DETERMINING THE IMPACT OF EMOTIONAL INTELLIGENCE ON ORGANISATIONAL EFFECTIVENESS

by

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Submitted in partial fulfillment of the requirements for the degree
MAGISTER IN BUSINESS ADMINISTRATION
In the Faculty of Management
at the
Nelson Mandela Metropolitan University

Promoter:
PROF. NORMAN KEMP
November 2006

PREFACE
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>iii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iv</td>
</tr>
<tr>
<td>Abstract</td>
<td>v</td>
</tr>
<tr>
<td>Table of contents</td>
<td>vii</td>
</tr>
<tr>
<td>List of figures</td>
<td>xiii</td>
</tr>
<tr>
<td>List of tables</td>
<td>xv</td>
</tr>
</tbody>
</table>
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   Date: ………………………………………………………………………
ACKNOWLEDGEMENTS

The successful completion of this research would not have been possible without the support, guidance and encouragement of certain individuals. In particular, the assistance of the following is gratefully acknowledged:

- Professor Norman Kemp, for his guidance, patience, support and motivation throughout the research period.
- Dr. Jaques Pietersen for his invaluable assistance and professional input with regard to the processing and analysis of the research data.
- Mr. Lionel Heath for his professional input in editing this dissertation.
- Mr. Louis Hattingh, HR Manager for granting permission for this study to be conducted at GMSA.
- To family, friends and work colleagues for their sincere support and encouragement.
- My mother for the confidence she has instilled in me to persevere through stormy times.
- My husband, Gary and children, Matthew and Carey, for valuing me so highly and never doubting in my ability as wife, mother and student. Their loyal support and belief in me was throughout the duration of my studies, the wind beneath my wings.
ABSTRACT

Employees who are able to use their emotions intelligently can contribute meaningfully towards building an emotionally intelligent organisation, one in which everyone take responsibility for increasing his or her own emotional intelligence, for using it in relations with others, and for applying the skills of emotional intelligence to the organisation as a whole. The lack of emotional intelligence, however, undermines both an individual’s and a company’s growth and success.

Expressing emotions within the workplace has for many years been considered inappropriate and irrelevant to business. This research study points to the fact that an overwhelming amount of research shows that not only are emotions very much a part if the work experience but, to a large degree, set the course that companies should follow.

This research study firstly discusses the core components of emotional intelligence and its impact on individuals and how they relate to others. The study further focuses on the impact that emotional intelligence has on aspects that contribute to organisational effectiveness. This study suggests that emotional intelligence within companies could result in a situation where employees communicate with understanding and respect and where confidence and enthusiasm in the organisation are instilled. Knowing one’s own emotions and controlling them; recognizing emotions in others and managing them; and self-motivation are key dimensions of emotional intelligence covered in the theoretical perspective of emotional intelligence discussed in Chapter Two. This study points to the benefits of emotional intelligence as an indispensable element not only in creating a profitable business but also in leading a successful life.
The findings discussed in Chapter Six indicate a reasonable level of emotional intelligence amongst employees at GMSA who participated in the survey. Recommendations from the study indicated a need for training in various aspects of emotional intelligence in order to derive the benefits of improved organisational effectiveness and profitability.
### TABLE OF CONTENTS

**CHAPTER ONE**  
PROBLEM STATEMENT AND SCOPE OF THE STUDY

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>1.2</td>
<td>MAIN PROBLEM STATEMENT</td>
<td>3</td>
</tr>
<tr>
<td>1.3</td>
<td>SUB-PROBLEMS</td>
<td>3</td>
</tr>
<tr>
<td>1.4</td>
<td>DEMARCATION OF THE RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>1.4.1</td>
<td>Staff levels</td>
<td>3</td>
</tr>
<tr>
<td>1.4.2</td>
<td>Geographical demarcation</td>
<td>3</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Subject of evaluation</td>
<td>3</td>
</tr>
<tr>
<td>1.5</td>
<td>DEFINITION OF SELECTED CONCEPTS</td>
<td>4</td>
</tr>
<tr>
<td>1.5.1</td>
<td>Emotional Intelligence</td>
<td>4</td>
</tr>
<tr>
<td>1.5.2</td>
<td>Organisational Effectiveness</td>
<td>5</td>
</tr>
<tr>
<td>1.5.3</td>
<td>First-line-managers</td>
<td>5</td>
</tr>
<tr>
<td>1.5.4</td>
<td>Individuals</td>
<td>6</td>
</tr>
<tr>
<td>1.6</td>
<td>THE SIGNIFICANCE OF THE RESEARCH</td>
<td>6</td>
</tr>
<tr>
<td>1.7</td>
<td>RESEARCH DESIGN</td>
<td>7</td>
</tr>
<tr>
<td>1.7.1</td>
<td>Research Methodology</td>
<td>7</td>
</tr>
<tr>
<td>1.7.2</td>
<td>Literature Survey</td>
<td>8</td>
</tr>
<tr>
<td>1.7.3</td>
<td>Empirical Study</td>
<td>8</td>
</tr>
<tr>
<td>1.7.4</td>
<td>Development of an integrated model</td>
<td>9</td>
</tr>
<tr>
<td>1.8</td>
<td>PROPOSED PROGRAMME OF STUDY</td>
<td>9</td>
</tr>
<tr>
<td>1.9</td>
<td>CONCLUSION</td>
<td>10</td>
</tr>
</tbody>
</table>
CHAPTER TWO
A THEORETICAL PERSPECTIVE OF EMOTIONAL INTELLIGENCE - TOWARDS ESTABLISHING A PRACTICAL UNDERSTANDING

2.1 INTRODUCTION
2.2 WHAT IS EMOTIONAL INTELLIGENCE (EI)?
2.3 WHY EMOTIONAL INTELLIGENCE MATTERS AND HOW IT CAN MAKE A DIFFERENCE?
2.4 KEY POINTS OF EMOTIONAL INTELLIGENCE
2.5 MYTHS ABOUT EMOTIONAL INTELLIGENCE
2.6 FEATURES OF EMOTIONAL INTELLIGENCE
   2.6.1 Being Emotionally Intelligent
   2.6.2 Making Emotionally Intelligent Choices
2.7 FIVE STEPS TOWARDS EMOTIONAL INTELLIGENCE
   2.7.1 Intra-personal capabilities
   2.7.1.1 Step 1: Self-awareness
   2.7.1.2 Step 2: Emotion Management
   2.7.1.3 Step 3: Self-motivation
   2.7.2 Inter-personal Capabilities
   2.7.2.1 Step 4: Relationship Management
   2.7.2.2 Step 5: Emotional Coaching
2.8 SUMMARY

CHAPTER THREE
THE IMPACT OF EMOTIONALLY INTELLIGENT INDIVIDUALS, WORK TEAMS AND MANAGERS ON ORGANISATIONAL EFFECTIVENESS

3.1 INTRODUCTION
3.2 ORGANISATIONAL EFFECTIVENESS
   3.2.1 Four Ways to assess Organisational Effectiveness
3.3 EMOTIONAL INTELLIGENCE AT WORK
3.3.1 Change Management
3.3.1.1 Business Intellect (B)
3.3.1.2 Emotional Intellect (EI)
3.3.1.3 Spiritual Intellect (SI)
3.3.1.4 Political Intellect (PI)
3.4 EMOTIONAL FACTORS IMPACTING ORGANISATIONAL EFFECTIVENESS
3.4.1.1 Environmental Sources of Stress
3.4.1.2 Responsibility as a Stressor
3.4.1.3 When Workplace Stress Stifles Productivity
3.4.1.4 Managing Stress:
3.4.2 Conflict within the Workplace
3.4.2.1 Conflict Management
3.4.2.2 Conflict Management Techniques
3.4.3 Managing Anger
3.4.3.1 Managing your own anger
3.4.3.2 Managing anger in other people
3.4.4 JOB CONFLICT
3.4.5 Components of Emotional Intelligence
3.4.5.1 Self-discipline
3.5 TEAM WORK AND HOW IT RELATES TO EMOTIONAL INTELLIGENCE
3.6 SUMMARY

CHAPTER FOUR
RESEARCH METHODOLOGY AND ANALYSIS OF DATA

4.1 INTRODUCTION
4.2 RESEARCH DESIGN
4.3 PLANNING THE RESEARCH DESIGN
4.3.1 Deductive Research
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.2</td>
<td>Inductive Research</td>
<td>56</td>
</tr>
<tr>
<td>4.4</td>
<td>DATA COLLECTION: APPROACHES, METHODS AND TECHNIQUES</td>
<td>57</td>
</tr>
<tr>
<td>4.4.1</td>
<td>Qualitative versus Quantitative Data</td>
<td>57</td>
</tr>
<tr>
<td>4.4.2</td>
<td>Criteria for effective data collection</td>
<td>59</td>
</tr>
<tr>
<td>4.5</td>
<td>Data Collection</td>
<td>60</td>
</tr>
<tr>
<td>4.6</td>
<td>Data Analysis</td>
<td>60</td>
</tr>
<tr>
<td>4.7</td>
<td>Research Instrument</td>
<td>61</td>
</tr>
<tr>
<td>4.7.1</td>
<td>The Questionnaire</td>
<td>61</td>
</tr>
<tr>
<td>4.8</td>
<td>The Sample Population</td>
<td>62</td>
</tr>
<tr>
<td>4.9</td>
<td>Pilot Study</td>
<td>63</td>
</tr>
<tr>
<td>4.10</td>
<td>Concluding Remarks</td>
<td>63</td>
</tr>
</tbody>
</table>

CHAPTER FIVE
ANALYSIS AND INTERPRETATION OF THE RESULTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>INTRODUCTION</td>
<td>65</td>
</tr>
<tr>
<td>5.2</td>
<td>INTERPRETATION OF THE RESULTS</td>
<td>65</td>
</tr>
<tr>
<td>5.2.1</td>
<td>Biographical Data Analysis</td>
<td>65</td>
</tr>
<tr>
<td>5.2.1.1</td>
<td>Response Rate</td>
<td>65</td>
</tr>
<tr>
<td>5.2.2</td>
<td>Respondents by Gender</td>
<td>66</td>
</tr>
<tr>
<td>5.2.3</td>
<td>Respondents by Age</td>
<td>67</td>
</tr>
<tr>
<td>5.2.4</td>
<td>Respondents by Race/Culture</td>
<td>67</td>
</tr>
<tr>
<td>5.2.5</td>
<td>Respondents by Marital Status</td>
<td>68</td>
</tr>
<tr>
<td>5.2.6</td>
<td>Respondents by Number of Years Employed</td>
<td>69</td>
</tr>
<tr>
<td>5.3</td>
<td>CORE COMPONENTS OF EMOTIONAL INTELLIGENCE</td>
<td>70</td>
</tr>
<tr>
<td>5.3.1</td>
<td>Self-awareness as a Core Component of Emotional Intelligence</td>
<td>70</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Five-Step Model</td>
<td>20</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Johari Window</td>
<td>23</td>
</tr>
<tr>
<td>Figure 3.1</td>
<td>The Organisation as an Open System: The Biological Model</td>
<td>32</td>
</tr>
<tr>
<td>Figure 3.2</td>
<td>Four Ways to assess Organisational Effectiveness</td>
<td>34</td>
</tr>
<tr>
<td>Figure 3.3</td>
<td>The Compass of the Intellects</td>
<td>35</td>
</tr>
<tr>
<td>Figure 3.4</td>
<td>Change Leadership Intellects</td>
<td>36</td>
</tr>
<tr>
<td>Figure 3.5</td>
<td>The Interrelationship of Conflict, Frustration, Anger and Stress</td>
<td>43</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>The Process of Deduction</td>
<td>55</td>
</tr>
<tr>
<td>Figure 5.1</td>
<td>Gender Split</td>
<td>66</td>
</tr>
<tr>
<td>Figure 5.2</td>
<td>Age Categories</td>
<td>67</td>
</tr>
<tr>
<td>Figure 5.3</td>
<td>Cultural Split</td>
<td>67</td>
</tr>
<tr>
<td>Figure 5.4</td>
<td>Marital Status</td>
<td>68</td>
</tr>
<tr>
<td>Figure 5.5</td>
<td>You are able to recognize when you are stressed</td>
<td>79</td>
</tr>
<tr>
<td>Figure 5.6</td>
<td>You are less productive at work as a result of stress</td>
<td>79</td>
</tr>
<tr>
<td>Figure 5.7</td>
<td>You rely on professional assistance to cope with stress</td>
<td>80</td>
</tr>
</tbody>
</table>
Figure 5.8  To what extent is work related stress applicable to your life?  

Figure 5.9  To what extent do pressure and deadlines contribute to your work stress?  

Figure 5.10  To what extent do the roles and responsibilities held within the organisation contribute to your work stress?  

Figure 5.11  To what extent do interpersonal relationships at work contribute to your work stress?  

Figure 5.12  Conflict is inherently neither good nor bad but rather a natural consequence of interpersonal interaction  

Figure 5.13  Displaying concern and understanding in conflict situations often assists in calming the mood.  

Figure 5.14  Teams are less effective when there is no trust amongst members.  

Figure 5.15  You are dependent on your team for their support and commitment in order to achieve required outcomes.  

Figure 5.16  Team leaders could benefit from the input of team members when seeking solutions for work problems  

Figure 5.17  Response to open-ended question
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1</td>
<td>Myths about Emotional Intelligence</td>
<td>15</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>Cluster sources of stress</td>
<td>40</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Differences between qualitative and quantitative data</td>
<td>58</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Questions of Reliability, Validity and Generalizability in Deductive versus Inductive Research Methods.</td>
<td>59</td>
</tr>
<tr>
<td>Table 5.1</td>
<td>Overall Response Rate</td>
<td>65</td>
</tr>
<tr>
<td>Table 5.2</td>
<td>Years of Employment</td>
<td>68</td>
</tr>
<tr>
<td>Table 5.3</td>
<td>Self-awareness as a Core Component of Emotional Intelligence</td>
<td>70</td>
</tr>
<tr>
<td>Table 5.4</td>
<td>Emotion Management as a Core Component of Emotional Intelligence</td>
<td>71</td>
</tr>
<tr>
<td>Table 5.5</td>
<td>Self-Motivation as a Core Component of Emotional Intelligence</td>
<td>73</td>
</tr>
<tr>
<td>Table 5.6</td>
<td>Relationship Management</td>
<td>74</td>
</tr>
<tr>
<td>Table 5.7</td>
<td>Emotional Coaching as a Core Component of Emotional Intelligence</td>
<td>75</td>
</tr>
<tr>
<td>Table 5.8</td>
<td>Responses to Change</td>
<td>77</td>
</tr>
</tbody>
</table>
CHAPTER ONE

PROBLEM STATEMENT AND SCOPE OF THE STUDY

1.1 INTRODUCTION

The core assets of the modern business enterprise lie not in buildings, machinery, and real estate, but in the intelligence, understanding, skills, and experience of employees. Harnessing the capabilities and commitment of knowledge workers is - it may be argued the central managerial challenge of modern time (Manville and Ober 2003:48). The challenge of managing the most intangible asset – managing what cannot be seen – the manager’s ability to influence employees’ attitudes and emotions is a certain question that managers need to wrestle with. The manner in which they respond to these questions goes a long way toward determining the organisation’s enthusiasm, commitment and ultimate performance (Manville and Ober, 2003: 48).

