Discovering Relationships between Social Competencies of Emotional Intelligence and Employee Engagement within a Population of Business Leaders

Sarah Sanders Smith

A Dissertation Submitted to the Faculty of

The Chicago School of Professional Psychology

In Partial Fulfillment of the Requirements

For the Degree of the Doctor of Philosophy

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Approved By:

Michael Stowers, PsyD., Chairperson
Assistant Professor, The Chicago School of Professional Psychology

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Wei He, PhD., Member
Assistant Professor, Purdue University Northwest

Robert Gramillano, Ed.D., Member
Affiliate Faculty, The Chicago School of Professional Psychology

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Abstract

Leaders in organizations face complex situations, including how to develop valued leadership qualities to enhance an organization's performance. Research suggests improved emotional intelligence across various types of organizational leaders enhances charisma, connection, supports increased rates of promotion, and higher salaries. One measure of organizational effectiveness that has emerged more so in the research of the last decade is employee engagement. Although employee engagement has been studied, research regarding its association with the social competences of emotional intelligence has been limited. In this dissertation study I conducted research to investigate the potential relationships between emotional intelligence social competencies as representative measures of effective leadership traits in order to assess whether an association exists between relationship management and social awareness and the employee engagement scores a leader receives from his or her direct reports.

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Chapter 1: Nature of the Study

Introduction

As leader of small and medium-sized organizations in the United States continue to attempt to overcome absenteeism, shrinkage, and lack of innovation, the concept of employee engagement has emerged as a potential solution (Bakker, Schaufeli, Leiter, & Taris, 2008; Brunetto, Teo, Shacklock, & Farr-Wharton, 2012). According to scholars and a long-running Gallop analysis (Durán, Extremera, & Rey, 2010; Gallop, 2013) researchers have theorized that by improving employee engagement organizations can realize enhanced profitability, productivity, better customer satisfaction ratings, fewer safety incidents, lower employee turnover, increased patient safety, and better quality (fewer defects). For decades, the majority of US workers have remained not actively engaged or disengaged (Gallop, 2013). Thus, the opportunity to determine how to improve employee engagement for US workers and their organizations exists. In this study, I will contribute to existing knowledge about employee engagement by examining potential relationships between employee engagement and the leadership quality of emotional intelligence.

Background

Emotional intelligence has been established as a key leadership quality (Cherniss, Grimm, & Liautaud, (2010); Goleman, (1995, 1998, 2014); Salovey & Mayer (1990). As a mechanical engineer who had successfully applied process analysis to establish four high-tech manufacturing companies, James P. Liautaud wanted to discover why people do what they do (Liautaud, 2015). He began working with well-regarded positive psychologists, neuroscientists, and academic research institutions. Community leaders and academic researchers determined a common core of successful leadership competencies, including emotional intelligence ("About the Institute," n.d.). Six years ago, James P. Liautaud founded

The Liautaud Institute and introduced Process Designed Training (Liautaud Institute, Learning Services and Impact Team, 2016). As determined by James P. Liautaud, Process Designed Training became known as PDT. In the program, participants completed three full day exercises to bond the group. Next, James P. Liautaud provided a series of communication habits to participants so skills would be developed to work better with others.

The Liautaud Institute staff applied International Organization for Standardization (ISO) methodology for process design in manufacturing when developing the PDT program. Members of the Quality Institute began introducing ISO process analysis and quality certifications in 1986 (The ISO Story, n.d.). Total quality management (sometimes referred to as continuous quality improvement) required an ISO training process owner, thus recognizing the importance of valuating training effectiveness within an organization.

Understanding the importance of determining training effectiveness, The Liautaud Institute moderators measured whether PDT could positively affect leaders' emotional intelligence. The moderators' initial research result involved a group of Chicago area CEOs and discovered participants of the PDT program realized increased emotional intelligence (emotional and social competencies) as experienced through a two-year study (Cherniss, Grimm, & Liautaud, 2010). At that time, staff of The Liautaud Institute were looking to broaden its research base and discover if results could be generalized to leaders of various industries. Moderators from the institute's staff conducted small group PDT with teams from different organizations. Small groups included six to eight team members. The PDT process bonded each team quickly and effectively which resulted in cohesive teams (Liautaud Institute, Learning Services and Impact Team, 2016). Confidentiality was assured, and through the PDT training process, team members felt as if they could be vulnerable to each other. Even though the ability to be

vulnerable is not something people necessarily feel comfortable with at their job, vulnerability led to high levels of trust in the team (Liautaud Institute, Learning Services and Impact Team, 2016). Thus, a platform to build emotional and social competencies was established.

Since employee engagement had emerged in management and leadership literature as a favorable organizational construct (Bakker, Schaufeli, Leiter, & Taris, 2008; Brunetto, Teo, Shacklock, & Farr-Wharton, 2012), and since businesses in The United States continued to struggle with low levels of employee engagement (Durán, Extremera, & Rey, 2010; Gallop, 2013), the decision was made to include employee engagement in The Liautaud Institute's research about emotional intelligence. As there are three primary components of employee engagement; vigor, dedication, and absorption, (Bakker, Schaufeli, Leiter, & Taris, 2008), in this study I shall consider the social competencies of emotional and social intelligence (relationship management and social awareness) and potential relationships between the three constructs of employee engagement, as indicated through data collected by The Liautaud Institute.

Problem Statement

There is a problem with empirical studies of Emotional Intelligence (EI). Currently, EI researchers have predominantly not examined the potential relationships between the social quadrants of relationship management and social awareness to employee engagement. Previously established assessments to measure emotional and social competence were lengthy and required significant time to administer. This problem impacts organizational leaders because it is difficult to determine return on investment to the organization for funds expended on employee development when organizational impact (employee engagement) is not assessed. Additionally, previous studies on emotional intelligence and measures of employee engagement were not conducted on the same sample population.

There are many possible factors contributing to this problem, among which are hesitance by human resource professionals or other organizational leaders to quantify training and development return on investment, along with lack of applying empirical model analysis to link measures of EI to organizational indicators. In this study I will contribute to the body of knowledge needed to address this problem by investigating potential relationships of EI's social quadrants (relationship management, social awareness) to the organizational metric of employee engagement within the same population. Additionally, data analysis will consider the self quadrants (self management, self awareness, and self esteem) as a comparative group of factors to the social quadrants of emotional intelligence.

Purpose Statement

In this research I intend to discover if there are potential relationships between leaders' emotional intelligence and employee engagement levels of their direct reports. The study will include The Liautaud Institute's LESC4 assessment for emotional intelligence and hopes to contribute to employers' acceptance of the LESC4 as a streamlined, valid, and reliable EI assessment. Employee engagement has been recognized as an important organizational construct in the past decade and since research in employee engagement is limited, this study shall further contribute to existing knowledge of employee engagement, specifically as to how employee engagement may relate to the social competencies of emotional intelligence.

Research Questions and Hypotheses

Since researchers have established employee engagement as an important measure to support organizational success, this study includes the following questions:

- Does a leader's social competencies of emotional intelligence affect the engagement of direct reports?

- Does a difference exist between the emotional self-competencies in comparison to the social competencies with regards to engagement levels of direct reports?

Through empirical analysis, this study will examine the potential relationship between social competencies of EI and employee engagement. Historic collected data from The Liautuad Institute will address the following hypotheses:

- H1: Organizational leaders with higher social competencies will have higher employee engagement scores from their direct reports as compared to those led by lower social competency leaders.
- H2: Organizational leaders with higher self competencies will have higher employee engagement scores from their direct reports as compared to those led by lower self competency leaders.

Literature surrounding employee engagement and emotional intelligence together is rather limited, especially as it relates to leadership development or organizational success metrics. Most researchers have focused around emotional intelligence, or employee engagement, but not both. In addition, researchers" studies that focus on cohesive leadership teams are difficult to locate. The lack of cohesive group analysis is a primary motivation for this study. The choice of a group of people who collectively completed EI and EE assessment makes this a unique study because this is not the usual occurrence in the field of EE or EI. Through literature review leaders can see that emotional intelligence and employee engagement are topics of interest. Emotional intelligence is regarded as a favorable leadership trait and employee engagement has the ability to encourage organizational success while decreasing unfavorable costs and employee actions.

In this study, I intend to reach multiple audiences in the private and public sector, not limited to the three organizational types represented in the study (audio visual, finance, and restaurant/fast food). The findings will hopefully encourage organizations to consider potential benefits of emotional intelligence and employee engagement and how these qualities may enhance the workplace. Further, there is a belief that my research will provide an academic base to encourage future studies in the areas of emotional intelligence and employee engagement collectively, as effective leadership traits and as tools to achieve business success.

Significance of the Study

Existing literature about the relationship of emotional intelligence and employee engagement is limited. Arora, Adhikari, and Shetty (2012) studied potential relationships however the research was conducted within service sector organizations in India. As well, the EI component which showed a positive relationship with EE was determined to be well being, which is not included in EI assessments typically administered in the US. The Kulow (2012) study results supported the importance of emotional intelligence of the leader as a leadership trait that enabled the leader to better engage his or her underlings, however, the research was qualitative. Suehs (2015) examined the potential relationship between EI and EE through a bivariate correlation procedure and concluded a moderate correlation (r of 0.39267 at a p value of 0.0577). Although a favorable correlation, and while these findings supported growing scholarly work in the area of EI and EE relationships, researchers called for future studies in order to provide greater understanding and to determine value of the relationship between emotional intelligence and employee engagement (Suehs, 2015).

During this same time period, The Liautaud Institute's leaders completed its first quantitative study of emotional intelligence. Preliminary analysis by the Liautaud Institute

revealed through PDT, Emotional and Social Competence (ESC) increased by 8.21% with an increase of 5.62% in employee engagement (Kivland, 2016). Participants' scores for ESC (self reported) were averaged and compared to initial results (prior to the PDT program). These results were from a 12 month program. The participants' increases were then compared to the direct reports' ratings of employee engagement (pre PDT, and post PDT). With the successful development of the LESC4, analysis of the social competencies of ESC as they may relate to employee engagement would contribute to a deeper level of understanding of the dynamics between these variables. In addition to the uniqueness of measuring EI and EE within the same population, the time span is recent. Data was collected between 2013 and 2015.

Limitations

This study is based on historical data collected by The Liautaud Institute. The *n* is not as large as it could be with a widespread survey. A lower *n* could lead to potential bias, however, due to the small group nature of The Liautaud Institute's work (organizational leadership teams consisting of six to eight people), and the four evolutions necessary to develop the LESC4, the number of participants and direct reports are representative for the nature of this study. In addition, the research was conducted with a variety of business types and thus, may not be representative for particular organizational classifications.

