

Developing an Indigenous Scale of Emotional Intelligence at Workplace

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Abstract

Emotional Intelligence is getting a lot of attention in recent literature because not only high Emotional Quotient (EQ) differentiates between top performers at workplace (McClelland, 1998), but is a distinguishing factor among high-level leaders (Boyatzis et.al., 1999; Higgs & Aitkin, 2003). EQ is also strongly correlated with a higher quality of life in general (Morgan, 2003). Extensive literature review reveals a lot of disparities among the dimensions of EQ and pointed towards the gap that no indigenous measure exists in Pakistan to measure EQ at workplace. Therefore, an EQ model at workplace is proposed. A theoretical analysis from a variety of perspective for EQ helped identify the domain of content. The proposed model groups Emotional Intelligence into three categories of Emotional Appreciation, Emotional Application and Emotional Maturity. Operational definitions are used to develop scale items. Candidate items are generated to fit the construct definitions. Expert opinions have been taken and the construct items refined on the basis of output from practitioners to establish content validity. The raw measurement scale is pre-tested and the respondents assessed its face validity. Cluster analysis revealed structures of sub strata. Factor analysis identified the factors that were grouped together. For internal consistency of the scale Cronbach alpha is used. The refined tool was floated to 1/3 population of the target industry; Canteen Store Department (CSD). The proposed Model is valuable tool for both academia

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1. Introduction

Emotional Intelligence (EQ) is relatively a new concept (Cherniss, 2005). The concept is getting attention for its relations to survive and excel in today's dynamic environment (Conte, 2005). Not only high EQ differentiate between top performers at workplace (Goleman, 1996), but is a distinguishing factors among high-level leaders (Boyatzis, 1994; Higgs & Aitken, 2003). EQ is also strongly correlated with a higher quality of life in general (Morgan, 2003).

Mayer and Salovey (1997, p.22) defined Emotional Intelligence as, "The ability to perceive emotions, to access and generate emotions so as to assist in understanding emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth". There are many model and scales available that claim to assess EQ, but the consensus view appears to be that it is difficult to measure emotional intelligence and that no truly robust measure exists as yet (Goleman, Steiner, & Hein as cited by Dulewicz and Higgs, 2000). One of the main reasons is that developing sound measures is an arduous and lengthy process; many researchers take shortcuts or simply avoid the process altogether (Schmitt, 1991).

In businesses, people are the main competitive advantage and since EQ distinguishes high level achievers therefore, research on EQ competencies required at workplace should be addressed (Dulewicz & Higgs, 2000). Culture consists of explicit and implicit patterns of behavior of an individual where context and individualism are its basic aspects; whereas, emotional competencies are acquired during the social interaction between individuals or groups. Therefore, culture plays a major role in forming EQ competencies (Sharma, 2012).

It is essential to realize that inability to recognize emotions lead to a

disrupting mind and the body while those emotions that are consciously applied ensure productivity (Danciu, 2010). There seem to be divergent views about what constitutes the constructs of EQ and how to measure it (Dulewicz, Higgs, & Slaski, 2003). Therefore, the question arises about the viability of current scales to measure EQ in general and at workplace in particular and for the existing models to holistically account for all the crucial dimensions of EQ.

There is paucity of research in the field of EQ in Pakistan as most of the models are developed in North America; the reason might be the non-availability of indigenous scale of EQ (Batool, 2009). Therefore, the objective of the current research is to dilate about the basic dimension of EQ in Pakistani workplace setting and develop an indigenous scale.

1.1 Purpose and Objective of the Study

Lots of apprehension and ambiguity is present regarding the elements in the construct of EQ in the literature. The situational factor associated at workplace entails to draw upon the right set of emotions required to execute desired behaviours at workplace. Therefore, a scientific inquiry is needed to highlight the factors associated with workplace EQ.

Few people in Pakistan realize the fact that anyone can become emotionally intelligent. Therefore this research work is not only for the researchers in the field of social science, or psychology, but practitioners in organizations as well as any common person who wish to gain competitive advantage to advance in life by improving EQ skills and abilities.

To sum it up following are the objectives of the current research:

1. To propose a framework for the dimensions of EQ by identifying and analysing the manifest variables that explains the latent variables of three categories of Emotional Appreciation, Emotional Application and Emotional Maturity and to develop a scale on the basis of the above mentioned

variables.

2. To administer the scale in a pilot study to assess psychometric properties of the scale.
3. To provide a valuable and valid tool for the Management to evaluate and assess EQ for training and development purposes.

Managers of the Canteen Stores Department (CSD) are selected as the target population from retail sector of Pakistan for the current pilot study for testing the proposed model. Despite opening of many foreign chain stores/hyper markets from global retailers the quantum of business volume of CSD has inflated from Rs. 6.9 billion in 2007-2008 to Rs. 13.06 billion in 2011-2012 (CSD, 2014). Since it's re-establishment in 1947 as a convenience corner stores for armed forces personnel only, it is now one of the largest chains of Retail Stores having its outlets all over the country

2. Literature Review

The concept of EQ has its roots in the term 'Mindfulness' that goes back into Buddhist era and other Eastern spiritual systems that emphasize imagination and the nurturance of conscious attention (Bishop, et al., 2004). Darwin (1872) also recognized aspects of emotional expression. The introduction of the concept of "social intelligence," by Thorndike in 1920 paved the way for the concept of EQ. It took a long time to progress toward the dimension of EQ when Gardner in 1983 (Gardner, 1993) in his theory of multiple intelligences divided social intelligence into inter-personal and intra-personal intelligences. Little progress was made towards the actual domain of EQ till Salovey and Mayer with the back ground knowledge of non-cognitive aspects of intelligence, coined the term emotional intelligence (Salovey & Mayer, 1990). Emotional Intelligence gained recognition and popularity when Daniel Goleman, PhD in psychology from Harvard University and a science author for the New York Times, started a series of studies to find out what is it that entails people to be successful. Goleman

became aware of Salovey and Mayer's work, and this eventually led to his bestselling book, 'Emotional Intelligence' published in 1995.

The evolution of workplace EQ is attributed to the father of human relations (HR) movement by Elton Mayo (O'Connor, 1999) through his ground breaking Hawthorne studies in 1930's. The attention that a factory was not merely a technological or economic system but a social system also based on logic of human sentiments (Mayo, 1945) brought researchers to view a factory with the new concept of Industrial Psychology (IS) (Miller & Form, 1951). The researches in HR and IS incrementally progressed later to be fused in a new discipline called Organizational Behavior (OB) in 1960's which is now defined as, "behavior and nature of people within organizations and the behavior and nature of organizations within their environments" (Miner, 2006). Eventually in 1980's the researchers in IS and OB focused more on the management side of employment relations and stressed more on behavior sciences (Kaufman, 2014).