The effective management of people in teams can produce greater performance levels and greater organisational effectiveness (Potgieter, 2003:97). Increasing emotional intelligence can give valuable information about oneself, other people and situations. By tapping in to the information that emotions provide, individuals are able to alter their behaviour and thinking in such a way that they can turn a situation around. Emotions play an important role in the workplace. The key is to use emotions intelligently, which is exactly what is meant by emotional intelligence. Individuals intentionally make their emotions work for them by using them to help guide their behaviour and thinking in ways that enhance their results. (Weisinger, 1998:1) According to Weisinger (1998:2), the good news of emotional intelligence is the fact that it can be developed, nurtured and augmented – hence it is not a trait that an individual either has or does not have. Emotional intelligence includes aspects such as self-awareness, emotional management and self-motivation.

There was a time when an intelligence quotient was considered the leading determinant of success. Based on brain and behavioural research, Goleman (1995:25) argues that, “our IQ-idolizing view of intelligence is far too narrow”. Instead, Goleman makes the case for "emotional intelligence" as the strongest
indicator of human success. He defines emotional intelligence in terms of self-awareness, altruism, personal motivation, empathy, and the ability to love and be loved by friends, partners, and family members. People who possess high emotional intelligence are the people who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationships. Because emotional intelligence is not fixed at birth, Goleman (1995:36) outlines how adults as well as parents of young children can sow the seeds. He further argues that emotions play a much greater role in thought, decision-making and individual success than is commonly acknowledged. He defines "emotional intelligence" as a trait not measured by IQ tests, but as a set of skills, including control of one's impulses, self-motivation, empathy and social competence in interpersonal relationships.

These according to Goleman (1995: 36) are the qualities that mark people who excel in life, whose relationships flourish, who are stars in the workplace. He further argues that a lack of emotional intelligence can sabotage the intellect and ruin careers. But the news is hopeful according to Goleman (1995:36) who states that emotional intelligence is not fixed at birth; instead its vital qualities can be nurtured and strengthened in all.

The above opinions thus direct the researcher to the main problem of this study, namely;

1.2 MAIN PROBLEM STATEMENT
What strategic advantage and influence do emotionally intelligent individuals, work teams and first-line managers have on organisational effectiveness?

1.3 SUB-PROBLEMS
The following sub-problems were identified as part of a research strategy to deal with and solve the main problem.
a) What strategic advantage does the literature reveal that emotional intelligence in individuals, work teams and first-line managers has on organisational effectiveness?

b) What aspects of emotional intelligence do individuals and managers believe will enhance their ability and effectiveness within their organisation?

c) How can the results in (a) and (b) be used to achieve strategic advantage in terms of its organisational effectiveness?

1.4 DEMARCATION OF THE RESEARCH

1.4.1 Staff levels
The study will be limited to first-line management, team members, team leaders and co-ordinators.

1.4.2 Geographical demarcation
The empirical component of this study will be limited to first-line managers, team members and individuals within General Motors South Africa, a motor manufacturing company based in Port Elizabeth, Eastern Cape, South Africa.

1.4.3 Subject of evaluation
The following sub-headings will be covered within this research paper.

- What is Emotional Intelligence (EI)?

- Why EI matters and how it can make a difference
  - Key points of EI
  - Myths about EI
  - Features of EI

- Five steps towards EI
  - Intra-personal capabilities
    - Self-awareness
1.3 DEFINITION OF SELECTED CONCEPTS

1.3.1 Emotional Intelligence

Weisinger (1998:8) defines emotional intelligence as, “the intelligent use of emotions – you intentionally make your emotions work for you by using them to guide your behaviour and thinking in ways that enhance your results.”

Emotional intelligence, according to Le Roux and De Klerk (2001:9), applies to people with an ability to cope with what is happening to them. They further state that emotional intelligence includes a number of specific personal and social competencies related to:

- emotional awareness of self and others;
- emotional control;
- empathy;
- balanced thoughts, emotions and behaviour;
- anger control; and
- ability to delay gratification.

Goleman (1995: 43-44) defines emotional intelligence as being;

- aware of one’s emotions;
- managing one’s emotions;
- recognising oneself in others; and
- the ability to handle relationships constructively.

1.3.2 Organisational Effectiveness

“The effective management of people in teams can produce greater performance levels and greater organisational effectiveness.” (Potgieter, 2003: 97)

The above author further identifies the following criteria to assess organisational effectiveness; namely:
- Goal accomplishment;
- resource acquisition;
- internal process; and
- strategic constituencies satisfaction.

1.3.3 First-line-managers

Hellriegel and Slocum (1996:6) define first-line managers as, “the managers who are directly responsible for the production of goods or services.” The authors describe the task of first-line managers as managing individual performance, namely, keeping track of performance and providing feedback, motivating and disciplining subordinates as well as improving communications.

Ivancevich & Matteson (2002:44) state that first-line managers are often called supervisors, office managers, or foremen. They further define the role of first-line managers as follows:

- They are typically the entry-level line positions of recent college graduates and have as their subordinates blue-collar workers, salespersons, accounting clerks, etcetera, depending on the tasks that the subunit performs.
- They are responsible for the basic work of the organisation according to plans provided by their superiors.
• They are in daily contact with their subordinates and they are ordinarily assigned this job because of their ability to work with people.

• They must work with their own subordinates and with other first-line supervisors whose tasks are related to their own.

1.3.4 Individuals

The term “individuals” within this research paper refers to any employee within the selected organisation.

1.4 THE SIGNIFICANCE OF THE RESEARCH

“Managers who are attuned to their own feelings and the feelings of others can enhance the performance of themselves and others in their organisations” (Hunsaker, 2001:27).

Success in the knowledge economy, according to Drucker (1995:44), comes to those who know themselves, their strengths, their values and how they best perform. The more individuals and leaders know about themselves, the better they are able to understand how they are perceived by others and why others respond to them in the manner they do. It is only then, according to Hunsaker, (2001:20) that individuals can choose to decrease ineffective behaviour and try out new ones to enhance their managerial effectiveness.

Weisinger (1998:2) argues that with high self-awareness, individuals are able to monitor themselves, observe their behaviour and interactions with others; hence they are able to influence their actions so that they work to their benefit. He further states that, “the potential for both individual and organisational success is significant with the added bonus that it is truly attainable.”

Emotional intelligence is much more than merely maintaining cordial relationships; it is about managing one’s own emotions and the emotions of others in such a manner that it creates a path to goal attainment. Werner, (2003:44)
According to Goleman (2002:38), emotional intelligence competencies are not innate talents, but learned abilities, each of which has a unique contribution towards making leaders more resonant, and therefore more effective. Goleman (2002:40) further argue that effective leaders typically demonstrate strengths in at least one competence from each of the four fundamental areas of emotional intelligence.

Self-aware leaders understand their values, goals, and dreams. Goleman (2002:40) asserts that they know where they are headed and why; they are attuned to what feels right to them and why.

1.5 RESEARCH DESIGN
The broad research methodology is described in this section.

1.5.1 Research Methodology
The following procedures will be adopted to solve the main and sub-problems:

1.5.2 Literature Survey
All relevant aspects pertaining to emotional intelligence that should contribute to enhancing organisational effectiveness will be identified from the literature.

1.5.3 Empirical Study
The empirical study consisted of:

(a) Mail survey
A mail survey was conducted among individuals, teams and first-line managers using a questionnaire, compiled by the researcher, to establish the respondents’ understanding and opinion of how aspects of emotional intelligence could impact on organisational effectiveness. The respondents were chosen from all levels within selected organisations where interpersonal interactions occur. These individuals were the ideal candidates to comment on how aspects of emotional intelligence in the workplace could hamper organisational effectiveness.

(b) Measuring instrument
A comprehensive questionnaire was compiled for this research project, based on the literature study presented in Chapters Two and Chapter Three.

Sample
Employees at the General Motors South Africa motor manufacturing plant based in Port Elizabeth, Eastern Cape were selected as the sample population for this study.

(c) Statistical analysis of data
The statistical procedures used in interpreting and analysing the data were determined in consultation with a statistician at the time the questionnaire was compiled.

1.5.4 Development of an integrated model
The results of the literature survey and the empirical survey were integrated to develop a life-skills model of emotional intelligence and organisational effectiveness.

1.6 PROPOSED PROGRAMME OF STUDY

The research has been planned to include the following chapters:

Chapter One:
Describes the scope of the study in which the following were included: Introduction; problem statement; demarcation of the study, definitions of key terms, significance of the study and the methodology and design used. This chapter also includes an outline of the programme of study.

Chapter Two:
A literature survey was conducted in which a theoretical perspective of emotional intelligence was given. Aspects of
emotional intelligence were highlighted and discussed in greater detail.

Chapter Three:
The literature study was completed by identifying the strategic benefits that emotional intelligent individuals, work teams and first-line managers have on aspects that contribute to organisational effectiveness.

Chapter Four:
The research methodology entailed the use of a questionnaire based on what the literature survey revealed about the problem statement.

Chapter Five:
The empirical results were analysed and the findings summarised.

Chapter Six:
The literature available applied critically to the research findings and was integrated into a conclusion and recommendations.

1.7 CONCLUSION
The aim of this chapter was to present the main problem addressed in this research document and to show the procedure followed in addressing the main problem and the sub-problems. Important core concepts and terms were defined to ensure clarity and consistency throughout the research paper.

The next chapter deals with the literature study that outlines what emotional intelligence is and why it really matters in business and personal life.
CHAPTER TWO

A THEORETICAL PERSPECTIVE OF EMOTIONAL INTELLIGENCE - TOWARDS ESTABLISHING A PRACTICAL UNDERSTANDING

2.1 INTRODUCTION
The primary focus of this chapter is to provide a theoretical perspective of emotional Intelligence through a detailed study of prior research conducted on its various components and facets. Emotional Intelligence in summary, as will be discussed in detail within this and the next chapter, is about the relationships and the quality of interactions with others. In order to understand what strategic advantage emotionally intelligent individuals, work teams and managers contribute to organisational effectiveness; the following aspects of emotional intelligence will be discussed briefly in providing a theoretical background:

- What is emotional intelligence?
- Why emotional Intelligence matters and how it can make a difference?
- Key points of emotional Intelligence,
- Commonly held misconceptions of emotional intelligence (myths), and
- Key features of emotional intelligence.

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

2.2 WHAT IS EMOTIONAL INTELLIGENCE (EI)?
In providing a definition of emotional intelligence, Van Jaarsveld (2003:13) differentiates intelligence quotient (IQ) from emotional intelligence also referred to as emotional quotient (EQ). According to Van Jaarsveld (2003) IQ has to do with the assessment of an individual's intellectual, analytical, logical and rational abilities. It gives an indication of the individual's ability to learn things, focus on tasks, and retain and recall objective information. He further explains that it reveals how he reasons, manipulates numbers, is able to utilise abstract and analytical thinking, as well as how he is able to solve problems through the application of prior knowledge.
EQ, on the other hand, has to do with the non-cognitive dimensions of intelligence and refers to the ability to read the political and social environment, to grasp intuitively what others want and need, and what their strengths and weaknesses are. It points to an ability to remain unruffled by stress.

Cooper and Sawaf (1997:IV) had the following to say about EI. Contrary to most conventional thinking, emotions are inherently neither positive nor negative; rather they serve as the single most powerful source of human energy, authenticity and drive, and can offer a wellspring of intuitive creative wisdom. According to Cooper and Sawaf (199:IV) studies have indicated that people who are intellectually the brightest are often not the most successful, either in business or their personal lives – hence emotional intelligence requires that individuals learn to acknowledge and understand feelings in others and themselves.

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

### 2.3 WHY EMOTIONAL INTELLIGENCE MATTERS AND HOW IT CAN MAKE A DIFFERENCE?

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

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

- Tuning into the emotions of ourselves and others
- Understanding emotions in ourselves and others
- Taking appropriate action on the emotional content that we find.
According to Orme (2001:7) being emotionally intelligent applies not just to how individuals respond to life experiences but also to other life crises – job redundancy, divorce, bereavement, major disputes, loss of a child and so on. In essence what emotional intelligence is, is an ability to use emotions to help solve problems and thus give rise to a more effective life.

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

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

**2.4 KEY POINTS OF EMOTIONAL INTELLIGENCE**

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

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

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

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

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

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

2.4.6 Emotional Intelligence affects our ability to make decisions – It may not be fully realised but most decisions are made through the pathway of emotions. This aspect is explored in greater detail within this research paper.

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

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

A great deal of work needs to be done to educate a wider audience about emotional intelligence. The following section will briefly touch on some of the myths that relate to emotional intelligence.

### 2.5 MYTHS ABOUT EMOTIONAL INTELLIGENCE

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

<table>
<thead>
<tr>
<th>Table 2.1 Myths about emotional intelligence Myth</th>
<th>Orme, G. (2001:5) – View</th>
</tr>
</thead>
</table>
| **Myth No. 1**  
*There is no place for emotions in this life; facts are more solid and useful* | Emotions are present day and night. We cannot stop ourselves from feeling. Our connection to others is emotional and emotions give us useful information on what is really happening. By focusing on emotions, we can actually deal with facts more quickly, more easily and more effectively. |
<table>
<thead>
<tr>
<th>Myth No. 2</th>
<th>Sometimes EI involves expressing emotion, but, more often than not, it is about managing emotion so that you do not allow your own or other people’s emotions to overwhelm you. So being EI does not necessarily involve telling everyone how you feel. Sometimes it involves being able to know for yourself how you feel and then finding the most appropriate way to communicate this to someone else.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>EI involves telling everyone how you feel. It could be particularly career-limiting if you cry at work, or it could end your personal relationships if you tell people close to you how you really feel about them.</em></td>
<td></td>
</tr>
<tr>
<td>Myth No.3</td>
<td>Sometimes expressing emotion can involve a physical element – a touch on the hand, a comforting hug – but EI is not a licence to touch someone when they do not want to be touched. In fact, this could be considered to be very emotionally unintelligent in certain situations.</td>
</tr>
<tr>
<td><em>EI means more hugging and touching than usual and I do not want to get accused of sexual harassment.</em></td>
<td></td>
</tr>
<tr>
<td>Myth No.4</td>
<td>If you do not find out what people feel, you may spend longer focusing on the “wrong things” than the right things. Negative emotions are difficult obstacles and positive emotions help to get the job done. It may not necessarily take more time; it is simply about where you choose to focus your attention – on emotions or on thoughts.</td>
</tr>
<tr>
<td><em>Focusing on emotions takes time – I am too busy to find out what people feel.</em></td>
<td></td>
</tr>
<tr>
<td>Myth No. 5</td>
<td>This is blissful ignorance. People are incredibly perceptive and can</td>
</tr>
<tr>
<td><em>My feelings and emotions are invisible</em></td>
<td></td>
</tr>
</tbody>
</table>
to others. subconsciously pick up on when the words do not match the body language. We all have the ability to notice emotions.