Chapter 2: Review of the Literature

Introduction

In this study, my research examines whether relationships exist between leaders' social competencies of emotional intelligence (social awareness and relationship management) and assessed levels of employee engagement. Although emotional intelligence has been identified as a desirable leadership quality, the topic of emotional intelligence has not been analyzed on the competence level as to how potential relationships between the constructs of emotional intelligence and employee engagement may, or may not, exist. In order to provide background for this study, the literature review includes four subsections: (a) a historical perspective of emotional intelligence, (b) emotional intelligence as a desirable leadership quality, (c) social competencies of emotional intelligence, (d) process designed training and emotional intelligence, and (e) employee engagement. The subsections were developed to provide an understanding of known literature with regards to each topic area as well as to establish a foundation for this study.

Emotional Intelligence: A Background

When reviewing literature about emotional intelligence, it is clear that there is a lack of consensus around a distinct definition of emotional intelligence. However, clarity and understanding can be gained by looking at the evolution of the concept of emotional intelligence. According to Salovey and Mayer (1990) one of the first models for emotional intelligence define emotional intelligence as a form of social intelligence which allowed individuals the ability to assess one's own and other people's emotions and feelings. With an ability to understand one's own emotions and feelings, leaders could thus understand their strengths and weaknesses within the social intelligence competencies. This knowledge provided leaders with information about oneself such that they could then determine how to act with and understand others. Most of the

existing research about emotional intelligence was scattered through various disciplines, thus offering little to the field of business psychology (Salovey & Mayer, 1990). Through literature analysis, three primary areas of emotional intelligence were identified: 1) the ability to appraise and express emotions in one self and in others, 2) the ability to regulate emotions in oneself and in others, and 3) the ability to use emotions in an adaptive manner. The three implications from existing literature were named "mental processes" (Salovey & Mayer, 1990, p. 190). Although mental processes were common to everyone, differences between peoples' emotional intelligence had been acknowledged by clinicians. The differences between people could be a result of variations in individuals' underlying skill sets. Thus, the researchers theorized that people who wanted to enhance their emotional or social competencies could develop these skills, thus improving a person's mental health. People who used emotional intelligence were thought to be at an advantage when problem-solving in life or when performing within their organizations.

In addition to developing a theory of emotional intelligence, the potential relatedness of emotional intelligence to general intelligence was explored. General intelligence was represented by measures of Intelligence Quotient (IQ). Although researchers concluded that emotional intelligence was likely to be related to IQ in the essence of being an ability of a person, emotional intelligence could also have different mechanisms and manifestations (Mayer & Salovey, 1993). IQ involved the study of neural transmission in the brain whilst emotional intelligence (EI) was supported to differentiate from general intelligence as EI may include emotionality, emotional management, and neurologic substrates. This "admittedly speculative description" (Mayer & Salovey, 1993, p. 440) of emotional intelligence was intended to encourage further discussion as to what emotional intelligence may or may not be, as well as to encourage future research. Developed to assess EI, the Trait Meta-Mood Scale (TMMS) was

regarded as a reliable and valid assessment. Although the TMMS was believed to reasonably represent the qualities of emotional intelligence, developers again called for further research in the analysis of emotional intelligence (Salovey, Mayer, Goldman, Turvey & Palfai, 1995).

Within the same year, Daniel Goleman published the book *Emotional Intelligence: Why It Can Matter More Than IQ.* Although IQ had been identified as an indicator for leader's success for almost 100 years, a different indication, EI, could provide a competitive edge to organizational leaders. Goleman (1995) identified a key set of characteristics that differed from IQ and the competencies of emotional intelligence were described. Especially when leaders were facing frustration, they could develop or posses the emotional ability to persist and to regulate their moods. Thus, the ability to regulate one's moods could protect the leader from impairing his or her ability to think clearly. Additional benefits of emotional intelligence included the ability to control impulses or delay self gratification, as well as to develop a greater capacity to empathize (Goleman, 1995).

Within the scope of Emotional Intelligence (EI), five primary domains and 25 competencies were identified (Goleman, 1998). Goleman clustered the competencies within domains. Researchers conducted further studies (Boyatzis, Goleman, & Rhee, 2000; Bradberry & Greaves, 2003; Goleman, Boyatzis, & McKee, 2002) and simplified the model to four domains and 18 competencies. Goleman and Boyatzis continued to refine their model. The 360 degree Emotional and Social Competency Inventory (ESCI) assessed 12 competency scales via 68 individual items. This assessment is also referred to as the EC12. The definition of each competency follows (Hay Group, 2011):

Self-awareness

- Emotional self-awareness: the ability to understand our own emotions and their effects on our performance.

Self-management

- Emotional self-control: the ability to keep disruptive emotions and impulses in check and maintain our effectiveness under stressful or hostile conditions.
- Achievement orientation: striving to meet or exceed a standard of excellence; looking for ways to do things better, set challenging goals and take calculated risks.
- Positive outlook: the ability to see the positive in people, situations and events and our persistence in pursuing goals despite obstacles and setbacks.
- Adaptability: flexibility in handling change, juggling multiple demands and adapting our ideas or approaches.

Social awareness

- Empathy: the ability to sense others' feelings and perspectives, taking an active interest in their concerns and picking up cues to what is being felt and thought.
- Organizational awareness: the ability to read a group's emotional currents and power relationships, identifying influencers, networks and dynamics.

Relationship management

- Influence: the ability to have a positive impact on others, persuading or convincing others in order to gain their support.
- Coach and mentor: the ability to foster the long term learning or development of others by giving feedback and support.
- Conflict management: the ability to help others through emotional or tense situations, tactfully bringing disagreements into the open and finding solutions all can endorse.

- Inspirational leadership: the ability to inspire and guide individuals and groups to get the job done, and to bring out the best in others.
- Teamwork: the ability to work with others towards a shared goal; participating actively, sharing responsibility and rewards and contributing to the capability of the team. (p. 5)

Leaders of corporations in 62 countries accepted the 360 degree ESCI as a valuable assessment and administered the ESCI to organizational members (Hay Group, 2015). Results helped professionals or managers develop a competitive advantage through enhanced knowledge of self which in turn could increase performance, teamwork, and encourage innovation. The 360 evaluation provided participants with valuable feedback from their subordinates so as to assist the manager or professional while focusing on how to develop their leadership skills through personal coaching. Despite global acceptance of the ESCI, some academic researchers considered this model as potentially overlapping of existing personality model constructs and concluded the model was broad or loosely defined (Conte, 2005; Landy, 2005; Locke, 2005; McEnrue & Groves, 2006; Matthews, Zeidner, & Roberts, 2004). The next section shall present evidence of emotional intelligence as an effective leadership quality. This will be followed by a discussion of the two social competencies.

Emotional Intelligence: A Desirable Leadership Quality

Various authors continue to identify EI as a favorable leadership skill. As a pioneer in introducing EI to corporate organizations, Goleman (1998) stated “On average, close to 90% of their (top executives in 15 global companies) success in leadership was attributable to emotional intelligence” (p. 34). Success for top performing leaders in various fields was attributed to emotional intelligence, and EI was deemed twice as important as cognitive ability (IQ). "For success at the highest levels in leadership positions, emotional competence accounts for virtually

the entire advantage" (Goleman, 1998, p. 34) In his publication: *What Makes a Leader,* Daniel Goleman (November-December, 1998), concluded the most effective leaders are identified by common traits which were competencies of emotional intelligence. Intelligence Quotient (IQ) and skills were important, but only as threshold competencies. According to Goleman (1998):

> Recent research clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still will not make a great leader. (p. 92)

Effective leaders generally had above average cognitive abilities; however, an above-average emotional intelligence was also instrumental for successful leaders (Emmerling and Goleman, 2005). Studies of Emotion Management Ability (EMA) have identified how managing emotions should predict important organizational success. Two studies showed that EMA consistently demonstrated incremental validity and was the strongest predictor organizational outcome measures (Kluemper, DeGroot, & Choi, 2013). Emotional intelligence was identified to be important to star performers in all jobs and in every field. As an example of the importance of emotional intelligence, the health care field has embraced this concept during an era of organizational and environmental change.

Health Care Leaders and EI

Successful physicians have historically been identified by their technical and cognitive skills (Hammerly, Milton Harmon, Schwaitzberg, Keen, & Molnar, 2014). The contemporary assessment of physicians, as identified through the Accreditation Council for Graduate Medical Education, the American Board of Medical Specialties, and the Joint Commission requires physicians to be proficient in measures associated with EI. A 360-degree anonymous feedback survey was administered in order to look for improvement opportunities in two core

competencies: professionalism and interpersonal/communication skills. Physician EI was found to be key to clinical leadership success, as well as teamwork and the ability to meet clinical, financial, and organizational goals. "This finding has significant implications for healthcare executives seeking to enhance physician alignment and transition to a team-based delivery model" (Hammerly, Milton Harmon, Schwaitzberg, Keen, & Molnar, 2014, p. 354)

In a critical incident study at Cleveland Clinic, researchers conducted 58 interviews with 28 physicians who were considered emerging leaders (Hopkins, O'Neil, & Stoller, 2015). The researchers' results indicated that EI competencies distinguished high-performing physician leaders from lower performers. In contrast to Hammerly et al. who focused on meeting regulatory expectations, Hopkins et al. considered organizational changes and the environmental dynamics of health care delivery as the impetus to study emerging leaders in this industry. The environmental dynamics included the focus on increasing quality of care deliver while containing costs while redefining the nature of health care and restructuring health care delivery. With the restructure and redefining came reexamination of the roles of physicians as leaders and thus, EI skills were identified as desirable traits for physician leaders (Hopkins et al., 2015, p. 566).

In a medical population of nursing managers, clinical leaders had transitioned from a general medical unit to an environment of pre- and post- procedural units. Nursing leaders who had higher levels of EI realized better team participation and delivered an enhanced level of patient care (Foltin &Keller, 2012). Health care professionals are not alone in developing leadership competencies during times or organizational or environmental change. Globalization and working with diverse workforces has created challenges for leaders in various types of

organizations. Thus, development of EI skills could potentially benefit leaders from a wide-range of organizations.

EI and Leadership Development

Development of health care leaders during times of organizational or environmental change identified the importance of emotional and social competence. Interventions can provide reliable and valid feedback on emotional and social competencies to inform leaders about their strengths as well as opportunities for personal development. Organizations may focus on performance gaps (performance appraisal) which can take away from improving a leader's effectiveness through EI and coaching (Emmerling & Goleman, 2005). Contemporary research has moved beyond questioning whether emotional intelligence can be developed to advocate for inclusion of EI in leadership development programs (Sadri, 2012).

