs**
- Products
- Services
- Human
- Satisfaction
- Organizational
- Survival and growth
- Social benefit

**Psychosocial subsystem**
- Human Resources
- Attitudes
- Perceptions
- Motivation
- Group dynamics
- Leadership
- Communication
- Interpersonal relations

**Structural subsystem**
- Tasks
- Work flow
- Authority
- Information flow
- Procedures
- Rules

Feedback

**Figure 2.4    The Organisation as an Open System: The Biological Model**

**Source:**  Kreitner, R. & Kinicki, A. (1998), *Organizational Behaviour,* 4th Ed. New York: McGraw-Hill.

Kreitner and Kinicki (1998: 572) offer four ways to assess organisational effectiveness in order to better understand the complexities associated with this subject. Kreitner and Kinicki (1998: 565) state that these effective criteria, apply equally well to large or small and profit or not-for-profit organisations. A multidimensional approach is required when applying this approach; the following four criteria will be discussed briefly below.

### 2.3.2.1  Four Ways to assess Organisational Effectiveness:

- **Goal Accomplishment -** effectiveness is measured or gauged by how well the organisation meets or exceeds its goals. Goal accomplishment is the most widely used effectiveness criterion for organisations.

- **Resource Acquisition -** this second criterion relates to inputs rather than to outputs. An organisation is deemed effective in this regard if, it acquires necessary factors of production such as raw material, labour, capital and managerial and technical expertise.

- **Internal Processes -** this third criterion is often referred to as the "healthy systems" approach. An organisation is said to be a healthy system if information flows smoothly and if employee loyalty, commitment, job satisfaction, and trust prevail.

- **Strategic Constituencies Satisfaction -** organisations both depend on people and affect the lives of people. Consequently, many consider the satisfaction of key interested parties to be an important criterion of organisational effectiveness. Figure 2.4 is a graphic explanation of the four ways in which organisations can reach or achieve organisational effectiveness, (Kreitner and Kinicki, 1998: 573).

It is important to note that in all four of the above-mentioned criteria used for assessing organisational effectiveness - the human factor remains a critical component of achieving success in each.
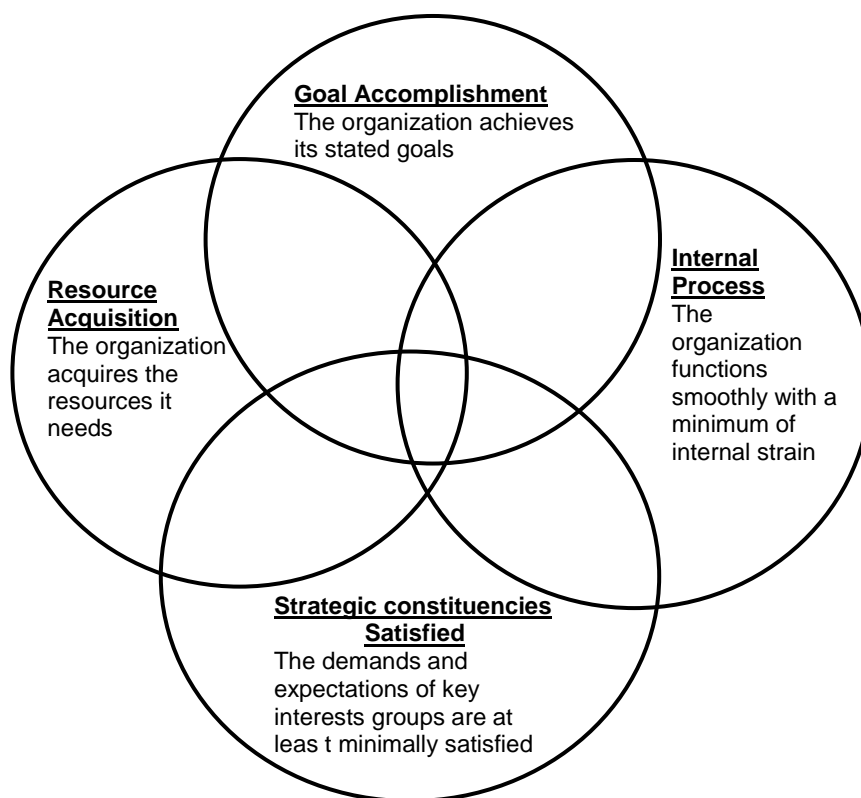
**Figure 2.5:  Four Ways to assess Organisational Effectiveness**

**Source:**   Kreitner, R. & Kinicki, A. (1998), *Organizational Behaviour,* 4th Ed. New York: McGraw-Hill.

Apart from the above four elements that underpin the process of assessing organisational effectiveness, consideration needs to be given to the change management skills and capabilities that exist within an organisation. This aspect of organisational change was discussed in greater detail later.

A clear distinction needs to be made between the concepts of efficiency and effectiveness, (Carnall 1999:160). According to Carnall, efficiency comprises achieving existing objectives with acceptable use of resources. Effectiveness means efficiency plus adaptability; in essence, effective organisations are both efficient and able to modify their goals as circumstances change. He further suggests that change should not only be introduced when things are going wrong. To the contrary, he emphasises the importance of organisations' continually adapting to a changing world even when they are doing well. He further states that handling change effectively helps to sustain and create effectiveness in the future. Change management will be the next area of focus and will be discussed as part of a process towards achieving organisational effectiveness. The extent to which organisations are able to implement and manage change effectively, will determine to what extent such organisations will achieve organisational effectiveness. The following section will focus on change management and how it links to emotional intelligence.

**2.3.3    Emotional Intelligence at Work**

**2.3.3.1   Change Management**

Cook and Coldicott (2004: 6) assert that recent research has illustrated that the most important qualities of effective change leaders are not the disconnected set of skills or knowledge that they possess; instead these qualities relate to four intellects or types of intelligence. As was illustrated in figure 2.6, the intellects depict the four points on a compass. These intellects help leaders to navigate the stormy waters of change (Cook and Coldicott, 2004: 4).
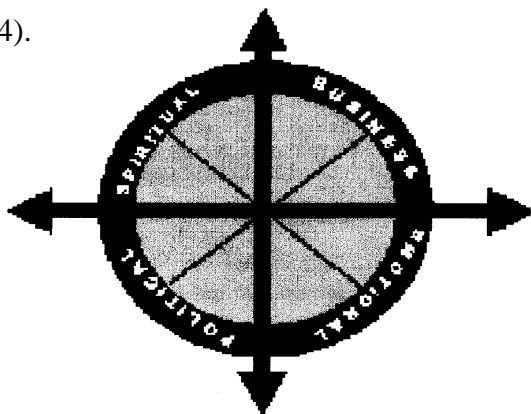


**Figure 2.6 The Compass of the Intellects**
**Source:**   Kreitner, R. & Kinicki, A. (1998), *Organizational Behaviour,* 4th Ed. New York: McGraw-Hill.

The compass of change illustrates the importance of balance in all four areas of the intellects. Like in the case of the four points on a compass, these four intellects are of equal weight, thus creating the required balance. If the leader misses one or more of them, the compass becomes unbalanced and unreliable and will result in an unclear pathway, (Cook and Coldicott, 2004:5).

In obtaining a clearer understanding of what is required by leaders within these four areas of the compass, the various components of change leadership intellects was discussed briefly.

**Emotional (EI)**
- Recognizing own and others' feelings
- Listening
- Openness & empathy
- Sharing feeling

**Spiritual (SI)**
- My life goals
- My role purpose & contribution
- Personal growth and self-awareness

**Business (BI)**
- Business competence
- Strategic thinking
- Anticipating & planning to meet customer demands
- Developing customer – driven offerings & solutions
- Opportunism

**Political (PI)**
Awareness of:
- Power bases
- Levels of influence
- Strategies for influence
- Sources of power
- Stakeholders
- Posture

**Figure 2.7: Change Leadership Intellects**
**Source:** Kreitner, R. & Kinicki, A. (2001), *Organizational Behaviour,* 4th Ed. New York: McGraw-Hill.

A brief overview of the four intellects will follow to illustrate how, according to Cooper and others, leaders can use these intellects to bring about successful change.

### 2.3.3.1a   Business Intellect (BI)

Leaders with BI are able to anticipate customer demands and translate this knowledge into service offers and operational processes that deliver successfully to customers. BI leaders proactively manage customers' expectations by ensuring that their businesses are customer friendly. Cooper and Sawaf (2001:198) state that the new model of business intelligence uses a biological model that treats people, markets, ideas, and organisations as unique and alive, and is inherently capable of change, interaction, synergy and growth.

### 2.3.3.1b   Emotional Intellect (EI)

Cook and others (2004: 6) suggest that emotions and feelings play a much bigger role in change than is sometimes recognised in a rationally oriented management world. Behaviours that demonstrate El include:

o      Understanding one's own and other's feelings;

o      Listening;

o      Being open and empathic;

o      Sharing feelings;

o      Appreciating others.

Cook and others further comment that EI can have a direct financial impact - emotional intelligence research conducted in the US on General Medical Practitioners (GP's) revealed that GP's with the lowest levels of empathy were more likely to have been sued by their patients. Emotional intelligence relates to the quality of relationships between managers, their bosses, colleagues and direct reports. Further research conducted on leaders who took part in a round-the-world yacht race in 2001 showed that the more successful boats tended to have skippers and crew with higher levels of emotional intelligence than those who were unsuccessful in the race.

### 2.3.3.1c Spiritual Intellect (SI)

Leaders with SI display a high degree of self-confidence and self-awareness, which enables them to set clear direction and stick firmly to the course of action. They do not shut out important new pieces of information. Examples of such leaders are Nelson Mandela and Stephen Covey, who display SI through a clear set of personal values, beliefs and personal vision.

### 2.3.3.1d  Political Intellect (PI)

PI requires leaders to be aware of how to influence others within the organisation. Politics often carries with it negative connotations, such as self-seeking aims and manipulation which results in managers often shying away from its existence. A successful example of a leader reputed to have high Political Intellect is Jack Welch, former chairman of General Electric, known for leading his companies through constant change and renewal, skillfully recognising power bases and developing strategies for influence, (Paul, 2006:37).

The good news about this is that all four of these intellects can be developed at any age. Effective leaders wanting to navigate their organisation on an even keel through change will require high levels of intelligence in all four areas, (Cooper and others, 2001:8).

Coping with massive change involves, among other things, the ability to perceive and understand the emotional impact of change personally and on others. To be effective in helping the organisation manage change, leaders first need to be aware of and manage their own feelings of anxiety and uncertainty (Bunker, 1997). Then leaders need to be aware of the emotional reactions of other organisational members and to act to help people cope with those reactions. At the same time in this process of coping effectively

with massive change, other members of the organisation need to be actively involved in monitoring and managing their emotional reactions and those of others.

## 2.4    EMPIRICAL REVIEW

Rahim and Malik (2010:1) in their study titled emotional intelligence and organizational performance. The study assessed the effect of demographical factors on the level of emotional intelligence that leads to organizational performance among male and female employees. The study tested four hypotheses; 1. Age has significant effect on the level of emotional intelligence that leads to better organizational performance of the employees. 2. Emotional level of employees have a positive effect on the level of emotional intelligence that leads to better organizational performance of the employees. 3. There are differences of marital status with respect to the level of emotional intelligence that leads to better organizational performance of the employees and 4. There are differences with respect to the level of emotional intelligence that leads to better organizational performance of the employees.

The hypotheses were tested empirically using data collected from 196 middle-level managers working in different banks in Pakistan, mainly in the cities of Peshawar and Islamabad, the managers include 144 males and 52 females. The results of the statistical analyses demonstrate that; 1. Age has got negative relationship with the level of emotional intelligence that leads to organizational performance. 2. The education level of employees has a positive effect on the level of emotional intelligence.  3. Marital status has negative relationship with the level of emotional intelligence and  4. Gender has a positive relationship with the dependent variable emotional intelligence that leads to better organizational performance.

Khurram et al (2011:1), in their study carried out in African Journal of Business Management in Pakistan. The aim of the study was to explore the impact of emotional intelligence on employee's performance among telecom employees. The study examined the impact of four significant aspects of emotional intelligence that is self awareness, self management, social awareness and relationship management. Data was collected from five telecom companies by using questionnaire. The results revealed that a positive relationship exists between social awareness and relationship management and employee's performance while self awareness and self management were not found significantly related to employee's performance.

Hassan, Saeid and Sirous (2011:1), in their study titled impact of emotional intelligence on performance of employees at http://postmodernopenings.com/wp-content/uploads/2011/02. The study was undertaken to understand the performance level of managers and employees in educational administrations of Iran. The study focused on understanding the emotional intelligence of the managers and employees and its link to their performance level on the job. Data were collected from 155 sampled respondents through questionnaire administration. The findings of the study indicate that emotional intelligence has a positive impact on the performance level of the managers and employees in educational administrations of Iran.

The following section covered specific critical areas that relate to emotions that have a direct impact on how organisations function. The first of these factors to be discussed is work stress, followed by conflict and self-discipline.

## 2.5    EMOTIONAL FACTORS IMPACTING ORGANIZATIONAL EFFECTIVENESS

### 2.5.1   Work Stress

Anderson and Kyprianou (1994: 81) view the impact of stress on individual effectiveness as a serious concern for organisational effectiveness. They point out that cost associated with stress is high and was estimated some years ago to amount to £30 million for an organisation with over 2000 employees. They are of the view that the diagnosis and reduction of stress can therefore contribute significantly to increased individual and organisational effectiveness.

Factors associated with work stress that place individuals at high risk, listed by Anderson and Kyprianou, are heart disease (which includes cigarette smoking), high blood pressure, high cholesterol and blood sugar levels and excess body weight. Numerous studies, referred to by Anderson and Kyprianou indicate that social and psychological factors may account for much of the risk and this has prompted research into factors in the work situation that may increase susceptibility to heart disease. Among the factors that have been identified to influence such susceptibility are dissatisfaction at work and occupational stress. Stress, as asserted by Anderson and Kyprianou (1994: 82) in itself is not abnormal - nobody is exempted from it; on the contrary stress may be a spur to doing something positive about a situation. Stress, however, that is irrational, unproductive and persistent may be a symptom of psychological and physiological illness. Anderson and

Kyprianou refer to research that has highlighted the following interactive and environmental sources of work stress:

**2.5.1.1   Environmental Sources of Stress**

- Characteristics of the job itself;
- Role and responsibilities of the person in the organisation;
- Interpersonal relationships at work;
- Career development pressures;
- Climate and structure of the organisation;
- Problems associated with the interface between the organisation and the outside world.

Anderson and Kyprianou (1994: 83) feel that stress tends to be an individual thing, but it has been found to occur in various clusters as clarified in table 2.7 below. Other factors that the aforementioned authors indicate are caused by stress are time pressures and deadlines, too many decisions to take, fatigue and physical strains of the work environment and relating to the job, working conditions and work overload.

**Table 2.2:  Cluster Sources of Stress:**

| Cluster | Example |
|---|---|
| Personal Relationship | Relationships with colleagues, impersonal treatment, constant client complaints and poor communication. |
| Contractual | Shifts, anti-social hours, job insecurity and unfair promotion procedures. |
| Job | Conflicting roles, too much or too little work, lack of control, too much or too little supervision and machine-paced work. |
| Environmental | From overcrowding to noisy conditions, from temperature to smoking. |

 **Source:** Adapted from Anderson and Kyprianou (1994: 84)

**2.5.1.2   Responsibility as a Stressor**

Evidence suggests that there is a need to distinguish between responsibility for people and responsibility for "things." Anderson and Kyprianou (1994: 84) refer to research that indicated that heart disease was more likely to be associated with stress derived from responsibility for people than for things. This research further pointed out that these candidates tended to smoke heavily and had high blood pressure and high cholesterol

levels. Research further indicated that good relationships are central to organisational health. These relationships include relationships with the boss, subordinates and colleagues.

### 2.5.1.3  When Workplace Stress Stifles Productivity

Santa-Barbara and Shain (Drake Business Review, Volume One: 29) suggest that home and family stress have a cumulative effect with work-produced stress, both feeding off and reinforcing each other. They further noted that the impact of workplace factors on employee health is independent of employee lifestyle factors and of home and family stress. These workplace-produced effects occur regardless of employees' coping skills and lifestyles.

Research indicates that early warning signs of stress from any source cause changes in brain chemistry that impair the immune system's ability to defend against bacterial and viral attacks. Hence, the effect of excessive stress and strain on brain chemistry is experienced usually as depression, anxiety or anger. Santa-Barbara and others point out that these are the early warning signs.   The immediate impact on the organisation is manifested in poor morale, absenteeism and lower productivity. If these changes in brain chemistry persist, immune system deficiencies will worsen and more serious illnesses will occur.

### 2.5.1.4  Managing Stress:

To be effective, organisational members must recognise when to increase and decrease stress. Key to managing stress constructively, according to Anderson and Kyprianou (1994:85), is first to recognise its energizing or destructive effects. Productive stress can be managed by encouraging employees to build challenges into their work and to assume responsibility and autonomy. Dysfunctional stress can be managed by offering counselling or directing an employee to appropriate health or counselling services. A third way in managing stress is to reduce role overload, role ambiguity and even boredom.

### 2.5.2  Conflict within the Workplace

Anderson and Kyprianou (1994:122) describe conflict as the presence of incompatible goals, thoughts or emotions within or between individuals or groups that lead to confrontation. Conflict may therefore be the result of incongruent or incompatible

relationships between people. The traditional perspective of conflict is negative - this implies that the presence of conflict is an indication that something is wrong and should therefore be eliminated. The contemporary perspective describes conflict as neither inherently good nor bad but as inevitable. Evidence suggests that conflict can improve the quality of decision-making in organisations. Thus the crucial issue is not conflict itself but how it is managed.

Conflict can therefore be defined as functional or dysfunctional in terms of the effect that it has on the organisation. Anderson and Kyprianou warn that dysfunctional conflict can have serious consequences for the organisation's ability to achieve its goals; however functional conflict may enhance organisational innovation, creativity management and adaptation.

### 2.5.2.1  Conflict Management

According to Du Brin (2000: 210) almost any job that includes contact with people inevitably leads to conflict, such as dealing with an angry customer or co-worker. Supervisors responsible for managing people would have greater need of such skills. Du Brin (2000:211) points out that conflict does not happen in isolation but that it is interrelated with three other emotions.

Du Brin proposes that, in order to understand and better manage conflict, an individual would need to understand the relationship between conflict, frustration, anger and stress. Figure 2.8 summarises these relationships and points out the flow from one emotion to the next.
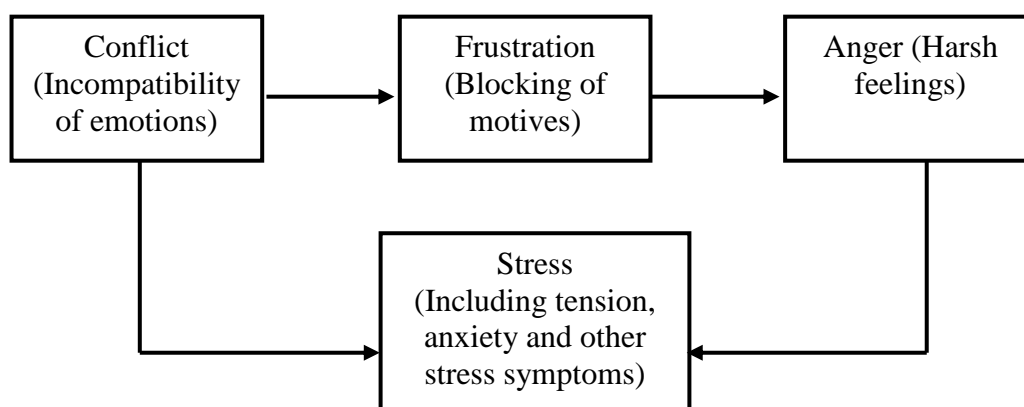


**Figure 2.8:  The Interrelationship of Conflict, Frustration, Anger and Stress**

**Source:** Du Brin, A.J. (2000), *Applying Psychology:* Individual & Organizational Effectiveness, 5th ed. New Jersey: Prentice Hall.