Since emotions were thought to be disruptive in workplace in the 20th century and recent researchers concluded that EQ plays a pivotal role in organizational change, best practices in management and leadership; another stage of HRM evolution is emerging through this EI turn in HRM studies (Blackmore, 2011). EQ is recognized now as an integral part in understanding work behavior and performance of professionals at workplaces (Wilson & Holligan, 2013). It is evident through the evolution of OB and HRM that organizational theories build on ideas from sociology, social psychology, economics, game theory and statistical and decision theory (Augier, 2013). Therefore EQ at workplace is an interdisciplinary research that has its roots in OB, HRM and Psychology.

It is essential to realize that inability to recognize emotions leads to disrupting mind and the body while those emotions that are consciously applied ensures productivity (Danciu, 2010). Another important issue which needs to be addressed is that the influential measures of EQ models are based on the assumption that emotions are not contingent upon relations of power,

or in behavioural episodes and social norms in a specific setting like workplace (Peter, Ashkanasyb, Hartelb, & Hooperb, 2002). Bowers (1973) reiterated that interpersonal relations at work place settings would generate different set of behaviours than other settings due to the effects of differential power, varying perceptions of the situation, and established relationships in a work setting. Thus, relations dynamics would be different at personal, interpersonal and organizational levels. Therefore the current paper will shed light on the constructs of Emotional Appreciation (EA), Emotional Application (EL) and Emotional Maturity (EM) at personal, interpersonal and organizational levels.

Currently EQ at workplace is getting so much attention as EQ is related positively with service performance and attributes to reduce burnout and enhance job satisfaction and job performance (Prentic & King, 2012). Studies have revealed that emotionally intelligent employees are more committed to organizations and interpersonal dimension of EQ helps in reducing stress and improves job satisfaction (Abraham, 2000). Researchers believe that EQ related capabilities will not only enhance working life of all professionals but enhance EQ capacity results 110 percent greater yields for organization in monetary terms (Gragg, 2008). Roth (2007, p.41) asserts that, “our preferences, mediated by how we feel and our emotional state, mediate our daily decision-making, both in general terms and in respect to the mathematical representations we find in our workplaces”.

Therefore, to explore the dimensions of influential EQ models at workplace, four main approaches that converge in the existing research in a context specific manner setting are as follows:

2.1 Influential EQ Models

2.1.1 Goleman’s Clusters (Bar-On, 1997a; Bar-On, 1997b; Cherniss, 2005; Gardner, 2002; Leslie, 2003; Cook, 2004).

Goleman (1998) suggests that managerial performance is driven by a set

of wide range of emotional and social competencies. He asserts emotional intelligence is based on learned emotional competence at work place setting and is one of the foremost determining factors for achieving excellence at workplace. Goleman suggests that EQ is based on five clusters of competencies the Self-Awareness cluster; cluster of Self-Regulation; Self-Motivation Cluster; Empathy Cluster and the Social Skills cluster.

The measures based on these clusters are measured by multi-rater assessment and mostly falls under the rubric of trait models of EQ (Shi & Wang, 2007). Most of the EQ theories evolve from this model e.g. ECI and Bar-On EQI etc.

2.1.1 ECI (Dulewicz & Higgs, 1999; Dulewicz & Higgs, 2000a; Dulewicz, Higgs, & Slaski, 2003; Dulewicz & Higgs, 1999b; Higgs M. &., 2003).

The ECI measures 18 competencies organized into four clusters: Self-Awareness, Self-Management, Social Awareness, and Relationship Management. The Model for ECI was developed by Boyatzis, Goleman and Rhee in 1999, the theoretical framework and the competencies for EI were derived by integrating the work of Goleman (1998) and Boyatzis (1999). Cronbach Alpha was used to assess reliability. Emotional Competence Inventory the ECI final version is a 360 degree instrument (Chernisse, 2005). People who know the individual rate him or her on 20 competencies that Goleman's research suggests are linked to emotional intelligence (Goleman, 1995). The models' main strength was its theoretical framework.

2.1.2 Bar on EQ-I.

Bar-On EQ-I (Bar-On, 1997b) is a self-reported instrument originally evolved from a clinical context, and now has been around for almost 26 years. It was designed to assess those personal qualities that enabled some people to possess better "emotional well-being" than others. The EQ-I has been used to assess thousands of individuals, and quite a bit about its reliability and its convergent and discriminant validities, but little is known

about its predictive validity (Dulewicz, Higgs, & Slaski, 2003).

2.1.3 EIQ (Boyatzis, Goleman & Rhee, 1999; Dulewics & Goleman, 2000).

EIQ is a self-reported measure of EI developed by Dulewicz and Higgs (1999).

Its dimensions include, Self-awareness, Emotional resilience, Motivation, Interpersonal sensitivity, Influence, Intuitiveness and Conscientiousness and Integrity. The authors provide little information regarding the factor analysis they conducted to create the scales. Besides this, five of seven scales have alpha coefficients below 0.70, Alpha coefficients this low affect the likelihood that research using this measure will yield valid results. The items that comprise the EIQ are not available in published research literature. Dulewicz and Higgs (2000) provide evidence for the predictive (concurrent) validity of the EIQ (McEnrue & Groves, 2006).

2.2 Gap in the Literature

Certain discrepancies were found in the dimensions of EQ models given in Table1 for the comparison of the dimensions of the above mentioned EQ models. Bar-On EQ-I one of the most influential models of EQ does not cater for important EQ factors like Intuitiveness (part of EIQ model). Also the aspects of perception of how one thinks he/she is creative and innovative along with inertia to recognize one's feeling and how one keeps his composure in stressful situations is also missing. Similarly Trust Worthiness, conscientiousness, Service Orientation (elements of ECI), and Communication, Developing others, influencing others (elements of ECI) and Building bonds (elements of Goleman's clusters) were not elaborated in Inter personal relationship of EQ-I. The important element of leveraging diversity was also missing. Emotional resilience (element of EIQ), and important factor of Rational Decision making were also not integrated in EQ-I."