A 360-degree feedback model designed to assess EI and encourage leader development could also include action learning, developmental assignments, developmental relationships, coaching, and job enrichment (Phipps, Prieto, & Ndinguri, 2014). Scholars have identified the need for future research because although the foundation for positive evidence has been established, EI research as it may contribute to leadership development strategies and their potential effectiveness remains unclear (Phipps et al., 2014). One conundrum with leadership development exists with newly promoted managers. A common mistake is that when an individual is successful on his or her own, success may be the result of self- motivation and self-management (Goleman, 2014). Competencies required for effective managers result from a different skill set; EI and associated social competencies (Goleman, 2014). A lack of consensus as to 'how' to develop leaders' emotional and social skills resulted in uncertainty for training and

development directors, human resource managers, and their organizations. Anecdotal evidence exists of a manager who gained EI competencies through personal coaching (Goleman, 2014).

Social Competencies of Emotional Intelligence

Social competencies of EI include social awareness and relationship management. EI leadership qualities of social awareness and relationship management include:

Social awareness:

* Empathy-such leaders listen attentively and can grasp the other person's perspective.

* Organizational awareness-a leader with a keen social awareness can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there.

* Service-leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track.

Relationship management:

* Inspiration-such leaders offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

* Influence-indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative.

* Developing others-leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses.

* Change catalysts-leaders who can effect change are able to recognize the need for the change, challenge the status quo, and champion the new order.

* Conflict management-leaders who manage conflicts best are able to surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.

* Teamwork and collaboration-leaders who are able team players draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. (Goleman, 2014, p. 51)

Researchers of emotional intelligence may discuss the competencies of social awareness and relationship management within a review or general evaluation of EI, however, studies that focus on only the two social competencies have not been found. Through literature review limited studies have been identified that examine potential relationships between EI competencies and measures of personal or organizational success. The importance of measuring relationships such as the social competencies of EI to success variables of an organization is illustrated by this fact: In the United States, $164.2 billion dollars are spent on employee training and development (ASTD, 2013). In 2013, $1,208 per employee, on average, was invested by their organization in training and development (ASTD, 2014). Since investment in training and development is a cost to the organization, Human Resource (HR) directors, training and development directors, and in some cases, supervisors must be able to show a return on investment (ROI). Talent management and HR professionals are required to provide ROI figures in order to protect or increase their training and development budgets (Perez, 2014).

The following will introduce concepts which relate EI to organizational success variables. A leader's ability to navigate change management has been investigated as a favorable

management ability (Chrusciel, 2006; McKenzie, 2010). Through qualitative analysis, EI competencies were identified as an "indicator of individual and organizational success" (Chrusciel, 2006, p. 645). Recognizing two types of EI competencies; interpersonal and intrapersonal, potential advantages of proper internal and external emotional recognition and regulation were investigated as they could relate to change. Maintaining customer relations were found to be important to the profitability of the organization and the term *customer engagement* was suggested. "In an organization's quest to either maintain or gain the completive edge, the emphasis shifts to the human asset of the organization" (Chrusciel, 2006, p. 651). Thus, the role of emotional intelligence was associated with human resource strategy and the desire to maintain employees.

In another qualitative review, relationships emerged between a manager's use of emotional intelligence and knowledge of emotional intelligence (McKenzie, 2010). Individual preferences differed in that those involved in the study showed personal preference of social competency methods. Suggestions included an intelligent use of various tactics to formulate an action plan in order to address an issue within the workplace. With regards to employee engagement, studies that examined EI tended to look at overall EI competencies, without a focus on the social competencies: social awareness and relationship management. Thus, further study has been recommended to determine potential relationships between competencies of EI and measures of leadership success in an organization (Chopra & Kanji, 2010; Durán, Extremera, & Rey, 2010; White, 2015).

Development of Process Designed Training

Depending upon the EI theorist, attempts to provide intervention to increase a leader's EI have varied from small group meetings to independent activities to individual coaching.

Although small group training provided some evidence of increasing EI, one variable was not controlled for: the trainer (Nelis, Quoidbach, Mikolajczak, & Hansenne, 2009). Initiatives that offered independent activities, such as resilience workbooks, or exercises to enhance customer service skills (Hay Group, 2016) were autonomous and participant dependent. Personal coaching has been regarded as a relatively new concept and as a professional development tool with good intentions: to help others achieve goals, gain or maintain motivation, and overcome obstacles (Biswas-Diener, 2009). However, variation between personal coaches can result from differences in style, knowledge level, theoretical coaching philosophy, gender, or as a result of cultural challenges (Carter, Blackman, & Hicks, 2014; Rosinski, 2010).

Because of the variation and lack of consensus as to *how* to improve the leader's emotional intelligence, James P. Liautaud networked with well-regarded positive psychologists, neuroscientists, and academic research institutions to develop a comprehensive and measureable approach. Initial research discovered that effective group leaders shared common characteristics. The initial research team worked to break down each of the characteristics into small learnable sequential steps, following the ISO protocols which were successful in the manufacturing world. With a small group design, and through a training process that was defined, desirable leadership traits could by taught to participants with the same predictable outcomes each and every time, regardless of the trainer. Success resulted from following the process, not the trainer.

The Liautaud Institute conducted initial studies which discovered evidence that supported the PDT theory. In a two-year study involving Chicago School System principals (2006-2008), two groups of nine participants participated in the PdEI process (the first version of PDT) to discover if stress experienced from reporting to multiple supervisors could be reduced. This

study produced favorable outcomes and resulted in a federal grant to continue the program. The concept of PDT as an ISO training intervention was next applied to families in a seven year study (2006-2013). This pilot study for the International Congress on Emotional Intelligence documented a correlation of an increase in EI (29%) combined with an increase in transparency (47%) among family members, correlated to an increased frequency of social gatherings (87%), among 75 members of 13 related nuclear families ("About the Institute," n.d.).

Process Designed Training and Emotional Intelligence

In 2010, Dr. Daniel Goleman was invited to meet with The Liautaud Institute leadership team and ultimately served as academic research chair for the first corporate study. The Liautaud Institute was investigating potential effects of PDT on leaders' emotional intelligence. Initial research analysis found evidence that PDT positively affected leaders' behavioral change (Cherniss, Grimm &Liautaud, 2010). The study spanned two years and included nine companies. Organizations with participant groups were the Chicago Board of Options Exchange, Ed Miniat, Inc., First Midwest Bank, Globe Union, Hyatt Corporation, IHC Construction, Lawson Products, Leo Burnett, and the Ryan Building Group. Participants represented entry, mid and senior level mixed gender executives. In addition to overall increased EI, there were other gains realized by participants of PDT. Leaders realized 39% superior salary increases, 36% increase in team synergy, and 15% increase in positive self-esteem (Liautaud Institute, Learning Services and Impact Team, 2016).

The PDT intervention utilized Dr. Goleman's 360 degree ESCI as a pre and post assessment tool to measure participants' emotional and social competencies. Thus, the Liautaud Institute adopted Goleman's emotional and social intelligence domains: Self Awareness, Self Management, Social Awareness, and Relationship Management. Through review of literature in

positive psychology and neuropsychology, leadership and researchers of The Liautaud Institute decided to include an additional domain: Self-Esteem. Although the ESCI was regarded as assessment that had the potential to build participants' motivation and trust (The Hay Group, 2015), The Liautaud Institute leaders and researchers concluded that transparency during PDT, and vulnerability along with trust quickly bonded the six to eight member teams (Kivland, 2016). Pre and post PDT group bonding was assessed via The Liautaud Institute Group Bonding Survey, which was developed by researchers at the Institute (personal communication, Audrey Hebson Smith, March 29, 2016). PDT had successfully expanded upon previous existing emotional intelligence models (personal communication, Joseph Balistreri, January 5, 2015).

To eliminate variability that could be a result of the trainer, The Liautaud Institute leadership trained moderators as to how to follow strict protocols and established steps of the PDT process (Cherniss, Grimm, & Liautaud, 2010). The precursor to the Hay Group ESCI, the ECI-2 measured changes in EI between the control group and participants in the PDT intervention group. The ECI-2 was selected because evidence existed of its criterion validity. Even with a potential ceiling effect (because all participants were considered high performers in their workplaces prior to the intervention), an increase in EI was realized for those who practiced PDT over the control group. "This study suggests that the PDT program may be an effective strategy for helping organizational leaders to develop the emotional and social competencies associated with effective leadership" (Cherniss et al., 2010, p. 428). The Liautaud Institute researchers indentified increased Emotional and Social Competence (ESC) levels of 81 executives by 23% over the control group ("PDT: Habits", 2013, p. 2). Figure 1 shows the linear comparison of the EI increase for program participants:

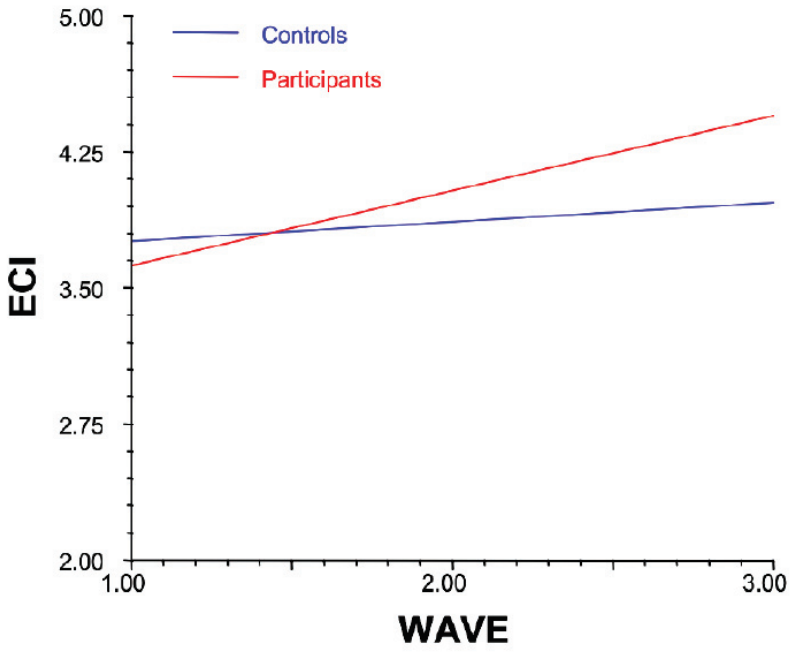

Figure 1. Difference between participants and control group, overall Hay Group scores. Adapted from "PDT Habits that Increase Charisma and Connection" by The Liautaud Institute, 2013, p. 49. Reprinted with permission.