<table>
<thead>
<tr>
<th>Myth No. 6</th>
<th>Myth No. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We should only focus on positive emotions, not on negative ones.</strong></td>
<td><strong>EI is another ‘pop psychology’ term, which has nothing new to offer.</strong></td>
</tr>
<tr>
<td>There is much truth in this statement, from a health perspective. However, even negative emotions can be a signal that something needs to change. Negative emotions are a part of life, so it is useful to learn how to deal with them and to distinguish the ones that can be the most debilitating if we let them in.</td>
<td>EI does define a set of skills and abilities much needed in schools and in business. Knowledge of EI should influence how we run companies and how we live day-to-day in our families. Whilst the concept has been around for years, there are now more people working at ‘ground level’ to help teach these skills and the techniques for measuring it and developing it in ourselves and in others.</td>
</tr>
</tbody>
</table>

Source: Adapted from Orme (2001:6)
Individuals who possess the skill and competencies of emotional intelligence will display the following features in their interactions with others and in their decision-making processes. These features will be discussed briefly in the following section.

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

2.6.1 Being Emotionally Intelligent
Orme (2001:14) places great emphasis on the word ‘being’ when defining emotional intelligence. Definition: “Being emotionally intelligent involves tuning into emotions, understanding them and taking appropriate action.”

Orme (2001:14) places significant importance on the word ‘being’ and explains that it is how someone is being (behaving) that makes the most difference. In other words, even without going through a formal emotional intelligence assessment, how an individual “is” in a particular situation will determine how emotionally intelligent he/she really is. Orme (2001:14) further clarifies that emotional intelligence is not just about knowing what to do and doing it; instead it is more about how an individual “is” as he/she goes about the knowing and doing that makes the difference. She further points out that people are human “beings” not human “doings”.

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

Cherniss and Goleman (2001:137) make reference to competencies and differentiate between personal competencies, which involve self-awareness, self-regulation, and self-motivation. The second set of competencies they refer to are the social competencies, which involve social awareness (that is, empathy) and social skills. Social competencies involve the individual's ability to recognise others' emotions, needs and concerns and the ability to help others manage their emotions in order to achieve desirable responses. The competencies highlighted by Cherniss and Goleman (2001: 137) will be discussed to some degree in the section following, as well as in chapter three.

The following section will explore five practical steps towards establishing emotional intelligence.
### 2.7 FIVE STEPS TOWARDS EMOTIONAL INTELLIGENCE

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

**Figure 2.1 Five-Step Model**

![Five-Step Model Diagram](image)

Source: adapted from Chapman (2001:12)

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

#### 2.7.1 Intrapersonal capabilities

These capabilities refer to the inner-intellect that individuals require for knowing, understanding and motivating themselves. Within the five-step model, self-awareness, emotional management and self-motivation are grouped together as the core components of intrapersonal intelligence that being the inner intelligence used by individuals to know, understand and motivate themselves.
2.7.1.1 Step 1: Self-awareness

Chapman (2001:15) defines self awareness as “the ability to see ourselves with our own eyes, to be aware of our...

- Goals, immediate and long-term;
- Beliefs, about ourselves and others;
- Drivers that affect how we work;
- Rules that we live by, the *shoulds, musts and oughts*;
- Self-talk, the inner voice that tells us we can or cannot do something …and the ways in which these impact on what we do and contribute to our map of the world”.

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

Chapman (2001:18) suggests that emotional responses can be identified by:

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

- **Individual getting in touch with his/her feelings** – Chapman (2001:24) describes emotions by identifying four elements:
  - What is thought – refers to the interpretation of events that produces a particular emotional response or thought.
• What is felt - refers to a label/term that is used to describe a particular state.
• How the body reacts – for example, racing heartbeat, feelings of anxiety and tension.
• Behaviour – for example, running away, hitting out or hugging someone.

Chapman (2001:14) avers that it is generally accepted that an emotion does not simply result in an automatic physical response to a situation, but is the interpretation of bodily changes and information available to the individual at the time.

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

• “Believe your behaviour” – when delaying in getting started or avoiding a task, it is important to ask oneself the question – “Is this really what I want to be doing?” The answer to this question, according to Chapman (2001:29), might reveal the true intentions.

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

• “Be honest with yourself” – “finding out who you are, where you have come from and why you are here, can provide the map for finding your path with a heart – a journey that harnesses your passion and energies and yields that “feel-good” factor. Remember, if we do not know where we are going, we may end up somewhere else!” Chapman (2001:31).
In seeking to clarify the concept of self-awareness further, it is useful to refer to the concept known as the Johari Window as cited by Cook, Macaulay, and Coldicott (2004:181). Named after the first names of its inventors, Joseph Luft and Harry Ingham, the Johari window makes use of two dimensions and two divisions of these dimensions to describe the individual: what is known to the individual, and what is unknown by the individual, and what is known by others and what is unknown to others. The Johari window describes the four windows that an individual and other people can look through. It differentiates between open areas and the individual’s hidden areas: The point that the Johari window makes is that individuals should realise that they do not know everything about others nor of themselves. To provide clarity on this, a brief explanation of the four windows within the Johari window will follow.

Figure 2.2   Johari Window

Cook, Macaulay and Coldicott (2004:182) explain the above in more detail:
• The public arena is our public face – the window we choose to open in public – here the individuals find areas that they recognise in themselves as well as what others see in them.

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

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

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

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

Covey (1989: 67) defines self-awareness as the ability to think about one’s thought processes. “This is why we can evaluate and learn from others’ experiences as well as our own. This is also why we can make and break our habits. Self-awareness enables us to stand apart and examines even the way we “see” ourselves. It affects not only our attitude and behaviour, but also how we see other people.” Covey (1989:67) argues that, until individuals take how they see themselves into account, they will be unable to understand how others feel about themselves and their world. Therefore, individuals lacking self-awareness limit their own personal potential and therefore their ability to relate to others.
2.7.1.2 Step 2: Emotion Management

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

- **Dynamics of Emotion**

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

- **Emotion Management Techniques**

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

- Where is the evidence for the way I am thinking?
- What is the logic in my interpretation?
- What do I have to lose if I do or say this?
- What do I have to gain if I do/say this?
- What would be the worst that could happen if I do/do not say or do this?
What can I learn from saying / doing this?

Learn to live with worries:
- Live one day at a time;
- Get the facts;
- Practice the worry buster technique; and
- Adopt the six-second rule.

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

**Five-step freeze-frame technique:**
It is recommended that individuals, when recognising stressful feelings, should freeze-frame them, in other words take time out.
- Make a concerted effort to shift the focus away from the racing mind or disturbing emotion(s)
- Be calm and recall a positive, fun feeling that has been experienced and re-experience it
- Ask one’s heart, what is a more effective response to this stressful situation?
- Listen to and do what the heart says.

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

**2.7.1.3 Step 3: Self-motivation**
Chapman (2001:43) says, “To achieve high levels of motivation, overcome setbacks and perform at our best, we need to be able to manage our own internal states, harness our emotions and channel them in a direction that enables us to achieve our objectives.” Being self-motivated, according to Chapman (2001:44), calls for four essential actions. Research shows that people
with effective ‘A’ teams enjoy better psychological health and care and are able to bounce back after setbacks.

- Adopt positive **Self-talk**;
- Build an effective **Support Network**;
- Visualise an inspirational **Mentor** (real or fictitious); and
- Create a conducive **Environment** (air, light, sound, visual images).

### 2.7.2 Interpersonal Capabilities

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

#### 2.7.2.1 Step 4: Relationship Management

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

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

Chapman (2001:54) points to her own research that showed that relationships are vital for personal development. Relationship management means being effective at managing relationships and building effective networks.

Reasons why relationships fail:

- Unrealistic expectations;
- Lack of empathy;
- Immaturity (low emotional intelligence);
- Dependency /co-dependency;
- Inability to assert own needs;
- Poor communication;
 ➢ Ineffective strategies for conflict resolution; and
 ➢ Personality differences (different maps of the world).

**What makes an Effective Relationship?**

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

- **Reciprocity** – meeting each other’s needs. “You support – I support” Chapman (2001:59)
- **Skills** – dynamic listening skills involve actively paying attention to both a verbal and a non-verbal cue to identify what is really being said/or not said. Establishing empathy – step into the other people’s shoes into their reality to access their map of reality. Use questions – directly ask what an individual’s needs are. Do not mind read.
- **Relating over time** – continuity: building up a picture of the other person. See him/her in a different situation and different contexts in order to gather clues about who the person is, his/her beliefs, values and “hot button”. Build trust – learn from each interaction and use this new knowledge to ensure subsequent interactions are positive and productive.
- **Engage in exchange** – to build an effective relationship, exchange factual information, feelings, thoughts and ideas, bearing in mind that this is an interactive process. Relationships are not made outside, they are made inside. Chapman (2001:59).

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

**2.7.2 .2 Step 5: Emotional Coaching**

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

Being an E-coach in terms of emotional intelligence means helping others to:

- Develop their emotional capabilities;
- Resolve differences;
- Solve problems;
- Communicate effectively; and
- Become motivated.

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

2.8 SUMMARY

This chapter served to create a basic understanding of what emotional intelligence is and why it matters. It has pointed out that emotional intelligence involves an array of non-cognitive abilities, competencies and skills that are necessary for coping with environmental demands and pressures.

It further explored various definitions of emotional intelligence, listed myths and discussed key points of emotional intelligence. The later part of the chapter examined more specifically, techniques towards becoming emotionally intelligent
and discussed the five steps towards emotional intelligence proposed by Margaret Chapman. It is, however, important to note that emotional intelligence as a subject of learning stretches much more widely than the material covered in this chapter.

The next chapter will focus on the impact that emotionally intelligent individuals, teams and managers have on organisational effectiveness.
CHAPTER THREE

THE IMPACT OF EMOTIONALLY INTELLIGENT INDIVIDUALS, WORK TEAMS AND MANAGERS ON ORGANISATIONAL EFFECTIVENESS

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

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

3.2 ORGANISATIONAL EFFECTIVENESS
Ivancevich and Matteson (2002:21) postulate that economists, philosophers, engineers, government and managers have for centuries tried to define, measure, analyse, and capture the essence of effectiveness. They further state that it is difficult to determine how and whether managers can influence effectiveness within organisations. Ivancevich and Matteson (2002:21) conclude there is still much confusion about how to manage within organisations so that organisational effectiveness is the final result.
Kreitner and Kinicki (1998: 565), in addressing the question of organisational effectiveness, state that organisational theorists not only drew upon the field of general systems theory that emerged in the 1950s, but suggested a more dynamic model for modern organisations. The proposed model likens organisations to the human body; hence it has been labeled the biological model.

The biological model as illustrated in figure 3.1, characterises the organisation as an open system that transforms inputs into various outputs. The outer boundary of the organisation is permeable – people, information, capital, goods and services move back and forth across this boundary. Each of the five organisational subsystems – goals and values, technical, psychological, structural and managerial subsystems is dependent on the other. Feedback about aspects such as sales and customer satisfaction enables the organisation to self-adjust and survive despite uncertainty and change. The organisation according to Kreitner and Kinicki (1998: 565) in effect - is alive.

Figure 3.1 The Organisation as an Open System: The Biological Model

Source: adapted from Kreitner and Kinicki (1998: 567)
Kreitner and Kinicki (1998: 572) offer four ways to assess organisational effectiveness in order to better understand the complexities associated with this subject. Kreitner and Kinicki (1998: 565) state that these effective criteria, apply equally well to large or small and profit or not-for-profit organisations. A multidimensional approach is required when applying this approach; the following four criteria will be discussed briefly below.

### 3.2.1 Four Ways to assess Organisational Effectiveness:

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

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

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

- **Strategic Constituencies Satisfaction** – organisations both depend on people and affect the lives of people. Consequently, many consider the satisfaction of key interested parties to be an important criterion of organisational effectiveness. Figure 3.2 is a graphic explanation of the four ways in which organisations can reach or achieve organisational effectiveness. Kreitner and Kinicki (1998: 573).

It is important to note that in all four of the above-mentioned criteria used for assessing organisational effectiveness – the human factor remains a critical component of achieving success in each.
Apart from the above four elements that underpin the process of assessing organisational effectiveness, consideration needs to be given to the change management skills and capabilities that exist within an organisation. This aspect of organisational change will be discussed in greater detail later in this chapter.

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

3.3 EMOTIONAL INTELLIGENCE AT WORK

3.3.1 CHANGE MANAGEMENT

Cook and Coldicott (2004: 6) assert that recent research has illustrated that the most important qualities of effective change leaders are not the disconnected set of skills or knowledge that they possess; instead these qualities relate to four intellects or types of intelligence. As will be illustrated in figure 3.3, the intellects depict the four points on a compass. These intellects help leaders to navigate the stormy waters of change Cook and Coldicott (2004: 4).

Figure 3.3   The compass of the intellects
The compass of change illustrates the importance of balance in all four areas of the intellects. Like in the case of the four points on a compass, these four intellects are of equal weight, thus creating the required balance. If the leader misses one or more of them, according to Cook and Coldicott (2004: 5) the compass becomes unbalanced and unreliable and will result in an unclear pathway.

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

**Figure 3.4 Change leadership intellects**

<table>
<thead>
<tr>
<th>Emotional (EI)</th>
<th>Spiritual (SI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recognising own and others’ feelings</td>
<td></td>
</tr>
<tr>
<td>- Listening</td>
<td></td>
</tr>
<tr>
<td>- Openness &amp; empathy</td>
<td></td>
</tr>
<tr>
<td>- Sharing feelings</td>
<td></td>
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<tr>
<td>- My life goals</td>
<td></td>
</tr>
<tr>
<td>- My role purpose &amp; contribution</td>
<td></td>
</tr>
<tr>
<td>- Personal growth and self-awareness</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Business (BI)</th>
<th>Political (PI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Business competence</td>
<td></td>
</tr>
<tr>
<td>- Strategic thinking</td>
<td></td>
</tr>
<tr>
<td>- Anticipating &amp; planning to meet customer demands</td>
<td></td>
</tr>
<tr>
<td>- Developing customer-driven offerings &amp; solutions</td>
<td></td>
</tr>
<tr>
<td>- Opportunism</td>
<td></td>
</tr>
<tr>
<td>- Awareness of:</td>
<td></td>
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<tr>
<td>- Power bases</td>
<td></td>
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<tr>
<td>- Levels of influence</td>
<td></td>
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<tr>
<td>- Strategies for influence</td>
<td></td>
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<tr>
<td>- Sources of power</td>
<td></td>
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<tr>
<td>- Stakeholders</td>
<td></td>
</tr>
<tr>
<td>- Posture</td>
<td></td>
</tr>
</tbody>
</table>

Source: adapted from Cook and others (2001: 6).