**2.5.2.2    Conflict Management Techniques:**

Techniques that can be used to deal with conflict between two or more individuals range from the use of force by a manager or a trade union to a problem-solving approach. Anderson and Kyprianou (1994: 129) propose the following ways of handling conflict, namely:

- *Force*-demand acceptance of a certain situation;
- *Withdrawal* - withdraw or avoid the person with whom the conflict exists. The conflict may be reduced but the original cause remains;
- *Smoothing* - manager or subordinate attempts to provide an image of cooperation;
- *Compromise* - neither party gets all it wants, but an agreement is reached;
- *Conciliation*, mediation and arbitration - outside, neutral parties enter the situation to assist in resolving the conflict;
- *Problem solving* - characterised by an open and trusting exchange of views. By engaging in joint decision - making process, the sting may be taken out of the relationship conflicts.

Cook et al. (2004:160) argue that everyone could benefit from a better understanding of conflict resolution techniques, particularly service employees, who work in environments where they need to manage angry or complaining customers, either inside or outside the organisation. They offer the following tips to manage conflict.

- *Know yourself* - understand how you typically respond to conflict. Practise being more flexible by putting yourself in the other person's shoes;
- *Listen* - listen carefully to words and feelings;
- *Summarise* - reflect on what someone said or felt will build greater respect and shared understanding;
- *Avoid tunnel vision* - be clear on your case but do not become too fixated on your point of view;
- *Negotiate* - be prepared to negotiate to reach an acceptable agreement;
- *Consider the effects on people* - review the implications on major decisions on other people: it is easy to lose other people's involvement and commitment as you drive ahead;
- *Communicate* - communicate regularly and build relationships, even (and especially) when damage has been caused.

Anger relates to conflict and stress in the workplace and requires to be dealt with proactively in order to reduce its impact on organisations.

### 2.5.3 Managing Anger

Du Brin, (2000; 230) states that the ability to manage your anger, and the anger of others is an important interpersonal skill now considered to be part of emotional intelligence. He further states that a person who cannot manage anger well cannot take good advantage of his intellectual intelligence. The focal point of managing anger effectively is developing the ability to manage personal anger and anger within others effectively. Du Brin offers some basic guidelines in managing your personal anger.

### 2.5.3.1 Managing your own Anger

Expressing your anger before it reaches a high intensity;

- Anger can be an energising force - instead of letting it be destructive, individuals need to channel their anger into exceptional performance;

- When an individual is about to express anger, he should slow down. (The old technique of counting to 10 is still effective). Slowing down, as suggested by Du Brin, gives an individual the opportunity to express his anger in a way that does not damage relationships with others.

### 2.5.3.2 Managing Anger in other People

Dealing constructively with the anger of others can be as challenging as dealing with personal anger. A good starting point for dealing with another person's intense anger is to let the other person simmer down (Du Brin, 2000:231).

According to Carey Cherniss (2000) emotional intelligence has as much to do with knowing when and how to express emotions as it has to do with controlling it. Hence, emotional intelligence requires that we learn to acknowledge and understand feelings in others and ourselves.

### 2.5.4 Job Conflict

Job conflict is almost inevitable because so many different factors breed conflict. Du Brin (2000, 232) identifies eight major reasons for, or sources of, job conflict.

- Competition for limited resources;
- Building of stone walls;
- Differences in goals and objectives;

- The generation gap and personality clashes;

- Gender differences;

- Competing work and family demands;

- Employee abuse and sexual harassment.

Du Brin suggests that managers can play an active role in preventing and reducing stress and conflict by providing emotional support to employees and by empowering them. Several studies have found that social support may reduce both stress and strain (Du Brin, 2000:201).

The above section focused on factors impacting on organisational effectiveness. The next section explored and examined techniques pertaining to emotional intelligence that could positively impact on organisations towards becoming effective. The first steps in this process will be to explore various components of emotional effectiveness.

### 2.5.5  Components of Emotional Intelligence

Supportive behaviour that helps employees feel more effective includes the following

- ***Keep communication channels open.*** Managers can help ward off major stressors by encouraging group members to talk about real or imagined problems.

- ***Provide the right kind of backup.*** Different workers may require different kinds of help, such as a day off to recover from stress, or additional training.

- ***Act as a catalyst.*** Helping the employee solve the problem improves the employee's effectiveness more than solving the problem for the employee.

- ***Hold back on disseminating stressful information.*** Although being open with group members is usually beneficial, burdening the already stressed employee with additional stressful information may be overwhelming.

### 2.5.5.1  Self-discipline

Self-discipline is defined by Cook and others (2001:192) as an ability to allow an individual to display emotions that are relevant and helpful at the time and also to deal appropriately and positively with those emotions that would not be helpful to share at a given point in time. Self-discipline means an individual can control anger as well as manage frustration and impulses effectively. Impulse control according to the afore-mentioned author is about looking before leaping, that is -"knowing what information inside to listen to and knowing to think first rather than responding automatically". The

inability to manage impulses often is linked with an inability to manage anger (Cook et al. 2001: 193). Anger, like other emotions is neither good nor bad - how an individual responds to it determines the effect. When anger is manifested in ranting and ravings, which create fear and paralysis, it is not helpful to any group of people who are trying to engineer change as they will be fearful of making decisions and will be prone to hiding things, which should not be hidden, for fear of further retribution.

Cherniss & Goleman (2001:6) further highlight the fact that emotional intelligence influences organisational effectiveness in a number of areas;

➢ Employee recruitment and retention,

➢ Development of talent;

➢ Teamwork;

➢ Employee commitment, morale and health;

➢ Innovation, productivity, efficiency;

➢ Sales, quality of service, customer loyalty and client outcomes.

Cooper & Sawaf (1997:21) propose a four-cornerstone model of El that moves emotional intelligence out of the realm of psychological analysis and philosophical theories, and into the realm of direct knowing, exploration and application. The Four Cornerstone Model consists of:

➢ **Emotional Literacy** refers to being real and true to self by building personal power and includes aspects such as self-awareness, inner guidance, respect, responsibility and connection.

➢ **Emotional Fitness** refers to aspects that include strengthening authenticity, credibility, resilience, expanding the individual's circle of trust and capacity for listening, managing conflict and making the most of constructive discontent.

➢ **Emotional Depth** explores ways to align life and work with unique potential and purpose, and to back this with integrity, commitment, and accountability, which increases the individual's influence without authority.

➢ **Emotional Alchemy** seek to extend the individual's creative instincts and capacity to flow with problems and pressures and to compete for the future by building capacity to sense more readily - and access - the widest range of hidden solutions and untapped opportunities.

Goleman (2001:46) postulates that leaders cannot effectively manage emotions in anyone else without first handling their own. Not surprisingly, self-management is also important for competitive reasons. In the current ambiguous environment, where companies continually merge and break apart and technology transforms work at a dizzying pace, leaders who have mastered their emotions are better able to roll with the challenges and help the organisation to adjust. Self-management also enables transparency, which is not only a leadership virtue but also an organisational strength. Transparency is an authentic openness to others about one's feelings, beliefs and actions, (Goleman, 2002:46).

Goleman asserts that ultimately, the most meaningful act of responsibility that leaders can do is to control their own state of mind.

The following section examined teamwork and its relationship to emotional intelligence.

### 2.5.6    Team Work and How it Relates to Emotional Intelligence

Orme, (2001:128) refers to research recently conducted by a doctoral student, Cheryl Rice on relationships between individual team members' emotional intelligence and team performance. This research revealed that the role of emotional intelligence is a complex one. One of her key findings was that regulating emotions (managing emotions in oneself and in others) is of greater importance in team environments than is the ability to identify and understand emotions.

Studies on emotional intelligence in teams by Baron (1990) as quoted by Orme (2001:129) found that one of the keys to emotional intelligence for teams involves the ability to differentiate between validation and invalidation.

Validation refers to the ability to acknowledge, accept, understand and nurture people and their feelings and involves accepting someone's individuality. As Orme put it, "when the chips are down, very often all we need is to feel validated."

Invalidation refers to acting in a way that rejects, ignores, mocks, teases, judges or diminishes someone, or someone's feelings. Invalidation goes beyond mere rejection, by implying not only that our feelings are disapproved of, but also that we are fundamentally abnormal. Invalidation is one of the most counter-productive ways to try to manage emotions. Orme, suggests that it kills confidence, creativity and individuality. Each person's feelings are real. Whether or not we like or understand someone's feelings, it is rejecting reality, it is fighting nature and may be called "soul murder" (Orme, 2001:130).

In teams, particular forms of invalidation take place and include the following:

- Keeping people in the dark about their performance;
- Personal attacks;
- Sarcasm;
- Angry tones.

Such behaviour, in the opinion of Orme, usually elicits one or more of the following reactions:

- Defensiveness;
- Tension;
- Antagonism;
- People making excuses or avoiding responsibility;
- People ignoring the leader; and
- People leaving the organisation.

Covey (1989:48) in the context of teams, postulates that dependent people need others to get what they want. However, independent people can get what they want through their own efforts. Covey (1989:49) elaborates that independent people are able to combine their own efforts and those of others to achieve their greatest success. Independent people therefore, who do not have the maturity to think and act interdependently, may be good individual producers, but they will not be good leaders or team players.

Covey maintains that interdependence is necessary to succeed in marriage, family and organisations. Life by nature is highly interdependent – to achieve maximum effectiveness through independence is like trying to play tennis with golf clubs - the tool is not suitable for the reality.

Individuals who realise their interdependence, are enabled to share themselves deeply and meaningfully with others, and expose themselves to the vast resources and potential of other human beings. Hence, interdependence is a choice that only independent individuals can make. Dependent people cannot choose to become interdependent as they do not have the characters firstly to do it, and secondly do not own enough of themselves (Covey, 1989: 49).

Druskat and Wolff (2001) in the Harvard Business Review reinforced the basic message of effectiveness in organisations in the following quote. "In an era of teamwork, it's essential to figure out what makes teams work. Our research shows that, just like individuals, the most effective teams are emotionally intelligent ones - and that any team can attain emotional intelligence."

They further state that experts suggest that most decisions are made emotionally and later rationalised as the correct choice. Leveraging the power of emotional intelligence creates a smart competitive advantage toward effective teamwork and achieving business results. Goleman (1995) suggests a need to "redefine what it means to be smart", He further emphasizes that "The rules for work are changing. We are being judged by a new yardstick; not just by how smart we are, or by our training and expertise, but also how well we handle ourselves and each other."

It is important to note that most businesses, at least to some extent, are limited in terms of people and resources. It is essential to leverage people and resources using the best methods available. Emotional Intelligence is a powerful catalyst for employee innovation, creativity and productivity, which contributes to and enhances competitive advantage. Leveraging emotional intelligence at all levels of the organisation is a smart business investment (Goleman, 1995).

Human Performance Strategies combine traditional cognitive intelligence (IQ) with emotional (non-cognitive), Intelligence (EI) to help leaders perform at their best and inspire the best from their people. Combining and leveraging these distinct competencies form the foundation to leadership effectiveness and achieving fullest potential.

**Summary**

This section was introduced with an explanation of what is implied by the term organisational effectiveness. The organisation was described as an open system, likened to a living organism as described in the biological model. A discussion on change management which focused on four leadership intellects, namely emotional intelligence, spiritual intelligence, business intelligence and political Intelligence was introduced. This section was concluded with a discussion on the impact that emotionally intelligent individuals, work teams and leaders have on organisational effectiveness.

### 2.5.7 Emotional Intelligence, Organisational Effectiveness, and Individual Success

> *Look deeply at almost any factor that influences organisational effectiveness, and you will find that emotional intelligence plays a role (Cherniss, 2001:4).*

The scientific literature since 1990 on emotion, intelligence, and emotional intelligence, established - with some continuing dissent and to varying degree - the reliability and validity of models of emotional intelligence and instruments for measuring it. A growing body of additional research in the scientific and management disciplines affirmed specifically the measurement of emotional intelligence of individual managers and/or organisations as a whole. The literature proposed that emotional intelligence was a proprietary means for predicting organisation effectiveness, through increasing the emotional intelligence of personnel - both individuals and groups. Additionally, the research argued emotional intelligence was central to predicting individual success: star performance, selection, leadership, team building, appraisal and training.

In researching the value of emotional intelligence at work, Cherniss (2000) provided a few examples of the role non-cognitive (emotional) abilities play in success at work:

1.  **Learned optimism** - The causal attributes people make when confronted with failure or setbacks (Seligman 1992). Optimists make specific, temporary external attributions, for example "It's the economy stupid." Pessimists make global, permanent, internal attributions such as, "I'll never succeed" or "It's my fate to be a follower".
2.  **Ability to manage negative feelings** (stress) – Emotional intelligence has as much to do with knowing when and how to express emotion, as it does with controlling it.
3.  **Ability to generate empathy** - People who are best at identifying other's emotions, are more successful in their work and social lives.

Cherniss (2000:7) says the notion above - that emotional intelligence is important for success at work - was 'somewhat simplistic and misleading'. He pointed to the debate - mentioned earlier in this review - as to whether emotional intelligence was a predictor of job performance (Mayer & Salovey 1997) or a "bedrock for competencies" that are a predictor of job performance, (Goleman 1998).

Goleman's (1995) popularisation of the application of emotional intelligence, and other texts, articles, and scientific papers written since then, advocate emotional intelligence as a component of a broad spectrum of skills that:

- Predict individual leadership success (Goleman 2000a, 1998a, 1995)
- Inform transformational leadership (Ashkanasy & Daus 2002; Barling, Slater & Kelloway 2000), and
- Promote success in the work place (Caruso & Salovey 2004; Jordan et al., 2002)

In identifying what moves individuals, Goleman (1998a) says of the link between motive and emotion

> *Motive and emotion share the same Latin root, motere, "to move". Emotions are, literally, what moves us to pursue our goals; they fuel our motivations, and our motives in turn drive our perceptions and shape our actions. Great work starts with great feeling' (Goleman, l998a:126).*

Research suggests 'emotional intelligence is likely to take its place alongside other important psychological variables as a predictor of various outcomes at school, home, and work' (Mayer et al., 2001:240). They contend,

> *The number of people involved in this discussion and the number of research studies now available in the area encourage us in the belief that studies of emotional intelligence, measured as an ability, and of intelligence testing generally, both have a great deal to offer the enterprise of understanding human performance and how best to foster it (Mayer et al., 2001:254).*

The literature argues for a potential relationship between a broad spectrum of emotionally intelligent skills (behaviours) and individual success (Caruso & Salovey 2004; Hay Group, Hackman & Wageman 2001; Goleman 2001b). It points to emotional intelligence as a factor recognised in leadership and management in organisations for a number of reasons:

1. Emotional abilities were essential to self management and social management,
2. Emotional competencies identified star performers, and
3. Retention of emotionally intelligent people was the key to organisational success.

Nevertheless, controversy continued to surround what emotional intelligence tests actually measured, what they predicted, and whether the tests were distinguishable from other abilities and personality attributes (Brackett & Mayer 2003).

Mayer (2004) says that the danger lay in assuming a person who is optimistic or confident is also emotionally intelligent would be incorrect. Emmerling & Goleman

(2003) state more research - including longitudinal studies - was needed to further validate the relative importance that traditional intelligence and emotional intelligence hold to the prediction of specific criterion.

Despite the ongoing controversy over the predictive abilities of emotional intelligence, there seemed to be agreement that emotional intelligence is a force for organisational and individual success. For example, it was felt that:

- Emotional intelligence helped to predict success because it reflected how a person applied knowledge in the immediate situation; how a person got along in the world (Bar-On, 1997a:1).

- Higher emotional intelligence was an important predictor of significant outcomes. For example, reduced levels of problem behaviour such as drug use and interpersonal violence' (Mayer, et al., 2001:240). Mayer suggests that emotional intelligence - if substantiated - broadened our understanding of what it means to be smart.

Despite these views, others (Zweig & Gruman 2004) argue for more empirical research evidence to support the contention that emotional intelligence influences either individual or corporate performance in any significant way.

### 2.5.7.1   Perceptions of Emotion at Work

In a discussion on emotion in the workplace (Ashforth & Humphrey 1995), argue that experience of work is saturated with emotion and that emotionality and rationality are intertwined. And because of neglect of the impact of everyday emotions on organisational life - by organisational researchers and practitioners emphasising rationality (cognition) of emotionality (emotion) -four mechanisms have evolved for regulating the emotional environment at work, namely: neutralising (preventing), buffering (compartmentalising), prescribing (suppressing), and normalising (diffusing and refraining) emotion.

> *Neutralising is used to prevent the emergence of socially unacceptable emotions, while the remaining means are used to regulate emotions that are either unavoidable or inherent in role performance: 'buffering' is used to encapsulate and segregate potentially disruptive emotions from ongoing activities, 'prescribing' is used to specify socially acceptable means of experiencing and expressing emotions, and 'normalizing' is used to diffuse or reframe unacceptable emotions to preserve the status quo (Ashforth & Humphrey, l995:104).*

Ashforth and Humphrey (1995:119) emphasise the 'functional complementarity' of combining emotion and cognition through organisations embracing personal engagement (emotion) along with the rationality, the traditional 'dominate administrative paradigm'. The authors argue organisations needed to: (1) move away from their focus on traditional process theories employing motivation and cognition with a focus on outcomes to embrace emotional engagement, (2) embrace symbolic management ('which draws on the qualities of the heart and of the head') and (3) foster emotional contagion ('a tendency to mimic another person's emotional experience/expression ... and thus to experience/express the same emotions oneself) for group level dynamics.

Written at the time when emotional intelligence was emerging in academic journals and popular literature, Ashforth and Humphrey did not mention emotional intelligence in their article. Despite this, their theory of interpenetration of emotionality and rationality in organisations has remarkable comparisons with the Mayer, et al., emotional intelligence as a mental ability model, combining emotional and cognitive interactions and predicting a contribution to individual and organisational success.

Both theories advocated emotions as functional for organisation effectiveness; Mayer et al. (2004b) argue for developing the emotional intelligence of individuals in the workplace, and thereby the organisation as a whole. Ashforth and Humphrey advocated a cultural change of how organisations view emotion in the work place in conjunction with traditional motivational and cognitive practices, to promote social identity, a sense of community, and task effectiveness through celebrating emotion in organisational life.

Matthews et al. (2002:468) believe the workplace to be a major source of negative and positive emotion; emotions being among the primary determinants of behaviour and achievement at work. They argue that emotions may impact on work-related cognitive and motivational processes, and, in turn, this would affect task and social behaviour, and performance outcomes.

### 2.5.7.2 Predicting Organisational Effectiveness

Brown (2005) felt that emotional intelligence challenged the idea that emotions are best left out of the workplace. Research in North America showed emotional intelligence is vital for the future development of team building, leadership, and

management in corporations, government, and other organisations. Findings by VanRooy and Viswesvaran (2004:87) reveals robust predictive validity for emotional intelligence measures for assessing performance in employment settings. The Following are examples of how perceptions of emotional intelligence in the workplace have changed.

Druskat & Wolfe (2001) introduce the idea of emotionally intelligent groups, as well as emotionally intelligent individuals. As stated ealier, Goleman developed his Emotional Competency Inventory as 'a 360-degree tool designed to assess the emotional competencies of individuals and organisations (Emmerling & Goleman, 2003:18). Goleman (1998a) who grounded his theory in the context of work performance, argues that in today's workplace, where performance relied heavily on improved work-place relationships, stress tolerance, adaptability, and working effectively in teams, emotional intelligence was integral to occupational success.

The BOEI: Benchmark of Organisational Emotional Intelligence (2005) was another leading-edge organisational survey designed to measure the level of emotional intelligence in an organisation as a whole and its parts. It focused on the reality that organisations grow by developing the people within it, making it a powerful and potential integral part of a company's strategic plans. Findings demonstrated that emotionally intelligent organisations were more productive.

The Consortium for Research on Emotional Intelligence in Organisations (CREIO, 2005) was founded in 1996 with a mission to aid the advancement of research and practice related to emotional intelligence in organisations. Its initial mandate was to study all that is known about emotional intelligence in the workplace. The organisation currently comprises forty four members, including leading authors referred to in this review with a strong record of accomplishment as applied researchers in the field: Reuven Bar-On, Richard Boyatzis, David Caruso, Cary Cherniss, Daniel Goleman, Ben Palmer, and Peter Salovey. CREIO has four organisational and corporate members: American Express Financial Advisors, the HayGroup, Johnson & Johnson, and the US Federal Office of Personnel Management. CREIO has issued a technical report (Cherniss & Goleman 1998) titled *Bringing emotional intelligence to the workplace,* which includes 22 guidelines for developing emotional intelligence in organisations.