Between the first and second year of the intervention, participants received more promotions and higher salary increases over the control group. The Liautaud Institute statistically proved that EI competencies could be increased in leaders with Process Designed Training (PDT) and practice of habits that were common to leaders' success. Goleman also concluded EI skills could be enhanced with the right training and practice. "Being a great leader is less about handling circumstances and people proficiently, and more about knowing how to create an encouraging environment for those people whose collaboration you need" (Goleman, 2014, p. 52). With foundational research showing support for EI development in leaders, The Liautaud

Institute researched additional variables that could indicate organizational success. One of the topics chosen for future study was Employee Engagement (EE).

Employee Engagement

As an indication of organizational success, employee engagement has been identified as an important organizational construct (Dalal, Baysinger, Brummel, & LeBreton, 2012); Markos, & Sridevi, 2010; Moreira, 2013). Although organizations in the United States have struggled with a low level of employee engagement (Gallop, 2013), during the past decade employee engagement has been a focus for research (Adkins, 2016; Durán, Extremera, & Rey, 2010; Libraries Worldwide, 2015). Engaged employees (EE) are concerned with quality and growing the organization. People who are engaged at work enhance customer satisfaction and thus, engaged employees create engaged customers (Taylor, 2007). Of interest, a study of customer service representatives considered customer-focused emotional management approaches as they may or may not relate to customer emotions. The study found that problem-focused strategies (situation modification and cognitive change) were likely to reduce negative customer emotions and increase positive customer emotions (Little, Kluemper, Nelson, & Ward, 2013).

"Engaging employees is important whatever the potential of the employee, but it is crucial for truly talented people who are likely to have leadership potential either now or in the future" (Woodruffe, C., 2006, p. 5). The definition of EE is described as the relationship you have with your work. EE was a rather new concept for managers and empirical research was limited (Saks, 2006). Work engagement was defined as a motivational state at work in which a positive and fulfilling mindset encouraged workers to be effective (Bakker, Schaufeli, Leiter, & Taris, 2008) EE is characterized by three components; vigor, dedication, and absorption. The definitions for Vigor, Dedication, and Absorption are:

Vigor refers to individuals' levels of energy, how willing they are to invest themselves in their work, having resilience and not easily being fatigued, and having the ability to deal persistently with difficult situations.

Dedication centers on the notion of meaningful work in which individuals are not only proud of what they do, but are also enthusiastic about pursuing it. A person high in dedication also finds his or her work challenging and inspiring.

Absorption is characterized by how immersed an individual is in his or her work. When an individual is absorbed in work, time seems to pass quickly, and everything outside of work is absent from an individual's thoughts. (Thor, 2013, p. 26)

Journal article publications regarding EE have quadrupled from 2005-2015 (Libraries Worldwide, 2015). However, despite increased interest in EE, a recent Gallup Daily survey identified U.S. EE at 31-32% (Adkins, 2015). Engaged employees are not only innovators, they contribute to the revenue and growth of a thriving organization (Adkins, 2015.) An ongoing study conducted by Gallup (2013) researchers, *The State of the American Workplace: Employee Engagement Insights for U.S. Business Leaders* concluded U.S. workforce engagement has been stagnant since the year 2000. Since the inception of this study, U.S. workers consistently trended at 70% not actively engaged. Engaged employees lead their organizations to develop new products or services (Gallup, 2013). In addition, engaged employees create new customers and help the economy grow.

Gallup administers the Q^{12} EE survey worldwide. The Q^{12} is "backed by rigorous science linking it to nine integral performance outcomes" (Gallup, 2013, p. 24). The outcomes include customer ratings, profitability, productivity, turnover (for high and low-turnover organizations), safety incidents, shrinkage (theft), absenteeism, patient safety incidences, and quality (defects).

According to Gallop researchers, variations in EE accounted for a 10% differential in customer ratings, 22% in profitability, 21% in productivity, 25% in turnover (for high-turnover organizations), 65% in turnover (for low-turnover organizations), 48% in safety incidents, 28% in shrinkage, 37% in absenteeism, 41% in patient safety incidents, and 41% in quality(defects) (Gallup, 2013, p. 25)

Meta-analysis verified EE related to each of the nine performance outcomes in the study. The performance outcomes are business outcomes that are essential to financial success of the organization (productivity, profitability, and customer satisfaction). "When organizations successfully engage their customers and their employees, they experience a 240% boost in performance related business outcomes compared with an organization with neither engaged employees nor engaged customers" (Gallup, 2013, p. 55). While seven out of ten American workers were not engaged, or actively disengaged in their work, 70% of the U.S. workforce were likely to be less productive because they were emotionally disconnected from their workplaces. Although the Gallop organization studied nine performance outcomes, a measure for EI was not included.

Emotional Intelligence and Employee Engagement

Literature about the potential relationships of leaders' EI and EE is limited. It has been identified that a more engaged workforce could lead organizations to higher levels of productivity (Thor, 2013). Of particular interest to The Liautaud Institute's initiatives involving PDT, process improvement specialists voluntarily participated in an American Society of Quality (ASQ) survey. This was a quantitative approach commissioned to understand the relationship between EI and work engagement. Researchers utilized The Utrecht employee (work) engagement scale to indicate levels of EE. Organizational leaders involved in leading ISO

process improvement strategies for their organizations participated in the study. The goal for this research was to better understand if the ISO process improvement leaders could benefit from higher EI and subsequently, if the knowledge and/or development of EI would be an avenue to improve EE. For process oriented leaders, the thought was that if this relationship did exist, the ISO process leaders could utilize their new knowledge and enhanced EI skills to improve execution of effective process improvement (Thor, 2013)

The primary research question was "Does a relationship exists between a process improvement expert's emotional intelligence and work engagement?" (Thor, 2013, p. 37) Pearson product-moment correlation analysis examined the strength of the relationship, followed by simple regression analysis to infer the predictability that EI had to EE. This study determined there was a positive relationship between EI and EE, $r(5,185) = 0.416$, $p < 0.001$. In addition, the researchers showed a positive relationship between EI and the components of EE. Regression analysis illustrated that EI predicted 17.3% of work engagement variability: R2 = 17.3, F(1, 5,185) = 1, 086. 85, $p < 0.001$ (Thor, 2013). A positive relationship between engagement and ability to manage emotions was the strongest relationship of the EI variables $r(5,185) = 0.475$, $p < 0.001$, with ability to manage emotions predicting 22.6% of the variability in work engagement. The remaining EE and EI variables had a positive relationship, but to a lesser degree. The remaining EI variables predicted a smaller percentage of EE as compared to ability to manage emotions (Thor, 2013).

Researchers' results from this ASQ study "suggest process improvement experts who can control their emotions are likely to find greater engagement in their work and have the energy to mentally stay involved in their work when challenges arise" (Thor, 2013, p. 38) Organizations who have engaged workers experience less theft and accidents, as well as higher customer

satisfaction scores, productivity, profitability, and attendance (Wagener & Harter, 2006). Emotional intelligence can help leaders deal with a toxic work environment (Zeidner, Matthews, &Roberts, 2009). Toxic work environments result in absenteeism, illness, workplace violence, and loss of productivity. Leaders demonstrated their abilities to cope with toxic work environments by high levels of vigor, a component of EE.

As was the case for ASQ, the Utrecht Work Engagement Scale (UWES) -9 was utilized to measure EE in a study which focused on EI, job satisfaction, well-being, and engagement. The participant population consisted of police officers in Australia. Emotional Intelligence was measured using Wong and Law's 2002 EI assessment. "Overall, EI predicted police officers' perceptions of well-being and job satisfaction, which influenced engagement and affective commitment and, subsequently, negatively affected turnover intentions" (Brunetto, Teo, Shacklock, & Farr-Wharton, 2012, p. 436) In addition to providing support of effective policing requiring use of EI, partial least squares path modeling affirmed EI lead to job satisfaction and well-being, "with positive path relationships leading to employee engagement and organizational commitment, thereby affecting turnover intentions" (Brunetto et al., 2012, p. 428). One limitation noted for this study was the population consisted of a homogeneous career group; police officers. In contrast to Brunetto et al., Shuck and Herd (2012) investigated employee engagement and leadership in a widespread, conceptual sense. Through a broad literature review, the authors concluded very little was known about the potential empirical or conceptual relationships between EE and leadership. Sponsored academy articles addressing leadership and EE could not be found via a search of human resource literature. As one result, leaders and human resource professionals are often unable to located needed resources to guide the

development and execution of leadership development programs (Shuck & Herd, 2012, p. 159-160).

Although leadership is a complex construct, leaders have a need to accurately assess which leadership skills or traits will align with followers needs, and to provide motivation. Emotional intelligence skills were deemed 'critical'. "The use of emotional intelligence as a basis for developing engagement-focused leaders is in many ways continually evolving in the field of leadership development" (Shuck & Herd, 2012, p. 175).

This literature review focused on leadership topics that appear to have potential relationships to one another. A historical perspective of EI was described in order to understand the evolution of methods that attempt to measure emotional and social competencies of leaders. The next topic provided a background of EI as a desirable leadership quality. Specifically, examples from the health care community were introduced to provide support for the consideration of EI as a favorable leadership trait. A review of social competencies of EI was described in an effort to illustrate division between evaluating the emotional and social competencies of emotional intelligence has not been the focus of current studies. An explanation of PDT and its potential role with EI subsequently introduced the topic of EE as a construct to organizational success. Lastly, the role of EI as it may or may not have related to EE in an American Society of Quality study was described in order to provide an example of research which examined the concepts of EI and EE, while also recognizing how research in this area continues to evolve and that future research is needed.

Current Study

In general, researchers suggest that there is a correlation between a leader's EI and EE. In earlier research, The Liautaud Institute looked to correlation analysis to determine if there might

be an increase in leaders' direct reports' ratings of the supervisors' EE levels before and after the supervisors went through PDT. Overall, for each construct, EI scores increased by 8.21%, with a similar increase in EE of 5.62% (Kivland, 2016). If leaders have higher levels of EI, they can relate effectively to their workforce, which may encourage EE. Leaders who are low in EI lack empathy and consideration for others, which may discourage employees and support low levels of EE, discourage innovation, decrease productivity, and weaken morale. Low EI leaders who discourage EE may also experience higher absenteeism, turnover, errors, injuries, or illnesses in the workplace. An empirical analysis from data collected from various industry types will address the following hypotheses and research problem:

- H1: Organizational leaders with higher social competencies will have higher employee engagement scores from their direct reports as compared to those led by lower social competency leaders.
- H2: Organizational leaders with higher self competencies will have higher employee engagement scores from their direct reports as compared to those led by lower self competency leaders.