Table 1
List of Elements of the Most Influential EQ Models
Comparison of Components of Different EQ Models

EQ-i	Goleman clusters	EIQ	ECI
Emotional Self-Awareness	Emotional Self-Awareness	Self-Awareness	Emotional Awareness (Accurate Self-Assessment)
Assertiveness	Self-Confidence	Influence	Self-Control, Initiative
Self-Regard	Accurate Self-Assessment	Self-Awareness	Emotional Self-Control
Self – Actualization	Achievement Drive Initiative	Motivation	Achievement
Independence	Self-Management	Influence Intuitiveness	Self-Confidence
Empathy	Empathy	Inter-Personal Sensitivity	Empathy
Social Responsibility	Conscientiousness, Service Orientation, Awareness, Trustworthiness	Conscientiousness	Trustworthiness, Conscientiousness, Service Orientation Organizational Awareness
Inter-Personal Relationships	Developing Others, Influence, Communication, Leadership, Catalysing Change, Building Bonds, Teamwork	Influence	Communication Developing Others, Inspirational Leadership Influence Change Catalyst
Adaptability Component	Adaptability		Teamwork & Collaboration
Reality-testing		Self-Awareness and Resilience	
Flexibility	Collaboration		
Problem solving	Conflict Management		Conflict Management
Stress Management			
Stress tolerance	Emotional Self-Control		
Impulse control		Resilience and Conscientious	
Optimism			Optimism
Happiness			

For the model of ECI Service orientation, reality testing, flexibility (elements of EQ-I), rational decision making along with intuitiveness, inertia, composure and creativity were missing. Similarly, EIQ do not elicit about communication, interpersonal relationships, developing others, building bonds etc. The question arises if all the models talk about the construct of EQ then, why the elements of Bar-on EQ-I are different form ECI or EIQ etc.? Therefore, it is imperative to identify relevance of key factors of EQ at workplace as according to Goleman (2000) for any profession to excel, EQ related qualities accounts for 66 percent for employees and for leaders 85 percent. Therefore the current study will provide information to social psychologists/Organizational analysts about the cultural relevance of EQ at workplace especially in our Pakistani context. For this purpose the proposed model for EQ juxtaposed the existing models and identified the gaps, and supplemented the gaps with crucial elements of EQ to provide a comprehensive framework to develop and enhance emotional intelligence at workplace especially in Pakistani context. The proposed model divides EQ into three main constructs Emotional Appreciation, Emotional Application and Emotional maturity.

3. Theoretical Framework

Keeping in view the gaps in the literature and review of the selected models, the model proposed by the author incorporate and regroup the elements that were missing in the afore said selected models in a more comprehensive manner, so that no important dimension of EQ is missed as highlighted by the literature review.

In the proposed model the author has categorized the three groups of EQ into further subdivided three categories, by incorporating not only all the essential dimensions of each model but added some elements the author deemed essential. Following are the main constructs of the proposed conceptual EQ model;

1. Emotional Appreciation (EA)

2. Emotional Application (EAP)
3. Emotional Maturity (EM)

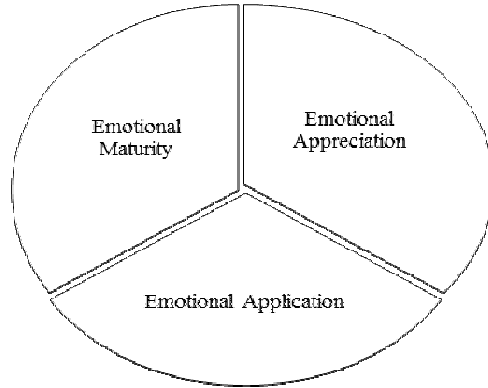


Fig.1 Proposed Conceptual Model for EQ

3.1 Emotional Appreciation (EA)

The construct of EA defines how emotions are perceived, their influence on reactions, impact on triggers, aspirations and overall emotional philosophy one holds. It paves the way for familiarization to one's own cognitive thoughts and perceptions about emotions at personal, inter-personal and organizational levels. Figure 2 elicits the factors of EA at 3 levels personal, interpersonal and organizational.

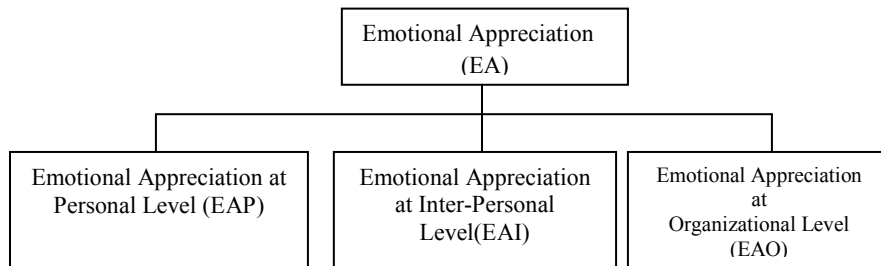


Fig. 2 Factors of Emotional Appreciation

Figure 3 list the elements of each factor of Emotional Appreciation i.e. EAP, EAI and EAO.

EAP	EAI	EAO
<ul style="list-style-type: none"> • Emotional perceptions • Accurate self - assessment • Assertiveness • Independence • Inertia • Composure • Creativity/innovations • Intuitiveness • Achievement drive • Judgment 	<ul style="list-style-type: none"> • Sensitivity • Emotional Expression • Communication • Interpersonal Relationship • Influence 	<ul style="list-style-type: none"> • Adaptability • Commitment to goals • Service Orientation

Fig. 3 List of Elements of Each level of Emotional Appreciation (EA)

3.1.1 Emotional Appreciation at Personal Level (EAP)

Table 3 elicits the elements of EAP along with their operational definitions and the items on the developed scale.

Table 3
Factor of Emotional Appreciation at Personal Level (EAP)
Emotional Appreciation at Personal Level (EAP)

Variable Code	Variable name	Operational Definition	Item on the Developed Scale
A1	Emotional Perceptions	The clarity in understanding one's own emotions	I know what upsets me at work
A2	Accurate Self-Assessment	The precise understanding of one's strengths and shortfalls	I exactly know what my personal strengths and weaknesses are
A3	Assertiveness	To be upfront towards getting one's own rights	I have the abilities to stand up for my rights
A4	Independence	To be Self-reliant and not banking on others for emotional support and showing self confidence	I can hold back my initial reaction when something upsets me at work
A5	Emotional Inertia	Disinclination to accept emotions or reality	When something surprises me, I find it difficult to get it out of my mind

A6	Composure	Maintaining impulse control over unexpected and extreme emotional situations	I have many reasons for not giving up easily
A7	Creativity/Innovations	Confidence in handling emotions in different ways	I can demonstrate positive moods and emotions at work in different situations
A8	Intuitiveness	Extra sensory perceptions or sixth sense about judging emotions	I usually have intuition on what will work and what will not
A9	Achievement drive	Assessed though initiative taking and to what extent one is ambitious	I try every avenue to generate Ideas
A10	Judgments	The capability to evaluate a situation in the right perspective	I have good judgmental skills

3.1.2 Emotional Appreciation at Inter-Personal Level (EAI)

Following attributes have been identified for EAI in Table 4 along with operational definitions and the items on the developed scale.

Table 4
Items and Operational Definitions for the Construct of EAI
Emotional Appreciation at Inter-Personal Level (EAI)

Variable Code	Variable name	Operational Definition	Item
B1	Sensitivity	The ability to be Empathetic to be aware of others emotions, realizing other's emotional values and showing innate caring attitude towards other's emotions	I can sense what others are feelings
B2	Emotional Expression	The clarity of what emotions to communicate and knowing the reasons behind those emotions	Sharing feelings is not a problem for me
B3	Communication	The set of social skills, customer service, responding to others	I demonstrate understanding of others' feelings at work

		concerns and communicating feelings effectively	
B4	Influence	Influence means how much one is able to change other's mindset and has the ability to inspire.	I am usually able to influence others

3.1.3 Emotional Appreciation at Organizational Level (EAO)

The elements of EA at organizational level are shown in Table 5 along with operational definitions and scale items.