The Hay Group (2005) collaborated with recognised global experts, including Daniel Goleman and Richard Boyatzis, to improve employee capabilities by developing the emotional intelligence of leaders to promote significant changes that last and make a difference in individual and organization performance. Genos (2005) helps organisations measure and develop the emotional intelligence of employees, teams and the organisation as a whole.

Sala (2001) reported on a study by the Hay Group of 1,214 managers in higher-level jobs, which explored the relationship between self-other discrepancy and job level with the ECI measure of emotional intelligence. He says,

> *The results of the study demonstrate that higher level employees are more likely to have an inflated view of their emotional intelligence competencies and less congruence with the perceptions of others who work with them often and know them well than lower-level employees... Helping managers and executives better understand how they are perceived by others can have significant implications for performance improvement'* (Sala, 2001:4).

Power (2004) reported 21 organisations using the Hay Group/Goleman/Boyatzis Emotional Competency Inventory in Australia and New Zealand: AGL, Australia Post, Aurora Energy, Coca-Cola, Fuji Xerox, General Mills, Holden, Merck Sharp & Dome, Merril Lynch, Monash University, Tabcorp, Sky City, Unilever, ANZ, Commonwealth Banking Corporation, Westpac, UBS Warburg, Air New Zealand, PricewaterhouseCoopers, Ravensdown, and the Australian Department of Defence.

In Australia, ANZ Banking Group started a "breakout and cultural transformation" EQ program in 2001, covering 300 most senior staff, 4000 senior and middle managers, and 22,000 staff with a budget of $8 million. Woodside, Australia's largest oil and Gas Company, put 2,300 employees through EQ training (Cossar 2002). National Australia bank and Telstra were taking on EQ as part of their recruitment, selection and training (Nader 2003). Holden, employing some 9,000 people around Australia, has put together the LEAD - leadership through emotional intelligence, action and developing people - programme, incorporating emotional intelligence assessment (Fox 2004). AMP organised tests to assess the EQs of its financial planners (Hepworth 2004).

### 2.5.7.3   Predicting Individual Success

> *Those who take action all have a picture in their head -*
> *Sumantra Ghoshal, Professor of Strategic Leadership, London*
> *Business School (Mann, 2000:20).*

This review has shown that within the industrial and organisational psychology literature, emotional intelligence has been described as underlying interpersonal effectiveness or 'people skills' at work. As such, the construct has become extremely popular with human resource consultants as a measure for identifying potential effective job candidates and as a tool for developing work place skills. In the work place, emotional intelligence has been found to contribute to: networking abilities, listening and oral communication skills, stress tolerance and adaptability, conflict management, building healthy trusting relationships with clients and colleagues, teamwork effectiveness, skills at negotiating agreements, the ability to lead, motivate and foster positive attitudes with and amongst employees (Genos 2005).

Mayer et al. (2000a) were excited about the important, incremental predictive power of emotional intelligence stating

> *We believe that emotional intelligence - as a mental ability -*
> *identifies a previously overlooked area of ability critical to*
> *certain human functioning. These emotionally intelligent skills*
> *lay hidden in the boundary between mental ability and non-*
> *cognitive dispositions. Emotional intelligence is the mental*
> *ability that lurks amidst the emotions... Once evolved, these*
> *emotions are modified by cultures as necessary' (Mayer et al.,*
> *2000a:413).*

Bar-On (2001) reported on a study that looked at the connection between emotional intelligence - as measured by the self-report Bar-On EQ-I - and found there was a degree of correlation between emotional intelligence and self-actualisation. Working with Abraham Maslow's mid-1930's construct of self-actualisation - that is, the process of developing your talents, capacities, and potential to the fullest - Bar-On argues emotional intelligence played an important role in self-actualisation and is more than cognitive intelligence in influencing one's ability to do one's best, accomplish personal goals and actualise one's potential.

Henley Management College (HMC) (2005) conducted a study into the quality of working life and stress of managers in a large multi-national retail organisation. In addition to a number of measures of stress and job performance, participants completed two measures of Emotional Intelligence (EI) - the Dulewicz and Higgs EIQ (Emotional

Intelligence Questionnaire) and the Bar-on EQ-i (Bar-On 1997 a). The study provided an opportunity to explore the degree to which the existing EIQ validity results might be replicated on a higher level of management; to investigate the hypothesis that EIQ is related to morale and stress at work, and to explore changes in EIQ scores after an EI training course.

Key findings of the HMC study were that correlations between the EIQ and measures of morale and stress at work, demonstrated the relevance of EI to this area. Significant relationships found between EIQ and current job performance provided further evidence of the value of the EIQ for predicting managerial performance. Evidence showed improvements of EI scores after training from both EI instruments, demonstrating that emotional intelligence can be developed.

Next, this review examined literature specific to predicting individual performance in the workplace.

### 2.5.7.3a   Star Performance

Star performance is seen as a natural consequence of developing and using certain emotional competencies and skills (Goleman, 2000b:17). Many large corporations today have employed trained psychologists to develop 'competency models' to aid their companies in identifying and training high potential employees (Goleman 1998b). The HayGroup (2005) with which Goleman is associated, promoted emotional intelligence for star performance, 'Emotional intelligence is twice as important as IQ plus technical skills. Emotional intelligence is more than 85 percent of what sets star performers from the average'.

Of star performance, Emmerling & Goleman say;

> *In a recent meta-analysis examining the correlation and predictive validity of EI when compared to IQ or general mental ability. Van Rooy and Viswesvaran (2004:87) found IQ to be a better predictor of work and academic performance than EI. However, when it comes to the question of whether a person will become a 'star performer' (in the top 10 percent, however such performance is appropriately assessed) within that role, or be an outstanding leader, IQ may be a less powerful predictor than emotional intelligence (Emmerling & Goleman, 2003:5).*

Emmerling & Goleman (2003:6) point out that human resource and other corporate executives responsible for hiring and promotion in organisations are most interested in assessing capabilities related to outstanding performance and leadership. They explained

the absence of quantitative studies on top leaders may be due to a taboo - 'CEOs and others who hold power are resistant to allowing themselves to be assessed by objective measures, including IQ tests'. The authors reported on research on star performers that suggested IQ alone did not predict performance in this domain as well as competencies that integrate cognitive, emotional and social abilities.

Other researchers conducted a study of 40 employees of a retail store, using the SREIT, that reported individuals high in emotional intelligence, to see whether emotional intelligence related to trait, mood state, and self-esteem. They reported, 'Individuals high in emotional intelligence have a greater ability to perceive, understand, regulate, and harness emotions' (Schutte, Malouff, Simunek, McKenley & Hollander 2002:781). They reported

> *Individuals high in emotional intelligence may be able to maintain higher positive mood states and higher self-esteem states because their emotion regulation abilities enable them to counter some of the negative situations and maximise the influence of positive situations (Schutte et al., 2002:781-782).*

Finally, Mayer and colleagues suggest that, EI positively contributes to job performance when the maintenance of positive personal commitments is important to success' (Mayer et al., 2004a:209).

### 2.5.7.3b   Selection

In a discussion on broadening the definition of intelligence in order to obtain a more realistic and valid assessment of the factors that lead to personal effectiveness and adaptation, Emmerling & Goleman (2003:7) argues that 'a position of leadership in today's workplace ... requires a high level of cognitive ability to process the complexity of information leaders face daily', but measures of IQ suffer from range restriction - having an IQ in a superior range guarantees a superior performance - and are limited in predicting performance and career success. 'While IQ may account for a more substantial amount of the variance in performance in entry-level positions ... it rarely acts to reliably distinguish average and star performers'. The failure of IQ to predict a large portion of variance in performance among managers motivated interest in developing alternate methods of assessment, such as emotional intelligence.

Cherniss (2004) in building a case for how emotional intelligence contributes to the bottom line of an organisation, reported on the use of the EQ-i in the selection of recruiters for the US Air Force. The US Air Force used the EQ-i to select the Air Force's

front-line HR personnel, and found that the most successful recruiters scored significantly higher in the emotional intelligence competencies of assertiveness, empathy, happiness, and emotional self-awareness. The Air Force also found that by using emotional intelligence to select recruiters, they increased their ability to predict successful recruiters by nearly three-fold. Cherniss then went on to provide other examples of how emotional intelligence and emotional competencies assisted in the hiring and selection process.

Chu & Kwan (1999) from the National University of Singapore, believed that in selecting employees, companies looked for attitudes including, team player, commitment, enthusiasm, result-orientation, perseverance, and humility. They desired those graduates with both technical skills and emotional intelligence.

On a cautionary note, Mayer et al. (2002b:10) state that when used as part of a recruitment or selection process, using the MSCEIT results alone is unethical; recruitment needs to take account of all aspects of an applicant's attributes, experience, and commercial and legal implications of employment.

### 2.5.7.3c    Leadership

> *Leadership is about a long-term trust feeling of trust* - Sir Paul
> Judge (Mann, 2003:19).

Popular management and emotional intelligence texts (Caruso & Salovey 2004; Gosling & Gosling 2004; Matthews et al. 2003; etc.) place habits, abilities, skills, competencies in the context of individual behaviour for effective living and working, be it in occupational settings, home, or other social groups. Specifically, emotional intelligence is one of a broad spectrum of skills, which managers have in varying levels. The promise of these texts is they provide the modus operandi for human and organisational effectiveness, which ultimately is to the benefit of individuals and the organisations in which they work.

Covey's seven habits (1989:47) are '... the intersection of knowledge, skill, and desire' and '... represent the internalisation of correct principles upon which enduring happiness and success are based'. Many of us tend to see things not as they are but as we have been conditioned to see them. A person's cognitive appraisal puts up a screen of words in his mind - a map of how one *should* act. McKay and Fanning (2000) believe that cognitive distortions -that is, conditioned forms of thinking that one has traded for reality - are actually bad habits; habits of thinking that one consistently uses to interpret reality in an unrealistic way.

Covey, (1989:24) describes these maps - or bad habits - in our head as divided into two categories; maps of the way things are (realities), and maps of the way things should be (values). Covey believes that we perceive everything we experience through our mental maps and seldom question their accuracy. We are generally unaware that we have them, but simply assume that the way we see things is the way they really are - or the way they should be. Because our attitudes and behaviours grow out of those assumptions, they become the way we see things; the way we think and the way we act.

The danger of these habits or "maps in our head" is that they become absolute and fixed beliefs, an unbending sense of right and wrong. Covey presented an inside-out approach to leadership effectiveness centred on principles and character. Inside-out, meaning change comes from within. Once this is accepted there is a paradigm change in the way individuals see events. So it is with emotional intelligence - its existence changes our perspective (Mayer 2000b).

Adding to the idea that leadership involved handling change, Goleman, (1998a:234), referring to John Kotter - a Harvard Business School leadership expert on differences between management and leadership - argue

> *Management refers to the ways complex enterprises are kept orderly, nonchaotic, and productive. Leadership, by contrast, refers to effectively handling the changes that the competitiveness and volatility of the times have wrought.*

In the *Harvard Business Review* article, 'What makes a leader?' Goleman said

> *I have found...that the most effective leaders are alike in one crucial way: They all have a high degree of what has come to be known as emotional intelligence. It's not that IQ and technical skills are irrelevant... But my research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership (Goleman, 1998b:82).*

Goleman, (1998b:84) champions emotional intelligence as a broadly based set of competencies that were differentiated from technical skills - such as accounting and business planning - and cognitive abilities such as analytical reasoning. He argues emotional intelligence (EI competencies), was twice as important than technical and IQ skills for jobs at all levels and the higher the seniority of a person considered to be a star performer, the more emotional intelligence capabilities presented as the reason for his effectiveness. In short, Goleman believes the numbers were beginning to tell a persuasive story about the link between a company's success and the emotional intelligence of its leaders.

Then, from research of 3,871 individuals selected from a database of more than 20,000 executives worldwide, Goleman (Bernhut 2002; Goleman 2000a) found six distinct leadership styles, each springing from different components of emotional intelligence. He argues that leaders with a critical mass of six or more emotional intelligence competencies were far more effective than their peers. How a leader leads - whether he adopts a 'command and control' or 'pace-setting' style, versus a 'visionary', 'coaching', 'affiliative' or 'democratic' style that resonates with people in the workplace - sets the emotional climate of the workplace, which in turn drives business performance. Only the latter four of the six styles listed had a positive effect on climate and results. An emotionally intelligent leader in Goleman's model - one who practised self-awareness, self-management, social awareness (empathy), and relationship management - would be able to articulate a vision and inspire others. Goleman argues, 'A leader's primal task is an emotional one - to articulate a message that resonates with their followers' emotional reality, with their sense of purpose - and so to move people in a positive direction' (Bernhut, 2002:14).

As to how one becomes an emotionally intelligent leader, Goleman suggests, 'it requires that the person realise the downside of their leadership style and their abilities, and that they get an assessment' (Bernhut, 2002:15). Dearlove (2003) also argues that a charismatic leader used the ability of persuasion (empathy) and communication.

Managing the mood of an organisation seems critical. Goleman and colleagues picked up on Goleman's (2000a) earlier assertion that a leader's emotional intelligence created a certain culture or work environment suggesting, The leader's mood and behaviours drive the moods and behaviours of everyone else' (Goleman, Boyatzis & McKee, 2001:44). If these two factors are potent drivers of business success, then a leader's premier task is emotional leadership. Here, emotional leadership is understood as the leader managing his inner life so that the right emotional and behavioural chain reaction occur, but misses the cognitive link of the mental ability model of emotional intelligence. Goleman, et al. said 'Emotional leadership is the spark that ignites a company's performance, creating a bonfire of success or a landscape of ashes. Moods matter that much' (Goleman et al., 2001:51).

It seemed to Goleman, that you could be a successful leader without much emotional intelligence only if you are lucky and have everything else going for you, such as, extraordinary markets, incompetent competitors, and incompetent higher-ups. This is a

contrast to Mayer's argument that the scientific jury was still out on how important self-awareness was to successful leadership (Voices, 2004).

Others have written that leadership is a relationship (Goldsmith & Morgan 2004); an emotion-laden process grounded in self-awareness (George 2000; Voices 2004) involving trust (Mann 2003) and interpersonal skills or behaviours that illicit our choice to follow (Nirenberg 2003). Emotional leadership is applying emotionally intelligent behaviour to gain trust in relationships (Gosling & Gosling 2004).

The literature suggests leadership in organisations, which included managers as leaders, whilst acknowledging the differences between the work of managers and the work of leaders (Caruso & Salovey 2004; Gosling & Gosling 2004; Mann 2003) could be characterised as transformational or transactional in nature (Gardner & Stough 2001; Palmer et al. 2000; Ashforth & Humphrey 1995). Transformational leaders were seen as mobilising, framing, and using emotion to foster change and building commitment to an organisation's values and goals. By contrast, transactional leaders focused on cognition and motivation to show subordinates how effort is linked to rewards, such as pay and security. 'By arousing emotion and harnessing it to the pursuit of lofty goals, transformational leadership represents a potentially potent force for change' (Ashforth & Humphrey 1995:116-117).

The "transactional-transformational conceptualisation of leadership was derived from Burns (1978) and elaborated by Bass (1985)" (Bass, 1997:130). Burns had argued that a transforming leader raised their consciousness, motivation on Maslow's (1954) hierarchy of needs, or moved them beyond self-interest (Bass, 1997:133). The transactional-transformational paradigm views leadership as either

> *A matter of contingent reinforcement of followers by a transactional leader or moving of followers beyond their self-interests for the good of the group, organization, or society by a transformational leader (Bass, 1997:130)*

Masood, Dam, Burns & Blackhouse (2006:944) attribute Fiedler (1967) as the first researcher on the "importance of the leader, follower, and situation in the leadership process through his contingency model of leadership".  They developed a leadership alignment model incorporating organisational culture, leadership style (transformational versus non-transformational), and situational strength (weak and strong situations affecting human behaviour). Transnational management (Bartlett & Ghoshal, 1992) promotes a top corporate executive (leader + talent scout + developer) working with three

specialists: a business manager (strategy + architect + coordinator), country manager (sensor + builder + contributor) and functional manager (scanner + cross-pollinator + champion).

In exploring the relationship between transactional leadership and the ability model of emotional intelligence (Mayer & Salovey 1990) Palmer et al. (2000) found there were significant relationships between selected components of transformational leadership and emotional intelligence sub-scales:

> *Specifically, the inspirational motivation and individualized consideration components of transformational leadership were significantly correlated with both the ability to monitor and manage emotions in oneself and others (Palmer et al., 2000:8)*

Palmer (2002) reports the increasing popularity of emotional intelligence as a measure of identifying potentially effective leaders and as a tool for developing effective leadership skills. Despite this popularity, Palmer said there was little empirical research to support this claim, and so set out to identify what emotional intelligence or interpersonal skills are required to become a leader. The results of this research have provided the basis for the first Australian test of emotional intelligence, the Swinburne University Emotional Intelligence Test (SUEIT), now recognised as Genos EI (Palmer 2003b, c; Palmer, Gardner & Stough 2003a).

Reporting on results from two Australian companies about their experience with emotional intelligence assessments, HR managers claimed a 70 percent behavioural change, getting buy-in for decisions, and seeing emotional intelligence as a predictor of a person's ability to take on more challenging leadership roles (Brown 2005).

Mayer et al. (2004a) report findings of one study that tested 59 senior executives in a large firm to track which emotional intelligence skills may not be either central or necessary. They found that emotional intelligence may decline going up the corporate ladder. In other organisations, it was reported those lower in an organisation appreciated emotional intelligence in their supervisors. Another study (Garner & Stough 2001) reported customer relations may be favourably influenced by emotional intelligence. These results suggested that emotional intelligence positively contributes to job performance when the maintenance of positive personal commitments is important to success.

Cavallo (2004) reports on a study conducted by Johnson & Johnson to assess the importance of emotional intelligence in leadership success, which involved more than 1,400 employees in thirty seven countries. The study used an internal leadership competency scale and the Emotional Competency Inventory (ECI) to measure the emotional intelligence of employees. Cavallo held that emotional competence differentiates successful leaders. The study supported the position that emotional competencies, including self-awareness, self-management capability, social skills, and organisational savvy, differentiates successful leaders (Cavallo & Brienza, 2004).

In a survey by the Hay Group (1999a) of the 'Most Admired' Fortune 500 companies across 24 industries, more than 60 CEOS and HR heads responded to a series of questions about the quality of their leadership and development programs. In answer to the question: 'How important do you feel social and emotional skills (emotional intelligence) is to success in your organisation's top leadership positions?' 100 percent of the 'Most admired' organisations agreed social and emotional skills were *very important* for success in top leadership positions in organisations.

The literature supported the view that emotional intelligence is effective for leadership education and development in organisations. Goleman  emphasizes

> *businesses need to pay attention to the role of emotional intelligence in outstanding leaders and to build it into their culture and systems ... Emotional intelligence was not touchy-feely stuff; that's a misconception. This is being intelligent about emotions, not being emotional' (Dearlove, 2003:32).*

Power argues

> *Emotionally intelligent leadership is about exercising real choice, based upon a realistic and accurate assessment of oneself in a given situation, instead of being driven by one's emotions to act in an uncontrolled manner (Power, 2004:44).*

### 2.5.7.3d  Team Building

In a report 'Nurturing emotional intelligence in university students', Professor Hang Chang Chieh (1999) Deputy Vice-Chancellor, National University of Singapore, determined

> *All university students should be urged to develop their EQs to match or even surpass their IQs...The mutually complementing roles of IQ and EQ are crucial in teamwork. A team leader should have a high EQ if the team is to have a good chance to perform brilliantly. The high EQ leader would muster team members with high IQ and EQ and harness both strengths to boost team performance (Hang, 1999:3-4).*

Druskat and Wolff (2001) suggest, emotionally intelligent teams display the kinds of cooperation, commitment and creativity that are increasingly important for organisational effectiveness. They argue, 'The ability of a group to intelligently manage emotion plays an important role in its interaction processes and effectiveness' (Druskat & Wolff, 2001:133). Cherniss (2001:7) – in a proposed model that pointed to factors in organisations contributing to emotional intelligence - said, 'Emotional intelligence affects the quality of relationships ... ultimately any attempt to improve emotional intelligence in organisations will depend on relationships. He proposes that three interrelated organisational factors - leadership, HR functions and organisational climate and culture -influence emotional intelligence, and thereby organisational effectiveness, through its impact on relationships.

In a study of the influence practices of 207 middle-level staff in a high-tech US government agency (Waclawski 1999) concluded that the ability to establish strong, supportive relationships with both peers and superiors is one of the most important skills required. Where cross-functional teams are used, attention needed to be given to how individual member behaviours affect team members' perceptions.