A brief overview of the four intellects will follow to illustrate how, according to Cooper and others (2001:5), leaders can use these intellects to bring about successful change.
3.3.1.1 Business Intellect (BI)

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

3.3.1.2 Emotional Intellect (EI)

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

- Understanding one’s own and other’s feelings;
- Listening;
- Being open and empathic;
- Sharing feelings;
- Appreciating others.

Cook and others (2004: 6) further comment that EI can have a direct financial impact – emotional intelligence research conducted in the US on General Medical Practitioners (GP’s) revealed that GP’s with the lowest levels of empathy were more likely to have been sued by their patients. Emotional intelligence relates to the quality of relationships between managers, their bosses, colleagues and direct reports. Further research conducted on leaders who took part in a round-the-world yacht race in 2001 showed that the more successful boats tended to have skippers and crew with higher levels of emotional intelligence than those who were unsuccessful in the race.
3.3.1.3 Spiritual Intellect (SI)
Leaders with SI display a high degree of self-confidence and self-awareness, which enables them to set clear direction and stick firmly to the course of action. They do not shut out important new pieces of information. Examples of such leaders are Nelson Mandela and author Stephen Covey, who display SI through a clear set of personal values, beliefs and personal vision.

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

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

Coping with massive change involves, among other things, the ability to perceive and understand the emotional impact of change personally and on others. To be effective in helping the organisation manage change, leaders first need to be aware of and manage their own feelings of anxiety and uncertainty (Bunker, 1997). Then leaders need to be aware of the emotional reactions of other organisational members and to act to help people cope with those reactions. At the same time in this process of coping effectively with massive change, other members of the organisation need to be actively involved in monitoring and managing their emotional reactions and those of others.
The following section will cover specific critical areas that relate to emotions that have a direct impact on how organisations function. The first of these factors to be discussed is work stress, followed by conflict and self-discipline.

3.4 EMOTIONAL FACTORS IMPACTING ORGANISATIONAL EFFECTIVENESS

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

Factors associated with work stress that place individuals at high risk, listed by Anderson and Kyprianou (1994: 81), are heart disease (which includes cigarette smoking), high blood pressure, high cholesterol and blood sugar levels and excess body weight. Numerous studies, referred to by Anderson and Kyprianou (1994: 81) indicate that social and psychological factors may account for much of the risk and this has prompted research into factors in the work situation that may increase susceptibility to heart disease. Among the factors that have been identified to influence such susceptibility are dissatisfaction at work and occupational stress. Stress, as asserted by Anderson and Kyprianou (1994: 82), in itself is not abnormal – nobody is exempted from it; on the contrary stress may be a spur to doing something positive about a situation. Stress, however, that is irrational, unproductive and persistent may be a symptom of psychological and physiological illness. Anderson and Kyprianou (1994: 83) refer to research that has highlighted the following interactive and environmental sources of work stress:
3.4.1.1 Environmental Sources of Stress

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

Anderson and Kyprianou (1994: 83) feel that stress tends to be an individual thing, but it has been found to occur in various clusters as clarified in table 1. Other factors that the aforementioned authors indicate are caused by stress are time pressures and deadlines, too many decisions to take, fatigue and physical strains of the work environment and relating to the job, working conditions and work overload.

Table 3.1 Cluster Sources of stress:

<table>
<thead>
<tr>
<th>Clusters of Stress</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Relationship</td>
<td>Relationships with colleagues, impersonal treatment, constant client complaints and poor communication.</td>
</tr>
<tr>
<td>Contractual</td>
<td>Shifts, anti-social hours, job insecurity and unfair promotion procedures.</td>
</tr>
<tr>
<td>Job</td>
<td>Conflicting roles, too much or too little work, lack of control, too much or too little supervision and machine-paced work.</td>
</tr>
<tr>
<td>Environmental</td>
<td>From overcrowding to noisy conditions, from temperature to smoking.</td>
</tr>
</tbody>
</table>

Source: adapted from Anderson and Kyprianou (1994: 84)
3.4.1.2 Responsibility as a Stressor
Evidence suggests that there is a need to distinguish between responsibility for people and responsibility for “things.” Anderson and Kyprianou (1994: 84) refer to research that indicated that heart disease was more likely to be associated with stress derived from responsibility for people than for things. This research further pointed out that these candidates tended to smoke heavily and had high blood pressure and high cholesterol levels. Research further indicated that good relationships are central to organisational health. These relationships include relationships with the boss, subordinates and colleagues (Anderson and Kyprianou, 1994:84).

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

Research indicates that early warning signs of stress from any source cause changes in brain chemistry that impair the immune system’s ability to defend against bacterial and viral attacks. Hence, the effect of excessive stress and strain on brain chemistry is experienced usually as depression, anxiety or anger. Santa-Barbara and others (Drake Business Review, Volume One: 29) point out that these are the early warning signs. The immediate impact on the organisation is manifested in poor morale, absenteeism and lower productivity. If these changes in brain chemistry persist, immune system deficiencies will worsen and more serious illnesses will occur.
3.4.1.4 Managing Stress:
To be effective, organisational members must recognise when to increase and decrease stress. Key to managing stress constructively, according to Anderson and Kyprianou (1994:85), is first to recognise its energizing or destructive effects. Productive stress can be managed by encouraging employees to build challenges into their work and to assume responsibility and autonomy. Dysfunctional stress can be managed by offering counselling or directing an employee to appropriate health or counselling services. A third way in managing stress is to reduce role overload, role ambiguity and even boredom.

3.4.2 Conflict within the Workplace
Anderson and Kyprianou (1994:122) describe conflict as the presence of incompatible goals, thoughts or emotions within or between individuals or groups that lead to confrontation. Conflict may therefore be the result of incongruent or incompatible relationships between people. The traditional perspective of conflict is negative – this implies that the presence of conflict is an indication that something is wrong and should therefore be eliminated. The contemporary perspective describes conflict as neither inherently good nor bad but as inevitable. Evidence suggests that conflict can improve the quality of decision-making in organisations. Thus the crucial issue is not conflict itself but how it is managed.

Conflict can therefore be defined as functional or dysfunctional in terms of the effect that it has on the organisation. Anderson and Kyprianou (1994: 122) warn that dysfunctional conflict can have serious consequences for the organisation’s ability to achieve its goals; however functional conflict may enhance organisational innovation, creativity management and adaptation.
3.4.2.1 Conflict Management

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

Du Brin (2000:211) proposes that, in order to understand and better manage conflict, an individual would need to understand the relationship between conflict frustration, anger and stress. Figure 3.5 summarises these relationships and points out the flow from one emotion to the next.

**Figure 3.5 The interrelationship of conflict, frustration, anger and stress**

![Diagram showing the interrelationship of conflict, frustration, anger, and stress]

Source: adapted from Du Brin (2000:211)

3.4.2.2 Conflict Management Techniques:

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

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

Cook and others (2004:160) argue that everyone could benefit from a better understanding of conflict resolution techniques, particularly service employees, who work in environments where they need to manage angry or complaining customers, either inside or outside the organisation. They offer the following tips to manage conflict.
- Know yourself – understand how you typically respond to conflict. Practise being more flexible by putting yourself in the other person’s shoes;
- Listen – listen carefully to words and feelings;
- Summarise – reflect on what someone said or felt will build greater respect and shared understanding;
- Avoid tunnel vision – be clear on your case but do not become too fixated on your point of view;
- Negotiate – be prepared to negotiate to reach an acceptable agreement;
- Consider the effects on people - review the implications on major decisions on other people: it is easy to lose other people’s involvement and commitment as you drive ahead;
- Communicate - communicate regularly and build relationships, even (and especially) when damage has been caused.
Anger relates to conflict and stress in the workplace and requires to be dealt with proactively in order to reduce its impact on organisations.

**3.4.3 Managing Anger**

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

**3.4.3.1 Managing your own anger**

Expressing your anger before it reaches a high intensity;

- Anger can be an energising force – instead of letting it be destructive, individuals need to channel their anger into exceptional performance;
- When an individual is about to express anger, he or she should slow down. (The old technique of counting to 10 is still effective). Slowing down, as suggested by Du Brin (2000;230), gives an individual the opportunity to express his/her anger in a way that does not damage relationships with others.

**3.4.3.2 Managing anger in other people**

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

According to Carey Cherniss (April 15, 2000), emotional intelligence has as much to do with knowing when and how to express emotions as it has to do with
controlling it. Hence, emotional intelligence requires that we learn to acknowledge and understand feelings in others and ourselves.

3.4.4 JOB CONFLICT

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

- Competition for limited resources;
- Building of stone walls;
- Differences in goals and objectives;
- The generation gap and personality clashes;
- Gender differences;
- Competing work and family demands;
- Employee abuse and sexual harassment.

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

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

3.4.5 Components of Emotional Intelligence

Supportive behaviour that helps employees feel more effective includes the following (Du Brin, 2000, 201):
• Keep communication channels open. Managers can help ward off major stressors by encouraging group members to talk about real or imagined problems.
• Provide the right kind of backup. Different workers may require different kinds of help, such as a day off to recover from stress, or additional training.
• Act as a catalyst. Helping the employee solve the problem improves the employee’s effectiveness more than solving the problem for the employee.
• Hold back on disseminating stressful information. Although being open with group members is usually beneficial, burdening the already stressed employee with additional stressful information may be overwhelming.

3.4.5.1 Self-discipline
Self-discipline is defined by Cook and others (2001: 192) as an ability to allow an individual to display emotions that are relevant and helpful at the time and also to deal appropriately and positively with those emotions that would not be helpful to share at a given point in time. Self-discipline means an individual can control anger as well as manage frustration and impulses effectively. Impulse control according to the afore-mentioned author is about looking before leaping, that is – “knowing what information inside to listen to and knowing to think first rather than responding automatically”. The inability to manage impulses often is linked with an inability to manage anger (Cook and others, 2001: 193). Anger, like other emotions is neither good nor bad – how an individual responds to it determines the effect. When anger is manifested in ranting and ravings, which create fear and paralysis, it is not helpful to any group of people who are trying to engineer change as they will be fearful of making decisions and will be prone to hiding things, which should not be hidden, for fear of further retribution.

Cherniss & Goleman (2001:6) further highlight the fact that emotional intelligence influences organisational effectiveness in a number of areas;
  ➢ Employee recruitment and retention,
Development of talent;
Teamwork;
Employee commitment, morale and health;
Innovation, productivity, efficiency;
Sales, quality of service, customer loyalty and client outcomes.

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

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

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

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

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

Goleman (200: 46) postulates that leaders cannot effectively manage emotions in anyone else without first handling their own. Not surprisingly, self-management is also important for competitive reasons. In the current ambiguous environment, where companies continually merge and break apart and technology transforms work at a dizzying pace, leaders who have mastered their emotions are better able to roll with the challenges and help the organisation to adjust. Self-
management also enables transparency, which is not only a leadership virtue but also an organisational strength. Transparency is an authentic openness to others about one’s feelings, beliefs and actions, (Goleman, 2002: 46)

Goleman (2002:46) asserts that ultimately, the most meaningful act of responsibility that leaders can do is to control their own state of mind.

The following section will examine teamwork and its relationship to emotional intelligence.

3.5 TEAM WORK AND HOW IT RELATES TO EMOTIONAL INTELLIGENCE

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

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

Validation refers to the ability to acknowledge, accept, understand and nurture people and their feelings and involves accepting someone’s individuality. As Orme (2001:129) put it, “When the chips are down, very often all we need is to feel validated.”

Invalidation refers to acting in a way that rejects, ignores, mocks, teases, judges or diminishes someone, or someone’s feelings. Invalidation goes beyond mere rejection, by implying not only that our feelings are disapproved of, but also that
we are fundamentally abnormal. Invalidation is one of the most counter-productive ways to try to manage emotions. Orme, (2001: 129) suggests that it kills confidence, creativity and individuality. Each person’s feelings are real. Whether or not we like or understand someone’s feelings, it is rejecting reality, it is fighting nature and may be called “soul murder” according to Orme (2001: 130).

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

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

Such behaviour, in the opinion of Orme (2001:130), usually elicits one or more of the following reactions:

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

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

Covey (1989:49) maintains that interdependence is necessary to succeed in marriage, family and organisations. Life by nature is highly interdependent – to
achieve maximum effectiveness through independence is like trying to play tennis with golf clubs – the tool is not suitable for the reality.

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

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

They further state that experts suggest that most decisions are made emotionally and later rationalised as the correct choice. Leveraging the power of emotional intelligence creates a smart competitive advantage toward effective teamwork and achieving business results.

Goleman (1995) suggests a need to "redefine what it means to be smart", He further emphasizes that "The rules for work are changing. We are being judged by a new yardstick; not just by how smart we are, or by our training and expertise, but also how well we handle ourselves and each other."

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

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

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

RESEARCH METHODOLOGY AND ANALYSIS OF DATA

4.1 INTRODUCTION

Business and management research, according to Saunders, Lewis & Thornhill (1997:1), involves undertaking systematic research to find out “things”; such findings are designed to advance knowledge and provide procedures for solving managerial problems and addressing business issues. The purpose of this chapter is to provide a theoretical basis for the research methodology used in this study. This chapter therefore is concerned with the scientific method of attaining knowledge of human behaviour in a business and administrative context.

An analysis of the data obtained from the empirical study will be presented in the next chapter.

The following section discusses the research design.

4.2 RESEARCH DESIGN

Welman & Kruger (1999:2) use the concept “research” to refer to the process in which scientific methods are used to expand knowledge in a particular field of study. They further describe research as a process that involves the application of various methods and techniques in order to create scientifically obtainable knowledge by using objective methods and procedures. Leedy (1997:3) defines research as the systematic process of collecting and analysing information with the objective to increase the understanding of the subject the researcher is concerned with or interested in. Leedy (1997:93) indicates that the design process is the planning of the research in such a way that there is a visualisation of data and the problems associated with the use of data in achieving the results of the research project. Hence, he emphasises the design as being key to the success of the research project. Leedy (1997:93)
Chapter one gives an exposition of the research design employed within this research paper. In order to respond adequately to the main problem, the following sub-problems needed to be addressed.

**Sub-problem one:**
What strategic advantage does the literature reveal, that emotional intelligence in individuals, work teams and first-line managers has on organisational effectiveness?

