



# THE IMPACTS OF EMOTIONAL INTELLIGENCE ON LEADERSHIP AND TEAMWORK

Whether Action Learning Sets (ALS) Improves Emotional Intelligence (EI)

Authors: *Ahsan Raza*  
*Muhammad Kashif*

Supervisor: *Zsuzsanna Vincze*

**Student**  
**Umeå School of Business**  
Spring semester 2011  
Master thesis, one-year, 15hp

## *Acknowledgement*

---

*First of all we are very grateful to Almighty ALLAH who gave us the strength and ability to complete our thesis on time.*

*Secondly, we would like to express our gratitude to our supervisor Zsuzsanna Vincze for her guidance, support, and encouragement during the continuance of our research project that enabled us to work efficiently. Without her timely support and tremendous guidance we would never have had the opportunity to complete our research project on time. And we are very thankful to all of our teachers for their support throughout the program, and to our parents for their love, best wishes and prayers, and thanks to all of our national and international friends for their moral support, and special thanks to those students/respondents who co-operated with us in conducting our primary research.*

*Best Regards,*

*Ahsan Raza*

*Muhammad Kashif*

## *Abstract*

---

The concept of Emotional Intelligence (EI) has gained significant consideration from academia, different organizations and mainstream society. Since its inception different scholars such as Daniel Goleman, Peter Salovey, John Mayer, and Reuven Bar-On have conducted comprehensive research on the subject of Emotional Intelligence. In their research work they have approached the concept of (EI) with different construct, conceptualized different models of Emotional Intelligence, with different corresponding measurement tools and have proposed various strategies for developing (EI). Such scholarly work has made major contribution in the development of (EI) but it has also given rise to a number of controversial aspects over which debates exist among different scholars and researchers. Therefore by looking at the existing controversies on EI among the different scholars, thorough research is required in order to a bridge the gap and provide a single platform for achieving theoretical harmony in EI and to effectively analyze the impacts of EI at workplace on leadership and teamwork level.

The main purpose of the done research project is to conduct an in-depth study of the concept of (EI) in order to analyze its effectiveness on leadership and teamwork level. For this purpose two researchers have conducted a comprehensive study of the existing literature on the subject matter that covers; an analysis of the existing models of EI; review of debates and controversies that exist among the scholars on the subject; and different strategies through which EI can be developed on academic and organizational context. In the current research the researchers have conducted a survey in the class of C level course at Umea University, in order to analyze the development of (EI) of experiential learning among students through Action Learning Sets (ALS). The researchers have adopted deductive approach, and have employed quantitative research methods in the form of questionnaire in two phases in their conducted survey. Researchers used 360 degree questionnaire “Emotional and Social Competence inventory version 3 (ESCI 3.0)” and distributed this questionnaire in the same class in two phases, first in the start of the module and second in the mid of the module to analyze the EI development and improvement in different ALS. The findings from different ALS show the better positive outcomes on the concept of EI level, as the required results of this research project.

## *Table of Contents*

---

<b>1. Introduction</b>	<b>1</b>
1.1. Research Background	1
1.2. Research Purpose	2
1.3. Research Question	3
1.4. Structure of Study	4
<b>2. Literature Review</b>	<b>5</b>
2.1. An overview of EI	5
2.1.1. Definition of EI	6
2.2. Different Models of EI	7
2.2.1. Mayer, Salovey, and Caruso Model of EI	7
2.2.2. Goleman Model of EI	8
2.2.3. Bar-On model of ESI	10
2.3. Measurement of EI	11
2.3.1. Mayer, Salovey, and Caruso EI Test (MSCEIT)	12
2.3.2. Emotional Social Competence Inventory (ESCI)	13
2.3.3. Emotional Quotient Inventory (EQ-I)	14
2.3.4. Emotional Intelligent Quotient (EIQ)	15
2.3.5. Work Group Emotional Intelligence Profile (WEIP)	15
2.3.6. Self-report of Emotional Intelligence (SREI)	16
2.3.7. Wong and Law Emotional Intelligence Scale (WLEIS)	16
2.4. Debates and Controversies on the subject of EI	17
2.5. Developing EI	19
2.5.1. EI with Reference to Leadership and Teamwork Effectiveness	21
2.5.2. EI with Reference to Leadership Effectiveness	22
2.5.3. EI with Reference to Teamwork Effectiveness	23
<b>3. Research Methodology</b>	<b>24</b>
3.1. Choice of Subject and Pre-understanding	24
3.2. Types of research	24
3.2.1. Exploratory research	25
3.2.2. Descriptive research	25
3.2.3. Casual research	25
3.3. Research Design	26
3.4. Research of Time Horizon	26
3.4.1. Cross Sectional	26
3.4.2. Longitudinal Study	27
3.5. Research Philosophy	27
3.6. Research Approaches	28
3.6.1. Inductive Research	28
3.6.2. Deductive Research	28

3.7. Research Strategy	28
3.8. Data Collection	29
3.8.1. Primary data	29
3.8.2. Secondary data	29
3.8.3. Method for Primary data collection	30
3.8.4. Practical work of Primary data collection	30
3.9. Research Ethics	31
3.10. Limitations of the study	32
3.11. Quality Criteria	32
3.11.1. Reliability	32
3.11.2. Replicability	33
3.11.3. Validity	33
<b>4. Empirical Findings</b>	<b>34</b>
4.1. Results from questionnaires	34
4.2. Group 1 Initial assessment	35
4.3. Group 1 Re-assessment	37
4.4. Group 2 Initial assessment	38
4.5. Group 2 Re-assessment	39
4.6. Group 3 Initial assessment	40
4.7. Group 3 Re-assessment	41
4.8. Group 4 Initial assessment	42
4.9. Group 4 Re-assessment	43
4.10. Group 5 Initial assessment	44
4.11. Group 5 Re-assessment	45
4.12. Review of Phase-1 and Phase-2	46
<b>5. Analysis and Discussion</b>	<b>47</b>
5.1. Analysis on the concept of EI	47
5.2. Phase-1 and 2, Discussion and Analysis	48
5.2.1. Phase-1, Discussion and Analysis	48
5.2.2. Phase-2, Discussion and Analysis	49
5.3. Role of Module/Team leader to improve and develop EI	49
5.4. Feedback of 360-degree questionnaire	50
5.5. Conclusion of Analysis	50
5.5.1. Analysis on the result/feedback from class students	51
<b>6. Conclusion</b>	<b>52</b>
6.1. EI gives constructive approach to institutions/organizations	52
6.2. EI develops flexible behavior/attitude of individual	53
6.3. Recommendations	53
6.4. Further Research	53
<b>References</b>	<b>54</b>
<b>Appendix</b>	<b>59</b>

## *List of Figures and Tables*

<b><i>Sr.#</i></b>	<b><i>Description</i></b>	<b><i>Page. #</i></b>
1	Emotional Competence Framework	10
2	Bar-On Model of EI	11
3	Different EI models and corresponding measures	12
4	Different dimensions of ESCI	13
5	Scales & sub-scales of WEIP	16
6	Different dimensions of WLEIS	17
7	Relationship of EI with other organizational aspects	22
8	Types of research	25
9	Current research design	26
10	Current primary & secondary data sources	29
11	Prescribed range of EI scoring	34
12	Group 1 initial assessment score	35
13	Group 1 re-assessment score	37
14	Group 2 initial assessment score	38
15	Group 2 re-assessment score	39
16	Group 3 initial assessment score	40
17	Group 3 re-assessment score	41
18	Group 4 initial assessment score	42
19	Group 4 re-assessment score	43
22	Group 5 initial assessment score	44
21	Group 5 re-assessment score	45

## *Glossary*

---

- ALS: Action Learning Set
- ECF: Emotional Competence Framework
- ECI-2: Emotional Competence Inventory Version 2
- EI: Emotional Intelligence
- EIA: Emotional Intelligence Appraisal
- EQ-I: Emotional Quotient Inventory
- ESCI: Emotional Social Competence Inventory
- HE: Higher Education
- HRD: Human Resource Development
- IQ: Intelligence Quotient
- LEAS: Levels of Emotional Awareness Scale
- MIF: Multiple Intelligence Framework
- MSCEIT: Mayer, Salovey and Caruso Emotional Intelligence Test
- OLC: Organizational Learning Capability
- PR: Peer Rating
- SR: Self Rating
- SREIT: Self-Report Emotional Intelligence Test
- WLEIS: Wong and Law Emotional Intelligence Scale
- WPQEI: Work Profile Questionnaire Emotional Intelligence Version

## ***Chapter One - Introduction***

---

The proposed research project aims at exploring the concept of emotional intelligence and its impacts on leadership and teamwork effectiveness. Like other competitive skills and personality aspects the notion of EI has attracted enormous popularity at academic and organizational levels. Academic institutions endeavor to develop emotionally intelligent students in order to prepare them for working effectively in their work environment. On the other hand different organizations are more inclined towards recruiting EI employees as trainers, and making investments in hiring EI professional staff and providing training to their existing workforce in order to achieve competitive edge in today's competitive work environment. Despite gaining such an enormous popularity the subject of EI remained controversial and debates exist among different scholars and researchers on different aspects of EI. Daniel Goleman defines the term EI in broader sense. According to Daniel Goleman EI is a form of intelligence relating to the emotional side of life. It is the ability to recognize and manage the emotions of one's self and others, to motivate oneself and restrain impulses, and to handle interpersonal and intrapersonal relationships effectively (Goleman, 1998, p.63).

In the current project the researchers conducted an extensive study of the existing literature on EI, and have focused on three main models of EI i.e. Mayer & Salovey Model of EI, Bar-On Model of EI, and Goleman Model of EI. The researchers have made an analysis of these three models in order to investigate to what extent they differ from each other. It is evident from the literature review that these models are complementary rather than contradictory to each other, but still debate exists on certain controversial aspects of EI i.e. various definitions and constructs of EI by different scholars, difference in measurement of EI, existence of contradictory views on developing EI etc.

### **1.1. Research Background:**

According to INFOCUS NHS (2011), "Action Learning is a simple but powerful approach and a discipline that supports transformational change. It is an effective way that people can learn with and from each other. Groups or sets as they are sometimes called, work through questions and challenge to understand and develop insight in order to take actions that progress complex issues, a rigorous blend of critical thinking, questioning, practical action and emotional intelligence." The Action Learning Set approach provides a structured way of working in small groups which can provide the discipline we often need to help us learn from what we do, and improve our practice as a result. [www.bond.org.uk](http://www.bond.org.uk)

According to Claxton .J, Mathers .J and Terry .D (2004), Today constantly there is working to improve the learning skills and experience of the students in the institutions with fewer resources. Further to the module leaders they can find that students are not learning properly and there is deficiency of developing skills as much as they would like. ALS is the appropriate way to enhance the developing skills of students and staff in the regard of individual learning skills, researching skills, communication skills and emotional intelligence. Identifying the learning strategies for the growth of skills development in students of postgraduate level many reasons is there to improve their personal skills. By implementing, developing and maintaining EI in the organizations, it gives job satisfaction and realizes security of job to employees, which becomes the cause of more hardworking and loyalty with



the organization (Jordan, 2002). As selecting the ALS more responsibilities are concern here to develop or create these institutional and organizational skills in the student as their own learning opportunities. Due to cultural, educational differences of experiences and expectations in the multinational students there is great need to improve these skills in the students to overcome this gap and make them successful in their life (Williams .S, 1997, p.452). Emotional intelligence can be developed in individuals by using fine training the interpersonal dynamics that makes smarter groups for better approach, EI requires from the organizations of its importance on the top priority of managerial skills. EI can be concrete terms of hiring, training and development, performance evaluation and promotions (Goleman, 1998, p. 315).

The researchers conducted a survey in Umea Business School, in “International Business Culture and Communication” C level class in order to investigate the effectiveness among the students of business education at higher level. For collecting data in the survey, the researchers distributed questionnaire in the class room. For this collection of data, researchers used 360 degree questionnaire two times in the class, First in phase-1 at the beginning of course for initial assessment of leader and team, Second in phase-2 in the mid of course as re-assessment of the same group for leader and team, to find rating of implemented and developed EI in the group.

## **1.2. Research Purpose:**

The research problem in our opinion life in the fact that studies on ALS doesn't exist in Swedish perspective. Mostly of the study conducted in American and UK perspective. So we feel that a study from Swedish perspective would be interesting to know on the basis of differences between American, UK and Swedish institutions. Action learning sets make able to give proper understanding as an effective and efficient tool for the persons in institutions and organizations to evaluate their choices of growth and personal skills in EI. This study will take in to account the question “whether ALS improves EI”.

The purpose of emotional intelligence is felt necessary because it is an unseen attribute of each and every person which needs to be identified and evaluated as per the needs of certain task, activity and event, where one is involved. According to Ciarrochi it helps the person to perform job as per culture and tradition of that region (Ciarrochi, J, V, et al, 2000, p. 539). For instance if a student is emotionally intelligent his progress and result during the academic life would be much more appreciative as compared to that of another student who is not emotionally intelligent. According to Bar-On it develops the personality mix qualities of the individual in efficient manners (Bar-On, 2004, p.228). Similar it is the case with those employees who work on the front-end deal directly with the customers. If the employee is motivated and emotionally intelligent then he would be in a better way equipped to deal with the customer in a satisfying and delighting way, due to development and improvement of intrapersonal and interpersonal skills (Goleman, 1998, p.63). But emotional intelligence cannot be limited to only those employees who deal with customers. Other employees equally need emotional intelligence in their daily routine life in terms of their interaction with their supervisors, upper management, subordinates, colleagues etc because EI develops good job behavior of individuals in the organization (Carmeli, 2003).

The question is that how emotional intelligence can be attributed, identified and tackled so that its result can be reaped in the long-run. Claxton .J, Mathers .J and Terry .D (2004) also emphasize on the importance of ALS in the institutions because one such tool is the ALS

method, which has been thought to be a provoking tool for addressing emotional intelligence. Arrangements should be as such that students at the very educational level should be made emotionally intelligent so that they can later utilize the same skills during their careers. For instance if a manager is emotionally intelligent then he would be making much sound decisions as compared to a manager who isn't literate about all this (Dimitriades, 2007; Barling et al., 2000; Bass, 2002; Caruso et al., 2002; Higgs and Aitken, 2003; Kerr et al., 2006; Palmer et al., 2001; and Rosete and Ciarrochi, 2005), persons with EI can perform their job in the best manners than others (Abraham, 2000; Carmeli, 2003). Development of EI in the employees gives them more job satisfaction (Carmeli, 2003). Many ALS oriented case-studies reveal a significant change in the levels of samples' emotional intelligence when measured both before and after the ALS driven course. This shows that emotional intelligence is not something, which cannot be controlled or managed, and it's something natural or inbound. No, emotional intelligence can be addressed with the help of ALS, and can be modified to a great level if proper arrangements are being brought in place. EI on work place gives more productivity to the organizations (Boyatzis et al., 2000) and then more productivity generates more profit for the organization (Langhorn, 2004).

### **1.3. Research Question:**

To answer our research purpose which is "whether ALS improves EI" the following research question was developed. "To what extent EI flourishes the talent in business students in order to prepare for a better role in the areas of leadership and teamwork"

#### **To answer a research question we have followed scheme:**

- To thoroughly study the existing literature on EI.
- To analyze different models presented by different scholars on EI and apply Emotional Competence Frame Work (ECFW) in conducting primary research.
- To distribute questionnaires in International Business Culture and Communication class in Umea Business School, in order to investigate the extent of EI of business students and to analyze that how EI can help in developing the academic performance among different Action learning sets (ALS) of students.

## 1.4. Structure of the Study:

### ▪ Chapter 1:

Chapter one provides a brief introduction about the concept of Emotional Intelligence and its importance and impacts on leadership and teamwork effectiveness by working in ASL. It also explains the objectives of this research.

### ▪ Chapter 2:

Second chapter is the literature review. The researchers have conducted a comprehensive research on the subject of EI and its impacts on leadership and teamwork performance. It further refers to different models of EI by different theories, scholars and researchers. It also reviews different debates and controversies that exist among the scholars on the subject matter.

### ▪ Chapter 3:

This chapter contains research methodology. It further justifies the selection of data acquisition and implementation of the preferred research method i.e. survey distributing questionnaires. It also reflects on primary and secondary data, and finally explains research limitations.

### ▪ Chapter 4:

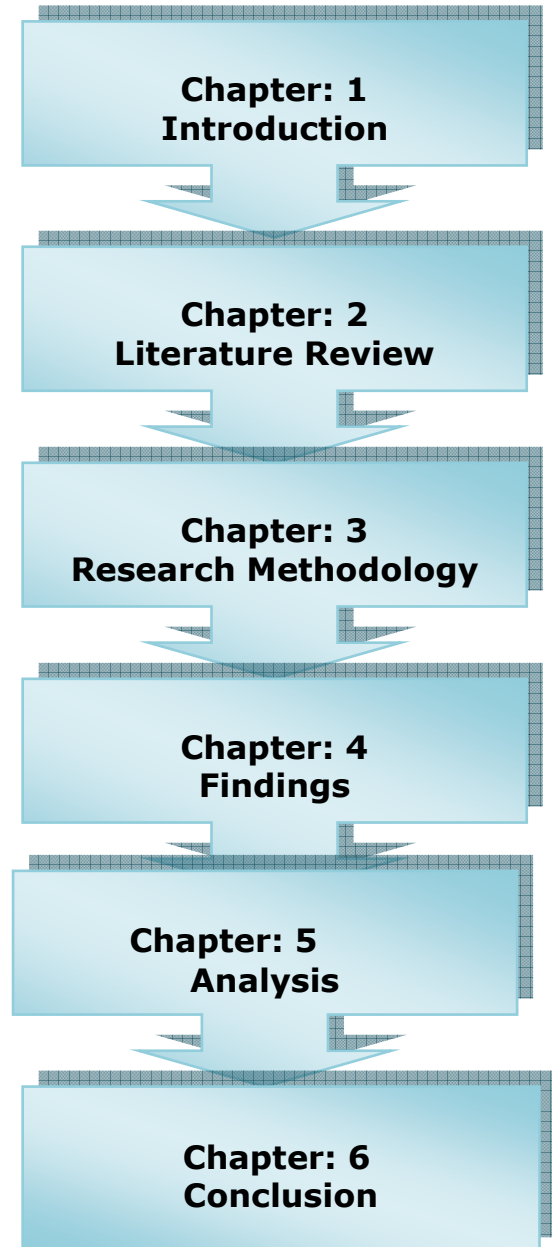
This chapter contains findings extracted from data of questionnaires. The tables in this chapters show the rating in two phases of survey. This chapter gives information and comments about the extract rating according to the tables.

### ▪ Chapter 5:

This chapter contains research analysis that emphasizes the importance of EI as an essential tool for effective leadership and teamwork through ALS in institutions. This chapter is based on the theoretical frame work with references and the results taken by this research.

### ▪ Chapter 6:

This chapter shows the conclusion of research on EI, which provides the obvious value of EI for the individuals as their personal skills. Recommendations and Further research is also explained in this section.



## **Chapter Two - Literature Review**

---

This chapter has focused on the literature review relating to the proposed research project. It is divided into five sections. Section one is an overview of EI; section two explains different models of EI; section three is about different measurement tools of EI; section four focuses on debates and controversies on the subject of EI; and finally section five explores different developing strategies of EI.

### **2.1. An overview of EI:**

The concept of Emotional Intelligence was introduced for the first time by Peter Salovey and John Mayer (1990) and since then the subject of EI has remained the main focus among researchers, organizations, and academia. A prominent researcher Daniel Goleman came across the work of Mayer and Salovey and decided to conduct his own research on the subject of EI. In furtherance of this initiative Goleman conducted a very useful research and published the first book on Emotional Intelligence (Goleman, 1995; Goleman 1990, Video [www.haygroup.com](http://www.haygroup.com)). After giving the concept of EI it has become very attractive in different fields of life like organizations, educational institutes and other kind of relevant department where it can show its positive effects. On the other hand the EI is still in process to understand that it is cognitive or emotional behavior measurements. (Stys & Brown 2004, p.4). In furtherance of this clarification several researchers have attempted to accurately describe and assess the concept of EI (e.g. Salerno, 1996; Henig, 1996; Bennets, 1996; Gottman, 1997; Segal, 1997; Cooper and Sawaf, 1997; and many other books and articles).