Table 5
Items for the Construct of EAO

Emotional Appreciation at Organizational Level (EAI)			
Variable Code	Variable name	Operational Definition	Item
C1	Adaptability	Adaptability means to be flexible in realizing emotions and be optimistic or to manage one's own emotions in a prudent way	I am able to adapt to new environments
C2	Commitment to goals	Means to realize group synergies, meeting standard of excellence and inner drive to reach objectives	It is important for me to reach work objectives
C3	Service Orientation	Service Orientation is the ability to identify and respond to customers need responsibly	I have no problem in identifying what the customer really wants

3.2 Emotional Application (EAL)

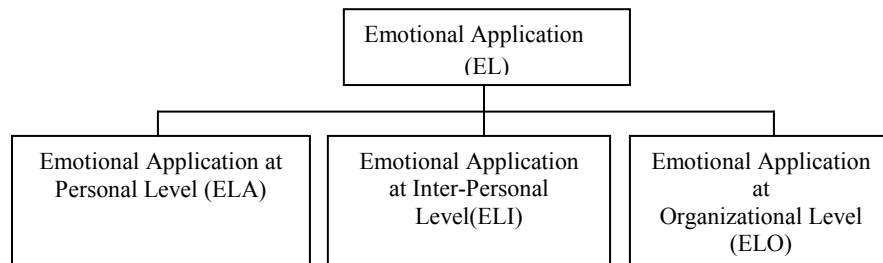


Fig.4 Dimension of Emotional Application (EL)

Emotional Application is defined as the way knowledge of one's emotion is practically executed (how one actually acts no matter what emotional perceptions may be) or the emotions that are translated into behaviors.

3.2.1 Emotional Application at Personal Level (EALP)

The elements of the factor Emotional Application at personal level are narrated in Table 6.

Table 6
Items for the Construct of EAL

Emotional Appreciation at Personal Level (EAP)			
Variable Code	Variable name	Operational Definition	Item on the Developed Scale
D1	Motivation	The energy and drive to achieve results in challenging situations e.g. prioritizing short term and long term goals, a person with high motivation is unlikely to give up	In tough situations I work even harder to get the desired results
D2	Initiative	the drive to achieve personal goals and maximizing one's capabilities it is the readiness to act on opportunities	I believe that it is important to have proactive approach
D3	Emotional regulation	To be capable of Overcoming disruptive emotions and capacity to think, act effectively for emotionally charged situations and showing maturity in revealing emotions	I exactly know what I want from life
D4	Self-actualization	A dynamic process to realize ones' potential capacities to live a meaningful, rich, full life it is the drive to achieve higher objectives	I learn from my mistakes to make it a positive input for future

D5	Flexibility	The Willingness (after realization) to overcome/suppress negative emotions	I can control my anger when confronted with a undesired situation
D6	Optimism	The ability to maintain a ppositive approach having the motivation factor to accomplish goals	I can stay focused in hard times
D7	Impulse control	To refrain from jumping to conclusions to be reflective, controlling your impulses means one is less likely to give into urges	I do not get upset when I have to do work other than my planned routine
D8	Emotional Resilience	The ability to survive through difficult emotional situations successfully.	I can overcome and hide upsetting emotions

3.2.2 Emotional application at Inter-personal level (EALI)

Emotional Application at interpersonal level is comprised of the following factors as stated in Table 7.

Table 7
Items for Construct of EALI

Emotional Application at Inter-Personal Level (EALI)			
Variable Code	Variable name	Operational Definition	Item
E1	Developing others	The ability to sense development needs and motivate others to bring out the best in them	I can usually sense others' feelings
E2	Trustworthiness	to maintain transparency and Integrity and winning confidence of others and abiding by one's values	People at my work place trust me
E3	Empathy	Sensing, understanding and taking active interest in others wellbeing and feelings	I believe I am good at coaching and guiding others
E4	Conscientiousness	To be persistent in acting according to generally accepted ethical guidelines	I do not compromise on shared values

E5	Building bonds	The feeling of belongingness or relating by building emotional pressure to exert power in one's favor	I believe in the effectiveness of team work
E6	Influencing Abilities	The tactics for persuasion it means to use power and resources to change opinions to get desired results	I can persuade people to work better
E7	Collaboration	The team spirit and to creating group synergies for shared goals	Most of my co-workers are very good friends of mine
E8	Emotional reasoning	The quality of presenting your emotional argument or to make it sound convincing and represent your perspective effectively	I have no trouble explaining my point of view in the right perspective

3.2.3 Emotional Application at Organizational Level (EALO)

Emotional Application at interpersonal level is comprised of the following factors as stated in Table 7.

Table 8
Elements for the Construct of EAL

Emotional Application at Organizational Level (EALO)			
Variable Code	Variable name	Operational Definitions	Item
F1	Leveraging Diversity	How well workforce diversity is handled and how effectively the emotional needs are understood and incorporated towards achievement goals	I feel comfortable working with people having diverse background
F2	Service Provisioning	How well, anticipated customer needs are met at what level, it is the connection between customer emotions and relevant service provisioning	I provide services to the customers efficiently and effectively
F3	Stress Tolerance	the ability to	I can handle work

		comprehend workload pressures while or work stress and perform well accepting it optimistically and rationally or emotional control
F4	Achievement drive	Achievement drive means how much one is focused and committed to gain relevant emotional competencies and translate them towards achieving organizational goals
F5	Enterprising:	how much effort and resources one is willing to put in, to start new organizational endeavors, or complete existing in best spirit
F6	Team building capability	Team building capability is the organizational awareness or to exert influence leading to convince other members for team cohesion and is able to be a productive part of a team

3.3 Emotional Maturity (EM)

Emotional maturity means to be able to control your emotions and exert positive influence to improve others emotional state.