**Sub-problem two:**
What aspects of emotional intelligence do individuals and managers believe will enhance their ability and effectiveness within their organisation?

**Sub-problem three:**
How can the results in (a) and (b) be used to achieve strategic advantage in terms of organisational effectiveness?

The following procedures were applied in the process of addressing and solving the main and sub-problem.

- A comprehensive literature study was undertaken in chapters two and three to resolve sub-problem one.
- In chapter two of the literature study, a theoretical perspective of Emotional Intelligence was presented and addressed sub-problem one.
- Chapter three provided further clarity from existing literature on the impact of emotional intelligence on organisational effectiveness.
- In chapter five the empirical study is undertaken and the results analysed in order to resolve sub-problems two and three. A questionnaire was developed and disseminated to employees, team leaders, co-ordinators and middle-level managers at General Motors South Africa (GMSA).
- The literature study was followed by an employee questionnaire for which the target population comprised employees working within teams and first-
line managers. The questionnaire construct consists of three parts, namely:

- Section one: Biographical information,
- Section two: Assessment of the emotional intelligence levels of GMSA employees participating in this survey,
- Section three: Focused on the impact of emotional intelligence on teams and aspects contributing to organisational effectiveness.

The following section outlines the planning carried out for the research design.

4.3 PLANNING THE RESEARCH DESIGN

4.3.1 Deductive Research

Lancaster (2005:23) states that deductive research develops theories or hypotheses through empirical observation and is essentially a set of techniques for applying theories in the real world in order to test and assess their validity. Lancaster (2005:23) continues that deductive research is the most widely used research approach in the natural sciences. Gill and Johnson (1997), as quoted by Lancaster (2005:22), suggest and explain the process of deductive research as seen in figure 4.1.

**Figure 4.1 The process of deduction**

```
Theory/hypothesis formulation

Operationalisation – translation of abstract concepts into indicators or measures that enable observations to be made.

Testing of theory through observation of the empirical world

Falsification and discarding theory

Creation of as yet unfalsified covering-laws that explain past, and predict future, observations
```
The first step in deductive research according to Lancaster (2005:23) is the generation of theories or hypotheses. Lancaster further elaborates that theories and hypotheses can be generated in a number of ways. For example, the researcher might simply have an idea based on previous experience, which he/she wants to test out and which may stem from a literature search bringing out the ideas of others.

The next step in the deductive research process after having formulated the theories, according to Lancaster (2005:23) is to operationalise the theories or hypotheses. Lancaster (2005:23) stresses, however, that the process of operationalising theories or hypotheses can be difficult as researchers often deal with abstract concepts, which are difficult to measure.

This stage of the deductive research process involves identifying and deciding between alternative techniques and approaches for measuring operationalised concepts. Lancaster’s model (2005:25) includes the selection and design of the research methodologies to be used and includes a sampling plan, research instruments, and methods of analysing and interpreting empirical observations and measurements.

Karl Popper (1967), as quoted by Lancaster (2005:24) postulates in his maxim on “falsificationism” that researchers should aim to refute rather than verify their theories or hypotheses. If the empirical observations made in the previous step in the process of deductive research do not support the theory or hypotheses, then
these observations can be said to falsify, and may result in the discarding of all or part of, the theory or hypothesis. However, that part of the theory or hypothesis that is not falsified through the observations and measurements of the empirical study does not prove the theory as such but rather remains as yet an unfalsified theory or hypothesis (Lancaster 2005: 24).

4.3.2 Inductive Research
Inductive research, according to Lancaster (2005:25), essentially reverses the process found in deductive research. Here, the researcher develops hypotheses and theories with a view to explaining empirical observations of the real world. These empirical observations according to Lancaster (2005:25) can be based on many factors. For example, they can simply be based on personal experience, hence the researcher can develop his/her own explanations and theories about what he/she has observed through personal experience. The greatest strength of inductive research according to Lancaster (2005:26) is its flexibility and it is particularly suited to the study of human behaviour, including behaviour in organisations. A further benefit of this type of research is the flexibility in research design, including aspects such as sample size and type of data.

In summary, inductive research and investigations begin from description or observation and then move towards explanation. This study fits into the description of the latter of the two types discussed; hence the inductive research approach will be applied in this research paper. The data collection process will be outlined below:

4.4 DATA COLLECTION: APPROACHES, METHODS AND TECHNIQUES
4.4.1 Qualitative versus Quantitative Data
Ghosh and Chopra (2003) as quoted by Lancaster (2005:66), explain qualitative versus quantitative data as follows:
• **Qualitative** data is data in the form of descriptive accounts of observations or data, which is classified by type.

• **Quantitative** data is data, which can be expressed numerically or classified by some numerical value.

Lancaster (2005: 66) feels that quantitative data is often thought of as being more objective and scientific than its qualitative counterpart and is therefore associated with the more traditional scientific approaches as used in the physical sciences. Quantitative data implies that what is being measured or researched can be quantified and is therefore only applicable to phenomena that can be quantified and measured.

Qualitative data on the other hand, relates to data that cannot be subjected to quantitative or numerical analysis and is therefore associated with phenomena that cannot be quantified, or are difficult to quantify.

Oakley (1999) points out the differences between Qualitative and Quantitative research in table 4.1, from Lancaster (2005:67). It would appear that this study favours the descriptions presented under the Qualitative paradigm.

**Table 4.1**

Differences between Qualitative and Quantitative research

<table>
<thead>
<tr>
<th>Qualitative Paradigms</th>
<th>Quantitative Paradigms</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concerned with understanding behaviour from actors’ own frames of reference</td>
<td>• Seek the facts/causes of social phenomena</td>
</tr>
<tr>
<td>• Naturalistic and uncontrolled observation</td>
<td>• Obstructive and controlled measurement</td>
</tr>
<tr>
<td>• Subjective</td>
<td>• Objective</td>
</tr>
<tr>
<td>• Close to data – the ‘insider’ perspective</td>
<td>• Removed from data: the ‘outside’ perspective</td>
</tr>
</tbody>
</table>
• Grounded, discovery orientated, exploratory, expansionist, descriptive – inductive
• Ungrounded, verification orientated, reductionist, hypothetical – deductive
• Valid: real, rich, deep data
• Reliable: hard and reliable data
• Ungeneralisable
• Generalisable: multiple case studies
• Holistic
• Particularistic
• Assume a dynamic reality
• Assume a stable reality

Source: Adapted from Lancaster (2005:73)

4.4.2 Criteria for effective data collection

Table 4.2

Questions of reliability, validity and generalisability in deductive versus inductive research methods.

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

Data may be collected in various ways for research purposes namely, questionnaire, interviews, observation, records and experiments. Leedy (2001: 111) insists that the researcher make a decision on how the required data should be gathered and interpreted before the research proposal is written (Saunders, Lewis & Thornhill, 1997: 220).

Data gathering for this study was done through an employee questionnaire that was hand delivered to employees at the General Motors South Africa, Port Elizabeth plant, with the approval of the HR Manager. Permission was requested in writing from the HR Manager in the employee benefits division. The distribution of the questionnaire was conducted with the assistance of team-leaders, senior coordinators and administration clerks in the various production areas.

4.6 Data Analysis

The assistance of a qualified statistician was obtained to assist with the analysis of the data.

Greenfield, (1996:122) argues that various stages exist between gathering data and analysing data. These stages include data coding, data editing and data preparation for analysis. These stages must be planned beforehand and be part of the documents and procedural designs. Coding refers to the conversion of verbatim answers to categorised data (Greenfield, 1996:122). Data editing involves checking and correcting mistakes in the data collected. In order to minimise mistakes and to maximise the validity and quality of data obtained through the questionnaire, the researcher obtained professional assistance from
a qualified statistician during the compilation and construction of the questionnaire.

The data is only analysed after it has been coded and edited. The data in this study was analysed by a statistician by way of a computer software programme.

4.7 Research Instrument

The empirical study was conducted by means of a questionnaire developed from the literature presented in chapters two and three. The results of the questionnaire were statistically analysed and the process followed will be discussed in greater detail later in this chapter.

4.7.1 The Questionnaire

Leedy (1997:191) states that a common instrument for observing data beyond the physical reach of the observer is the questionnaire. Hence, the questionnaire was the instrument used in this survey on employees of GMSA, Port Elizabeth, plants. The questionnaire was distributed to employees working in teams, team-leaders, coordinators and first-line managers. The questionnaires were distributed to sections, which included team-members, team-leaders, coordinators, senior coordinators and first-line managers. A total of fifteen teams were included in this survey at both the Struandale and Kempston plants. A total of 150 questionnaires were issued of which 113 questionnaires were returned and successfully completed.

According to Allison, O’ Sullivan, Owen, Rice, Rothwell and Saunders (1996:83) the Likert type scale is the most frequently used scale, where the respondent chooses a response that best suits his or her view. The following examples of the Likert scale were used in the questionnaire designed for this study, namely:
The questionnaire consisted of three sections; namely:

Section One – Biological information (that being, very basic personal information of the respondents).

Section Two – An attempt to determine the respondent’s level of Emotional Intelligence by focusing on the five core EI domains, which included, self-awareness, emotional management, self-motivation, relationship management and emotional coaching.

Section Three – Exploration of the impact that emotions have on aspects that contribute to organisational effectiveness and included the following organisational aspects: responses to change, work stress, work conflict and teamwork.

Alison and others (1996:82) highlight the difference of open-ended questions and closed questions. A closed question is only possible where responses are predetermined, typically the kind that require the method used for this particular empirical study. Riley, Wood, Clarke, Wilkie and Sivivas (2000:82), however, state that open-ended questions are more difficult to aggregate and computerise. However, these do not impose restrictions on the answer and responses can be richer and deeper. One such question was included in this survey and read as follows:
**Name one key competency / skill that all team leaders and managers should possess, in order to effectively manage others?**

The responses received on these questions will be commented on in greater detail in the chapters to follow.

**4.8 The Sample Population**

The target population that this survey was aimed at included employees working within teams; hence, team-members, team-leaders, coordinators and first-line managers at General Motors South Africa, Port Elizabeth. Wellman and Kruger (2001: 46) define a population as the study object, which may be individuals, groups, organisations, human products, events or the conditions to which they are exposed. In conducting a research project, it is not always possible to cover the entire population. In such cases a subsection of the population is used and the findings thereof are extrapolated to the entire population. Birley and Moreland (1998:45) identify three types of sampling that a researcher can choose from, namely random, stratified and cluster. For the purposes of this study the random sampling technique was used. A total of 15 teams were included in this survey. The teams comprised team-members, team-leaders, coordinators and first-line managers.

The sample size decided by the researcher was considered sufficient for the purpose of this survey. The questionnaire was administered over a ten-day period stretching from 31 October to 10 November 2005. 150 Questionnaires were issued, of which 113 were successfully returned.

**4.9 Pilot Study**

The questionnaire was presented to a Human Resource professional and a statistician to ensure that the content and construct sufficiently addressed the research problem. Adjustments to the construction of the questionnaire and a few grammatical corrections resulted from the input received. The pilot group
comprised four work colleagues. Input from the pilot group further added value in terms of clarity and resulted in minor changes made to the questionnaire.

4.10 Concluding Remarks
This chapter briefly explained the theoretical background of the research methodology followed in this study. The practical details, together with the research process followed, were emphasised. A questionnaire to establish the emotional intelligence of employees at General Motors South Africa was administered on a sample of the workforce. The questionnaire was accompanied by a covering letter that had the approval of the HR manager. The questionnaires were either returned via team-leaders, administrative clerks or delivered personally to a central point indicated on the covering letter, in this case the medical department where the researcher is based within the company.

The following chapters will discuss the analysis and interpretation of the results followed by a summary of recommendations based on the research findings.
CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF THE RESULTS

5.1 INTRODUCTION
This chapter will present the findings of the empirical study conducted and will assess the impact that emotionally intelligent individuals, teams and first-line managers have on aspects of organisational effectiveness. The survey was conducted on a sample of the workforce at General Motors South Africa (GMSA), Port Elizabeth. The research findings will be presented graphically using tables, pie charts and bar charts, accompanied by a written explanation. The analysis of the survey will seek to address the main and sub-problems highlighted in chapter one.

5.2 Interpretation of the results
The results obtained from the questionnaire administered to individuals, teams and first-line managers at GMSA will be analysed in this section. An analysis of the biographical information will be presented first followed by the responses obtained in sections two and three of the questionnaire.

5.2.1 Biographical Data Analysis

5.2.1.1 Response Rate
Of the total representative sample of 150 employees, 113 responses were obtained, thus translating into a 75 percent participation rate. The responses not received constituted 25 percent of the sample. The overall response rate is illustrated in table 5.1 below.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Response Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attained Responses</td>
<td>113</td>
<td>75%</td>
</tr>
<tr>
<td>Outstanding Responses</td>
<td>37</td>
<td>25%</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Results obtained from the overall analysis of the survey responses

5.2.2 Respondents by Gender

Figure 5.1 Gender Split

Source: Results obtained from respondents’ analysis by gender

It can be observed from figure 5.1 that the majority of the respondents were male (85%) while 11.5 percent of the total respondents were female. The findings are consistent with the fact that the production environment within GMSA is a predominantly male orientated work environment, hence the high number of male participants.

Bar-on as cited by Orme (2001:17) makes the following interesting distinction between males and females. “Women are more aware of their emotions, demonstrate more empathy, relate better interpersonally, and act more socially responsibly than men; on the other hand, men appear to have better self-regard, are more independent, cope better with stress, are more flexible, solve problems better, and are more optimistic than women.” From the above quotation it would seem equally desirable to employ both males and females with the hope that
they would eventually be able to strike a balance between their strong character traits as highlighted in the above quotation.

5.2.3 Respondents by Age:

Figure 5.2 Age Categories

Source: Results obtained from respondents' analysis of age.

The finding above reflects that 34.5 per cent of respondents, who participated in this survey, were between the ages 31 – 35 years. The findings further indicate that the second highest group consisted of respondents in the age group 26 – 30, closely followed by the age bracket 36 – 40 years and then 20 – 25 years.
5.2.4 Respondents by Race/Culture

Figure 5.3 Cultural Split

Source: Results obtained from respondents’ analysis of culture

Figure 5.3 above illustrates the composition of the respondents by cultural divide. 60 percent of the respondents who participated in the survey were from the Coloured population, whilst 21 percent were African, 15 percent were whites and 3.5 percent were from the Indian/Asian community.

5.2.5 Respondents by marital status

The pie chart below indicates that 61.1 percent of respondents were married, 3.5 percent divorced and 35.4 percent were single. None were widowed.