In the result of working, study and research on EI much kind of measurement tools has been made on it and among these there are many controversies to adopt the best tool as measurement of the EI on the work place. EI helps the persons on the workplace to change their behavior towards their job and given task as per the requirement. EI has been perceived distinct from traditional IQ and is deemed crucial in predicting many real-life outcomes (Ciarrochi, J, V, et al, 2000, p. 539). Goleman (1996) stated that IQ and EI have two different impressions to pursue the personality of the individuals. Goleman has given more emphasis on EI rather than on IQ. According to him IQ is less important than the EI, if individual has high IQ it not necessary that he will be successful in every field of life like manage the relationships, best on work place and win every task but the chances are most prominent if individuals has high EI it may be the cause of successful life and be the best in all fields and dealing and manage the relationships of family and friends and etc. Those individuals who know and can manage their own emotions and feelings (intrapersonal intelligence) and of others (interpersonal intelligence) are at an advantage in any domain of life.

Goleman (1998) further states that even though an individual possesses high EI, does not mean that he will have learned the emotional competencies that are of vital importance at work, he will rather need to learn and develop emotional competence, which is a learned capability based on EI that leads to high performance at work and that the level of EI determines one's potentials for learning the practical skills that are based on its five elements, i.e. self-awareness, motivation, self-regulation, empathy, and adeptness in relationship (See figure 1 for The Emotional Competence Framework). The environment created by the leader and concept of work with the team is getting better with the relationship of EI strengths as its major role in the organization. There was a major relationship between EI ability of the leader

and environment of the organization. At the study place through action learning sets (ALS) EI is very important for the teachers and group leaders to understand the situation of student about their learning approach, learning techniques, feelings about study and their success in school exam and practical life. In order to concentrate personal and organizational effectiveness of EI-based strengths, there is obvious requirement to combine that assessment into organizations' goals. Organizations require select personals for emotional intelligence along with other technical expert or skills, business expertise they are looking for. EI skills involve emotional capabilities in addition to entirely cognitive skills.

### **2.1.1. Definition of EI:**

The term EI is defined by different scholars and researchers in books and scholarly articles. Different researchers have defined and constructed the notion according to their own perspective and conceptual approach. In order to define the term EI, the current research has mainly focused on the study of prominent researchers in the field of EI, such as Peter Salovey and John Mayer (Mayer & Salovey 1993; Mayer & Salovey, 1997; Salovey et al, 2004), Daniel Goleman (Goleman, 1995; Goleman, 1998), and Reuven Bar-On (Bar-On, 1997; Bar-On, 2004). John Mayer and Peter Salovey (Mayer & Salovey 1993; Mayer & Salovey, 1997; Salovey et al, 2004) are considered as the originators of the notion of Emotional Intelligence (EI). In their article on Emotional Intelligence, they have defined the term EI as the subset of social intelligence that involves the individual's ability to monitor his own and others' feelings and emotions, the ability to discriminate among them and to employ this information to guide one's thoughts and actions. (Salovey& Mayer, 1990; Mayer & Salovey, 1993) but subsequently Salovey and Mayer came up with more simplified definition of EI which means it is an aptitude to perceive and assimilate emotion in order to facilitate thought, and understand and regulate emotions to promote personal growth (Mayer & Salovey, 1997, p.3).

Another famous researcher of the emotional intelligence construct is Reuven Bar-On (Bar-On, 1997; Bar-On, 2004), the originator of the term emotional quotient. He states that EI is an incorporation of non-cognitive capabilities, competencies, and skills that influence individual's ability to succeed in coping with environmental demands and pressures. He has adopted slightly different point of view regarding the notions of EI, according to his view point EI as being concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands (Bar-On, 1997, p.95). He described Emotional Intelligence (EI) as an eclectic mix of traits, i.e. happiness, self-esteem, optimism, and self-management, rather than as ability based (Bar-On, 2004, p.228).

According to Bar-On it develops the personality mix qualities of the individual in efficient manners to perform the task in good manners (Bar-On, 2004, p.228), when individual become able to evaluate the EI level in his personality then he can perform the duty in well manners than others because he not only work with brain but also work with the heart of the requirement of job. On the other hand a prominent researcher and psychologist Daniel Goleman (Goleman, 1995; Goleman, 1998) defines the term Emotional Intelligence (EI) in broader sense. According to him EI is a form of intelligence relating to the emotional side of life that gives approach to understand the situation of others. It is the ability to recognize and manage the emotions of one self and others, to motivate oneself and restrain impulses, and to handle interpersonal and intrapersonal relationships skills efficient and effectively (Goleman, 1998, p.63).

## 2.2. Different Models of EI:

By making an in-depth analysis of the existing literature on the subject of EI it is evident that research on EI originates mainly from three models that are very popular among the researchers, academics, and different organizations on the global level. The first model introduced by Peter Salovey and John Mayer (1990, 1997) perceives EI as a pure intelligence, which means EI is a cognitive ability. The second model is presented by Reuven Bar-On (1997, p.108) that considers EI as mixed intelligence that includes cognitive ability and personality aspects in which more importance is given on how cognitive and personality factors persuade general well-being.

The third model is originated by Daniel Goleman (1995, 1998) which perceives EI in the same way as Bar-On's model and regards EI as a mixed intelligence that involve cognitive ability and personality aspects and in addition Goleman has given more emphasis on how cognitive and personality factors determine success at workplace. Accordingly, these models and their associated measures have been used and employed in different researches on the subject of EI. The measurement tools of these EI models respectively include the MSCEIT (Mayer, Salovey, and Caruso Emotional Intelligence Test), ECI-2 (Emotional Competence Inventory-2), and EQ-I (Emotional Quotient Inventory). These models and measurement tools vary in terms of construct and definition, EI development strategies, and determining whether EI competencies are personality attributes or behavioural outcomes.

Although a systematic and comprehensive description of all models and measures of EI is very difficult within the current study, an endeavour has been made to present a comprehensive review of the relationship and variations among them. These models are discussed in more details in the following section.

### 2.2.1. Mayer, Salovey, and Caruso Model of Emotional Intelligence (An Ability Model):

Mayer and Salovey model of EI is known as the Ability Model. By looking at the definition and construct of EI by Mayer and Salovey (Salovey& Mayer, 1990; Mayer & Salovey, 1993; Mayer & Salovey, 1997) it can be seen that EI is conceived as ability rather than a personality dimension by narrowly defining the construct in order to differentiate it from other phenomena. The domain of Mayer and Salovey Model of EI describes a number of distinct emotional abilities or dimensions, which are mainly divided into four competencies i.e. emotional perception, emotion integration, understanding emotions, and managing emotions.

In emotional perception the concept is that to understand the own feelings and express emotions to others and also emotional needs exactly to others. Emotional perception also helps to make skills to identify the true and false expressions of emotions. In emotional integration have the skills to make link of the job and worker as per the feelings of the individuals towards his given task. In understanding emotions there is concept of empathy is used to facilitate and make convenience the person and his given job and in the last Emotional management have skills to understand the situation and then proper usage of emotions at work place either use it or not in this situation. Emotional Intelligence (EI) gives the broad vision of thinking and decides to take step in the regard of wise ways. EI helps the person to go for the better option because this is the difference between EI concept gained person and without EI qualities in the personality.

### 2.2.2. Goleman Model of Emotional Intelligence (Mixed Model):

As stated earlier, after getting inspired from the work of Salovey and Mayer in the 1990's Daniel Goleman started his own research on the subject of EI and in furtherance of this initiative he wrote a book on Emotional Intelligence (1995), this remarkable book gained tremendous popularity among the public and private sectors with the concept of EI becoming popular. The model introduced by Daniel Goleman mainly focuses on EI as an extensive range of competencies and skills that drive the performance of individuals in the workplace. Goleman's model prescribes five main constructs and each construct consists of a set of emotional competencies (see figure 1). As mentioned before, according to Goleman (1998) Emotional competencies are not inborn talents, but rather learned capabilities that can be learned and developed to achieve outstanding performance in different aspects of life, which indicates that Goleman conceives that individuals are born with a common EI that determines their strength for learning emotional competencies.

In his opinion EI has great influence in working behavior, performances and interest towards tasks, and also effects on practical and technical skills of the leader and team in the institutions and organizations. EI through ALS is the best learning way for students at their study institutions to develop and understand the concept of EI as theoretical and to some extent practical approach in their student life. And then as they become the part of organization these students will behave as per required EI competencies in their practical life successfully. According to Goleman the importance of Emotional Intelligence concept on organizational and institutional level gives best learning approach about the abilities of the leadership and teamwork for excellent results.

This model is focused on discussing personal competence and social competence. Personal competences contain the information and concepts about self-awareness, which is very important for organizational development. It gives the right option to understand the situation and then go for the more suitable alternatives. It helps to recognize the effects of emotions in the organization and its impacts on performance. Emotional self-awareness is the integral part of the first cluster of Goleman's model, as it emphasizes on individuals' emotional self-perception and then in the second competency of the first cluster i.e. managing emotions, it proposes the best available option to solve the problem that has been encountered. After access the self-awareness there is need to access the accurate self-assessment that helps to gives the accurate results for the individuals and their task in the organization because in it individuals can recognize the strengths and weaknesses of the employees and choose the right person for right location in the organization as per the requirement of the task.

Accurate self-assessment gives the confidence to do for more work and complete the task because it give the results to measure the worth and capabilities of the individuals and the personals that are related to the organization and task. After that there is need to measure the self-management that is very important for the responsible personals of the department and for those who are the in charge of the given task because they have to report to the concern authorities about their job, task, work, progress, control and responsibilities. Self-management gives a lot of helps to the managers to access their self for better understanding of their behavior and control on their emotions in the organization towards their tasks and given goals. Emotional self-control is very much concerning here after self-management because it helps to keeping disruptive emotions and impulses in check.

Emotional self-control gives strength to control the personal decisions into the given task as per the requirement of the goal in the organization because it helps to make ability to go for

the right selections of the ways of emotions that should be used in the decision making for the betterment of the given task in the organization. Transparency is also very important in the emotional intelligence working organizations because it shows the accurate picture of the work and hard struggles towards task. Transparency helps to maintaining the integrity and helps to acting congruently with one's values. Then we have to talk about adaptability that itself have flexibility in handling change because adopting the new things and theories are very difficult because in the initial it seems to be very risky and when we start its implementation it feels very satisfied as its going on up to mark as per the desire results then we have to talk about achievement orientation that has influence about striving to improve or meet a standard of excellence.

Then after solving all above mentioned issue we can talk about innovation because it is very obvious that innovative work appears when all leader and his teams problems are solved because in the relax and flexible environment the leader and team can give the best outputs in the regard of innovative work and team task. Social awareness in the sense of emotional intelligence has great influence to support the organization to go for best results like if we talk about leadership and team then we think about the term empathy that's very important to understand the situation of others in the regard of emotional intelligence and as we understand the situation of others then we easily can help to our team member and that gives best results with highly motivational effects in the team and specially for team leader.

Then after the empathy there is need to organizational awareness that comes making good relationship between leader and team and build trust as well. Service orientation is also very important here because it makes the environment of the organization very friendly and socialized that gives the healthy environment in the organization for best work. Relationship management is concerns about developing others to understand their strengths and weaknesses and then leader can convert their weaknesses into strengths and on the other way he can use the strengths of the person as the power of the task. Influences have impact on others and wielding effective tactics for persuasion.

Conflict Management is also very important part of social competences in emotional intelligence because in it negotiation and resolving disagreements are discussed and negotiators with emotional competence are much more likely to reach win-win agreement. Inspiration leadership is very concerning here because in it the value of the guiding to the team is very important and admirable. Conflict management has great importance in the field of decision making because the decisions are accepted and rejected on the basis of the betterment of its implementation, therefore the wise decisions are made for the organizations to improve its progress for more profit and goodwill in the current market.

Change catalysts are those who develop changes for the betterment of the organization and always try to give more suitable environment and make the process very smooth for the best outcomes. In the end of the social awareness the teamwork and collaboration is very important to discuss because creating group synergy in pursuing collective goals. Collaboration gives best solutions of the problem in the organizations. Networking is also the part of the collaboration that gives more interaction with other societies. Collaboration and networking gives the better opportunities to avail the chance of hire highly skilled persons through reference and also gives innovative ideas from the common society. Like in the world of science; teams are also becoming more pervasive in business organizations. Team synergies can lead to performance that far exceeds the aggregated sum of what individual members can accomplish on their own.



Figure 1: The Emotional Competence Framework (ECF)

The Emotional Competence Framework with practical examples of its impacts on leadership and teamwork	
• <b>Personal Competence</b>	• <b>Social Competence</b>
<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>- <b>Emotional Self-awareness</b> (recognizing one's emotions and their effects)</li> <li>- <b>Accurate Self-Assessment</b> (Knowing one's strengths and limits)</li> <li>- <b>Self-Confidence</b> ( A strong sense of one's self worth and capabilities)</li> </ul> <p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>- <b>Emotional Self-control</b> (Keeping disruptive emotions and impulses in check)</li> <li>- <b>Transparency</b> (Maintaining integrity, acting congruently with one's values).</li> <li>- <b>Adaptability</b> (Flexibility in handling change)</li> <li>- <b>Achievement orientation</b> (Striving to improve or meet a standard of excellence)</li> <li>- <b>Innovative</b> (Readiness to act on opportunities)</li> </ul>	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>- <b>Empathy</b> (Sensing other's feelings and taking an active interest in their concerns)</li> <li>- <b>Organizational Awareness</b> (Reading a group's emotional currents and power relationships).</li> <li>- <b>Service Orientation</b> (Anticipating, recognizing, and meeting customers' or clients' needs)</li> </ul> <p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>- <b>Developing others</b> (Sensing others' development needs and bolstering their abilities)</li> <li>- <b>Influence</b> (Having impact on others and wielding effective tactics for persuasion).</li> <li>- <b>Conflict management</b> (Negotiating and resolving disagreements)</li> <li>- <b>Inspirational leadership</b> (Inspiring and guiding individuals and Groups)</li> <li>- <b>Change catalyst</b> (Initiating or managing change)</li> <li>- <b>Teamwork and collaboration</b> (Creating group synergy in pursuing collective goals)</li> </ul>

Source: (Goleman, 1998; Wolff, 2005; and [www.dattnerconsulting.com](http://www.dattnerconsulting.com))

### 2.2.3. Bar-On Model of Emotional Social Intelligence (Mixed Model):

The second model of EI is originated by Reuven Bar-On (1997). This model is a mixed model of intelligence that combines personality aspects and cognitive abilities it mainly comprised of five scales and fifteen subscales (Bar-On, 2004). The key scales of the model center on different proportions i.e. intrapersonal, interpersonal, adaptation, stress management, and general mood. (See figure 2). In Bar-on model of EI there is discussion of scales and sub-scales. That has influence about Intrapersonal, Interpersonal, Stress management, adaptability and General Mood. In intrapersonal there is talk about self-regard that is very important to make self-confidence and utilize it for best in put in the work, then emotional self-awareness that is essential to go for right decisions on right time. Then assertiveness that shows the positive aggressiveness towards job and it outputs. Independence and self-actualization is important about the role of free hand to do the job as per the requirement under the limits of given authorities. In the other interpersonal there is empathy,

social responsibility & interpersonal relationship. Stress management has great influence in it like that control the stress of tolerance & impulse control. Adaptability means face the reality of the situation then go for its test and try to fix it and recognize the problem and solve it as soon as possible. In General mood the optimism level and happiness is very much concern here because it gives the better results in at the work place and organization.

Figure 2: Bar-On Model of EI

Bar-On Model of EI				
Scales & Sub-Scales				
Intrapersonal	Interpersonal	Stress Management	Adaptability	General Mood
Self regard, Emotional Self Awareness, Assertiveness, Independence, & Self-actualization	Empathy, Social Responsibility & Interpersonal Relationship	Stress Tolerance & Impulse Control	Reality Testing, Flexibility & Problem Solving	Optimism & Happiness

Source: (Bar-On, 2004)

### 2.3. Measurement of EI:

There are different tools that are used by researchers and scholars in order to measure the level of EI with reference to leadership and teamwork. These tools help for further research on the topic of EI in organization or where its need is being felt. This technique of measurement the EI in different fields of working environment gives appropriate results about the level of emotions in the individuals. Further after evaluating the level of EI in the individuals on work place, the need of EI is required to develop and then maintain in the staff for better output or successful completion of task. Therefore the organizations or institutes where people work with the concept of EI they are working better than others and give more productive progress and improving their achievement in innovation works. Due to the improvement of EI the level of collaboration and interaction does enhance in the organizations efficiently and effectively.

Mayer and Salovey Model of EI (Mayer et al, 2003) is measured by using Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT). This measurement tool requires the respondents to perform a number of tasks relating to EI. The respondents have to work on the given task by keeping the manners of developing EI in their mind and work flow activities, then after they are evaluated by the results taken from their progress through given task. Bar-On's model (Bar-On, 2004) and Goleman's (Goleman et al, 2002) model use self-report measures of EI. This measurement tool is seems to be prominent to measure the level of EI on work place in the given task, and then its further development and maintenance on work place and improvement / awareness for upcoming situations. Bar-On model is measured by using Emotional Quotient Inventory (EQ-I) while Goleman's model is assessed through Emotional Competency Inventory (ECI). These measurement tools are very help full for both researchers and key personals of the organization to evaluate the level of EI and then its implantation for more work/output. (See figure 3 for different EI models and corresponding measures).

Figure 3: Different EI models &amp; corresponding measures

<b>Different EI Measurement Tools</b>	<b>Corresponding Theorists</b>	<b>Mode of Measure</b>	<b>Brief Description</b>
Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)	Mayer and Salovey	Performance-Based	Specific tasks are used to measure level of ability of each branch of emotional intelligence
Emotional Quotient Inventory (EQ-I)	Bar-On	Self-Report	133 self-report items measure total IQ and each of the 5 components of the Bar-On model
Emotional Competency Inventory (ECI)	Goleman	Self-Report And Other-Report	A multi-rater instrument that provides ratings on a series of behavioral indicators of emotional intelligence
Emotional Intelligence Appraisal (EIA)	Goleman	Self-Report And Other-Report	A 7-minute assessment meant to measure the existence of Goleman's four components of emotional intelligence
Work Profile Questionnaire-Emotional Intelligence Version (WPQEI)	Goleman	Self-Report	Measures 7 of Goleman's competencies thought of as most essential for effective work performance
Levels of Emotional Awareness Scale (LEAS)	Other	Self-Report	Measures levels of awareness of emotions in oneself and others
Self-Report Emotional Intelligence Test (SREIT)	Salovey and Mayer Or Other	Self-Report	A 33-item measure of Salovey and Mayer's original concept of EI

Source: (Stys & Brown, 2004, p.22)

Different EI measurement tools are discussed in details in the following section.

### **2.3.1. Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT):**

By looking at the existing instruments of measuring EI, the MSCEIT seems to be the single instruments that measure EI by making comparison of self-reported scores against consensus and expert opinion which distinguishes the MSCEIT from the models presented by other researchers. The MSCEIT is a tool developed by Mayer, Salovey & Caruso (2002) and is

adopted by different researchers and organizations for measuring the level of EI in individuals. During the process of measuring EI through MSCEIT participants require to respond to 141 questions that are further divided into four sets of tasks. These different tasks include: identification of respondents' feelings based upon their facial expressions and emotions from images and landscapes; comparison of different emotions to diverse feelings and signifying which mood is likely to assist in problem solving; identification of situations to ascertain how emotional transition occurs; and linking certain situations with certain emotions. Finally, the test asks participants to assess how efficient different actions would be to reach a conclusion that involve other individuals and to rate the efficiency of substitute actions in circumstances that call for emotional regulation.