Hay Group et al. (2001) studied executive teams at major international organisations. They established five conditions for top team success:
1.    Establish a clear, compelling direction.
2.    Create an appropriate structure.
3.    Select the right people.
4.    Support the top team.
5.    Provide development.

The essential ingredient recognised for item three above was the ability to work with others; team members should bring emotional intelligence to the table. The Hay Group report reveals that emotionally intelligent people are capable of self-control, are adaptable and exude self-confidence and self-awareness. The research shows that on outstanding executive teams, two attributes in particular distinguished members from those who served on less capable teams: empathy and integrity.

### 2.5.7.3e Appraisal

In a study on a group of 100 British managers participating in HMC courses, Henley Management College (HMC) researchers, Dulewicz and Higgs, were able to show a strong correlation between rapid career progression and a combination of emotional intelligence and high IQ (Exley 2000). In building a case for how emotional intelligence contributes to the bottom line of an organisation, Cherniss (2004:3-4) reported on two cases associated with appraisal:

1. One of the foundations of emotional competence - accurate self-assessment - was associated with superior performance among several hundred managers from 12 different organisations.

2. The most successful debt collectors in a large debt collection agency had an average goal attainment of 163 percent over a three-month period. They were compared with a group of collectors who achieved an average of only 80 percent over the same time period. The most successful collectors scored significantly higher in the emotional intelligence competencies of self-actualisation, independence, and optimism.

### 2.5.7.3f Training

Cherniss, (2004:4) in building a case for how emotional intelligence contributes to the bottom line of an organisation, reported on one case associated with training:

> *Financial advisors at American Express whose managers completed the emotional competence-training program were compared to an equal number whose managers had not. During the year following training, the advisors of trained managers grew their business by 18.1% compared to 16.2% for those whose managers were untrained.*

Other organisations reported significant benefits from the incorporation of emotional intelligence in training. The Chartered Management Institute in the UK believed that 'Certain innate skills can be developed; additionally, self-awareness can be increased, strengths exploited, weaknesses minimised' (http://www.managers.org.uk/institute/). In Australia, the ANZ, National Australia Bank and Telstra, are taking EQ into consideration as part of their recruitment and training (Nader 2003). Henley Management College recognised that there are no 'quick fixes' but training can give you insight into your emotional intelligence abilities (Lucas 2000).

A common complaint on newly promoted leaders was that they lacked empathy. People were promoted because they were outstanding individual performers, but being a solo achiever doesn't teach you the skills necessary to understand other people's concerns. Far better that leaders receive training guidance and support and a specific development plan in the workplace to assist with learning (Goleman 2004).

In an article titled 'The war for talent'. *The McKinsey Quarterly,* Chambers et al. (1998) examined talent problems faced by 77 companies from a variety of industries. The authors argue,

> *You can win the war on talent, but first you must elevate talent management to a burning corporate priority. Then, to attract and retain people you need, you must create and perpetually refine an employee value proposition: senior management's answer to why a smart, energetic, ambitious individual would want to come and work with you rather than with the team next door. That done, you must turn your attention to how you are going to recruit great talent, and finally develop, develop, develop (Chambers et al., 1998:46)*

Several additional authors have argued for emotional intelligence training and development, as emotions are integral to our biological makeup. Studies in close to 500 organisations worldwide indicate that people who score highest on EQ measures rise to the top of organizations, Caudron (1999). Cultural intelligence as it relates to emotional intelligence needs further examination (Barley and Mosakowski 2004). Accumulating evidence suggested that emotional intelligence, measured as ability, predicts a variety of important outcomes (Mayer et al. 2004a). Emotional intelligence and its appropriate application can be learned. Goleman said,

> *Unlike IQ - which some argue doesn't change throughout life - emotional intelligence can be developed. It's a neurological fact that the brain is plastic throughout life; brain structures and circuits shape themselves through repeated experience (Lambert, 1998:5).*

*The Australian Financial Review* reported on an Australian survey of 80 employees from four organisations which measured the correlation between levels of emotional intelligence and employee performance factors, including stress, job satisfaction, work/family conflict and organisational commitment. The study showed emotionally intelligent workers were more committed to their work, get more satisfaction from the job and were more likely to stay with an organisation longer. The report concluded that training people to be more emotionally intelligent was possible (Fox 2003).

**2.6    SUMMARY OF THE REVIEW OF THE RELATED LITERATURE**

Against the case for the use of emotional intelligence measures for the purposes of occupational and career assessment, job performance and satisfaction, coping with occupational stress, and the effectiveness of EI-based training programs, were Matthews et al. (2002:504-509) who complained of:

1.    A litany of 'unsubstantiated generalizations' regarding the role of emotional intelligence in the workplace. 'For example, "All emotional competencies can be cultivated with right practice" (Goleman, 1998a:284).

2.    The illegitimacy of many competencies and skills discussed under occupational contexts claiming to be constructs under the ability model of emotional intelligence. Instead these are better characterised as 'motivational variables... personality variables ... character traits ... or general management skills', and

3.    The reliance on anecdotal, as against empirical, evidence to support the use of emotional intelligence measures in the workplace (Matthews et al., 2002: 504-509).

Others (Zeidner, Matthews & Roberts 2004) indicated that there was too much hyperbole and an over reliance on anecdotal case studies on the usefulness of emotional intelligence in the workplace. Some believed a major difficulty was that tests of emotional intelligence may, in fact, be assessing several conceptually different types of construct that should be distinguished.

Of the future for emotional intelligence, Mayor's view is preferred, 'The real live facts of emotional intelligence are quite encouraging - that is, it does seem to predict important outcomes' (Mayer 2005).

The literature on emotional intelligence argue strongly that emotional intelligence influenced organisation effectiveness and predicted important life criteria. Overwhelmingly, the research literature reviewed argue that training in emotional intelligence - including cultural knowledge - is essential to an organisation's employee value proposition.

**Gap in Literature**

This review on the literature of emotional intelligence pointed to areas of gaps in the literature. Results from research to date indicate emotional intelligence does play some role in everyday life (Mayer 2005). It is argued that ability measures (performance-based) would reveal emotional intelligence to be better characterised by a pattern of underlying strengths and weaknesses across various skills than by a monolithic emotional quotient (EQ) (Salovey 1999). The previous works on the subject matter of this study only identified the elements of Emotional Intelligence (EI), on organizational effectiveness, but failed to pin down to neither of the aspects of organizational effectiveness like organizational productivity, which is an aspect of organizational effectiveness hence this study.

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## CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1    INTRODUCTION

This chapter considered the research methodology employed in this investigation. It described the design of the study, the population of the study, the sample size and sampling techniques. Sources of data, the research instrument and the method of data analyses.

### 3.2    RESEARCH DESIGN

The research design for this study is inductive research in that it takes a look at the existing characteristics of the selected oil Companies in an attempt to describe the impact of emotional intelligence on the productivity of the Nigerian Petroleum Industry. The research involved an empirical investigation of a particular contemporary phenomenon within its real life content. The organisations involved (oil companies) are identical to others of their types, especially about the characteristics (emotional intelligence and organisational effectiveness), being studied. Such that the data collected in one was similar to that of others.

### 3.3    SOURCES OF DATA COLLECTION

Data was generated through both primary and secondary sources.

**(a)    Primary Sources of Data**

The selected oil companies constituted the primary sources of data. On visiting the companies, research instrument was distributed to the employees, within the study group. Therefore the primary data sources included individuals working within teams, first-line managers and co-ordinators in the organisations studied.

**(b)    Secondary Sources of Data**

Existing documents relevant to the research was used. The internet was also be explored for useful materials.

### 3.4    POPULATION OF THE STUDY

The population of this study is comprised of the employees of the selected Oil Companies from the Nigerian Petroleum Industry. The population is eleven thousand six hundred (11,600) comprising of senior and junior staff members of the organizations. The population is made up thus;

Shell Petroleum Development Company (SPDC)  =      4,500

Total Nigeria Plc  =      500

Chevron Nigeria Plc  =      6,600

**Total**  =      **11,600**

## 3.5    SAMPLE AND SAMPLING TECHNIQUE

### 3.5.1   Sample Size Determination

For the fact that our population is finite, there was enough similarity among the elements in the population such that a few elements can adequately represent the characteristics of the population, we adopted the "Freund and Williams" formula, recommended by Uzoagulu (2011:58), for sample size determination from a finite population. It states thus;

$$n = \frac{Z^2 N pq}{Ne^2 + Z^2 pq}$$

Where      n  =  Sample size

             N  =  Population            =

             p  =  Probability of success     =  80% (0.8)

             q  =  Probability of failure      =  20% (0.2)

             Z  =  Standard error of the mean  =  1.96

             e  =  Level of significance       =  5% (0.05)

For this research, we used a 95% level of significance indicating that on the average, 95% of the possible sample size 'n' would include the true population mean somewhere within their interval, while only 5% of them would fail to estimate the true mean correctly. This therefore means that the sampling error permitted (e) is 0.05 and Z is 1.96.

We conducted a pilot survey, to determine the acceptability or otherwise of the study on twenty (20) individuals. The survey recorded 80% success and 20% failure, hence the 0.8 and 0.2 for 'p' and 'q' above respectively. We choosed a 5% error margin, because it was our opinion that any endeavour with a 95% success is fair enough. The sample size for this study is therefore six hundred and thirty seven, (637).

The sample size was distributed in the strata using the Zigmund method thus;

SPDC  LTD      =      234

TOTAL PLC      =      165

CHEVRON PLC  =      238

**TOTAL**      =      **637**  (see appendix V)

### 3.5.2    Sampling Technique

The sampling technique used for this research is the simple random sampling (SRS). To ensure true random sampling, we applied the selection without replacement method, to select the sample elements. It is true that selection without replacement gave subsequent trials greater probability in the trial than those before, but it reduced the time to be spent on the experiment. The simple random sampling technique also gave all members of the population equal opportunity of being selected or otherwise. Based on the data obtained from the sample, inference about the population was drawn.

### 3.6    INSTRUMENTATION

The primary data for this study was collected mainly by means of questionnaire and interview methods. The questionnaire was the major instrument designed to be used to collect data on emotional intelligence and its effects on organisational effectiveness. Interviews (structured and unstructured), was employed to obtain information which may not be known to the general staff. The secondary data for the study was generated through an incursion into the literature and documents from the internet and other relevant sources. A common instrument for observing data beyond the physical reach of the observer is the questionnaire, (Leedy, 1997:191). Hence, the questionnaire was the instrument used in this study on employees of the selected oil companies within the Nigerian Petroleum Industry. The questionnaire was distributed to employees working in teams, team-leaders, co-ordinators, senior co-ordiantors and first-line managers. A total of six hundred and thirty seven copies of the questionnaire was issued on the selected sample.

### 3.7    VALIDITY OF THE INSTRUMENT

Mbah and Udegbe (2007:78) agree that validity is the degree to which a test measures what it is suppose to measure. Validity is the extent to which the instruments used during the study measure the issues they are intended to measure, (Chisnall, 1989:96). To ensure the validity of the instrument in this study, the instrument was developed under close guidance of the supervisor. After the questions were designed, they were pre-tested to a proportion of the sample. This helped to identify ambiguous items in the instrument and to be able to re-align them to the objectives.

### 3.8     RELIABILITY OF THE INSTRUMENT

Reliability is the degree of consistency between two sets of scores obtained with the same instrument or equivalent forms of the instrument (Mbah and Udegbe, 2007:61). Amin cited in Mbah and Udegbe (2007:62), testify also that reliability is the extent to which the measuring instruments will produce consistent scores when the same groups of individuals are repeatedly measured under the same conditions. To accomplish this, the researcher deemed it fit to employ the test-retest method to obtain the reliability of the measuring instrument. The researcher ensured that the same questionnaire items were administered to a predetermined group on one occasion and after two weeks, the researcher administered the same set of questionnaire in order to determine the degree to which there seem to be correlation of similarity between the two sets of scores obtained.

The higher the degree of correlation between the two scores obtained, the higher would be the reliability of the measuring instrument. The researcher employed the Spearman rank order correlation coefficient for the degree of relationship. This is stated thus:

$$r = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$     Where:   $d$ = difference between the pairs of ranked values.

$n$ = number of pairs of rankings

It is important to note that the closer the value of "r" to 1, the higher will be the reliability of the measuring instrument. For example, the researcher conducted the same type of test to different groups of respondents at two different occasions. That test was conducted among 20 respondents to ascertain the correlation between emotional intelligence and organizational effectiveness, and employee's behaviour at work. The difference obtained from the two sets of test was -7. The researcher substituted the sum of square deviations into the above formula as follows:

$$r = 1 - \frac{6(45)}{20(20^2 - 1)} = 1 - \frac{6(45)}{20(399)} = 1 - \left(\frac{270}{7980}\right)$$

$$= 1 - 0.0338345862 = 0.966165413$$

$$\therefore \quad r = \quad 0.97$$

As the rank correlation is 0.97, this implies that the tool was suitable for the assessment of the relationship between emotional intelligence and organizational effectiveness.

**3.9     DATA COLLECTION: APPROACHES, METHODS AND TECHNIQUES**

**3.9.1    Qualitative Versus Quantitative Data**

Ghosh and Chopra (2003) as quoted by Lancaster (2005:66), explain qualitative versus quantitative data as follows:

Qualitative data relates to data that cannot be subjected to quantitative analysis and is therefore associated with phenomena that cannot be quantified, or are difficult to quantify. Oakley (1999) points out the differences between Qualitative and Quantitative research, from Lancaster, (2005:67).

**Table 3.1:**

**Differences between Qualitative and Quantitative Research**

| Qualitative Paradigms | Quantitative Paradigms |
|---|---|
| • Concerned with understanding behaviour from actor's own frames of reference | • Seek the facts/causes of social phenomena |
| • Naturalistic and uncontrolled observation | • Obstructive and controlled measurement |
| • Subjective | • Objective |
| • Close to data – the 'insider' perspective | • Removed from data: the 'outsider' perspective |
| • Grounded, discovery orientated, exploratory, expansionist, descriptive – inductive. | • Ungrounded, verification orientated, reductionist, hypothetical – deductive |
| • Valid: real, rich, deep data | • Reliable: hard and reliable data |
| • Ungeneralisable | • Generalisable: multiple case studies |
| • Holistic | • Particularistic |
| • Assume a dynamic reality | • Assume a stable reality |

**Source:** Adapted from Lancaster (2005); Paul (2006:58)

### 3.9.2   Criteria for effective data collection

**Table 3.2**

**Questions on reliability, validity and generalisability in deductive versus inductive research methods**

|  | **Deductive Research** | **Inductive Research** |
|---|---|---|
| **Validity** | Does an instrument measure what it is supposed to measure? | Has the researcher gained full access to the knowledge and meanings of informants? |
| **Reliability** | Will the measure yield the same results on different occasions (assuming no real change in what is to be measured) | Will different researchers make similar observations on different occasions? |
| **Generalizability** | What is the probability that patterns observed in a sample will also be present in the wider population from which the sample is drawn? | How likely is it that ideas and theories generated in one setting will also apply in another setting? |

**Source:** Adapted from Lancaster (2005); Paul (2006:59)

### 3.10   DATA ANALYSES

The statistical tools used in the analyses of data in this study are the Arithmetic Mean $\left( \overline{X} \right)$ and Standard Deviation (SD), after presentation of the data in Tables and Charts. This is because, the mean has the greatest reliability than other measures of central tendency (MCT) and therefore, it is the most consistent measure. The standard deviation shall tell us how clustered or dispersed the respondents were in their responses. The Linear Regression was used to test hypotheses 1 and 2, Chi-square was used to test hypothesis 3, while the Pearson's Product Moment Correlation Coefficient was used in testing hypothesis 4. A computer aided Microsoft Special Package for Social Science (SPSS), was used to aid the analyses.

The Likert type scale is the most frequently used scale, where the respondent chooses a response that best suits his view, (Allison, et al., 1996:83). The following examples of the Likert scale was used in the questionnaire design for this study, vis:

|  |  |  |  |
|---|---|---|---|
| 5 | = | Strongly agree | (SA) |
| 4 | = | Agree | (A) |
| 3 | = | Undecided | (U) |
| 2 | = | Disagree | (D) |
| 1 | = | Strongly disagree | (SD) |

However, one open-ended question was included in the questionnaire for this study and it shall read thus;

> *Name one key competency/skill that all team leaders and managers should posses, in order to effectively manage others?*

The responses received on these questions were commented on in details in the chapters that follow.

## SUMMARY

This chapter briefly explained the theoretical background of the research methodology of this study. The practical details, together with the research process were emphasised. A questionnaire to establish the impact of Emotional Intelligence on the productivity of Petroleum firms in Nigeria was administered on a sample of the workforce. The questionnaire was accompanied by a covering letter with the approval of the Human Resource manager. The questionnaire was retrieved through team-leaders, co-ordinators, senior co-ordinators and first-line managers in the organizations within the study.

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**CHAPTER FOUR**

**DATA PRESENTATION, ANALYSES AND DISCUSSION**

**4.1     INTRODUCTION**

The data collected for this study were statistically presented and analysed in this chapter. The survey was conducted on a sample of six hundred and thirty seven (637), of the workforce of the organizations operating within the Nigerian Petroleum Industry at the South South and South East Geopolitical Zones, Nigeria. The survey was conducted at the Shell Petroleum Development Company (SPDC) Limited, Total Nigeria Public Liability Company and Chevron Nigeria Public Liability Company. The research findings were presented graphically, using tables and percentages accompanied by a written explanation. Each table contains information on the responses to the research questions.

**4.2     DATA PRESENTATION AND ANALYSES**

The results obtained from the questionnaire administered to individuals, teams and first-line managers at the Nigerian Petroleum Industry was analysed in this section. An analyses of the biographical information was presented first followed by the responses obtained in section two (2), of the questionnaire.

**4.2.1   Biographical Data Analyses**

**Response Rate**

Of the total representative sample size of six hundred and thirty seven (637) employees served with copies of the questionnaire, five hundred and forty two (542) responses were obtained, thus translated to 85% participation rate. The responses not received ninety five (95), constituted 15% of the sample size. Questionnaire was distributed, using the simple random sampling (SRS) technique. This five hundred and forty two (542) responses received were those completely and correctly completed. Therefore the analyses were based on the 542 responses as presented in tables and descriptive statistic mainly percentages used. The overall response rate is illustrated in table 4.1 below.

**Table 4.1: Overall Responses Rate**

| Organization | Issued | % | Returned | % | Missing | % |
|---|---|---|---|---|---|---|
| SPDC | 234 | 37 | 184 | 29 | 50 | 8 |
| TOTAL | 165 | 26 | 150 | 24 | 15 | 2 |
| CHEVRON | 238 | 37 | 208 | 32 | 30 | 5 |
| **TOTAL** | **637** | **100** | **542** | **85** | **95** | **15** |

**Source:** Survey, 2013.

From table 4.1, it is observed that 234 copies (37%) of the questionnaire was issued at the Shell Petroleum Development Company Limited, out from which 184 copies (29%) were returned and 50 copies (8%) missing. Total Nigeria Plc were served with 165 copies (26%) and Chevron Nigeria Plc had 238 copies (37%). The copies of the questionnaire returned from Total and Chevron were 150 copies (24%) and 208 copies (32%) respectively, while 15 copies (2%) and 30 copies (5%), were missing from the service to the Total Nigeria Plc and Chevron Nigeria Plc respectively. Therefore we concluded that the questionnaire distribution had a very high response rate.

**Table 4.2: Respondents by Gender**

| | Male | | Female | | Total | |
|---|---|---|---|---|---|---|
| Organization | fi | % | fi | % | fi | % |
| SPDC | 144 | 27 | 40 | 7 | **184** | **34** |
| TOTAL | 125 | 23 | 25 | 5 | **150** | **28** |
| CHEVRON | 198 | 36 | 10 | 2 | **208** | **38** |
| **TOTAL** | **467** | **86** | **75** | **14** | **542** | **100** |

**Source:** Survey, 2013.

From table 4.2, which seeks to determine the respondents by gender, it can be observed that majority of the respondents 467 constituting 86% are males made up of 144 (27%) from Shell Petroleum Development Company Limited, 125 (23%) and 198 (36%) were from Total Nigeria Plc and Chevron Nigeria Plc respectively. The females were only 75 (14%), made up of 40 (7%), from Shell Petroleum Development Company Limited, 25 (5%) were from Total Nigeria Plc while 10 (2%) came from Chevron Nigeria Plc. This findings are consistent with the fact that the production environment at the Nigerian Petroleum Industry is predominantly male oriented work environment, hence the high number of male participation.