Figure 5.4 – Marital Status
5.2.6 Respondents by number of years employed

Table 5.2 Years of Employment

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Respondents</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1 Year</td>
<td>13</td>
<td>11.5</td>
</tr>
<tr>
<td>2 – 5 Years</td>
<td>6</td>
<td>5.3</td>
</tr>
<tr>
<td>6 – 10 Years</td>
<td>34</td>
<td>30.1</td>
</tr>
<tr>
<td>&gt; 10 Years</td>
<td>59</td>
<td>52.2</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>113</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Results obtained from respondents’ analysis by years of employment.

52.2 percent of respondents had been with the company for more than ten years whilst 30 percent of the respondents had been employed within the company from six to ten years. 11.5 percent of respondents had been with the company for a period of less than one year whilst 5.3 percent of the respondents indicated they had been in the employment of the company for a period of two to five years. The results further indicate that 82 percent of the sample size has been in the employment of the GMSA between 6 to 10 years which may point to a relatively stable workforce at a specific level within the company. The findings indicate a high retention rate amongst employees who participated within this survey, whilst the survey also reveals a high intake of 11.5 percent of new recruits over the past year amongst the respondents.

The following section will discuss the responses obtained from section two of the questionnaire. It is based on the core components of emotional intelligence as was covered in the literature study in chapter two.

5.3 CORE COMPONENTS OF EMOTIONAL INTELLIGENCE.

**TABLE 5.3**

5.3.1 SELF-AWARENESS AS A CORE COMPONENT OF EMOTIONAL
Source: Results obtained from respondents’ analysis of their responses regarding self-awareness.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2.1 You can tell when your mood is changing.</td>
<td>62</td>
<td>42</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>37.2%</td>
<td>4.4%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Q2.2 You know when you are becoming defensive.</td>
<td>51</td>
<td>54</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>45.1%</td>
<td>47.8%</td>
<td>4.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Q2.3 You can tell when your emotions are affecting your performance.</td>
<td>49</td>
<td>48</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>43.4%</td>
<td>42.5%</td>
<td>8.8%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Q2.4 You quickly realise that you are losing your temper.</td>
<td>52</td>
<td>48</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>42.5%</td>
<td>8%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Q2.5 You quickly realise when your thoughts are turning negative.</td>
<td>39</td>
<td>59</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>34.5%</td>
<td>52.2%</td>
<td>9.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Q2.6 You find it hard to accept yourself just as you are.</td>
<td>10</td>
<td>43</td>
<td>25</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>8.8%</td>
<td>38.1%</td>
<td>22.1%</td>
<td>30.1%</td>
</tr>
</tbody>
</table>

Covey (1989: 67) defines self-awareness as the ability to think about one’s thought processes and he supports this statement as follows; “This is why we can evaluate and learn from others’ experiences as well as our own. This is also why we can make and break our habits. It affects not only our attitude and behaviour, but also how we see other people.” Covey (1989:67) argues, that until individuals take how they see themselves into account, they will be unable to understand how others feel about themselves and their world. Therefore, individuals lacking self-awareness limit their own personal potential and therefore their ability to relate to others.

Table 5.3 illustrates that high scores for questions 2.1 to 2.5 were obtained in both **Always** and **Sometimes**. This indicates a high level of emotional intelligence in the area of self-awareness amongst the respondents who
participated in the survey. 38 percent of respondents indicated that they sometimes found it hard to accept themselves as they were whilst 30 percent of respondents indicated that they accepted themselves just as they were. 22 percent indicated that they rarely had a problem accepting themselves. The latter reveals a high level of self-awareness and self-acceptance thus leaning towards a high level of emotional intelligence.

**Conclusion:** The analysis indicates a high level of self-awareness amongst respondents. An average of between seven and eight percent of respondents scored low points in table 5.3 thus indicating a low level of self-awareness. Further training and development in this area, according to Covey, will lead to enhancing interpersonal relationships amongst employees.

**TABLE 5.4**

**5.3.2 EMOTION MANAGEMENT AS A CORE COMPONENT OF EMOTIONAL INTELLIGENCE**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometime(s)</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3.1 You are able to relax when you are under pressure.</td>
<td>12</td>
<td>72</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>10.6%</td>
<td>63.7%</td>
<td>16.8%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Q3.2 You are able to get on with things even when you are angry.</td>
<td>37</td>
<td>60</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>32.7%</td>
<td>53.1%</td>
<td>9.7%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Q3.3 You engage in self-talk to get rid of feelings of anger or anxiety.</td>
<td>30</td>
<td>49</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>26.5%</td>
<td>43.4%</td>
<td>21.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Q3.4 You remain cool in the face of others’ anger or aggression.</td>
<td>39</td>
<td>62</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>34.5%</td>
<td>54.9%</td>
<td>8%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Q3.5 You are able to concentrate when you are feeling anxious.</td>
<td>25</td>
<td>64</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>22.1%</td>
<td>56.6%</td>
<td>16.8%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

Source: Results from respondents’ analysis of responses their responses regarding emotional management.
An average of 53.4 percent of respondents obtained high scores in the category *sometimes*, which indicates a high level of emotional intelligence in the area of emotion management across all questions. 16.8 percent of respondents, however, indicated that they were *rarely* able to relax when under pressure. 21.2 percent and 8.8 percent of respondents indicated that they *rarely* and *never*, respectively engaged in self-talk as a means of coping with feelings of anger or anxiety. (Q3.3)

Orme (2001:18) shows that emotional intelligence is reflected in relationships and people with high emotional intelligence tend to enjoy close relationships, and are comfortable with themselves and others.

**Conclusion:** The above findings indicate a reasonable level of emotional intelligence amongst respondents relating to emotion management; however the results would suggest that even though respondents may have a reasonable level of awareness of their own emotions, 9.3 percent of respondents indicated an inability to respond to or manage their emotions. Personal coaching in the area of emotion management will not only benefit the individual personally but also the employer.

**TABLE 5.5**
5.3.3 SELF-MOTIVATION AS A CORE COMPONENT OF EMOTIONAL INTELLIGENCE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4.1 You remain angry or frustrated for days after a set back.</td>
<td>16</td>
<td>35</td>
<td>26</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>14.2%</td>
<td>31%</td>
<td>23%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Q4.2 You deliver on your promises.</td>
<td>58</td>
<td>48</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>51.3%</td>
<td>42.5%</td>
<td>4.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Q4.3 You can quickly motivate yourself into action when necessary.</td>
<td>69</td>
<td>38</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>61.1%</td>
<td>33.6%</td>
<td>3.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Q4.4 You willingly change the way you do things when current methods are not working.</td>
<td>56</td>
<td>51</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>19.6%</td>
<td>45.1%</td>
<td>3.5%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Q4.5 You are able to lift your energy levels to tackle and complete boring tasks.</td>
<td>42</td>
<td>58</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>37.2%</td>
<td>51.3%</td>
<td>8.0%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Source: Results obtained from respondents’ analysis of their responses pertaining to self-motivation.

Chapman (2001:43) writes that “To achieve high levels of motivation, overcome setbacks and perform at our best, we need to be able to manage our own internal states, harness our emotions and channel them in a direction that enables us to achieve our objectives.”

Respondents obtained high scores in the categories always and sometimes for Q4.2 through to Q4.5 which points to a high level of self motivation, flexibility to change the way things are done when current methods are not working and an ability to honour promises made. 55 percent of respondents indicated that they rarely / never remain angry or frustrated for days after a set back.
Conclusion: The average emotional intelligent level of respondents assessed in the competency of self-motivation revealed a 50 percent emotionally mature response rate to the questions asked in this section. The research finding reflected a low emotional intelligence level for 9.36 percent respondents who participated in the survey. Coaching in the field of emotional intelligence is recommended to improve employees’ self-motivation.

TABLE 5.6
5.3.4 RELATIONSHIP MANAGEMENT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q5.1 You actively seek ways of resolving conflict.</td>
<td>63</td>
<td>41</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>55.8%</td>
<td>36.3%</td>
<td>4.4%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Q5.2 You influence others about the way things are to be done.</td>
<td>52</td>
<td>52</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>46%</td>
<td>3.5%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Q5.3 You act as a spokesperson for others.</td>
<td>18</td>
<td>68</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>15.9%</td>
<td>60.2%</td>
<td>14.2%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Q5.4 You consciously look for opportunities to enrich others’ lives.</td>
<td>29</td>
<td>61</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>25.7%</td>
<td>54%</td>
<td>13.3%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Q5.5 You find that others trust and confide in you.</td>
<td>49</td>
<td>55</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>43.4%</td>
<td>48.7%</td>
<td>6.2%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Source: Results obtained from respondents’ analysis of their responses regarding relationship management.

Chapman (2001:54) points to research that revealed the importance of relationships for personal development. Relationship management means being effective at managing relationships and building effective networks. Goleman (1995:36) suggests that people who possess high emotional intelligence are the ones who truly succeed in work as well as play and who are able to build flourishing careers and lasting, meaningful relationships.
Table 5.6 illustrates an overall average response rate of 49 percent emotional intelligence in the area of relationship management in the category **sometimes** and an average rate of 37 percent in the category **always**. 43.4 percent (**always**) and 48.7 percent (**sometimes**) of respondents indicated that others trusted and confided in them. 55.8 percent of responses obtained in Q5.1 were obtained in the category **always**, which supports the statement: “You actively seek ways of resolving conflict.” 60 percent of respondents indicated that they **sometimes** acted as spokespeople for others.

**Conclusion:**

Relationships are a vital part of every individual’s life both at work and personally. Ongoing emotional intelligence coaching is strongly recommended to strengthen interpersonal relationships.

**TABLE 5.7**

5.3.5 EMOTIONAL COACHING AS A CORE COMPONENT OF EMOTIONAL INTELLIGENCE
Managers need to change their whole approach to managing and instead of relying on systems and control procedures, need to get to know and trust their people as individuals. Direct personal contact and coaching keeps managers appraised of real business challenges and provides an opportunity to shape responses through a shared understanding“ (Goshal & Bartlett, (1995), as quoted by Chapman 2001:64).

An average of 43.4 percent of respondents selected the category **always** to respond to the question posed under emotional coaching which indicates a reasonable level of emotional intelligence in this category. An average of 40

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometime</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q6.1 You often find yourself raising the morale of others in an attempt to make them feel good.</td>
<td>48</td>
<td>52</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Q6.2 You offer help and assistance to others freely.</td>
<td>70</td>
<td>41</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Q6.3 You can sense when others are feeling angry or anxious.</td>
<td>50</td>
<td>56</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Q6.4 You are concerned about others when you sense that they may be feeling anxious.</td>
<td>52</td>
<td>52</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Q6.5 You are able to communicate your feelings effectively to others.</td>
<td>35</td>
<td>60</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Q6.6 You contribute to the management of conflict within your group.</td>
<td>39</td>
<td>55</td>
<td>13</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Results obtained from respondents' analysis of their responses regarding emotional coaching.
percent of responses were obtained in the category sometimes, once again indicating a reasonable understanding of emotional intelligence. 48 percent of respondents indicated that they sometimes contributed to the management of conflict within the group. The results indicate that 53 percent of respondents were able to communicate their feelings effectively to others whilst 12.4 percent indicated that they rarely were able to communicate their feelings effectively to others. A 46 percent response rate was obtained in both the categories always and sometimes in response to the statement “You are concerned about others when you sense that they may be feeling anxious.” The latter response indicates a high level of empathy and concern for others and further indicates an awareness of others’ emotions and feelings.

According to Orme, (2001:19) numerous studies prove that a focus on emotional intelligence has benefits to health, business success, and relationships. Some of the benefits recorded included reduced blood pressure, higher levels of personal productivity and team effectiveness.

The following section of the analysis will focus on the impact that emotional intelligent individuals, teams and leaders have on aspects of organisational effectiveness. The first aspect to be discussed deals with responses to change.

**TABLE 5.8**

5.4 RESPONSES TO CHANGE

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3.1.1 You can recognise change when it happens.</td>
<td>61</td>
<td>47</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>54%</td>
<td>41.6%</td>
<td>2.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Q3.1.2 You find it hard to adapt to change.</td>
<td>6</td>
<td>55</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>5.3%</td>
<td>48.7%</td>
<td>23.9%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Q3.1.3 You accept change as a natural part and process of life.</td>
<td>68</td>
<td>39</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>60.2%</td>
<td>34.5%</td>
<td>3.5%</td>
<td>0.9%</td>
</tr>
</tbody>
</table>
Q3.1.4 You often learn valuable lessons about yourself in difficult situations.

<p>| | | | |</p>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>58.4%</td>
<td>43</td>
<td>38.1%</td>
</tr>
<tr>
<td>2</td>
<td>1.8%</td>
<td>1</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Q3.1.5 You find it helpful to share your fears of change with others.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>31.9%</td>
<td>54</td>
<td>47.8%</td>
</tr>
<tr>
<td>20</td>
<td>17.7%</td>
<td>2</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

Source: Results obtained from respondents’ analysis of their responses to change.

As pointed out by Carnall (1999:160) efficiency comprises achieving existing objectives with acceptable use of resources. Effectiveness means efficiency plus adaptability. In essence, effective organisations are both efficient and able to modify their goals as circumstances change. Carnall (1999:) further suggests that change should not only be introduced when things are going wrong. To the contrary, Carnall (1999:160) emphasises the importance of organisations’ continually adapting to a changing world even when they are doing well. He further states that handling change effectively helps to sustain and create effectiveness in the future.

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

- Understanding one’s own and other’s feelings;
- Listening;
- Being open and empathic;
- Sharing feelings;
- Appreciating others.

To be effective in helping the organisation manage change, leaders first need to be aware of and manage their own feelings of anxiety and uncertainty (Bunker, 1997:) Then, leaders need to be aware of the emotional reactions of other organisational members and act to help people cope with those reactions. At the
same time in this process of coping effectively with massive change, other members of the organisation need to be actively involved in monitoring and managing their emotional reactions and those of others.

The findings in this survey indicate that 54 percent of respondents are always able to recognise change when it happens, whilst 41.6 percent only sometimes recognise change when it happens. 60 percent of respondents indicated that they were always able to accept change as a natural part and process of life. 34.5 percent indicated that they sometimes were able to accept change as a natural part and process of life. The findings further revealed that 48.7 percent of respondents indicated that they sometimes found it hard to adapt to change. 23.9 percent rarely and 21.2 percent expressed that they never found it hard to adapt to change.

5.5 WORK STRESS

Figure 5.5 You are able to recognise when you are stressed.

Source: Results obtained from respondents' analysis of their responses to stress.

Figure 5.5 indicates a high level of awareness amongst respondents regarding their ability to recognise when they are stressed. 47 percent of respondents indicated that they are always able to recognise when they are stressed while 46 percent responded that they are sometimes able to recognise when they are stressed.
Figure 5.6  You are less productive at work as a result of stress.

Source: Results obtained from respondents' analysis of their responses to the impact of stress on productivity.