### 2.3.2. Emotional Social Competence Inventory (ESCI):

ECI is an instrument developed by Goleman, Boyatzis, and McKee (2002, p.125) for measuring the level of EI. This inventory is based on the original model of EI by Goleman (1995, 1998). In Developing ECI different sources such as the outcomes of study on management competencies applying the Self-Assessment Questionnaire (Boyatzis, Stubbs, & Taylor, 2002, p.125) and other tools have been taken into consideration. The most updated tools for measuring Goleman model of EI is the ESCI-3. It is mainly composed of twelve competencies divided in four clusters i.e. self-awareness, self-management, social awareness, and social skills (See Figure 4). By making comparison of ECI-2 with the old version ECI-1 it can be seen that Version 2 of the ECI has significantly less components than the ECI-1 (72 opposed to 110). ECI-2 excludes two scales i.e. conscientiousness and communication, and merges two scales i.e. teamwork and building bonds into a single component and adds optimism which was not included in ECI-1. By making an in-depth analysis of ECI with other measurement tools it has resemblance to some extent to Reuven Bar-On's (1997) model of EI and his corresponding measurement tools EQ-I in that many of the scales in the ECI-2 appear to measure aspects of EI e.g. setting up satisfying relationship and working in supportive manners with others, but not EI by itself.

Figure 4: Different dimensions of ESCI

<b>Different Dimensions of ESCI</b>			
<b>Personal Competence (Self)</b>		<b>Social Competence (others)</b>	
<b>Self-Awareness</b>	<b>Self-Management</b>	<b>Social Awareness</b>	<b>Relationship Management</b>
Emotional Self Awareness	Emotional Self Control, Adaptability, Achievement orientation, positive outlook,	Empathy, Organizational Awareness,	Conflict management, Coach & mentor, Influence, Inspirational Leadership, Teamwork,

Source: (Goleman, 1998; Wolff, 2005; ESCI Scoring key, Hay Group)

Self-assessment and 360-degree feedback through ALS are two useful tools available that are ever more being used for the development of human emotions and leadership development. These instruments give a useful measure to develop the self-awareness and behavior of

leaders and connected strategies required to change behavioral patterns and attitudes. In these two tools 360-degree feedback represents an authentic and reliable tool in the struggle to increase leadership processes. Normally feedback process involving more than one person is in a group termed multi-rater feedback this includes 360-degree feedback at this moment refers to the feedback received from a circle of people including group leader, supervisor, peers, subordinates, and clients or customers. 360-degree feedback tools offers an useful preliminary point for rising self-awareness and supporting revision of behaviors to increase leadership development. Leadership development programs depend on different kind of instruments and approaches. But 360-degree feedback provides one valuable tool in the leadership development toolkit (Ruth, R. J and Steve, R 2003, p.3). In practice 360-degree feedback depends on the use of other methods for its proficiency as a leadership development tool. 360 degree feedback provides a more complete evaluation of a leader's behavior due to the better number of perspectives provided than self-assessment. That's why 360-degree feedback is ideal to self-assessment. Self-assessment offers only one perception and the perspective is may be negative or positive. And in the 360-degree feedback first the person assesses themselves and then how others assess their behavior. For example it is a common phenomenon that a person or leader rates their self-high but from others may disclose a gap between how leaders see themselves and how others rate their behavior (Ruth, R. J and Steve, R 2003, p.6).

In 1992, the amount spent in the US on 360-degree feedback was \$ US 152 million. A 2003 survey of 101 large Canadian companies indicated 43% were using 360-degree feedback and a further nine were considering introducing the instrument. An Australian Institute of Management study found that 27% of organizations used 360-degree tools for individual management development. A British study found 60% of organizations used some form of multi rater instrument (Ruth, R. J and Steve, R 2003, p.7). 360-degree feedback instruments are both beneficial for leaders and followers and for organizations for the development of leadership. The most important feature of the tool is the skill to offer several perspectives of a leader's behavior. That improves individual leadership and contributes to organizational efficiency (Ruth, R. J and Steve, R 2003, p.9).

### **2.3.3. Emotional Quotient Inventory (EQ-I):**

The EQ-I is an instrument that measures the level of EI based on Reuven Bar-On's EI Model. EQ-I mainly contain 133 items which is divided into five scales and 15 subscales (Bar-On, 2004, p.250). The scales contain different Intrapersonal and Interpersonal personality aspects. Intrapersonal and interpersonal skills improve the communications in the organizations. Communication is the known among the hot issues in the firm to make it smooth and clear. Due to the smooth communication in the firm the company can go for the best progress in the market. The substance of the aspects in EQ-I matches the concepts associated with the Bar-On's model. For instance, the interpersonal scale includes three subscales i.e. awareness and understand of others' feelings; to establishing mutual gratifying interaction and favourable relationship with others; and identifying one's social group and collaboration towards others.

All over the world it has been known as the first scientifically measurement tool for emotional intelligence assessment. Therefore a lot of research papers support it. It has been taken after 20 years of research in this field all over the world. It helps to understand the weaknesses and strengths of the individuals socially and emotionally in the best manners. It is very helpful in planning and making business strategies, it gives better solutions to solve the problem in the organizations.

### **Other Measurement tools:**

The following are the other measuring tools that are used for assessing the level of EI leadership and teamwork level.

#### **2.3.4. Emotional Intelligence Quotient (EIQ):**

EIQ is a model and corresponding measurement instrument of EI which is formulated by Dulewicz and Higgs' (1999, p.242) this model of EI and corresponding measure, is composed of seven dimensions which include; conscientiousness, intuitiveness, influence, interpersonal sensitivity, motivation, resilience and self-awareness. EIQ is analogous to Bar-On's (1997) EI model and evaluate the level of EI in the sense that it includes what seem to be trait-based phenomena i.e. conscientiousness and characterizes the notion of EI in a broader sense i.e. including motivation in its construct. Although EIQ is having resemblance with Bar-On model but it appears to be less popular among different researchers and organizations for measuring EI. EIQ consist of three dimensions that have been divided into more points to understand the concept of this model. Like in first dimension is a driver that leads towards motivation and decisiveness, in second dimension there are constrainers that covers the area of conscientiousness, integrity and emotional resilience and in the third dimension that is about enablers that show the value of sensitivity, influence and self-awareness.

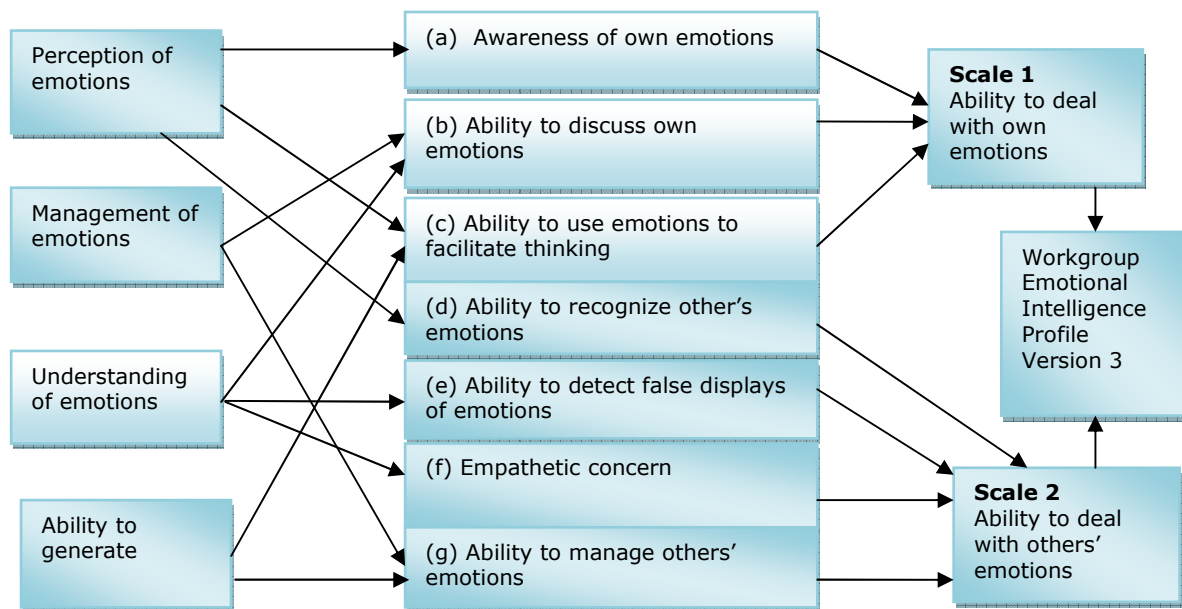
#### **2.3.5. Work Group Emotional Intelligence Profile (WEIP):**

Different researchers have used the Mayer and Salovey (1997) model in developing their own models and corresponding measurement tools of EI. Jordan et al. (2002, p.198), for instance, established an instrument of measuring workgroup emotional intelligence which is purely based upon a previous model of EI established by Salovey and Mayer (1990). By in-depth study of the WEIP it seems different than other measurement tools because firstly it is not a general EI measure and only purports to assess the level of workgroup's EI, secondly all the aspects refer to members of the participant's team, and finally it measures EI within a single perspective operating in a workgroup.

The WEIP has gone through successive amendments and modifications since its establishment by Jordan et al. (2002, p.201). WEIP is divided into two scales i.e. ability to deal with own emotions (intrapersonal) and ability to deal with others' emotions (interpersonal) and then further divided into sub-scales, the main components of this model are perception of emotions that is related to the awareness of own emotions, ability to recognize others emotions, ability to detect false displays of emotion. Second component is management of emotions that related to ability to discuss own emotions, ability to manage other emotions, this ability gives and make the thinking style broad about others and then person become able to understand the term empathy. Third component is understands of emotions that related to ability to discuss own emotions, ability to detect false displays of emotions and empathetic concern. The fourth component is ability to generate which is related to ability to discuss own emotions, ability to manage other emotions. And then after we find two scales and their final results is shown as workgroup emotional intelligence, which is the result of this model about EI. (See figure 5).

The final subscale is relating to using emotions in order to facilitate thinking but actually seems to assess regulation of an individual's own emotions rather than the employing emotions to enhance problem-solving, decision-making, and directing.

Figure 5: Scales & sub-scales of WEIP



Source: (Jordan et al, 2002, p. 202)

### 2.3.6. Self-report of Emotional Intelligence (SREI):

Like others Schutte et al. (1998, p. 171) have also developed an instrument for measuring EI. The SREI consists 33 items which are subdivided into four factors i.e. optimism, appraisal of emotions, utilizing emotions, and social skills, Like WEIP this model is also based upon Salovey and Mayer (1990) model of EI. Hence, it does not assess certain aspects of EI in the modified measuring tools. The original model incorporated a dimension the “use of emotion to facilitate performance” which related to individuals’ ability to employ their emotions by directing them toward constructive and personal performance but in the revised instrument this is re-named as the “use of emotion to facilitate thinking”. This dimension purports to the use of emotion in order to direct responsiveness and to amplify decision-making power. The modified model also includes an additional dimension i.e. understanding emotions and deals with the individuals’ ability to understand how emotions change, to know complex/mixed emotions, and the meaning of emotions in context, etc. by making comparison of SREI with other EI measurement tools it seems similar to the EIQ and EQ-i, in a way that it includes aspects that seems to tap constructs other than EI such as optimism and self-efficacy.

### 2.3.7. Wong and Law Emotional Intelligence Scale (WLEIS):

Another instrument established by Wong and Law’s (2002, p.251) is WLEIS. This measurement tool is especially proposed to assess EI among training participants. Law et al. (2004, p.496) indicate in their study that they developed their assessment tool on the basis of

four dimensional definition of EI that was proposed by Davies et al. (1998, p.991). Similarly in an earlier presentation of the method used to develop the measure composed in Wong and Law (2002, p.251), however, the researchers refer to the aspects of EI used in the Salovey and Mayer model (1990). This is the same instrument on the basis of which Schutte et al. (1998, p.173) established the SREI measurement tools. As a result, the WLEIS is lacking the same two dimensions of EI i.e. understanding emotions, and using emotions to facilitate thinking. Furthermore no research or study has shown the use of WLESI tools for measuring the level of EI. By looking at the construct of the WLEIS instrument, it contains 16 items and is subdivided into four scales i.e. appraisal of emotion in oneself this include (good sense of why have certain feelings most of the time, good understanding of own emotions, exactly understanding of feeling, always know whether or not I am happy); appraisal of the emotions of others that includes (always know about friend's emotions from their behaviour, good observer of other emotions, sensitive to the feeling of the emotions, good understanding of emotions of surrounding peoples); regulation of emotion in oneself that includes (control the temper and handle difficulties, capable of controlling on emotions, always calm down quickly, good control of own emotion); and use of emotion to facilitate performance(always set goals and try to achieve them, always tell myself that I am competent, self-motivated, always encourage myself for the best) (wong & law 2002, p.270-271) see figure 6

Moreover, there seem a number of potential deficiencies in using the WLEIS in order to develop EI among leaders. Firstly, most of the aspects relate to individual with no indication to others. For instance, there are no aspects that refer to managing the emotions of others. Similarly there are no aspects that involve the utilizing emotions to direct attention, assist decision-making, or increase and develop problem-solving. These aspects appear to measure general self-efficacy or self-esteem rather than emotional intelligence. Therefore, the WLEIS is unlikely to be an ultimate and ideal measure for assessing or training leaders in a number of dimensions, such as managing the emotions of others; detecting deception in others; promoting innovation; and demonstrating other essential EI abilities.

Figure 6: Different dimensions of WLEIS

#### **Different dimensions of Wong and Law Emotional Intelligence Scale (WLEIS)**

- 1) Appraisal and expression of emotion in the self.
- 2) Appraisal and recognition of emotion in others.
- 3) Regulation of emotion in the self.
- 4) Use of emotion to facilitate performance.

Source: (Wong & Law, 2002, p. 246)

## **2.4. Debates and Controversies on the subject of EI:**

In spite of the immense popularity and extensive research conducted on the subject of EI in the preceding two decades, the subject remains controversial among different researchers and scholars. There are different controversial aspects of the concept upon which debate exists, such as the legitimacy of the construct of EI, the dominance of one EI model over another, the measurement of EI and different strategies for facilitating and developing EI in leaders and teams at workplace. The current study has mainly focused on the controversies that exist among the research of leading scholars and psychologists i.e. Peter Salovey & John D. Mayer, Daniel Goleman, and Reuven Bar-On.

By looking at the available literature on the subject of EI, it is evident that some critics argue that emotional intelligence has no significant predictive value in real life success and that



measures are inconsistent, therefore it cannot play a significant role with reference to leadership and teamwork effectiveness. Some critics (Locke, 2005) have even stated that EI cannot be acknowledged as a form of intelligence, with particular reference to Goleman's definition and construct of the EI and that it would be more appropriate to re-label the concept as a skill rather than intelligence. Some researchers also suggest that emotional intelligence can be learned and strengthened through different development programs, while other claims that it is an inborn characteristic. These contradictory theories have emerged due to the fact that it is a relatively innovative area of psychological research and the notion of EI is in its infant stage which is in the process of further growth and development, therefore the concept is either too broadly defined or constantly changing. Further research is needed on the subject of EI in order to determine an understandable conceptualization of EI on leadership and teamwork level. Locke (2005) claims in his criticism that the concept of EI is a misinterpretation of the intelligence construct and argues that it does not meet the requirements to be deemed as intelligence at all as he makes distinction between cognition and emotion. He argues that the concept of EI is invalid both because it is not a form of intelligence and is defined so thoroughly and inclusively that it has no understandable meaning. He differentiates the concept of EI from actual intelligence and from rationality. He further recognizes the actual relation between reason and emotion, and then reveals the main insufficiency of the concept of EI with reference to leadership. Finally, the author suggests the concept should be re-labeled and referred to as a skill.

Furthermore Landy's (2005) criticism addresses mainly three broad areas. Firstly, he argues that there is a lack of scientific scrutiny of measures of emotional intelligence; secondly, the construct is rooted in the discredited concept of social intelligence and finally, the research in emotional intelligence is characterized by weak designs that have yet to demonstrate incremental validity over traditional models of personality and social/organizational behaviour, and it is therefore premature to apply the results. Landy (2005) has claimed that the few incremental validity studies conducted on EI have demonstrated that it adds little or nothing to the explanation or prediction of some common outcomes (most notably academic and work success). Landy proposes that the reason some studies have found a small increase in predictive validity is in fact a methodological fallacy, an incomplete consideration of alternative explanations: "EI is compared and contrasted with a measure of abstract intelligence but not with a personality measure, or with a personality measure but not with a measure of academic intelligence" Landy (2005, p.419).

According to Roy Childs (2004) Self-assessment Questionnaire has certain limitations. For instance how an individual can assess his own EI if he is unaware of himself. He further suggests that other useful and sophisticated methods i.e. 360 Degree Feedback process and experiential exercise can be adopted in assessing and developing EI in teams and leaders. Moreover, although Goleman's research on the subject of EI has made positive contribution in the field of EI, but his work has been criticized for considering that EI is a form of intelligence. For instance Eysenck (2000) argues that Goleman's approach towards the notion of EI contains suppositions about intelligence in more general sense, and that it even contradicts to the researchers' expectations when studying different categories of intelligence.

Another controversial aspect on the subject matter is access to corresponding measuring tools for different models of EI. For instance, measuring tools for MSCEIT, EQ-I and ESCI are not available free of cost for individuals and organizations to measure their EI level. It is purely for commercial purposes rather than academic, and those measures available for free for academic researchers, need lengthy process and are time consuming. With personal experience of the researcher to obtain approval for using the above mentioned measuring

tools, the researcher managed to get approval to use ESCI free of cost, but the process was very lengthy and took almost five months to get permission.

## 2.5. Developing EI:

For the purpose of increasing emotional capabilities of employees and organizational leaders, different programs have been introduced in organizations in order to facilitate the teaching and development of EI, but by looking at the practical implications, there exist very little evidence that this kind of training is useful. In support of this argument Cherniss and Goleman (2001) state that practically there are limited number of well-researched training and development programs that address expressly EI in workplace. Similarly by making an analysis of the existing research on EI, there seems to be very limited publications of systematic, psychometrically meticulous studies on training and developing EI competencies with reference to leadership and teamwork (Groves et al., 2008, p.229).

According to Dadehbeigi, M, and Shirmohammadi, M (2009) different organizations have adopted EI in different ways and means through EI training programs in order to promote organizational productivity. In spite of the increasing trend of EI development and facilitation programs among practitioners who believe that EI can be promoted and developed, contradiction exists among different scholars and researchers. According to Dadehbeigi and Shirmohammadi (2009) as far as EI development is concerned, researchers on EI fall into two contrasting groups. The researchers in support of EI strongly argue that it is possible to help people in workplace to become more emotionally intelligent and effective in their work performance (i.e. Cherniss and Goleman, 2001) while critics on the other hand, fundamentally doubt the possibility of EI development (i.e. Dulewicz and Higgs, 1999). Dadehbeigi, M, and Shirmohammadi, M (2009, p.211) have attempted to examine the possibility of developing EI on the basis of the competency model of Boyatzis et al. Their findings show that only one EI dimension out of four improved considerably and only some of the specific dimensions showed this significant improvement, while others did not have a clear change and even some self-assessments declined. Similarly researchers also support the view of organizational capability to provide a learning environment to its employees. For instance Chiva and Alegre (2007, p.316) have given more emphases of Organizational Learning Capability (OLC) in their study. Their findings indicate that OLC plays an important role in determining the effects of EI on job satisfaction.