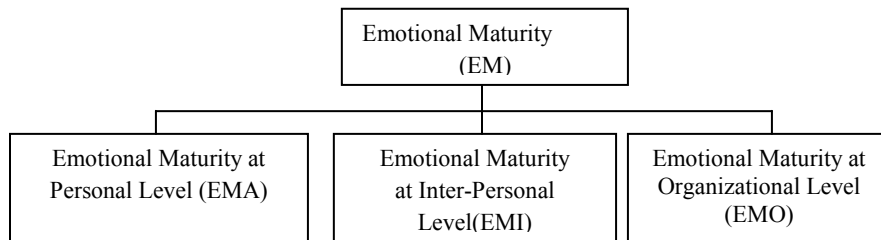


Fig. 6 Emotional Maturity (EM)

EMP	EMI	EMO
<ul style="list-style-type: none"> • Leadership • Reality testing • Stress management • Commitment • Focus • Emotional self – management • Rational decision making 	<ul style="list-style-type: none"> • Conflict resolution • Emotional management of others • Hostility • Distress 	<ul style="list-style-type: none"> • Change catalyst • Problem solving • Societal responsibility • Citizenship

Fig. 7: Elements of all factors of Emotional Maturity

3.3.1 Emotional Maturity at Personal Level

Elements are explained in Table 9

Table 9
Elements for the Construct of EMP

Emotional Maturity at Personal Level (EMP)			
Variable Code	Variable name	Operational Definition	Item
G1	Leadership	Taking control of emotional situation, guiding and transforming other’s behaviors	I am able to handle difficult people and tense situations tactfully
G2	Reality testing	Objectivity or to pragmatically corroborate feelings in line with external reality	I make decisions by taking in account the requisite information
G3	Stress management	How effectively focus is maintained and performance is delivered under stress and pressure	I successfully shed of unavoidable stress healthy activities in my lifestyle
G4	Commitment	How well one understands the importance of staying committed to personal goals and is willing to make an effort and sacrifices it entails	I am commitment to my objectives
G5	Focus	Clarity of vision and what is right for the person	I prioritize what I need and what is desired by the environment

G6	Emotional Self-Management	How well one understands and is able to control one's own emotions	I discuss my frustrations with others appropriately
G7	Rational decision making	The art and skill of utilizing emotional information of one self and others to make rational decisions.	I can provide positive feedback to colleagues even when I am upset about something

3.3.2 Emotional Maturity at Interpersonal Level

Emotional maturity at interpersonal level includes the elements in Table 10.

Table10
Items for the Construct of EMP

Emotional Maturity at Inter-Personal Level (EMP)			
Variable Code	Variable name	Operational Definitions	Item
H1	Conflict resolution	Include negotiating and resolving and managing disputes amicably	I am good at handling people in strong emotional situations
H2	Emotional management of others	To have effective relationships, understands how to employ, counter, motivate and bond with others	I am good ombudsperson (mediator)
H3	Hostility	To understand and know how to take on hostile behaviors, how to defend, fight or ignore hostility	I can keep my cool in a hostile situation
H4	Distress	The knowledge of emotional need or counseling oneself or people under distress.	I think rationally in in adverse situations

3.3.3 Emotional Maturity at Organizational level

Emotional maturity at organizational level is comprised of the elements in Table 11.

Table 11
Items for the Construct of EMO

Emotional Maturity at Organizational Level (EMO)			
Variable Code	Variable name	Operational Definitions	Item
G1	Change Catalyst	Is by Initiating, expediting and managing change	I know how to influence people to view change positively
G2	Problem Solving	To Identify, prioritize, and effectively confronting problems conscientiously with a disciplined, methodical and systematic approach and full awareness of its emotional implications	I am able to settle disputes and issues
G3	Societal Responsibility	Focus on collective good and up lifting of the community, awareness of one's own contribution to be a constructive member of society, emotional conviction to be a good citizen	I believe individuals and organizations should return back to society

3.4 Development of Scale based on the Proposed Model

A questionnaire was developed after a rigorous procedure in the following stages: First an extensive review of literature for the EQ parameters/ factors was conducted and 4 models were identified as influential to ascertain the Domain of the content. After juxtaposing the existing models and identifying gaps and supplementing the existing models with crucial elements of EQ a comprehensive model was proposed that supplemented the existing theory there by establishing its construct validity. In the next step definitions were generated and operationalized. The items were phrased according to the operationalized definitions. See Table 3 to Table 11 for the operationalization and subsequent items development for the scale.

The Content validity was established by expert/ practitioner's opinion some 14 practitioners including 5 Assistant/Associate professors of

Management sciences, 7 Psychiatrist and 2 Psychologist were contacted and the model was endorsed by all of them. The final items as highlighted by the practitioners were selected for the final questionnaires out of about 159 candidate items 53 were selected, all scale item were in a likert scale 1-5 from 5= strongly agree to 1= strongly disagree. The subject matter experts (SMEs) also iterated that the scope of the study entails a long questionnaire, but also pointed out the constraint of difficulties in getting the lengthy scale filled. So as per SMEs suggestion it was decided to retain 1item/variable initially to check the response for a pilot study.

The raw measurement scale was administered and respondents were asked to assess its face validity. About 5 respondents assessed its face validity and endorsed it after identifying minor typographic errors. The refined tool was floated to the 1/3 population of the managers of the target i.e. (CSD).

The questionnaire was divide into two parts one for the attributes of EQ and the other for personal information. Transforming a number of possibly correlated variables into a smaller number of uncorrelated variables (factors) is called Principal component analysis (PCA).This statistical technique clusters a number of correlating variables to factors (Lewis-Beck, 1994; Brown, 2006) and helps reduce the dimensions. Factor analysis also establishes the concurrent and convergent validity (Creswell, 2014).

After coding the data Principal Component analysis identified the factors that grouped together. The items that best describe content domain were selected. For internal consistency (reliability of the scale) Cronbach Alpha (Cronbach, 1960) was used. Alpha is based on the mean or average correlation of each item in the scale with every other item. Reliability is used to indicate the extent to which the different items, measures, or assessments are consistent with one another specially in measuring that variable and the extent to which each measure is free from measurement error (Leech, Barrett, Morgan, 2005, p-63).

In the developed scale the EQ part was divided into its three main

constructs “Part a” for Emotional Appreciation, “Part b” for Emotional Application and “Part c” for Emotional Maturity (Kindly refer to fig.1). All questions were measured in Likert Scale 1-5; brief description and definition of variables were provided for clarity. The following section elaborates the methodology to validate the scale.

4. Methodology

It is to be recalled here that the objective of the current research study is to explore the constructs of EQ model (Fig.1 shows the main constructs of EQ). The current paper is the pilot study to validate the model. Hence, the research methodology adopted is embedded in positivist philosophy as the sole intention of the research is to know and explain facts (Valentin, 2006). Thus, in consonance with the objectives of this research and its underlying philosophy, a quantitative research method is adopted using survey methods to understand the dimensions of EQ and its underlying elements. The goal of the survey is to derive comparable data across sub sets of the chosen sample so that the similarities and differences can be found (Cooper & Schindler, 2006).

4.1 Sampling Strategy

Despite providing benefits like leasing of cars, motorbike etc. to armed personnel only, CSD is also serving the general public in retail sector as well and is one of the largest tax paying organization in Pakistan. Therefore, the success of CSD speaks volume about its leadership and studies shows that EQ is the distinguishing factor for such a quantum of success for managers and top performers (McClelland, 1998; Boyatzis, 1994; Higgs & Aitkin, 2003). Therefore, the study of this organization will help in empirically evaluating the success factors that are associated with high level achievers at work.

4.1.1 Population frame

The target population of the study was the managers of Canteen Stores

Department (CSD) as most of the employees of CSD are contract employees and working in clerical positions or as salesmen. Most of the staff of CSD is not well educated to comprehend the scope of EQ for the purpose of identifying the factors. Therefore Managers of the CSD were selected as the target population.