Figure 5.6 illustrates that 38.9% of respondents are **sometimes** less productive as a result of stress. The categories **rarely** and **never** both produced a response rate of 24.8 percent. Thus a total 49.6 percent of respondents indicated that stress rarely / never impacted on their performance. The remaining 51.4 percent of respondents indicated that stress sometimes (38.9%) or always (11.5 %) impacted on their ability to be productive.

Anderson and Kyprianou (1994:81) argue that a diagnosis and reduction of stress can contribute significantly to increased individual and organisational effectiveness.

**Conclusion:** The research findings indicate that 51 percent of respondents acknowledged that productivity was negatively influenced by the presence of stress in their lives.
Figure 5.7  You rely on professional assistance to cope with stress

![Bar chart showing the percentage of respondents requiring professional assistance to cope with stress.](chart.png)

Source: Results obtained from respondents’ analysis for a need for professional assistance to cope with stress.

50.4 Percent of respondents indicated that they never require the assistance of professionals when having to cope with stress. 9.7 percent of the respondents indicated that they always consult a professional when experiencing difficulties to cope with stress and 22 percent indicated that they sometimes make use of the assistance of professionals when stressed.

**Figure 5.8**
**To what extent is work related stress applicable to your life?**
Source: Results obtained from respondents' analysis of work-related pressure.

The research finding indicated that 55.8 percent of work related pressure contributed to a little extent to stress in the lives of respondents, whilst 23.9 percent of respondents felt that work related stress contributed to a large extent to stress in their lives. 17.7 percent responded that work related pressure did not contribute to stress in their lives at all.

Anderson and Kyprianou (1994:83) highlight an interesting observation from prior research conducted on the interactive and environmental sources of work stress. They listed the following environmental sources of stress:

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

Santa-Barbara and others (Drake Business Review, Volume1: 29) suggest that the
immediate impact on the organisation is manifested in poor morale, absenteeism and lower productivity, according to

**Figure 5.9  To what extent do pressure and deadlines contribute to your work stress?**

Source: Results obtained from respondents' analysis of work related pressure

61 percent of respondents indicated that work pressure and deadlines **to a little extent** contributed to work stress. 23.9 percent responded that work pressure and deadlines did **not at all** contribute to work stress. 11.5 percent of respondents who participated in the survey responded that work pressure and deadlines **to a large extent** contributed to stress.

**Conclusion:** 72.5 Percent of respondents in figure 5.9 linked work pressure and deadlines as a contributors to stress in their lives.
Figure 5.10 To what extent do the roles and responsibilities held within the organisation contribute to your work stress?

Source: Results obtained from respondents’ analysis of the role and responsibility held within the organisation.

56.6 percent of respondents indicated that their roles and responsibilities within the organisation to a little extent contributed to work stress. 11.5 percent of respondents indicated that the above-mentioned factors to a large extent contributed to work stress. The remaining 31.9 percent of respondents indicated that role and responsibilities were not at all linked to stress in their lives.

Conclusion: 68.1 Percent of respondents indicated that role and responsibilities at work contributed to a certain degree to stress in their lives.
Figure 5.11 To what extent do interpersonal relationships at work contribute to your work stress?

Source: Results obtained from respondents' analysis of interpersonal relationships at work

52.2 percent of respondents indicated that interpersonal relationships at work to a little extent contributed to work stress. 36.3 percent indicated that interpersonal relationships at work did not at all contribute to work stress, whilst 8 percent indicated that interpersonal relationships at work to a large extent contributed to work stress.

Conclusion:
The findings indicate that a need for improved interpersonal relationships exists amongst respondents. Thus, it may appear that participants may find training to sharpen their emotional intelligence competencies helpful in improving interpersonal relationships at work.
5.6 WORK CONFLICT

Figure 5.12  Conflict is inherently neither good nor bad but rather a natural consequence of interpersonal interaction.

Source: Results obtained from respondents’ analysis of work conflict.

The analysis revealed that 61.9 percent of respondents agreed with the statement that conflict is inherently neither good nor bad but rather a natural consequence of interpersonal interactions. A further 14.2 percent of the respondents who participated in the survey strongly agreed with the statement, whilst 8 percent disagreed and 12.4 percent were neutral.

Anderson and Kyprianou (1994: 122) contend that dysfunctional conflict can have serious consequences for the organisation’s ability to achieve its goals; however functional conflict may enhance organisational innovation, creativity management and adaptation. The contemporary perspective describes conflict as neither inherently good nor bad but as inevitable. Evidence suggests that
conflict can improve the quality of decision-making in organisations. Thus the crucial issue is not conflict itself but how it is managed.

Du Brin (2000: 210) points out that almost any job that includes contact with people inevitably leads to conflict. Supervisors responsible for managing people would have greater need of coping skills (Du Brin, 2000:211).

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

**Conclusion:**
76.1 percent of respondents hold a realistic view of conflict as being part of a natural process of daily interactions. Eight percent strongly disagreed and 12.4 percent were neutral in their response to the above question. The literature study supports the research findings in that it suggests that organisations could benefit from a better understanding of conflict resolution techniques.

**Fig 5.13 Displaying concern and understanding in conflict situations often assists in calming the mood.**

Source: Results obtained from respondents’ analysis of work conflict
48.7 percent of respondents participating in the survey agreed with the statement that displaying concern and understanding in conflict situations often assist in calming the mood. 33.6 percent strongly agreed and 15 percent were neutral.

**Conclusion:** The responses obtained from the above-mentioned question indicate a high level of emotional intelligence amongst respondents regarding how displaying concern and understanding in conflict situations may often assist in calming the mood.

5.7 Teamwork

**Figure 5.14 Teams are less effective when there is no trust amongst members.**

![Bar chart showing the distribution of responses to the statement about teamwork](chart.png)

Source: Results obtained from respondents' analysis of teamwork

46 percent of respondents strongly agree with the statement that teams are less effective when there is no trust amongst members. 42.5 percent of respondents agreed with the above statement. Fewer than two percent of the respondents disagreed or strongly disagreed.
Studies on emotional intelligence in teams by Baron (1990) as cited by Orme (2001: 129) found that one of the keys to emotional intelligence for teams involves the ability to differentiate between validation and invalidation. Validation refers to the ability to acknowledge, accept, understand and nurture people and their feelings and involves accepting someone’s individuality. As Orme (2001: 129) puts it, “When the chips are down, very often all we need is to feel validated.” Orme (2001:129) maintains that through such behaviour trusting relationships are cemented.

Figure 5.15 You are dependent on your team for their support and commitment in order to achieve required outcomes.

Source: Results obtained from respondents’ analysis of dependence of team for support and commitment in order to achieve required outcomes.

45.1 percent of the respondents strongly agree that they depend on support and commitment from their teams. 38.1 percent of the respondents agreed with the statement that group members are dependent on their teams for their support and commitment in order to achieve the required outcomes. A total of 83.2 percent of respondents were in support of the above statement.
Covey (1989:49) elaborates that independent people are able to combine their own efforts to those of others to achieve their greatest success. Independent people, therefore, who do not have the maturity to think and act interdependently, may be good individual producers, but they will not be good leaders or team members. The responses obtained from the above-mentioned question indicate a high level of emotional intelligence amongst respondents regarding how displaying concern and understanding in conflict situations may often assist in calming the mood.

Covey (1989:49) reveals that interdependence is necessary to succeed in marriage, family and organisations. Life by nature is highly interdependent.

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

**Figure 5.16** Team leaders could benefit from the input of team members when seeking solutions for work problems.
Source: Results obtained from respondents’ analysis of the input of team members when seeking solutions for work problems. 60.2 percent of respondents **strongly agreed** and 32.7 percent **agreed** with the statement that team leaders could benefit from the input of team members when seeking solutions for work problems.

Goleman (1995) suggests a need to "redefine what it means to be smart". According to Goleman (1995), "The rules for work are changing. We are being judged by a new yardstick; not just by how smart we are, or by our training and expertise, but also how well we handle ourselves and each other."

**Figure 5.17 Response to Open-ended question**

Name one key competency / skills that all team leaders and managers should possess in order to effectively manage others?

![Core Competencies - Managers & Team Leaders](image)

Source: Results obtained from respondents’ analysis of the competency required by team leaders and managers in order to effectively manage others.

19 percent of respondents indicated **respect** as a key competency that team leaders and managers should possess in order to effectively manage others. 38
percent of respondents cited **communication skills**, whilst 21 percent of respondents cited **interpersonal skills**

“Emotional Intelligence is a powerful catalyst for employee innovation, creativity and productivity, which contributes to and enhances competitive advantage. Leveraging Emotional Intelligence at all levels of the organisation is a smart business investment” (Goleman, 1995).

**5.8 CONCLUDING REMARKS**

The purpose of this chapter was to highlight the outcomes of the empirical study. Comments were made on how the results related to the literature study in chapters two and three.

Chapter six will conclude the study with recommendations being made from the conclusions.
CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION
In chapter five, the results of the research were interpreted with the intention of presenting the findings of the survey conducted. The question, “What strategic advantage and influence do emotional intelligent individuals; work teams and first-line managers have on organisational effectiveness?” provided the main problem and the basis for the research undertaken in this survey. The main problem was further subdivided into three sub-problems and subsequently dealt with in the ensuing chapters.

6.1.2 CORE COMPONENTS OF EMOTIONAL INTELLIGENCE
Cherniss and Goleman (2001:137) make reference to competencies and differentiate between personal competencies, which involve self-awareness, self-regulation, and self-motivation. A second set of competencies referred to in the literature, are the social competencies, which involve social awareness and social skills. Cherniss and Goleman (2001:137) assert that social competencies involve the individual’s ability to recognise others’ emotions, needs and concerns and the ability to help others manage their emotions in order to achieve desirable responses.

6.1.3 SUB PROBLEM ONE
What strategic advantage does the literature reveal, that emotionally intelligent individuals, work teams and first-line managers have on organisational effectiveness?

A theoretical perspective of emotional intelligence in response to sub problem one was offered in chapters two and three. The theoretical basis for the literature study on emotional intelligence was based on Chapman’s (2001) Five Step
Model. The following core components of emotional intelligence were dealt with in the research questionnaire and the findings and recommendations in this paper are based on the responses received.

6.1.3.1 Self-awareness – Covey (1989:67) argues that, until individuals take into account how they see themselves, they will be unable to understand how others feel about themselves and their world. He further argues that individuals lacking self-awareness limit their own personal potential and therefore their ability to relate to others.

Table 5.3 illustrates that high scores for questions one to five were obtained in both the rating categories Always and Sometimes. This indicates a high level of emotional intelligence in the area of self-awareness amongst the respondents who participated in the survey. 38 percent of respondents indicated that they sometimes found it hard to accept themselves as they were, whilst 30 percent of respondents indicated that they accepted themselves just as they were.

**Conclusion and recommendation:** Whilst a high level of self-awareness may have been revealed to be evident amongst respondents, further development in this area will benefit respondents who may have scored lower in other aspects of the survey. Continual training in emotional coaching is advised to further strengthen current competencies in regard to self-awareness.

6.1.3.2 Emotional Management - Orme (2001:18) postulates that emotional intelligence is reflected in relationships and people with high emotional intelligence tend to enjoy close relationships, and are comfortable with themselves and others.

**Conclusion and recommendation:** The findings indicate a reasonable level of emotional intelligence amongst respondents relating to emotion management. However, the results would suggest that even though respondents may have a
reasonable level of awareness of their own emotions, more than 10 percent of respondents indicated an inability to respond to or manage their emotions. Personal coaching in the area of emotion management may result in improved interpersonal relationships both within and out of the work environment.

**6.1.3.3 Self-motivation** - Chapman (2001:43), states “to achieve high levels of motivation, overcome setbacks and perform at our best, we need to be able to manage our own internal states, harness our emotions and channel them in a direction that enables us to achieve our objectives.”

Respondents scored high in the rating categories always and sometimes for question 4.2 through to question 4.5 which points to a high level of self motivation, flexibility to change the way things are done when current methods are not working and an ability to honour promises made. 50 percent of respondents indicated that they rarely / never remained angry or frustrated for days after a set back.

**Conclusion and recommendation**: The emotional intelligence level of respondents assessed in the competency of self-motivation revealed a 50 percent emotionally mature response rate to the questions asked in this section. A total of 9.36 percent of respondents obtained a low score for self-motivation. On the basis of this finding it appears that an intervention aimed at enhancing individuals’ emotional intelligence, could assist in developing self-motivation.

**6.1.3.4 Relationship Management** - Goleman (1995:36) states that individuals who possess high emotional intelligence are the ones who truly succeed in work as well as play and who are able to build flourishing careers and lasting, meaningful relationships.

Table 5.6 illustrates an overall average response rate of 49 percent with regard to emotional intelligence in the area of relationship management. 43.4 percent
(always) and 48.7 percent (sometimes) of respondents indicated that others trust and confide in them. 55.8 percent of responses obtained in question 5.1 were obtained in the rating category always, which supports the statement: “You actively seek ways of resolving conflict.” 60 percent of respondents indicated that they sometimes acted as a spokesperson for others.

**Conclusion and recommendation:** The respondents’ apparent ability and willingness to deal with relationship-based conflict could be further enhanced through structured interventions in the area of relationship management.

**6.1.3.5 Emotional coaching** - Orme, (2001:19) quotes numerous studies, which prove that a focus on emotional intelligence has benefits to health, business success and relationships. Some of the benefits recorded by HeartMath Europe included reduced blood pressure, higher levels of personal productivity and team effectiveness.

**Conclusion and recommendation:** The research findings on this aspect indicated a reasonable level of emotional intelligence amongst respondents, whilst also indicating a need for further training in the area of emotional intelligence coaching in some areas such as the ability to communicate feelings effectively to others and the ability to contribute to conflict management in the group.

**6.1.4 SUB PROBLEM TWO:**

*What aspects of emotional intelligence do individuals and managers believe will enhance their ability and effectiveness within their organisation?*

**6.1.4.1 Responses to change** - According to Carnall (1991:160), effectiveness means efficiency plus adaptability. In essence, effective organisations are both efficient and able to modify their goals as circumstances change. Carnall (1999)
further suggests that change should not only be introduced when things are going wrong. On the contrary, Carnall (1999:160) emphasises the importance of organisations' continually adapting to a changing world even when they are doing well. He further states that handling change effectively helps to sustain and create effectiveness in the future. Cook et al (2004: 6) suggest that emotions and feelings play a much bigger role in change than is sometimes recognised in a rationally oriented management world.

The findings in this survey indicate that 91 percent of respondents were always or sometimes able to recognise change when it happened. 60 percent of respondents indicated that they were always able to accept change as a natural part and process of life. 34.5 percent indicated that they sometimes were able to accept change as a natural part and process of life. The findings further revealed that 48.7 percent of respondents indicated that they sometimes found it hard to adapt to change. 23.9 percent rarely and 21.2 percent expressed that they never found it hard to adapt to change.