Moreover many scholars have conducted research on the subject of EI but no clear evidence exists to support that how EI competencies can be developed on leadership and teamwork level (Grant, 2007; Riggio and Lee, 2007; Watkin, 2000, Wong et al., 2007) (cited in Dadehbeigi, M, and Shirmohammadi, M. 2009, p.213). Similarly there is no uniform international framework available for those who are eager to enhance their EI competencies. Therefore the research on the topic of EI is getting very famous to evaluate its results in the firm and progress. By looking at Previous EI training and development programs, it can be seen that they are generally based on one of the known EI models i.e. competency, ability, or mixed models of Emotional Intelligence. In support of facilitating and developing EI competencies on leadership level Sheehan (1999, p.65) states that development of emotional intelligence in managers dealing with the demands, rapidity and uncertainty of change may help them to become aware of their own needs and the needs of others. Thus managers need to manage process (Salovey and Mayer, 1990) and to have the necessary process skills (Bodi et al., 1997 cited in Sheehan M.1997, p.65). Clarke (2006) (cited in Dadehbeigi, M, and Shirmohammadi, M. 2009, p.213) has also adopted the similar opinion. He argues that in

previous research on EI there have been some optimistic outcomes that suggest that training can have positive impact on developing an individual's interpersonal and intrapersonal dimensions relating to the recognized emotional competencies or traits with reference to mixed models and competency models of EI.

Similarly some researchers in the field of Emotional Intelligence (EI) have devoted time and have made great efforts to determine guiding principles for delivering effective EI programs (Goleman, 1998; Bagshaw, 2000; Cherniss, 2000; Cherniss and Caplan, 2001; Orme and Langhorn, 2003). Bagshaw (2000) (cited in Dadehbeigi, M, and Shirmohammadi, M. 2009, p.215). Research shows mainly three essential aspects for the efficiency of EI training programs: i.e. willingness on part of participants to get EI training, recognition of EI requirements with reference to particular job, and continuous reinforcement of change. In furtherance of the same initiative Cherniss and Goleman (2001) provide the most favorable process for promoting Emotional Intelligence (EI) in work organizations. It mainly include four steps i.e. pre-contemplation and contemplation; preparation; action; and maintenance.

Furthermore study has shown that Workshop-based programs are also effective for developing and improving EI (Sala, 2002), Clarke (2006) discusses alternative means other than training programs, most notably through workplace or on-the-job learning methods. (Cited in Dadehbeigi, M, and Shirmohammadi, M. 2009, p.215). But on contrary, in a most recent study, conducted by Cherniss et al (2010), the authors disagree with Sala's approach of developing EI through workshop-based programs. The main objective of the study was to evaluate the effectiveness of EI leadership development program, where the underlying mechanism was the process-designed group strategy. In the study process 162 participants were taken from 9 different companies and were divided into 9 groups. Each group contained 9 managers. The groups were required to follow a process, identical to each other. ECI was used as a measuring tool. Data was collected in three different stages i.e. the first one at the beginning, the second one at the end of year one and the third one at the end of year two. Results show that after a time period of two years the intervention group had improved more than the control groups on all variables of ECI, and suggests that leadership development based on process-designed group strategy seems to be more economical and consistent in its delivery than other traditional approaches i.e. workshops and executive coaching.

Findings from study on facilitating and developing EI through different programs provide evidence regarding the effectiveness of emotional competence training and development efforts, though they are relatively limited in number. EI gives more job satisfaction and that's why the persons feel secure on workplace. Collaboration and socialism are also the effects of EI. Despite these facts, researchers on the EI training and development programs have been criticized. For instance (Clarke, 2006, cited in Dadehbeigi, M, and Shirmohammadi, M. 2009, p.215 ) in his arguments focuses on the difficulty in making an appropriate judgment regarding the effectiveness of any EI development programs, because of the lack of consistency in conceptualizing the notion of EI, and the lack of uniformity within the available literature analyzing the development of EI. Similarly Groves et al. (2008, p.229) argue that the usefulness of the available EI programs are restricted by three general issues i.e. Emotional Intelligence (EI) conceptual and measurement concerns; limited information regarding the training management and short duration of programs; and absence of a control group and/or necessary statistical controls.

### 2.5.1. EI with reference to leadership and teamwork effectiveness:

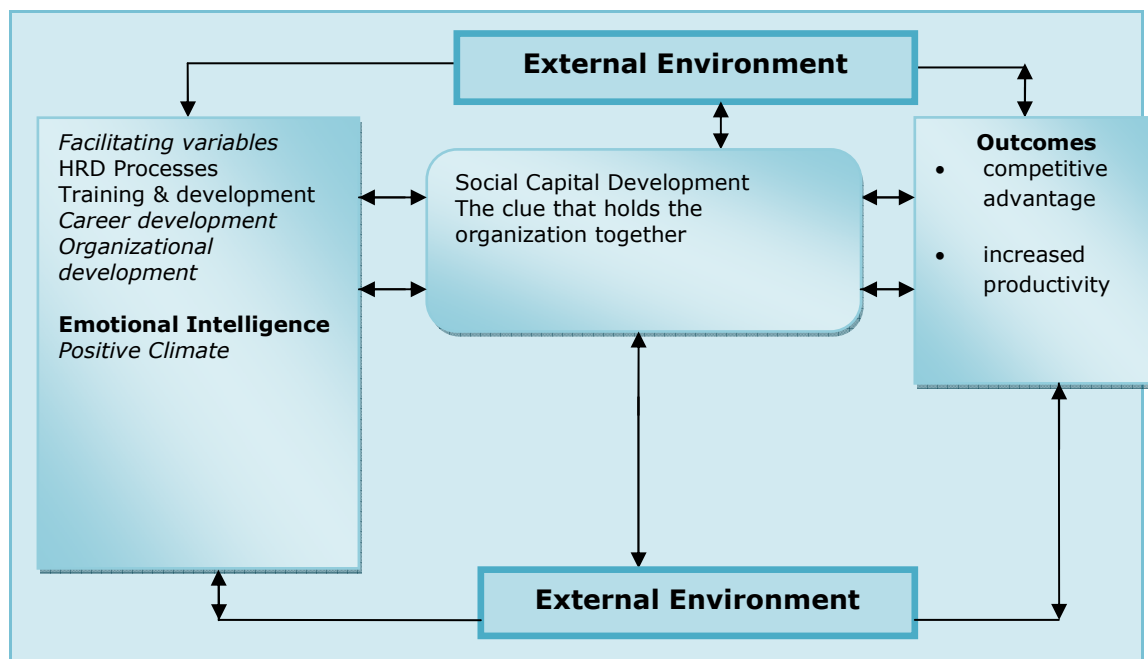
Research on EI indicates that individuals with high EI lead more effectively (Dimitriadis, 2007; Barling et al., 2000; Bass, 2002; Caruso et al., 2002; Higgs and Aitken, 2003; Kerr et al., 2006; Palmer et al., 2001; and Rosete and Ciarrochi, 2005) the persons with high Emotional Intelligence awareness in his personality can perform the job in adequate manners as compare to others. They are very capable in their job performance (Abraham, 2000; Carmeli, 2003) they can understand the need of the situation on that time on the duty performing hours. It also helps to deals the others with polite and humble manners for better relations and collaborations ; engage in organizational citizenship behaviors (Carmeli, 2003) with the awareness of EI in the employees, it gives the better understanding of job behavior and patience to bear the worst behavior by others because the individual with EI concept knows better than other what kind of problem is going on, and what kind of effects can be happened if he also behave worst like others; feel satisfied with their job (Carmeli, 2003) job satisfaction is the major issue in the organizations that's why a lot of work out on this topic, but EI also control this issue in the organization in the term of behavior of the senior and junior employees with each other, trust building in the team gives more job satisfaction, and this can be develop through EI on the work place.

EI makes committed to their career and employing organization, (Carmeli, 2003) commit is an essential part of the task in the firm for the best results for their mission, therefore the self commitment gives high motivations to do the task with great passion and zeal. Consequently, they experience more success in their career (Dulewitz and Higgs, 1999; Weisinger, 1998); feel less job insecurity (Jordan, 2002) the hot issue of the firm is job security and that's why lot of skilled persons leave the firm due to the feelings of insecurity of their job. This problem can be handled with the effects of EI in the firm because when a person gets EI effects in his personality on workplace then he can handle the situation everywhere, then he can be the key persons in the firm and for the firm there is a loss when a key person or potential person leaves that firm. According to Carmeli persons have less withdrawal intentions (Carmeli, 2003) therefore for fill the gap of less withdrawal intentions there is need to improve the EI in the Firm, to make more intentions for the work and firm. Emotional intelligence also has been shown to be related to enhanced customer satisfaction (Kernbach and Shutte, 2005; Langhorn, 2004); productivity (Boyatzis et al., 2000); and profitability (Langhorn, 2004).

According to Dadehbeigi, M, and Shirmohammadi, M (2009) by looking at the literature on EI, different researchers have argued that emotionally intelligent employees drive great benefits to organizations. EI is a proven necessity for achieving success in work performance on different levels i.e. individuals, learning institutes and organizational groups / teams. The notion of EI is not just a psychological concept or theory it is rather closely connected with different institutional and organizational aspects.

For instance, a study conducted by Brooks and Nafukho (2005) indicates a complex relationship among Human Resource Development, social capital and emotional and organization productivity. An attempt has been made to establish how these three variables could be combined together in order to optimize employee talent and desired organizational outcomes/better results. The authors have conceptualized an integrated model that illustrates the interconnectivity of HRD, social capital, and emotional intelligence and organizational productivity with internal and external environmental factors. (See figure 7)

Figure 7: Relationship of EI with other organizational aspects



Source: (Brooks and Nafukho, 2005, p.123)

A study conducted by Lillis and Tina (2009, p.428) on the role of EI in business communications, suggests that EI has greater impact on the performance level of gender diverse groups than that of their homogeneous counterparts. EI also leads to marketing effectiveness in corporate organizations (Nwokah et al, 2009, p.864).

### 2.5.2. EI with reference to leadership effectiveness:

Emotional Intelligence has become a crucial part of how today's leaders meet the significant challenges they face in their organizations. Emotional Intelligence can facilitate leaders in constructing policies and making crucial decisions in an ever more difficult leadership role, one that very limited number of people seem competent to accomplish. And in the middle of the "Talent War", particularly at the highest levels in organizations, emotional intelligence can provide competitive edge to developing leaders. EI provides competitive edge to leaders in their workplace. According to Goleman (1998) Emotional competence plays critical role in leadership, whose quintessence lies in putting others on the right path to do their jobs more efficiently. Interpersonal incompetence in leaders impacts the performance of the entire workplace: it wastes time, creates animosity, deteriorates inspiration and commitment, builds resentment and creates lack of interest. A leader's level of emotional competence can be measured in the gain or loss to the organization of the fullest talents of those they manage.

In today's world it is an accepted reality that in leadership and top management roles high IQ is a basic criteria but high EI determines the criteria for one to be a star performer (Goleman, 1998), why? The reason is that EI enables leaders to make smart decisions and to bring out the best in people. According to Brooks and Nafukho (2005, p.122) Leadership in the twenty-first century needs innovative skills that include those capabilities that are associated with emotional intelligence. Where previously leaders were valued for possessing firm and strong personal capabilities, Hawley (1996, p.122, cited in Brooks and Nafukho, 2005) suggests that future leadership role will be entrusted to those who can show a greater empathy and concern

for individuals' issues and those who do not rely on position or rank for their status. Similarly literature on EI shows that thorough research has been conducted in academia in order to ascertain the extent of management experience of students. For instance a study conducted by Fowlie and Wood (2009, p.559) to investigate the actual experience of good and bad management and the resulting emotional responses of MBA students, in order to find out that which EI competencies carry greater importance in times of change. The research finding shows that ineffective leadership equate to a lack of self-management and relationship management competencies; on the other hand efficient leadership is not the exact opposite. If a person has developed self-management competencies it does not follow that he/she will be considered a good leader. Leaders should aim to have a clear focus on their followers, which indicates towards highly developed relationship management competencies. It also appears that face-to-face communication is relevant.

Hoffman and Frost (2006, p.41) have addressed the subject of EI with different angle as a multiple intelligences framework (MIF) by putting together emotional, social, and cognitive intelligence under the same umbrella. Their study indicates that multiple intelligence framework is a useful approach for predicting transformational leadership. Similarly a study conducted by Barling et al (2000; Palmer et al, 2001) on the subject of Transformational leadership and EI, reveals that EI is associated with three aspects of transformational leadership i.e. idealized influence, inspirational motivation and individualized consideration, and contingent reward, on the other hand active and passive management, and laissez fair management are not associated with EI.

### **2.5.3. EI with reference to teamwork effectiveness:**

Emotional intelligence has been thoroughly observed in workplace settings. It has been related to increased success among those who share similar positions (e.g. senior managers). Furthermore, hiring individuals with higher levels of emotional intelligence as well as training existing staff to be more emotionally intelligent has been associated with financial gains in the private sector. Training in emotional intelligence in the workplace can occur at all levels, and several evaluated programs have found success in developing more emotionally intelligent workforces. Emotional and social intelligent team attracts a multitude of advantages towards its performance and productivity (Hughes, M, and Terrel, J, B, 2007). Similarly in today's competitive environment an individual's expertise, professional skills, and academic qualification just are not enough for real life success in workplace. It is the EI that works as a proven asset to drive success in workplace.

In order to achieve real life objective in working environment EI tests are administered on different levels i.e. academic institutions, organizations, and private settings. A study conducted by Moriarty and Buckley (2003, p.98) mainly focuses on developing EI through practical based or experiential learning by way of team learning strategies, by the use of content and processes in teams in the workplace and assessing a range of learning approaches used to acquire knowledge of the skills needed for teamwork. Moriarty and Buckley (2003, p.100) further state that if EI is a success factor capable of learning, it is in the organization's interest to have employee performing at a high level of EI in order to increase productivity and sustain their share in the market. Organizations should provide an atmosphere that provides an environment to their employees to enhance their potential to learn and develop their EI, either through different training programs or through the organizational structure, which in today's organizational sittings is increasingly team focused.

## ***Chapter Three - Research Methodology***

---

The main aim of this chapter is to explain different aspects of research methodology in the current study i.e. Choice of subject & Pre understanding, Types of research, Research Philosophy, Research Approaches, Research design, Research strategies adopted by the researchers in his research study. Its further explains in detail the adopted method in the current research, their advantages and limitations. Similarly, various criteria used for collection as well as analysis of the data, ethical issues and the factors that have influenced the validity and reliability of the study have also been discussed.

### **3.1. Choice of Subject and Pre-understanding:**

Pre-understanding of authors and appropriate choice of subject have a great impact on research and they make it more objective. This also helps in opting the suitable methods and tools for data collection and analysis. Being naive in the preferred field of study can generate difficulties in a way that the author might move around different unrelated objectives without an appropriate idea about where the work might be headed to and what are going to be the end results. Setting objectives is not a simple task, and for our study we had to go through a lot of discussion & debate in order to stipulate our objectives for this study. We have tried to be objective in our work and critically examined the sources used and the empirical material that worked out. The objectives of our study in turn represent the research questions of our study as well. Thus the objective is defined to what extent emotional intelligence flourishes the talent in business students in order to prepare for a better role in the areas of leadership and teamwork.

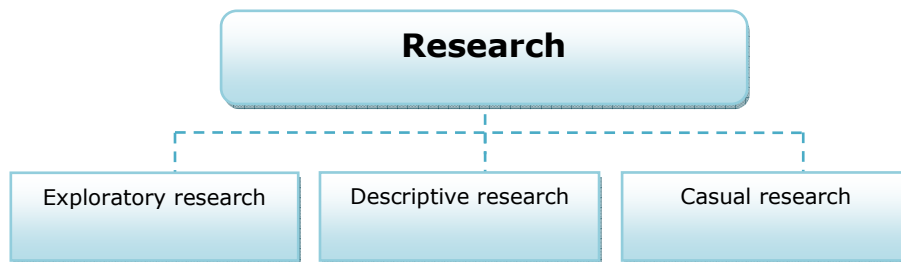
Since we were both studying business with a specialization in business development, it became our motive to write our master thesis on this area. The choice of subject has been based on the business development and management concerns on how EI flourishes the talent in business students in order to prepare for a better role in the areas of leadership and teamwork. We both studied international business development for one year at Umea University and have expertise in entrepreneurship and also have knowledge about management and marketing. We are familiar with all of these theories included in the theoretical frame of reference. It was during the major course of Business Development that our interest towards EI and leadership was developed. During courses we were given brief highlights regarding EI, leadership and teamwork. Education that we have studied in the Umea University is strongly oriented towards the approaches of research work. Knowledge will hopefully not have affected the study negatively but rather positively. That knowledge has led us to look critically at the image that is taught at universities and which has motivated us in our work.

### **3.2. Types of research:**

After determining an appropriate research design, the next step is to choose the most suitable research type that can be adopted by the researchers in order to complete his research more effectively. By looking at the available literature on research methods, scholars (i.e. Ghauri and Gronhaug, 2005, p.58; Saunders et al, 2007, p.134) have classified research into three classes i.e. exploratory research, descriptive research, and casual research (see figure 8).

The research design explained by Ghauri and Gronhaug (2005), and Saunders et al (2007) are briefly discussed in the following section.

Figure 8: Types of research



Source: (Ghauri and Gronhaug, 2005; saunders et al, 2007)

### 3.2.1. Exploratory research:

According to Robson (2002; cited in Saunders et al, p.133) exploratory study is a valuable way of ascertaining what is happening. According to Saunders et al (2007) exploratory research can be performed through searching the existing literature, conducting interview and, focus groups. In this form of research the researcher attempts to gather as much data as possible, yet exploratory research carries certain limitations i.e. the researcher must possess the skills of making good observation, capable of collecting accurate and precise data, and competent to interpret different situations and available data effectively.

### 3.2.2. Descriptive research:

Robson (2002; cited in Saunders et al, 2007, p.134) descriptive research means to describe a precise profile of organization, country and groups. This could either be an extension of, or a precursor to a portion of explanatory or exploratory research (Saunders et al, 2007, p.134). In this kind of research the researcher studies a well-defined and well-structured problem in order to provide an accurate and detailed understanding of the research question or problem.

### 3.2.3. Casual research:

According to Ghauri and Gronhaug (2005, p.59) in casual research the researches main aim is identify the research problem and explain their effect. According to Saunders et al (2007, p.134) Casual research approach is adopted mainly to show a relationship between variables.

In the current research project the researchers have adopted multiple approaches i.e. exploratory and descriptive. For instance on the one hand the current research is exploratory in nature, because it contains an in-depth analysis of the EI among the students of The International Business Culture and Communication class in order to examine the effectiveness of the EI in academic performance of different ALS. On the other hand the current study is also descriptive in nature, because it contains an in-depth analysis of the past data in structured manner.



### 3.3. Research Design:

Research design is a master technique (Kornhauser and Lazarsfeld, 1955; cited in Ghauri and Gronhaug, 2005, p.56). It is the overall arrangement for linking the theoretical research problem to relevant and realistic empirical research (Ghauri and Gronhaug, 2005, p.56). It also facilitates the researcher in making a rational choice and to prioritize preferred method of collecting and analyzing research data. Similarly Ghauri and Gronhaug (2005) have also given emphasis on research design, as the utmost and integral step in conducting business research that provides a framework to the researcher in collecting information and making analysis. Moreover Saunders et al (2007, p.131) call the research design a general plan that shows the researcher how to answer the research question or problem.

The Current research design and methods researchers adopted for their research work is deductive and quantitative in nature, where authors of the study conducted a research through by experiment in the International Business Culture and Communication class in order to examine the effectiveness of EI in academic performance of different groups through ALS. (See figure 9).