**Table 4.3: Respondents by Age**

| Organization | <30 yrs | | 30 – 39 | | 40 – 49 | | 50> | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | fi | % | fi | % | fi | % | fi | % | fi | % |
| SPDC | 20 | 4 | 64 | 12 | 87 | 16 | 13 | 2 | **184** | **34** |
| TOTAL | 16 | 3 | 53 | 10 | 70 | 13 | 11 | 2 | **150** | **28** |
| CHEVRON | 23 | 4 | 73 | 13 | 98 | 18 | 14 | 3 | **208** | **38** |
| **TOTAL** | **59** | **11** | **190** | **35** | **255** | **47** | **38** | **7** | **542** | **100** |

**Source:** Survey, 2013.

The findings from table 4.3, which seeks to determine the respondents by their ages reflects that the majority of the respondents 255 (47%), made up of 87 (16%) from SPDC Ltd., 70 (13%) from Total Nigeria Plc and 98 (18%) from Chevron Nigeria Plc were in the age group of between 40 – 49 years. They were followed by the second highest group in the age bracket of 30 – 39 years with 190 participants (35%), made up of 64 (12%) from SPDC Ltd., 53 (10%) and 73 (13%) were from Total Nigeria Plc and Chevron Nigeria Plc respectively. The findings further indicated that the age group below 30 years has 59 participants 11% made up of 20 (4%), from SPDC Ltd., 16 (3%) from Total Nigeria Plc while 23 (4%) were from Chevron Nigeria Plc. The age group 50 years and above has the least number of participants 38 (7%) who were made up thus, 13 (2%), from SPDC Limited, 11 (2%) from Total Nigeria Plc and 14(3%), were from Chevron Nigeria Plc. It therefore follows that the organizations under study were predominantly made up of employees in the age bracket of 40 years to 49 years.

**Table 4.4: Respondents by Marital Status**

| Organization | Single | | Married | | Divorced | | Separated | | Widowed | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | fi | % | fi | % | fi | % | fi | % | fi | % | fi | % |
| SPDC | 38 | 7 | 120 | 22 | 5 | 1 | 7 | 1 | 14 | 3 | **184** | **34** |
| TOTAL | 75 | 14 | 67 | 12 | 4 | 1 | - | - | 4 | 1 | **150** | **28** |
| CHEVRON | 43 | 8 | 145 | 27 | 7 | 1 | 4 | 1 | 9 | 1 | **208** | **38** |
| **TOTAL** | **146** | **29** | **342** | **61** | **16** | **3** | **11** | **2** | **27** | **5** | **542** | **100** |

**Source:** Survey, 2013.

Table 4.4, which seeks to determine the marital status of the respondents indicates that the Nigeria Petroleum Industry was a predominantly married people environment, with 342 of the respondents translated to 61%. This number is made up thus; 120 (22%), from

SPDC Limited, 67 (12%) from Total Nigeria Plc and 145 (27%), from Chevron Nigeria Plc. They were followed by those that were single with 146 (29%), made up of 38 (7%) from SPDC Limited, 75 (14%) from Total Nigeria Plc and 43 (8%) from Chevron Nigeria Plc. Widowed had 27 (5%), made up of 14 (3%) from SPDC Limited, 4 (1%) from Total Nigeria Plc and 9 (1%) from Chevron Nigeria Plc. Divorced had 16 (3%), translated to 5 (1%) from SPDC Limited, 4 (1%) from Total Nigeria Plc and 7 (1%) from Chevron Nigeria Plc while those that were separated recorded only 11 (2%) of the respondents. They were made up of 7 (1%) from SPDC Limited, nil from Total Nigeria Plc and Chevron Nigeria Plc recorded 4 (1%). This goes to infere that the Nigerian Petroleum Industry was actually a predominantly married people environment.

**Table 4.5: Respondents by Length of Service**

| Organization | <3 yrs | | 3 – 5 | | 6 – 10 | | >10 yrs | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|
| | fi | % | fi | % | fi | % | fi | % | fi | % |
| SPDC | 46 | 9 | 17 | 3 | 67 | 12 | 54 | 10 | **184** | **34** |
| TOTAL | 11 | 2 | 30 | 6 | 35 | 6 | 74 | 14 | **150** | **28** |
| CHEVRON | 38 | 7 | 23 | 4 | 45 | 8 | 102 | 19 | **208** | **38** |
| **TOTAL** | **95** | **18** | **70** | **13** | **147** | **26** | **230** | **43** | **542** | **100** |

**Source:** Survey, 2013.

The findings from table 4.5, which determined the length of service of respondents indicates that 230 (43%) of the respondents has been in the employment of the organizations for more than 10 years. This is made up of 54 (10%) from SPDC Limited, 74 (14%) from Total Nigeria Plc and 102 (19%) from Chevron Nigeria Plc. This group was followed by those in the 6 – 10 years service bracket, 147 (26%), which is made up of 67 (12%) from SPDC Limited, 35 (6%) from Total Nigeria Plc and 45 (8%) from Chevron Nigeria Plc. Those in the less than 3 years group records 95 (18%), made up of 46 (9%) from SPDC Limited, 11 (2%) from Total Nigeria Plc and 38 (7%) from Chevron Nigeria Plc while those within the 3-5 years working bracket has 70 (13%) respondents made up of 17 (3%) from SPDC Limited, 30 (6%) from Total Nigeria Plc and 23 (4%) from Chevron Nigeria Plc. The results further indicated that 377 (69%) of the respondents has been in the employment of the Nigerian Petroleum Industry between six to more than ten years, which may point to a relatively stable workforce within the

organizations. The findings indicated a high rate of retention amongst the employees who participated in this survey.

**Table 4.6: Respondents by Work-Team Requirement**

| | Yes | | No | | Total | |
|---|---|---|---|---|---|---|
| **Organization** | **fi** | **%** | **fi** | **%** | **fi** | **%** |
| SPDC | 152 | 28 | 32 | 6 | **184** | **34** |
| TOTAL | 103 | 19 | 47 | 9 | **150** | **28** |
| CHEVRON | 158 | 29 | 50 | 9 | **208** | **38** |
| **TOTAL** | **413** | **76** | **129** | **24** | **542** | **100** |

**Source:** Survey, 2013.

Table 4.6, which seeks to determine work-team requirement indicates that the work environment at the Nigerian Petroleum Industry requires team operations. This was proved by the responses of 413 of the respondents to the affirmative, translated to 76%, who were made up of 152 (28%) from SPDC Limited, 103 (19%) from Total Nigeria Plc and 158 (29%) from Chevron Nigeria Plc. It was only 129 respondents translated to 24% of the respondents that indicated, that their work do not necessarily require team operations. This group was made up of 32 (6%) from SPDC Limited, 47 (9%) from Total Nigeria Plc and 50 (9%) from Chevron Nigeria Plc. This 24% of the respondents is believed to be within the manager cardre. Team operations as indicated by 413 (76%) respondents could not have been possible, if understanding does not exist within the team. Understanding is a function of communication and communication results from empathy which is an element of emotional intelligence. Therefore, emotional intelligence (EI), is a very important factor in organizational effectiveness.

**Table 4.7: Respondents by Academic Qualifications**

| | SSSC | | OND | | HND/B.Sc | | Masters | | Ph.D | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Organization** | **fi** | **%** | **fi** | **%** | **fi** | **%** | **fi** | **%** | **fi** | **%** | **fi** | **%** |
| SPDC | 11 | 2 | 32 | 6 | 77 | 14 | 55 | 10 | 9 | 2 | **184** | **34** |
| TOTAL | 22 | 4 | 71 | 13 | 33 | 6 | 20 | 4 | 4 | 1 | **150** | **28** |
| CHEVRON | 10 | 2 | 42 | 8 | 83 | 15 | 61 | 11 | 12 | 2 | **208** | **38** |
| **TOTAL** | **43** | **8** | **145** | **27** | **193** | **35** | **136** | **25** | **25** | **5** | **542** | **100** |

**Source:** Survey, 2013.

From table 4.7, which determined the respondents by their academic qualifications, it was observed that majority of the respondents 193, translated to 35% has Higher National Diploma or Bachelor of Science Degrees. This number was made up of 77 (14%) from SPDC Limited, 33 (6%) from Total Nigeria Plc while 83 (15%) were from Chevron Nigeria Plc. Those who possessed the Ordinary National Diploma were 145, translated to 27%. They were made up of 32 (6%) from SPDC Limited, 71 (13%) from Total Nigeria Plc and 42 (8%) from Chevron Nigeria Plc. Those who obtained Masters Degrees followed closely with 136 respondents, translated to 25%. They were made up of 55 (10%) from SPDC Limited, 20 (4%) from Total Nigeria Plc and 61 (11%) from Chevron Nigeria Plc. Those with the Senior Secondary School Certificate were 43 respondents translated to 8%. They were made up of 11 (2%) from SPDC Limited, 22 (4%) from Total Nigerian Plc and 10 (2%) from Chevron Nigeria Plc. The least participants in this survey was those who had Doctor of Philosophy Degrees, they were 25 participants translated to 5%. They were 9 (2%) from SPDC Limited, 4 (1%) from Total Nigeria Plc and 12 (2%) from Chevron Nigeria Plc. It can therefore be observed that the Nigerian Petroleum Industry was dominated by those who possessed the Higher National Diploma, Bachelor of Science Degrees or the Ordinary National Diploma Certificates. It goes therefore to infere that the Nigerian Petroleum Industry relied strongly on, on-the-job training for their manpower development.

**Table 4.8: Respondents by Position**

| Organization | Operatives | | Foremen | | Managers | | Total | |
|---|---|---|---|---|---|---|---|---|
| | fi | % | fi | % | fi | % | fi | % |
| SPDC | 109 | 20 | 43 | 8 | 32 | 6 | **184** | **34** |
| TOTAL | 82 | 15 | 21 | 4 | 47 | 9 | **150** | **28** |
| CHEVRON | 126 | 23 | 32 | 6 | 50 | 9 | **208** | **38** |
| **TOTAL** | **317** | **58** | **96** | **18** | **129** | **24** | **542** | **100** |

**Source:** Survey, 2013.

From table 4.8, which determined respondents by their positions, it can be observed that majority of the respondents 317 constituting 58% were operatives. They were made up of 109 (20%) from Shell Petroleum Development Company Limited, while 82 (15%) and 126 (23%) were from Total Nigeria Plc and Chevron Nigeria Plc respectively. Foremen as generated from the data were 96 translated to 18% of the respondents, they were made

up of 43 respondents representing 8% from Shell Petroleum Development Company (SPDC) Limited, 21 (4%) were from Total Nigeria Plc while 32 (6%) of the respondents were from Chevron Nigeria Plc. Managers were 129 translated to 24% of the respondents. They were made up of 32 (6%) from Shell Petroleum Development Company (SPDC) Limited, 47 (9%) were from Total Nigeria Plc while 50 (9%) were from Chevron Nigeria Plc. This findings were consistent with the fact that the Nigerian Petroleum Industry was a predominated work-team oriented environment.

## 4.2.2 RESEARCH QUESTIONS ANALYSES

The following section will analyse the responses as obtained from section two (2) of the questionnaire. It was based on the research questions as was covered in chapter one of this study. The five point Likert-type scale was applied to analyse the questions in the section. **The Likert scale was rated thus 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D) and 1 = Strongly Disagree (SD). The population mean (μ) was calculated thus:** $\dfrac{5+4+3+2+1}{5} = \dfrac{15}{5} = 3.00.$

**Decision Rule**

If calculated mean < 3, the respondents Disagreed

If calculated mean = 3, the respondents were Undecided

If calculated mean >3, the respondents Agreed.

This questions seek to answer research question one, which is to determine how Emotional Intelligence influenced employees' behaviour at work.

**Table 4.9: Emotional Intelligence and Employees' behaviour at Work**

| 1. Emotional intelligence influenced employees' behaviour in the following ways | | O P T I O N S | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD | $\overline{X}$ | Std |
| 1.1 | Emotional Intelligence makes the workers to understand their colleagues' actions and reduces incidence of conflict at work. | 325 | 195 | 05 | 17 | - | 4.53 | 0.68 |
| | | 60% | 36% | 1% | 3% | - | | |
| 1.2 | Emotional intelligence positively influences the achievement of organizational objectives. | 297 | 204 | 13 | 28 | - | 4.42 | 0.78 |
| | | 55% | 38% | 2% | 5% | - | | |
| 1.3 | Emotional Intelligence streamlines the relationship that exists between the management and subordinates. | 315 | 198 | 17 | 12 | - | 4.51 | 0.67 |
| | | 58% | 37% | 3% | 2% | - | | |
| 1.4 | Emotional Intelligence enhances industrial harmony in organizations. | 401 | 121 | 20 | - | - | 4.70 | 0.53 |
| | | 74% | 22% | 4% | - | - | | |
| 1.5 | Emotional Intelligence promotes the use of worker's initiatives. | 195 | 307 | 22 | 13 | 05 | 4.24 | 0.72 |
| | | 36% | 57% | 4% | 2% | 1% | | |

**Source:** Survey, 2013.

Table 4.9, shows the responses to the Likert scale questions, the sample mean ($\overline{X}$) and sample standard deviation (δ) scores. For question 1.1, on whether Emotional intelligence influenced workers to understand their colleagues' actions and reduced incidence of conflict at work, the responses show that 325 representing 60% of the respondents strongly agreed that Emotional Intelligence influences workers to understand their colleagues' actions and reduces incidence of conflict at work, 195 (36%) of the respondents agreed, 5 (1%) were undecided, 17 (3%) disagreed while no respondent strongly disagreed that emotional intelligence influences workers to understand their colleagues' actions and reduced incidence of conflict at work. The associated sample mean of the responses is 4.53 with a sample standard deviation of 0.68. This shows that, most of the respondents agreed that Emotional Intelligence influences workers to understand their colleagues' actions and reduces the incidence of conflict at work. The researcher therefore concluded that, Emotional Intelligence influences workers to understand their colleagues' actions and reduces the incidence of conflict at work, hence the sample mean 4.53 is greater than 3.0.

For question 1.2, on whether Emotional Intelligence positively influenced the achievement of organizational objectives, the responses show that 297 translated to 55% of the respondents strongly agreed that Emotional Intelligence positively influences the achievement of organizational objectives, 204 (38%) of the respondents agreed, 13 (2%) of the respondents were undecided, 28 (5%) disagreed while none of the respondents strongly disagreed that Emotional Intelligence positively influences the achievement of organizational objectives. The associated sample mean of the responses is 4.42 with a sample standard deviation of 0.78. This shows that, most of the respondents affirmed that Emotional Intelligence positively influences the achievement of organizational objectives. The researcher therefore concluded that, Emotional Intelligence positively influences the achievement of organizational objectives, hence the sample mean 4.42 is greater than 3.0.

For question 1.3, on whether Emotional Intelligence streamlined the relationship that exists between the management and subordinates, the responses show that 315 representing 58% of the respondents strongly agreed that Emotional Intelligence streamlines the relationship that exists between the management and subordinates, 198 (37%) agreed, 17 (3%) were undecided, 12 (2%) disagreed while none of the respondents

strongly disagreed that Emotional Intelligence streamlines the relationship that exists between the management and subordinates of organizations. The associated sample mean of the responses is 4.51 with a sample standard deviation of 0.67. This shows that, majority of the respondents subscribed to the fact that Emotional Intelligence streamlines the relationship that exists between the management and subordinates of organizations. The researcher therefore concluded that Emotional Intelligence streamlines the relationship that exists between the management and subordinates of organizations, hence the sample mean 4.51 is greater than 3.0.

For question 1.4, on whether Emotional Intelligence enhanced industrial harmony in organizations, 401 translated to 74% of the respondents strongly agreed that Emotional Intelligence enhances industrial harmony in organizations, 121 (22%) agreed, 20 (4%) were undecided while none of the respondents neither disagreed nor strongly disagreed respectively that Emotional Intelligence enhances industrial harmony in organizations. The associated sample mean of the responses is 4.70, with a sample standard deviation of 0.53. This goes to infere that majority of the respondents strongly agreed that Emotional Intelligence enhances industrial harmony in organizations. The researcher therefore concluded that Emotional Intelligence enhances industrial harmony in organizations, hence the calculated sample mean 4.70 is greater than 3.0.

For question 1.5, on whether Emotional Intelligence promoted the use of workers' initiatives, 195 respondents translated to 36% strongly agreed that Emotional Intelligence promotes the use of workers' initiatives in organizations, 307 (57%) agreed, 22 (4%) were undecided, 13 (2%) disagreed while 5 (1%) strongly disagreed that Emotional Intelligence promotes the use of workers' initiatives in organizations. The calculated sample mean of the responses is 4.24, with a sample standard deviation of 0.72. This shows that majority of the respondents subscribed to the fact that Emotional Intelligence promotes the use of workers' initiatives in organizations. The researcher therefore concluded that Emotional Intelligence promotes the use of workers' initiatives in organizations, hence the calculated sample mean 4.42 is greater than 3.0.

This question seeks to answer research question two, which is to determine the extent to which emotional intelligence affected organizational productivity.

**Table 4.10: Emotional Intelligence and Organizational Productivity**

| 2. Emotional Intelligence affected organizational productivity in the following ways. | | O P T I O N S | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD | $\overline{X}$ | Std |
| 2.1 | Emotional Intelligence stunts the growth of organizations. | - | 3 | 38 | 107 | 394 | 2.30 | 0.50 |
| | | - | 1% | 7% | 20% | 72% | | |
| 2.2 | Emotional Intelligence has a negative influence on organizational productivity. | - | - | 5 | 130 | 407 | 1.26 | 0.46 |
| | | - | - | 1% | 24% | 75% | | |
| 2.3 | Emotional Intelligence has a positive influence on organizational productivity. | 427 | 110 | - | 5 | - | 4.77 | 0.48 |
| | | 79% | 20% | - | 1% | - | | |
| 2.4 | There was too much work to do but no direction. | - | - | 5 | 319 | 218 | 1.61 | 0.51 |
| | | - | - | 1% | 59% | 40% | | |
| 2.5 | Emotional Intelligence affects the proactive management of organizations negatively. | - | 49 | 52 | 200 | 241 | 1.83 | 0.94 |
| | | - | 9% | 10% | 37% | 44% | | |

**Source:** Survey, 2013.

Table 4.10, shows the responses to the Likert scale questions on the extent to which Emotional Intelligence affects organizational productivity, the sample mean ($\overline{X}$) and sample standard deviation ($\delta$) scores. For question 2.1 on whether Emotional Intelligence stunts the growth of organizations, none of the respondents (0%) strongly agreed that Emotional Intelligence stunts the growth of organizations, 3 (1%) agreed, 38 (7%) were undecided, 107 (20%) disagreed while 394 respondents translated to 72% strongly disagreed that, Emotional Intelligence stunts the growth of organizations. The calculated sample mean is 2.30, with a sample standard deviation of 0.50. This goes to infere that Emotional Intelligence does not stunt the growth of organizations. The researcher therefore concluded that Emotional Intelligence does not stunt the growth of organizations, hence the calculated sample mean 2.30 is less than 3.0, from the responses of the majority of the respondents.

For question 2.2, on whether Emotional Intelligence had a negative influence on organizational productivity, it was observed that none of the respondents 0%, neither strongly agreed nor agreed that Emotional Intelligence has a negative influence on organizational productivity, 5 respondents 1% were undecided, 130 (24%) disagreed while 407 respondents translated to 75% strongly disagreed that Emotional Intelligence has a negative influence on organizational productivity. The calculated sample mean is 1.26, with sample standard deviation of 0.46. This shows that majority of the respondents

subscribed to the fact that Emotional Intelligence does not have a negative influence on organizational productivity. Therefore the researcher concluded that Emotional Intelligence does not have a negative influence on organizational productivity, hence the calculated sample mean 1.26 is less than 3.00.

Question 2.3, on whether Emotional Intelligence has a positive influence on organizational productivity, 427 respondents translated to 79% strongly agreed that Emotional Intelligence has a positive influence on organizational productivity, 110 (20%) agreed, none were undecided, 5 (1%) disagreed and no respondent 0% strongly disagreed that Emotional Intelligence has a positive influence on organizational productivity. The sample mean calculated is 4.77, with 0.48 as the sample standard deviation. This shows that majority of the respondents strongly agreed that Emotional Intelligence has a positive influence on organizational productivity. The researcher therefore concluded that Emotional Intelligence has a positive influence on organizational productivity, hence the calculated mean 4.77 is greater than 3.0.