4.1.2 Sampling Method

Convenience Sampling was used, which is a type of Non-Probability Sampling. This sampling method was adopted due to the scope of the study as this was a pilot test and to explore and explain a phenomenon convenience sampling is the most appropriate type of sampling (Sekaran, 2009, p. 296). This technique helped in efficiently collecting a sufficient number of filled questionnaires which speeded up the research process.

Data was collected through one to one interview and e-mails on a structured questionnaire developed for the study (see section 3.4 for the details of scale development. Data collection was started by personally administering questionnaire to the HR manager of the CSD .The cooperation of the CSDs' HR managers was commendable as the HR staff helped in identifying the right persons and distributing the questionnaires all over its branches in Pakistan. This makes it a representative sample countrywide. However, a lot of reminders and personal visits were required to get the data. The overall response rate was very encouraging. Out of 50 questionnaires distributed the complete usable questionnaire were 45 with a response rate of 90 percent.

Table 12
Sample Statistics

Total Number of Managers (N)	139
Number of Managers Responded (n)	45
Percentage Response	32%

Source: The Figures were furnished by the HR manager of CSD during personal interview on September 11, 2013

About 1/3rd of the population of CSD mangers filled the questionnaires

making it a representative sample of the population (Sekaran, 2009, p.296; Zikmund, 2003, p.424). Out of about 139 managerial staff dispersed all over Pakistan the author managed to get 45 questionnaires filled. Table 12 shows the sample statistics.

5. Results and Analysis

Questionnaires are mostly developed by using factor analysis. It is done to ensure that the questions asked are relevant to the construct one desires to gauge (Fields, 2005; Hinkin, 1995). As all of the items are measuring the same entity so it was assumed that there is a positive correlation between all the items of the scale this was also supported by the correlation matrix in factor analysis.

5.1 Reliability Analysis

Table 13 shows the reliability statistics of each construct and the overall model. Except for the Factor of EAI which shows low reliability most of the factors have reliability close to 0.7 which elicit the internal consistency of each factor and the construct those factors fall into. The overall reliability of ECM is 0.95. The reliability over 0.7 is considered as good (Cronbach, 1960).

Table 13
Reliability Statistics of Each Construct

Variable Code	Abbreviation of Construct	Name of Construct	Cronbach Alpha			
			Cronbach Alpha	Valid	Excluded	Respondents Total
A	EAP	Emotional Appreciation at Personal Level	0.793	45	0	45
B	EAI	Emotional Appreciation at Inter-personal Level	0.51	45	0	45
C	EAO	Emotional Appreciation at	0.649	45	0	45

		Organizational Level				
D	EALP	Emotional Application at Personal Level	0.716	45	0	45
E	EALI	Emotional Application at Inter-personal Level	0.798	45	0	45
F	EALO	Emotional Application at Organizational Level	0.754	45	0	45
G	EMP	Emotional Maturity at Personal Level	0.783	45	0	45
H	EMI	Emotional Maturity at Inter-personal Level	0.699	45	0	45
I	EMO	Emotional Maturity at Organizational Level	0.655	45	0	45
EQ	EQ	Emotional Intelligence		0.954		

5.2 Results for Factor Analysis (FA) using Principal Component Analysis

For the purpose of this study, a factor was defined as one which loaded at least 3 variables and each of them having a loading greater than or equal to 0.5 on that factor (Peterson et al, 1995). The suitability for factor analysis is ensured using the Kaiser-Mayer-Olkin (KMO) test. The KMO test measures the adequacy of a sample in terms of the distribution of values for the execution of factor analysis (Geourge & Mallery, 1999). It is recommended that the value of KMO should be greater than 0.5 so the FA should yield distinct and reliable factors (Brown, 2006; Field, 2005).

The other Bartlett's test measures the null hypothesis that initial

correlation matrix is an identity matrix. Each principal component is also called as an Eigenvector. The enormity of the vector is indicated by the Eigen value, which is the variance on the new factors that are successively extracted. Another key parameter observed is the correlation of the variable and the factors extracted which are called factor loadings. Factor loadings are important to judge which variables are related to which factors and factor rotation is employed to improve the explanatory power of the variables by extracting distinct factors (Devellis, 2012). The form of rotation employed in this study is varimax which is the most common form of rotation. This is an orthogonal form of rotation which is typically used with Principal Component Analysis (Tabachnik and Fidell, 2001).

In social sciences Likert Scale is applied to qualitative answers to facilitate statistical procedures. It is usually done by making a composite score or summated scale (Sekaran, 2009: 307; Zikmund, 2003: 304).

Principal Component Analysis (PCA) with varimax rotation was conducted to assess the underlying structure (Lewis-Beck, 1994) for 52 items of three distinct constructs of the EQ Questionnaire. Loadings resulting from an orthogonal rotation are correlation coefficients of each item with the factor in the rotated component matrix. Loadings less than .40 were omitted to improve clarity. As the Measurement Model was comprised of three distinct Constructs with different dimensions of EQ, PCA was conducted for each construct separately.

5.2.1 Interpretation of Factor Analysis for emotional appreciation (EA)

Table 14
KMO and Bartlett's Test for EA

Construct	KMO Measure of Sampling Adequacy	Bartlett Test of Sphericity			
		Approx. Sq.	Chi- df.	Sig.	
EA	0.667	313.477	136	0.00	
EAP	0.628	565,08	231	0.00	
EM	0.676	221.4	78	0.00	

Table 14 shows all KMO scores of the three factors of EA well above 0.5 indicating its sampling adequacy. It also shows that significance is zero which meets the criteria < 0.05 for statistical significance of the results. Hence there is a relationship between the variables of construct and authors proceeded further with FA to reduce dimensions.

Table 15 Shows the PCA of the construct EA.

Table 15
Interpretation of Factor Analysis for EA
Component Matrix for the Construct OM

Variable Code	Variable Items	Component			Communalities
		1	2	3	
A2	Accurate Self-Assessment	.45			.526
A7	Creativity/Innovations	.63			.565
A8	Intuitiveness	.48			.461
A9	Achievement drive	.855			.714
A10	Judgments	.762			.633
B3	Communication		.73		.549
B4	Influence		.81		.715
C2	Commitment to goals			.72	.667
C3	Service Orientation			.61	.537
Eigen values		1.9	1.7	5.4	
% of Variance Extracted		10.52	11.25	31.8	

Note: Loadings < 0.4 including Variable Item, A1, A3, A4, A5, A6, B1, B2, and C1 were eliminated

Three factors were requested, based on the fact that the items were designed to fall into three distinct components. After rotation, the first factor accounted for 10.5 percent of the variance, and the second factor accounted for 11.2 percent the third factor accounted for 31.8 percent. Eigen values are also well above the criteria > 1 . The above table displays the final elements retained. The communalities are all well above 0.5 except for A8 which can be rounded off to 0.5. Following important variables were dropped due to low factor loadings which could be due to the responses of the sample:

1. A1= Emotional Perceptions

2. A3= Assertiveness
3. A4= Independence
4. A5= Inertia
5. A6= Composure
6. B1= Sensitivity
7. B2=Emotional expression
8. C1= Adaptability

5.2.2 Interpretation of Factor Analysis for Emotional Application EL

Table 16 shows the PCA for the construct of Emotional Application.