Figure 9: Current research design

<b>Current research designing</b>
<b>First stage</b> Identifying research problem/question
<b>Second stage</b> Choosing the most appropriate research paradigm i.e. positivism
<b>Third stage</b> Choosing appropriate data collection method i.e. quantitative
<b>Fourth stage</b> Choosing appropriate technique for data collection i.e. administering questionnaires
<b>Final stage</b> Report writing

### 3.4. Research of Time Horizon:

Research time horizon is consider one of the important factor during in research work and have a great influence on the process and stages of the research work. There are two perspectives of the research horizon such as cross sectional and longitudinal study.

#### 3.4.1. Cross Sectional:

It is possible that cross sectional research study has importance of particular fact on exact time which gives results in time because in academic research projects time is very concern. Normally cross sectional studies is used for the survey strategy. (Saunders et al 2007, p.148). Cross sectional design is normally known as social survey and the social survey is assumed or perceived in people's image like a questionnaire that have the sound of interview that's why the cross sectional design is recommended in the survey. (Bryman, & Bell, 2007, p.55).

### 3.4.2. Longitudinal study:

Longitudinal study is such study, where one specific sample is repeating from more than two period of time, this study is normal adopted in a situation where researcher can examine and identify proper changes occurred from the subject responses. Such type of study is known as longitudinal study (McNabb, 2008. p.97).

This research work is cross-sectional in nature, where authors of the study considered single case at a single point on a single time interval, in order to know “To what extent EI flourishes the talent business students in order to prepare them for a better role in the area of leadership and teamwork”.

### 3.5. Research Philosophy:

This part of the research study is involved with the way you perceive the reality to be studied and the manner in which this reality is studied. There are assumptions and beliefs all around the research concerning how the world is professed and how it can be understood in an ample, suitable and appropriate way. For sure, no one really knows how best we can grasp the world, so all we're trying to discover is the answer to the question that how we know about the world around us. There are two research philosophies; the epistemological philosophy and the ontological philosophy (Saunders, Lewis & Tornhill, 2009, p. 106-109; Bryman & Bell, 2007). Ontological assumption refers to the subject of existence. It concerns the nature of the world and human being in social contexts. Ontology is concerned with the nature of social entities that is, whether social entities are objectivist or constructionist. Objectivism is a normative emphasis that asserts social phenomenon and their meanings have an existence that is independent from other factors. In contrast, construction asserts that social phenomena and their meanings are accomplished by social actors. (Bryman& Bell, 2007, p. 16-17)

According to Remenyi et al: (1998, p. 202) “as the study or a theory of the nature and grounds of knowledge especially with reference to its limits and validity”. Epistemology is further divided into two types. This is explained in the following. According to Remenyi et al (1998, p.73) Positivism is a research philosophy where the researcher engages in an observable social reality and that the outcome of such research can be the derivation of laws or law-like generalizations, uniform to those produced by physical and natural scientists. Positivist research approach is based on highly structured philosophy, and the emphasis is given on quantifiable data, and the data analysis takes place through statistical tools. This research paradigm is also known as interpretivism. The main emphasis in phenomenological research paradigm is given on human behavior and thoughts, rather than electronic devices and statistical tools. According to Cohen and Manion (1987; cited in Remenyi, 1998, p.95) phenomenology is a theoretical aspect that purports to the study of direct know-how acquired at face value.

In the current study the researchers have mainly focused on Objectivism and positivism research paradigm, in which the researchers have adopted quantitative research method. We are trying to find that at what extend EI flourishes the talent in business students in order to prepare for a better role in the areas of leadership and teamwork. We perceive our topic is dealing with a social phenomenon and their meaning. Because we conduct survey for data collection in International Business Culture and Communication Class at Umea University and this data is analyzed with the help of different scientific tools.

### 3.6. Research Approaches:

After determining the research design and choosing the appropriate type of research, the next integral part and the most important step is to adopt an appropriate research approach. By looking at Saunders et al (2007) research onion model it contains mainly two research approaches i.e. inductive research and deductive research.

#### 3.6.1. Inductive Research:

According to Sekaran (2003) inductive research approach relies upon the pragmatic confirmation of a general conclusion that can be derived from a restricted number of observations. In this form of research, the researcher obtains the conclusion from empirical observations and facts, where the findings are integrated back into the existing literature that leads to new theories.

#### 3.6.2. Deductive Research:

According to Sekaran (2003) deductive study the conclusion is mainly drawn through investigating the existing literature that provide a guideline to the researcher and facilitates him in making an appropriate choice that what information should be collected and that how such information should be interpreted.

Due to the nature, scope, and objectives of the current study, the researchers have adopted deductive research approach. The current study is deductive, because the researcher has drawn conclusion from a thorough analysis and investigation of the existing literature on the subject of EI.

### 3.7. Research strategy:

Research strategy focuses on methods which are used for collecting the data. Generally quantitative and qualitative strategies are used for data collection. According to Saunders et al (2007, p.145) quantitative research refers to data collection technique or data analysis procedure, where numerical data is generated or used through the medium of questionnaires, graphs and statistics. On the other hand, according to Saunders et al (2007, p.145-146) qualitative research involve data collection techniques and data analysis procedure in which the researcher generates and use data by means of conducting interviews and making observation.

In our research we use quantitative strategies on the basis of deductive theory. For the purpose of collecting data through quantitative method, the researchers have administered Emotional Social Competence Inventory (ESCI), which is scientifically proven tools for measuring EI on leadership and teamwork level. ESCI is a 360 Degree feedback questionnaire, composed of 68 questions. As mentioned earlier that the researchers have used quantitative research in the current research project. The main reason was that due to the nature of the study it was important to conduct a scientific study in order to ascertain the level of EI of students of the International Business Culture and Communication class. It was inevitable to determine the average of EI competencies among the students at different phases, which was only possible through applying quantitative research.

### 3.8. Data Collection:

There are mainly two sources of data collection i.e. primary and secondary (Ghauri and Gronhaug, 2005). In the current study the researchers have used both sources of data collection.

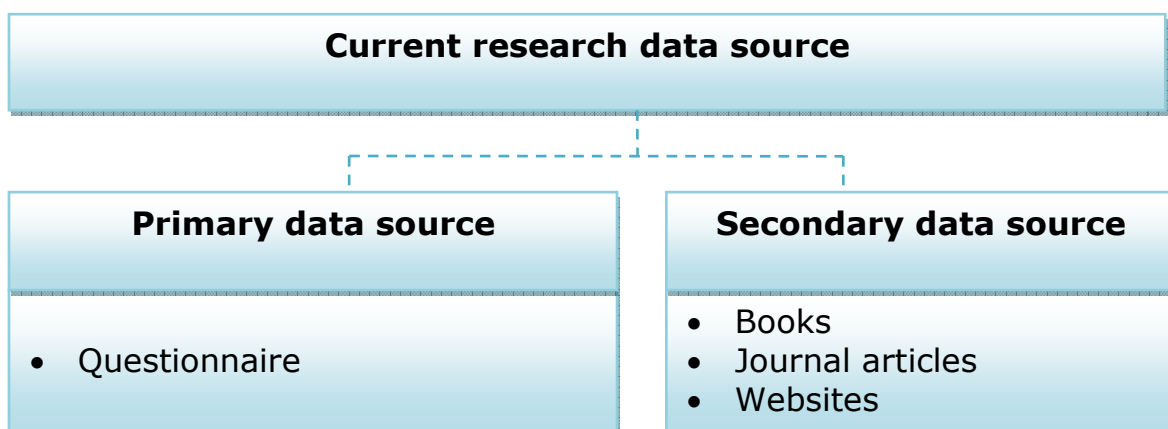
#### 3.8.1. Primary data:

Primary data is a source of information that provides original and more specific data in order to resolve the research problem. According to Sekaran (2003, p.220) primary data refers to the information collected for the first time by a researcher on the variable of interest for the purpose of his research. Such data can be gathered through the medium of making an experiment, conducting observation, conducting surveys and interviews (Ghauri and Gronhaug, 2005) There are a number of limitations associated with collecting data through primary research i.e. costly, time consuming, difficulty in data collection, high dependence upon the ability and willingness of participants in the research process.

#### 3.8.2. Secondary data:

Secondary data means collecting information about the subject matter from the existing literature. Such data can be collected from different internal and external sources as described by Ghauri and Gronhaug (2005). In the current study the researchers have used different sources to collect most reliable, appropriate, and relevant data in order to effectively complete the research project (see figure 10). For the purpose of collecting primary data the researchers have mainly distributed questionnaires among the students of The International Business Culture and Communication class at Umea Business School. For administering questionnaires the researchers have used scientifically proven tools ESCI that is a 360 Degree feedback questionnaire. For the purpose of collecting secondary data the researchers have accessed different sources i.e. Books, Journal articles, and websites from different libraries.

Figure 10: Current primary & secondary data sources



### **3.8.3. Method for Primary Data Collection “Survey (Questionnaire)”:**

According to Saunders et al (2007, p.135) there are numerous research method available that can be adopted by the researcher in his studies. Such as Experiment, Case study, Survey, Ethnography, Grounded theory, Action research, Longitudinal and cross sectional. There are no hard and fast rules to confine the research to just one method it rather depends upon the researcher’s personal preference, and the nature of the research question. There are a number of methods where the researcher can make the choice to choose the appropriate approach for collecting primary data. Although there are a number of methods available that can be adopted by researchers for the completion of their research projects. But in the current study the researchers have adopted mainly one strategy i.e. survey. This strategy is discussed in detail in the following section.

According to Saunders et al (2007) the survey strategies that have been used are linked with deductive approach. Survey is very commonly and frequently in use to collect the data for research purpose in the field of business and management because in it questions are asked frequently to the persons and they have to answer in confidential and authentic ways like who, what, where, how much, how many, when, and etc. survey is be likely used for exploratory and descriptive research. Surveys are well known for collecting a large amount of data in a limited population in inexpensive way. The standardized and easy form of collecting data through survey is questionnaire sample because it is used to administer the facts, figures and comparison. Survey strategy is helpful for collecting quantitative data through which you can analyze the data quantitatively by using descriptive research. The survey strategy can be used for possible suggestions for the relationship between variables and the models (Saunders et al, 2007, p.138). As per cross sectional aim of research survey this is made on the basis of relation on data acquisition that is mostly depends on questionnaire. Survey is used for collecting quantitative data when two or more variables are involved in a particular point (Bryman and Bell 2007, p.56).

### **3.8.4. Practical work of primary data collection (survey):**

In the current research project the researchers have adopted a survey on “the impact of EI on the students of International Business Culture and Communication class at Umea Business School. The researchers have mainly focused on different groups as ALS in the class in order to investigate that how EI can facilitate students in developing the level of EI through collaboration and teamwork.

In order to achieve this purpose the researchers have obtained a prior approval from the module teacher to distribute questionnaires in the classroom. For the purpose of primary data collection researchers used convenient sampling in this survey. According to Ghauri .P and Gronhaug .K (2005, p.146) convenient sampling is used to collect the data from the persons who are easily accessible and communicate for further quires. These respondents can be our references or preferred personals. Therefore after the permission from module teacher researchers started their practical work in classroom. While distributing the 360-degree questionnaire researchers found the number of the students was 36 in class. Then researchers divided the class into five groups with almost 7 members in each group and then gave brief introduction about questionnaire (survey). After that researchers selected one person as a group leader for facilitating upcoming group-tasks. The groups were marked in number along

their group leader and team, and then phase-1 (initial-assessment) begun by distributing the questionnaire in groups.

For collection of primary data through questionnaire the researchers were performing task like module leader or hired personals for the development of EI in the ALS / Groups in phase-1. Researchers arranged a presentation for all groups about brief introduction of EI before answering the questionnaire for initial-assessment. Researchers could explain well and convince the groups about the basic variables of EI according to the ECF model of Daniel Goleman (1998), which is also the part of 360-degree questionnaire, and groups were also instructed to answer questionnaire by keeping in mind the basic variables of ECF model for self-rating and peer-rating.

In phase-1 (initial-assessment), after distributing the questionnaire in groups and before answering questionnaire all students were instructed some points to be noted i.e. all students must write their group number and leader must write the word “Leader” with group number on questionnaire, leader has to assess his/her-self for “self-rating” and team has to assess their leader for “peer-rating” by keeping the basic variables of ECF model in mind. In initial assessment the response rate was 83%; researchers received back 30 questionnaires out of 36 respondents because 6 respondents didn’t respond well due to their lack of interest in this survey. That’s why those questionnaires were excluded from this research. The results of phase-1 (initial-assessment) are presented well in chapter four with proper tables and scores of all groups.

In phase-2 (re-assessment), researches again distributed 360-degree questionnaire in the 5 ALS/Groups in the mid of the course. That time researchers didn’t feel need to explain and instruct the groups again about the survey matter because this time groups responded either they could develop and improve the level of EI or not. The researches were there to investigate the development level of EI in the ALS/Groups. This time the score/rating were positively high on level of EI in ALS. In chapter four tables of re-assessment are presented the data of all groups in good manners with positive effects in progress on the survey matter of EI. The findings from questionnaires are explained in detail in the next chapter.

### **3.9. Research Ethics:**

Research ethics means moral values and principles that need to be observed by the researchers while conducting his research. It helps the researcher to avoid any potential harm to anyone during the research process. The emphasis on overcoming ethical issues in business research is growing because of the increased involvement of social responsibility and consumer’s wellbeing (Ghauri and Gronhaug, 2005, p.20). The authors have given more emphasis on the researcher and participant relationship for conducting effective business research. The authors further state that the concern of ethical issues in research takes place at the time of data collection. Therefore the researcher needs to take immense care at this stage.

In the current study the researchers have fully observed the research ethics, in order to ensure and maintain the quality of the primary research. All the participants in the research process have been ensured that their identity will be kept anonymous. Similarly, before the commencement of the primary research process all the participants have been informed about the intended research and prior consent obtained from the participants. Furthermore the researchers avoided using any equipment or technique that could be hazardous to or against

the interest of the participants. Moreover the researcher did not use any unfair means to influence the participants for obtaining information.

### **3.10. Limitations of the study:**

The proposed research project associated a number of limitations that restricted the researcher's ability to complete the research process according to the planned research designed, due to which the research design was modified with slight amendments. These limitations are summarized below.

- a. The nature of the proposed research topic was very vast and extensive, and the researchers needed to access wide range of resources for conducting effective, and in-depth analysis of the secondary data, the researcher relied on external resources to a greater extend, which was very hard to manage within a short period of time.
- b. Similarly the purpose of collecting primary data it was inevitable to use scientifically proven tools in order to maintain the validity and credibility of the data collected, therefore the researchers intended to use Emotional, Social Competence Inventory (ESCI 3.0). It is a scientifically proven tool of measuring EI at workplace on leadership and teamwork level, and is established by Daniel Goleman. It took long time for the researchers to get access to the measuring tools.
- c. Moreover the 360 Degree feedback questionnaire that is chosen for administering among the participant, contained 68 questions and is very lengthy, therefore it might affect the interest of the respondents to participate in the research process.
- d. Similarly, the participants might be reluctant to participate in the research process because they might get worried about the confidentiality of their rating, that it could be exposed to the other group members and might create subsequent problems within the group members.

### **3.11. Quality Criteria:**

The three main quality criteria used for the evaluation of our research study include; reliability, replicability, and validity.

#### **3.11.1. Reliability:**

Reliability refers to the consistency of a measure of a concept. It is concerned with the question of whether the results are of a study are repeatable (Bryman & Bell, 2007, p.163). We are interested in the quality of measure applied to valve the concepts in which we are interested in. Collecting information through cross sectional research design i.e. from respondents at different points in times in this survey may result to lack of stability in that we could have different results. Also pertaining to internal reliability, we ensured that our variables relate to each other if not there will be lack of coherence.

### 3.11.2. Replicability:

In order for reliability to be considered in our findings, we took special note of the following procedures; selecting our respondents, designing measure of concepts, administration of self-completion questionnaires, and analysis of data and made sure will followed the processes systematically. We assessed the procedure which was followed by the authors of the previous research study and found that it was done accordingly.

### 3.11.3. Validity:

Validity refers to the issue of whether or not an indicator that is devised to gauge a concept really measures that concept (Bryman& Bell, 2007, p.165). It includes internal validity, external validity and ecological validity. Internal validity refers to the degree to which inferences concerning causal relationships can be said to be true or in simple words it deals with findings being believable. The external validity is on the other hand concerned with the findings being applicable to other contexts. External validity is therefore related to generalizing. Finally, the ecological validity measures whether the findings are applicable to natural social environments (Bryman& Bell 2007).

Internal validity is very weak since it is difficult to establish causal direction from our data collected in the survey, which focuses mostly on associations between variables only. We are not interested in making causal inferences because we believe the findings will rarely have the internal validity. This however does not affect our results because we are not interested in finding the causal inference between variables but rather much interested in the means and variance mostly dealing with descriptive statistics.

External validity is weak because the sample does not represent the total population. We only focus on The International Business Culture and Communication class at UMEA Business School in order to examine the effectiveness of the EI in academic performance of different ALS. This implies our results cannot be generalized to the entire population because there was not bias during the correction of that and this process was done at the correct (same) place, that is in the class of the students of International Business Culture and Communication class at UMEA Business School.

Ecological validity is poor because our data analysis is based on self-completion questionnaires that disrupt the 'natural habitat'.



## **Chapter Four – Empirical Findings**

This chapter has mainly focused on the results and findings of the primary data gathered from the participants of International Business Culture and Communication Class at Umea University, through administering questionnaires. Main contents of this course are global business environment, export and import activates, cross culture relations and cross culture analytical skills. The expected outcomes of this course are to demonstrate ability to transfer theoretical knowledge on business culture to practical business settings and communicate in a cross cultural business. The researcher have provided an appropriate explanation for the logic, reasoning, and aims of the proposed questionnaires in this business course because the students of this course will be the key leader in the future in different institutions and organizations worldwide.

### **4.1. Results from Questionnaires:**

For the purpose of primary data collection through questionnaires, the researchers have used scientifically proven tool i.e. ESCI self-assessment version and peer assessment version, which is a 360 Degree feedback questionnaire, and is a corresponding measurement instrument of Goleman’s model of EI and is available from Hay Group. As mentioned earlier, for the purpose of measuring the EI of students, the researchers have administered questionnaires in the Business Culture and Communication class in two phases i.e. at the beginning of the program of study, and at the mid of the module. At first phase the researchers totally distributed 36 questionnaires among 5 Action Learning Sets (ALS) in Business Culture and Communication class. From each group one individual (group leader) was selected for self-assessment questionnaire in order to perform self-rating and the rest of the members in each group were asked to do to the peer assessment questionnaire. The response rate was 83%, it was high because researchers received back 30 questionnaires out of 36. Each group’s response rate level regarding self-assessment and peer-assessment is determined on the basis of the scale shown in the figure 11.

Figure 11: prescribed range of EI scoring

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Low Range</b>	<b>Medium Range</b>	<b>High Range</b>
<b>Self-Awareness</b>	Emotional Self Awareness	< 3.10	3.10 to 3.54	> 3.54
<b>Self-Management</b>	Achievement Orientation	< 3.75	3.75 to 4.04	> 4.04
	Adaptability	< 3.72	3.72 to 3.98	> 3.98
	Emotional Self-Control	< 3.78	3.78 to 4.07	> 4.07
	Positive Outlook	< 3.50	3.50 to 3.84	> 3.84
<b>Social Awareness</b>	Empathy	< 3.92	3.92 to 4.21	> 4.21
	Organizational Awareness	< 3.68	3.68 to 4.02	> 4.02
<b>Relationship Management</b>	Conflict Management	< 2.95	2.95 to 3.26	> 3.26
	Coach & Mentor	< 3.66	3.66 to 4.03	> 4.03
	Influence	< 3.55	3.55 to 3.88	> 3.88
	Inspirational Leadership	< 3.71	3.71 to 4.08	> 4.08
	Teamwork	< 3.98	3.98 to 4.25	> 4.25

Source: (Hay group, 2005)

Furthermore, the researchers have analyzed the level of EI of the participants in two phases. The main purpose of assessment at two different phases was to investigate that to what extent does collaboration, teamwork on part of the students, and coaching or guiding on part of the course tutor facilitate the development of EI among business students. In the phase-1 the level of EI was assessed at the start of the module, where there was no collaboration, teamwork among the students and also there was no facilitation involved from the module tutor or course leader.