Question 2.4, on whether there was too much work to do but no direction, none of the respondents 0% neither strongly agreed nor agreed that Emotional Intelligence results into having too much work to do but no direction respectively, 5 respondents 1% were undecided, 319 (59%) disagreed while 218 respondents representing 40% strongly disagreed that Emotional Intelligence results into having too much work to do but no direction. The calculated sample mean is 1.61, with a sample standard deviation of 0.51. This shows that majority of the respondents disagreed that Emotional Intelligence results into having too much work to do but no direction. Therefore the researcher concluded that Emotional Intelligence does not result into having too much work to do but no direction in organizations, hence the calculated mean 1.61 is less than 3.0.

Question 2.5, on whether Emotional Intelligence affected the proactive management of an organization negatively, no respondent 0% strongly agreed that Emotional Intelligence affects the proactive management of an organization negatively, 49 (9%) agreed, 52 (10%) were undecided 200 (37%) disagreed while 241 (44%) strongly disagreed that Emotional Intelligence affects the proactive management of an organization negatively. The calculated sample mean is 1.83, with sample standard deviation of 0.94. This shows from the responses, that majority of the respondents strongly disagreed that Emotional Intelligence affects the proactive management of an organization negatively. The researcher therefore inferred that Emotional Intelligence does not affect the proactive management of organizations negatively, hence the calculated mean 1.83 is less than 3.0.

This question seeks to answer research question three, which is to identify the importance of Emotional Intelligence interpersonal competencies on organizations' resource acquisition.

**Table 4.11: Emotional Intelligence and Organizational Resource Acquisition.**

| 3. | Interpersonal competencies had been important in the following ways. | O P T I O N S | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD | $\overline{\mathrm{x}}$ | Std |
| 3.1 | Interpersonal competencies reduce conflict of organizational resource acquisition. | 327 60% | 193 37% | 12 2% | 10 1% | - - | 4.54 | 0.64 |
| 3.2 | Interpersonal competencies enhance the achievement of organizational resource acquisition. | 415 77% | 127 23% | - - | - - | - - | 4.77 | 0.42 |
| 3.3 | Interpersonal competencies enhance harmonious relationship between organizations and host communities. | 411 76% | 124 23% | 7 1% | - - | - - | 4.75 | 0.46 |
| 3.4 | Interpersonal competencies promote security of organizational installations. | 306 56% | 192 35% | 25 5% | 17 3% | 2 1% | 4.44 | 0.76 |
| 3.5 | Interpersonal competencies promote good organizational culture. | 285 53% | 197 36% | 19 4% | 35 6% | 6 1% | 4.33 | 0.90 |

**Source:** Survey, 2013.

Table 4.11, shows the responses to the Likert scale questions on the importance of Emotional Intelligence interpersonal competencies on resource acquisition, the sample mean ($\overline{\mathrm{X}}$) and sample standard deviation ($\delta$) scores. Question 3.1, on whether Emotional Intelligence interpersonal competencies reduced conflict of organizational resource acquisition, indicated that 327 representing 60% of the respondents strongly agreed that interpersonal competencies reduced conflict of organizational resource acquisition, 193 (37%) agreed, 12 (2%) were undecided, 10 (1%) disagreed while none 0% strongly disagreed that, interpersonal competencies reduced conflict of organizational resource acquisition. The calculated sample mean is 4.54, while the sample standard deviation is 0.64. This shows that majority of the respondents strongly agreed that interpersonal competencies reduced conflict of organizational resource acquisition. The researcher therefore concluded that interpersonal competencies reduce conflict of organizational resource acquisition, hence the calculated mean 4.54 is greater than 3.0.

Question 3.2, on whether Emotional Intelligence interpersonal competencies enhanced the achievement of organizational resource acquisition, it was observed that 415 respondents translated to 77% strongly agreed that Interpersonal competencies enhanced the achievement of organizational resource acquisition, 127 respondents representing 23% agreed while no respondent 0% were neither undecided, disagreed nor strongly

disagreed respectively, that Interpersonal competencies enhanced the achievement of organizational resource acquisition. The calculated sample mean is 4.77 and the sample standard deviation is 0.42. This shows that majority of the respondents 77% strongly agreed that Emotional Intelligence interpersonal competencies enhanced the achievement of organizational resource acquisition. The researcher therefore concluded that Emotional Intelligence interpersonal competencies enhance the achievement of organizational resource acquisition, hence the calculated mean 4.77 is greater than 3.0.

Question 3.3, on whether Emotional Intelligence interpersonal competencies enhanced harmonious relationship between organizations and host communities, 411 respondents representing 76% strongly agreed that interpersonal competencies enhanced harmonious relationship between organizations and host communities, 124 (23%) agreed, 7 (1%) were undecided, none of the respondents neither disagreed nor strongly disagreed that interpersonal competencies enhanced harmonious relationship between organizations and host communities. The calculated sample mean is 4.75 while the standard deviation is 0.46. This therefore shows that majority of the respondents 76% strongly agreed that interpersonal competencies enhanced harmonious relationship between organizations and host communities. On this note, the researcher concluded that Emotional Intelligence interpersonal competencies enhance harmonious relationship between organizations and host communities, hence the calculated mean 4.75 is greater than 3.0.

Question 3.4, on whether Emotional Intelligence interpersonal competencies promoted security of organizational installations, 306 respondents representing 56% strongly agreed that interpersonal competencies promoted security of organizational installations, 192 (35%) agreed, 25 (5%) were undecided, 17 (3%) disagreed while 2 (1%) strongly disagreed that interpersonal competencies promoted security of organizational installations. The calculated sample mean is 4.44 and the standard deviation is 0.76. This goes to infer that majority of the respondents 56% represented by 306 respondents strongly agreed that Emotional Intelligence interpersonal competencies promoted security of organizational installations. The researcher therefore concluded that Emotional Intelligence interpersonal competencies promote security of organizational installation, hence the calculated mean 4.44 is greater than 3.0.

Question 3.5, on whether Emotional Intelligence interpersonal competencies promoted good organizational culture, 285 respondents translated to 53% strongly agreed that interpersonal competencies promoted good organizational culture, 197 (36%) agreed, 19

(4%) were undecided, 35 (6%) disagreed while 6 (1%) strongly disagreed that, Emotional Intelligence interpersonal competencies promoted good organizational culture. The calculated sample mean is 4.33 and the standard deviation is 0.90. This shows that majority of the respondents 285 (53%) subscribed to the fact that interpersonal competencies promoted good organizational culture. The researcher also concluded that Emotional Intelligence interpersonal competencies promote good organizational culture, hence the calculated mean 4.33 is greater than 3.0.

This question seeks to answer research question four, which is to ascertain the nature of relationship between Emotional Intelligence social skills competency and strategic constituencies satisfaction.

**Table 4.12: Social Skills Competency and Strategic Constituencies Satisfaction.**

| 4. Social Skills Competency and Strategic Constituencies Satisfaction had the following relationship. | | O P T I O N S | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | SA | A | U | D | SD | $\overline{X}$ | Std |
| 4.1 | Social skills competency has direct relationship with strategic constituencies satisfaction. | 357 | 164 | 3 | - | - | 4.69 | 0.48 |
| | | 69% | 30% | 1% | - | - | | |
| 4.2 | Social skills competency has indirect relationship with strategic constituencies satisfaction. | - | - | 9 | 403 | 130 | 1,78 | 0.45 |
| | | - | - | 2% | 74% | 24% | | |
| 4.3 | Social skills competency has unrelated relationship with strategic constituencies satisfaction. | - | - | 11 | 497 | 34 | 1.96 | 0.29 |
| | | - | - | 2% | 92% | 6% | | |
| 4.4 | Social skills competency has positive relationship with strategic constituencies satisfaction. | 425 | 115 | 2 | - | - | 4.78 | 0.42 |
| | | 78% | 21% | 1% | - | - | | |
| 4.5 | Social skills competency has negative relationship with strategic constituencies satisfaction. | - | - | 6 | 139 | 397 | 1.28 | 0.47 |
| | | - | - | 1% | 26% | 73% | | |

**Source:** Survey, 2013.

Table 4.12, shows the responses to the Likert scale questions which seek to ascertain the nature of relationship that exists between Emotional Intelligence social skills competency and strategic constituencies satisfaction, the sample mean ($\overline{X}$) and sample standard deviation (δ) scores. Question 4.1, which seeks to determine whether Emotional Intelligence social skills competency had direct relationship with strategic constituencies satisfaction shows that 375 respondents representing 69% strongly agreed that social skills competency has direct relationship with strategic constituencies satisfaction, 164 (30%) agreed, 3 (1%) were undecided, while none of the respondents 0% neither disagreed nor strongly disagreed that, Emotional Intelligence social skills competency

has direct relationship with strategic constituencies satisfaction. The calculated sample mean is 4.69 and the standard deviation is 0.48. This shows that majority of the respondents strongly agreed that Emotional Intelligence social skills competency has direct relationship with strategic constituencies satisfaction. The researcher therefore concluded that, Emotional Intelligence social skills competency has direct relationship with strategic constituencies satisfaction, hence the calculated sample mean 4.69 is greater than 3.0.

Question 4.2, on whether Emotional Intelligence social skills competency had indirect relationship with strategic constituencies satisfaction, none of the respondents 0%, neither strongly agreed nor agreed that social skills competency had indirect relationship with strategic constituencies satisfaction, 9 (2%) were undecided, while 403 (74%) and 130 (24%) disagreed and strongly disagreed respectively that Emotional Intelligence social skills competency had indirect relationship with strategic constituencies satisfaction. The sample mean calculated is 1.78 and the standard deviation is 0.45. This shows that majority of the respondents disagreed that social skills competency had indirect relationship with strategic constituencies satisfaction. The researcher therefore concluded that Emotional Intelligence social skills competency does not have indirect relationship with strategic constituencies satisfaction, hence the calculated sample mean 1.78 is less than 3.0.

Question 4.3, seeks to determine whether Emotional Intelligence social skills competency had unrelated relationship with strategic constituencies satisfaction, none of the respondents 0%, neither strongly agreed nor agreed that Emotional Intelligence social skills competency had unrelated relationship with strategic constituencies satisfaction, 11 respondents translated to 2% were undecided, 497 respondents representing 92% disagreed that Emotional Intelligence social skills competency had unrelated relationship with strategic constituencies satisfaction while 34 respondents representing 6% strongly disagreed also that Emotional Intelligence social skills competency had unrelated relationship with strategic constituencies satisfaction. The calculated sample mean is 1.96 and the standard deviation is 0.29. This shows that majority of the respondents disagreed that Emotional Intelligence social skills competency had unrelated relationship with strategic constituencies satisfaction. The researcher concluded therefore that Emotional

Intelligence social skills competency does not have unrelated relationship with strategic constituencies satisfaction, hence the calculated sample mean 1.96 is less than 3.0.

On question 4.4, which seeks to determine whether Emotional Intelligence social skills competency had positive relationship with strategic constituencies satisfaction, 425 respondents translated to 78% strongly agreed that social skills competency had positive relationship with strategic constituencies satisfaction, 115 respondents representing 21% agreed, 2 respondents 1% were undecided while none of the respondents 0% neither disagreed nor strongly disagreed that Emotional Intelligence social skills competency had positive relationship with strategic constituencies satisfaction. The calculated sample mean is 4.78 and the standard deviation is 0.42. This shows that majority of the respondents 78% strongly agreed that Emotional Intelligence social skills competency had positive relationship with strategic constituencies satisfaction. The researcher therefore concluded that Emotional Intelligence social skills competency has positive relationship with strategic constituencies satisfaction, hence the calculated sample mean 4.78 is greater than 3.0.

On question 4.5, which seeks to determine whether Emotional Intelligence social skills competency had negative relationship with strategic constituencies satisfaction, none of the respondents 0% neither strongly agreed nor agreed that social skills competency had negative relationship with strategic constituencies satisfaction, 6 respondents representing 1% were undecided, 139 (26%) disagreed that Emotional Intelligence social skills competency had negative relationship with strategic constituencies satisfaction while 397 respondents translated to 73% strongly disagreed that Emotional Intelligence social skills competency had negative relationship with strategic constituencies satisfaction. The calculated sample mean is 1.28 and the standard deviation is 0.47. This goes to prove that majority of the respondents 73% strongly disagreed that Emotional Intelligence social skills competency had negative relationship with strategic constituencies satisfaction. The researcher therefore concluded that Emotional Intelligence social skills competency does not have negative relationship with strategic constituencies satisfaction, hence the calculated sample mean 1.28 is less than 3.0.

**Table 4.13: Oral Interview Responses**

| | | Yes | No | Total |
|---|---|---|---|---|
| 1. | At your level, do you know the concept of Emotional Intelligence and its importance to employees' behavour at work? | 62 **93%** | 5 **7%** | 67 **100%** |
| 2. | Do you think that, the concept of Emotional Intelligence is a welcome development in the Petroleum Industry in Nigeria? | 63 **94%** | 4 **6%** | 67 **100%** |
| 3. | Can Emotional Intelligence effect organizational productivity? | 65 **97%** | 2 **3%** | 67 **100%** |
| 4. | If your answer to '3' above is yes, do you think that Emotional Intelligence will lead to organizational effectiveness? | 65 **97%** | 2 **3%** | 67 **100%** |
| 5. | Describe how Emotional Intelligence affects organizational performance | | | |
| 6. | Do you think there are challenges encountered in the application of Emotional Intelligence in organizations? | 60 **90%** | 7 **10%** | 67 **100%** |
| 7. | What is/are the major challenges of Emotional Intelligence in the work place? | | | |
| 8. | Do you think that Emotional Intelligence has a very positive relationship with organizational effectiveness? | 65 **97%** | 2 **3%** | 67 **100%** |

**Source:** Survey, 2013.

## 4.3    DATA ANALYSES OF THE INTERVIEW RESPONSES (APPENDIX IV)

Table 4.13 presents the analyses of the responses from the oral interview. Out of the 75 respondents purposively selected to be interviewed, only 67 translated to 89% and consisting of management staff were available for the exercise. The interview questions were structured in line with the components of the objectives of the study, in order to provide more insight on issues that the questionnaire was not able to address adequately. On the first question which seeks to determine the awareness of Emotional Intelligence and its importance to employees' behaviour at work, 62 respondents representing 93% agreed that, they knew the concept of Emotional Intelligence and its importance to employees' behaviour at work, only 5 management staff representing 7% were indifferent.

On the second question which seeks to know whether the concept of Emotional Intelligence was a welcome development in the Nigerian Petroleum Industry, 63 of the participants translated to 94% stated that, the concept of Emotional Intelligence was a

welcome development in the Nigerian Petroleum Industry, only 4 management staff representing 6% were also indifferent on the issue. On the third question which seeks to know whether Emotional Intelligence can affect organizational productivity positively, 65 of the participants representing 97% agreed that, Emotional Intelligence affects organizational productivity positively, only 2 management staff representing 3% were indifferent. Also, 65 participants representing 97% of the respondents agreed that, the concept of Emotional Intelligence as stated in the forth question leads to organizational effectiveness in the Petroleum Industry in Nigeria, only 2 management staff representing 3% of the participants were indifferent.

On the fifth question which seeks to describe how Emotional Intelligence affected organizational performance in the Nigerian Petroleum Industry, 62 participants representing 93% said that, Emotional Intelligence enhances harmonious working relationship among workers and reduces the incidence of conflicts at work, only 5 management staff representing 7% were indifferent. On the sixth question which seeks to determined whether there were challenges encountered in the application of Emotional Intelligence in the Nigerian Petroleum Industry, 60 participants representing 90% agreed that Emotional Intelligence encountered some challenges in its application in the Nigerian Petroleum Industry, only 7 participants representing 10% were indifferent. On the seventh question which seeks to know, the major challenges of Emotional Intelligence in the workplace of the Nigerian Petroleum Industry, 58 participants representing 87% listed "communication", as the major challenges of Emotional Intelligence in the work-place of the Nigerian Petroleum Industry, only 9 participants translated to 13% were indifferent.

Finally, question eight which seeks to ascertain whether Emotional Intelligence has a very positive relationship with organizational effectiveness, recorded 65 participants representing 97% in agreement and only 2 participants representing 3% were indifferent on the issue.

## 4.4    TEST OF HYPOTHESES

The hypotheses formulated at the beginning of this study were tested using different statistical tools applicable in the Statistical Package for Social Sciences (SPSS) software data analysis. Hypotheses 1 and 2 were tested using the Linear Regression analysis. Hypothesis 3 was tested using the Chi-square while hypothesis 4 was tested using the Pearson's Product Moment Correlation Coefficient. The hypotheses were tested under 0.05 asymptotic significance values. The outcomes of the tests are thus:

**HYPOTHESIS ONE**

**Regression**

**HA₁:** Emotional Intelligence influences employees' behaviour at work positively

**Descriptive Statistics**

|  | Mean | Std. Deviation | N |
|---|---|---|---|
| Employee behaviour | 1.4068 | 0.63128 | 1084 |
| Emotional intelligence | 1.5258 | 0.72946 | 1084 |

**Correlations**

|  |  | Employee behaviour | Emotional intelligence |
|---|---|---|---|
| Pearson Correlation | Employee behaviour | 1.000 | 0.862 |
|  | Emotional intelligence | 0.862 | 1.000 |
| Sig. (1-tailed) | Employee behaviour | . | 0.000 |
|  | Emotional intelligence | 0.000 | . |
| N | Employee behaviour | 1084 | 1084 |
|  | Emotional intelligence | 1084 | 1084 |

**Model Summary (b)**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | 0.862(a) | 0.744 | 0.744 | 0.31968 | 0.081 |

a     Predictors: (Constant), emotional intelligence

b     Dependent Variable: employee behaviour

**ANOVA (b)**

| Model |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 321.015 | 1 | 321.015 | 3141.225 | 0.000(a) |
|  | Residual | 110.574 | 1082 | 0.102 |  |  |
|  | Total | 431.589 | 1083 |  |  |  |

a     Predictors: (Constant), emotional intelligence

b     Dependent Variable: employee behaviour

**Coefficients(a)**

| Model |  | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
|  |  | B | Std. Error | Beta | B | Std. Error |
| 1 | (Constant) | 0.268 | 0.023 |  | 11.901 | 0.000 |
|  | Emotional intelligence | 0.746 | 0.013 | 0.862 | 56.047 | 0.000 |

a     Dependent Variable: employee behaviour

**Source:** Data from Table 4.9 (Using SPSS)

EI      = 0.746 + 0.268EB

(t = 17.263)

**Where:** EI = Emotional intelligence

EB= Employee behaviour

R = 0.862:          $R^2$ = 0.744:     $R^2$ = 0.744:

F = 3141.225:       D.W = 0.081

From the above model, EI is the summation of 0.746 and the products of: 0.268 and EB.

The ANOVA table tests the acceptability of the model from a statistical perspective. The Regression row displays information about the variation accounted for by the model, while the residual row displays information about the variation that is not accounted for by the model.

The regression sum of squares (321.015) is greater than residual sums of squares (110.574) which indicate that more of the variation in EI is explained by the model. The significance value of the F statistic (0.000) is less than 0.05, which means that the variation explained by the model is not due to chance.

Though the ANOVA table is a useful test of the model's ability to explain any variation in the dependent variable, it does not directly address the strength of the relationship, the model summary table reports the strength of the relationship between the model and the dependent variable.

R, the correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variables. The correlation coefficient of 0.862 indicates that there is a strong positive relationship between Emotional Intelligence and Employee behaviour.

R Square, the coefficient of determination, is the square value of the correlation coefficient. This shows that 74.4% of the variation in EI is explained by the model. With the linear regression model, the error of the estimate is very low, with a value about 0.31968.

Therefore from the above results, the null hypothesis is rejected and the alternative hypothesis accepted. Hence, Emotional Intelligence influences employees' behaviour at work positively.