To address these hypotheses, leaders from a cross-sectional representation of technology/audio visual, restaurants/fast food, and finance were asked to complete The Liautaud Institute's emotional and social competency assessment (the LESC4) and the UWES-9 assessment which measures EE. Data analysis will see if there is a relationship between social competencies of EI and subordinates' EE.

Chapter 3: Method

Chapter Overview

Evidence exists in the literature that there may be a relationship between leaders' EI and EE. The Liautaud Institute researchers surveyed levels of EI of organizational leaders, as well as levels of EE of the leader's direct reports. The scope of this research included leaders from audio visual, finance, and restaurant/fast food. This study examined the potential relationship between the social competencies of EI and EE. Empirical analysis from collected data was analyzed in order to address the following hypotheses:

- H1: Organizational leaders with higher social competencies will have higher employee engagement scores from their direct reports as compared to those led by lower social competency leaders.
- H2: Organizational leaders with higher self competencies will have higher employee engagement scores from their direct reports as compared to those led by lower self competency leaders.

Participants

In order to generalize potential relationships between emotional and social competence and EE, recruitment efforts resulted in participants from three organizations. The participants were members from a technology firm (audio/visual), restaurant (fast food), and a financial organization. Identified organizational leaders included those exempt from overtime and/or leaders who had responsibilities of overseeing subordinates. The technology participants included the chief executive officer (CEO), senior vice president of team resources, vice president of event services, vice president of strategic initiatives, sales department lead, director of fulfillment, vice president of account services, and vice president of finance. The fast food participants were either general managers or assistant managers of the organization. Finance

participants included the CEO/managing director, head of the Chicago office, head of real estate valuation, leader in investment banking, and three leaders of the valuation group.

Data Collection

Each study participant was asked to identify three subordinates to participate in the study. Subordinates were individuals who directly reported to the leader or who worked in the organization at a lower organizational level, but yet had consistent interaction with the study participant. Interaction with the study participant in the work setting was important so that the direct report surveys could be completed with knowledge of the study participant's recent behavior. Both leaders and direct reports worked for the same organization. Size of the organization varied somewhat between the three organizations represented in this study. However, all three businesses qualified as Small and Medium-sized Businesses, SMBs (Tricker, 2008). According to the data analyst at The Liautaud Institute, employment numbers for the three firms are as follows (A. Hebson-Smith, personal communication, February 11, 2016): "A/V Company - Between 50-100 employees; Financial Firm - Between 201-500 employees; Fast Food - Between 100-200 employees" All three organizations were non-union.

Each organizational leader was asked to voluntarily participate in PDT at no charge to the company or to the individuals who would be involved with the study. The Liautaud Institute's president & CEO or a member of staff extended a verbal invitation to company leaders. Participants were sent a formal, written request for voluntary participation in the study via email or were presented with the document in person. Content of the voluntary consent document described the nature and purpose of the study, participant expectations, assurance of confidentiality, and potential benefits to the participants and their organizations. Most of the communication to potential leader participants was in person, via the CEO/President or Chief

Learning Officer of the Liautaud Institute. On a few occasions a trained moderator or member of the Institute's staff assisted with obtaining voluntary consent. The consent forms have been retained at The Liautaud Institute's office.

Quantitative Measures

Preliminary efforts to develop The Liautaud Institute measure for Emotional and Social Competence (LESC) involved a panel of industry professionals (CEOs), academic psychology professors, psychologists, experts in business psychology, and human resource consultants who were regarded as emotional intelligence experts. Initial vetting resulted in fifty-four desired questions. This was the basis of the prototype LESCS. The LESCS prototype sampled 648 respondents and through quantitative analysis (including internal-consistency /alpha reliability and principal components analysis), the research leadership team determined that efforts regarding the LESC needed to continue in order to realize the desired reliability and validity measures. Several further iterations resulted, along with pilot testing and additional analysis.

The Institute received feedback from business leaders involved in their initial study (using The Hay Group 72 question assessment). Organizational leaders were concerned about the amount of time it would take organizational members to complete The Hay Group (Goleman's) survey for emotional intelligence. Reflection: The Hay Group 360 degree survey was administered in the initial study to leaders who were members of a PDT team and optimally, three direct reports or people who knew the leader well (coworker, spouse, significant other, adult child, friend, etc.) Thus, the time for completion was multiplicative. On average, time to administer the assessment was 35-45 minutes per person. Business leaders did the math and determined that within their organization, administration of this assessment would require significant time investment, when considered collectively for a PDT group of six to eight

members along with surveying three direct reports for each group participant. Time required to measure emotional and social competencies would be amplified when leaders cascaded PDT training throughout their organizations by commissioning additional groups. In addition, to measure an increase in emotional and social competencies, the survey would be administered initially, twice during training, and then following the PDT intervention. The Liautaud Institute heard initial participant/leaders' concerns and set out to develop a measure for emotional and social competencies that would streamline the process and provide organizations with a valid and reliable assessment which would require less time to administer.

The result of the continued iterations of the LESC to measure emotional and social competencies for this research was participants completed the Liautaud ESC4 (LESC4) EI survey. From this assessment, the social competencies; social awareness and relationship management were measured. Direct reports completed the Utrecht Work Engagement Scale (UWES-9).

The Liautaud ESC4 (LESC4)

The Liautaud Emotional and Social Competence Survey, (LESC4), measures a person's emotional intelligence (self and social competencies) through self-reported responses. The LESC4 was developed using an inductive approach which was based upon concepts and definitions of emotional intelligence as described by Goleman (1995), along with other research in the field. The LESC4 is the fourth iteration of the LESC. Subsequent versions were developed as a result of previous LESC assessments and their findings, including reliability, and validity measures. This assessment consists of 25 questions and can be completed in 5-10 minutes. Reliability and validity scores were better than The Hay Group's widely administered emotional

and social competency survey. Table 1 illustrates the reliability findings for the LESC4 in comparison to The Hay Group's EC12.

Table 1

Reliability Score Comparison: LESC4 and EC12

Liautaud ESC4 (LESC4) Emotional Intelligence Survey	Reliability	#Items	ECI2 Emotional Intelligence Survey	Reliability	#Items
Relationship Management	0.80	5	Relationship Management	0.65	24
Social Awareness	0.76	5	Social Awareness	0.69	12
Self-Awareness	0.74	5	Self-Awareness	0.71	12
Self-Management	0.72	5	Self-Management	0.59	24
Self-Esteem	0.78	5			
	Total items:	25		Total items:	72
	Administration time:	5-10m		Administration time:	35-45m

Note: LESC4. Reliability comparison of the LESC4 and the Goleman EC12. Reprinted from "Liautaud ESC4 Emotional Intelligence 360° Survey," by The Liautaud Institute, 2015. Adapted with permission.

The LESC4 realized acceptable psychometric statistics and all alpha reliabilities scored above .70. Through correlation analysis the LESC4 was determined to have overall scores that indicated a strong overlap to the popular Hay Group ESCI $r = .76$ (Liautaud Institute, 2014). The LESC is less than half the length of the ECI2. The Hay Group (2005) documented EC12 data in their Emotional Competency Inventory (ECI) Technical Manual. According to The Liautaud Institute (2015), comparison of the LESC4 to the EC12 measures of reliability found the LESC4 exceeded the EC12 in all areas: Relationship Management (.80 versus .65), Social Awareness (.76 versus .69), Self-Awareness (.74 versus .71), and Self-Management (.72 versus .59) From review of existing literature and with input from subject matter experts, research leaders of The

Liautaud Institute recommended the inclusion of a fifth emotional intelligence domain: Self-esteem.

When The Liautaud Institute initially looked (at a macro level) for potential shifts in participants' self-reported ESC scores, self ratings were compared with ratings from the participant's direct reports. The Liautaud Institute communicated results from self-assessment as well as aggregate feedback from the leader's direct reports back to the PDT program participant for the purpose of personal development and self knowledge. Positive shifts in leaders' emotional intelligence were realized after completion of the twelve-month PDT program, and the reliability measures for the LESC4 were favorable. For the purpose of this study, the leaders' EI social competency levels will be those determined at the conclusion of the PDT program (their fourth and final EI assessment).

Emotional Intelligence: Social Variables

The focus of this research looks at potential relationships between the social competencies of emotional intelligence as they may relate to employee engagement. Relationship management and social awareness represent the social components of emotional intelligence and are represented by the following questions and variable titles:

Table 2

Relationship Management and Social Awareness Variable Descriptions

Variable	Description	Survey Question
ESCR1T4S	ESC4 360 - Relationship Management	I am often called on to inspire people to action.
ESCR2T4S	ESC4 360 - Relationship Management	I know how to bring out the best in people.

ESCR3T4S	ESC4 360 - Relationship Management	I help others resolve problems without having to give advice.
ESCR4T4S	ESC4 360 - Relationship Management	I enjoy developing others.
ESCR5T4S	ESC4 360 - Relationship Management	I have a long list of people I've coached for success.
ESCS1T4S	ESC4 360 - Social Awareness	I connect with others by listening with personal focus.
ESCS2T4S	ESC4 360 - Social Awareness	I take an active interest in how other people feel.
ESCS3T4S	ESC4 360 - Social Awareness	I'm not very good at reading body language. (REVERSE SCORED)
ESCS4T4S	ESC4 360 - Social Awareness	I seek to learn what inspires others.
ESCS5T4S	ESC4 360 - Social Awareness	I can easily empathize with others.

Scoring

Each question was ranked from One (1) to Five (5), one being low and five as the highest self score. The ESCS3T4S was reversed scored. Higher scores indicate high levels of relationship management or social awareness. Scores for each category, or domain, shall be averaged so one relationship management and one social awareness independent variable will represent each domain.