The results clearly indicate that the level of EI of the participated students were very low and also there was no consistency in the results obtained from self-assessment and from the acquired results from peer-assessment, due to the absence of collaboration, teamwork, and facilitation. On the other hand after looking at the results obtained from re-assessment in phase-2, major changes can be seen in the scoring. In re-assessment it is very clear that after developing concept of Emotional Intelligence (EI) the participants could work better than before in their groups. This change was very positive as well as in their working skills and behavior through working in different ALS.

In all competencies of EI the students scored very high and also exists greater consistency among the results from self-assessment and peer-assessment. The main reason is re-assessment that was conducted in mid-term of the module. Where the students were already engaged in teamwork and collaboration and they were also getting the support and facilitation from their module tutor. This shows that EI can be developed very effectively through experiential learning in the form of action learning sets. The following sections explain and analyze the results from phase-1 and phase-2.

#### **4.2. Group 1 Initial assessment:**

As mentioned earlier that the researchers have adopted a multi-rater tool for measuring the level of EI of the participants in the current research process which mainly focuses on four main variables i.e. self-awareness, self-management, social-awareness, and relationship-management. These main variables are analyzed in more detail. In self assessment process the researchers selected an individual from the group-1 as leader, and asked to answer all questions of the Emotional Social Competence Inventory (ESCI) which reflects on all the competencies of the 4 main clusters of Daniel Goleman's model of EI. In peer-assessment 5 students from group-1 were selected to respond to the same questions of the ESCI about the student that has been selected for self-assessment (as leader). And then the results obtained from self-assessment and peer-assessment were analyzed and compared. This process has been repeated with each group in two phases i.e. in phase-1 (initial assessment) and in phase-2 (re-assessment). In phase-1 while distributing the questionnaire in the students as different ALS they were instructed by the researchers that they have to rate the answer by keeping in mind the concept of EI, because in phase-2 students have to evaluate and then answer the questions as per development of EI in their group for self-assessment and peer-assessment.

The following are the results obtained from the initial assessment of group 1 during phase-1, where the researchers have evaluated different competencies of EI of each ALS.

## Group 1 Result: Phase-1

As mentioned at the start of the chapter that the researchers have analyzed the participants' level of EI in 2 different phases. In phase-1 (initial assessment) in group-1 the researchers administered total 6 questionnaires i.e. 1 for self-assessment and 5 for peer assessment. By looking at the EI score obtained from questionnaires. It can be seen that there is a major contradiction between the results obtained from self-rating and the results acquired from peer rating. For instance in group-1 in self-assessment the results show that the respondent possess high aptitude in almost all EI competencies, except, positive outlook and coach and mentor, in which the respondent scored below the average, while in peer assessment the results show that the respondent's EI ability is at low level, except positive outlook, which is at medium level. (See figure 12, also see appendix 1). The main reason of low scoring and contradiction in self-assessment and peer-assessment was because the assessment was conducted at the beginning of the study program and at that time there was least continuation from the students toward the teamwork.

Figure 12: Group 1 initial assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=5</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	3.18	3.09
<b>Self-Management</b>	Achievement Orientation	4.16	2.83
	Adaptability	4.05	3.33
	Emotional Self-Control	4.15	2.56
	Positive Outlook	2.81	3.55
<b>Social Awareness</b>	Empathy	4.86	2.96
	Organizational Awareness	5.0	2.60
<b>Relationship Management</b>	Conflict Management	3.43	2.63
	Coach & Mentor	3.14	2.37
	Influence	3.83	2.81
	Inspirational Leadership	4.46	2.84
	Teamwork	4.83	3.56

### 4.3. Group 1 Re-assessment:

The following are the results showing the level of EI of group-1 that has been obtained from re-assessment in phase-2 in mid of the module.

#### Group 1 Result: Phase-2

By looking at the findings obtained from re-assessment of group-1 it can be seen that there is a great improvement in the self-rating and peer-ratings (See figure 13, also see appendix 2). The score obtained from self-assessment and peer-assessment is higher and consistent to each other as compare to the score from initial assessment, where both results i.e. from self-assessment and peer-assessment were contradictory to each other. In re-assessment phase, self-rating and peer-rating improved to a greater extent. The main reason of development EI are competencies and consistency in self-assessment and peer-assessment scoring due to its awareness. Further assessment was conducted at a stage where the group members were deeply involves in collaboration and teamwork. There was also great support from the tutor, which indicates that EI can be developed among ALS through effective facilitation on part of the module leader/facilitator.

Figure 13: Group 1 re-assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=3</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.0	4.43
<b>Self-Management</b>	Achievement Orientation	4.36	4.13
	Adaptability	4.65	4.12
	Emotional Self-Control	5.0	4.78
	Positive Outlook	5.0	4.42
<b>Social Awareness</b>	Empathy	4.8	3.8
	Organizational Awareness	4.53	4.26
<b>Relationship Management</b>	Conflict Management	5.16	4.37
	Coach & Mentor	4.19	3.98
	Influence	4.0	4.28
	Inspirational Leadership	4.38	4.32
	Teamwork	4.73	3.67

#### 4.4. Group 2 Initial assessment:

The following are the results obtained from the initial assessment of group 2 during phase-1, where the researchers have evaluated different competencies of EI of each ALS.

#### Group 2 Result: Phase-1

The total number of administered questionnaires in group 2 was 6. 1 individual was selected for self-assessment questionnaire and the rest of 5 group members were asked to perform peer assessment. Like group 1, no consistency exists between the score obtained from self-assessment and the score from peer assessment. For example by looking at figure 14 (also see appendix 3) it is evident that in peer assessment the respondent's self-rating shows that he/she possess high EI ability in all competencies, but on contrary the peer assessment has revealed a completely different rating. In peer assessment the respondent scored high rating in none of the competencies, and all of them are either at medium or low level. The reason of contradictory and low scoring was the same as of group 1 as there was less or no input from the team members and tutor towards the teamwork.

Figure 14: Group 2 initial assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=5</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.67	3.11
<b>Self-Management</b>	Achievement Orientation	4.83	3.64
	Adaptability	5.0	2.53
	Emotional Self-Control	4.17	2.90
	Positive Outlook	5.0	3.22
<b>Social Awareness</b>	Empathy	5.0	2.06
	Organizational Awareness	3.88	3.28
<b>Relationship Management</b>	Conflict Management	4.61	2.70
	Coach & Mentor	5.0	2.2
	Influence	4.64	3.11
	Inspirational Leadership	5.0	3.13
	Teamwork	4.54	3.84

#### 4.5. Group 2 Re-assessment:

The following are the results, showing the level of EI of group 2 that has been obtained from re-assessment in phase 2 in mid of the module.

#### Group 2 Result: Phase-2

Like group 1, major improvement can be seen in the scoring obtained from self-assessment and peer-assessment of group 2. In the re-assessment process the score acquired through self-rating and peer-rating is analogous i.e. both assessment shows high level of EI in all competencies (See figure 15, also see appendix 4). This is a positive indicator of developing EI through experiential learning in the form of ALS. The reason for improvement in EI scoring in phase 2 remained the same as of group 1 re-assessment in phase-2.

Figure 15: Group 2 re-assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=4</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	5.0	4.52
<b>Self-Management</b>	Achievement Orientation	4.63	3.89
	Adaptability	5.0	4.15
	Emotional Self-Control	4.53	4.75
	Positive Outlook	4.93	3.86
<b>Social Awareness</b>	Empathy	5.0	4.19
	Organizational Awareness	4.5	4.19
<b>Relationship Management</b>	Conflict Management	5.0	4.39
	Coach & Mentor	5.0	4.57
	Influence	4.83	4.34
	Inspirational Leadership	5.0	4.39
	Teamwork	5.0	4.43

#### 4.6. Group 3 Initial assessment:

The following are the results obtained from the initial assessment of group 3 during phase 1, where the researchers have evaluated different competencies of EI of each ALS.

##### Group 3 Results: Phase-1

In group 3 the total number of respondents was 5. One respondent was selected for self-rating and the rest of group members for peer rating. By looking at the results obtained from group 3 assessment, it is evident that the results obtained from self-assessment and from peer assessment are similar to each other to a greater extent, with slight variations. For instance, in adaptability, emotional self-control, empathy, conflict management, coach and mentor, and inspirational leadership competencies, the ratings of self-assessment and peer assessment are similar to each other. In achievement orientation and influence competencies the peer rating is higher than self-assessment, while in emotional self-awareness, positive outlook, and organizational awareness peer assessment rating is lower than self-assessment ratings. (See figure 16, also see appendix 5). Like group 1 and group 2 the results from self-rating and peer rating were consistent. But till the level of EI was low like in group 1 and group 2, again the reason of this low consistent level of EI is the same as of the preceding two groups.

Figure 16: Group 3 initial assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=4</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	3.58	2.67
<b>Self-Management</b>	Achievement Orientation	3.63	3.51
	Adaptability	3.35	3.2
	Emotional Self-Control	3.58	2.69
	Positive Outlook	4.17	3.56
<b>Social Awareness</b>	Empathy	3.68	3.07
	Organizational Awareness	4.22	3.74
<b>Relationship Management</b>	Conflict Management	4.28	3.26
	Coach & Mentor	3.85	2.77
	Influence	3.87	4.0
	Inspirational Leadership	3.46	3.04
	Teamwork	4.15	3.78

#### 4.7. Group 3 Re-assessment:

The following are the results, showing the level of EI of group 3 that has been obtained from re-assessment in phase 2 in mid of the module.

#### Group 3 Results: Phase-2

Like group 1 and 2, in group 3 the respondent obtained high score in self-rating and the rest of the group members awarded high ratings in all EI competencies (See figure 17, also see appendix 6). By making comparison of group 1 initial assessment and re-assessment it is evident that the group's EI level has increases greatly, which again shows that EI of teams can be improved and developed through mentoring and facilitation. Again there was more facilitation from the module leader and input from the members towards their teamwork, therefore it resulted consistency in self and peer rating and better improvement in EI scoring.

Figure 17: Group 3 re-assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N= 4</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	5.0	4.06
<b>Self-Management</b>	Achievement Orientation	5.0	4.53
	Adaptability	5.0	4.19
	Emotional Self-Control	4.34	3.90
	Positive Outlook	4.0	4.34
<b>Social Awareness</b>	Empathy	5.0	4.38
	Organizational Awareness	4.16	4.63
<b>Relationship Management</b>	Conflict Management	4.33	3.87
	Coach & Mentor	4.0	4.75
	Influence	4.76	4.62
	Inspirational Leadership	4.16	4.67
	Teamwork	4.19	4.40



#### 4.8. Group 4 Initial assessment:

The following are the results obtained from the initial assessment of group 4 during phase 1, where the researchers have evaluated different competencies of EI of each ALS.

##### Group 4 Results: Phase-1

In group 4 there were 6 participants in total i.e. 1 for self-assessment and 5 for self-assessment. To look at the group 4 scoring, it can be seen that in none of the competencies the respondent in self-assessment scored high rating than peer assessment. Similarly like group 3 most of the competencies' rating in self-assessment is in consistency with peer assessment, such as in achievement orientation, empathy, conflict management, coach and mentor, influence, inspirational leadership, and teamwork competencies the respondent scored low rating which is similar to the rating obtained from peer assessment, while in the rest of the competencies self-assessment shows low rating than the rating of peer assessment. (See figure 18, also see appendix 7). Like the preceding group's level of EI remained low as compared to re-assessment in phase two below, and the main reason again remained the non-existence of collaboration and facilitation.

Figure 18: Group 4 initial assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=5</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	3.19	2.76
<b>Self-Management</b>	Achievement Orientation	3.53	2.60
	Adaptability	4.36	2.65
	Emotional Self-Control	3.07	1.84
	Positive Outlook	3.51	2.50
<b>Social Awareness</b>	Empathy	3.49	2.59
	Organizational Awareness	4.62	3.04
<b>Relationship Management</b>	Conflict Management	2.88	2.43
	Coach & Mentor	3.62	2.17
	Influence	2.85	3.11
	Inspirational Leadership	2.67	2.18
	Teamwork	3.62	3.20

#### 4.9. Group 4 Re-assessment:

The following are the results, showing the level of EI of group 4 that has been obtained from re-assessment in phase 2 in mid of the module.

##### Group 4 Results: Phase-2

Group 4 also made considerable development in improving different dimensions of EI. As evident from the findings from re-assessment (See figure 19, also see appendix 8) both i.e. self-rating and peer rating shows high level of EI in all competencies, unlike the score obtained from initial assessment, where the score obtained from self-assessment and peer-assessment was contradictory and inconsistent to each other, here it is very obvious to understand the difference of EI in phase-2 as re-assessment.

Figure 19: Group 4 re-assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=4</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.16	4.55
<b>Self-Management</b>	Achievement Orientation	4.0	4.5
	Adaptability	5.0	4.06
	Emotional Self-Control	4.5	3.90
	Positive Outlook	4.0	4.42
<b>Social Awareness</b>	Empathy	4.05	4.19
	Organizational Awareness	3.93	4.26
<b>Relationship Management</b>	Conflict Management	4.58	4.23
	Coach & Mentor	4.0	4.10
	Influence	5.0	4.15
	Inspirational Leadership	5.0	4.61
	Teamwork	5.0	4.18

#### 4.10. Group 5 Initial assessment:

The following are the results obtained from the initial assessment of group 5 during phase 1, where the researchers have evaluated different competencies of EI of each ALS.

##### Group 5 Results: Phase 1

Group 5 was the largest group in the class, consisting of 7 members, where 1 member participated in self-assessment and the remaining 6 members performed peer assessment. By looking at the results of group 5, like group 1 and 2 contradiction exist between the results obtained from self-assessment and that from peer assessment. For example in self-assessment the respondent claims high capability in all EI competencies but the peer assessment shows completely diverse results in which the respondent is awarded low ratings in all competencies. (See figure 20, also see appendix 9). In group 5 the researchers obtained the results in the same manner. Like the results obtained from group 1 to group 4 the main cause remained the same, as the group members were not involved in teamwork because of the early stage of the formation of groups and there was less coaching on part of the course tutor.

Figure 20: Group 5 initial assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=6</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.38	2.1
<b>Self-Management</b>	Achievement Orientation	4.55	3.09
	Adaptability	4.82	2.74
	Emotional Self-Control	5.0	2.55
	Positive Outlook	4.65	3.41
<b>Social Awareness</b>	Empathy	4.87	2.67
	Organizational Awareness	4.81	2.51
<b>Relationship Management</b>	Conflict Management	4.45	2.47
	Coach & Mentor	5.0	2.60
	Influence	4.67	3.10
	Inspirational Leadership	4.45	3.07
	Teamwork	5.0	3.47

#### 4.11. Group 5 Re-assessment:

The following are the results, showing the level of EI of group 5 that has been obtained from re-assessment in phase 2 in mid of the module.

#### Group 5 Results: Phase-2

By looking at the results obtained from re-assessment of group 5, EI in different competencies, here it can be seen an obvious improvement in the scoring of EI as compare to the scoring acquired from the initial assessment (see figure 21, also refer to appendix 10). Both i.e. Self-assessment and peer-assessment scoring is high and in conformity to each other.

Figure 21: Group 5 re-assessment score

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>Self N=1</b>	<b>Others N=6</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.3	4.16
<b>Self-Management</b>	Achievement Orientation	4.5	3.60
	Adaptability	4.8	4.15
	Emotional Self-Control	5.0	3.35
	Positive Outlook	5.0	4.21
<b>Social Awareness</b>	Empathy	4.89	4.07
	Organizational Awareness	4.59	4.37
<b>Relationship Management</b>	Conflict Management	4.0	4.31
	Coach & Mentor	5.0	4.34
	Influence	4.6	3.81
	Inspirational Leadership	4.4	4.30
	Teamwork	5.0	3.87

#### 4.12. Review of Phase-1 and Phase-2:

The review of this chapter shows the results of EI development in different ALS for better evaluation by making an analysis on initial assessment of all 5 groups' self-assessment and peer assessment. It is obvious that either the respondents in self-assessment are making a wrong perception regarding their own EI, or the peer ratters are not making an accurate judgment to make the right perception regarding their group leader's EI. This controversy is resolved in phase 2, and it is clearly feel that the working skills of the leader and team have become improved in effective and efficient manners. Therefore by working with EI effect they could get better progress. This is the taken results where the 360 Degree feedback questionnaires are distributed among the same groups in Class.

Making analysis of both i.e. initial assessment and re-assessment of ALS 1-5, it is evident that EI can be developed and improved, if an effective facilitation and coaching is provided. Therefore the development of EI requires proper consideration and intentions, as at the beginning of the C level Class of "Business Culture and Communication", it can be seen from the results of initial assessment that gives low rating of EI in different ALS. And contradiction can be seen in the scoring obtained from self-assessment and peer assessment, but at subsequent stage when the researchers re-assessed the level of EI of the same ALS after coaching and facilitation of EI concept, there was obvious change in the level of EI, in self-assessment and peer-assessment increased to greater extent.

## ***Chapter Five – Analysis and Discussion***

---

Analyses are mainly comprised of the current research project. In the researcher's point of view all the aims of the research project were met mainly by collecting and analyzing the primary and secondary data. Collected data and its results are analyzed in the light of research question and keeping view of given literature, theories, concepts and models on EI.

### **5.1. Analysis on the concept of EI:**

The main aim of this research was to make an in-depth analysis on the concept of EI by keeping in mind research question, "Whether ALS Improves EI". The response rate of students is available to analyze the results of this research. According to prominent researchers i.e. John Mayer, Peter Salovey (1990, 1997), Reuven Bar-On (1997), and Daniel Goleman (1995, 1998) it is proved through this survey that EI is an ability that can be developed and improved in the individuals for better results in the teams/groups. Like in the conducted research both researchers could show the improvement of EI through different ALS in the Classroom. The results are presented in the finding chapter in the regard of rating EI level in groups. This EI has been developed and improved with the help of guidance and awareness in the groups. The topic of this research work is "The Impacts of EI on Leadership and Teamwork" is also proved through this research by getting the positive results from the ALS/Groups, like their team building skills, collaboration, smooth communication and other variables which have been under consideration. Furthermore the different researchers have made an effort to investigate the role of EI in developing leadership skills and improving teamwork performance i.e. (Barling et al., 2000; Bass, 2002; Caruso et al., 2002; Higgs and Aitken, 2003; Kerr et al., 2006; Palmer et al., 2001; and Rosete and Ciarrochi, 2005; Carmeli, 2003) Abraham, 2000; Carmeli, 2003), as per the support of these researchers this research work proves the topic of this study. The research also focused on different strategies that can be adopted in order to develop and improve the level of EI of individuals and organizations (Cherniss and Goleman, 2001; Groves et al., 2008; Dadehbeigi, M, and Shirmohammadi, M, 2009) it is very obvious that proper facilitation, guidance and attention can help to achieve the EI development in the early stages of learning skills, for this early stages of learning the institutes are the best way to adopt EI with its fully awareness and understanding. Moreover, the researchers have conducted a survey in a Class of Umea University to investigate the effectiveness of developing EI through experiential learning, and after this survey it became very clear that EI has great importance in the regard of group work or team building skills.