**HYPOTHESIS TWO**

**HA$_2$:** Emotional Intelligence affects organizational productivity positively

**Descriptive Statistics**

|  | Mean | Std. Deviation | N |
|---|---|---|---|
| Organizational productivity | 1.4926 | 0.76085 | 1084 |
| Emotional intelligence | 1.6448 | 0.91578 | 1084 |

**Correlations**

|  |  | Organizational productivity | Emotional intelligence |
|---|---|---|---|
| Pearson Correlation | Organizational productivity | 1.000 | 0.564 |
|  | Emotional intelligence | 0.564 | 1.000 |
| Sig. (1-tailed) | Organizational productivity | . | 0.000 |
|  | Emotional intelligence | 0.000 | . |
| N | Organizational productivity | 1084 | 1084 |
|  | Emotional intelligence | 1084 | 1084 |

**Model Summary (b)**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|---|---|---|---|---|---|
| 1 | 0.564(a) | 0.318 | 0.318 | 0.62854 | 0.089 |

a      Predictors: (Constant), emotional intelligence

b      Dependent Variable: organizational productivity

**ANOVA (b)**

| Model |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 199.486 | 1 | 199.486 | 504.951 | 0.000(a) |
|  | Residual | 427.455 | 1082 | 0.395 |  |  |
|  | Total | 626.941 | 1083 |  |  |  |

a      Predictors: (Constant), emotional intelligence

b      Dependent Variable: organizational productivity

**Coefficients(a)**

| Model |  | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---|---|---|---|---|---|---|
|  |  | B | Std. Error | Beta | B | Std. Error |
| 1 | (Constant) | 0.722 | 0.039 |  | 18.385 | 0.000 |
|  | Emotional intelligence | 0.469 | 0.021 | 0.564 | 22.471 | 0.000 |

a      Dependent Variable: organizational productivity

**Source:** Data from Table 4.10 (Using SPSS)

EI     $=$ 0.469 + 0.722OP

          (t = 22.471)

**Where:** EI $=$ Emotional Intelligence

       OP = Organizational Productivity

R = 0.564:              $R^2$ = 0.318:     $R^2$ = 0.318:

F = 504.951:          D.W = 0.089

From the above model, EI is the summation of 0.469 and the products of: 0.722 and OP.

The ANOVA table tests the acceptability of the model from a statistical perspective. The Regression row displays information about the variation accounted for by the model, while the residual row displays information about the variation that is not accounted for by the model.

The regression sum of squares (199.486) is less than residual sums of squares (427.458) which indicate that more of the variation in EI is explained by the model. The significance value of the F statistic (0.000) is less than 0.05, which means that the variation explained by the model is not due to chance.

Though the ANOVA table is a useful test of the model's ability to explain any variation in the dependent variable, it does not directly address the strength of the relationship, the model summary table reports the strength of the relationship between the model and the dependent variable.

R, the correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variables. The correlation coefficient of 0.564 indicates that there is a strong positive relationship between Emotional intelligence and Organizational productivity.

R Square, the coefficient of determination, is the square value of the correlation coefficient. This shows that 31.8% of the variation in EI is explained by the model. With the linear regression model, the error of the estimate is very low, with a value about 0.62854.

Therefore from the above results, the null hypothesis is rejected and the alternative hypothesis accepted. Hence, Emotional Intelligence affects organizational productivity positively.

**HYPOTHESIS THREE**

**Decision Rule**

The decision rule is to accept the alternate hypothesis if the computed Chi-Square value is greater than tabulated Chi-Square value otherwise accept the null hypothesis.

**HA₃:** Emotional intelligence interpersonal competencies promote harmonious organizational resource acquisition                                    * firms Cross tabulation

|  |  |  | Firms | | | Total |
|---|---|---|---|---|---|---|
|  |  |  | SPDC | TOTAL | CHEVRON |  |
| Emotional intelligence interpersonal competencies promote harmonious organizational resource acquisition | Strongly agree | Count | 539 | 505 | 407 | 1451 |
|  |  | Expected Count | 510.7 | 522.0 | 418.3 | 1451.0 |
|  | Agree | Count | 193 | 221 | 171 | 585 |
|  |  | Expected Count | 205.9 | 210.5 | 168.6 | 585.0 |
|  | Undecided | Count | 21 | 17 | 13 | 51 |
|  |  | Expected Count | 17.9 | 18.3 | 14.7 | 51.0 |
|  | Disagree | Count | 9 | 36 | 34 | 79 |
|  |  | Expected Count | 27.8 | 28.4 | 22.8 | 79.0 |
|  | Strongly disagree | Count | 1 | 1 | 0 | 2 |
|  |  | Expected Count | 0.7 | 0.7 | 0.6 | 2.0 |
| Total |  | Count | 763 | 780 | 625 | 2168 |
|  |  | Expected Count | 763.0 | 780.0 | 625.0 | 2168.0 |

**Source:** Data from Table 4.11 (Using SPSS)

**Chi-Square Tests**
**Table 4.11a**

|  | Value | df | Asymp. Sig. (2-sided) |
|---|---|---|---|
| Pearson Chi-Square | 25.695(a) | 8 | 0.001 |
| Likelihood Ratio | 29.911 | 8 | 0.000 |
| Linear-by-Linear Association | 11.838 | 1 | 0.001 |
| N of Valid Cases | 2168 |  |  |

Table 4.11a is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree to disagree based on the responses of the research subjects from the selected three oil firms. Pearson Chi-Square computed value ($X_c^2 = 25.695$) is greater than the Chi-square tabulated value ($X_t^2 = 15.51$) with 8 degrees of freedom (df) at 0.05 level of alpha ($X_c^2 = 25.695$, p < 0.05).

**Decision**

Since the Pearson Chi-Square computed $X_c^2 = 25.695$ is greater than Chi-Square table value $X_t^2 = 15.15$, the null hypothesis is rejected and alternate hypothesis is accepted. Thus, we conclude that emotional intelligence interpersonal competencies promotes harmonious organizational resource acquisition.

**HYPOTHESIS FOUR**

**HA$_4$:** Emotional intelligence social skills competency has a very positive relationship with strategic constituencies satisfaction.

## Descriptive Statistics
**Table 4.12a**

|  | Mean | Std. Deviation | N |
|---|---|---|---|
| Social skills competency | 2.0387 | 1.21008 | 1084 |
| Strategic constituencies satisfaction | 1.6863 | 0.86488 | 1084 |

## Correlations
**Table 4.12b**

|  |  | Emotional intelligence | Organizational effectiveness |
|---|---|---|---|
| Emotional intelligence | Pearson Correlation | 1 | 0.911(**) |
| Social skills competency | Sig. (2-tailed) |  | 0.000 |
|  | N | 1084 | 1084 |
| Strategic constituencies | Pearson Correlation | 0.911(**) | 1 |
| satisfaction | Sig. (2-tailed) | 0.000 |  |
|  | N | 1084 | 1084 |

**Source:** Data from Table 4.12 (Using SPSS)

Table 4.12a shows the descriptive statistics of the relationship between emotional intelligence social skills competency and strategic constituencies satisfaction, with a mean response of 2.0387 and std. deviation of 1.21008 for social skills competency and a mean response of 1.6863 and std. deviation of 0.86488 for strategic constituencies satisfaction. By careful observation of standard deviation values, it can be said that there is about the same variability of data points amongst the dependent and independent variables.

Table 4.12b is the Pearson correlation coefficient matrix of the relationship between emotional intelligence social skills competency and strategic constituencies satisfaction, showing the correlation coefficient, significant values and the number of cases. The correlation coefficient shows 0.911 this value indicates that correlation is significant at 0.05 level (2-tailed) and implies that social skills competency has a very positive relationship with strategic constituencies satisfaction (r = 0.911). However, the computed correlations coefficient is greater than the table value of r = 0.195 with 540 degrees of freedom (df. = n-2) at alpha level for a two-tailed test (r = 0.911, p < 0.05). This result

indicates that social skills competency has a very positive relationship with strategic constituencies satisfaction. Therefore, the null hypothesis is rejected, and the alternative hypothesis accepted.

## 4.5    DISCUSSION OF FINDINGS

In this section, the research findings shall be discussed using the objectives as a guide.

**Research Objective One:**

**To determine how Emotional Intelligence influenced employees' behaviour at work.**

The result of data analysis of objective one shows that, 520, (96%) of the respondents with an associated sample mean of 4.53 agreed that Emotional Intelligence influences workers to understand their colleagues' actions and reduces incidence of conflicts at work. The interview result reveals further that Emotional Intelligence is important to employees' behaviour at work. This was supported by 62 (93%) of the interview participants. The finding therefore shows that, the development of Emotional Intelligence is very important in the organizations within the Nigerian Petroleum Industry. This finding is consistent with the views and research results of Bar-On (2004:44) who asserts that Emotionally Intelligent individuals has "good social skills; they understand, interact, and relate well with others. These people function well in positions that require interacting with others and teamwork".

The result further reveals that, 501 (93%) of the respondents with an associated sample mean of 4.42 agreed that Emotional Intelligence positively influences the achievement of organizational objectives. This finding is consistent with the views and research results of Chapman (2001:43) who asserts that, "to achieve high levels of motivation, overcome setbacks and perform at our best, we need to be able to manage our own internal states, harness our emotions and channel them in a direction that enables us to achieve our objectives.

The result also reveals that, 513 (95%) of the respondents with an associated sample mean of 4.51 agreed that Emotional Intelligence streamlines the relationship that exists between the management and subordinates. This finding is also consistent with, Bar-On (2004) and Matthews et al (2002) who assert that emotionally intelligent individuals' general mood is defined as the happiness and optimism exhibited by an individual. These

individuals usually express cheerful, positive, hopeful, and optimistic attitudes. They know how to enjoy life and create an uplifting and positive atmosphere in the workplace.

Again, the result reveals that 522 (96%) of the respondents with an associated sample mean of 4.70 agreed that Emotional Intelligence enhances industrial harmony in organizations. This finding is consistent with Goleman (1995) who asserts that, it is usually easy to talk to and like people with good social skills, another sign of high Emotional Intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Finally, the result further reveals that 502 (93%) of the respondents with an associated sample mean of 4.24 agreed that, Emotional Intelligence promotes the use of workers' initiatives in organizations. This finding is consistent with the view of Huy (1999), who asserts that, more specifically, employees with low control of emotions are expected to react negatively towards proposed changes, since they are not well equipped to deal effectively with the demands and the affective consequences of such a stressful and emotionally expensive procedure. In contrast, employees with the ability to use their emotions appropriately, since they are optimistic and often take initiatives, usually decide to reframe their perceptions of a newly introduced change program and view it as an exciting challenge.

In over all, majority of the respondents or an average of over 94% of the respondents agreed that, Emotional Intelligence influences employees' behaviour at work positively in the Nigerian petroleum Industry. This was further validated by the Linear Regression test result (r = 0.862; t = 56.047; p < 0.05), which rejected the null hypothesis and accepted the alternative hypothesis, confirming that, Emotional Intelligence positively influences employees' behaviour at the Nigerian Petroleum Industry. From the oral interview, most of those interviewed agreed that Emotional Intelligence positively influences employees' behaviour at work in the Nigerian Petroleum Industry. This aligns with the alternative hypothesis which states that Emotional Intelligence positively influences employees' behaviour at work in the Nigerian Petroleum Industry.

**Research Objective Two:**

**To determine the extent to which emotional intelligence affected organizational productivity.**

The result of the data analysis of objective two shows that, 501 (92%) of the respondents with an associated sample mean of 2.30 disagreed that Emotional Intelligence stunts the growth of organizations. This finding is in line with the oral interview result which indicated that Emotional Intelligence is a welcome development in the Nigerian Petroleum Industry. This finding is also in line with Genos (2005), who asserts that, Emotional Intelligence is the capacity to deal effectively with one's own and others emotions. When applied to the workplace, Emotional Intelligence is about thinking intelligently with emotions; perceiving, expressing, understanding and managing emotions in a professional and effective manner at work. By the indications of all these, the researcher concluded therefore that Emotional Intelligence does not stunt the growth of organizations, rather it encourages the growth of organizations.

The result further reveals that, 537 (99%) of the respondents with a sample mean of 1.26, indicated that Emotional Intelligence does not have a negative influence on organizational productivity. This result is in line with the finding on question 2.3 which seeks to determine whether Emotional Intelligence had a positive influence on organizational productivity. The finding reveals that 537 (99%) of the respondents with an associated sample mean of 4.77 agreed that Emotional Intelligence has a positive influence on organizational productivity. These results are consistent with the interview result where 65 (97%) of the participants agreed that Emotional Intelligence affects organizational productivity positively. This finding is also consistent with Bar-On (2004) on interpersonal capabilities of Emotional Intelligence. He asserts that, interpersonal is defined as empathy, interpersonal relationships, and social responsibility. These individuals have "good social skills; they understand, interact, and relate well with others". These people function well in positions that require interacting with others and teamwork. Organizational productivity requires teamwork, and empathy as an element of Emotional Intelligence creates interpersonal relationship. Since people with interpersonal capabilities of Emotional Intelligence understand, interact, and relate well with others, it goes to infere that Emotional Intelligence has a positive influence on organizational productivity.

The finding again reveals that 537 (99%) of the respondents with an associated sample mean of 1.61 and 441 (81%) with an associated sample mean of 1.83 disagreed that, there was too much work to do but no direction and that Emotional Intelligence affects the proactive management of organizations negatively. These findings are consistent with Gardner (1983) who posits that, the key to good decision making is to employ both thinking and feeling in ones decisions. Also Isen (2001) asserts that, positive moods and emotions seem to help decision making. People experiencing positive emotions are more likely to use heuristics to help make good decisions quickly. Positive emotions also enhance problem-solving skills so that positive people find better solutions to problems.

In over all, majority of the respondents or an average of over 90% of the respondents disagreed that, Emotional Intelligence affects organizational productivity negatively, in the Nigerian Petroleum Industry. This was further validated by the Linear Regression test result (r = 0.564; t = 22.471; p < 0.05). Therefore rejecting the null hypothesis and upholding the alternative hypothesis which states that, Emotional Intelligence affects organizational productivity positively.

**Research Objective Three:**
**To determine the importance of Emotional Intelligence interpersonal competencies on organizational resource acquisition.**
The result of the data analysis of objective three from table 4.11 is relevant in this discussion. Item 3.1 indicates that 520 (97%) of the respondents with an associated sample mean of 4.54 agreed that, Emotional Intelligence interpersonal competencies reduced conflicts of organizational resource acquisition in the Nigerian Petroleum Industry. Further more, item 3.2 indicates that 542 (100%) of the respondents with an associated sample mean of 4.77 agreed that, interpersonal competencies enhance the achievement of organizational resource acquisition in the organizations within the Nigerian Petroleum Industry. Again item 3.3 shows that 535 (99%) of the respondents with an associated sample mean of 4.75 agreed that, interpersonal competencies enhance harmonious relationship between organizations and their host communities in the Nigerian Petroleum Industry. Also item 3.4 indicates that, 498 (91%) of the respondents with an associated sample mean of 4.44 were in agreement that interpersonal competencies promote security of organizational installations, within the Nigerian Petroleum Industry. Finally, item 3.5 indicates that 482 (89%) of the respondents agreed that, interpersonal competencies promote good organizational culture in the Nigerian Petroleum Industry. The findings are in consonance with the oral interview result where

62 (93%) of the participants agreed that Emotional Intelligence interpersonal competencies enhance harmonious relationship between organizations of the Nigerian Petroleum Industry and their host communities.

All these findings are consistent with Ashforth et al (1995) who assert that, Emotional Intelligence is a set of competencies, which direct and control one's feelings towards work and performance at work. These set of competencies are the ability of the individual to control and manage his or her moods and impulses on the job. Knowing one's emotions and feelings as they occur, and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that are demanded on the job. In a work situation, performance of the employees depend on working with group of people with different ideas, suggestions, and opinions. Effective use of Emotional Intelligence gives better team harmony.

In over all, majority of the respondents or an average of over 95% agreed that, Emotional Intelligence interpersonal competencies promote harmonious organizational resource acquisition in the Nigerian Petroleum Industry. This was further validated by the Chi-square test result ( $x_c^2 = 25.695 > x_t^2 = 15.5073$, $p < 0.05$ ). This corroborated the alternative hypothesis, which stated that, Emotional Intelligence interpersonal competencies promote harmonious organizational resource acquisition and invalidated the null hypothesis which stated otherwise.

**Research Objective Four:**
**To determine the nature of relationship between Emotional Intelligence social skills competency and strategic constituencies satisfaction.**
The result of the data analysis of objective four from table 4.12 is relevant in this discussion. Item 4.1 indicates that 539 (99%) of the respondents with an associated sample mean of 4.69 agreed that, Emotional Intelligence social skills competency has direct relationship with strategic constituencies satisfaction. Item 4.2 indicates that 533 (98%) of the respondents with an associated sample mean of 1.78 disagreed that, social skills competency has indirect relationship with strategic constituencies satisfaction. Item 4.3 reveals that, 531 (98%) of the respondents with an associated sample mean of 1.96 disagreed that, social skills competency has unrelated relationship with strategic constituencies satisfaction. Item 4.4 reveals that, 540 (99%) of the respondents with an

associated sample mean of 4.78 agreed that, social skills competency has positive relationship with strategic constituencies satisfaction. Finally, item 4.5 indicates that 536 (99%) of the respondents with an associated sample mean of 1.28 disagreed that, social skills competency has negative relationship with strategic constituencies satisfaction. The results are in line with the oral interview result, which states that 65 (97%) of the participants agreed that Emotional Intelligence social skills competency leads to strategic constituencies satisfaction in organizations within the Nigerian Petroleum Industry. The interview result also reveals that 65 (97%) of the participants indicated that, Emotional Intelligence social skills competency has very positive relationship with strategic constituencies satisfaction.

The findings are also consistent with Hughes (2009), who asserts that, "as more and more people realize and accept that Emotional Intelligence is just as important to professional success as technical skills, organizations are increasingly using EI testing when they hire, evaluate, and promote personnel. Using EI as a comprehensive indicator of intelligence proves to have positive effect on organizations success and future prosperity". Nelton (1996), also asserts that, emotions and moods have proven themselves to be relevant for every job or affair. Increasingly, organizations are selecting employees they believe have high levels of EI. The basic premise is that "you can't divorce emotions from the workplace because you can't divorce emotion from people". On all these, the researcher profers that since organizations are made of people and emotions and feelings can not be divorced from people, therefore Emotional Intelligence social skills competency has a very direct positive relationship with strategic constituencies satisfaction. Although traditional understanding of intelligence is important to success in life, Emotional Intelligence is key to relating well to others and achieving goals, because the human world is all about relationships.

In over all, majority of the respondents or an average of over 97% agreed that, Emotional Intelligence social skills competency has a very positive relationship with strategic constituencies satisfaction in the Petroleum Industry in Nigeria. This was further validated by the Pearson's Product Moment Correlation Coefficient result ($r = 0.911$; $p < 0.05$). This result corroborated the alternative hypothesis which stated that, Emotional Intelligence social skills competency has a very positive relationship with strategic constituencies satisfaction and negated the null hypotheses which stated otherwise.

## 4.6     MANAGEMENT IMPLICATIONS

Given the value of the personal and organizational effectiveness of Emotional Intelligence based capabilities, there is a clear need to integrate the valuation into our organizations' functions. Organizations need to hire for Emotional Intelligence along with whatever other technical skills or business expertise they are seeking. When it comes to promotions and succession planning, Emotional Intelligence should be a major criterion, particularly to the extent that a position requires leadership. When those with high potential are being selected and groomed, EI should be central. And in training and development, EI should again be a major focus. However, because EI competencies entail emotional capacities in addition to purely cognitive abilities, models of learning that work well for academic or technical skills are not necessarily well suited for helping people improve emotional competence (Goleman, 1986b). For this reason, the Consortium for Research on Emotional Intelligence in organizations has summarized empirical findings on the mode of learning best for emotional competencies and formulated guidelines for their effective development. The most forward-thinking organizations will, recognize the importance of Emotional Intelligence in organizational effectiveness, not just for the employees, but for the vitality of an economy as a whole. As Erasmus, the great humanist writer, tells us, "The best hope of a notion lies in the proper education of its youth". An organization is a team of individuals. A team is a high performing group. It is becoming an accepted principle in management that people work more effectively as a team than they work as individuals and this is why there are now problem-solving groups, task performing groups and decision making groups.

Unfortunately, these groups can not function effectively without the interpersonal capabilities of Emotional Intelligence. The second main capability towards becoming emotionally intelligent is the interpersonal capability which refers to the outer intelligence required to read, sense, understand and manage relationships with other people. Emotional Intelligence, as an important area of human behaviour needs a lot of research in the developing countries especially Nigeria.