**Conclusion:** The findings indicate a high level of emotional intelligence amongst 91 percent of respondents, specifically in relation to change and that they view change as a natural consequence of life. This would indicate that the majority of respondents view the process of change in a positive light.

6.1.4.2 Work stress - Anderson and Kyprianou (1994:81) argue that a diagnosis and reduction of stress can contribute significantly to increased individual and organisational effectiveness.

The findings indicate a high level of self-awareness relating to work stress. In particular the following conclusions could be gleaned from the results.

- Impact of stress on productivity - The research findings indicate that 51 percent of respondents acknowledged that productivity was negatively influenced by the presence of stress in their lives.
- Work related pressure - 23.9 percent of respondents felt that work related pressure contributed to a large extent to stress in their lives. 17.7 percent responded that work related pressure did not contribute to stress in their lives whilst 55.8 percent of respondents felt that work related pressure contributed to a little extent to stress in their lives.

- Pressure and deadlines - 72.5 percent of respondents in figure 5.9 linked work pressure and deadlines as a contributors to stress in their lives.

- Role and responsibilities - 68.1 percent of respondents indicated that role and responsibilities at work contributed to a certain degree to stress in their lives.

- Interpersonal relationships at work - The research findings indicate that eight percent of respondents definitely have a problem with interpersonal relationships at work whilst 52.2 percent indicated that they, to a little extent, found interpersonal relationships at work stressful.

The above findings indicate a possible need for an intervention in relation to the individuals' ability to diagnose the existence of stressful states effectively in their lives as well as the accompanying ability in dealing with such stress patterns.

6.1.4.3 Work conflict - According to Anderson and Kyprianou (1994:122) dysfunctional conflict can have serious consequences for the organisation’s ability to achieve its goals; however functional conflict may enhance organisational innovation, creativity management and adaptation.

The responses obtained within the survey indicated a high level of emotional intelligence amongst respondents regarding how displaying concern and understanding in conflict situations may assist in calming the mood.
76.1 percent of respondents hold a realistic view of conflict as being part of a natural process of daily interactions. Eight percent strongly disagreed and 12.4 percent were neutral in their response to the above question.

Conclusion and recommendation: The literature study supports the research findings in that it suggests that organisations could benefit from a better understanding of conflict resolution techniques.

6.1.4.4 Teamwork

- Trust amongst team members

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

46 percent of respondents strongly agreed with the statement that teams are less effective when there is no trust amongst members. 42.5 percent of respondents agreed with the above statement and less than two percent of the respondents disagreed or strongly disagreed. From the research findings it appears evident that respondents believe trust within teams is a vital contributor towards team success.

- Interdependence amongst team members

Covey (1989:49) elaborates that independent people are able to combine their own efforts to those of others to achieve their greatest success. Independent people, therefore, who do not have the maturity to think and act interdependently, may be good individual producers, but they will not be good leaders or team players. Covey (1989: 49) concludes that interdependence is necessary to succeed in marriage, family and organisations. “Life by nature is highly interdependent” Covey (1989: 49).
38.1 percent of the respondents agreed with the statement that team members are dependent on the team for their support and commitment in order to achieve the required outcomes. A total of 83.2 percent of respondents were in support of the above statement.

- Team participation and involvement

Goleman (1995) states: "The rules for work are changing. We are being judged by a new yardstick; not just by how smart we are, or by our training and expertise, but also how well we handle ourselves and each other."

60.2 percent of respondents strongly agreed and 32.7 percent agreed with the statement that team leaders could benefit from the input of team members when seeking solutions for work problems.

**Conclusion:** The literature study and the research findings appear to support the importance of healthy interpersonal relationships amongst team members as a prerequisite for team effectiveness and consequently organisational effectiveness.

**6.1.5 RESPONSE TO OPEN-ENDED QUESTION**

Question: “Name one key competency / skill that all team leaders and managers should possess in order to manage others effectively.”

The respondents indicated a strong preference towards the existence of the following in the attainment of healthy work relationships.

- Respect
- Communication
- Teamwork
- Interpersonal Relationships

19 percent of respondents indicated *respect* as a key competency that team leaders and managers should possess in order to effectively manage others.
percent of respondents cited **communication skills**, whilst 21 percent of respondents cited **interpersonal skills**.

“Emotional Intelligence is a powerful catalyst for employee innovation, creativity and productivity, which contributes to and enhances competitive advantage. Leveraging emotional intelligence at all levels of the organisation is a smart business investment”, Goleman (1995).

78 percent of respondents, when asked to name one key competency or skill that team leaders and managers should possess in order to effectively manage others, indicated respect, communication and interpersonal skills.

### 6.1.6 Closing Remarks

**SUB PROBLEM THREE:**

*How can the results in (a) and (b) be used to achieve strategic advantage in terms of its organisational effectiveness?*

On the basis of the strong correlations between several components of the literature study and the research findings the following could be concluded:

- Emotional intelligence enhances team effectiveness and consequently organisational effectiveness.
- Healthy interpersonal relationships enhance interdependence amongst individuals working within teams.
- The awareness of and the capability in handling stress could reduce the impact of stress on the individual’s and the organisation’s effectiveness.
- Dysfunctional conflict could be detrimental to achieving organisational effectiveness whilst openness to constructive conflict handling could lead to functional conflict.
An awareness of change as well as a willingness to embrace the process of change on the part of the individual could lead to the achievement of organisational effectiveness arising from such change.
REFERENCE LIST


Great Britain : Arnold

Goleman, D. 1995. Emotional Intelligence: why it can matter more than IQ.
London : Bloomsbury.


ANNEXURE 1 – LETTER TO HR MANAGER REQUESTING PERMISSION TO CONDUCT SURVEY WITHIN GMSA.

The HR Manager
General Motors South Africa
Port Elizabeth’
6000

Attention: Mr. L. Hattingh

SURVEY: ASSESSMENT OF THE IMPACT THAT EMOTIONAL INTELLIGENT INDIVIDUALS, TEAMS AND FIRST-LINE MANAGERS HAVE ON ASPECTS THAT CONTRIBUTE TO ORGANISATIONAL EFFECTIVENESS.

I hereby request permission to conduct the above-mentioned survey within General Motors South Africa. This survey is conducted in partial fulfillment of a Masters Degree in Business Administration for which I am currently enrolled at the NMM University.

The questionnaire was prepared with the aim of obtaining the views of individuals working within teams as well as the responses of first-line managers. A sample size of between 100 – 150 respondents will be required to participate in this survey.

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

Yours sincerely,
Dear Respondent

Survey on the impact that emotional intelligent individuals, teams and first-line managers have on aspects of organisational effectiveness.

Your assistance in completing and returning the attached questionnaire relating to the above will be appreciated. This information is needed in partial fulfilment of a master’s degree for which I am currently enrolled at the NMM University.

It would be appreciated if you could complete the attached questionnaire.

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

- The information be treated confidentially, &
- Completion of the questionnaire does not impact on production in anyway.

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

Please deposit your completed questionnaire in the questionnaire box, before 10 November 2005 at Kempston Road or Struandale medical departments.

Thank you for participating in this survey.

Stephanie Paul
What is emotional intelligence (EI)?
Emotions play an important role in the workplace. The key is to use emotions intelligently, which is exactly what is meant by emotional intelligence.
“By intentionally making your emotions work for you by using them to help guide your behaviour and thinking in ways that enhance your results, you can become more effective.” (Weisinger, 1998:1) The good news about emotional intelligence, however, is the fact that it can be developed, nurtured and augmented. Emotional Intelligence includes aspects such as self-awareness, emotional management and self-motivation.

Goleman (1995: 36) argues that emotional intelligence is the strongest indicator of human success – people who possess high emotional intelligence are the ones who truly succeed in work as well as play, building flourishing careers and lasting, meaningful relationships. According to Goleman (1995: 36) our emotions play a much greater role in thought, decision-making and individual success than is commonly acknowledged.

SECTION 1: Personal Information
Kindly answer the following questions and where appropriate please indicate what your response is by ticking the correct box.

1. Company:  

2. Name and Surname (optional)  

ANNEXURE 3 – EMPLOYEE QUESTIONNAIRE

QUESTIONNAIRE ON THE IMPACT OF EMOTIONAL INTELLIGENCE ON ASPECTS OF ORGANISATIONAL EFFECTIVENESS
3. Gender

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
</table>

4. Age

<table>
<thead>
<tr>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25 years</td>
</tr>
<tr>
<td>26 - 30 years</td>
</tr>
<tr>
<td>31 - 35 years</td>
</tr>
<tr>
<td>36 - 40 years</td>
</tr>
<tr>
<td>41 - 45 years</td>
</tr>
<tr>
<td>46 - 50 years</td>
</tr>
<tr>
<td>&gt; 50 years</td>
</tr>
</tbody>
</table>

5. Cultural Grouping

<table>
<thead>
<tr>
<th>Cultural Grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
</tr>
<tr>
<td>African</td>
</tr>
<tr>
<td>Coloured</td>
</tr>
<tr>
<td>Indian/Asian</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

6. Marital status:

<table>
<thead>
<tr>
<th>Marital Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
</tr>
<tr>
<td>Divorced</td>
</tr>
<tr>
<td>Single</td>
</tr>
<tr>
<td>Widowed</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

7. Length of service at the company.

<table>
<thead>
<tr>
<th>Service Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
</tr>
<tr>
<td>6 – 10 years</td>
</tr>
<tr>
<td>2 – 5 years</td>
</tr>
<tr>
<td>10 years or more</td>
</tr>
</tbody>
</table>
8. Does the work you do require that you work as part of a team?

Yes  No

9. Indicate your academic qualification?

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than Matric (Grade 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matric (Grade 12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma / Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honours Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other - please specify in the row below.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

10. What position do you hold in your company? ____________________________

Section 2

This part of the questionnaire is aimed at determining the respondent’s level of emotional intelligence. Complete the questions honestly. Please mark your answer with an X.

1 = Always  2 = Sometimes  3 = Rarely  4 = Never

1. Self-Awareness

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 You can tell when your mood is changing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.2 You know when you are becoming defensive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.3 You can tell when your emotions are affecting your performance.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.4 You quickly realise that you are losing your temper.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.5 You quickly realise when your thoughts are turning negative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.6 You find it hard to accept yourself just as you are.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
## 2. Emotion Management

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>You are able to relax when you are under pressure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>You are able to get on with things even when you are angry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3</td>
<td>You engage in self-talk to get rid of feelings of anger or anxiety.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4</td>
<td>You remain cool in the face of others’ anger or aggression.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5</td>
<td>You are able to concentrate when you are feeling anxious.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

## 3. Self-Motivation

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>You remain angry or frustrated for days after a setback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>You deliver on your promises.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>You can quickly motivate yourself into action when necessary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>You willingly change the way you do things when current methods are not working.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>You are able to lift your energy levels to tackle and complete boring tasks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 4. Relationship Management

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>You actively seek ways of resolving conflict.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>You influence others about the way things are to be done.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.3</td>
<td>You act as a spokesperson for others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>You consciously look for opportunities to enrich others’ lives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.5</td>
<td>You find that others trust and confide in you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Emotional Coaching

<table>
<thead>
<tr>
<th>6.1</th>
<th>You often find yourself raising the morale of others in an attempt to make them feel good.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>You offer help and assistance to others freely.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.3</td>
<td>You can sense when others are feeling angry or anxious.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.4</td>
<td>You are concerned about others when you sense that they may be feeling anxious.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.5</td>
<td>You are able to communicate your feelings effectively to others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.6</td>
<td>You contribute to the management of conflict within your group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION 3

Change is real, it is radical and it faces us every day. Change can be observed in consumer lifestyles, technological breakthroughs, economic conditions, political and social order. Individuals and businesses must therefore decide either to adapt or die.

This section of the questionnaire seeks to explore the impact that emotions have on various aspects of organisational effectiveness. Please mark your answer with an X.

1 = Always  2 = Sometimes  3 = Rarely  4 = Never

3.1 RESPONSES TO CHANGE

<table>
<thead>
<tr>
<th>3.1.1</th>
<th>You can recognise change when it happens.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.2</td>
<td>You find it hard to adapt to change.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.3</td>
<td>You accept change as a natural part and process of life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.4</td>
<td>You often learn valuable lessons about yourself in difficult situations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1.5</td>
<td>You find it helpful to share your fears of change with others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

3.2 Work Stress:

| 3.2.1 | You are able to recognise when you are stressed.                                 | 1 | 2 | 3 | 4 |
### 3.2.2 You feel despondent and without hope in the face of a problem.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### 3.2.3 You are less productive at work as a result of stress.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

### 3.2.4 You rely on professional assistance to cope with stress.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<tbody>
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</tbody>
</table>

### 3.2.5 You are able to recognise when you are in need of a break.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

### 3.2.6 You often lie awake at night when faced with a problem.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

### 3.2.7 You often suffer from tension headaches.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### 3.2.8 You largely contribute to stress in your life.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Kindly select one of the following responses to answer sections 3.3 & 3.4**

A = Not at all  
B = to a little extent  
C = to a large extent

### 3.3 To what extent are the following work specific stressors applicable to your life?

<table>
<thead>
<tr>
<th></th>
<th>Financial Pressure</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Work Related Pressure</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Interpersonal Relationships</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Family Pressure</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.4 To what extent do the following factors contribute to your work stress?

<table>
<thead>
<tr>
<th></th>
<th>Pressure and Deadlines</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Role and responsibilities held in the organisation</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Interpersonal relationships at work</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Too many decisions to make</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fatigue and work overload</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### 3.5 Work Conflict

**Kindly select one of the following responses to answer sections 3.5 & 3.7**
<table>
<thead>
<tr>
<th>3.5.1</th>
<th>Conflict is negative and destructive and should not be tolerated.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5.2</td>
<td>Conflict is inherently neither good nor bad but rather a natural consequence of interpersonal interactions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.5.3</td>
<td>Conflict when managed constructively can result in improved relationships.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.5.4</td>
<td>Displaying concern and understanding in conflict situations often assists in calming the mood.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.5.5</td>
<td>Team members should work out strategies to improve relationships amongst themselves.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

3.6 Name one key competency/skill that all team leaders and managers should possess in order to manage others effectively?

3.7 Teams

<table>
<thead>
<tr>
<th>3.7.1</th>
<th>Teams are less effective when there is no trust amongst members</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7.2</td>
<td>You are dependent on your team for their support and commitment in order to achieve required outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.7.3</td>
<td>Team leaders could benefit from the input of team members when seeking solutions for work problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3.7.4</td>
<td>Team members who feel respected are likely to be more committed to achieving organisational objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
3.7.5 Training in interpersonal skills has no bearing on production processes and are basically a waste of time.

I wish to thank you for taking the time to complete this questionnaire and for ensuring that it is returned to the sender.

Stephanie Paul
Tel: (041) 403 2687