Table 16
Rotated Component Matrix for EL
Component Matrix for the Construct EL

Item Code	Variable Name	Component			Communalities
		1	2	3	
D1	Motivation	.569			.532
D3	Emotional regulation	.803			.699
D4	Self-actualization	.698			.557
D5	Flexibility	.484			.540
E2	Trustworthiness		.418		.671
E3	Empathy		.630		.645
E7	Collaboration		.526		.591
F1	Leveraging Diversity			.513	.635
F4	Achievement drive			.480	.719
F5	Enterprising:			.840	.465
Eigen Values		10.40	2.83	1.54	
% of Variance Extracted		22.35	21.18	20.755	

Note: D2, D6, D7, D8, E1, E4, E5, E6, E8, F2, F3 and F6 were eliminated

The first factor accounted for 22.35 percent of the variance, and the second factor accounted for 21.18 percent the third factor accounted for 20.755 percent. Eigen values are also well above the criteria > 1 . The above table displays the final elements retained. The communalities are all greater than 0.5 except for F5 which is 0.46 and can be rounded off to 0.5.

The factors that were dropped are:

1. D2= Initiative
2. D6= Optimism
3. D7= Impulse control
4. D8= Emotional Resilience
5. E1= Empathy
6. E4= Collaboration
7. E5= Conscientiousness
8. E6= Influencing Abilities
9. E8= Emotional reasoning
10. F2= Service Provisioning
11. F3= Stress Tolerance
12. F6= Team building capability

5.2.3 Interpretation of Factor Analysis for Emotional Maturity (EM)

Table 17
Rotated Component Matrix for EM

Variable Code	Variables / Items Code	Component			Communalities
		1	2	3	
G1	Leadership	.407			.532
G4	Commitment	.880			.799
G5	Focus	.691			.457
G6	Emotional Self-Management	.783			.729
G7	Rational decision	.573			.445
H1	Conflict resolution		.784		.717
H2	Emotional		.829		.701
I2	Change Catalyst			.531	.458
I3	Problem Solving			.613	.594
Eigen values			10.40	2.83	1.54
% of Variance Extracted			22.35	21.18	20.755

The above table shows the PCA of the construct Emotional Maturity. The first factor accounted for 22.35 percent of the variance, and the second

factor accounted for 21.18 percent the third factor accounted for 20.755 percent. Eigen values are also well above the criteria > 1 . The above table displays the final elements retained. The communalities are all greater than 0.5 except for G8 and I2 which can be rounded off to 0.5.

The following factors were dropped:

- G2= Reality testing
- G3= Stress management
- G7= Rational decision making
- I1= Change Catalyst

5.2.4 Final Items Retained after Factor Analysis

The following table depicts which items were retained after factor analysis along with their constructs.

Table 18
Final Items Retained After Factor Analysis

Final Factor Structure of EQ			
Code	Construct Name	Factor	Variable
EA	Emotional Appreciation		
EAP		Emotional Appreciation at Personal Level	Accurate Self-Assessment
A2			Creativity/Innovations
A7			Intuitiveness
A8			Achievement drive
A9			Judgments
A10			
EAI		Emotional Appreciation at Inter-Personal Level	
B3			Communication
B4			Influence
EAO		Emotional Appreciation at Organizational Level	
C2			Commitment to goals
C3			Service Orientation
EL	Emotional Application		
ELP		Emotional Application at Personal Level	

D1		Motivation
D3		Emotional regulation
D4		Self-actualization
D5		Flexibility
ELI	Emotional Application at Inter-Personal Level	
E2		Trustworthiness
E3		Empathy
E7		Collaboration
ELO	Emotional Application at Organizational Level	
F1		Leveraging Diversity
F4		Achievement drive
F5		Enterprising:
EM	Emotional Maturity	
EMP	Emotional Maturity at Personal Level	
G1		Leadership
G4		Commitment
G5		Focus
G6		Emotional Management
G7		Rational decision making
EMI	Emotional Maturity at Inter-Personal Level	
H1		Conflict resolution
H2		Emotional management of others
EMO	Emotional Maturity at Organizational Level	
I2		Change Catalyst
I3		Problem Solving

6. Conclusions and Recommendations

The Cronbach Alphas high score and KMO and Bartlett's test showed the reliability of the measurement model. It is also known that strong construct validity ensures adequacy and reliability and validity of a model. Therefore the proposed models' face and content validity by 14 subject matter experts makes it a very prudent and viable model. The exploratory factor analysis conducted also confirms the construct validity of the proposed EQ Framework.

Although the pilot study provided an opportunity to look at the factor structure of the conceptual model but the result shown for instance, the elements dropped by PCA were for CSD's context only. As this was a study to statistically prove the viability of the measurement scale and for the ease of purpose the questionnaire was limited to one item for each variable. The pilot study points to the deficiency that more items from the items should be added to the questionnaire to assess whether the factors dropped were actually insignificant. Therefore in future it is recommended to take at least 3 items per variable to come to better conclusion regarding which items to drop.

Though the sample size was 1/3rd of the population but for reliable statistics a larger sample can improve results and more appropriate statistics like confirmatory factor analysis etc. could be used. Grimm and Yarnold (1995) state that to substantiate the reliability of the observed results of PCA (Principal Component Analysis), a minimum of 100 observations must be considered and further the STV ratio (number of subjects or respondents (S) to number of variables (V) must be greater than or equal to 5.

Due to restrains of small sample size and one item per variable of the pilot study and the constraints mentioned above more data was not collected due to the dropping of important elements. Therefore, it is recommended to make a more elaborate scale with larger pool of items to generate meaningful factor structure. However the current developed scale can be tested in other sectors and organizations to ascertain its predictive validity and reliability. Besides, the important elements dropped may prove significant in other organizations.

Convergent and divergent validities also need to be established with other Influential EQ scales which will also establish its construct validity. Due to divergent opinions more research is needed to cater cultural trends of EQ especially at work place. As this was a study to statistically prove the viability of the measurement scale it was beyond the scope of this research to validate the conceptual model.

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Annexure A

Survey Questionnaire

Emotional Intelligence at Workplace

The survey questionnaire is based on the model devised by the researcher after an extensive review of literature, interviews with the academicians and practitioners (Psychiatrists) and focus on the pertinent researches that deal specifically with Emotional Intelligence (EQ), leadership, change and performance at the work place.