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## CHAPTER FIVE

**SUMMARY OF FINDINGS, CONCLUSION, RECOMMENDATIONS, CONTRIBUTION TO KNOWLEDGE AND SUGGESTIONS FOR FURTHER STUDIES**

### 5.1 SUMMARY OF FINDINGS

This study sought to fulfill the following objectives:

1. To determine how Emotional Intelligence influences employees' behaviour at work.

2. To determine the extent to which Emotional Intelligence affects organizational productivity.

3. To identify the importance of interpersonal competencies on organizational resource acquisition.

4. To ascertain the nature of relationship between social skills competency and strategic constituencies satisfaction.

The following findings were revealed;

1. Emotional Intelligence influences employees' behaviour at work positively, ($r = 0.862$; $t = 56.047$; $p < 0.05$), in the Nigerian Petroleum Industry.

2. Emotional Intelligence affects organizational productivity positively, ($r = 0.564$; $t = 22.471$; $p < 0.05$), in the Nigerian Petroleum Industry.

3. Emotional Intelligence interpersonal competencies influence harmonious resource acquisition ($X_c^2 = 25.695 > X_t^2 = 15.5073$; $p < 0.05$), in the Nigerian Petroleum Industry.

4. Emotional Intelligence social skills competency has a very positive relationship ($r = 0.911$; $p < 0.05$), with strategic constituencies satisfaction.

### 5.2 CONCLUSION

The main objective of this study is to determine the effects of Emotional Intelligence on organizational members productivity and its ultimate impacts on organizational effectiveness of the Nigerian Petroleum Industry. Going by the findings of this research, the answer is in the affirmative. From the findings, it was revealed that Emotional Intelligence leads to organizational effectiveness in the Nigerian Petroleum Industry. Emotions and moods have proven themselves to be relevant for every job or affair. You can not divorce emotions from the workplace because you can neither divorce emotion from people, nor people from organizations, because organizations are organizations of people. As more and more people realize and accept that Emotional Intelligence is just as

important to professional success as technical skills, organizations should increasingly use Emotional Intelligence testing when they hire, evaluate and promote personnel.

From the foregoing, the researcher therefore concluded that; the importance of the employees' behaviour at work is that emotionally intelligent individuals has good social skills; they understand, interact and relate well with others. These people function well in positions that require interacting with others and teamwork. The emotionally intelligent individuals' general mood is the happiness and optimism exhibited by an individual. These individuals usually express cheerful, positive, hopeful and optimistic attitudes. They know how to enjoy life and create an uplifting and positive atmosphere in the workplace. It is usually easy to talk to and like people with good social skills, another sign of high Emotional Intelligence. People with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They manage disputes, are excellent communicators and are masters at building and maintaining relationships.

Emotional Intelligence affects organizational productivity positively in the Nigerian Petroleum Industry. Interpersonal capabilities of Emotional Intelligence is empathy, interpersonal relationships and social responsibility. Recent decades have witnessed an increased concern for the behavioural or human relations approach to management. Among the several factors accounting for the interest in human relations is based on the thesis that serious recognition, study and proper control of these relationship will simply contribute to greater creativity, productivity and effectiveness. Organizational productivity requires teamwork, and empathy as an element of Emotional Intelligence creates interpersonal relationship. Since people with interpersonal capabilities of Emotional Intelligence understand, interact and relate well with others, it goes therefore to infere that, Emotional Intelligence influences organizational productivity positively.

Emotional Intelligence influences harmonious resource acquisition of the Nigerian Petroleum Industry. Emotional Intelligence is a set of competencies, which direct and control one's feelings toward work and performance at work. These set of competencies are the ability of the individual to control and manage his or her moods and impulses on the job. Knowing one's emotions and feelings as they occur, and tuning one's self to the changed situation, requires the emotional competency, emotional maturity and emotional sensitivity that are demanded on the job. In a work situation, performance of the employees depends on working with group of people with different ideas, suggestions and opinions. Effective use of Emotional Intelligence gives better team harmony.

Emotional Intelligence social skills competency has a very positive relationship with strategic constituencies satisfaction of the petroleum firms in the Nigerian Petroleum Industry. Emotions and moods have proven themselves to be relevant for every job or affair. Increasingly, organizations are selecting employees they believe have high levels of Emotional Intelligence. The basic premise is that, you can't divorce emotions from the workplace because you can't divorce emotion from people. Since organizations are "organizations of people" and emotions and feelings can not be divorced from people, therefore emotional intelligence social skills competency has a very positive relationship with strategic constituencies satisfaction. Although traditional understanding of intelligence is important to success in life, Emotional Intelligence is key to relating well to others and achieving goals, because the human world is all about relationships.

## 5.3 RECOMMENDATIONS

The results of this study have shown that Emotional Intelligence leads to organizational effectiveness of the Petroleum firms in the Nigerian Petroleum Industry, and influences employees' behaviour at work positively. Furthermore, Emotional Intelligence positively affects the organizational productivity of the petroleum firms in Nigeria, influences harmonious resource acquisition and has a very positive relationship with strategic constituencies satisfaction of the petroleum firms in Nigeria. From the foregoing, the study makes the following recommendations, that;

1. The Nigerian Petroleum Industry should develop means of proper understanding of Emotional Intelligence and why it really matters. Being emotionally intelligent involves tuning into emotions, understanding them and taking appropriate actions. As Emotional Intelligence is increased, the form of the energy within the individual is shifted, resulting in changes in the individual's experience of work, life and relationships.

2. Managers should create effective Relationship Management. This is because Relationship Management forms part of interpersonal Emotional Intelligence, that is being effective at managing relationship and building effective networks. No matter how enjoyable a job is, it can become stressful and unfulfilling or downright miserable if human relationships break down.

3.    The management of the Petroleum firms of the Nigerian Petroleum Industry should develop transformational leadership. This is because emotionally intelligent leaders engage in their job motivated by rewards that go beyond financial and status considerations but rather view their work through a sense of purpose and a call to service. This sense of purpose and or call for service would relate to the inspirational motivation elements of transformational leadership theory, in which leaders provide meaning to followers through share goals.

4.    Managers should endeavour to develop interdependence among their organization teams, front line managers and individuals. Dependent people need others to get what they want. Interdependence is necessary to succeed in marriage, family and organizations. Life by nature is highly interdependent and to achieve maximum effectiveness through independence is like trying to play tennis with golf club, the tool is not suitable for the reality. The rules for work are changing and managers are being judged by a new yardstick, not just by how smart they are, or by their training and expertise, but also how well they handle themselves and others.

5.    Managers should always act as catalysts. This is because helping the employee solve the problem improves the employee's effectiveness more than solving the problem for the employee, and this consequently leads to organizational effectiveness.

6.    The organizations of the Nigerian Petroleum Industry should develop social competencies in their organizations' teams, front-line-managers and individuals. This social competencies involve the individual's ability to recognize others' emotions, needs and concerns and the ability to help others manage their emotions in order to achieve desirable responses, reduces occupational stress and increase individual and organizational effectiveness.

## 5.4    CONTRIBUTION TO KNOWLEDGE

The researcher proposed the EMOTIONAL INTELLIGENCE, ORGANIZATIONAL PRODUCTIVITY and EFFECTIVENESS MODEL (EIOPEM) figure 5.1, based on the findings of this study, literature review, conceptual and theoretical frameworks and other aspects of this study. The assumption of the Model is the relationship between Emotional Intelligence (EI) and Organizational Effectiveness (OE), vide Organizational Productivity

(OP). The researcher considers this to be a contribution to knowledge. The study also contributes to knowledge by filling the research gap observed earlier by the researcher, the inability of previous works to address a particular aspect of organizational effectiveness like productivity. The paucity of empirical data on Emotional Intelligence especially in Nigeria and particularly in the Nigerian Petroleum Industry. The study has sufficiently extended the existing scarce empirical literature on Emotional Intelligence by providing a document for other researchers in this area to make reference to.

The findings of this study demonstrated that Emotional Intelligence is at its nascent stage in the Petroleum Industry in Nigeria. Most members of the sample space do not have a very clear idea of Emotional Intelligence, though they agreed that Emotional Intelligence is necessary for their organizations. As a result of the impact of Emotional Intelligence on organizational effectiveness as discussed earlier, this thesis considers the necessity of establishing the relationship between Emotional Intelligence (independent variable) and Organizational Effectiveness (dependent variable). This thesis posits that any model on Emotional Intelligence and organizational effectiveness in the Petroleum Industry in Nigeria or other sectors of the economy (public or private), must take into account the aspect of organizational effectiveness it intends to address, to enable the establishment of their relationship.

The Emotional Intelligence, Organizational Productivity and Effectiveness Model (EIOPEM), was developed from the findings of this study and embodies information derived from both the primary and secondary data sources. The Emotional Intelligence, Organizational Productivity and Effectiveness Model (EIOPEM), is depicted in figure 5.1 and can be seen as a series of stages from Emotional Intelligence (EI) to Organizational Effectiveness (OE).
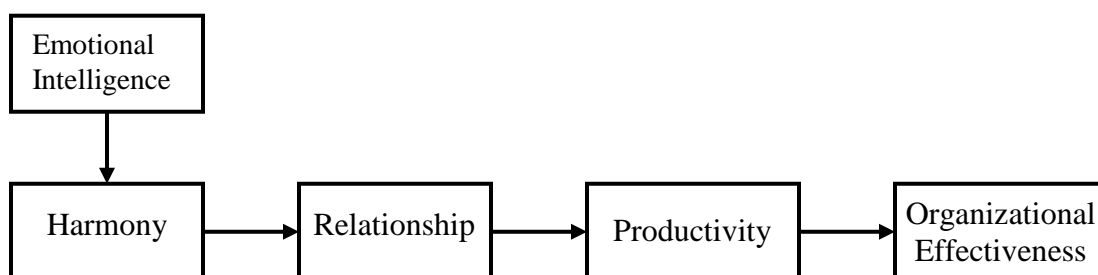


**Fig. 5.1:**     **Emotional Intelligence, Organizational Productivity and Effectiveness Model (EIOPEM).**
**Source:**     **The Researcher, 2013.**

**5.4.1 Features of Emotional Intelligence, Organizational Productivity and Effectiveness Model (EIOPEM) fig. 5.1 above**

1. **Emotional Intelligence (EI):** This is the capacity to deal effectively with one's own and others' emotions. When applied to the workplace, Emotional Intelligence is about thinking intelligently with emotions, perceiving, expressing, understanding and managing emotions in a professional and effective manner at work.

2. **Harmony:** Emotional Intelligence influences employees' behaviour at work positively. The importance of employees' behaviour at work is that, it makes workers understand their colleagues' actions and reduces the incidence of conflict. Emotionally intelligent individuals have good social skills, interact and relate well with others. They function well in positions that require interacting with others and teamwork – harmonious relationship.

3. **Relationship:** Relationship management forms part of interpersonal capabilities. Interpersonal capabilities of Emotional Intelligence is empathy, interpersonal relationships and social responsibility. Relationship management means being effective at managing relationships and building effective networks, interdependence and teamwork not individualism.

4. **Productivity:** Productivity is the ratio of Output over Input. The effects of relationship management which include empathy, social responsibility, effective networks, interdependence and teamwork lead to optimal productivity.

5. **Organizational Effectiveness:** Optimal productivity leads to organizational publics' satisfactions and consequential effectiveness and growth.

**5.5     SUGGESTIONS FOR FURTHER STUDIES**

This study has provided an insight into the importance of Emotional Intelligence on the effectiveness of the Nigerian Petroleum Industry. Consequently, it opens new areas of opportunities to further extend the frontier of knowledge in this area for scholars to conduct future studies. Interested scholars are encouraged to widen their scope of study within the Nigerian Petroleum Industry. They can do this by increasing the number of organizations to study, to further increase the population and sample size of their studies.

This will help in validating and corroborating the results of this study. Finally, further studies could be carried out across other sectors (public or private), manufacturing or service organizations of the Nigerian economy. Future research in emotional intelligence should investigate the relationship between emotional intelligence and criterion variables other than job performance. For if emotional intelligence is related to job performance, developing effective emotional intelligence training and testing the predictive power of it on job performance - as compared with general mental abilities - could also be a research direction.

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**APPENDIX I**

Department of Management,
Faculty of Business Administration,
University of Nigeria,
Enugu Campus.

_____

_____

_____

Dear Sir,

**PERMISSION TO CONDUCT SURVEY**

The researcher is a Postgraduate student in the Department of Management, University of Nigeria, Enugu Campus. We are carrying out a study on the "Effects of Emotional Intelligence on Organisational Effectiveness". A study of the Nigerian Petroleum Industry.

We therefore seek your permission to conduct the survey within your organisation. This work is conducted in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy (Ph.D), in Management.

The questionnaire was prepared with the aim of obtaining the views of individuals working within teams as well as the responses of first-line managers.

The questionnaire was compiled in such a manner that, it is easily understood and will not require much time to complete. If you wish to receive a copy of the research findings, we shall gladly make it available to you.

Yours sincerely

**Anichebe N. A.**
PG/Ph.D/07/46782

# APPENDIX II

Department of Management,
Faculty of Business Administration,
University of Nigeria,
Enugu Campus.

Dear Respondent,

The researcher is a Doctoral Degree (Ph.D) student in the Department of Management, University of Nigeria, Enugu Campus. We are carrying out a study on the "Effects of Emotional Intelligence on Organisational Effectiveness". A study of the Nigerian Petroleum Industry.

We shall appreciate if you could complete the attached questionnaire.

Please note that permission to conduct this survey was granted under the following conditions:

- The information be treated confidentially and entirely for academic purposes and
- Completion of the questionnaire does not in anyway impact on product.

Kindly complete the questionnaire as honestly as possible and please ensure that you answered all questions.

Thank you for your participation.

Yours sincerely


**Anichebe N. A.**
PG/Ph.D/07/46782

**APPENDIX III**

**QUESTIONNAIRE**

What is Emotional Intelligence?

Emotions play an important role in the workplace.

The key is to use emotions intelligently, which is exactly what is meant by emotional intelligence.

"By intentionally making your emotions work for you, by using them to help guide your behaviours and thinking in ways that enhance your results, you can become more effective," (Weisinger, 1998:1). The good news about emotional intelligence, however, is the fact that it can be developed, nurtured and augmented. Emotional intelligence includes aspects such as self-awareness, emotional management and self-motivation.

Emotional intelligence is the strongest indicator of human success. People who possess high emotional intelligence are the ones who truly succeed in work as well as play, building flourishing and lasting careers and meaningful relationships. Emotions play a much greater role in thought, decision-making and individual success than is commonly acknowledged (Goleman, 1995).

**Section 1**

Please mark (x), in the appropriate box to indicate your response.

1. Company: SPDC Ltd [    ]    Total  [    ]    Chevron  [    ]

2. Gender:    Male  [    ]    Female [    ]

3. Age:  Below 30yrs  [    ]    30 – 39yrs  [    ]
   40 – 49yrs    [    ]    50 yrs and above    [    ]

4. Marital status: Single [    ]    Married    [    ]
   Divorced    [    ]  Widowed  [    ]    Separated    [    ]

5. Length of service in the company:    Less than 3yrs    [    ]
   3 – 5yrs    [    ]  6 - 10yrs  [    ]    Above 10yrs  [    ]

6. Does your work require a team:    Yes  [    ]    No  [    ]

7. Indicate your highest academic qualification:    SSSC [    ]
   OND  [    ]    HND/Degree [    ]  Masters Degree  [    ]
   Doctorate    [    ]

8. What position do you hold in your company? _____
   _____

**Section 2**

This question seeks to determine how emotional intelligence influence employee behaviour at work. Complete the questions honestly, by marking X to indicate your response. **Options: 5 = Strongly Agree (SA),     4 = Agree (A),     3 = Undecided (U),**

**2 = Disagree (D),     1 = Strongly Disagree (SD)**

|  | **1. Emotional intelligence influence the employees' behaviour in the following ways.** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| 1.1 | Emotional intelligence makes the workers understand their colleagues' actions and reduces incidence of conflict at work. |  |  |  |  |  |
| 1.2 | Emotional intelligence positively influence the achievement of organizational objectives. |  |  |  |  |  |
| 1.3 | Emotional intelligence streamlines the relationship that exist between the management and subordinates. |  |  |  |  |  |
| 1.4 | Emotional intelligence enhances industrial harmony in the organization. |  |  |  |  |  |
| 1.5 | Emotional intelligence promotes the use of workers initiatives. |  |  |  |  |  |

**To determine the extent to which emotional intelligence affects organizational productivity**

|  | **2. Emotional intelligence affects organizational productivity in the following ways.** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| 2.1 | Emotional intelligence stunts the growth of the organization. |  |  |  |  |  |
| 2.2 | Emotional intelligence has a negative influence on the organizational productivity. |  |  |  |  |  |
| 2.3 | Emotional intelligence has a positive influence on the organizational productivity. |  |  |  |  |  |
| 2.4 | There is too much work to do but no direction. |  |  |  |  |  |
| 2.5 | Emotional intelligence affects the proactive management of the organization. |  |  |  |  |  |

**Options: 5 = Strongly Agree (SA),     4 = Agree (A),     3 = Undecided (U),**

**2 = Disagree (D),     1 = Strongly Disagree (SD)**

**To identify the importance of interpersonal competencies on organizational resource acquisition.**

|  | **3.  Interpersonal competencies has been important in the following ways.** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| 3.1 | Interpersonal competencies reduce conflict of organizational resource acquisition. | | | | | |
| 3.2 | Interpersonal competencies enhance the achievement of organizational resource acquisition. | | | | | |
| 3.3 | Interpersonal competencies enhance harmonious relationship between organizations and their host communities. | | | | | |
| 3.4 | Interpersonal competencies promote security of organizational installations. | | | | | |
| 3.5 | Interpersonal competencies promote good organizational culture. | | | | | |

**To ascertain the nature of relationship between social skills competency and strategic constituencies satisfaction.**

|  | **4.  Social skills competency and strategic constituencies satisfaction has the following relationship.** | **5** | **4** | **3** | **2** | **1** |
|---|---|---|---|---|---|---|
| 4.1 | Social skills competency has direct relationship with strategic constituencies satisfaction. | | | | | |
| 4.2 | Social skills competency has indirect relationship with strategic constituencies satisfaction. | | | | | |
| 4.3 | Social skills competency has unrelated relationship with strategic constituencies satisfaction. | | | | | |
| 4.4 | Social skills competency has positive relationship with strategic constituencies satisfaction. | | | | | |
| 4.5 | Social skills competency has negative relationship with strategic constituencies satisfaction. | | | | | |

**APPENDIX IV**

**INTERVIEW GUIDE**

1.      At your level, do you know the concept of emotional intelligence and its importance to employees' behaviour at work?

2.      Do you think that, the concept of emotional intelligence is a welcome development in the petroleum industry?

3.      Can emotional intelligence affect organizational productivity?

4.      If you answer to '3' above is yes, do you think that emotional intelligence will lead to organizational effectiveness?

5.      Describe how emotional intelligence affects organizational performance.

6.     Do you think there are challenges encountered in the application of emotional intelligence in an organization?

7.      What is/are the major challenges of emotional intelligence in the work place?

8.      Do you think that emotional intelligence has a very positive relationship with organizational effectiveness?

**APPENDIX V**

**SAMPLE SIZE DETERMINATION**

$$n_n = \frac{Z^2 Npq}{Ne^2 + Z^2 pq}$$

$$n_1(\text{SPDC LTD}) = \frac{(1.96)^2 \, 4500(0.8)0.2}{4500(0.05)^2 + (1.96)^2 \, 0.8(0.2)}$$

$$= \frac{2765.952}{11.864656} = 233.125343 \qquad = \quad 234$$

$$n_2(\text{TOTAL PLC}) = \frac{(1.96)^2 \, 500(0.8)0.2}{500(0.05)^2 + (1.96)^2 \, 0.8(0.2)}$$

$$= \frac{307.328}{1.864656} = 164.817532 \qquad = \quad 165$$

$$n_3(\text{CHEVRON PLC}) = \frac{(1.96)^2 \, 6600(0.8)0.2}{6600(0.05)^2 + (1.96)^2 \, 0.8(0.2)}$$

$$= \frac{4056.7296}{17.114656} = 237.0324943 \qquad = \quad 238$$

$$\mathbf{n = n_1 + n_2 + n_3} \qquad = \quad \underline{\mathbf{637}}$$