By looking at the existing literature (John Mayer, Peter Salovey, 1990, 1997; Reuven Bar-On, 1997; and Daniel Goleman, 1995, 1998), it is evident with the help of conducted survey in the classroom that all models of EI carry a common aim of developing EI on individual and organizational level and to improve performance at workplace. The subject of EI has attracted enormous popularity on organizational and academic level and extensive study has been conducted by different scholars and researchers, on the subject matter to aware the persons about the EI and its effects on work. For this research the researchers used the ECF model of Daniel Goleman in their survey on different ALS in the classroom, researchers became able to obtain the results on the basis of questionnaire that consist of four main clusters/variables and its sub sections with clear different results in two phases. It is evident as per the analysis of the researchers that EI plays an effective and efficient role in leadership and teamwork through ALS in the classroom or institutions. The effects of EI in the positive

behavior of individuals also can play an important part as working in organizations. There are a number of controversial aspects on which debates exist among different scholars but this research proves that EI is not only an essential part of study life but also the part of growing organizations. Therefore the results from this survey refuse the debates on the critics on EI by different scholars, i.e. the debates on the legitimacy of the construct of EI (Landy, 2005, p.412), Critics argue that Emotional Intelligence has no significant predictive value therefore it cannot perform an effective role (Landy, 2005, p.422), researchers don't agree with this statement due to the effective positive results obtained of EI through ALS in the classroom.

Similarly, different researchers have also argued that EI cannot be recognised as a form of intelligence and that it would be better to re-label the concept as a skill rather than intelligence (Locke 2005, p.430), here again this research/survey shows that EI skilled leader knows better about the utilization of team members. According to Goleman (1998) it has also been argued by some critics that emotional intelligence can be developed, and this statement has worth because the results of this survey prove it through ALS in the class. While other perceives, it is an inborn peculiarity and cannot be changed or modified with subsequent efforts. Such disagreements are there due to the fact that EI is a new area of organizational psychology, and therefore development can be made by conducting further research on the subject matter. In order to bring consistency in different EI models and to address the controversial aspects that exists among different scholars and researchers. Despite of the existing debates and controversies, the importance of EI on leadership effectiveness has great influence in this regard to improve the motivation level of the employees. EI is getting more importance as an essential part of organizations to improve their working skills, behavior and make friendly environment on workplace.

## **5.2. Phase 1 & 2, Discussion and Analysis:**

Furthermore the researchers have made an effort to investigate the role of EI through 1-5 ALS in the class room for developing leadership skills and improving teamwork performance. The tables in chapter four show the differences in results of phase one and phase two. As per the given task of research question, the analysis of researchers comprises through the questionnaire distributed in two phases (initial assessment and re-assessment) in the classroom. These are discussed below with its main four clusters and sub sections. To prove the purposed research question there was need to conduct survey in the classroom, that's why five ALS (action learning sets) were selected in the class to do this research.

### **5.2.1. Phase-1, Discussion and Analysis:**

In phase-1, first cluster is "Self Awareness" that consist of emotional self-awareness that shows the result of the leader's self-assessment and peer assessment, which is contradictive due to leader assessed own self on high points and peer assessed the leader less than his/her expectations in the group. Like this, in phase-1 second cluster is "Self-Management" that consists of achievement orientation, adaptability, emotional self-control and positive outlook. Here the results are also contradictive between leader and group members.

In phase-1 third cluster is "Social Awareness" that has values of empathy, organizational awareness and conflict management, here results are highly contradictive due to leader marked own self on very high points and group members don't agree with leader. In phase-1 fourth cluster is "Relationship Management" that has skills of conflict management, coach &

mentor, influence, inspirational leadership and teamwork this cluster has also contradictory between leader and his/her team. Above discussions are the analyses of phase-1 as per the results taken from different clusters between leader and his/her team.

After analysis of phase-1 (initial assessment 1-5 ALS) researchers found that there are high contradictions between leader and team due to the multi culture students, lack of communication, lack of co-ordination, lack of co-operation, lack of adoptability, less interest in group work and lack of proper facilitation of module leader. These findings shows that the EI level in the ALS are low that was affecting the performance of the groups.

### **5.2.2. Phase-2, Discussion and Analysis:**

In phase-2 as per the obtained results, researchers found that the results are positive in different ALS as per the discussion in literature review and different models of EI. After analysis of phase-2 (re-assessment 1-5 ALS) the results of four main clusters show that scores/rating between leader and team is almost near to each other. Then, the leader and team could able to understand each other. Self-assessment and peer assessment got obvious improvement, which leader and team can see easily that they have improved in communication, co-ordination, co-operation, adaptation, group work and collaboration with each other in ALS. Researchers analyze that EI level has been developed and improved with the help of proper facilitation and coaching provided by leader. In phase-2 leader and team members were working with the concept of EI and that's why they could improve their learning skills in the classroom, likewise this continues practice makes the individual different than other in the matter of behavior and skills of performing in group task.

### **5.3. Role of Module/Team Leader to Improve and Develop EI:**

The researchers also analyze on different strategies which can be adopted in order to improve and develop the level of EI of individuals and institutions. The module leaders can play an important role in this manner like in beginning of the course when they make groups, they can discuss and share information about the culture, traditions, behavior, living styles, study approaches and communication styles of different students in multi culture class. They should tell them with the concept of EI, how to behave in the groups and how can they carry the weak group fellow if he/she has some problem in studies or group meetings. like this, if in organizations team leaders or department heads conduct meetings/get to gathers frequently with the employees and senior heads then they start the initial process of EI, after words they can improve the working skills in team work/tasks by following the rules and requirements of EI development. As per the research conducted in the Classroom at Umea University the researched were facilitated by the module leader about to talk with the groups as per the requirement. Then researchers instructed groups that while answering the questionnaire they have to keep in mind the concept of EI and its effects, and then students went for evaluate leader and team for answers of questionnaire. That time researchers were playing the part like module leader because they were instructed the groups for development of EI in ALS.

Furthermore, the impacts of EI on teamwork effectiveness have been thoroughly observed in workplace settings. EI plays an important role in building effective and productive teams (Langhorn, 2004, p.228). Moreover, hiring emotional intelligent individuals as well as providing training to the existing staff to make them more emotionally intelligent, has been associated with financial gains for organizations, (Dadehbeigi, M., and Shirmohammadi, M,



2009, p.212) similarly through this survey the researchers were performing the job in the classroom like hired personals for the awareness of EI in different group or ALS. The impacts of EI on leadership effectiveness cannot be ignored; it is obvious through the complied results of questionnaire in previous chapter of findings. Almost in all organizations the concept of EI has become an essential part for leaders in addressing the significant challenges usually they face in the performance of their responsibilities. EI can help leaders in making policies and taking crucial decisions in complex leadership situations. Decisions have great importance in the organizations because these can change the situations both in positive and negative manners. EI provides competitive edge to leaders in their organizations (Goleman, 1998). Throughout the study, an ongoing feature of the module was to enable the students to use and develop research understanding and skill through analyzing relationship between people management activities and business success.

#### **5.4. Feedback of 360-degree questionnaire:**

It is also confirmed from the results obtained from primary research i.e. 360-degree questionnaire feedback and findings. 360-degree questionnaire is an effective instrumental tool for EI assessment. This questionnaire has basic variables of ECF model of Goleman .D (1998), which is used to evaluate the rating of relation, communication and coordination between team and its leader. Therefore by using this tool researchers found that all participants made noticeable positive progress. As evident from the survey in the current research, experiential learning in the form of ALS is one of the most effective and useful way of developing EI in teams. By looking at the findings from International Business Culture and Communication class and from the response of questionnaires from different ALS in phase-1 and phase-2, it is apparent that these methods of teaching/coaching carries clear impacts on developing EI of individual and team. With the help of findings of this research it has been proved successfully that with active engagement of participants in the activities of different ALS, and with the effective facilitation on the part of the course leader, the level of EI can be developed to a greater extent.

#### **5.5. Conclusion of Analysis:**

The results from this chapter show the importance of EI. And it gives the clear image of the research question. As per the research made in class the positive results emphasizes that it should be developed from the early stages of joining an institute or an organization, because from the beginning it gives more efficient training to the persons to work in the groups or teams with their leader. EI increases the motivation and confidence level of the leader and team, this concept has been felt in this research in phase two, when the different ALS were giving results in the matter or good progress and they could develop EI in ALS. As per Swedish working environment/culture, it is very clear to the individual that everyone has to work in the team and they have to perform their maximum efforts towards their task, whatever the task will be either study or organizational tasks. In this regard of EI development survey/research in the classroom, it is felt that the team-building is very important part for group tasks because in it many persons have to work as team and they can avail opportunity to know about each other, as per their understanding of the problems best solutions give them high motivations and confidence to do task. In the ALS there is very good point to know that many persons work in same group to do a task for better results because they have much brain for brain storming on same problem. They can be called as more think tankers for one task. Developing EI in the group gives better output of the given

task, therefore its proper understanding, training and development is getting more important. EI requires as same attentions as other departments or task requires.

### **5.5.1. Analysis on the results/feedback from class students:**

According to the research question and its obtained results through survey conducted by researchers on developing of EI in the classroom. It has been noticed that while working in the groups many students were there to perform a task. Every student could improve their EI and worked well as per their own field of interest/mindset and skills. Therefore it's very good to work in the group with the effect of EI because all students have their own field of specialties to do the task in adequate manners, especially when they were compiling the reports and preparing the presentation on their extract solutions. That's why groups are made to do the same task for more efficient work and results. According to Goleman (1996) IQ is different than EI that's why by keeping the concept and developing of EI the leaders of the particular groups were utilizing the skills of the individuals for the final report-writing and its presentations. EI creates working environment more friendly and smooth. That's why it is obvious that the impact of EI on leadership and teamwork has great influence to make the results better towards best. With the help of survey in the classroom it is clear that EI creates interest on job due to friendly environment and participants also enjoy their time on workplace on given task. In phase two it is observed while distributing questionnaire that the students were looking more confident and responsible towards their group task. They were ready to response about the re-assessment of this research because they were feeling that now, they know about each other more than initial-assessment. The proper awareness and training of EI enhance the performance, skills, job satisfaction, loyalty, motivation and confidence of the individuals.

According to Hoffman and Frost (2006, p.41) on the subject of EI with different angle as a multiple intelligences framework (MIF) by putting together emotional, social, and cognitive intelligence under the same umbrella. The results from this conducted research are comparable with the Hoffman and Frost (2006) because the feedback of students gives practical evidence of MIF. It is also noticed by the researchers that the students of ALS who could work with the effect of EI, they became able to understand its core concept during this survey, and after the course they feel EI as the part of their personality because few respondents could meet again to researchers on different occasions in the university. The ability of socialism could also improve in the respondents. They found keep in touch with each other after the course due to effect of EI; it could build cooperation and collaboration in their behavior. It is obvious that the impact of EI in the respect of different ALS can improve the personality of individual that leads towards the team and team leads towards task achievement. The conducted research, findings, results and analysis on the subject matter support the impact of EI as its importance in different areas of institutions and organizations.

## ***Chapter Six – Conclusion***

---

On the basis of an in-depth analysis of the literature on the subject of EI, and conducting primary research through questionnaires and from the research limitations the researchers conclude that controversies, and debates exist among different researchers and organizations in choosing the appropriate model and corresponding measure to assess the level of EI, and to adopt the most effective strategy to develop different competencies of EI on leadership and teamwork level. Although an extensive research has been conducted by scholars and researchers on the subject of EI, but instead of developing and it has rather created complications on the subject matter. All the researchers will need to work in coordination, in order to come up with analogous construct and definition of EI, and to adopt a unified model of EI to make it more convenient for academic institutions and different organization to adopt an appropriate strategy for developing and measuring EI.

### **6.1. EI gives constructive approach to institutions/organizations:**

It would be more appropriate to generalize the use of these models and corresponding measures and to make them available easily and free of cost, so that the users can get benefit out of them without any obstructions and limitations. The measures adopted by different theorists for assessing EI are very comprehensive and time consuming, therefore it would be more appropriate to make these measurement tools more concise and less time consuming in order to mount the interest of participant and to increase the response rate. As evident from the primary research conducted in the class by researchers, which is experiential learning in the form of ALS that is an effective approach of developing EI, therefore it would be more advantageous for academic institutions and business organizations to adopt this approach of developing EI. It would be useful for academic institutions to adopt Anglo-Saxon Model of Business education that provide an opportunity to learn from real life experience from themselves and from other group members. It will also encourage group members take advantage of each other's strengths and to redeem their weaknesses.

After being involved in the learning process and active engagement in primary research in International Business Culture and Communication class, the researchers found the Action Learning Set (ALS) is very interesting and positive learning experience, which is an effective way of personal motivational development and to harness management skills of the researchers. The Action Learning Set is a project enabled the researchers to demonstrate advocacy and action-oriented capacities within the ALS. With reference to EI, the Action Learning approach developed the researcher's competencies in different dimensions i.e. emotional self-awareness, emotional self-management, social awareness, and relationship management. It anticipated the researcher's capacity to be lifetime learner, and to adjust in professional focus of new situations and circumstances. EI makes individual comfortable and gives high level confidence.

Furthermore, the outcome of primary research reflects that Action Learning process is a useful strategy of personal development and plays an important role in developing EI competencies in individual and organizational level. Similarly active facilitation and coaching on part of the module organizer also played an important role in developing students' inter-personal and intra-personal skills, that achieving the main aims of the module. Trust building, team spirit and tolerance are also the positive effects of developing EI in

groups. During the learning process, the module leader focused on examining people management theory and practice within an international framework. Also, more emphasis was given on harnessing the intellectual capacity, creativity and innovation through teamwork in a vibrant international environment. Moreover, Action Learning Sets were formed in order to explore the links and develop theories and practices of experiential learning for the individual and organizational development. As per the importance of EI through ALS in institution the researchers conclude that EI needs special attention in institutions and organizations for the best performance and required results. If this kind of activity continues in the institutions through ALS with proper guideline and coaching it will be very helpful in the future for the national and international development. In future these students will be the part of organizations and then they can behave better in teams, handle the situation and can make best decisions for the particular problems and tasks.

## **6.2. EI develops flexible behavior/attitude of individuals:**

As per the research on the importance of EI, it is clear that it develops and improves the personal behaviour of the individuals, like EI creates more patience, tolerance and attribute in the personality of the individuals to adjust in every team or multi culture environment. It helps the individuals to become more flexible and active to be the part of new team or group for ongoing or upcoming tasks. Keeping in mind all these factors, this is obvious that experiential learning/action learning is a useful strategy of developing EI competencies in individual and organizational level.

## **6.3. Recommendations:**

Keeping in view the increasing demand of EI, it is more important that business schools should focus on adopting Action learning approach for the purpose of developing the level of EI among different ALS. ALS improves EI through facilitation on part of the facilitator and Collaborative and supportive activities from members of ALS. It is also worth considering that business schools should apply a combine approach of Anglo-Saxon model of Business education and European model of Business education. This approach will enable business Schools to develop the level of EI of their students through Experiential learning in the form of ALS.

## **6.4. Further Research:**

Further research should be conducted on the subject of EI in order to address the existing debates and controversies among different scholars and researchers. Although in the current study the researchers have made an attempt to address the research question thoroughly, but still the subject matter is very broad and is beyond the scope of the current project, therefore further research is needed in order to investigate the impacts of EI on organizational development and to find out that whether EI can be developed through experiential learning in the form of ALS. Further research will also explore that how Action learning approach can develop collaboration and supportive work within organization and that how it can help in developing interpersonal and intrapersonal capabilities of employees.

## References:

---

- Abraham, R. (2000), the role of job control as a moderator of emotional dissonance and emotional intelligence–outcome relationships, *Journal of Psychology*, 134 (2), 169-84.
- Alegre J. and Chiva R. (2008), *Assessing the impact of organizational learning capability on product innovation performance: An empirical test* 28, 315-326.
- Bar-On, R. (1997), *Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual*, Toronto, Canada: *Multi-Health Systems*.
- Bar-On, R. (2004), The Bar-On Emotional Quotient Inventory (EQ-I): *Rationale, description and summary of psychometric properties*, In G. Geher (Ed.), *measuring emotional intelligence: Common ground and controversy*, 115–145. New York: Nova Science.
- Barling, J., Slater, F. and Kelloway, K.E. (2000), Transformational leadership and emotional intelligence: an exploratory study, *Leadership & Organization Development Journal*, 21(3), 157-61.
- Bass, B.M. (2002), *Cognitive, social, and emotional intelligence of transformational leaders*, in Riggio, R.E. and Murphy, S. (Eds), *Multiple Intelligences and Leadership*, Lawrence Erlbaum, Mahwah, NJ, 105-18.
- Bryman, A. Bell, E (2007), *“Business Research Methods”*, 2<sup>nd</sup> Edition, Oxford University press, New York.
- Brooks, K., Nafukho, F.M., (2005), Human resource development, social capital, emotional intelligence: Any link to productivity?, *Journal of European Industrial Training*, 30(2). Emerald Insight, 117-128.
- BOND, networking for international development, Action Learning Sets, [www.bond.org.uk/data/files/als.pdf](http://www.bond.org.uk/data/files/als.pdf) [Retrieved by 2011-06-05].
- Boyatzis, R.E., Goleman, D. and Rhee, K.S. (2000), *Clustering competence in emotional intelligence*, in Bar-On, R. and Parker, J.D.A. (Eds), *The Handbook of Emotional Intelligence*, Jossey-Bass, San Francisco, CA, 343-62.
- Caruso, D.R., Mayer, J.D. and Salovey, P. (2002), *Emotional intelligence and emotional leadership*, in Riggio, R.E. and Murphy, S. (Eds), *Multiple Intelligences and Leadership*, Lawrence Erlbaum, Mahwah, NJ, 55-74.
- Carmeli, A. (2003), The relationship between emotional intelligence and work, attitudes, behaviour and outcomes, *Journal of Managerial Psychology*, 18(8), 788-813.
- Cherniss C. and Goleman D. (2001), *The emotionally intelligent workplace: how to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*.

- Cherniss C. et al (2010), Emotional Intelligence: *Toward Clarification of a Concept industrial and organizational psychology*, 3(2), 110-126.
- Cherniss, C., Goleman, D., Emmerling, R., Kim Cowan, K., and Adler, M (1998), *Bringing Emotional Intelligence to the Workplace: A Technical Report Issued by the Consortium for Research on Emotional Intelligence in Organizations*, Available at [www.eiconsortium.org](http://www.eiconsortium.org) [retrieved by 2011-04-24].
- Claxton .J, Mathers .J and Terry .D (2004), Using Action Learning and Student Peer Feedback-The Benefits, [www.ldu.leeds.ac.uk/news/conference\\_04\\_05/documents/CLAXTONetalhandout.pdf](http://www.ldu.leeds.ac.uk/news/conference_04_05/documents/CLAXTONetalhandout.pdf) [Retrieved by 2011-06-05].
- Consortium for Research on emotional intelligence in organizations, ([www.eiconsortium.org](http://www.eiconsortium.org))[retrieved by 2011-03-02].
- Davies M. et al (1998), Emotional intelligence: *In search of an Elusive Construct* 75(4), 989-1015.
- Dulewicz V. & Higgs M. (2000), Emotional Intelligence *A review and evaluation study*, 15(4), 341-372.
- Dulewitz, V. and Higgs, M. (1999), Can emotional intelligence be measured and developed? *Leadership & Organization Development Journal*, 20(5), 242-252.
- Eysenck H. J. (2000), *A new look intelligence*, publisher ISBN 9780765807076, Publish date 15/07/2000.
- Fowlie, J., Wood, M. (2009), Perspective on practice: The emotional impact of leaders' behaviours, *Journal of European Industrial Training*, 33(6), 559-572.
- Ghauri, P., Gronhaug, K (2005), *Research Methods in Business Studies: A Practical Guide*, 3<sup>rd</sup> edition, Pearson Education Limited, Essex.
- Goleman, D. (1996), *Emotional Intelligence: Why it matters more than IQ*, Bloomsbury Publishing Plc, New York.
- Goleman, D. (1998), *Working with emotional intelligence*, New York: Bantam Books.
- Groves K. S, McEnrue M. P and Shen .W (2008), *Developing and measuring the emotional intelligence of leaders*, 27, 225-250.
- Higgs, M. and Aitken, P. (2003), An exploration of the relationship between emotional intelligence and leadership potential, *Journal of Managerial Psychology*, 18 (8) 814-823.
- Hoffman, B. J., Frost. B. C. (2006), *Multiple intelligence of transformational leaders: an empirical examination*, *International Journal of Manpower*, 27(1). Emerald Group Publishing Limited, 37-51.