Emotional Intelligence: Self Variables

The LESC4 also considered self-variables of emotional intelligence: self-awareness, self-management, and self-esteem:

Table 3

Self-Awareness, Self-Management, and Self-Esteem Variable Descriptions

Variable	Description	Survey Question

ESCA1T4S	ESC4 360 - Self-Awareness	If asked, I could list every one of my personal strengths and weaknesses.
ESCA2T4S	ESC4 360 - Self-Awareness	I can describe how I'm feeling at all times.
ESCA3T4S	ESC4 360 - Self-Awareness	I am open and transparent with others by describing my feelings.
ESCA4T4S	ESC4 360 - Self-Awareness	I know how different events affect the way I feel.
ESCA5T4S	ESC4 360 - Self-Awareness	I can name my feelings in the moment.
ESCM1T4S	ESC4 360 - Self-Management	I have clear goals and set strategies.
ESCM2T4S	ESC4 360 - Self-Management	If asked, I could make a long list of my accomplishments.
ESCM3T4S	ESC4 360 - Self-Management	Sometimes I get so angry it's hard to get things done. (REVERSE SCORED)
ESCM4T4S	ESC4 360 - Self-Management	I have too many bad habits and not enough good ones. (REVERSE SCORED)
ESCM5T4S	ESC4 360 - Self-Management	Sometimes I overreact unexpectedly. (REVERSE SCORED)
ESCE1T4S	ESC4 360 - Self-Esteem	I'm charismatic and easy to like.
ESCE2T4S	ESC4 360 - Self-Esteem	I feel alone/disconnected when I am in a setting with people I don't know. (REVERSE SCORED)
ESCE3T4S	ESC4 360 - Self-Esteem	I'm comfortable around people who are highly successful.
ESCE4T4S	ESC4 360 - Self-Esteem	I'm not a very interesting person. (REVERSE SCORED)
ESCE5T4S	ESC4 360 - Self-Esteem	I don't like being alone with strangers. (REVERSE SCORED)

Scoring

Each question was ranked from One (1) to Five (5), one being low and five as the highest self score. Within the self-management domain, ESCM3T4S, ESCM4T4S, and ESCM5T4S were reversed scored. For self-esteem, ESCE2T4S, ESCE4T4S, and ESCE5T4S were also scored in reverse. Higher scores indicate high levels of in each self domain of self-awareness, self-management, and self-esteem. Scores for each category, or domain, shall be averaged so one value will represent each of the three domains (self-awareness, self-management, and self-esteem).

Primarily due to the addition of self-esteem by The Liautaud Institute for the LESC4, and lack of comparative reliability with The Hay Group EC12, self-variables shall be considered for

comparison purposes to the independent social variables. Consistent with the social domains, an average shall be computed for each of the self domains. This will provide an independent variable value for each of the three self domains. With verification of the LESC4, and with positive evidence that PDT participant's emotional intelligence could increase, the institute desired to look further to see how emotional and social competencies might relate to other measures of organizational success. One of the chosen measures was employee engagement.

The Utrecht Work Engagement Scale

In order to measure employee engagement, The Liautaud Institute utilized the Utrecht Work Engagement Scale (UWES-9). The UWES-9 consists of nine questions that measure the three dimensions of employee engagement: vigor, dedication, and absorption (Appendix A). Each question is measured on a Likert Scale of 0 (never) to 6 (always). Higher scores indicate that participants are more engaged with their jobs. To determine an overall engagement level for the leader's direct reports, employee engagement scores will be averaged. This shall result in one, comprehensive dependent variable for EE for regression analysis.

It should be noted there exists a UWES-17 (17 question version of the UWES that proceeded UWES-9). According to Schaufeli, Bakker, and Salanova (2006), "The factorial validity of the UWES-9was demonstrated using confirmatory factor analyses, and the three scale scores have good internal consistency and test-retest reliability" (p. 701). Further, it was concluded that the UWES-9 scores had acceptable psychometric properties and that the UWES-9 instrument could be used in studies.

Employee engagement; vigor, dedication, and absorption were represented by the following:

Table 4

Employee Engagement Variable Descriptions

Variable	Description	Survey Question
EngV1T4S	Employee engagement - Vigor	At my work, I feel bursting with energy.
EngV2T4S	Employee engagement - Vigor	At my job, I feel strong and vigorous.
EngV3T4S	Employee engagement - Vigor	When I get up in the morning, I feel like going to work.
EngD4T4S	Employee engagement - Dedication	I am enthusiastic about my job.
EngD5T4S	Employee engagement - Dedication	My job inspires me.
EngD6T4S	Employee engagement - Dedication	I am proud of the work that I do.
EngA7T4S	Employee engagement - Absorption	I feel happy when I am working intensely.
EngA8T4S	Employee engagement - Absorption	I am immersed in my work.
EngA9T4S	Employee engagement - Absorption	I get carried away when I am working.

Coding of Study Participant Leaders

The following represents a coding mechanism for PDT training participants. The management level of each participant was identified with a 1-4 that best fits their position in the organization.

1. Top-level management:
    - Board of directors (executive directors, e.g., chief executive officer (CEO), chief financial officer (CFO), chief technology officer (CTO); and non-executive directors)
    - Country managers
    - Executive vice presidents
2. Middle-level management:
    - Division managers
    - Regional managers
    - Heads of units and functional departments
3. First-level management
    - Supervisors
    - Foremen

- Shift managers

4. Non-management

Since the initial focus for PDT training begins with training organizational leaders, there were no category 4 participants in this study. Training and development in organizations relies on buy-in and understanding from organizational leaders (Noe, 2010). Thus, initial PDT groups emphasized membership of levels 1-3.

Although PDT training protocols assures participants' confidentiality, for aggregate research analysis reasons, participants were asked to voluntarily provide their gender, age, and income level. Because this information was successfully collected, gender, age and income level shall be considered as control variables.

Table 5

Control Variable Descriptions

Variable	Description	Survey Question
SexT4A	Gender	Male / Female
AgeT4A	Age	Age
IncT4A	Income	What is your annual income?

Method for Analysis

Regression analysis will determine whether potential relationships exist between the independent variables (social competencies of EI; social awareness and relationship management) and the dependant variable, employee engagement. The social competency levels are determined by responses to five questions per domain. These responses shall be averaged for each domain in order to represent a total value per domain (ex: relationship management). Dependent variables included in employee engagement (vigor, dedication, and absorption) shall be averaged in order to provide one overall measure of direct reports' employee engagement.

Through regression analysis, relationships between the leader's emotional intelligence social competencies and employee engagement may be analyzed. Average was selected for both the independent variables and the dependant variable so they may have the same scale. This also allows weights to be assigned to individual items for potential robustness check of the results.

Threats to Validity

This research is quantitative. In order to avoid statistical threats to validity, especially with regards to leader participants, the study required a minimum of three direct reports to complete the UWES-9. In addition, organizational leaders were requested to complete the LESC4 upon entry to the PDT program and after experiencing the intervention. In order to support the validity of the data, Dr. Don Kluemper, University of Illinois Chicago, Circle City, was asked to examine the historical data and ensure the database was reliable. A correlation matrix shall represent convergent and discriminant validity when analyzing regression results.

Ethical Concerns

This study is based on archival data. Each participant was presented a voluntary participation document. Participants were able to leave the study either initially or at any time during the PDT training and/or data collection process. The Liautaud Institute relied upon PDT delivered through trained moderators. Thus, direct contact with researchers and study participants was eliminated. A minimal risk to participants was the result of due diligence from The Liautaud Institute and their trained moderators. While gathering data, personally identifiable criteria were avoided. Staff, moderators, and student researchers were to keep all collected data in confidence and only share aggregate results. The collected data results shall be destroyed within five (5) years as the data shall be summarized, synthesized, and disseminated in a generalize format.

Chapter 4: Findings

Chapter Overview

The historical data received from The Liautaud Institute for this study included LESC4 measured levels of the participating leaders' emotional intelligence. The domains of emotional intelligence were grouped as social variables or self-variables. Both social variables and self-variables were analyzed as independent variables through regression analysis. As each leader was asked to determine three direct reports who would rate the leaders' employee engagement (dependent variable) via the UWES-9, the total *n* for this study was 164 (38 leaders and 126 direct reports). Control variables included Sex, Age, and Income. Each control variable was indexed.

Table 6

Control Variables Coding

Variable	Description	Code	Number / Percent
SexT4A	Gender	Male = 0 / Female = 1	Male: 25 / 71.43%, Female: 10 / 28.57%
AgeT4A	Age range	Under 25 = 1	3 / 8.33%
	Age range	25 - 34 = 2	20 / 55.56%
	Age range	35 - 44 = 3	7 / 19.44%
	Age range	45 - 54 = 4	6 / 16.67 %
IncT4A	Income level	$25,000 - $49, 999 = 1	7 / 21.21%
	Income level	$50,000 - $74,999 = 2	6 / 18.18%
	Income level	$75,000 - $99,999 = 3	7 / 21.21%
	Income level	$100,000 - $149,999 = 4	3 / 9.09%
	Income level	Greater than $150,000 = 5	10 / 30.30%

Of the 38 leaders who participated in the study, three (7.89 %) did not indicate gender. Two leaders (5.26%) did not provide age information. With regards to income level, five leaders (13.16%) did not offer this information. Percentages were computed as a ratio to the number who provided information for each variable. For gender, total leader participants 38-3=35 and for age, 38-2=36 total participants with data. Findings in the number/percent column totaled 100% for

these two variables. Regarding income level, the total leader participants with reported data was 38-5=33. The total percentage for this column was 99.99% as the results, indicated at two decimal places, were individually not able to be rounded up.

The dependent variable, EE, was determined by averaging the nine EE variables which represented vigor, dedication, and absorption for each leader. The EngV1T4S, EngV2T4S, EngV3T4S, EngD4T4S, EngD5T4S, EngD6T4S, EngA7T4S, EngA8T4S, and EngA9T4S were summed and averaged for the direct reports of each leader. The variable EE resulted and this was the representative average employee engagement scores for regression analysis.

Social Variable Analysis

Averages for the social variables of emotional intelligence were determined (relationship management and social awareness). Relationship management was represented in regression analysis using SPSS by the term Average ESCR. Variables ESCR1T4S, ESCR2T4S, ESCR3T4S, ESCR4T4S, and ESCR1T5S were summed and averaged to determine Average ESCR values. Social awareness variables included ESCS1TS, ESCS2TS, ESCS3TS, ESCS4TS, ESCS5TS. Since ESCS3TS was reversed scored, the scale was inverted before determining the Average ESCS value. Regression analysis was used to test the first hypothesis:

- H1: Organizational leaders with higher social competencies will have higher employee engagement scores from their direct reports as compared to those led by lower social competency leaders.

In the first regression, the independent variables Average ESCR (relationship management), Sex, Age, Income, and dependent variable EE (employee engagement) were compared. The level used as a significance criterion was an alpha level of .05 for all statistical tests. There was not a significant effect of the emotional intelligence domain relationship management, sex, age, and

income on dependant variable employee engagement at the $p < .05$ level for the three conditions [$F(4,27) = 1.07$, $p = 0.393$].