You may rest assured that answers to the survey questions will be kept completely anonymous. Your goodself is asked to give personal information last section of this questionnaire so that researchers could refine the analyses by studying social aspects.

Mrs. Faryal Ashfaq
Research Scholar
faryalashfaq@hotmail.com

Kindly show your level of agreement by marking tick (✓) against each statement:

SA: Strongly Agree	A: Agree	N: Neither Agree Nor Disagree	D: Disagree	SD: Strongly Disagree
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Part 1- Emotional Intelligence (EQ)

The researchers have categorized three groups of Emotional Intelligence and used the acronym EQ to elicit emotional quotient as the model proposed and the subsequent questionnaire is supposed to measure it at work place especially with reference to change management.

Part 1a - Emotional Appreciation (EA): Emotional Appreciation defines how emotions are perceived and oriented to trigger influence and impact on usual reactions, aspirations and over all emotional philosophy one holds. It also paves the way for familiarization to one’s own cognitive thoughts.

A.	Emotional Appreciation at Personal Level (EAP)	SA	A	N	DA	SD
A1	I know what upsets me at work	5	4	3	2	1
A2	I exactly know what my personal strengths and weaknesses are	5	4	3	2	1
A3	I have the abilities to stand up for my rights	5	4	3	2	1
A4	I hold back my initial reaction when something upsets me at work	5	4	3	2	1
A5	When something surprises me, I find it difficult to get it out of my mind	5	4	3	2	1
A6	I have many reasons for not giving up easily	5	4	3	2	1
A7	I demonstrate positive moods and emotions at work	5	4	3	2	1
A8	I used to get intuition on what will work and what will not	5	4	3	2	1
A9	I try every avenue to generate Ideas	5	4	3	2	1
A10	I have good judgmental skills	5	4	3	2	1

B.	Emotional Appreciation at Inter-Personal Level (EAI)	SA	A	N	DA	SD
B1	I can sense what others are feelings	5	4	3	2	1
B2	Sharing feelings is not a problem for me	5	4	3	2	1
B3	I demonstrate understanding of others’ feelings at work	5	4	3	2	1
B4	I am usually able to influence others	5	4	3	2	1

C.	Emotional Appreciation at Organization Level (EAO)	SA	A	N	DA	SD
C1	I am able to adapt to new environments	5	4	3	2	1
C2	It is important for me to reach work objectives	5	4	3	2	1
C3	I have no problem in identifying what customer really wants	5	4	3	2	1

Part 1b - Emotional Application (EAL)

Emotional application is the way knowledge of one's emotions is practically executed (how one actually acts no matter what emotional perceptions are).

D.	Emotional Application at Personal Level (EALP)	SA	A	N	DA	SD
D1	In tough situations I work even harder to get the desired results	5	4	3	2	1
D2	I exactly know what I want from life	5	4	3	2	1
D3	I believe that it is important to have proactive approach	5	4	3	2	1
D4	I learn from my mistakes to make it a positive input for future	5	4	3	2	1
D5	I can control my anger when confronted with a undesired situation	5	4	3	2	1
D6	I can stay focused in hard times	5	4	3	2	1
D7	I do not get upset when I have to do work other than my planned routine	5	4	3	2	1
D8	I can overcome and hide upsetting emotions	5	4	3	2	1

E.	Emotional Application at Inter-Personal Level (EALP)	SA	A	N	DA	SD
E1	I can usually sense others' feelings	5	4	3	2	1
E2	People at my work place trust me	5	4	3	2	1
E3	I believe I am good at coaching and guiding others	5	4	3	2	1
E4	I do not compromise on shared values	5	4	3	2	1
E5	I believe in the effectiveness of team work	5	4	3	2	1
E6	I can persuade people to work better	5	4	3	2	1
E7	Most of my co-workers are very good friends of mine	5	4	3	2	1
E8	I have no trouble explaining my point of view in the right perspective	5	4	3	2	1

F.	Emotional Application at Organizational Level (EALO)	SA	A	N	DA	SD
F1	I feel comfortable working with people having diverse background	5	4	3	2	1
F2	I provide services to the customers efficiently and effectively	5	4	3	2	1
F3	I can handle work pressures while perform well	5	4	3	2	1
F4	I used to work extra hours to achieve desired results	5	4	3	2	1
F5	I have a natural talent to find right people to work on a project	5	4	3	2	1

F6	If I see work that I can do I do not wait for others to do it	5	4	3	2	1
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Part 1c - Emotional Maturity (EM)

Emotional Maturity is the stage where one knows exactly what one wants in life, and how to make best use of oneself and other's emotions. With experience and tactics one not only controls the situations around him/her but can manipulate things around for better results.

G.	Emotional Maturity at Personal Level (EMP)	SA	A	N	DA	SD
G1	I am able to handle difficult people and tense situations tactfully	5	4	3	2	1
G2	I successfully shed of unavoidable stress healthy activities in my lifestyle	5	4	3	2	1
G3	I make decisions by taking in account the requisite information	5	4	3	2	1
G4	I prioritize what I need and what is desired by the environment	5	4	3	2	1
G5	I provide positive feedback to colleagues	5	4	3	2	1
G6	I am commitment to my objectives	5	4	3	2	1
G7	I discuss my frustrations with others appropriately	5	4	3	2	1
G8	I know what needs to be done first to achieve results	5	4	3	2	1

H.	Emotional Maturity at Personal Level (EMP)	SA	A	N	DA	SD
H1	I am good at handling people in strong emotional situations	5	4	3	2	1
H2	I am good ombudsperson (mediator)	5	4	3	2	1

I.	Emotional Maturity at Organizational Level (EMO)	SA	A	N	DA	SD
I1	I know how to influence people to view change positively	5	4	3	2	1
I2	I am able to settle disputes	5	4	3	2	1
I3	I believe individuals and organizations should return back to society	5	4	3	2	1

Part 2 – Personal Information

Q1. Designation: _____
 Q2. Age (in years only): _____

The Interactive Effects of Behavior-based Sales Control System and Supervisory Support on Work Engagement

- Q3. Gender (Please any one):
 Male
 Female
- Q4. Your upbringing was mainly in
 Large City
 Town
 Village
 Other
- Q5. What is your natural hand for writing?
 Right
 Left
- Q6. What is your birth order?
 1st
 2nd
 3rd
 4th
 5th
 Other
- Q7. What is your marital status?
 Single
 Married, no children in education
 Married with children in education
 Divorced/ Separated
 Widow
- Q8. What is your total monthly income in Rs?
 Below 10,000
 10,001 – 20,000
 20,001 – 40,000
 40,001 – 60,000
 60,001 – 100,000
 More than 100,000
- Q9. Education (Please any one):
 Masters and/or above
 Graduation
- Q10. Experience at managerial level (Please any one):
 Less than 1 year
 1 to 3 years
 4 to 7 years
 8 years or above
- Q11. Position
 Managerial/Officer
 Employee/Operative

Thank You