- Hughes M. and Terrell J. B. (2007), *The emotionally intelligent team understanding and developing the behaviors of success*, ISBN 978-0-7879-8834-0.
- INFOCUS NHS (2011) [http://www.infocusnorthwest.nhs.uk/Development/action\\_learning.asp](http://www.infocusnorthwest.nhs.uk/Development/action_learning.asp)  
[Retrieved by 2011-06-05]
- Jordan, P. J., Ashkanasy, N. M., Hartel C. E. J., & Hooper, G. S. (2002), *Workgroup emotional intelligence scale development and relationship to team process effectiveness and goal focus*, *Human Resource Management Review*, 12, 195-214.
- Jordan, P.J., Ashkanasy, N. M. and Hartel, C.E. (2002), *Emotional intelligence as a moderator of emotional and behavioral reactions to job insecurity*, *Academy of Management Review*, 27, 361-72.
- Kernbach, S. and Schutte, N.S. (2005), The impact of service provider emotional intelligence on customer satisfaction, *Journal of Services Marketing*, 19(7),438-44.
- Kerr, R., Garvin, J., Heaton, N. and Boyle, E. (2006), Emotional intelligence and leadership effectiveness, *Leadership and Organization Development Journal*, 27(4), 265-79.
- Law S.K & Wong C. (2004), *The construct and criterion validity of emotional intelligence and its potential utility for management studies*, 89(3), 483-496.
- Law S.K & Wong C. (2002), *The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study*, *The leadership quarterly* 13, 243-274.
- Langhorn, S. (2004), How emotional intelligence can improve management performance, *International Journal of Contemporary Hospitality Management*, 16(4), 220-30.
- Lillis, M. P., Tina, R. G (2009), *Cross-cultural communication and emotional intelligence: Inferences from case studies of gender diverse groups*, *Marketing Intelligence & Planning*, 27(3). Emerald Group Publishing Limited, 428-438.
- Locke, E. A. (2005). Why emotional intelligence is an invalid concept. *Journal of Organizational Behavior*, 26(4), 425-431.
- Landy F. J (2005), Some historical and scientific issues related to research on emotional intelligence, *Journal of Organizational Behavior*, 26, 411–424.
- Mayer, J. D., Salovey, P. (1993). *The intelligence of emotional intelligence*, *Intelligence*, 17, 433-442.
- Mayer, J.D. & Salovey, P. (1997), *What is emotional intelligence?* In P. Salovey & D.J. Sluyter (Eds), *Emotional Development and Emotional Intelligence: Implications for Educators*, Basic Books New York, NY, 3-31.
- Malcolm Higgs (2001), Is there a relationship between the Mayers-Briggs type indicator and emotional intelligence, 16(7), 509-533.

- McEnrue, M.P., Groves, K.S., Shen, W (2010), *Emotional Intelligence Training: Evidence regarding its Efficacy for Developing Leaders*, Kravis Leadership Institute, Leadership Review, 10, 3-26.
- McNabb, D. E., (2008). *Research Methods in public Administration and Nonprofit Management: Quantitative and Qualitative Approaches*. 2<sup>nd</sup> Edition. USA. M.E. Sharp, Inc. Available at:  
[http://books.google.com/books?id=b0wqpcwXQHgC&pg=PA10&dq=what+is+Quantitative+approach+in+business+research&hl=en&ei=ErSUTfa5FI3LtAaYv9DECA&sa=X&oi=book\\_result&ct=result&resnum=2&ved=0CDMQ6AEwATgU#v=onepage&q=what%20is%20Quantitative%20approach%20in%20business%20research&f=false](http://books.google.com/books?id=b0wqpcwXQHgC&pg=PA10&dq=what+is+Quantitative+approach+in+business+research&hl=en&ei=ErSUTfa5FI3LtAaYv9DECA&sa=X&oi=book_result&ct=result&resnum=2&ved=0CDMQ6AEwATgU#v=onepage&q=what%20is%20Quantitative%20approach%20in%20business%20research&f=false) [retrieved by 2011-05-19].
- Mina Beigi, Melika Shirmohammadi, (2009), Training employees of a public Iranian bank on emotional intelligence competencies, *Journal of European Industrial Training*, Vol. 34 Iss: 3, pp.211 – 225.
- Moriarty P. and Buckely F. (2003), Increasing team emotional intelligence through process, 27/2/3/4, 98-110.
- Nwokah, N. G., Harcourt, P., Ahiauzu, A. U (2009), Emotional intelligence and marketing effectiveness, *Marketing Intelligence & Planning*, 27(7). Emerald Group Publishing Limited, 864-881.
- Palmer, B., Walls, M., Burgess, Z. and Stough, C. (2001), Emotional intelligence and effective leadership, *Leadership and Organization Development Journal*, (22)1,5-10.
- Remenyi .D. et al (1998), *Doing research in business and management*, sage publication ltd London.
- Richard E. Boyatzis, (2006), using tipping points of emotional intelligence and cognitive competencies to predict financial performance of leaders, 18, 124-131.
- Rosete .E and Ciarrochi .F (2005), Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness, *Leadership & Organization Development Journal*, (26)5, 388-99.
- Roy C. (2004), Emotion Intelligence and leadership  
<http://www.teamtechnology.co.uk/emotional-intelligence.html> [retrieved 2011-04-06].
- Ruth, R. J and Steve, R.J (2003), *360-Degree Feedback in the context of Leadership development* in the ADO, 1-23.
- Salovey et al (2004), Key readings on the Mayer and Salovey Model, Dude Publishing. NY. 36, 86-90.
- Salovey .P and Mayer .J.D (1990), Emotional intelligence. Imagination, Cognition, and Personality, 9, 185-211.
- Saunders et al (2007), *Research Methods for Business Studies*, Fourth Edition, Pearson Education Limited, Essex.



- Sekaran, U (2003), *Research methods for business: A skill building approach*, John Wiley & Sons, Inc, New York.
- Sheehan, M. (1999), Workplace bullying: responding with some emotional intelligence, *International Journal of Manpower*, 20(½),57-69.
- Stys, .Y and Brown, S. L. (2004), A review of Emotional Intelligence literature and I mplications for corrections, *Research branch Correctional Service of Canada*.1-68.
- Sally K. and Schutte N. (2005), *The impact of service provider emotional intelligence on customer satisfaction*, 19(7), 438-444.
- Schutte et al. (1998), *Development and validation of a measure of emotional intelligence*, *Personality and individual differences*, 25, p. 167-177.
- Weisinger H. (1998), *Emotional Intelligence at Work*, Jossey-Bass, San Francisco, CA.
- Williams .S (1997), The influence of non-UK students' cultural perspectives of studying via Action Learning Sets in a postgraduate context, University of Wolverhampton, *INTERNATIONAL JOURNAL OF LIFELONG EDUCATION*, 16 (5), 425-438.
- Wolff S. B (2005), Emotional Competence Inventory (ECI): Technical Manual, Available at [www.haygroup.com](http://www.haygroup.com), [Retrieved on 2011-03-14].

## *Appendix*

**Appendix 1 (Group 1 EI scoring table)**

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>PR5</b>	<b>Total Average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	3.18	3.32	3.56	2.37	3.10	3.12	3.09
<b>Self-Management</b>	Achievement Orientation	4.16	3.0	1.5	2.52	4.0	3.16	2.83
	Adaptability	4.05	3.81	1.10	4.84	3.60	3.30	3.33
	Emotional Self-Control	4.15	3.58	1.32	3.11	2.65	2.18	2.56
	Positive Outlook	2.81	3.59	3.10	4.16	3.52	3.41	3.55
<b>Social Awareness</b>	Empathy	4.86	4.0	2.12	2.81	3.43	2.46	2.96
	Organizational Awareness	5.0	4.42	0.46	4.44	3.26	2.49	2.60
<b>Relationship Management</b>	Conflict Management	3.43	2.43	2.29	4.0	3.66	0.81	2.63
	Coach & Mentor	3.14	1.8	1.13	2.61	3.35	3.0	2.37
	Influence	3.83	4.0	2.39	3.82	2.87	1.0	2.81
	Inspirational Leadership	4.46	2.41	2.46	3.0	4.21	2.12	2.84
	Teamwork	4.83	3.81	1.86	5.0	4.0	3.13	3.56

## Appendix 2 (Group 1 phase 2 EI scoring table)

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>Total Average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.0	3.9	4.41	5.0	4.43
<b>Self-Management</b>	Achievement Orientation	4.36	4.51	3.9	4.0	4.13
	Adaptability	4.65	4.0	4.0	4.36	4.12
	Emotional Self-Control	5.0	4.67	4.67	5.0	4.78
	Positive Outlook	5.0	4.16	4.51	4.6	4.42
<b>Social Awareness</b>	Empathy	4.8	4.6	4.0	2.8	3.8
	Organizational Awareness	4.53	4.4	4.0	4.4	4.26
<b>Relationship Management</b>	Conflict Management	5.16	5.0	4.13	4.0	4.37
	Coach & Mentor	4.19	4.0	3.94	4.0	3.98
	Influence	4.0	4.0	4.5	4.35	4.28
	Inspirational Leadership	4.38	4.8	4.0	4.17	4.32
	Teamwork	4.73	4.23	1.8	5.0	3.67

### Appendix 3 (Group 2 EI scoring table)

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>PR5</b>	<b>Total Average</b>
Self-Awareness	Emotional Self-Awareness	4.67	2.53	3.16	3.82	3.23	2.85	3.11
Self-Management	Achievement Orientation	4.83	3.87	3.16	4.20	4.0	3.0	3.64
	Adaptability	5.0	3.0	3.5	1.18	1.84	3.13	2.53
	Emotional Self-Control	4.17	3.15	3.31	2.43	2.51	3.13	2.90
	Positive Outlook	5.0	3.64	4.11	3.25	2.14	3.0	3.22
Social Awareness	Empathy	5.0	0.23	2.14	1.42	3.52	3.0	2.06
	Organizational Awareness	3.88	4.0	3.4	3.0	3.0	3.0	3.28
Relationship Management	Conflict Management	4.61	4.0	4.0	0.0	2.16	3.36	2.70
	Coach & Mentor	5.0	1.16	3.36	1.46	2.84	2.18	2.2
	Influence	4.64	3.36	4.53	1.62	3.86	2.18	3.11
	Inspirational Leadership	5.0	4.0	4.0	2.16	2.34	3.16	3.13
	Teamwork	4.54	4.55	3.25	4.16	3.31	4.11	3.84

**Appendix 4 (Group 2 phase 2 EI scoring table)**

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>Total Average</b>
Self-Awareness	Emotional Self-Awareness	5.0	4.0	4.94	5.0	4.14	4.52
Self-Management	Achievement Orientation	4.63	3.56	4.11	3.91	4.0	3.89
	Adaptability	5.0	4.51	4.13	4.0	3.96	4.15
	Emotional Self-Control	4.53	4.0	5.0	5.0	5.0	4.75
	Positive Outlook	4.93	4.0	4.0	4.0	3.47	3.86
Social Awareness	Empathy	5.0	4.76	4.10	3.96	3.97	4.19
	Organizational Awareness	4.5	4.0	4.0	4.79	4.0	4.19
Relationship Management	Conflict Management	5.0	5.0	4.31	4.14	4.11	4.39
	Coach & Mentor	5.0	3.93	4.37	5.0	5.0	4.57
	Influence	4.83	4.0	4.39	5.0	4.0	4.34
	Inspirational Leadership	5.0	3.9	4.78	4.33	4.57	4.39
	Teamwork	5.0	4.82	4.0	3.9	5.0	4.43

### Appendix 5 (Group 3 EI scoring table)

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>Total Average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	3.58	2.11	2.82	3.13	2.65	2.67
<b>Self-Management</b>	Achievement Orientation	3.63	3.3	2.16	4.10	4.51	3.51
	Adaptability	3.35	2.35	3.45	4.0	3.0	3.2
	Emotional Self-Control	3.58	1.66	3.15	3.81	2.16	2.69
	Positive Outlook	4.17	2.25	4.73	4.11	3.15	3.56
<b>Social Awareness</b>	Empathy	3.68	1.42	3.14	3.65	4.10	3.07
	Organizational Awareness	4.22	4.16	3.46	4.29	3.05	3.74
<b>Relationship Management</b>	Conflict Management	4.28	3.40	3.04	3.42	3.18	3.26
	Coach & Mentor	3.85	1.53	2.16	4.61	3.25	2.77
	Influence	3.87	4.53	3.0	4.20	4.30	4.0
	Inspirational Leadership	3.46	3.23	2.36	3.46	3.14	3.04
	Teamwork	4.15	3.18	4.54	4.57	2.84	3.78

**Appendix 6 (Group 3 phase 2 EI scoring table)**

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR 2</b>	<b>PR 3</b>	<b>PR 4</b>	<b>Total Average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	5.0	4.0	5.0	4.67	2.6	4.06
<b>Self-Management</b>	Achievement Orientation	5.0	5.0	4.93	4.19	4.0	4.53
	Adaptability	5.0	3.39	4.47	3.9	5.0	4.19
	Emotional Self-Control	4.34	4.89	3.59	3.18	3.97	3.90
	Positive Outlook	4.0	4.11	4.3	4.09	4.89	4.34
<b>Social Awareness</b>	Empathy	5.0	4.5	3.55	4.9	4.6	4.38
	Organizational Awareness	4.16	4.33	5.0	4.6	4.59	4.63
<b>Relationship Management</b>	Conflict Management	4.33	4.0	3.37	4.0	4.11	3.87
	Coach & Mentor	4.0	4.59	5.0	5.0	4.43	4.75
	Influence	4.76	4.66	4.5	4.33	5.0	4.62
	Inspirational Leadership	4.16	5.0	4.13	4.56	5.0	4.67
	Teamwork	4.19	4.12	5.0	4.5	4.0	4.40

### Appendix 7 (Group 4 EI scoring table)

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>PR5</b>	<b>Total average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	3.19	2.16	3.32	1.20	2.15	5.0	2.76
<b>Self-Management</b>	Achievement Orientation	3.53	2.51	3.13	0.6	3.62	3.16	2.60
	Adaptability	4.36	1.14	3.68	0.16	3.30	5.0	2.65
	Emotional Self-Control	3.07	2.16	2.40	0.81	1.26	2.16	1.84
	Positive Outlook	3.51	3.12	3.16	0.0	3.05	3.18	2.50
<b>Social Awareness</b>	Empathy	3.49	4.0	2.16	0.62	3.09	3.10	2.59
	Organizational Awareness	4.62	2.23	3.18	1.26	3.22	4.18	3.04
<b>Relationship Management</b>	Conflict Management	2.88	2.68	2.48	0.0	2.81	4.22	2.43
	Coach & Mentor	3.62	2.81	2.28	0.55	4.10	1.13	2.17
	Influence	2.85	3.15	3.53	1.13	3.59	4.18	3.11
	Inspirational Leadership	2.67	2.14	2.63	0.0	2.16	4.0	2.18
	Teamwork	3.62	4.58	2.69	0.18	4.41	4.16	3.20



**Appendix 8 (Group 4 phase 2 EI scoring table)**

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>Total average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.16	4.0	5.0	4.76	4.46	4.55
<b>Self-Management</b>	Achievement Orientation	4.0	4.5	5.0	4.0	4.5	4.5
	Adaptability	5.0	3.76	4.52	3.97	4.0	4.06
	Emotional Self-Control	4.5	4.0	4.0	3.69	3.93	3.90
	Positive Outlook	4.0	4.0	4.57	4.71	4.43	4.42
<b>Social Awareness</b>	Empathy	4.05	3.78	4.0	4.0	5.0	4.19
	Organizational Awareness	3.93	3.54	4.0	5.0	4.5	4.26
<b>Relationship Management</b>	Conflict Management	4.58	4.0	5.0	3.93	4.0	4.23
	Coach & Mentor	4.0	5.0	3.56	4.0	3.85	4.10
	Influence	5.0	4.0	4.0	4.61	4.0	4.15
	Inspirational Leadership	5.0	4.87	4.0	5.0	4.6	4.61
	Teamwork	5.0	4.59	3.98	4.0	4.16	4.18

### Appendix 9 (Group 5 scoring table)

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR 1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>PR5</b>	<b>PR6</b>	<b>Total Average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.38	3.13	1.33	3.06	3.41	1.16	0.51	2.1
<b>Self-Management</b>	Achievement Orientation	4.55	3.51	3.35	3.40	3.18	1.61	3.53	3.09
	Adaptability	4.82	3.61	4.12	2.13	3.20	3.43	0.0	2.74
	Emotional Self-Control	5.0	1.48	4.11	3.15	2.81	2.55	1.25	2.55
	Positive Outlook	4.65	2.60	4.78	2.16	3.56	3.40	4.0	3.41
<b>Social Awareness</b>	Empathy	4.87	1.24	5.0	1.16	2.21	3.05	3.4	2.67
	Organizational Awareness	4.81	1.16	4.62	2.38	3.10	2.0	1.8	2.51
<b>Relationship Management</b>	Conflict Management	4.45	2.0	5.0	1.68	3.14	2.02	1.0	2.47
	Coach & Mentor	5.0	3.62	4.14	1.85	3.52	0.18	2.31	2.60
	Influence	4.67	3.18	5.0	3.53	3.14	1.25	2.54	3.10
	Inspirational Leadership	4.45	4.12	4.10	1.81	4.09	2.10	2.20	3.07
	Teamwork	5.0	4.13	4.18	3.51	4.05	1.45	3.53	3.47

**Appendix 10 (Group 5 phase 2 EI scoring table)**

<b>ECI 2.0 Cluster</b>	<b>Competency</b>	<b>SR</b>	<b>PR1</b>	<b>PR2</b>	<b>PR3</b>	<b>PR4</b>	<b>PR5</b>	<b>PR6</b>	<b>Total Average</b>
<b>Self-Awareness</b>	Emotional Self-Awareness	4.3	4.0	5.0	3.13	4.82	3.33	4.69	4.16
<b>Self-Management</b>	Achievement Orientation	4.5	3.97	4.0	3.53	3.0	3.19	3.93	3.60
	Adaptability	4.8	3.68	4.91	4.0	4.38	4.0	3.98	4.15
	Emotional Self-Control	5.0	4.0	4.0	4.0	3.0	3.0	4.11	3.35
	Positive Outlook	5.0	4.0	4.8	5.0	3.5	4.0	4.0	4.21
<b>Social Awareness</b>	Empathy	4.89	4.46	5.0	3.78	4.0	3.78	3.4	4.07
	Organizational Awareness	4.59	3.98	4.6	5.0	3.67	5.0	4.0	4.37
<b>Relationship Management</b>	Conflict Management	4.0	3.87	5.0	4.0	5.0	5.0	3.0	4.31
	Coach & Mentor	5.0	4.51	4.1	4.85	3.95	4.89	3.78	4.34
	Influence	4.6	3.89	5.0	3.39	3.49	4.0	3.0	3.81
	Inspirational Leadership	4.4	4.0	4.0	4.81	4.0	5.0	4.0	4.30
	Teamwork	5.0	4.3	4.8	3.67	4.0	3.5	3.0	3.87



**Umeå School of Business**  
Umeå University  
SE-901 87 Umeå, Sweden  
[www.usbe.umu.se](http://www.usbe.umu.se)