The second regression, independent variables Average ESCS (social awareness), Sex, Age, and Income and dependent variable EE (employee engagement) were analyzed. For the second social domain of employee engagement, there was not a significant effect found for social awareness, sex, age, and income on dependant variable employee engagement at the $p < .05$ level for the three conditions [$F(4,27) = .97$, $p = 0.438$]. Thus, for the social competencies of emotional intelligence, Hypothesis 1 was not supported.

The Average ESCR (relationship management) scores for leaders in the study ranged from 3 to 5 (1 as lowest, 5 as highest). The Average ESCS (social awareness) scores for leaders ranged from 2.8 to 5. Lower ESCR and ESCS scores seemed to be most represented by leaders in the fast food industry and in finance. Higher scores were best represented in audio visual leaders. What was not known in this study was time on the job, leadership training opportunities available within the organization, and overall culture of the company. These factors could discourage or encourage social emotional competency development within leaders.

Self-Variable Analysis

The LESC4 also reported the leaders' self-variables of emotional intelligence: self-awareness, self-management, and self-esteem. For comparison, averages for each domain and regression analysis were also conducted for the self-variables. The analysis of the self-variables was designed to test the second hypothesis:

- H2: Organizational leaders with higher self competencies will have higher employee engagement scores from their direct reports as compared to those led by lower self competency leaders.

In the first self competency regression, the independent variables Average ESCA (self-awareness), Sex, Age, Income, and dependent variable EE (employee engagement) were compared. Self-awareness was represented by variables ESCA1T4S, ESCA2T4S, ESCA3T4S, ESCA4T4S, and ESCA5T4S. The same average per emotional intelligence domain was used in the analysis of the social variables, thus five variables were averaged to represent the leader's Average ESCA. There was not a significant effect of the emotional intelligence domain self-awareness, sex, age, and income on dependant variable employee engagement at the $p < .05$ level for the three conditions [$F(4,27) = .99$, $p = 0.429$].

The second self-competency regression looked at the self-management domain of EI. Three questions were reverse scored, thus the scale for ESCM3T4S, ESCM4T4S, and ESCM5T4S were inverted prior to computing the averages. Subsequently, ESCM1T4S, ESCM1T4S, ESCM3T4S, ESCM4T4S, and ESCM4T4S were averaged to determine each leader's Average ESCM. In the case of self-management, there was not a significant effect of this EI domain, sex, age, or income on dependant variable EE at the $p < .05$ level for the three conditions [$F(4,27) = 1.37$, $p = 0.269$].

The third self-competency regression examined self-esteem. For the three reversed scored questions (ESCE2T4S, ESCE4T4S, and ESCE5T4S) the scales were inverted prior to computing the leader's average score. Average ESCE was computed by summing ESCE1T4S, ESCE2T4S, ESCE3T4S, ESCE4T4S, and ESCE5T4S and then computing the average for each leader's self-esteem. There was not a significant effect of the EI domain self-esteem, sex, age, and income on dependant variable EE at the $p < .05$ level for the three conditions [$F(4,27) = .97$, $p = 0.437$].

Average ESCA (self- awareness) scores ranged from 2.2 to 4.8. For Average ESCM (self-management) scores, the range was 2.4 to 5. Leaders' Average ESCE (self-esteem) scores

spanned from 2 to 5. With regards to the self-variables, some leaders in the study showed rather consistent high or low scores, whereas others had two higher scored variables along with a lower value. As was the situation for social competencies, several factors were unidentified for the leader group. Self assessment can be affected by personality (for example, a narcissistic orientation) ego or superego (Kohut, 2013).

Social Variable and Self-Variable Analyses

Subsequent to the individual domain regressions which considered the social domains (relationship management and social awareness) individually, a regression found that coupled together, there remained no significant effect of the social domains on EE. This analysis included the independent variable relationship management (Average ESCR) and the variable social awareness (Average ESCS). There was not a significant effect found for relationship management, social awareness, sex, age, and income on dependant variable EE at the $p < .05$ level for the three conditions [$F(5,26) = .89$, $p = 0.504$].

The self-variables were also measured in a regression that included self-awareness (Average ESCA), self-management (Average ESCM), and self-esteem (Average ESCE). Again, regression analysis found that together, their remained no significant effect on EE. There was not a significant effect found for self-awareness, self-management, and self-esteem, sex, age, and income on EE at the $p < .05$ level for the three conditions [$F(6,26) = .89$, $p = 0.515$].

The final regression model included all five emotional intelligence domains: relationship management (Average ESCR), social awareness (Average ESCS), self-awareness (Average ESCA), self-management (Average ESCM), and self-esteem (Average ESCE). Age, sex, and income were also included. There was not a significant effect found for the variables on EE at the $p < .05$ level for the three conditions [$F(8,23) = .70$, $p = 0.691$].

Correlation Analysis

Correlation analysis of all variables; Average ESCR, Average ESCS, Average ESCA, Average ESCM, Average ESCE, EE, Sex, Age, and Income revealed an interesting outcome. Between the variables EE and sex, the Pearson r value was .364 with a 2-tailed significance of .031. Correlation is significant at the 0.05 level for a 2-tailed level. This could suggest that on the basis of gender, women could have more ability to impact EE, than men.

The correlation descriptive statistics are included in Table 7:

Table 7

Correlation Descriptive Statistics

Variable	Mean	Standard Deviation	N
Average ESCR	4.031579	.6501997	38
Average ESCS	4.021053	.5338073	38
Average ESCA	3.800000	.7725003	38
Average ESCM	3.968421	.7374555	38
Average ESCE	3.736842	.6945428	38
EE	4.834390	.5106063	38
Sex	.29	.458	35
Age	2.44	.877	36
Income	3.09	1.548	33

Chapter 5: Discussion, Conclusions and Recommendations

Introduction

This study investigated the potential relationships of EI social competencies to EE. The measure for EI, the LESC4, also provided data on the self competencies of EI. Thus, all five domains of EI, measured by the LESC4, were included in regression analysis.

Social Competencies and Emotional Intelligence

- H1: Organizational leaders with higher social competencies will have higher employee engagement scores from their direct reports as compared to those led by lower social competency leaders.

The LESC4 provided scores ranked from one to five, with some questions having reverse scores which needed to be inverted before analysis began. The results did not support H1 as they were not significant. Regarding research, Thomas Kuhn identified a paradigm effect. Researchers could not see potential solutions when focused on the data presently on hand (Horwish, 1993). In this study, although H1 was not supported, this could indicate that there needs to be a larger sample size, or that leaders in the program were exhausted by the end of the program. Emotional exhaustion from identifying one's EI has been found to have a negative relationship with organizational commitment and subsequent job performance (Moon & Hur, 2011). Of interest, in a study of NCAA Division 1 coaches, EI was found to moderate the relationship of surface acting and emotional exhaustion (Lee & Chelladurai, 2016). Through structural equation modeling, Kumar, Raman, and Sambasivan (2016) identified that EI impacted emotional exhaustion.

Additionally, leaders' self- identity has been associated with changes in leadership skills that occur over time (Miscenko, Guenter, & Day, 2017). In his book *Experiential Learning:*

Experience as the Source of Learning and Development, David Kolb shared his personal experience with deep emotional sharing between group members who were strangers a week prior to sensitivity training. Kolb (2015) acknowledged how he returned to academia to work with Sloan MBA students in a similar manner and found that deep sharing was effective with some graduate students, while others discovered the level of EI awareness was more than they were prepared to experience.

Self-Competencies and Emotional Intelligence

- H2: Organizational leaders with higher self competencies will have higher employee engagement scores from their direct reports as compared to those led by lower self competency leaders.

The LESC4 provided scores within the same parameters (1 to 5) for the self-competencies of leaders in the study. As was the case for social competencies, questions that were reversed scored required inversion of the scale prior to taking the average and further analysis. The results did not support H2 as they were also not significant. Learning about one's self-competencies of EI can, in itself, be stressful and exhausting. The stress and exhaustion can initially emerge as a lack of confidence in one's emotional abilities (Gohm, Corser, & Dalsky, 2005). If leaders in the PDT program were stressed or exhausted and not confident in their self-competencies of EI, this could have affected their ability to impact EE, as measured upon completion of the PDT program.

An example of exhaustion through PDT can be illustrated through a trial conducted by The Liautaud Institute. A group of leaders were asked to participate in an accelerated, one week version of the PDT program. One reason for this initiative was to test how quickly a positive shift in emotional intelligence could occur. As the founder of the Institute, James P. Liautaud,

was from a manufacturing background and understood the investment of people in training or development activities was an opportunity cost to the organization. He wanted to determine how quickly the program could be delivered effectively. During this trial, the EI levels of the leaders actually fell and team members were exhausted by the end of the week. Since that time, The Liautaud Institute has made positive progress in the timing delivery of their programs to best assist organizations and their leaders. Leaders who participate in EI development activities need time to practice new habits. Until the behavior is sustainable, this can also lead to exhaustion. A recommendation for future research would be to extend the assessment time for EE so as to provide the leaders who participated in the EI assessment and development program (PDT) to return to work and practice their newly developed skills.

The range for EE scores was more consistent than for the domains of EI. Leaders' EE data resulted from a minimum of three direct report responses to the UWES-9. Although three direct report responses were requested, some leaders received more feedback than others. For the *n* of 38 participant leaders, three per leader would have totaled 114, whereas the total responses from direct reports to leaders was 126.

Conclusions

In this study, analysis of the social competencies of EI did not support the hypothesis:

- H1: Organizational leaders with higher social competencies will have higher employee engagement scores from their direct reports as compared to those led by lower social competency leaders.

In addition, the analysis of self-competencies of EI did not support the hypothesis:

- H2: Organizational leaders with higher self competencies will have higher employee engagement scores from their direct reports as compared to those led by lower self competency leaders.

There is limited evidence in scholarly literature that suggests there may be a relationship between exhaustion and development of leaders' EI skills. Although some literature has been authored on exhaustion, there is a gap between existing scholarly literature on EI and exhaustion. Existing literature tends to focus on mediating effects of EI and exhaustion but not on the exhaustive nature of EI development activities. An interesting suggestion that I propose from this study is that a measurement for exhaustion could be designed or identified and the potential relationships of mediating variables could be examined. Another observation would be to suggest the inclusion of how to deal with exhaustion for program participants. In addition, this study included members of service organizations. The manufacturing sector could provide different results. Thus, opportunities for future study in this area exist.

Emotional intelligence has been identified as a desirable leadership trait (Goleman, 1998; Hammerly et al., 2014; Hopkins et al. 2015; Salovey & Mayer, 1990). In their initial study of high level leaders, The Liautuad Institute successfully identified that the Emotional and Social Competence (ESC) levels of 81 executives could be increased by 23% over the control group ("PDT: Habits", 2013). A challenge seems to remain in providing quantitative evidence in how a leader's EI impacts organizational outcomes. McFarland, Rode, and Shervani (2016) determined that a contingency approach to emotional intelligence existed: emotional intelligence made a difference in leaders' effectiveness, but only within certain conditions. Their contingency model promotes EI as a moderator for challenges faced by sales professions: emotional exhaustion, customer-oriented selling, and sales performance. Jeon (2016) discovered within the flight

industry, the more customer service leaders employed EI techniques, the more emotionally exhausted they became.

As a participant in the PDT program, the intensity of this training can leave leaders emotionally exhausted (S. Smith, personal communication, January 25, 2017). The Liautaud Institute's program effectively taught leaders skills to be more effective with the people with whom they work. Although participants' EI increased from beginning of the program to the fourth measurement, which was used for this analysis, the organization's leaders may have needed more time to personally regroup as well as time to practice new skills before an assessment of EE would show significant change. Transfer of training in adult learners requires practice (Mathis, Jackson, Valentine, & Meglich, 2017). One possibility could be that once leaders returned to their workplaces after PDT training, they dedicated to daily work demands and sacrificed time to practice newly learned skills that enhanced their EI. According to Mathis et al. (2017), training, performance back on the job, and employee learning must be integrated to produce effective results.

The Liautaud Institute realized a need for leaders who completed the PDT program to practice their new skills. Realizing your EI competency strengths and weaknesses can emotionally exhaust participants or cause them stress as to how to implement new skills on the job. After this group of leaders participated in the PDT program, the Liautaud Institute introduced a *Habit Tracker* phone app to help PDT participants log their progress in practicing the habits which could improve relationships and performance at their organizations. Similar to learning a new language, translating between one to another can be exhausting, until it becomes a habit and one can think and process within the new language without the process of converting information in one's head before speaking to others (Cacioppo & Berntson, 2005).

Another recent addition to offerings at The Liautaud Institute includes the option for leaders who complete the program to add coaching sessions. This addition was largely due to evaluation of past leaders' experiences with The Institute's programs, according to the Director of Consulting and Professional Services (C. Kivland, personal communication, February 8, 2017). Leaders will be able to identify their lowest five scores as development opportunities. The addition of developmental coaching sessions will result in personal development goals and online development action plans. Leadership development has been found to emerge when there is an emphasis of multi-source feedback processes (Day, Fleenor, Atwater, Sturm, & McKee, 2014), and additional intervention through coaching could help provide this for program participants.

Although the control variables age and income did not show significant correlation during regression analysis, there are some observations which merit mention. Regarding age, 20 (55.56%) of the participating leaders were in the 25-34 age range. Thus, age was not equally represented among all age categories. Cultivating the next generation of leaders has been identified as an effective organization strategy (Goleman, Boyatzis, & McKee, 2013). However, in this study population, leaders disproportionately represented the 25-34 age range. As proposed by Goleman et al. (2013), leaders in organizations mentor and emulate desirable leadership traits for future leaders within the organization. Although leadership effectiveness and experience may not be based entirely on age, within the 35-44 age group, only seven (19.94%) were represented. For the 45-54 age category, six (16.67%) participated. One question that has not been addressed in the literature is, could there be generational differences in the measurement of emotional intelligence? Another may be, how important is the senior leader role in mentoring and emulating favorable leadership traits to those with fewer years completed in their careers?

With regards to income and the total leader population who participated in this study, the income distribution was more evenly distributed. However, when examining the dataset, interesting observations included that for the fast food industry, there were no level 3, 4 or 5 income level participants. Income level 1 ($25,000-49,999) was represented by 66.67% of the fast food leader participants. In contrast, the audio visual industry had no one in level 1 ($25,000-49,999) or 2 ($75,000-99,999). For leaders in the finance firm, 100% were from level 5 (more than $150,000). These observations could suggest there may be differences in self-reported emotional intelligence scores, if indexed to income (over a larger population of leaders). Another interesting study could look at leaders' income ranges and the employee engagement scores they received from direct reports.

The third control variable, sex (gender) suggests a positive relationship between women and EE, as determined by correlation analysis. As stated in the literature review, the fact that the United States continues to struggle with EE was established (Gallop, 2013). The PDT program includes teaching leaders communication skills. A leaders' selected communication techniques can enhance EE (Mishra, Boynton, & Mishra, 2014). If there could be a gender differentiation regarding EE, future research exploring this possibility, with a focus on communication skills, could provide additional insight.

Although, in this study, H1 and H2 were not supported, other organizational variables could be considered. One possibility is a potential lack of organizational commitment to change after the training was conducted. Chelliah, Bujang, Lew, and Adriel (2016) found a positive relationship between training and organizational commitment. Leaders were asked to sign commitment documents for The Liautaud Institute's program however, how this was perceived by others within the organization was not assessed. Since PDT, The Liautaud Institute has

refined its program to include further follow up. One addition is an app which leaders use to track the practice of their habits. Another potentially value-adding feature of the corporate program is dedicated support from Institute staff for one year post-training. Other factors that are important to successful integration of training is to ensure an organization's employees have a clear understanding of business goals as well as what the business expects plan to see as a result of training (Pollock, Wick, & Jefferson, 2015). These are additional opportunities for The Institute - to work with corporate clients on the clarity of their mission, vision, and goals as well as the plan to communicate these to employees.

Limitations

Limitations of the study include a low *n* for the leader population, which could provide some rationality as to why relationships between social competencies or self-competencies and EE could not be identified. Historic data from The Liautaud Institute was based upon groups who had pioneered the LESC4 and Process Designed Training, thus the *n* was limited. Since these groups completed training and assessment, (1/17/2015 through 8/25/2015), implementation of the LESC4 and Process Designed Training has grown. Thus, future studies would benefit from the availability of data for a larger leadership population.

There existed a wide range in rankings for the five emotional intelligence domains. Consequently, additional attention to this issue could impact future studies. Consideration of the leaders' personality type and years of experience as a supervisor could lead to further discovery in the differentiation of self-rated EI scores. For some leaders, EE scores varied within their direct report group, thus, rater bias could exist (example: does the direct report respect his or her leader? Were there feelings from direct reports of taking the UWES-9 under duress? Does conflict exist between the leader and his or her direct reports?)

When considering leader and follower respect, Clarke and Mahadi (2015) determined that mutual respect related positively to employee well-being and job performance. Thus, findings suggest mutual respect as an important construct in the workplace which could bring benefits to the leader, follower, and organization. Neither the UWES-9 nor the LESC4 measured respect. An additional consideration for future research could be Leader-member exchange (LMX) theory and assessment. LMX theorists have acknowledged the respect-based relationship and its value in a team. However, LMX theory has also acknowledged that some leaders communicate more or have varying degrees of inclusiveness with different team members (Bauer & Erdogan, 2016). If respect had been investigated in this study, mediating affects could have potentially been discovered.

As direct reports were asked to complete the UWES-9 for the supervisor, depending upon the leader's style and communication abilities, it is possible some direct reports could have felt they were not able to say no, and completed the assessment under duress. Within the dataset, there was a range in EE scores for some leaders which was not noticeable for others. Duress can affect both leaders and followers. In times of duress within an organization, authoritative leadership may seem warranted. However, to encourage quality decision-making in times of duress, successful change can result from gathering feedback, through collaboration, and compromise (Hill, 2016). This study did not interface EI with leadership styles.

Also not considered within the parameters for this study was the potential role of workplace conflict. In a survey of 5,229 participants, the Swedish Longitudinal Occupational Survey of Health discovered office configuration could be important in the amount of conflict in the workplace (Danielsson, Bodin, Wulff, & Theorell, 2015). For both men and women in the study, large open office spaces resulted in fewer conflicts. For women, flexible and combination

offices led to higher reports of workplace conflict. Conflict in the workplace has also been shown to correlate to the work-family situation. Leaders who were sent off in the morning in a positive manner from home showed less propensity for workplace conflict later in the day (Liu, Wang, Chang, Shi, Zhou, & Shao, 2015), whereas employees who struggled with work-family conflict in the morning had a greater occurrence of interpersonal workplace conflict in the afternoon. Certainly, there may be many causes for workplace conflict. The social-psychology behind group conflict in the workplace has identified conflict can lead to decreased cooperation (Sherif, 2015). Thus, if conflict existed between a study leader and participant, this could have affected how the direct report chose to complete the UWES-9.

Recommendations

Future research is needed in the area of how emotional intelligence may or may not be related to employee engagement. Larger studies, with greater *n* could better represent the population at large. With a larger population of leaders in a study, management types could be stratified to determine if there are differences according to management classification, gender, or years of experience as a supervisor.

In addition to looking to a larger population, a longer study could potentially identify the relationship of EI to EE. There could be a threshold level of when a leader returns from EI training to when there is an impact on the organization's EE rating. This has not been discovered and would be a recommendation for future research.

Although income was not substantial as a variable in this study, future research could consider income levels. An additional thought regarding income level could be to conduct studies about the income level a leader was raised within, to see if emotional competencies relate to financial resources of the family. As the most positive evidence from this study suggests,

future gender studies with regards to EE could reveal new information for leaders and organizations.

Final Summary

Emotional intelligence, as a favorable leadership trait; and employee engagement, as a desirable quality for organizations remain important for today's business success. Although this study, with a limited sample size, did not show relationships between the two, opportunities for future studies exist. From correlation analysis, gender studies as they relate to employee engagement may discover additional information. In addition to analysis of larger sample size populations, consideration of respect, duress, or conflict when direct reports are asked to complete surveys about their supervisor may prove helpful. The United States continues to struggle with employee engagement, thus, further study is warranted. The Liautaud Institute has successfully shown through Process Designed Training how a leader's emotional and social competencies can be enhanced. The process and assessment measures exist. Discovering how and when they may interrelate should provide opportunities and challenges for additional research in the areas of emotional intelligence and employee engagement.

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Appendix A

UWES-9 Questions

1. _____ At my work, I feel bursting with energy

2. _____ At my job, I feel strong and vigorous

3. _____ I am enthusiastic about my job

4. _____ My job inspires me

5. _____ When I get up in the morning, I feel like going to work

6. _____ I feel happy when I am working intensely

7. _____ I am proud of the work that I do

8. _____ I am immersed in my work

9. _____ I get carried away when I'm working